

Syllabus 2010

CYCLE 1

3rd Preschool

1st and 2nd

Elementary school

Piloting Stage

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Presentation

The legal principles established in Article 3 of the Mexican Constitution, the educational transformation that encourages National Development Plan 2007-2012 (Plan Nacional de Desarrollo 2007-2010) and the objectives established in Sector Educational Program 2007-2012 (Programa Sectorial de Educación 2007-2012, Prosedu) are the legal foundation that articulate and regulate actions in public education policies in Mexico.

Within this framework, taking into account what General Law of Education (Ley General de Educación) ascribes to the Ministry of Public Education (Secretaría de Educación Pública), the latter has established as Prosedu's main objective, "to improve the quality of education for the students to attain a better academic performance and have available means to access general well-being and contribute to the development of the country".¹ (p. 11). The main strategy to reach this goal in basic education is to "create a comprehensive reform of

basic education, focused on the adoption of an educational model based on competencies, which satisfies Mexico's development needs in the 21st century"² (p. 24), with the aim of achieving better articulation and efficiency between preschool, elementary and secondary school levels.

For these reasons, the National English Program in Basic Education³ (NEPBE, for its initials in English) is based on an approach which aims to foster and develop communicative competence in English as a foreign Language. This fact means focusing on the teaching of social practices and activities instead of the formal knowledge of the linguistic system from a normative view. These practices involve engagement in "reading and writing acts, as well as varied oral exchanges which are meaningful to individuals when the need to understand what others utter or to express what is considered as important arises. Besides, language benefits from systematic reflection on the priority of texts and

¹ "Elevar la calidad de la educación para que los estudiantes mejoren su nivel de logro educativo, cuenten con medios para tener acceso a un mayor bienestar y contribuyan al desarrollo nacional."

² "Realizar una reforma integral de la educación básica, centrada en la adopción de un modelo educativo basado en competencias, que responda a las necesidades de desarrollo de México en el siglo XXI."

³ Programa Nacional de Inglés en Educación Básica (PNIEB for its initials in Spanish).

oral exchanges. Therefore, it is essential to re-direct the subject towards context-based language production and understanding of the textual variety, as well as training in different ways to read, study, and interpret texts and to interact in spoken practice”.⁴

From this point of view, language is regarded as “a complex object by means of which the individual understands the world and becomes part of society; an object that not only serves communicative purposes, but also cognitive and reflective ones [...] using the language efficiently means being able to interact with others via production and interpretation of spoken and written texts in order to be part of society”.⁵

The study programs in Cycle 1 of the NEPBE are geared for students who do not have previous knowledge of English as a foreign language and who are in the first grades of basic education (3rd grade preschool, 1st and 2nd grade elementary school). These levels correspond to the early stage of literacy in the students’ mother tongue. This makes the teaching practice quite a complex challenge because literacy in neither the mother tongue nor the foreign lan-

guage is a spontaneous process; therefore, a pedagogical process is of the essence.

Students who are currently in the grades corresponding to this first cycle are known to have plasticity and understanding in the early learning of languages. For this reason, it is important that those in charge of the subjects linked to language teaching (English, Spanish and Indigenous Languages) turn the classroom into a point of convergence for languages and cultures, that is, a bilingual or multilingual inter-cultural context that can be exploited to the benefit of the students’ cultural and linguistic learning.

This way, rather than acknowledging the co-existence of languages in the classroom, the aim is to lay the groundwork in order to enrich the experiences and knowledge acquired in one language, which should progress along with the ones acquired in other languages, as Teberosky⁶ states:

Bilingual children pay attention particularly to phenomena such as language and writing. Children usually ask whether the written form is in one language or another and whether the acoustic or graphic differences belong to any of the languages

⁴ “Actos de lectura y escritura, así como en intercambios orales variados, plenos de significación para los individuos cuando tienen necesidad de comprender lo producido por otros o de expresar aquello que consideran importante. Asimismo, el lenguaje se nutre de la reflexión sistemática en torno a las prioridades de los textos e intercambios orales. Por ello, se considera indispensable reorientar la asignatura hacia la producción contextualizada del lenguaje y la comprensión de la variedad textual, el aprendizaje de diferentes modos de leer, estudiar e interpretar los textos, de escribir e interactuar oralmente, así como de analizar la propia producción escrita y oral.” SEP (2006), *Reforma de la Educación Secundaria. Fundamentación curricular, Español*, pp. 15-16.

⁵ “Un objeto complejo mediante el cual un individuo comprende el mundo y se integra en la sociedad y un objeto que cumple no sólo con propósitos comunicativos sino también cognitivos y de reflexión [...] utilizar eficientemente el lenguaje significa ser capaz de interactuar con otros a través de la producción e interpretación de textos orales y escritos, a fin de participar en la sociedad.” SEP (2006), *Reforma de la Educación Secundaria. Fundamentación curricular, Inglés*, p. 18.

⁶ “Los niños bilingües prestan particular atención al fenómeno del lenguaje y de la escritura. Continuamente preguntan si la escritura está en una lengua o en otra, las diferencias acústicas o las diferencias gráficas son adjudicadas a una u otra de las lenguas que se hablan en clase, hay comentarios que explican la lengua que se usa para escribir. Inicialmente atienden más a las diferencias que a las semejanzas entre las escrituras. También inicialmente, esperan usar letras diferentes para lenguas diferentes. Pero en el proceso de construcción de ambas escrituras simultáneamente es posible descubrir las formas de transcripción y uso de un mismo instrumento para lenguas diferentes.” A. Teberosky (1988), “Construcción de escrituras a través de la interacción grupal”, en E. Ferreiro *et al.*, *Nuevas perspectivas sobre los procesos de la lectura y escritura*, 6a ed., México, Siglo XXI.

spoken in the classroom; there are comments which explain the language used for writing. At first, children focus more on differences than on similarities between both written forms, and they also expect to use different letters for different languages. However, in the construction process of both written forms, it is possible to discover the transcription and use forms of one single instrument for different languages simultaneously.

For this reason, it is fundamental to foster an environment where students are in permanent contact with writing in general and with English language writing in particular in the classroom. More often than not, the classroom is and will be the only space where students can interact with the foreign language and reflect on its uses and structure. From this perspective, display and socialization of the products written in English is stressed, as they are the outcome of the development of the program content.

Foreign language learning at an early age, namely the one that corresponds to Cycle 1 of NEPBE, can provide benefits such as the following:

a) *Benefits related to the study of a foreign language in addition to the students' mother tongue.* Research in developmental psychology points out that studying a foreign language enhances the process of cognitive development, due to the fact that it is conducive to a diversified mental structure and to flexible thinking. Furthermore, it strengthens reflection on the students' mother tongue as it encourages a better use of their own linguistic code and breaks down otherness and encourages openness

towards other cultures, since it raises awareness about their own and others cultural values. This process also provides students with a broader vision of the world (diversity, plurality) on the grounds that it fosters the acknowledgement of different ways of political and social organizations, as well as tolerance and respect for others.

b) *Benefits of learning a foreign language at an early age.* From the linguistic point of view, a child that learns a foreign language at an early age reaches a better mastery, particularly in listening comprehension and pronunciation. However, contrary to traditional belief, there is no "critical period" in this process; there is a "sensitive" period, though, before the age of three. Concerning the area of the learning process, children acquire deeper language awareness and a higher sensitivity to the fact that other languages and cultures exist, and they develop a positive attitude of being in touch with other languages. Therefore, one of the main purposes of this cycle is to imbue in the students the willingness and the interest in learning languages other than their own tongue with the aim of fostering a positive attitude towards the learning process and the people who speak the language.

For the aforementioned reasons, it is important to adapt to the students' traits and needs; this means acknowledging a diversity of experiences, interests, and knowledge about their mother tongue and other languages they have been in touch with.

One of these specific needs is their learning pace, which in the NEPBE cycles represent long periods of time, that is which allows for enough time to satisfy needs and deal with specific problems which hinder the achievement of the objectives set for each cycle.

Particularly in Cycle 1 of the NEPBE, apart from the students' learning pace, it is necessary to consider the literacy process in their mother tongue, due to the fact that it is, undoubtedly, the most important aspect of the early stages in basic education. Needless to say, it is the most important component in the subjects linked to the students' mother tongue (Spanish and Indigenous Languages).

Since it is assumed that language acquisition is a social process in the NEPBE, language teaching involves learning to communicate in different contexts where the speakers are. This, instead of being a difficulty for English as a subject, poses an opportunity to take advantage of the social practices of the language, which are exploited in other subjects (even if they are not language-related) and turned into experiences that preserve the social functions of the language in real and familiar communication situations where the English language can be used. These practices include the written forms of the language.

For this reason, besides introducing students to the English language, Cycle 1 is focused on enhancing the literacy process. This is why there is emphasis on supporting students to help them acquire skills and knowledge that can be transferred from one language to another and used in both and in other subjects. Even though the purpose is not for the students to become literate in English, it is recommended that English language teachers and those responsible for the grades corresponding to Cycle 1 have information about the literacy process in the mother tongue, which their students are going through. Based on this line of thought, the next section is presented.

The initial literacy process

Research in behavioral genetics have stressed that children draw a lot of language knowledge even before being able to read and write as the rest of the people. Children make a great effort to read the texts around them: books, posters, written names, advertisements, messages, amongst others. When conditions favor the acquisition of a writing system, children ask themselves: What are letters for? What do they represent? What graphic "clues" help understand what is written? What letters are appropriate to write something? This means they are genuinely interested in understanding what writing represents and how it is represented.

When children have the opportunity to "read and write", they act on their ideas of writing and then they are able to state their ideas. These steps help them reach concepts which are closer to convention little by little. It is important to note that children are keen to know how writing works. Because of this, when the school environment takes advantage of the interest in understanding the written form, intellectual activities like comparison, inference, and deduction are sparked, which help identify the meaning of the letters. As children find more opportunities to explore the written form of the language, they become more sensitive to the contexts where letters appear.

While children can contrast their writing with that of others, be it conventional or not, they can identify units that become more and more precise concerning word formation. The literacy process continues and aids the children to understand the alphabetical logic of

the system. Not only is this a very important achievement, but it also benchmarks the beginning of new reflections on writing conventions (spaces between words, punctuation, capitalization, spelling, etc.).

Since many children in our country lack opportunities to interact with the written form of the language and progress in their conceptualizations about the system that governs it, it is paramount to provide schools with opportunities for children to “read” and “write”, before doing it in a conventional way, and also to participate in activities where the written form of the language (Spanish or English) is presented with a real communicative goal.

Not only does literacy refer to the alphabetical principle, but also to social and personal purposes, to adapting the language to writing it and to the knowledge of graphic resources the students have at their disposal to facilitate the communicative efficiency of writing (punctuation, typographical varieties, text distribution on a page, using illustrations, spelling). As soon as they start being in touch with different texts conveyors (books, magazines, signs, etc.), children start to form hypotheses about what the written language is like in different types of texts and to distinguish between spoken and written language. Written language acquisition assumes that children

can test their hypotheses by writing, reading and comparing what they read or write to what other people read or write (children and adults). Due to this, one of the goals of teachers is to provide students with a variety of reading and writing situations in a consistent and constant way throughout the school cycle. It is important to mention that children increase their knowledge about texts and the language used for writing, at the same time they reflect on the writing system.

An essential way to enhance the children’s development in this first cycle is to offer as many opportunities as possible for them to interact with different knowledge objects. Just as in other areas, knowledge of the written language form does not come quickly or automatically, as it happens after much reflection. Every new piece of knowledge that children acquire in the process of acquiring the written form of the language is actually a very complex network of associations. Therefore, one activity is never enough to guarantee learning; there must be many activities and sequences which cover the different aspects of the written language phenomenon. Every problem that comes about, though it might be similar to another, represents a different cognitive challenge for children.

Purposes

General purpose of English language teaching in basic education

The purpose of foreign language teaching in basic education is for students to get the necessary knowledge to engage in oral and written social practices of the language to interact with native and non-native English speakers by means of *specific activities with the language*. This is to say, by using activities that involve production and interpretation of oral and written texts –of a familiar, academic and literary nature– the students will be able to satisfy basic communication needs in different everyday and familiar situations.

Thus, children need to learn to use the language to organize their thoughts and their speech, to analyze and solve problems, and to gain access to different cultural expressions from their own and other countries. Besides, it is essential that they identify the role language

plays in building knowledge and cultural values; children should develop an analytical and responsible attitude to face the problems that affect our world.

Competence in a foreign language does not stem from mere repetition or exposure to it or from studying it for a very long time. Most importantly, it is necessary to have a variety of individual and collective experiences that include different ways to participate in oral exchanges and in text reading and writing. Therefore, the school –whose responsibility is higher in the case of students that come from communities with low literacy and with scarce or non-existent contact with the foreign language– should provide the necessary conditions for students to participate in such experiences, to reach gradual autonomy in their intellectual work, and to be able to transfer what they have learnt in the classroom context to out-of-classroom communicative situations.

Purpose of English language teaching for Cycle 1

The purpose of English language teaching for Cycle 1 in basic education (3rd grade preschool, 1st and 2nd grades Elementary school) is to raise students' awareness about the existence of a language different from their own language, and to get them acquainted with the foreign language by participating in routinary *social practices of the language via specific activities with the language* which promote interaction among students and spoken and written texts in different social environments. Therefore, in this cycle, students are expected to:

- Recognize the existence of other cultures and languages.
- Feel motivated and have a positive attitude towards the English language.
- Develop basic communication skills, especially the receptive ones.
- Reflect on how the writing system works.
- Become acquainted with different types of texts.
- Start getting in touch with children's literature.
- Develop learning strategies which can be transferred to other areas of knowledge.
- Use linguistic and non-linguistic resources to give information about themselves and their surroundings.

Teaching guidelines

Cycle 1 study program is directed at students for whom English is a foreign language with which they have little or no contact at all. Therefore, it is essential to take as a basis the knowledge, experiences, and interest children have in the social practices of their mother tongue, as well as the purposes, social practices of the language, specific activities with the language, and contents of the program, in order to determine the following:

a) *Planning communicative situations* (such as making a product, reaching a goal or solving a problem) which articulate, in a sequenced manner, the specific activities with the language in each of the specific social practices which represent a challenge to students. The underlying rationale is that activities should be neither so easy they can be neglected nor so complex or difficult that they may bring about disappointment or discouragement. Therefore, communicative situations should be rewarding enough to foster a positive attitude and hold the students' interest.

b) *Kind and amount of learning contents* (*learning to do with, learning to know about and learning to be through the language*), which will be covered through communicative situations –specific and related to students' experiences and interests– planned beforehand, so that they involve a sequenced and articulated realization of the specific activities with the language.

c) *Number of lessons devoted to the planned communicative situations*, as well as their requirements and suggested product.

- To look for, select, and if necessary, create multimedia or printed materials, and to read and analyze them before using them with the students.
- To bear in mind the social practices of the language during the development of the communicative situations.
- To create educational strategies characterized by their diversity in:

- a) Modalities in the organization of work: whole class, team, pair, and individual work.
 - b) Modalities in reading and writing: modeled, guided, shared, individual, silent, aloud, etc.
 - c) Diversity in educational materials and resources: made by the students themselves or previously prepared, such as large or small titles, repeated titles, unique titles, books graded depending on the level of difficulty, multimedia resources (audio, video, CDs, computer software, etc.).
- Model and play the roles of expert speaker, listener, reader and writer in English.
 - Create opportunities for all the students to engage in oral exchanges, reading, and writing activities.

- Foster a positive attitude towards learning foreign languages and their cultures.
- Encourage a respectful and confident environment where mistakes, rather than being constantly sanctioned and corrected, are seen as opportunities to practice and rehearse in the English language, as well as to receive or offer positive feedback.

In order to successfully develop these guidelines, teachers responsible for the grades in this cycle must be aware of the importance of incorporating the contributions of the teaching and learning of reading and writing, as well as those of oral exchanges in a foreign language into their everyday practice.

Assessment

Apart from the assessment parameters established in the document *Programa Nacional de Inglés en Educación Básica. Asignatura Estatal: lengua adicional Inglés. Fundamentos curriculares. Preescolar, primaria y secundaria*, it is convenient to consider that this cycle's purpose is to record the degree of progress attained in every day class work and any changes or adaptations required by any component of the teaching practice (teacher training, educational resources, study programs, infrastructure, etc.) in order to reach the goals established during the school year.

From this perspective, the assessment of each stage in the first cycle *does not involve promotion*, and therefore its function is related to the learning process and should be characterized by being:

- *Global*, because it considers the students' foreign language skills as a whole and does not isolate or break them down into fragments.
- *Continuous*, because it takes into consideration work and performance done throughout the development of the stages of the communicative situation, not only the final product.
- *Formative*, because it is a continuous process of uninterrupted gathering of evidence and qualitative data on the students' performance; that is, their strong and weak points, so that positive and effective feedback among students and the teacher is guaranteed.

Content organization

In order to cover the social practices of the language in this cycle, it is necessary that teachers check and reflect on the content of Fundamentos Curriculares. Preescolar, primaria y secundaria of the NEPBE, due to the fact that this document sets the principles that regulate the work in this subject and explains, among other aspects, the object of study, approach, and organization and distribution of contents in the four cycles of the program. At the same time, the following is stressed:

- The *object of study* of the English subject corresponds to the *social practices of the language* which articulate the school grades in each cycle of the NEPBE. At the same time, the social practices and the specific activities with the language allow the gathering and sequencing of *contents of a different nature*: learning to do with, learning to know about and learning to be through the language.
- The social practices of the language and specific activities with the language have been distributed and organized in three ample *social learning environments*: familiar and community, literary and ludic, and formation and academic.
- The *curriculum contents* in the charts are characterized by having a “bullet” instead of a number, since it is the teacher who determines, depending on the students’ needs and characteristics, *which ones to use, to what extent and in what order to plan their teaching and learning*. Besides, in order to help teachers in the type of actions and knowledge expected to be covered with these contents, some of them are further explained and are signaled with a hyphen to deal distinguish them.
- *At the bottom of each content chart there are suggestions for actions to make a product*. However, *this is not compulsory*, which means that the teacher can use other methodological strategies (for instance, solving a problem or reaching a goal) as long as the purposes and learning achievements for this cycle are accomplished.
- The proposal of *Achievement* presented at the end of each *Unit* has the purpose of providing the teacher with information about knowledge, actions, and values that students are expected to acquire, in order to *assess their progress and performance in the competence in the English language*.

- Finally, given the scarcity or absence of English language materials and resources in public schools, along with the need for teachers to be able to provide their students with real spoken and written models of the English language, there is a list of *sample language* that can be consulted in the Appendix at the end of

this document. It is important to note that these samples *should not rule the organization and planning of work* in the classroom, since they cannot guarantee the achievement of the purposes for this cycle.

Cycle 1. Social practices of the language. Distribution by environment

Contact and familiarization: 3rd grade. Preschool. 1st and 2nd grades. Elementary school		
Social practices of the language		
Familiar and community environment	Literary and ludic environment	Formation and academic environment
<ul style="list-style-type: none"> • Understand and use everyday greeting, courtesy, and farewell expressions. • Follow and give instructions in everyday settings. • Give and receive information about one's self and others. • Describe and share information about the place where one lives. 	<ul style="list-style-type: none"> • Participate in the reading and writing of rhymes and stories in verse. • Participate in language games with expressive and aesthetic purposes. • Participate in the reading of literary narrations and share personal experiences. 	<ul style="list-style-type: none"> • Follow steps in an instruction manual in order to make a product. • Formulate questions about a specific topic. • Share information through graphics.

Specific activities with the language. Distribution by environment and grade

Familiar and community environment

Social practices of the language	Specific activities with the language		
	3rd grade. Preschool	1st grade. Elementary school	2nd grade. Elementary school
Understand and use everyday greeting, courtesy, and farewell expressions.	Explore and respond to greeting, courtesy, and farewell expressions.	Understand and respond to greeting, courtesy, and farewell expressions.	Interpret and produce greeting, courtesy, and farewell expressions.
Follow and give instructions in everyday settings.	Follow oral instructions to carry out activities in the classroom and in the school.	Understand and follow instructions to carry out everyday home activities.	Follow and give instructions that regulate everyday school activities.
Give and receive information about one's self and others.	Identify information about one's own and others' physical appearance.	Give and receive information about one's own and others' likes, preferences, and personal data.	Follow and give instructions that regulate everyday school activities.
Describe and share information about the place where one lives.	Recognize information about appliances, utensils, and tools used at home.	Describe and interpret information about people in the community and their activities.	Understand and record information about locations in the place where one lives.

Literary and ludic environment

Social practices of the language	Specific activities with the language		
	3rd grade. Preschool	1st grade. Elementary school	2nd grade. Elementary school
Participate in the reading and writing of rhymes and stories in verse.	Listen to rhymes and stories in verse.	Understand rhymes and stories in verse.	Read rhymes and stories in verse.
Participate in language games with expressive and aesthetic purposes.	Discover words in a children's song.	Compare words in a children's story.	Change verses in a children's poem.
Participate in the reading of literary narrations and share personal experiences.	Listen to stories or narrations and associate them with personal feelings.	Understand stories and narrations and associate them with personal experiences.	Read stories and narrations and associate them with personal experiences.

Formation and academic environment

Social practices of the language	Specific activities with the language		
	3rd grade. Preschool	1st grade. Elementary school	2nd grade. Elementary school
Follow steps in an instruction manual in order to make a product.	Follow steps from an illustrated recipe.	Read illustrated instruction manuals in order to assemble an object.	Follow instructions to carry out a simple science-related experiment.
Formulate questions about a specific topic.	Understand questions to identify information about objects in the classroom.	Formulate questions to obtain information about a topic of nature.	Write questions to obtain information about natural products from the countryside.
Share information through graphics.	Read basic information about a specific geography topic with the support of a graphic.	Interpret basic information about a geography topic based on a graphic.	Record basic information about a geography topic with the support of a graphic.

GRADE
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Social practices of the language: understand and use everyday greeting, courtesy, and farewell expressions

Familiar and community environment	
Specific activities with the language: explore and respond to greeting, courtesy, and farewell expressions	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore everyday communicative situations in which greeting and courtesy expressions are used with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Identify purpose. – Recognize sender and intended audience. • Recognize words in greeting, courtesy, and farewell expressions used in introductions and everyday communication. <ul style="list-style-type: none"> – Detect similarities and differences among words. • Distinguish the written form of greeting and courtesy expressions. <ul style="list-style-type: none"> – Observe writing directionality. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose and participants in the communicative situation. – Non-verbal language (gestures, body language, signals, glances, etc.). • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Differences and similarities in words: beginning, ending, number and type of letters. – Writing directionality: left to right, top to bottom. – Repertoire of words suitable for this practice of the language: greeting (hello, good morning, how are you, etc.), farewell (goodbye, see you, etc.) and courtesy (thank you, you're welcome, please, etc.).
Learning to be through the language	
<ul style="list-style-type: none"> • Attention to the sender and intended audience. • Curiosity for a foreign language. • Comparison of expressions in the foreign language and the mother tongue. • Use of greeting, courtesy, and farewell expressions in everyday communication. 	
Product: poster with courtesy expressions	
<ul style="list-style-type: none"> • Distribute among teams the actions to make a poster with courtesy expressions: <ul style="list-style-type: none"> – Draw the illustrations. – Color the images on the poster. – Write courtesy expressions based on a model. – Read aloud expressions on the poster. • Display the poster in a visible place to record who uses courtesy expressions throughout the school year. 	

Unit 1

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Social practices of the language: participate in the reading and writing of rhymes and stories in verse

Literary and ludic environment					
Unit 1	Specific activities with the language: listen to rhymes and stories in verse				
	<table border="1"> <thead> <tr> <th>Learning to do with the language</th> <th>Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Explore rhymes and stories in verse with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Identify graphics. • Listen to the reading or reciting of rhymes and stories in verse with the support of visual aids. <ul style="list-style-type: none"> – Distinguish words that rhyme while listening to a rhyme or a story in verse. – Indicate with an instrument, applause or other physical activities, words that rhyme while listening to a rhyme or a story in verse. – Find out the meaning of words with the support of visual aids. • Complete a text by filling in gaps using words that rhyme. <ul style="list-style-type: none"> – Check writing directionality. – Discover parts of the words. • Practice the pronunciation and spelling of words that rhyme. </td> <td> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Non-verbal language. – Graphics. – Musical elements of literary language: rhymes, repetition of sounds. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation (beginning and ending). – Writing directionality (Beginning of the text: Where do I begin reading?, End of a line: Where do I continue reading? End of the text: Where does it end?). </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore rhymes and stories in verse with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Identify graphics. • Listen to the reading or reciting of rhymes and stories in verse with the support of visual aids. <ul style="list-style-type: none"> – Distinguish words that rhyme while listening to a rhyme or a story in verse. – Indicate with an instrument, applause or other physical activities, words that rhyme while listening to a rhyme or a story in verse. – Find out the meaning of words with the support of visual aids. • Complete a text by filling in gaps using words that rhyme. <ul style="list-style-type: none"> – Check writing directionality. – Discover parts of the words. • Practice the pronunciation and spelling of words that rhyme. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Non-verbal language. – Graphics. – Musical elements of literary language: rhymes, repetition of sounds. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation (beginning and ending). – Writing directionality (Beginning of the text: Where do I begin reading?, End of a line: Where do I continue reading? End of the text: Where does it end?).
	Learning to do with the language	Learning to know about the language			
	<ul style="list-style-type: none"> • Explore rhymes and stories in verse with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Identify graphics. • Listen to the reading or reciting of rhymes and stories in verse with the support of visual aids. <ul style="list-style-type: none"> – Distinguish words that rhyme while listening to a rhyme or a story in verse. – Indicate with an instrument, applause or other physical activities, words that rhyme while listening to a rhyme or a story in verse. – Find out the meaning of words with the support of visual aids. • Complete a text by filling in gaps using words that rhyme. <ul style="list-style-type: none"> – Check writing directionality. – Discover parts of the words. • Practice the pronunciation and spelling of words that rhyme. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Non-verbal language. – Graphics. – Musical elements of literary language: rhymes, repetition of sounds. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation (beginning and ending). – Writing directionality (Beginning of the text: Where do I begin reading?, End of a line: Where do I continue reading? End of the text: Where does it end?). 			
	Learning to be through the language				
<ul style="list-style-type: none"> • Interest in using the foreign language. • Appreciation and enjoyment of literary expressions in the foreign language. • Interest and respect towards the sender and intended audience. 					
Product: poster with children's rhymes					
<ul style="list-style-type: none"> • Distribute among teams the actions to make a poster with rhymes or stories in verse of interest to the students and the teacher: <ul style="list-style-type: none"> – Illustrate the poster. – Write the text or texts based on a model. – Check the poster. • Display the poster in a visible place inside or outside the classroom. 					

Achievement

At the end of Unit 1, students will be able to:

Explore and respond to greeting, courtesy, and farewell expressions	Listen to rhymes and stories in verse
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify the sender and intended audience.• Can notice greeting, courtesy, and farewell words.• Use non-verbal language in greetings and farewells.• Recognize the beginning and/or ending of words.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can distinguish words that rhyme.• Can repeat words that rhyme.• Can identify that a text is read from left to right and from top to bottom.• Can follow the reading while someone else is pointing at the text.

Unit 2

Social practices of the language: follow steps in an instruction manual in order to make a product

Formation and academic environment					
Unit 2	Specific activities with the language: follow steps from an illustrated recipe				
	<table border="1"> <thead> <tr> <th>Learning to do with the language</th> <th>Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Explore and recognize recipes with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Compare graphics. – Recognize the parts in a recipe: title, ingredients, and steps. • Listen to the reading of recipes with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Identify the product in a recipe based on its illustrated steps. – Distinguish names and quantities of ingredients. – Identify figures and letters that represent numbers. – Recognize the order of steps in a recipe. – Identify a list of ingredients in a recipe. – Follow the steps in a recipe while it is read aloud. • Practice the pronunciation of words. </td> <td> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of recipes. – Topic (what about?), purpose (what for?), and intended audience (who is it for?) of a recipe. – Graphic and textual components: images, numbers, bullets, text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation or parts of words (beginning and ending). – Writing directionality. – Repertoire of words suitable for this practice of the language: cardinal numbers. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore and recognize recipes with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Compare graphics. – Recognize the parts in a recipe: title, ingredients, and steps. • Listen to the reading of recipes with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Identify the product in a recipe based on its illustrated steps. – Distinguish names and quantities of ingredients. – Identify figures and letters that represent numbers. – Recognize the order of steps in a recipe. – Identify a list of ingredients in a recipe. – Follow the steps in a recipe while it is read aloud. • Practice the pronunciation of words. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of recipes. – Topic (what about?), purpose (what for?), and intended audience (who is it for?) of a recipe. – Graphic and textual components: images, numbers, bullets, text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation or parts of words (beginning and ending). – Writing directionality. – Repertoire of words suitable for this practice of the language: cardinal numbers.
	Learning to do with the language	Learning to know about the language			
	<ul style="list-style-type: none"> • Explore and recognize recipes with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Compare graphics. – Recognize the parts in a recipe: title, ingredients, and steps. • Listen to the reading of recipes with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Identify the product in a recipe based on its illustrated steps. – Distinguish names and quantities of ingredients. – Identify figures and letters that represent numbers. – Recognize the order of steps in a recipe. – Identify a list of ingredients in a recipe. – Follow the steps in a recipe while it is read aloud. • Practice the pronunciation of words. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of recipes. – Topic (what about?), purpose (what for?), and intended audience (who is it for?) of a recipe. – Graphic and textual components: images, numbers, bullets, text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation or parts of words (beginning and ending). – Writing directionality. – Repertoire of words suitable for this practice of the language: cardinal numbers. 			
Learning to be through the language					
<ul style="list-style-type: none"> • Social use of recipes. • Collaboration to help each other understand and use the foreign language. • Comparison of eating customs and habits in different countries. 					
	Product: poster with an illustrated recipe				
	<ul style="list-style-type: none"> • Distribute among teams the actions to make a poster with an illustrated recipe and obtain an edible product: <ul style="list-style-type: none"> – Choose a recipe. – Get the ingredients. – Follow the steps to make a product. – Make sure that the ingredients are edible. – Eat the product of the recipe. • Display the poster with the illustrated recipe in a visible place in the classroom. 				

Social practices of the language: follow and give instructions in everyday settings

Familiar and community environment	
Specific activities with the language: follow oral instructions to carry out activities in the classroom and in the school	
Learning to do with the language	Learning to know about the language
Unit 2	<ul style="list-style-type: none"> • Explore instructions (stand up, sit down, etc.) when someone else is following them with the support of objects, visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Identify purpose and intended audience. – Check graphics. • Perform actions following instructions with the support of non-verbal language and the teacher's help. <ul style="list-style-type: none"> – Point at an illustrated instruction for another student to perform it. – Choose from a group of drawings the one that represents the instruction being given. – Follow instructions while listening. • Explore the written form of specific instructions with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Complete words with the parts that are missing (beginning, ending, etc.). – Recognize writing directionality of words (left to right). – Find similarities and differences among written words (long words, short words, words beginning or ending with... etc.).
Learning to be through the language	
<ul style="list-style-type: none"> • Attention to sender and intended audience. • Appropriate response to oral instructions. • Comparison of ways of giving instructions and their effect in different countries. 	
Product: cards with illustrated instructions	
<ul style="list-style-type: none"> • Distribute among teams the actions to make cards with illustrated instructions: <ul style="list-style-type: none"> – Match written instructions to their images. – Paste the written instructions on their corresponding illustrations. – Play with the cards. • Choose a place in the classroom to keep the cards and use them for further occasions. 	

Achievement

At the end of Unit 2, the students will be able to:

Follow steps from an illustrated recipe	Follow oral instructions to carry out activities in the classroom and in the school
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can distinguish what can be read (text) and what cannot (images.)• Can identify and follow the order of steps in a recipe.• Can recognize the name of food products.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify purpose and intended audience.• Can complete words orally and by writing.• Can compare similarities and differences among words.• Can follow instructions using non-verbal language.

Social practices of the language: participate in language games with expressive and aesthetic purposes

Literary and ludic environment					
Unit 3	Specific activities with the language: discover words in a children's song				
	<table border="1"> <thead> <tr> <th>Learning to do with the language</th> <th>Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Explore and identify the topic of songs with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Observe graphic distribution of songs. • Listen to the reading aloud or singing of songs. <ul style="list-style-type: none"> – Mark words that rhyme in a song by clapping or making other sounds. – Repeat words in a song to practice their pronunciation. – Recognize the name of objects, animals, persons, etc. – Select and match written names to their image. • Pay attention to the lyrics of a song and follow their reading aloud with the teacher's help. <ul style="list-style-type: none"> – Select names and match their written form and image. – Detect writing directionality. – Establish correspondence between written and oral language. – Identify parts of written names (beginning and ending) and complete them. – Put letters together to form words. • Choose from a group of words the name that corresponds to an illustration. </td> <td> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of songs. – Topic, purpose, and intended audience. – Musical elements of literary language: rhyme, repeated sounds. – Non-verbal language. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation. – Correspondence between written and oral parts of the language. – Writing directionality. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore and identify the topic of songs with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Observe graphic distribution of songs. • Listen to the reading aloud or singing of songs. <ul style="list-style-type: none"> – Mark words that rhyme in a song by clapping or making other sounds. – Repeat words in a song to practice their pronunciation. – Recognize the name of objects, animals, persons, etc. – Select and match written names to their image. • Pay attention to the lyrics of a song and follow their reading aloud with the teacher's help. <ul style="list-style-type: none"> – Select names and match their written form and image. – Detect writing directionality. – Establish correspondence between written and oral language. – Identify parts of written names (beginning and ending) and complete them. – Put letters together to form words. • Choose from a group of words the name that corresponds to an illustration. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of songs. – Topic, purpose, and intended audience. – Musical elements of literary language: rhyme, repeated sounds. – Non-verbal language. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation. – Correspondence between written and oral parts of the language. – Writing directionality.
	Learning to do with the language	Learning to know about the language			
	<ul style="list-style-type: none"> • Explore and identify the topic of songs with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Observe graphic distribution of songs. • Listen to the reading aloud or singing of songs. <ul style="list-style-type: none"> – Mark words that rhyme in a song by clapping or making other sounds. – Repeat words in a song to practice their pronunciation. – Recognize the name of objects, animals, persons, etc. – Select and match written names to their image. • Pay attention to the lyrics of a song and follow their reading aloud with the teacher's help. <ul style="list-style-type: none"> – Select names and match their written form and image. – Detect writing directionality. – Establish correspondence between written and oral language. – Identify parts of written names (beginning and ending) and complete them. – Put letters together to form words. • Choose from a group of words the name that corresponds to an illustration. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of songs. – Topic, purpose, and intended audience. – Musical elements of literary language: rhyme, repeated sounds. – Non-verbal language. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation. – Correspondence between written and oral parts of the language. – Writing directionality. 			
Learning to be through the language					
<ul style="list-style-type: none"> • Appreciation of cultural expressions particular to a foreign language. • Uses of traditional songs from different countries. 					
Product: memory game					
<ul style="list-style-type: none"> • Distribute among teams the actions to make a memory game: <ul style="list-style-type: none"> – Select images of objects, people, or animals for a memory game. – Make two sets of cards: one for names and one for illustrations. – Find pairs of cards: one with names and one with illustrations. • Select a space in the classroom to keep the game and use it for further occasions. 					

Social practices of the language: formulate questions about a specific topic

Formation and academic environment					
Unit 3	Specific activities with the language: understand questions to identify information about objects in the classroom				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #003366; color: white;">Learning to do with the language</th> <th style="background-color: #003366; color: white;">Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;"> <ul style="list-style-type: none"> • Explore and listen to questions to find out the name, size, and color of objects in the classroom with the teacher’s help. <ul style="list-style-type: none"> – Identify and point at objects in the classroom while listening to their name, color, and size. – Complete orally the name, color, and size of objects in the classroom. – Respond to questions about objects in the classroom using non-verbal language. – Distinguish differences in intonation between questions and answers. • Check the written form of name, size, and color of objects with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Match objects in the classroom to their written name, color, and size. – Respond orally to questions about written names based on a model. – Recognize the written form of questions. • Complete by writing the name, size, and color of objects in the classroom based on a model. </td> <td style="background-color: #d9e1f2;"> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose of the text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation: types and number of letters. – Relation between oral and written language. – Repertoire of words suitable for this practice of the language. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore and listen to questions to find out the name, size, and color of objects in the classroom with the teacher’s help. <ul style="list-style-type: none"> – Identify and point at objects in the classroom while listening to their name, color, and size. – Complete orally the name, color, and size of objects in the classroom. – Respond to questions about objects in the classroom using non-verbal language. – Distinguish differences in intonation between questions and answers. • Check the written form of name, size, and color of objects with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Match objects in the classroom to their written name, color, and size. – Respond orally to questions about written names based on a model. – Recognize the written form of questions. • Complete by writing the name, size, and color of objects in the classroom based on a model. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose of the text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation: types and number of letters. – Relation between oral and written language. – Repertoire of words suitable for this practice of the language.
	Learning to do with the language	Learning to know about the language			
	<ul style="list-style-type: none"> • Explore and listen to questions to find out the name, size, and color of objects in the classroom with the teacher’s help. <ul style="list-style-type: none"> – Identify and point at objects in the classroom while listening to their name, color, and size. – Complete orally the name, color, and size of objects in the classroom. – Respond to questions about objects in the classroom using non-verbal language. – Distinguish differences in intonation between questions and answers. • Check the written form of name, size, and color of objects with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Match objects in the classroom to their written name, color, and size. – Respond orally to questions about written names based on a model. – Recognize the written form of questions. • Complete by writing the name, size, and color of objects in the classroom based on a model. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose of the text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation: types and number of letters. – Relation between oral and written language. – Repertoire of words suitable for this practice of the language. 			
Learning to be through the language					
<ul style="list-style-type: none"> • Social use of questions. • Use of the language to satisfy one’s own curiosity about the world. • Comparison of oral and written questions in the foreign language and the mother tongue. 					
Product: die with questions					
<ul style="list-style-type: none"> • Distribute among teams the actions to make a die with questions: <ul style="list-style-type: none"> – Put together or get a die. – Copy questions on the sides of the die. • Check the written form of the questions to verify they are clear and complete. • Use the die with questions to obtain information about objects in the classroom. 					

Achievement

At the end of Unit 3, students will be able to:

Discover words in a children's song	Understand questions to identify information about objects in the classroom
By doing so, they: <ul style="list-style-type: none">• Can repeat words in a song while listening.• Can identify the name of objects, animals, people, etc.• Can associate the written form of names with their images.• Can put letters together to form words.	By doing so, they: <ul style="list-style-type: none">• Can respond to questions using non-verbal language (shaking the head, nodding, raising the shoulders).• Can match objects to their written name, color, and size.• Can identify the number of letters in words.• Can distinguish the same letters in a word.

Unit 4

Social practices of the language: give and receive information about one's self and others

Familiar and community environment	
Specific activities with the language: identify information about one's own and others' physical appearance	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore and answer questions orally about one's own and other people's physical appearance based on a model with the support of visual aids. <ul style="list-style-type: none"> – Associate one's own and other people's visible parts of the body while listening. – Distinguish differences in intonation between questions and answers. • Compare and complete written words of parts of the body based on the elements that form words with the teacher's help. <ul style="list-style-type: none"> – Identify and compare words about one's own physical appearance in written questions. – Point at and compare one's own and other classmates' parts of the body based on their written form and some of their characteristics. – Write the names of parts of the body in a drawing based on a model. • Check the written form of names to verify that they are understandable, complete, and legible. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic of the text. – Differences in intonation between questions and answers. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (names of parts of the body, qualitative adjectives, etc.). – Word formation. – Correspondence between written and oral parts of the language.
Learning to be through the language	
<ul style="list-style-type: none"> • Social use of questions. • Respect for people's physical differences. • Appreciate people, their cultures, and languages regardless of their physical appearance. 	
Product: human-body posters	
<ul style="list-style-type: none"> • Distribute among teams the actions to make human-body posters: <ul style="list-style-type: none"> – Draw one's own and others' silhouettes on a poster. – Include images of parts of the body that allow students to distinguish personal characteristics (i.e. eyes, nose, mouth, torso, legs, etc.). – Add the written names of the parts of the body. – Decorate the poster. • Display the poster inside or outside the classroom. 	

Unit 4

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Social practices of the language: participate in the reading of literary narrations and share personal experiences

Literary and ludic environment					
Unit 4	Specific activities with the language: listen to stories or narrations and associate them with personal feelings				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #336699; color: white; text-align: center;">Learning to do with the language</th> <th style="background-color: #336699; color: white; text-align: center;">Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Explore story books with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Recognize parts of a story book and the elements on its pages. – Choose a story considering likes, preferences, and interests. – Identify in the story what can be read (text) and what cannot (images). – Recognize topic, purpose, and intended audience. – Identify the general elements on the pages of the story (text, illustrations, page number). – Predict the content of the text based on its images and associate these with their reading aloud. • Listen to and follow the reading aloud of a text with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Recognize words that name characters’ moods. – Represent with an image or an illustration the names of characters’ moods. – Relate orally characters and students’ moods. • Recognize the written name and letters of moods based on a model. <ul style="list-style-type: none"> – Write students’ moods and illustrate them. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Reading directionality. – Graphics: Illustrations, images. – Textual components: title, author, text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Correspondence between written and oral language. – Word formation. – Repertoire of words suitable for this practice of the language (moods, etc.). – Writing directionality. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore story books with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Recognize parts of a story book and the elements on its pages. – Choose a story considering likes, preferences, and interests. – Identify in the story what can be read (text) and what cannot (images). – Recognize topic, purpose, and intended audience. – Identify the general elements on the pages of the story (text, illustrations, page number). – Predict the content of the text based on its images and associate these with their reading aloud. • Listen to and follow the reading aloud of a text with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Recognize words that name characters’ moods. – Represent with an image or an illustration the names of characters’ moods. – Relate orally characters and students’ moods. • Recognize the written name and letters of moods based on a model. <ul style="list-style-type: none"> – Write students’ moods and illustrate them. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Reading directionality. – Graphics: Illustrations, images. – Textual components: title, author, text. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Correspondence between written and oral language. – Word formation. – Repertoire of words suitable for this practice of the language (moods, etc.). – Writing directionality.
	Learning to do with the language	Learning to know about the language			
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Learning to be through the language					
<ul style="list-style-type: none"> • Social use of stories. • Literature as a reflection of emotions, personal experiences, and cultures. • Appreciation for cultural expressions particular to the foreign language. 					
Product: one-week mood states calendar					
<ul style="list-style-type: none"> • Distribute among teams the actions to make one-week mood states calendar: <ul style="list-style-type: none"> – Write the names of the days of the week based on a model. – Write the names of the students based on a model. – Write the students’ moods at the end of the lessons based on a model and add the images that represent them according to the day of the week. • Display the calendar in a visible place in the classroom and let students record their moods at the end of the class. 					

Achievements

At the end of Unit 4, students will be able to:

Identify information about their own and others' physical appearance	Listen to stories or narrations and associate them with personal feelings
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can recognize human parts of the body when listening.• Can distinguish questions and answers when listening.• Can copy names of parts of the body.• Can recognize how many and what letters their own names have.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can distinguish all or some of the parts of a children's book.• Can identify topic, purpose, and intended audience based on images.• Can rewrite words that name moods.• Can recognize how many and which letters the names of one or several characters have.

Social practices of the language: share information through graphics.

Formation and academic environment	
Specific activities with the language: read basic information about a specific geography topic with the support of a graphic	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore previously prepared or collected illustrated materials about a specific topic related to the world of nature in Mexico (animals, vegetation, etc.) with the teacher's help. <ul style="list-style-type: none"> – Identify illustrations and distinguish them from written texts. – Recognize the topic based on its title, illustrations, and previous knowledge. • Listen to the reading aloud of information with the support of visual aids. <ul style="list-style-type: none"> – Associate names and images of the world of nature with the teacher's help. – Say the names of the illustrated elements based on a model. • Explore the written form of names based on some indicators and with the teacher's help. <ul style="list-style-type: none"> – Compare the written form of names (first or last letter, number of parts/letters, letters in one's own name, etc.). – Select illustrated elements the world of nature and place them on a map of Mexico. – Find similarities and differences in written names (long, short, beginning, ending with..., etc.). • Review writing legibility. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic. – Graphics: charts, maps, illustrations, etc. – Graphic distribution of informative texts. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Correspondence between text and images. – Word formation: type and number of letters. – Letter-sound correspondence.
Learning to be through the language	
<ul style="list-style-type: none"> • Use of language as a means of sharing information. • Use of language to appreciate Mexico and the world's natural environment. 	
Product: large map of the world of nature in Mexico	
<ul style="list-style-type: none"> • Distribute among teams the actions to make a large map about the world of nature in Mexico: <ul style="list-style-type: none"> – Draw a map of Mexico. – Include drawings or images of previously selected elements. – Add information. • Display the map inside or outside the classroom. 	

Unit 5

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Social practices of the language: describe and share information about the place where one lives

Familiar and community environment	
Specific activities with the language: recognize information about appliances, utensils, and tools used at home	
Learning to do with the language	Learning to do with the language
Unit 5	<ul style="list-style-type: none"> • Explore previously collected or prepared illustrated materials with information about appliances, utensils, and tools used at home. <ul style="list-style-type: none"> – Distinguish graphics. – Identify cover, title, number of pages, and images. – Identify which information can be read and which cannot. – Distinguish the names of appliances, utensils, and tools used at home while listening. – Associate the names of appliances, utensils, and tools used at home with their image. • Participate in the reading of names and uses of appliances, utensils, and tools with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Identify writing directionality (left to right, top to bottom). – Point at images of utensils and tools while listening to their names. • Explore the written form of words with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Group words by similarities and differences in their writing beginning, letters, syllables, number of letters, number of similar/different letters, etc.). – Complete words by writing the missing letters (beginning, ending, etc.).
Learning to be through the language	
<ul style="list-style-type: none"> • Appreciation of cultural expressions particular to the foreign language. • Curiosity and interest in the foreign language. • Use of language as a means of promoting gender equality. 	
Product: illustrated home inventory	
<ul style="list-style-type: none"> • Distribute among teams the actions to make an illustrated home inventory: <ul style="list-style-type: none"> – Draw a chart. – Add a drawing or paste an illustration of the appliances, utensils, and tools in the correct place. – Write the names of the appliances, utensils, and tools under the drawings or illustrations based on a model. – Check that the written form of names is legible and that it corresponds to its drawing or illustration. • Display the inventory in a visible place in the classroom and/or in the school. 	

Achievement

At the end of Unit 5, the students will be able to:

Read basic information about a specific geography topic with the support of a graphic	Recognize information about appliances, utensils, and tools used at home
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can name illustrated elements of the world of nature based on a model.• Can find similarities and differences among written names.• Can recognize and name states on a map of Mexico.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify the names of several appliances, utensils, and tools.• Can group written words according to their similarities and differences.• Can complete the written form of names of appliances, utensils, and tools.

1ST GRADE

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Social practices of the language: understand and use everyday greeting, courtesy, and farewell expressions

Familiar and community environment	
Specific activities with the language: understand and respond to greeting, courtesy, and farewell expressions	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Listen to and observe previously collected or written short dialogues (in fixed or mobile images) with greeting, courtesy, and farewell expressions with the teacher's help. <ul style="list-style-type: none"> – Identify purpose. – Differentiate sender from intended audience. – Distinguish non-verbal language used by the sender and the intended audience in greeting, courtesy, and farewell expressions. – Select greeting, courtesy, and farewell expressions for a role-play. – Play the roles of sender and intended audience using greeting, courtesy, and farewell expressions with the support of visual aids and non-verbal language. – Respond to greeting, courtesy, and farewell expressions using non-verbal language or pointing at an image. • Explore the written form of words used in greeting, courtesy, and farewell expressions based on a model and with the teacher's help. <ul style="list-style-type: none"> – Compare similarities and differences in words (beginning, ending, letters in names, number of letters, etc.). – Complete words by writing the missing parts (beginning, ending, letters in one's own name, etc.). 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose and participants in the communicative situations. – Non-verbal language. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation (which and how many parts do words have?). – Repertoire of words suitable for this practice of the language (greeting, courtesy, request - Can I go...? Can I take...? Can I use...? etc., farewell expressions, modal verb – can, personal pronouns, etc.).
Learning to be through the language	
<ul style="list-style-type: none"> • Respectful attitude towards others' attempts to understand and use the foreign language. • Comparison of expressions in the foreign language and the mother tongue. • Use of greeting, courtesy, and farewell expressions in everyday communication. 	
Product: illustrated cards with courtesy expressions	
<ul style="list-style-type: none"> • Distribute among teams the actions to create a card game with courtesy expressions: <ul style="list-style-type: none"> – Draw the illustrations. – Paste previously written expressions on the corresponding illustrations. • Use cards to communicate with classmates and the teacher. • Display the cards in a visible place in the classroom. 	

Unit 1

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Social practices of the language: participate in the reading and writing of rhymes and stories in verse

Literary and ludic environment

Specific activities with the language: understand rhymes and stories in verse

Unit 1

Learning to do with the language

- Explore rhymes and stories in verse with the support of visual aids and the teacher’s help.
 - Activate previous knowledge to predict a topic based on images.
 - Distinguish purpose and intended audience.
 - Observe graphic and textual components.
- Listen to the reading of rhymes and stories in verse.
 - Find out the meaning of words with the support of visual aids and the teacher’s help.
 - Identify words that rhyme in a story in verse or a rhyme.
 - Complete orally written words that rhyme with the teacher’s help.
 - Recognize rhyme and rhythm in written texts by clapping or making other sounds.
 - Identify changes in intonation in words that rhyme.
 - Repeat words that rhyme to practice their pronunciation.
- Explore the written form of rhymes and stories in verse with the support of visual aids and the teacher’s help.
 - Recognize writing directionality (left to right, top to bottom).
 - Compare similarities and differences among words that rhyme and words that do not.
 - Complete the written form of words that rhyme.

Learning to know about the language

- Features and types of oral and written texts.
 - Topic, purpose, and intended audience.
 - Graphic and textual components: illustrations, title, text.
 - Musical elements: rhythm, rhyme, repetitive sounds.
- Knowledge of the writing system and basic mechanics of writing.
 - Correspondence between oral and written parts of texts.
 - Word formation or parts of words (beginning and ending) and letters.
 - Repertoire of words suitable for this practice of the language.
 - Writing directionality.

Learning to be through the language

- Interest in using the foreign language.
- Respect towards what others do with and know about the foreign language.
- Appreciation and enjoyment of literary expressions in the foreign language.

Product: file holder with words that rhyme

- Distribute among teams the actions to make an illustrated file holder with words that rhyme.
 - Write on cards words that rhyme based on a model.
 - Illustrate the cards.
 - Organize the cards in a file holder.
- Check the words written on the cards.
- Play with the cards, invite another class to play, and find a place in the classroom to keep the file holder.

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Achievement

At the end of Unit 1, the students will be able to:

Understand and respond to greeting, courtesy, and farewell expressions	Understand rhymes and stories in verse
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify sender and intended audience.• Can distinguish verbal from non-verbal language.• Can respond to greeting, courtesy, and farewell expressions using non-verbal language.• Can complete words by writing.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify that a text is read from left to right and from top to bottom.• Can identify graphics in a text.• Can detect words that rhyme.• Can recognize the meaning of several words when listening.• Can spell words.

Unit 2

Social practices of the language: follow steps in an instruction manual in order to make a product

Formation and academic environment	
Specific activities with the language: read illustrated instruction manuals in order to assemble an object	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore previously prepared or collected instruction manuals. <ul style="list-style-type: none"> – Recognize topic, purpose, and intended audience. – Find graphic and textual components. – Differentiate instructions or steps from a list of materials. • Participate in the reading aloud an instruction manual with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Find out the meaning of words using a picture dictionary. – Recognize names of cardinal numbers. – Count steps or instructions. – Distinguish the order of instructions or steps in a sequence. • Participate in the writing of instruction manuals based on a model, with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Compare the written form of words (i.e. beginning, ending, number of letters, etc.). – Look for familiar letters in different words (i.e. the ones in the students' names). – Select words to complete instructions. – Order instructions or steps in a sequence – Establish correspondence between the writing and reading of words. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience of instruction manuals. – Graphics: images, vignettes, etc. – Textual components: title, instructions, and list of materials. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation. – Repertoire of words suitable for this social practice of the language. – Names and figures that represent cardinal numbers.
Learning to be through the language	
<ul style="list-style-type: none"> • Social use of instruction manuals. • Attention to reading. • Comparison of words in the foreign language and the mother tongue. 	
Product: illustrated instruction manual to make an object (kite, origami, masks)	
<ul style="list-style-type: none"> • Distribute among students the actions to follow the steps in an illustrated instruction manual: <ul style="list-style-type: none"> – Choose an instruction manual to put together an object. – Identify the instructions and the list of materials. – Follow the steps in the instruction manual to make an object. – Use the object. 	

Unit 2

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Social practices of the language: follow and give instructions in everyday settings

Familiar and community environment	
Specific activities with the language: understand and follow instructions to carry out everyday home activities	
Learning to do with the language	Learning to know about the language
Unit 2	<ul style="list-style-type: none"> • Explore instructions in everyday home activities with the support of visual aids, non-verbal language, and the teacher’s help. <ul style="list-style-type: none"> – Identify purpose. – Listen to instructions, observe images that illustrate them, and perform them. • Follow the reading aloud of words with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Point at specific words while listening. – Distinguish intonation in instructions. – Identify new vocabulary and find out its meaning. – Match names of areas or specific places at home (bedroom, dining room, etc.) to their image. – Classify illustrated instructions according to the area or specific place at home where they are performed. • Participate in the modeled writing of instructions and names of places at home. <ul style="list-style-type: none"> – Compare similarities and differences in the written form of words (how many and what letters they have). – Complete the writing of words. – Recognize writing directionality.
Learning to be through the language	
<ul style="list-style-type: none"> • Appropriate response to oral instructions. • Attention to the sender and intended audience. • Willingness and interest in understanding instructions in the foreign language. 	
Product: labeled model of the house	
<ul style="list-style-type: none"> • Distribute among teams the actions to make a labeled model of the house: <ul style="list-style-type: none"> – Write on the labels instructions and names of areas at home based on a model. – Put together a model with areas and objects at home. – Check the model and verify that labels are placed correctly. • Show the model to the class or the school community. 	

Achievement

At the end of Unit 2, students will be able to:

Read illustrated instruction manuals in order to assemble an object	Understand and follow instructions to carry out everyday home activities
By doing so, they: <ul style="list-style-type: none">• Can identify topic, purpose, and intended audience.• Can recognize names and figures that represent cardinal numbers.• Can select words to complete instructions.• Establish correspondences between the writing and reading of words.	By doing so, they: <ul style="list-style-type: none">• Can identify sender and intended audience.• Can understand and follow instructions.• Can recognize names of specific places at home.• Can recognize number and type of letters used to write the names of places at home.

Social practices of the language: participate in language games with expressive and aesthetic purposes

Literary and ludic environment					
Unit 3	Specific activities with the language: compare words in a children's story				
	<table border="1"> <thead> <tr> <th>Learning to do with the language</th> <th>Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Explore stories with illustrated scenes with teacher's guidance. <ul style="list-style-type: none"> – Identify what can be read (text) and what cannot (images). – Recognize writing directionality (left to right, top to bottom). – Differentiate letters from numbers and punctuation. • Listen to the reading aloud of stories with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Activate previous knowledge to identify characters, objects, and places. – Associate the reading of names of characters, objects, and places with their writing. • Check the written text of a story with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Classify names according to what they refer to: objects; characters, and animals. – Compare the written form of words based on their beginning, ending, number and types of letters (i.e. words with two or more similar letters). – Group different and similar words based on their written form. – Recognize the written form of words when being said or read aloud. – Spell words to practice their pronunciation. </td> <td> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose of children's stories. – Graphics: illustrations. – Textual components: title and paragraphs. – Elements of a story: characters, objects, places. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore stories with illustrated scenes with teacher's guidance. <ul style="list-style-type: none"> – Identify what can be read (text) and what cannot (images). – Recognize writing directionality (left to right, top to bottom). – Differentiate letters from numbers and punctuation. • Listen to the reading aloud of stories with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Activate previous knowledge to identify characters, objects, and places. – Associate the reading of names of characters, objects, and places with their writing. • Check the written text of a story with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Classify names according to what they refer to: objects; characters, and animals. – Compare the written form of words based on their beginning, ending, number and types of letters (i.e. words with two or more similar letters). – Group different and similar words based on their written form. – Recognize the written form of words when being said or read aloud. – Spell words to practice their pronunciation. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose of children's stories. – Graphics: illustrations. – Textual components: title and paragraphs. – Elements of a story: characters, objects, places. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation.
	Learning to do with the language	Learning to know about the language			
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Learning to be through the language					
<ul style="list-style-type: none"> • Reading as a source of entertainment. • Appreciation of cultural expressions particular to the foreign language. • Interest in the reading aloud of stories. 					
Product: interactive illustrated story					
<ul style="list-style-type: none"> • Distribute among teams the actions to prepare an interactive story: <ul style="list-style-type: none"> – Choose the scene from a story as well as the people, animals, and objects that will participate in it. – Draw the scene and its elements. – Cut out the pieces and paste them on cardboard or laminate them so they can be used without being torn. – Write on a sheet of paper the names of the elements based on a model. 					

- Cut out the names and paste them on cardboard or laminate them so they can be used without being torn.
- Put the elements and their names in different places to make the scene interactive.
- Order the scenes to make an interactive story where the scenes and their elements can be moved.
- Make sure that elements and names are matched correctly.
- Ask for permission to share the interactive story with other classes and find the place where it will be displayed in the classroom.

Social practices of the language: formulate questions about a specific topic

Formation and academic environment	
Specific activities with the language: formulate questions to obtain information about a topic of nature	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore previously collected or assembled illustrated materials about nature and living beings. <ul style="list-style-type: none"> – Activate previous knowledge to identify the topic. – Identify physical characteristics of living beings (size, color, parts of their body) while listening and with the support of visual aids. • Participate in the formulation of questions about living beings with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Differentiate questions based on their intonation. – Find out the meaning of words using a picture dictionary. – Respond to questions about the names of living beings based on a series of options. – Complete questions using one or more words. – Point at images that respond to questions about particular characteristics of living beings (big, small, tall, short, etc.). • Explore the written form of questions and answers about living beings. <ul style="list-style-type: none"> – Distinguish writing directionality (left to right, top to bottom). – Identify words that form questions. – Establish correspondence between the writing and reading of words. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Graphic distribution of charts: rows and columns. – Textual components: title, headlines, and content. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation: types and quantity of letters. – Correspondence between written and oral parts of the language. – Text and image correspondence. – Repertoire of words suitable for this social practice of the language.
Learning to be through the language	
<ul style="list-style-type: none"> • Social use of questions. • Use of the language to give and share information. • Use of the language to satisfy one's own curiosity about the world. 	

Product: illustrated informative chart

- Distribute among teams the actions to make an informative chart:
 - Make a two-columns chart.
 - Include questions about living beings as headlines for the chart.
 - Add the information that responds to the questions in the correct place.
 - Get or prepare images that show information about living beings and include it in the chart.
- Check the chart to verify that the written form of questions is complete and legible and that the information responds to the questions.
- Display the illustrated informative chart in the classroom.

Achievement

At the end of Unit 3, the students will be able to:

Compare words in a children's story	Formulate questions to obtain information about a topic of nature
By doing so, they: <ul style="list-style-type: none"> • Can distinguish letters from numbers • Can classify names according to what they refer to (objects, characters, etc.) • Can group different and similar words based on their written form 	By doing so, they: <ul style="list-style-type: none"> • Can identify written and oral questions • Can look up words in a picture dictionary • Can respond questions about the names of several living beings • Can identify words that form questions

Unit 4

Social practices of the language: give and receive information about one's self and others

Familiar and community environment

Specific activities with the language: give and receive information about one's own and others' likes, preferences, and personal data

Unit 4

Learning to do with the language

- Explore previously written and illustrated information about personal data (name, age, birth date), likes or personal preferences (food, colors, games, etc.) with the support of visual aids and the teacher's help.
 - Identify one's own and others' names based on their beginning, ending, familiar letters, etc.
 - Recognize cardinal numbers in age.
- Listen to and recognize questions to obtain information about data, likes, or personal preferences with the support of visual aids.
 - Find out the meaning of words using a picture dictionary and with the teacher's help.
 - Complete orally using one or several words questions to obtain information about personal data.
- Check the written form of questions and answers about personal data, likes, and preferences with the support of visual aids and the teacher's help.
 - Distinguish parts of words (i.e. beginning, ending).
 - Compare words (which one is long, which one is short, etc.).
 - Complete words by writing the missing parts (beginning, ending, etc.).
 - Group written words based on their similarities and differences (i.e. beginning, letters, syllables, total number of letters, number of letters that are similar or different, etc.).
- Follow the reading aloud of words with the teacher's help.
 - Point at and repeat specific words.

Learning to know about the language

- Features and types of oral and written texts.
 - Purpose of personal information, likes, or preferences.
- Knowledge of the writing system and basic mechanics of writing.
 - Repertoire of words suitable for this practice of the language (name, age, personal pronouns, adjectives, etc.).
 - Word formation.
 - Writing of names.
 - Cardinal numbers.

Learning to be through the language

- Social use of questions.
- Ethics in the use of their one's own and others' personal information.

Product: presentation cards

- Distribute among teams the actions to prepare presentation cards with personal data:
 - Cut out paper or cardboard pieces the size of a presentation card.
 - Write on the cards personal data such as first name, last name, age, etc.
 - Decorate the card.
 - Decide and comment on whom it is convenient to give a card to and to whom it is not.
- Give the presentation cards to the appropriate people.

Social practices of the language: participate in the reading of literary narrations and share personal experiences

Literary and ludic environment	
Specific activities with the language: understand stories and narrations and associate them with personal experiences	
Learning to do with the language	Learning to know about the language
<p>Unit 4</p> <ul style="list-style-type: none"> • Explore illustrated children’s story books with the teacher’s help. <ul style="list-style-type: none"> – Identify graphic and textual components. – Use previous knowledge to predict topic and purpose based on images. • Follow closely the reading aloud of a story, with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Find out the meaning of words using a picture dictionary and with the teacher’s help. – Point at images of characters when listening to their names. – Identify characters’ moods and compare them to one’s own. – Represent characters’ moods (sadness, happiness anger, fear, etc.). – Associate characters’ names and moods with their writing. • Explore the written form of words and sentences used to name the characters and their moods based on a model, with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Identify orally and in writing words that express moods. – Discover similarities and differences in the written form of words that express moods. – Spell words that describe moods to practice their pronunciation. – Complete sentences with words that describe one’s own mood. • Check legibility in the written form of words. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic and purpose of stories. – Textual components: title, author, and paragraphs. – Graphics: illustrations, text, and page number. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (moods, verbs, etc). – Correspondence between written and oral language. – Word and sentence formation. – Conventional letter-sound correspondence.
Learning to be through the language	
<ul style="list-style-type: none"> • Social use of stories. • Literature as a reflection of emotions, personal experiences, and cultures. • Appreciation of cultural expressions particular to the foreign language. 	
Product: literary mobile	
<ul style="list-style-type: none"> • Distribute among teams the actions to make mobiles: <ul style="list-style-type: none"> – Explore stories to choose sentences for the mobile. – Write the final version of the sentences on the cards. – Add images or drawings to each sentence. – Organize the cards to make the mobiles. • Display the mobiles inside or outside the classroom. 	

Achievement

At the end of Unit 4, students will be able to:

Give and receive information about their own and others' likes, preferences, and personal data.	Understand stories and narrations and associate them with personal experiences.
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify orally and in writing of their own name and the names of their classmates.• Can complete orally questions to obtain personal information.• Can participate in the writing of questions and answers.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify topic, purpose, and intended audience based on titles and images.• Can rewrite words to name moods and characters.• Can select words to complete sentences.• Can recognize letters that form several words.

Social practices of the language: share information through graphics

Formation and academic environment	
Specific activities with the language: interpret basic information about a geography topic based on a graphic	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore illustrated maps for children of flora and fauna in Mexico with the teacher's guidance. <ul style="list-style-type: none"> – Predict the topic of an illustrated map based on its images. – Identify components of a map of Mexico based on previous knowledge. – Recognize by name the northern, central, and southern regions of Mexico on a map. – Point at animals and plants on a map when listening to their names. • Interpret information about a topic of the natural world following its reading aloud with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Match illustrated elements of the natural world to their names when listening. – Complete orally the names of different elements of the natural world based on a model. • Review written information about a topic of the natural world based on a model, with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Identify the written form of a specific topic based on some indicators (in words: first and last letters, number of letters, letters in one's own name etc.; in sentences: number of parts and words they have, etc.). – Rewrite names of animals, plants or other elements of flora and fauna in Mexico. – Complete names by writing the missing parts. – Recognize words that form sentences. – Locate on a map the northern, central, and southern regions of Mexico and color the areas where flora and fauna are found. – Rewrite the names of animals or plants on a map of Mexico. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic and purpose of maps. – Graphic distribution. • Knowledge about the writing system and basic orthographic conventions. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (articles –a, an, the–, nouns, cardinal points, etc.). – Word formation: type and number of letters. – Correspondence between written and oral language. – Conventional letter-sound correspondence. – Text and image correspondence.
Learning to be through the language	
<ul style="list-style-type: none"> • Use of language to appreciate Mexico and the world's natural environment. • Use of language as a means of stating one's view on a problem and raising awareness about it. 	
Product: map of biodiversity in Mexico	
<ul style="list-style-type: none"> • Distribute among teams the actions to make a large map of flora and fauna in Mexico: <ul style="list-style-type: none"> – Draw a map. – Color the areas of the map according to the information of flora and fauna in Mexico. – Add names of animals and plants. • Display the map inside or outside the classroom. 	

Unit 5

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Social practices of the language: describe and share information about the place where one lives

Familiar and community environment	
Specific activities with the language: describe and interpret information about people in the community and their activities	
Learning to do with the language	Learning to know about the language
Unit 5	<ul style="list-style-type: none"> • Explore previously prepared or collected illustrated materials or books with information about occupations or professions with the teacher’s help. <ul style="list-style-type: none"> – Predict the topic based on previous knowledge and images. – Recognize the intended audience. – Identify parts of a book and other similar materials. – Point at names of objects, clothes, and tools used by people in their occupations and professions with the support of visual aids. • Participate in the reading of occupations and professions names with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Relate names of occupations and professions to their image. – Complete words while listening (it starts with, it sounds like, etc.). • Explore the written form of occupations and professions names with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Check writing directionality. – Classify written words in semantic fields (objects, tools, clothes, occupations, professions). – Form words by writing their missing parts (beginning, ending, letters, syllables, etc.) – Write a one’s own list of occupations and professions name and compare it with conventional writing. – Interpret one’s own written form of names of occupations and professions.
Learning to be through the language	
<ul style="list-style-type: none"> • Appreciation of cultural expressions particular to the foreign language. • Use of language as a means of promoting gender equality. 	

Product: lottery game with names and images of occupations and professions

- Distribute among teams the actions to make a lottery game with names and images of occupations and professions:
 - Make one lottery board for each student in class.
 - Write a name of an occupation, a profession, a tool, a piece of clothing, an object, etc. on each lottery box and make sure all lottery boards have different combination of words.
 - Make cards for the lottery game.
 - Draw an image of a name on each card of the lottery boards.
 - Play the lottery once to verify there are not too many cards and that no card is missing; that the words written on the lottery boards are legible; and that all lottery boards have different combination of words.
- Invite another class to play this lottery game.

Achievement

At the end of Unit 5, the students will be able to:

Interpret basic information about a geography topic based on a graphic	Describe and interpret information about people in the community and their activities
<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can identify by name animals and plants and locate them on a map of Mexico. • Can complete orally the names of different plants and animals. • Can rewrite the names of animals or plants. • Can recognize words that form sentences. 	<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can recognize orally and in writing the names of objects, clothes, and tools used in occupations and professions. • Can classify written words according to their semantic field. • Can compare their own writing to conventional writing.

2ND GRADE

E·L·E·M·E·N·T·A·R·Y S·C·H·O·O·L

Social practices of the language: understand and use everyday greeting, courtesy, and farewell expressions

Familiar and community environment	
Specific activities with the language: interpret and produce greeting, courtesy, and farewell expressions	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore previously prepared short dialogues in fixed or mobile images with greeting, courtesy, and farewell expressions, with the support of visual aids, non-verbal language, and the teacher's help. <ul style="list-style-type: none"> – Recognize attitudes and non-verbal language in greeting, courtesy, and farewell expressions used by the sender and intended audience. – Distinguish greeting, courtesy, and farewell expressions with the support of non-verbal language. – Predict greeting, courtesy, and farewell expressions based on specific everyday communication (illustrated or role-played). – Play the roles of sender and intended audience using greeting, courtesy, and farewell expressions in everyday communication with the support of non-verbal language. – Exchange the roles of sender and receiver in everyday greeting, courtesy, and farewell communication. • Participate in the writing of a list of rules to use courtesy expressions in class based on a model, with the support of visual aids, and the teacher's help. <ul style="list-style-type: none"> – Explore lists of rules to identify their graphic and textual components. – Point at words used in courtesy expressions. – Detect similarities and differences among words. – Complete words by writing, while listening to sentences from a list of rules. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose and participants in the communicative situation. – Non-verbal language. – Graphic and textual components of lists of rules: title, list of rules, numbers or vignettes, size and type of letters, etc. – Contextual clues (place or space and time of the interaction (morning, afternoon, night, etc.)). • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation and expressions (which and how many words they have). – Repertoire of words suitable for this practice of the language (modal verbs, can, may, etc., personal pronouns, etc.).
Learning to be through the language	
<ul style="list-style-type: none"> • Respectful attitude towards others' attempts to use the foreign language. • Comparison of expressions in the foreign language and the mother tongue. • Use of greeting, courtesy, and farewell expressions to establish coexistence rules. 	

Unit 1

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Product: list of courtesy rules

Unit 1

- Distribute among teams the actions to make a list of courtesy rules:
 - Write the courtesy rules based on a model.
 - Prepare the final version of the list of courtesy rules and illustrate them.
 - Read aloud the rules.
 - Check the written form of the courtesy rules.
- Display the list of rules in a visible place in the classroom.

Social practices of the language: participate in the reading and writing of rhymes and stories in verse

Literary and ludic environment	
Specific activities with the language: read rhymes and stories in verse	
Learning to do with the language	Learning to know about the language
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;">Unit 1</div> <div> <ul style="list-style-type: none"> • Explore illustrated children’s rhymes and stories in verse with the teacher’s help. <ul style="list-style-type: none"> – Use previous knowledge to predict topic, purpose, and intended audience. – Distinguish textual components. • Listen to and participate in the reading aloud of rhymes and stories in verse with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Find out the meaning of words with the support of visual aids and/or a picture dictionary. – Identify words that rhyme. – Match images to stanzas and verses. – Recognize changes in intonation. – Practice the pronunciation of verses. – Complete verses orally using one or more words. • Participate in the writing of verses with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Compare the written form of words that rhyme and words that do not. – Complete words by writing their missing parts (beginning, ending, etc.). – Find similarities and differences in the written form of verses (number of words, words that rhyme, etc.). – Complete verses using one or more words. • Check legibility and writing conventions. </div> </div>	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose and intended audience of rhymes and stories in verse. – Acoustic characteristics: pauses, rhythm. – Characteristics of rhymes and stories: rhyme, verse, stanza. – Textual components: title, author. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language. – Word formation. – Conventional letter-sound correspondence. – Similarities and differences between written and oral language.
Learning to be through the language	
<ul style="list-style-type: none"> • Use of rhymes and stories as a means of expressing emotions. • Confidence in the use of the foreign language. • Appreciation and enjoyment of literary expressions in the foreign language. • Respect towards the speaker. 	
Product: recording or performance of rhymes or stories in verse	
<ul style="list-style-type: none"> • Distribute among teams the actions to record or give a public performance of rhymes or stories in verse: <ul style="list-style-type: none"> – Practice the reading aloud of the texts to be recorded or presented to an audience. – Make graphics or produce sound effects for the recording or performance of the texts. • Show the recording or performance inside or outside the classroom. 	

Achievement

At the end of Unit 1, the students will be able to:

Interpret and produce greeting, courtesy, and farewell expressions	Read rhymes and stories in verse
<p>By doing so, they:</p> <ul style="list-style-type: none">• Can assume the roles of sender and intended audience in greeting, courtesy, and farewell expressions.• Can use verbal and non-verbal language in dialogues.• Can detect similarities and differences among words.• Can complete by writing words in sentences.	<p>By doing so, they:</p> <ul style="list-style-type: none">• Can identify stanzas and verses.• Can follow rhythm while listening to the reading aloud of rhymes and stories in verse.• Can recognize topic in rhymes and stories.• Can read aloud rhymes and stories.

Social practices of the language: follow steps in an instruction manual in order to make a product

Formation and academic environment	
Specific activities with the language: follow instructions to carry out a simple science-related experiment	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore simple illustrated texts on experiments with the teacher's help. <ul style="list-style-type: none"> – Identify parts of the text and their distribution. – Differentiate instructions from lists of materials. – Recognize graphic and textual components. • Participate in the reading aloud of texts on experiments with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Predict the content of the texts based on previous knowledge, title, and illustrations. – Distinguish when formulated, questions about an experiment. – Identify words that form questions. – Order words to form questions. – Select options to answer questions. – Practice the pronunciation of questions and answers about an experiment. – Interpret and follow instructions to carry out an experiment. • Participate in the writing of texts on experiments with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Identify and complete by writing names of materials. – Compare similarities and differences in instructions. – Identify the logical order of instructions in a sequence. – Rewrite names of materials. – Complete instructions using one or more words. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose and topic of experiment instructions. – Textual components: title, instruction sequence, list of materials. – Graphics: bullets, graphs, and images. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word and sentences formation. – Repertoire of words suitable for this practice of the language. – Upper and lower-case letters. – Punctuation.
Learning to be through the language	
<ul style="list-style-type: none"> • Use of language as a means of sharing knowledge. • Confidence in the use of the foreign language. • Attention to the audience. • Feedback and exchange of ideas and experiences. • Comparison of words in the foreign language and the mother tongue. 	

Unit 2

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Product: Illustrated sequence of an experiment

Unit 2

- Distribute among teams the actions to make an illustrated sequence of an experiment based on a model and with the teacher's help:
 - Choose a simple experiment (i.e. germinate a seed).
 - Make or cut out cards.
 - Write the list of materials for the experiment.
 - Collect the materials and start the experiment under teacher's supervision.
 - Observe the different stages of the experiment.
 - Write on the cards a sentence describing every observed stage.
- Check that the written form of sentences and materials is complete and legible.
- Display the illustrated sequence of the experiment inside or outside the classroom.

Social practices of the language: follow and give instructions in everyday settings

Familiar and community environment	
Specific activities with the language: follow and give instructions that regulate everyday school activities	
Learning to do with the language	Learning to know about the language
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unit 2</p> <ul style="list-style-type: none"> • Explore school instructions while listening, with the support of visual aids and non-verbal language. <ul style="list-style-type: none"> – Recognize purpose and intended audience. – Identify and interpret the meaning of instructions. – Recognize new vocabulary and find out its meaning with the support of a picture dictionary and the teacher’s help. • Rehearse the giving of instructions based on a series of actions or illustrations. <ul style="list-style-type: none"> – Follow instructions. – Distinguish intonation in instructions. – Give instructions to carry out or prevent specific actions with the support of visual aids and non-verbal language. • Participate in the writing of instructions to regulate classroom activities and situations. <ul style="list-style-type: none"> – Identify non-regulated activities or situations in the classroom. – Compare the written form of words. – Complete the writing of specific instructions using one or more words. – Point at specific words while listening. • Check upper and lower-case letters, and periods in sentences. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose and intended audience of instructions. – Non-verbal language. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Sentence formation. – Upper and lower-case letters. – Punctuation. – Repertoire of words suitable for this practice of the language. – Conventional letter-sound correspondence. – Text and image correspondence.
Learning to be through the language	
<ul style="list-style-type: none"> • Use of instructions to regulate activities, instill habits, and promote a healthy coexistence in the school. • Appropriate response to oral and written instructions. 	
Product: poster or ad with school instructions	
<ul style="list-style-type: none"> • Distribute among teams the actions to make an illustrated poster or ad with school instructions: <ul style="list-style-type: none"> – Write instructions to regulate activities, instill habits, or promote a healthy coexistence based on a model. – Design the poster or ad with instructions. – Illustrate the poster or ad with instructions. • Check the instructions and verify that they can be carried out. • Find a place in the school and ask for permission to display the poster or ad there. 	

Achievement

At the end of Unit 2, students will be able to:

Follow instructions to carry out a simple science-related experiment	Follow and give instructions that regulate everyday school activities
By doing so, they: <ul style="list-style-type: none">• Can distinguish instructions from a list of materials.• Can order words to form questions.• Can interpret and follow instructions.• Can identify the order of instructions in a sequence.	By doing so, they: <ul style="list-style-type: none">• Can recognize purpose and intended audience.• Can identify new words.• Can use a picture dictionary to find out the meaning of words.• Can give and follow simple instructions.• Can complete the writing of instructions using one or more words.

Social practices of the language: participate in language games with expressive and aesthetic purposes

Literary and ludic environment					
Unit 3	Specific activities with the language: change verses in a children's poem				
	<table border="1"> <thead> <tr> <th>Learning to do with the language</th> <th>Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Explore illustrated children's poems with the teacher's help. <ul style="list-style-type: none"> – Activate previous knowledge to predict topic and purpose based on images. – Recognize graphic and textual components. • Listen to the reading aloud of children's poems with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Find out the meaning of words in a picture dictionary and with the teacher's help. – Differentiate stanzas and verses with the support of visual aids. – Distinguish words that rhyme. • Participate in the reading aloud of children's poems with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Read aloud verses. – Recognize changes in intonation. – Practice the spelling and pronunciation of words that rhyme. – Practice the pronunciation of verses and stanzas. – Complete verses orally based on the written form of their beginning and ending. – Recognize verses of the poem while following their reading aloud. • Complete written verses using one or more words based on a model. <ul style="list-style-type: none"> – Recognize words that form verses. – Compare the written form of verses based on number of words, rhyme, etc. – Complete written verses with the missing word. • Check writing legibility. </td> <td> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic and purpose of poems. – Acoustic characteristics: rhyme. – Textual components: title, author. – Characteristics of poems: verses, stanzas, etc. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation. – Correspondence between written and oral language. – Repertoire of words suitable for this practice of the language. – Conventional letter-sound correspondence. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore illustrated children's poems with the teacher's help. <ul style="list-style-type: none"> – Activate previous knowledge to predict topic and purpose based on images. – Recognize graphic and textual components. • Listen to the reading aloud of children's poems with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Find out the meaning of words in a picture dictionary and with the teacher's help. – Differentiate stanzas and verses with the support of visual aids. – Distinguish words that rhyme. • Participate in the reading aloud of children's poems with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Read aloud verses. – Recognize changes in intonation. – Practice the spelling and pronunciation of words that rhyme. – Practice the pronunciation of verses and stanzas. – Complete verses orally based on the written form of their beginning and ending. – Recognize verses of the poem while following their reading aloud. • Complete written verses using one or more words based on a model. <ul style="list-style-type: none"> – Recognize words that form verses. – Compare the written form of verses based on number of words, rhyme, etc. – Complete written verses with the missing word. • Check writing legibility. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic and purpose of poems. – Acoustic characteristics: rhyme. – Textual components: title, author. – Characteristics of poems: verses, stanzas, etc. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation. – Correspondence between written and oral language. – Repertoire of words suitable for this practice of the language. – Conventional letter-sound correspondence.
	Learning to do with the language	Learning to know about the language			
<ul style="list-style-type: none"> • Explore illustrated children's poems with the teacher's help. <ul style="list-style-type: none"> – Activate previous knowledge to predict topic and purpose based on images. – Recognize graphic and textual components. • Listen to the reading aloud of children's poems with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Find out the meaning of words in a picture dictionary and with the teacher's help. – Differentiate stanzas and verses with the support of visual aids. – Distinguish words that rhyme. • Participate in the reading aloud of children's poems with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Read aloud verses. – Recognize changes in intonation. – Practice the spelling and pronunciation of words that rhyme. – Practice the pronunciation of verses and stanzas. – Complete verses orally based on the written form of their beginning and ending. – Recognize verses of the poem while following their reading aloud. • Complete written verses using one or more words based on a model. <ul style="list-style-type: none"> – Recognize words that form verses. – Compare the written form of verses based on number of words, rhyme, etc. – Complete written verses with the missing word. • Check writing legibility. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic and purpose of poems. – Acoustic characteristics: rhyme. – Textual components: title, author. – Characteristics of poems: verses, stanzas, etc. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Word formation. – Correspondence between written and oral language. – Repertoire of words suitable for this practice of the language. – Conventional letter-sound correspondence. 				
Learning to be through the language					
<ul style="list-style-type: none"> • Appreciation of cultural expressions particular to the foreign language. • Attention to aesthetic purposes of poems. • Use of language as a means of creation. • Aesthetic purpose of poems. 					

Product: verse roulette

Unit 3

- Distribute among teams the actions to make a verse roulette:
 - Choose a stanza and make a roulette with its verses.
 - Make a roulette big enough to write the verses of the stanza on it.
 - Write the verses on the roulette based on a model.
 - Illustrate the roulette.
- Check that the written form of the verses is correct and verify the stanza is complete.
- Play with the roulette and change verses in the stanza.
- Display the roulette in a visible place in the classroom.

Social practices of the language: formulate questions about a specific topic

Formation and academic environment	
Unit 3	Specific activities with the language: write questions to obtain information about natural products from the countryside
	Learning what to do with the language
	<ul style="list-style-type: none"> • Browse through illustrated children’s books about natural products (i.e. fruits and vegetables). <ul style="list-style-type: none"> – Predict the content based on previous knowledge and illustrations. – Identify cover, title, table of contents, and back cover. – Recognize purpose and intended audience. • Participate in the reading aloud of the book with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Complete words or parts of the text while following its reading aloud. – Reread words and parts of a text. – Find out the meaning of words with the support of a picture dictionary and the teacher’s help. – Predict characteristics (size, color, flavor, etc.) of natural products from the countryside while listening. – Listen to and interpret questions about characteristics of natural products. – Identify words while following their reading. • Look for information about natural products from the countryside. <ul style="list-style-type: none"> – Respond to questions about characteristics of natural products from the countryside. • Explore the written form of questions to obtain information about natural products from the countryside with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Recognize the written form of words and questions marks in questions. – Order words to form questions. – Recognize the written form of questions and their parts. – Complete questions to obtain information. – Respond to questions by writing based on a model.
	Knowing what to do with the language
	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose and intended audience. – Graphic and textual components: title, text, and images. – Parts of the book: cover, table of contents, back cover, etc. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Correspondence between written and oral language. – Text and image correspondence. – Differences between letters and punctuation. – Repertoire of words suitable for this social practice of the language (natural products, etc.). – Punctuation. – Conventional letter-sound correspondence.
	Learning to be through the language
	<ul style="list-style-type: none"> • Social use of questions. • Use of the language to reach agreements. • Use of different sources to obtain information. • Use of language to satisfy one’s own curiosity about the world.

Product: inventory of natural products from the countryside

Unit 3

- Distribute among teams the actions to make an informative file holder:
 - Suggest natural products from the countryside and find information about them.
 - Formulate questions to obtain information.
 - Look for information that answers the questions.
 - Write the answers to the questions based on a model.
 - Order questions and answers in a list to make an inventory.
 - Add illustrations that support the information.
- Check the inventory to verify that the collected information answers the questions.
- Display the inventory in the classroom.

Achievement

At the end of Unit 3, students will be able to:

Change verses in a children's poem	Write questions to obtain information about natural products from the countryside
By doing so, they: <ul style="list-style-type: none"> • Can distinguish verses from stanzas. • Can distinguish words that rhyme. • Can read aloud verses and/or rhymes. • Can complete orally verses based on their beginning and ending. • Can rewrite words in verses and stanzas. 	By doing so, they: <ul style="list-style-type: none"> • Can reread words and parts of a text. • Can identify the characteristics of natural products when listening. • Can understand questions about characteristics of natural products. • Can complete questions to obtain information. • Can rewrite answers to questions.

Social practices of the language: give and receive information about one's self and others

Familiar and community environment	
Specific activities with the language: understand and record one's own and others' personal information and hobbies	
Learning to do with the language	Learning to know about the language
<ul style="list-style-type: none"> • Explore people's images, personal information (name, age, birth date), and hobbies with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Identify new vocabulary and find out the meaning of words with the support of a picture dictionary and the teacher's help. – Recognize personal information or hobbies while listening and with the support of visual aids. • Listen to questions and answers to obtain information about personal data or hobbies based on a model, with the support of visual aids, and non-verbal language. <ul style="list-style-type: none"> – Distinguish differences in intonation between questions and answers. – Complete questions about personal information and hobbies using one or more words. – Answer questions about personal information or hobbies using one or more words. • Participate in the writing of personal information and hobbies to answer questions based on a model and with the teacher's help. <ul style="list-style-type: none"> – Complete by writing questions to obtain one's own and others' personal information (name, age, birth date, etc.) and hobbies. – Compare questions and recognize the words that form them. – Identify question words. – Point at personal information in questions (name, age, birth date, etc.). – Select and rewrite information that answers the questions. • Check upper and lower-case letters and questions marks. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose, topic, and intended audience of questionnaires (format). – Graphic distribution of questionnaires (format): title, questions, and space for answers. – Graphics: bar graphs. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (like, enjoy, personal pronouns, adjectives, etc.). – Word and sentence formation. – Differences between letters and punctuation marks. – Conventional letter-sound correspondence. – Names and figures that represent ordinal and cardinal numbers.
Learning to be through the language	
<ul style="list-style-type: none"> • Social use of questions. • Ethics in the use of one's own and others' personal information. • Differences in hobbies between one's own and others' culture. • Differences between the foreign language and the mother tongue. 	

Unit 4

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Product: illustrated bar graph of hobbies

Unit 4

- Distribute among teams the actions to make an illustrated graph with information about classmates' hobbies:
 - Write a list of hobbies based on a model.
 - Find out how many students have each of the hobbies and write the number on the list.
 - Use different colors in bars to indicate the hobbies.
 - Add to each bar graph as many happy faces as there are students with that hobby.
- Display the bar graph in a visible place in the classroom and ask for permission to display it in the school.

Social practices of the language: participate in the reading of literary narrations and share personal experiences

Literary and ludic environment	
Specific activities with the language: read stories and narrations and associate them with personal experiences	
Learning to do with the language	Learning to know about the language
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unit 4</p> <ul style="list-style-type: none"> • Explore illustrated children’s story books with the teacher’s help. <ul style="list-style-type: none"> – Identify parts of a book. – Use previous knowledge to predict topic, purpose, and intended audience. – Identify cover, title, table of contents, and inside cover. – Recognize graphic and textual components. • Follow the reading aloud of a story with the support of visual aids and the teacher’s help. <ul style="list-style-type: none"> – Identify the beginning, body, and ending in a story. – Find out the meaning of words with the support of visual aids and/or a picture dictionary. – Recognize character(s) by name. – Perform actions of characters (sleep, cry, walk, etc.). – Find similarities and differences between actions performed by characters and actions performed by others (students or acquaintances). • Participate in the writing of sentences about characters performing actions based on a model, with the support of visual aids, and the teacher’s help. <ul style="list-style-type: none"> – Identify parts or elements that form sentences. – Complete the written form of words that refer to one’s own and the characters’ actions. – Complete lists of actions performed by the characters and by others (one’s own or acquaintances). – Compare the written form of words used to name characters and performed actions. • Check legibility and writing conventions. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience of stories. – Parts of a book: inside cover, flaps, etc. – Textual components: title, author, paragraphs. – Graphics: illustrations, text, number of pages. – Structure of text: opening, body, ending. – Elements of stories: plot (actions) and characters. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (personal pronouns, verbs, etc.). – Word division. – Word and sentence formation. – Conventional letter-sound correspondence. – Correspondence between written and oral parts of the language. – Upper and lower-case letters.
Learning to be through the language	
<ul style="list-style-type: none"> • Social use of stories. • Literature as a reflection of emotions, personal experiences, and cultures. • Appreciation of cultural expressions particular to the foreign language. 	

Product: hanging mural

Unit 4

- Distribute among students the actions to make a hanging mural:
 - Write the final version of the sentences on a poster.
 - Check that the sentences are legible, complete, and that they comply with writing conventions.
 - Add images, drawings, cut outs, photographs, etc.
- Display the hanging mural in the classroom and ask for permission to display it outside.

Achievements

At the end of Unit 4, students will be able to:

Understand and record their own and others' personal information and hobbies	Read stories and narrations and associate them with personal experiences
By doing so, they: <ul style="list-style-type: none">• Can recognize their own and other people's personal information and hobbies.• Can complete questions using one or more words.• Can write personal information to answer questions.	By doing so, they: <ul style="list-style-type: none">• Can identify topic, purpose, and intended audience.• Can recognize beginning, body, and ending in a story.• Can find similarities and differences between actions performed by characters and actions performed by others.• Can complete the writing of sentences using one or more words about their own and the character's actions.

Social practices of language: share information through graphics

Formation and academic environment					
Unit 5	<p>Specific activities with the language: record basic information about a geography topic with the support of a graphic</p> <table border="1"> <thead> <tr> <th>Learning to do with the language</th> <th>Learning to know about the language</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Explore previously collected or prepared illustrated materials about the Americas and choose a topic (i.e. languages spoken in different countries). <ul style="list-style-type: none"> – Recognize purpose and topic of the material based on illustrations and the title. – Identify graphic and textual components. – Predict the contents of the text based on previous knowledge and graphics. • Recognize information following its reading aloud with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Complete orally with words or phrases the information being read aloud. – Recognize and highlight words in the text based on some indicators (cognates, words or sentences beginning/ ending with...). • Classify information about American countries on a chart with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Write names of countries on a chart based on a model. – Copy information about a country on the chart. – Point at American countries on a map when listening to their names. – Say names of countries to practice their pronunciation. – Identify and locate American countries on a map. • Check and make sure that the information is placed correctly. </td> <td> <ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Graphics: images, maps, etc. – Textual components: title, etc. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (names of American countries and languages, articles –a, an, the–, etc.). – Correspondence between written and oral language. – Conventional letter-sound correspondence. – Word formation. </td> </tr> </tbody> </table>	Learning to do with the language	Learning to know about the language	<ul style="list-style-type: none"> • Explore previously collected or prepared illustrated materials about the Americas and choose a topic (i.e. languages spoken in different countries). <ul style="list-style-type: none"> – Recognize purpose and topic of the material based on illustrations and the title. – Identify graphic and textual components. – Predict the contents of the text based on previous knowledge and graphics. • Recognize information following its reading aloud with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Complete orally with words or phrases the information being read aloud. – Recognize and highlight words in the text based on some indicators (cognates, words or sentences beginning/ ending with...). • Classify information about American countries on a chart with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Write names of countries on a chart based on a model. – Copy information about a country on the chart. – Point at American countries on a map when listening to their names. – Say names of countries to practice their pronunciation. – Identify and locate American countries on a map. • Check and make sure that the information is placed correctly. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Topic, purpose, and intended audience. – Graphics: images, maps, etc. – Textual components: title, etc. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Repertoire of words suitable for this practice of the language (names of American countries and languages, articles –a, an, the–, etc.). – Correspondence between written and oral language. – Conventional letter-sound correspondence. – Word formation.
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	<p>Learning to be through the language</p>				
<ul style="list-style-type: none"> • Use of language as a means of appreciating other languages and cultures. • Knowledge and appreciation of linguistic diversity. 					
<p>Product: a puzzle of the Americas</p>					
<ul style="list-style-type: none"> • Distribute among teams the actions to make a large puzzle of the Americas: <ul style="list-style-type: none"> – Draw a map of the Americas and color the countries. – Look for specific information about some countries such as language, currency, population, etc. – Add on the back of the map information about the countries. – Cut out each country to make the pieces of the puzzle. • Play with the puzzle and choose a place to keep it in the classroom. 					

Social practices of the language: describe and share information about the place where one lives

Familiar and community environment	
Specific activities with the language: understand and record information about locations in the place where one lives	
Learning to do with the language	Learning to know about the language
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Unit 5</p> <ul style="list-style-type: none"> • Explore illustrated diagrams or maps for children about locations in Mexico and in English-speaking countries with the teacher's help. <ul style="list-style-type: none"> – Recognize uses and purposes of maps or diagrams. – Distinguish graphics from textual components. – Recognize locations by name (county, ranch, neighborhood, district, suburb, etc.). – Identify natural features (rivers, seas, woods, hills, mountains, etc.) and man-made constructions (hospitals, schools, offices, banks, police stations, bus stations, the fire department, etc.). – Distinguish signs of places and relate them to their name (woods, hospital, library, school, etc.). • Participate in the reading aloud of names of locations, natural features, and man-made constructions with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Find out the meaning of words using a picture dictionary. – Point at names while they are being read aloud. – Complete questions to obtain information about a location (i.e. What's the name of...? Does... have a hospital, a school, woods, etc.?) based on a model. – Answer questions to offer information about locations based on a model. • Explore the written form of names of locations, natural features, and man-made constructions with the support of visual aids and the teacher's help. <ul style="list-style-type: none"> – Classify names in semantic fields (locations, natural features, and man-made constructions). – Compare the written form of names. – Recognize the order of parts that form names. – Find similarities and differences between words in the foreign language and the mother tongue. – Locate by name natural features and man-made constructions on maps or diagrams of locations. • Check writing conventions. 	<ul style="list-style-type: none"> • Features and types of oral and written texts. <ul style="list-style-type: none"> – Purpose of maps and diagrams. – Graphic and textual components in maps and diagrams. • Knowledge of the writing system and basic mechanics of writing. <ul style="list-style-type: none"> – Sentence formation. – Correspondence between written and oral language. – Repertoire of words suitable for this practice of the language (nouns, etc.). – Differences between words in the foreign language and the mother tongue. – Conventional letter-sound correspondence.
Learning to be through the language	
<ul style="list-style-type: none"> • Appreciation of cultural expressions particular to the foreign language. • Use of language as a means of promoting a healthy coexistence. 	

Product: map of a location

- Distribute among teams the actions to make a map of a location:
 - Draw a map or a diagram of a location (ranch, neighborhood, town, etc.) where constructions, roads, natural features, etc. will be included.
 - Draw the main natural features and man-made constructions of the location.
 - Include the corresponding signs.
 - Write the name of the location based on a model.
 - Write the name of the constructions and features included (schools, hills, rivers, parks, etc.) based on a model.
 - Check that the writing is complete and legible.
- Display the map in a visible place in the classroom.

Achievement

At the end of Unit 5, students will be able to:

Record basic information about a geography topic with the support of a graphic	Understand and record information about locations in the place where they live
<p>By doing so, they:</p> <ul style="list-style-type: none"> • Can recognize purpose and topic based on the illustrations and title. • Can identify words that are similar in the foreign language and the mother tongue. • Can name countries and locate them on a map. • Can rewrite information about a country on a chart. 	<p>By doing so, they</p> <ul style="list-style-type: none"> • Can recognize locations by name. • Can distinguish and identify natural features and man-made constructions. • Can answer questions about the characteristics of natural features and man-made constructions. • Can find similarities and differences between words in the foreign language and the mother tongue.

SAMPLE LANGUAGE

A·P·P·E·N·D·I·X

The following tables offer some examples of situational categories⁷ classified by environment. Their content only provides suggestions since they cannot take into account the dynamic aspects of the interactions in which the attention of the students must be focused

on how to develop interactions, not in describing them. These situations can be exclusively oral, exclusively written, or both. For reasons of space, only fragments of long texts are included. However, it is expected that students participate in the reading of full texts.

Familiar and community environment

	Language formulas in everyday situations	Basic instruction in everyday spaces	Information about oneself and others	Describing the place where one lives
Situational categories	Greeting, courtesy, and farewell expressions. Personal information.	Every day school actions, objects, classroom furnishings and school spaces.	Human parts of the body, physical appearance.	Appliances, utensils, and tools used at home.
Examples	<ul style="list-style-type: none"> – See you later. – Good morning. – Bye. – Hi, I am Alfonso. Nice to meet you. 	<ul style="list-style-type: none"> – Stand up. – Sit down. – Be quiet, please. – Open your books. – Close the door. – Come into the classroom. 	<ul style="list-style-type: none"> • Is my hair red? <ul style="list-style-type: none"> – No, my hair is black. – Yes, it is. – No, your hair is blonde. • Are you tall? <ul style="list-style-type: none"> – No, I am short. – Yes, I am tall. 	<ul style="list-style-type: none"> – The knife cuts onions. – The radio plays songs. – The broom sweeps the floor.

⁷ Common European Framework of Reference for Languages, 2001AT, pp. 48 and 49 on http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf

Familiar and community environment

Now it's your turn

	Language formulas in everyday situations	Basic instructions in everyday spaces	Information about one's self and others	Describing the place where one lives
Situational categories				
Examples				

Literary and ludic environment

	Rhymes and stories in verse	Oral and written language games	Written narratives and personal experiences
Situational categories	Elements of nature, position or location, and characteristics.	Animals, clothing, food, position or location.	Moods, states of mind.
Examples	Twinkle, twinkle, little star Twinkle, twinkle, little star, How I wonder what you are! Up above the world so high, Like a diamond in the sky.	Bat, bat, come under my hat Bat, bat, come under my hat, And I'll give you a slice of bacon; And when I bake, I'll give you a cake, If I am not mistaken.	– I am happy. – She is surprised. – He is sad. – We are paying attention. – You are enthusiastic. – Carlos is interested.

Literary and ludic environment

Now it's your turn

	Rhymes and stories in verse	Oral and written language games	Written narratives and personal experiences
Situational categories			
Examples			

Formation and academic environment

	Instruction manual to make a product	Information on a specific topic based on questions	Basic information concerning a specific topic						
Situational categories	Kitchen utensils, fruits, ingredients, cardinal numbers, fractions.	Classroom furnishings and objects, color, size.	Languages in countries of North, Central and South America.						
Examples	<p>Lemonade recipe</p> <p>Ingredients</p> <ul style="list-style-type: none"> • 1 cup of sugar. • 8 cups of water. • Juice of 6 lemons. 	<ul style="list-style-type: none"> • What is that? <ul style="list-style-type: none"> – It is a chair. <p>What color the board is?</p> <ul style="list-style-type: none"> – The board is green. <ul style="list-style-type: none"> • Is the pen big? <ul style="list-style-type: none"> – No, the pen is small. 	<table border="1"> <thead> <tr> <th>English</th> <th>Spanish</th> <th>Portuguese</th> </tr> </thead> <tbody> <tr> <td>Canada Belize USA</td> <td>México Nicaragua Cuba Argentina Chile</td> <td>Brasil</td> </tr> </tbody> </table>	English	Spanish	Portuguese	Canada Belize USA	México Nicaragua Cuba Argentina Chile	Brasil
English	Spanish	Portuguese							
Canada Belize USA	México Nicaragua Cuba Argentina Chile	Brasil							

	<p>Steps</p> <p>1st Cut lemons in halves.</p> <p>2nd Squeeze lemons into a cup.</p> <p>3rd Add water to a jug.</p> <p>4th Dissolve sugar in water.</p> <p>5th Add lemon juice to the pitcher.</p> <p>6th Add ice cubes.</p>		
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Formation and academic environment

Now it's your turn

	Instruction manual to make a product	Information on a specific topic based on questions	Basic information concerning a specific topic
Situational categories			
Examples			

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