**PRE-UNIT PROFICIENCY SUGGESTED ACTIVITIES**

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| BEGINNING ACTIVITIES | MIDDLE ACTIVITIES | END ACTIVITIES |
| KK TO 1ST GRADE | | |
| * **Introductory Role- Play** * -Role- Play in the TL to introduce the 2 different levels. | * **Make a sentence** * - Give the students pictures and ask them to combine them to create sentences. | * **Identify and explain** * Show 2 different video samples, one proficient and one below proficient and ask the students to guess their level. (It can be the teacher conversation with a puppet) |
|  | * **Describe a picture Game** * The teacher presents the picture to the students and asks them what do they see in the picture. * The teacher divides the class in two teams. * The team that comes up more sentences wins more points. | * **“Creation with language”** * Students will receive a new sheet with pictures in 2 columns, some of the pictures will be question marks, meaning that the student has to create their own vocabulary words. * The last 2 pictures will all be question marks. Here the student will have to create a complete full sentence. |
|  | * **Compare 2 scenarios** * Show a POWER POINT about a boy and a girl one being Novice Low and the other being Novice High. * Do questioning afterwards. Who did you understand better? * What is their proficiency level and why? | * **“Practice to create sentences” Building Proficiency** * Pair Activity (Matching) * Match your pictures in both columns on your own choice and form sentences, when you are ready say them to your partner. |
|  | * **“ Finish my sentence”**   **The teacher asks the students to finish the sentence for her** |  |
| **Create a story** on a Power Point about a two students and their proficiency levels. One student is Novice Low but another is Novice High. | **Introduce the Ice-Cream Cone** and the different Proficiency Colors to the students. | **Self-Reflection Interactive Notebook**:  Students will complete a worksheet and reflect about their own proficiency levels and goals |
| **Differentiate words and Sentences Activity**  Explain the difference between words and sentences and give examples to the students. | **Watch Video Samples**  video 1 with student speaking in sentences and video 2 with student using just words.  Ask the students who did they understand better.  Who use words and who uses sentences. | **Rate Video Samples**  Show the students 2 more videos and ask them to tell you what color level they are. |
| 2ND TO 5TH GRADE | | |
| * **Activity 1 Introductory Role-Play** * -Role- Play in the TL to introduce the 4 different levels: N1- N2 and N3 /N4 /I1 to the students. | * **CIRCUS** * Divide the students in 4 groups: Each group needs to describe a picture of a circus in English only using words/phrases/sentences/strings of sentences. * Ask the students what group do they think that communicated more or they understood better. * Then the teacher explains to the students what proficiency level is each group and explains the characteristics of each proficiency level. | * **Describe a picture** * The teacher divides the class in two teams. * The team that comes up more sentences wins more points. |
| * **Teach the Proficiency rubric/ice-cream** scoops to the students, and provide a rubric adapted to their language that they can glue on their notebooks and use it as a reference. * Teach the different proficiency colors with a rubric. Have students relate each proficiency level with a color on the ice-cream, each scoop representing a proficiency level. | * **Explain Me Proficiency** * The teacher asks the students to write a little paragraph explaining with their own words the different proficiency levels. |  |
|  | * **Write a example of each proficiency level** * Students will be divided in groups and get a poster, have them to write sentences about each level and divide them in 4 different columns on a chart. * Ask them to write examples of each proficiency level in English and if possible TL. |  |
| * **Show students some authentic videos from native speakers**, famous people, cartoons and videos from native speakers and people learning TL and ask them questions comparing the different levels. * Show videos from students who grew a lot last year and compare what they were able to do at the beginning of the year and what are they able to do now. * This ways we can open to discussion the different levels of proficiency in class and the students can see the contrast between the different levels. * ) | * **Proficiency Card Game** * The teacher has a card set and pulls a card and reads it. The students have to guess what is the proficiency level based on what they heard. If they get it right, the teacher gives thumbs up. * Ask the students to explain why they agree or disagree before revealing if they got it right or wrong. |  |
|  | * **Make a Sentence** * - Give the students pictures and ask them to combine them to create sentences. * (example: colors, objects, sizes). |  |
|  | * **Compare 2 scenarios** * Teacher makes a Power Point with a boy and a girl having a conversation. The boy is a Novice Low and the girl is an Intermediate Low.   Now the students will tell the teacher what do they need to do or they don’t need to do to be an Intermediate Low student using a T-Chart. | **T-Chart Comparing Proficiency levels**  Students will cut and paste strings the different descriptions on a T-Chart. They will have to identify what sentence corresponds to Novice Low speaker (Green level) and what sentences are under Novice High( orange level) |
|  | * **“ Build a sentence”** * The teacher asks the students to finish the sentence for her. * Whole Class activity * Listen to the teacher and match the correct pictures/sentences from both columns. | * **“Create sentences”** * Match your pictures in both columns on your own choice and form sentences, when our ready say them to your partner. * Partner 3 needs to listen and match the pictures according to what partner 1 says and switch turns. * The students will take turns saying their sentences and compare their sheets and share with the partner at the end of the activity. |
|  |  | * **“Creation with language”** Students will receive a new sheet with pictures in 3 columns, some of the pictures will be question marks, meaning that the student has to create their own vocabulary words. * The last 3 pictures will all be question marks. Here the student will have to create a complete full sentence. |
|  | * **Match the Answers with the Questions**. * Students need to find out what is the questions to the answer. * (little flash cards, or matching bullets) | * **“ Creation with questions”** * The teacher will present a little scenario and the students will have to come up with questions to ask to the teacher and find out something about the story, a mystery. * Like I spy… game or Tabu * The teacher can provide WH Question board to help the students to come up with questions on their own. |
|  | **Student Self- Reflection Point A/PRE:**  For portfolio  The students color the scoop with their current proficiency level and explain why do they think that they have that proficiency level.  The teacher will offer suggestions to level up in proficiency. | * **Student Self-Reflection My Goals** * **Notebook Worksheet :** * For portfolio * Student Self-Reflection * About their proficiency level, Strategies to level up. * The students will color the ice-cream scoop with their color goal and explain what do they need to do to achieve this level. * The students will write what do they will do to level up at school and at home. |
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