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| **ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR****LICENCIATURA EN EDUCACIÓN PREESCOLAR****CICLO ESCOLAR**2017-2018 |

**Planeación Semestral**

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| **CURSO: INGLES NO CURRICULAR** | **SEMESTRE: II** |
| **DOCENTE: MAYELA ALEJANDRA DEL CARMEN GAONA GARCIA** | **HORAS/SEMANA 2** |
| **CURSO QUE ANTECEDE: INGLES 1** |
| **CURSO CONSECUENTE: INGLES A1** |
| **PERFIL DE EGRESO PLAN 2012** | **Trayecto formativo:** NO CURRICULAR |
| **Competencias profesionales:*** Aplica sus habilidades comunicativas en diversos contextos
* Desarrolla sus habilidades comunicativas para adquirir nuevos lenguajes.
* Utiliza una segunda lengua para comunicarse.
	+ Emplea las tecnologías de la información y la comunicación
* Participa en comunidades de trabajo y redes de colaboración a través del uso de la tecnología
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| **Vinculación con otras asignaturas del mismo semestre:**  |

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| **Nombre de la unidad de aprendizaje:**  | DESARROLLO DE COMPETENCIAS COMUNICATIVAS EN EL LENGUAJE INGLÉS |

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| **Secuencia didáctica** | **Competencias del Curso** |
| **SISTEMAS DEL LENGUAJE: ESTRUCTURAS Y FUNCIONES** | * Brinda información personal básico en su uso lingüístico.
* Construye oraciones cortas, sencillas o ensayadas
* Emplea las tecnologías de la información y la comunicación como herramienta de aprendizaje
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| **SISTEMAS DEL LENGUAJE: VOCABLOS, FONÉTICA Y FONOLOGÍA** | * Reconoce y utiliza vocablos sencillos para interactuar en forma corta y sencilla.
* Emplea las tecnologías de la información y la comunicación como herramienta de aprendizaje.
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| **DESARROLLO DE HABILIDADES RECEPTIVAS: COMPRENSIÓN AUDITIVA Y LECTORA** | * + Comprende y extrae información general y específica de textos sencillos.
	+ Emplea las tecnologías de la información y la comunicación como herramienta de aprendizaje
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| **DESARROLLO DE HABILIDADES RECEPTIVAS: COMUNICACIÓN ORAL Y ESCRITA** | * + Interactúa de manera sencilla conversaciones cortas proporcionando información básica.
	+ Redacta oraciones cortas y sencillas como notas, correos electrónicos, mensajes de texto.
	+ Emplea las tecnologías de la información y la comunicación como herramienta de aprendizaje.
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| **Problema del contexto** |
| -**Necesidad:**1.-Algunos alumnos se consideran incapaces de adquirir una segunda lengua, por lo que limitan el desarrollo de sus competencias lingüísticas.2.- Algunos estudiantes carecen de métodos, estrategias y hábitos para organizar sus tiempos y aprender de manera autónoma. **-Propósitos:**1.- Para atender la primera necesidad se propone el planteamiento de pequeños retos que despierten en el alumno su curiosidad y fomenten la autoconfianza y el deseo de demostrarse a sí mismos que son capaces de lograr su objetivo.2.- Para subsanar la necesidad dos es pertinente propiciar en los alumnos la libertad del uso de herramientas digitales y material didáctico a su alcance que cumplan con la función de informar, instruir y favorecer el desarrollo de habilidades receptivas y productivas  |

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| **Contenidos temáticos a abordar en la asignatura** |
| **TRAVELER ELEMENTARY**

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| Modules | Vocabulary | Grammar | Reading | Listening | Speaking | Writing | Functions |
| 2**DAY BY DAY**Cutural: Phishing for danger | * Every day activities
* Days of the week
* Jobs
* Free time activities
* Types of music and films
 | * Present simple
* Prepositions of time
* Would like to/
* Want to
* Like/love/enjoy/hate/can´t stand
* Adverbs of frequency
* How often?/once/twice/etc
 | * A magazine article: A helping hand
* An interview: Mike Malik: Karate Champion
 | * A dialogue, understanding for gist
* A survey understanding for specific info
 | * Pair work
* Class survey
 | * Sentences about daily routines
* A paragraph about habits
* A paragraph about free time activities.
* A paragraph about likes and dislikes
 | * Discussing routines and habitual actions
* Talking about free time activities
* Stating a desire
 |
| 3**CHANGES**Cutural: Life in Tornado Alley | * Family
* Furniture and appliances
* Rooms and parts of a house
* Preposition of place
* Places in a town/city
* Seasons
* The weather
* Phrases for letters/e-mails
 | * Present progressive
* Whose…?
* Possessive pronouns
* There is/there are
* A (n)/ the
* Present simple vs present progressive
* Why?/because
 | * A magazine article: Montreal´s underground city
* An article about an unusual house
 | * Three shorts dialogues (understanding specific information)
* A monologue (understanding gist and specific information)
* A dialogue (understanding gist and specific information)
 | * Guessing game
* Pair work

\*word stress\*/b/, /v/, /w/ | * A paragraph giving news
* An e-mail describing one´s neighborhood and house/flat.
* Developing skills: set phrases for letter and e-mails
 | * Talking about current activities

Temporary states and futures plansGiving reasonsExpressing possessionDistinguishing between current events and habitual actions* Referring to location
* Describing one´s house and town
* Giving news and responding to news
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| **MODULO 2****TITULO: DAY BY DAY****LESSON 2A “HOME LIFE”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Discussing habitual actions and routines |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Draw ss´ attention on the title of the lesson sbk pg 22 and images given by the teacher in a pptp Ask ss to think about when do they use this vocabularyIntroduce the topic by listening to a dialogue. Sbk pg 22SS identify in the dialogue daily activities | Listening and Reading dialogue on sbk pg 22 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to daily activities (links to practice)The teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of the simple present with auxiliars, positive and negative sentences sbk pg 23The teacher Introduces the use of prepositions of time with the simple present in daily routines sbk pg 23 |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary words in a worksheet and in some web links given by the teacherSs practice the new vocabulary, structures and prepositions of time on sbk pg 22-23 wbk Pg16-17 | Worksheet with vocabulary practice Weblinkssbk pg 22-23 wbk Pg16-17 | **20 mins** |
| Resolución del problema | Ss practice in discussing daily activities vocabulary using the vocabulary. (speaking activity website link)SS complete in pairs a chart to indicate activities they doSS write sentences wit daily routines | Speaking activity:Complete a chart and talk stbk pg 23Writing activity ss write few sentences comparing daily routines stbk pg 23 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 2****TITULO: DAY BY DAY****LESSON 2B “FIRST DAY ON THE JOB”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about jobs, workplaces, habits.Discussing habits and routines |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Draw ss´ attention on the title of the lesson sbk pg 24 and images given by the teacher in a pptp Ask ss to think about when do they use this vocabularyIntroduce the topic by listening to a dialogue. Sbk pg 24SS identify in the dialogue vocabulary about jobs | Listening and Reading dialogue on sbk pg 24 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to jobs (web-links to practice)The teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of the simple present with auxiliars, positive, negative questions sbk pg 25The teacher Introduces the use of wh questions in simple present sbk pg 25 |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary words in a worksheet and in some web links given by the teacherSs practice the new vocabulary, question structures and wh questions on sbk pg 25 wbk Pg17-18 | Worksheet with vocabulary practice Weblinkssbk pg 24-25 wbk Pg17-18 | **20 mins** |
| Resolución del problema | Ss practice in discussing jobs vocabulary in context. (speaking activity website link)SS complete in pairs a survey with working habitsSS write a paragraph about working habits | Speaking activity:Complete a survey and talk stbk pg 25Writing activity ss write a paragraph about working habits stbk pg 25 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 2****TITULO: DAY BY DAY****LESSON 2C “ENTERTAINMENT”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about free time activitiesExpressing likes and dislikes, talking about forms of entertainment |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Draw ss´ attention on the title of the lesson sbk pg 26 Ask ss to think about when do they use this vocabularyIntroduce the topic by listening to a dialogue. Sbk pg 26SS identify in the dialogue vocabulary about kind of music and films | Listening and Reading dialogue on sbk pg 26 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to kind of music and films The teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of the auxiliars to express, likes and dislikes (would like/ want +to/ like /love/enjoy/hate/cant´stand + ing verb sbk pg 26Teacher introduces the difference between* want to/ would like to + verb
* love/enjoy/hate/cant´stand + ing verb
 |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary, and grammar structures with auxiliars to express likes and dislikes on sbk pg 26 wbk Pg19-20 | Worksheet with vocabulary practice Weblinkssbk pg 26-27 wbk Pg19-20 | **20 mins** |
| Resolución del problema | Ss practice in listening for a survey to identify vocabulary in contextSs practice in a speaking activity about making plans using would like to and want to  | Speaking activity:talk stbk pg 27Listening activity survey to identify vocabulary about kind of music and films and expressions about likes and dislikes stbk pg 27 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 2****TITULO: DAY BY DAY****LESSON 2D “TECHNOWORLD”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about habitual actions |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Draw ss´ attention on the title of the lesson sbk pg 28 Ask ss to think about when do they use this vocabularyIntroduce the topic by listening to a dialogue. Sbk pg 28SS identify in the dialogue vocabulary about common words in technology | Listening and Reading dialogue on sbk pg 28 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to technologyThe teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of adverbs of frequency to describe habits and routines sbk pg 28 |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary, and grammar structures with adverbs of frequency to describe habits and routines on sbk pg 28-29 wbk Pg21-22Ss practice the new vocabulary, and grammar structures with adverbs of frequency to describe habits and routines on worksheets and weblinks | Worksheet with vocabulary practice and Weblinkssbk pg 28-29 wbk Pg21-22 | **20 mins** |
| Resolución del problema | Ss practice in a speaking activity completing a chart about habits and routines using adverbs of frequency | Speaking activity:talk stbk pg 29 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 2****TITULO: DAY BY DAY****LESSON 2E “AT YOUR LEISURE”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about free time activitiesTalking about habitual actions and routines |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Draw ss´ attention on the title of the lesson sbk pg 30 Ask ss to think about when do they use this vocabularyIntroduce the topic by listening to a dialogue. Sbk pg 30SS identify in the dialogue vocabulary about habitual actions and routineS | Listening and Reading dialogue on sbk pg 30 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to habitual actions and routinesThe teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of adverbs of frequency to describe habits and routines sbk pg 28 |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary to describe habits and routines on sbk pg 30 wbk Pg 23Ss practice the new vocabulary, to describe habits and routines on worksheets and weblinks | Worksheet with vocabulary practice and Weblinkssbk pg 30 wbk Pg23 | **20 mins** |
| Resolución del problema | Ss practice in a speaking activity completing a survey about habits and routines Ss practice in a writing activity writing sentences about habitual actions and routines | Speaking activity:talk stbk pg 31Writing activity:Put sentences in order stbk pg 31 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 2****TITULO: DAY BY DAY****ROUND UP/ FEED BACK SB PGS 32-33 WB PGS 24-25****FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | To help ss. Revise the structures, functions, and vocabulary presented in module 2 through the various activities. |  | **5 mins** |
| Análisis de saberes previos | Ss are encouraged to talkn in pairs about likes and dilikes to practice functions, vocabulary and grammar of the module 2 following directions on speaking point on sbk pg 33 |  | **10 mins** |
| Gestión de conocimiento | Teacher gives to Ss an oral remind and exercises to practice structures, functions, and vocabulary of the module 2Teacher asks Ss it they have questions about the contents of the module to go back and remind the point. |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice on exercises with the structures, functions, and vocabulary of the module 2on sbk pg 32-33 and wbk pg 24-25 | sbk pg 32-33 wbk pg 24-25 | **20 mins** |
| Resolución del problema | SS answer the self-assessment to check their own progress | Self-assessmentSbk pg 33 | **20 mins** |
| Socialización y evaluación |  | Give some practice for homeHW. Cultural page: Phishing for dangerReading and analysis of the title Sbk pg. 34 | **15 mins** |

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| **MODULO 3****TITULO: DAY BY DAY****LESSON 3A “CHANGES”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about one´s family membersTalking about current activitiesTalking about temporary statesTalking about future arrangements |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Draw ss´ attention on the title of the lesson sbk pg 36 Introduce the topic by listening to a dialogue. Sbk pg 36SS identify in the dialogue vocabulary about family members | Listening and Reading dialogue on sbk pg 36 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to family members in a ppt. designed by the teacherThe teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of present progressive in actions at the moment sbk pg 37 |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary about family members on sbk pg 36 wbk Pg 26-27Ss practice the new vocabulary and grammar structure on worksheets and weblinks | Worksheet with vocabulary practice and Weblinkssbk pg 36-37 wbk Pg26-27 | **20 mins** |
| Resolución del problema | Ss practice in a speaking activity with a guessing game stbk pg 119 Ss practice in a writing activity giving news in an email stbk pg 37 | Speaking activity:Guessing game stbk pg 119Writing activity:Giving news in an email stbk pg 37 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 3****TITULO: DAY BY DAY****LESSON 3B “LET´S MOVE IT”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Asking about and identifying the location of objectsExpressing possessions |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Introduce the vocabulary and the topic by listening to a dialogue. Sbk pg 38SS identify in the dialogue vocabulary about furniture and prepositions of place | Listening and Reading dialogue on sbk pg 38 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to furniture in a ppt. designed by the teacherThe teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of prepositions of place sbk pg 38 and a ppt. designed by the teacherThe teacher Introduces the use of possessive pronouns sbk pg 39 and a ppt. designed by the teacher |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary about furniture and grammar structures on sbk pg 38 wbk Pg 27-28Ss practice the new vocabulary and grammar structures on worksheets and weblinks | Worksheet with vocabulary practice and Weblinkssbk pg 38 wbk Pg27-28 | **20 mins** |
| Resolución del problema | Ss practice in a speaking activity stbk pg 119 Ss practice in a listening activity stbk pg 39 | Speaking activity:Talking in pairs stbk pg 119listening activity: stbk pg 39 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 3****TITULO: DAY BY DAY****LESSON 3C “AROUND TOWN”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about buildings, places in a city, town and neighborhood |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Introduce the vocabulary and the topic by listening to a dialogue. Sbk pg 40SS identify in the dialogue vocabulary about places  | Listening and Reading dialogue on sbk pg 40 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to places The teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of demonstratives there is/ there are to mention places sbk pg 41 and a ppt. designed by the teacherThe teacher Introduces the use of a/an/the with places sbk pg 41 and a ppt. designed by the teacher |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary about places and grammar structures on sbk pg 41 wbk Pg 28-29Ss practice the new vocabulary and grammar structures on worksheets and weblinks | Worksheet with vocabulary practice and Weblinkssbk pg 41 wbk Pg28-29 | **20 mins** |
| Resolución del problema | Ss practice in a speaking activity stbk pg 41Ss practice in a listening activity stbk pg 41 | Speaking activity:Talking in pairs stbk pg 119listening activity: stbk pg 41 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 3****TITULO: DAY BY DAY****LESSON 3D “RAIN OR SHINE”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Talking about the weather |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Introduce the vocabulary and the topic by listening to a dialogue. Sbk pg 42SS identify in the dialogue vocabulary about weather | Listening and Reading dialogue on sbk pg 42 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to weatherThe teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher Introduces the use of the contrast of the present simple and present progressive sbk pg 43 and a ppt. designed by the teacher |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary about weather and grammar structures on sbk pg 43-44 wbk Pg 30-31Ss practice the new vocabulary and grammar structures on worksheets and weblinks | Worksheet with vocabulary practice and Weblinkssbk pg 43-44 wbk Pg30-31 | **20 mins** |
| Resolución del problema | Ss practice in a speaking activity discussing about the weather stbk pg 43Ss practice in a listening activity stbk pg 43 | Speaking activity:Talking in pairs stbk pg 43listening activity: stbk pg 43 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 3****TITULO: DAY BY DAY****LESSON 3E “HOME SWEET HOME”** **FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | Describing neighborhoodDescribing house and flatsWriting an e-mail |  | **5 mins** |
| Análisis de saberes previos | Help ss, to activate background knowledge by:Introduce the vocabulary and the topic by listening to a dialogue. Sbk pg 44SS identify in the dialogue vocabulary about appliances, furniture and parts of the house | Listening and Reading dialogue on sbk pg 44 ex. A | **15 mins** |
| Gestión de conocimiento | Teacher presents the new vocabulary given by the teacher words related to appliances, furniture and parts of the houseThe teacher gives some examples to Ss, with the new vocabulary used in contextThe teacher explains some phrases to use when writing a letter or an e-mail. |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice the new vocabulary about appliances, furniture and parts of the house on sbk pg 45 wbk Pg 32-33Ss practice with some phrases to use in writing letters sbk pg 45 | Worksheet with vocabulary practice and Weblinkssbk pg 45 wbk Pg32-33 | **20 mins** |
| Resolución del problema | Ss practice in a writing an e-mail to a friend or a family member about his/her house stbk pg 45 | Writing activity:Writing an e-mail stbk pg 45 | **20 mins** |
| Socialización y evaluación | Make sure the ss acquired the vocabulary, grammar structures and functions in context. | Give some practice for home | **10 mins** |

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| **MODULO 2****TITULO: DAY BY DAY****ROUND UP/ FEED BACK SB PGS 46-47 WB PGS 34-35****FECHA:**  |
| **Momentos de la secuencia didáctica** | **Actividades de aprendizaje** | **Evidencias de aprendizaje** | **Duración / Sesiones** |
| Presentación del problema a resolver | To help ss. Revise the structures, functions, and vocabulary presented in module 3 through the various activities. |  | **5 mins** |
| Análisis de saberes previos | Ss are encouraged to talk in pairs about their houses to practice functions, vocabulary and grammar of the module 3 following directions on speaking point on sbk pg 47 |  | **10 mins** |
| Gestión de conocimiento | Teacher gives to Ss an oral remind and exercises to practice structures, functions, and vocabulary of the module 3Teacher asks Ss it they have questions about the contents of the module to go back and remind the point. |  | **20 mins** |
| Contextualización y diagnóstico | Ss practice on exercises with the structures, functions, and vocabulary of the module 3on sbk pg 46-47 and wbk pg 34-35 | sbk pg 46-47 wbk pg 34-35 | **20 mins** |
| Resolución del problema | SS answer the self-assessment to check their own progress | Self-assessmentSbk pg 47 | **20 mins** |
| Socialización y evaluación |  | Give some practice for homeHW. Cultural page: Life in Tornado AlleyReading and analysis of the title Sbk pg. 48 | **15 mins** |

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| **Evidencias de aprendizaje de la unidad/Módulo/ Bloque****Para el portafolio** | **Criterios de desempeño** | **Instrumentos de evaluación** |
| **1º Evidencia** **Project:“Routine”*** Individual work
* Describe your everyday routine
* Use the vocabulary (every day activities, days of the week, jobs, free time activities, types of music and films) grammar structures (present simple, prepositions of time, adverbs of frequency, once twice expressions) of the module 2
* PPT. presentation, Include images or pictures and sound.

**2º Evidencia** **PROJECT “ My home ”*** Pair Work
* Describe your home
* Use the vocabulary (family, furniture and appliances, rooms and parts of the house) grammar structures (prepositions of place) of the module 3
* PPT. presentation, Include images or pictures and sound
 | * Cada tarea comunicativa en línea contará para la práctica del estudiante que a su vez, se traducirá en un buen desempeño en los exámenes.
* Las evidencias de aprendizaje entregadas son acordes a las rúbricas desarrolladas para cada una de las actividades. En forma general, las rúbricas se enfocan en los siguientes aspectos:
* Los lineamientos establecidos en el momento que fue asignado el proyecto en clase
* Las estructuras gramaticales y el vocabulario acorde al nivel y en relación a los contenidos de cada unidad de aprendizaje
* Organización y claridad
* Presentación oral

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|  | **Con Practica** |
| **EXAMENES BIMESTRALES**  |  |
| **PORTAFOLIO**  |  |
| **PARTICIPACIONES (ESCUELA EN RED, SBK, WBK, NB )**  |  |
| **TRABAJOS ESCRITOS (PROYECTO)** |  |

Nota; Para acreditar el bimestre es indispensable cumplir con :Calificación mínima de 5 como aprobatoria en examen institucional en primer y segundo período de evaluación para considerar los demás elementos de evaluación**.**  | 1.-Evaluación sumativa que incluye: 2 exámenes bimestrales que evalúan el desempeño del alumno en el uso de las 4 habilidades lingüísticas (speaking, reading. writing and listening)2.-Evaluación formativa que incluye:* Libro de texto, libro de trabajo, Hojas de trabajo adicionales
* Cuaderno Obligatorio con apuntes de explicaciones de la maestra.
* Participación y realización de actividades en escuela en red.
* Portafolios que incluye 2 Proyectos bimestrales

3.- Evaluación “iluminativa” o auto-evaluación: A través de ejercicios de auto-reflexión como listas de cotejo y rúbricas de auto-evaluación incluidos en portafolios |

**OBSERVACIONES:**

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| --- | --- | --- | --- |
| **NOMBRE Y FIRMA DEL RESPONSABLE DEL CURSO** | **NOMBRE Y FIRMA DEL EVALUADOR** | **NOMBRE Y FIRMA DEL SUBDIRECTOR ACADÉMICO** | **FECHA DE ELABORACIÓN** |
| **MAYELA ALEJANDRA GAONA GARCIA** |  |  | **FEBRERO 12 -2018** |

NOTA: DEBERA SER APLICADA POR LO MENOS DOS METODOLOGIAS DE APRENDIZAJE DURANTE EL SEMESTRE Y UN OBJETO DE APRENDIZAJE POR MEDIO DE ESCUELA EN RED, ANEXAR LA RUBRICA DE EVALUACIÒN DE CADA UNA DE LAS EVIDENCIAS DE APRENDIZAJE.