**DAILY LESSON PLAN**

1. **Course Identification Data:**

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| **School:** ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR | **Major:** PREESCHOOL EDUCATION | **Term: II** |
| **Course:** Sharing information and ideas | **Formative path/area:** Lengua adicional y Tecnologías de la Información y la comunicación. |
| **Purpose:** Develop students’ ability to communicate effectively in English in context that will be important for them. |
| **Learning Unit:** 1 | **Book Unit:** 5- 6 |
| **Topic:** 5 What an interesting family!6 How often do you run? | **Content(s) :** Family members; typical families; Sports, fitness activities, and exercise; routinesPresent continuous yes/no and Wh-questions, statements, and short answers; quantifiers: all, nearly all, most, many, a lot of, some, not many, and few; pronoun: no one |
| **Competences of the graduation profile developed:** 1. Use critical and creative thought for solving problems and taking decisions.
2. Learn in an autonomous way and demonstrate initiative for self-regulation and strengthen her /his personal development.
3. Cooperate to bring about innovative projects having a social impact.
4. Act within an ethical way by interiorizing social rules and principles needed for a better coexistence.
5. Use ICT as well as other languages for understanding, explaining and offering alternative solutions to the problems encountered.
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| **Teacher:** Maria Elena Meza Aguado |

1. **Purpose:** to plan the daily lessons in the classroom and/or in the virtual mode clearly and completely in order to achieve the learning outcomes that favor the development of the necessary competences of the graduation profile.
2. **Instructions:** Consideringthe required elements in this format, the teacher will design their daily work plan. The number of sessions will be progressive. Insert the necessary number of charts according to the number of sessions needed to develop each of the contents of the unit.

| **SESSION #** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,****PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **DATE**  |
| In order to achieve the goal, the student:**Warm up activity/activities:**Grouping and motivational activities, introduction to the topic and/or problem statement, diagnosis, review of previous knowledge, purpose of the session, etc.**Development activities:**Necessary activities to favor the development of the competences (techniques, strategies, videos, group dynamics, plenary sessions, interviews, etc.) according to the students’ needs and according to the topic. Students acquire and/or strengthen knowledge with these activities. **Wrap up activities:** * Meta-cognition activities.
* Reflection activities.
* Reinforcement activities and interaction among students to practice the acquired knowledge.
* Activities for assessment
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**OBSERVATIONS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROGRAMMATIC PROGRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **SESSION # 1****Monday, February 14th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Introduce the class to the new course and ice-break the class | In order to achieve the goal, the student:**Warm up activity/activities:**Did you see the Super Bowl? And the halftime show?Are you watching the winter Olympic Games?**Development activities:**Go over teacher’s and student’s roles in the English classroom on a Mentimeter interactive activity.Go over the framework slides and focus on evaluation criteria and attendance.Talk about changes in the class management.**Wrap up activities:** 1.Do you do something special on Valentine’s Day?Ss. get to know each other through a St. Valentines questionnaire. And share with the class.2. Sing the chorus of Count on Me by Bruno Mars**Homework:**Watch the following video and answer a few comprehension questions: Who are Alex’s family members? What questions does Alex’s friend ask? How does he describe each family member?[**https://www.youtube.com/watch?v=ceNNH\_jnQz8**](https://www.youtube.com/watch?v=ceNNH_jnQz8) | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 2****Wednesday, February 16th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 5 cycle 11. Describe families2. Talk about habitual and current activities | In order to achieve the goal, the student:**Warm up activity/activities:**WORD POWER: Ss identify and discuss family relationships.**Development activities:**LISTENING: Ss listen for specific information on how people are related**Wrap up activities:** Ss draw their family tree and share (SPEAKING) a short description with their partner**Homework:**How would you describe each of your family members? (personality and appearance) | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 3****Friday, February 18th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 5 cycle 11. Describe families2. Talk about habitual and current activities | In order to achieve the goal, the student:**Warm up activity/activities:**CONVERSATION: Ss use the present continuous in a conversation about families**Development activities:**PRONUNCIATION: Ss sound more natural when using intonation in statementsGRAMMAR FOCUS: Ss ask and answer questions using the present continuous**Wrap up activities:** DISCUSSION: Ss ask and answer questions about current activities using the present continuous**Homework:**Complete grammar focus practice book p. 88Complete family description survey activity.Write first draft of your family description. | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

**OBSERVATIONS AND TEACHER NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROGRAMMATIC PROGRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **SESSION # 4****Monday, February 21st, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 5 cycle 1 and cycle 21. Describe families2. Talk about habitual and current activities | In order to achieve the goal, the student:**Warm up activity/activities:**GRAMMAR FOCUS: Ss ask and answer questions using the present continuous. Book practice and Grammar plus as reinforcementDISCUSSION: Ss ask and answer questions about current activities using the present continuous about the teacher’s family tree. (YES/NO qs and Wh-qs)**Development activities:**SNAPSHOT: discuss facts about different countries / students’ family descriptionsCONVERSATION: use quantifiers in a conversation about familiesGRAMMAR FOCUS: use quantifiers to state facts**Wrap up activities:** WRITING: write an email describing one’s family using quantifiers**Homework:**Complete grammar plus activityREADING: make predictions; read an article for main ideas and details about families.Proofread your family description, add quantifiers and a family tree. | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 5****Wednesday, February 23th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 5 cycle 1 and cycle 21. Describe families2. Talk about habitual and current activities | In order to achieve the goal, the student:**Warm up activity/activities:**READING: make predictions; read an article for main ideas and details about families.Reinforce quantifiers use with extra activities.**Development activities:**Ss form collaborative teams and work on workbook pages**Wrap up activities:** SPEAKING: T. listens to Ss family descriptions**Homework:**LISTENING: Do you come from a big family?Record Family description on Flipgrid. Answer to teacher’s questions | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 6****Friday, February 25th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 6 cycle 11 Discuss sports and exercise habits2 Ask and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**Warm up activity/activities:**SNAPSHOT: identify and discuss common sports and fitness activities**Development activities:**WORD POWER: describe sports and fitness activities using collocations with do, go, and play**Wrap up activities:** SPEAKING: answer questions about how frequently one does an activity.**Homework:**Work on ELL’s platform | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

**OBSERVATIONS AND TEACHER NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROGRAMMATIC PROGRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **SESSION # 7****Monday, February 28th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 6 cycle 11 Discuss sports and exercise habits2 Ask and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**Warm up activity/activities:**Go over difficult workbook exercises from homework. Unit 5 ex. 5CONVERSATION: use adverbs of frequency in a conversation about exercise**Development activities:**GRAMMAR FOCUS: ask and answer questions about how frequently one engages in various free-time activities. Ss create 3 short questionnaires using “ever”-PRONUNCIATION: sound more natural when using direct address**Wrap up activities:** SPEAKING: ask and answer questions about how frequently one exercises**Homework:**LISTENING: listen for key words and specific information in a conversation about exercise | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 8****Wednesday, March 2nd, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 6 cycle 1 and 21 Discuss sports and exercise habits2 Ask and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**STUDENTS ATTENDING A PRESCHOOL VISIT** | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 9****Friday, March 4th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 6 cycle 11 Discuss sports and exercise habitsAsk and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**Warm up activity/activities:**CONVERSATION: ask and answer questions with how in a conversation about exerciseSPEAKING: Speak more fluently about free-time activities. “What’s your talent?” INTERCHANGE activity.**Development activities:**GRAMMAR FOCUS: ask and answer questions with how**Wrap up activities:** DISCUSSION: discuss Olympic sports and athletesWRITING: write about weekly activities**Homework:**LISTENING: listen for details in a conversation about exercise | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

**OBSERVATIONS AND TEACHER NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROGRAMMATIC PROGRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **SESSION # 10****Monday, March 7th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 6 cycle 11 Discuss sports and exercise habitsAsk and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**Warm up activity/activities:**GRAMMAR: Review. Grammar plus exercises 1 and 2Check homework: LISTENING: listen for details in a conversation about exercise**Development activities:**Team work: Ss complete PLAN and PREPARE parts of Project “Sports Stars”.**Wrap up activities:** Ss share who their sport star is.**Homework:**READING: skim and make inferences about items in a health and fitness quizListening: “Do you exercise every day?” Cambridge Self-study young adultsComplete ELL’s and Cambridge Platforms. | Note books,Computer with microphone and camera, PowerPoint presentations with live session new information | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 11****Wednesday, March 9th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 6 cycle 11 Discuss sports and exercise habitsAsk and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:**Ss PRESENT their projects. Oral performance.Each team get 5 min. + 2 more of class questioning.**Wrap up activities:** T. gives feedback. | **MASKS and cellphones to record evidence.** | T. uses students’ interactive participations to give general and specific feedback on their performance. It takes place during oral and writing drills, exercises or activities. |

| **SESSION # 12****Friday, March 11th, 2022** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
| Unit 5 cycle 1 and cycle 21. Describe families2. Talk about habitual and current activitiesUnit 6 cycle 11 Discuss sports and exercise habitsAsk and answer questions about frequency of free-time activities | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:**Ss complete Evaluation 1 TEST**Wrap up activities:** Teacher gives feedback on the TEST | Computer room and internet | Google forms questionaire |

**OBSERVATIONS AND TEACHER NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROGRAMMATIC PROGRESS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **SESSION # 13** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 14** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 15** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 16** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 17** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 18** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 19** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 20** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 21** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 22** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 23** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 24** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 25** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 26** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
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| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 27** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 28** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 29** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 30** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 31** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 32** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 33** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 34** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 35** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 36** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 37** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 38** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 39** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 40** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 41** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 42** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 43** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 44** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 45** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 46** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 47** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 48** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 49** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 50** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

| **SESSION # 51** | **LESSON SEQUENCE****(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,** **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT**  |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:**Warm up activity/activities:****Development activities:****Wrap up activities:**  |  |  |

Unit 5 cycle 1

1. Describe families
2. Talk about habitual and current activities

WORD POWER: Ss identify and discuss family relationships

LISTENING: Ss listen for specific information on how people are related

CONVERSATION: Ss use the present continuous in a conversation about families

PRONUNCIATION: Ss sound more natural when using intonation in statements

GRAMMAR FOCUS: Ss ask and answer questions using the present continuous

DISCUSSION: Ss ask and answer questions about current activities using the present continuous

Unit 5 cycle 2

SNAPSHOT: discuss facts about different countries

CONVERSATION: use quantifiers in a conversation about families

GRAMMAR FOCUS: use quantifiers to state facts

WRITING: write an email describing one’s family

READING: make predictions; read an article for main ideas and details about families

Unit 6 cycle 1

1. Discuss sports and exercise habits
2. Ask and answer questions about frequency of free-time activities

SNAPSHOT: identify and discuss common sports and fitness activities

WORD POWER: describe sports and fitness activities using collocations with do, go, and play

CONVERSATION: use adverbs of frequency in a conversation about exercise

GRAMMAR FOCUS: ask and answer questions about how frequently one engages in various free-time activities

PRONUNCIATION: sound more natural when using direct address

SPEAKING: ask and answer questions about how frequently one exercises

LISTENING: listen for key words and specific information in a conversation about exercise

DISCUSSION: discuss Olympic sports and athletes

WRITING: write about weekly activities

Unit 6 cycle 2

CONVERSATION: ask and answer questions with how in a conversation about exercise

GRAMMAR FOCUS: ask and answer questions with how

LISTENING: listen for details in a conversation about exercise

READING: skim and make inferences about items in a health and fitness quiz

Unit 7 cycle 1

1. Describe past daily and free-time activities
2. Describe past vacations

SNAPSHOT: discuss free-time activities

CONVERSATION: use the simple past in a conversation about past events;

GRAMMAR FOCUS: ask and answer simple past questions; use simple past regular and irregular verbs

PRONUNCIATION: use the reduction of did you to sound more natural when asking past-tense questions

WORD POWER: discuss daily chores and activities using do, go, have, make, and take

DISCUSSION: discuss past activities and ask follow-up questions

LISTENING: listen for details about past activities

Unit 7 cycle 2

CONVERSATION: use the simple past of be in a conversation about vacations

GRAMMAR FOCUS: use the past of be in questions and short answers

DISCUSSION: discuss past vacations and retell a story using the simple past

WRITING: write a post about a past vacation

LISTENING: listen for main ideas and details about vacations discussed using the simple past of be

READING: read for main ideas and details in online posts about past vacations

Unit 8 cycle 1

1. Ask about and describe places
2. Describe a neighborhood.

WORD POWER: describe what you do at places in a neighborhood

CONVERSATION: use there is/there are and one/any/some in a conversation about places in a neighborhood

GRAMMAR FOCUS: ask and answer questions with there is/there are; answer questions with one/any/some/prepositions of place

PRONUNCIATION: sound more natural by reducing there is/there are in long answers

SPEAKING: ask and answer questions with there is/there are and one/any/some/ prepositions of place

LISTENING: listen for details about places

Unit 8 cycle 2

SNAPSHOT: describe different neighborhoods

CONVERSATION: ask and answer questions and use quantifiers in a conversation about a neighborhood

GRAMMAR FOCUS: ask and answer questions with count and non-count nouns and quantifiers

WRITING: write a paragraph about one’s neighborhood

READING: scan and read for details in an article about three neighborhoods