**DAILY LESSON PLAN**

1. **Course Identification Data:**

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| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To get to know students.  To provide students with information about the English Course and discuss the evaluation criteria.  To review contents from last year.  To introduce oneself and others.  To talk about oneself and learn about others. | | | |
| **Learning Unit:** I | | **Book Unit: 1** | |
| **Topic:**  Levelling activities  Course framework and evaluation criteria  Book unit 1: Where are you from? | | **Content(s) :**  Course framework and evaluation criteria  Review of units 1-8 (Intro level)  Diagnostic test  Introductions and greetings; names, countries, and nationalities. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 #1** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **DATE**  **Aug. 29th, 2022** |
| In order to achieve the goal, the student:  **Warm up activity/activities:**  Play two truths and a lie to guess facts about their new teacher.  Make two lines and step forward if they agree with the statement said by the teacher:   * I am a student * I am an excellent student * I am married, I have children * I exercise every day * I like to party * I prefer to stay at home on weekends * I eat healthy food * I always do my homework * I have a boyfriend * I live alone * I have a pet * I prefer cats over dogs * I work in the afternoon * I love my bed more than people * I like to listen to music in English * I really like Bad Bunny * I enjoy horror movies * I like my English classes   Students introduce themselves saying a truth and a lie about them, the rest of the class must tell which one is the lie.  **Development activities:**  Students are informed about the guidelines for the English course and the evaluation criteria.  **Wrap up activities:**  They must sign the activity available in Escuela en Red and the form with the evaluation criteria.  Ask for a notebook for the English Class, provide books and collect codes. | | Course Framework presentation  Activity in Escuela en Red  Form with Evaluation Criteria  Books | Activity in Escuela en Red |

**OBSERVATIONS: STUDENTS MUST SIGN THE FORM WITH THE EVALUATION CRITERIA.**

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

| **SESSION # 2**  **Aug. 31st** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
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| **OBJECTIVES** |
| To review the contents from last year and explore previous knowledge.  To practice vocabulary and grammar structures from last year. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Brain gym video.  Share experiences about their language learning process and tell why it is important to learn English for them as future preschool teachers.  Answer an inventory about the use of language learning strategies and students needs.  **Development activities:**  Revise the scope and sequence of the previous level and analyze contents.  Make two teams and play hot seat to practice vocabulary learned in the previous level.  Play a spelling game with the words used in the previous activity.  Play bingo to review numbers 0-100.  Classify parts of speech (basic level) and complete the chart in their notebook.  **Wrap up activities:**  Go through the units addressed during the last school year and have students self-assess their abilities and skills in English (CAN STATEMENTS)  BUILD A TRAFFIC LIGHT – assess skills daily | Youtube video – brain gym  Inventory – ELL strategies  Presentation  Vocabulary cards  Bingo cards and counters  Self-assessment sheet | Inventory  Self-assessment sheet |

**OBSERVATIONS AND TEACHER NOTES: THE PENDING ACTIVITIES FROM SESSIONS 1 AND 2 WERE RESCHEDULED FOR FRIDAY.**

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

| **SESSION # 3**  **Sep. 2nd** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use be and possessive adjectives in a conversation about people meeting for the first time.  To introduce oneself, check information about others.  To use be in a conversation between three people who have just met.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Stand up if they agree with the statement said by the teacher:   * I am a student * I am an excellent student * I am married, I have children * I exercise every day * I like to party * I prefer to stay at home on weekends * I eat healthy food * I always do my homework * I have a boyfriend * I live alone * I have a pet * I prefer cats over dogs * I work in the afternoon * I love my bed more than people * I like to listen to music in English * I really like Bad Bunny * I enjoy horror movies * I like my English classes   **Development activities**  Sing the alphabet song and practice it using their hands.(video)  Play a spelling game with the words used in the previous activity.  Review numbers 1 to 100  Play bingo to review numbers 0-100.  Introduce parts of speech  Classify parts of speech (basic level) and complete the chart in their notebook.  **Wrap up activities**  Discuss the importance of monitoring own learning and self-assessment  BUILD A TRAFFIC LIGHT – assess skills daily   * I can name vocabulary words from the previous level * I can use expressions in the classroom to ask or clarify contents * I can say numbers from 1 to 100 * I can say the alphabet * I can spell words | Presentation  Bingo cards  Counters  Prices  Wordwall cards | Speaking performance  Notebook (chart) |

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

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

**DAILY LESSON PLAN**

1. **Course Identification Data:**

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| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To introduce oneself and others.  To talk about oneself and learn about others. | | | |
| **Learning Unit:** I | | **Book Unit: 1** | |
| **Topic:**  Book unit 1: Where are you from? | | **Content(s) :**  Introductions and greetings; names, countries, and nationalities. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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.

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| --- | --- | --- | --- |
| **SESSION # 1**  **Sep. 5th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| **OBJECTIVES** |
| To use be and possessive adjectives in a conversation about people meeting for the first time.  To introduce oneself, check information about others.  To use be in a conversation between three people who have just met.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Set the objective for the session – I can use the verb be to talk about me and others / I can use possessive pronouns to talk about me and others / I can have a conversation about people meeting for the first time.  Set the objectives for the book unit.  Classify expressions to say hello and good-bye.  Look at pictures of some celebrities and tell facts about them.  **Development activities:**  Look at the picture in their book (P.2) and tell where these people are, what they’re doing and how old they are. Make guesses.  **Books closed:**  Where is Alexa from? Where is Arturo from?  Fill chart: First name and Last name  **Books open:**  Listen and read, identify unknown words.  Role play the conversation.  **Grammar:**  Introduce pronouns and use of verb be and possessive pronouns when talking about people.  Complete exercise 5 (SB. P3)  **Wrap up activities:**  Listen and read the conversation P.3  PAIR WORK: Introduce themselves and practice introducing someone else.  TEAM WORK: Each member of the team take out a card of a famous person and say facts about each one using the verb be and possessive pronouns.  Ask for a notebook for the English Class, provide books and collect codes. | Interchange fifth Edition- Presentation Plus  Power Point Presentation  Verb be worksheet | Worksheet  Speaking performance  Traffic light |

**OBSERVATIONS:**

**PROGRAMMATIC PROGRESS:** Students need more practice in possessive adjectives.

| **SESSION # 2**  **Sep. 7th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
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| **OBJECTIVES** |
| To introduce oneself, check information about others.  To use be in a conversation between three people who have just met.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Review contents from previous session.  **Development activities:**  Complete lessons assigned in the ELL Platform to review and practice contents from cycle 1 of the unit.. | ELL Platform | ELL Platform |

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

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

| **SESSION # 3**  **Sep. 9th** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
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| **OBJECTIVES** |
|  | **SCHOOL’S 49TH ANNIVERSARY** |  |  |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

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| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To introduce oneself and others.  To talk about oneself and learn about others. | | | |
| **Learning Unit:** I | | **Book Unit: 1** | |
| **Topic:**  Book unit 1: Where are you from? | | **Content(s) :**  Introductions and greetings; names, countries, and nationalities. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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.

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| **SESSION # 1**  **Sep. 12th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| **OBJECTIVES** |
| To use be and possessive adjectives in a conversation about people meeting for the first time.  To introduce oneself, check information about others.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Find the mistakes in some sentences with verb be and possessive adjectives.  Homework check (verb be worksheet)  **Development activities:**  **Books closed:**  Set scene describing the picture.  Play the audio and answer “What is Soo-Jin’s last name?  **Books open:**  Review meaning of What’s … like?  Listen to second part  Answer: Where is Arturo from? What’s it like?  Review subject pronouns, verb be and possessive adjectives.  Complete exercise 5 (SB. P3) and Grammar plus.  **Wrap up activities:**  TEAM WORK: Each member of the team take out a card of a famous person and say facts about each one using the verb be and possessive pronouns.  WORKBOOK PAGES  WRITE ABOUT YOUR 5 FAVORITE CELEBRITIES AS IF YOU WERE INTRODUCING THEM TO A FRIEND (use verb be and possessive adjectives) | Interchange fifth Edition- Presentation Plus  Power Point Presentation | Worksheet  Speaking performance  Traffic light |

**OBSERVATIONS:**

**PROGRAMMATIC PROGRESS:**

| **SESSION # 2**  **Sep. 14th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use be and possessive adjectives in a conversation about people meeting for the first time.  To introduce oneself, check information about others.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Take a card with a name of a celebrity, then get in the classroom and give Ss clues to guess it.  WRITE ABOUT YOUR 5 FAVORITE CELEBRITIES AS IF YOU WERE INTRODUCING THEM TO A FRIEND (use verb be and possessive adjectives)  Play a WordWall game to learn vocabulary about school subjects.  Discuss the topic / Answer WB page 4.  **Development activities:**  Match questions with answers  INFORMATION QUESTIONS  Review kinds of questions: information questions and yes/no questions.  Review question words for information questions (What, where, who, how, when, what’s…like) and name examples to add to the chart. Take notes.  Grammar Focus – Grammar Plus  Complete exercise on page 4 parts B and C. Open class feedback.  YES/NO QUESTIONS  **Conversation:**  Describe the scene / Introduce the title of the conversation / Books closed: listen and answer the questions on the board / Listen and read / Practice the conversation in pairs / Find questions in the conversation.  Compare statements and questions with be, analyze the structures and identify changes.  Change statements into questions.  Learn short answers with be (affirmative and negative)  Complete exercise on page 5 parts A, B, and C.  TEAMWORK: each team write information and yes/no questions, exchange questions and answer.  **Wrap up activities:**  Listen and complete the chart with the information about each person (p.6)  Classify expressions to say hello and goodbye.  INTERCHANGE ACTIVITY  HOMEWORK:  Workbook pages – Finish unit 1  Reading exercise – p. 7 | Interchange fifth Edition- Presentation Plus  Power Point Presentation  Wordwall game | Writing assignment  Book  Speaking performance  Traffic light |

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

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

| **SESSION # 3**  **Sep. 16th** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
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| **OBJECTIVES** |
|  | **NO CLASSES – INDEPENDENCE DAY** |  |  |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

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| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To use be and possessive adjectives in a conversation about people meeting for the first time.  To introduce oneself, check information about others.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | | | |
| **Learning Unit:** I | | **Book Unit: 1** | |
| **Topic:**  Book unit 1: Where are you from? | | **Content(s) :**  Introductions and greetings; names, countries, and nationalities. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Sep. 19th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use be and possessive adjectives in a conversation about people meeting for the first time.  To introduce oneself, check information about others.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Take a question from the bowl and answer.  Review kinds of questions.  **Development activities:**  YES/NO QUESTIONS  **Conversation:**  Describe the scene / Introduce the title of the conversation / Books closed: listen and answer the questions on the board / Listen and read / Practice the conversation in pairs / Find questions in the conversation.  Compare statements and questions with be, analyze the structures and identify changes.  Change statements into questions.  Learn short answers with be (affirmative and negative)  Complete exercise on page 5 parts A, B, and C.  TEAMWORK: each team write information and yes/no questions, exchange questions and answer.  **Wrap up activities:**  Listen and complete the chart with the information about each person (p.6)  Classify expressions to say hello and goodbye.  HOMEWORK:  Workbook pages – Finish unit 1  Reading exercise – p. 7 | Interchange fifth Edition- Presentation Plus  Power Point Presentation | Writing assignment  Book  Speaking performance  Traffic light |

| **SESSION # 2**  **Sep. 21st** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To introduce oneself, check information about others.  To make statements/contractions with be; use possessive adjectives to describe oneself and others. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Complete Cambridge Platform unit 1 | **Cambridge Platform** | **Cambridge Platform** |

| **SESSION # 3**  **Sep. 23rd** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To make statements/contractions with be; use possessive adjectives to describe others. | In order to achieve the goal, the student:   * Get to know your classmates. Use these questions and write five more. * Interview one of your classmates. * Make a poster with your classmate’s information. * Use magazines, pictures, and your own words to describe your partner. * Introduce your partner to the class. * Show your poster. | **Cardboard**  **Pictures**  **Markers** | **Project Rubric** |

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

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

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To assess learning unit 1.  To have students reflect on their own learning process and self-asses their skills.  To introduce unit 2 contents and vocabulary. | | | |
| **Learning Unit:** I /II | | **Book Unit: 1 / 2** | |
| **Topic:**  Book unit 1: Where are you from?  Book unit 2: What do you do? | | **Content(s) :**  Introductions and greetings; names, countries, and nationalities.  Jobs, workplaces and school; daily schedules and clocktimes. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Sep. 26th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To have students reflect on their own learning process and self-asses their skills. | In order to achieve the goal, the student:  **PROJECT PRESENTATION AND CO-EVALUATION**  Present learning unit projects / self-assess and co-evaluate their classmates using the project rubric. | Rubric for co-evaluation | Project  Co-evaluation |

| **SESSION # 2**  **Sep. 28th** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess learning unit 1 | In order to achieve the goal, the student:  **LEARNING UNIT 1 TEST**  Learning unit 1 TEST  **Wrap up activities:**  Fill a chart to review vocabulary about jobs, workplaces, activities, and adjectives to describe jobs. | Learning unit 1 test  Document about jobs in Escuela en Red | Test  Document |

| **SESSION # 3**  **Sep. 30th** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss popular part-time jobs.  To categorize types of jobs.  To describe common occupations and workplaces.  To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  Upload co-evaluation  **Warm up activity/activities:**  Ask students if they or their relatives have jobs and what kind of jobs they have.  Discuss which job is the best and why (babysitter, office assistant, fitness instructor)  SNAPSHOT  **Development activities:**  Play Wordwall game to classify jobs <https://wordwall.net/resource/24147677>  Complete Students’ Book page 8.  Check and practice pronunciation.  **Conversation**  Books closed  Describe the scene - What does she do? How does she like her job?  Listen and check if the statements on the board are true or false. Correct false statements.  Books open  Listen line by line and repeat.  Read focus questions, listen and answer them.  Practice the conversation in pairs.  **Grammar - Statements**  Identify the job description in the conversation and change the statements to add third person -s. THE VERBS FOR HE, SHE and IT END IN -S.  Edit a paragraph about Alexa’s daily routine and write sentences to describe someone’s daily activities.  TEAM WORK: Take turns to take a job card and describe it.  *Ex. He is a doctor, he works in a hospital, he helps sick people and his job is stressful.*  Use the chart they had for homework as a resource to build sentences.  **Grammar - Questions**  Match questions with answers.  Complete a chart with questions from the conversation and the grammar box.  Analyze the structure to build Wh questions with simple present.  Answer the questions in the grammar box. / Listen and repeat.  Play Wordwall game to match questions with answers <https://wordwall.net/resource/24155818>  Write questions for the given answers (whole class)  Complete exercise and then check in pairs. Check with the whole group.  **Wrap-up activities:**  Write 5-10 questions for a classmate about their lives.  Write a biography of their classmates following the model in their book. | Interchange Fifth edition – Presentation Plus  Wordwall game – JOBS  Wordwall game – QUESTIONS  Power Point Presentation | Book  Notebook |

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

**PROGRAMMATIC PROGRESS: TIME ALLOWED ONLY TO INTRODUCE VOCABULARY, DISCUSS JOBS AND A SPEAKING ACTIVITY IN TEAMS. THE REST OF THE ACTIVITIES WILL BE RESCHEDULE.**

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To discuss jobs.  To use the present simple to talk about jobs. | | | |
| **Learning Unit:** I /II | | **Book Unit: 1 / 2** | |
| **Topic:**  Book unit 2: What do you do? | | **Content(s) :**  Jobs, workplaces and school; daily schedules and clocktimes. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Oct. 3rd 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To categorize types of jobs.  To describe common occupations and workplaces. | In order to achieve the goal, the student:  **JORNADA DE AYUDANTÍA**  **ELL PLATFORM – TWO UNITS ASSIGNED** | ELL PLATFORM | ELL PLATFORM |

| **SESSION # 2**  **Oct. 5th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  **JORNADA DE AYUDANTÍA**  **ELL PLATFORM – TWO UNITS ASSIGNED** | ELL PLATFORM | ELL PLATFORM |

| **SESSION # 3**  **Oct. 7th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  **ELL PLATFORM – TWO UNITS ASSIGNED** | ELL PLATFORM | ELL PLATFORM |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To discuss jobs.  To use the present simple to talk about jobs. | | | |
| **Learning Unit:** II | | **Book Unit: 2** | |
| **Topic:**  Book unit 2: What do you do? | | **Content(s) :**  Jobs, workplaces and school; daily schedules and clocktimes. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Oct. 10th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To categorize types of jobs.  To describe common occupations and workplaces. | In order to achieve the goal, the student:  **ELL PLATFORM – TWO UNITS ASSIGNED** | ELL PLATFORM | ELL PLATFORM |

| **SESSION # 2**  **Oct. 12th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To categorize types of jobs.  To describe common occupations and workplaces. | In order to achieve the goal, the student:  **ELL PLATFORM – TWO UNITS ASSIGNED** | ELL PLATFORM | ELL PLATFORM |

| **SESSION # 3**  **Oct. 14th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss popular part-time jobs.  To categorize types of jobs.  To describe common occupations and workplaces.  To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Play Wordwall game to classify jobs <https://wordwall.net/resource/24147677>  **Development activities:**  **Conversation**  Books closed  Describe the scene - What does she do? How does she like her job?  Listen and check if the statements on the board are true or false. Correct false statements.  Books open  Listen line by line and repeat.  Read focus questions, listen and answer them.  Practice the conversation in pairs.  **Grammar - Statements**  Identify the job description in the conversation and change the statements to add third person -s. THE VERBS FOR HE, SHE and IT END IN -S.  Edit a paragraph about Alexa’s daily routine and write sentences to describe someone’s daily activities.  TEAM WORK: Take turns to take a job card and describe it.  *Ex. He is a doctor, he works in a hospital, he helps sick people and his job is stressful.*  Use the chart they had for homework as a resource to build sentences.  **Grammar - Questions**  Match questions with answers.  Complete a chart with questions from the conversation and the grammar box.  Analyze the structure to build Wh questions with simple present.  Answer the questions in the grammar box. / Listen and repeat.  Play Wordwall game to match questions with answers <https://wordwall.net/resource/24155818>  Write questions for the given answers (whole class)  Complete exercise and then check in pairs. Check with the whole group.  **Wrap-up activities:**  Write 5-10 questions for a classmate about their lives.  Write a biography of their classmates following the model in their book. | Interchange Fifth edition – Presentation Plus  Wordwall game – JOBS  Wordwall game – QUESTIONS  Power Point Presentation | Book  Notebook |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To discuss jobs.  To use the present simple to talk about jobs. | | | |
| **Learning Unit:** II | | **Book Unit: 2** | |
| **Topic:**  Book unit 2: What do you do? | | **Content(s) :**  Jobs, workplaces and school; daily schedules and clocktimes. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Oct. 17th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss popular part-time jobs.  To categorize types of jobs.  To describe common occupations and workplaces.  To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  **Warm up activity/activities:**  Play Wordwall game to classify jobs <https://wordwall.net/resource/24147677>  **Development activities:**  **Grammar - Questions**  Match questions with answers.  Complete a chart with questions from the conversation and the grammar box.  Analyze the structure to build Wh questions with simple present.  Answer the questions in the grammar box. / Listen and repeat.  Play Wordwall game to match questions with answers <https://wordwall.net/resource/24155818>  Write questions for the given answers (whole class)  Complete exercise and then check in pairs. Check with the whole group.  **Wrap-up activities:**  Write 5-10 questions for a classmate about their lives.  Write a biography of their classmates following the model in their book. | Interchange Fifth edition – Presentation Plus  Wordwall game – JOBS  Wordwall game – QUESTIONS  Power Point Presentation | Book  Notebook |

| **SESSION # 2**  **Oct. 19th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss popular part-time jobs.  To categorize types of jobs.  To describe common occupations and workplaces.  To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  **Warm-up activities:**  Take a card with a community helper and talk about his/her duties using the present simple (affirmative and negative)  **Development activities:**  Complete a task to review grammar and clarify contents.  Listen to a conversation and complete the chart.  Make a list of duties of a preschool teacher in pairs. Compare answers.  **Wrap-up activities:**  Complete Interchange activity in their students’ book.  Homework – WB pages unit 2 cycle 1 | Interchange Fifth edition – Presentation Plus  Cambridge Platform | Cambridge Platform |

| **SESSION # 3**  **Oct. 21st, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To categorize types of jobs.  To describe common occupations and workplaces.  To use simple present wh- questions and statements in a conversation about jobs. | In order to achieve the goal, the student:  **CAMBRIDGE PLATFORM – UNIT 2** | Interchange Fifth edition – Presentation Plus  Cambridge Platform | Cambridge Platform |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To discuss jobs.  To use the present simple to talk about jobs. | | | |
| **Learning Unit:** II | | **Book Unit: 2** | |
| **Topic:**  Book unit 2: What do you do? | | **Content(s) :**  Jobs, workplaces and school; daily schedules and clocktimes. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Oct. 24th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use time expressions with prepositions and adverbs to describe routines and schedules. | In order to achieve the goal, the student:  **FLAG SALUTE**  **ELL PLATFORM – TWO LESSONS TO REVIEW PREPOSITIONS AND TIME EXPRESSIONS.** | Interchange Fifth edition – Presentation Plus  ELL Platform | ELL Platform |

| **SESSION # 2**  **Oct. 26th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use time expressions with prepositions and adverbs to describe routines and schedules.  To listen for specific information in a conversation about routines.  To survey classmates to learn more about their routines. | In order to achieve the goal, the student:  **Warm-up activities:**  Play a WordWall game to practice prepositions and time expressions for simple present.  <https://wordwall.net/resource/37312236>  <https://wordwall.net/resource/37312063>  Check homework.  **Development activities:**  **CONVERSATION**  Book closed  Describe the picture / Listen and answer:  Where does Kristina work?  What time does Kristina usually start work?  What time does Kristina eat dinner?  Book open  Play the conversation, read and practice in pairs.  **GRAMMAR**  Explain the use of time expressions with prepositions and adverbs to describe routines and schedules.  Complete exercises in their SB (A AND B)  Write the answers to the questions in part C in your notebook.  **Wrap-up activities:**  Listen to people talking about their daily routines and complete the chart.  Complete Interchange activity 2.  HOMEWORK: Make a weekly schedule to work with it in the next class. | Interchange Fifth edition – Presentation Plus  Wordwall game | Book  Notebook  Speaking performance |

| **SESSION # 3**  **Oct. 28th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use time expressions with prepositions and adverbs to describe routines and schedules. | In order to achieve the goal, the student:  **Warm-up activities:**  Ask and answer questions about their daily schedule and routines (homework)  Interchange activity 2.  **Development activities:**  Brainstorm what they learned in units 1 and 2.  Self-assess their skills.  Complete activities in the progress check to review contents from units 1 and 2.  Start working with their unit project – preparation activities  **Wrap-up activities:**  Prepare their project to present next class. | Interchange Fifth edition – Presentation Plus  Wordwall game | Book  Notebook  Speaking performance |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To discuss jobs.  To use the present simple to talk about jobs. | | | |
| **Learning Unit:** II | | **Book Unit: 2** | |
| **Topic:**  Book unit 2: What do you do? | | **Content(s) :**  Jobs, workplaces and school; daily schedules and clocktimes. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Oct. 31st, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use time expressions with prepositions and adverbs to describe routines and schedules. | In order to achieve the goal, the student:  **Warm-up activities:**  Ask and answer questions about their daily schedule and routines (homework)  **Development activities:**  Interchange activity 2.  **Wrap-up activities:**  Prepare their project to present next class. | Interchange Fifth edition – Presentation Plus  Wordwall game | Book  Notebook  Speaking performance |

| **SESSION # 2**  **Nov. 2th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:  **NO CLASSES - DAY OF THE DEATH** |  |  |

| **SESSION # 3**  **Nov. 4th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | In order to achieve the goal, the student:  **JORNADA DE AYUDANTÍA** |  |  |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** II | | **Book Unit: 3** | |
| **Topic:**  Book unit 3: How much are these? | | **Content(s) :**  Shopping and prices; clothing and personal items; colors and materials | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Nov. 7th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use time expressions with prepositions and adverbs to describe routines and schedules. | In order to achieve the goal, the student:  **Warm-up activities:**  Project presentation.  **Development activities:**  Brainstorm what they learned in units 1 and 2.  Self-assess their skills.  Complete activities in the progress check to review contents from units 1 and 2.  **Wrap-up activities:**  Homework – Vocabulary log - unit 3 | Interchange Fifth edition – Presentation Plus | Book  Notebook  Speaking performance |

| **SESSION # 2**  **Nov. 9th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To describe the meaning of colors.  To use demonstratives, one, and ones in a conversation about asking about prices while shopping. | In order to achieve the goal, the student:  **Warm-up activities:**  Brain gym – colors and color words  Read the description on each color and tell which one reflects their personality  Snapshot – Talk about meaning of colors  Review clothes - <https://wordwall.net/resource/34131764>  <https://wordwall.net/resource/24451635>  **Development activities:**  CONVERSATION  Books closed  Describe picture and set the scene  Listen to the conversation and answer: What color sweater does he buy? How much is the light blue sweater? Why does he buy the green sweater?  Books open  Listen and read the conversation  Practice the conversation in pairs  GRAMMAR  Demonstrate the use of this, these, that and those using objects from the classroom.  Answer questions about color of objects: What color is THIS book? What color is that backpack?  Look at the conversation again and find sentences with one/ones, analyze what noun they replace (singular and plural).  Complete grammar plus and exercise 3A.  **Wrap-up activities:**  Explore online shopping sites and ask about prices.  Number dictation (1-10000) | Interchange Fifth edition – Presentation Plus | Book  Notebook  Speaking performance |

| **SESSION # 3**  **Nov. 11th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use demonstratives, one, and ones to ask about and describe prices.  To ask about prices of items for sale.  To listen for details in a conversation about shopping.  To identify common clothing items and materials. | In order to achieve the goal, the student:  **Warm-up activities:**  Choose an item from the slide and ask about its price using demonstratives.  SB3B.  Set prices for the items in the book and role play a conversation about shopping using demonstratives.  **Development activities:**  GW. Complete the conversation with this, that, these, those, one, or ones.  SB6. Listen to a conversation about shopping twice and complete the chart.  EW. Exchange prices of different items.  **Wrap-up activities:**  SB5. Explore online shopping sites and role-play a shopping scene using the conversation in the book as a model.  SB8. Provide examples of items made of different materials (realia) and complete exercise in their book.  Write statements about what they are wearing in a piece of paper. Take one and guess the student who wrote it. | Interchange Fifth edition – Presentation Plus | Book  Notebook  Speaking performance |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** II | | **Book Unit: 3** | |
| **Topic:**  Book unit 3: How much are these? | | **Content(s) :**  Shopping and prices; clothing and personal items; colors and materials. | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Nov. 14th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use time expressions with prepositions and adverbs to describe routines and schedules. | In order to achieve the goal, the student:  **Warm-up activities:**  Roll call  **Development activities:**  Complete activities in the Cambridge platform – Unit 3 – Vocabulary and grammar cycle 1 | Cambridge Platform | Cambridge Platform |

| **SESSION # 2**  **Nov. 16th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To review contents from unit 2 and first part of unit 3 before the unit test. | In order to achieve the goal, the student:  **Warm-up activities:**  Play vocabulary BINGO – jobs/work places and clothing items.  **Development activities:**  Review grammar – simple present  Review grammar – demonstrative adjectives / one-ones  **Wrap-up activities:**  Complete digital worksheets to review content. | Vocabulary bingo  Digital worksheets | Digital worksheets |

| **SESSION # 3**  **Nov. 18th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess units 2 and 3. | In order to achieve the goal, the student:  **UNIT TEST – CHANGED TO WED. 23RD DUE TO PARADE REHEARSAL** | UNIT TEST | UNIT TEST |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** II | | **Book Unit: 3** | |
| **Topic:**  Book unit 3: How much are these? | | **Content(s) :**  Shopping and prices; clothing and personal items; colors and materials | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Nov. 21st, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **HOLIDAY – MEXICO REVOLUTION** |  |  |

| **SESSION # 2**  **Nov. 23rd, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess units 2 and 3. | In order to achieve the goal, the student:  **UNIT TEST** | UNIT TEST | UNIT TEST |

| **SESSION # 3**  **Nov. 25th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To review contents addressed during the second learning unit. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  **Development activities:**  Complete Cambridge platform unit 3.  Complete lesson assigned in the ELL platform to review contents about shopping. | Cambridge platform  ELL platform | Cambridge platform  ELL platform |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** II | | **Book Unit: 3-4** | |
| **Topic:**  Book unit 3: How much are these?  Book unit 4: Do you play the guitar? | | **Content(s) :**  Shopping and prices; clothing and personal items; colors and materials  Music, movies and TV programs: entertainers; invitations and excuses; dates and times | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Nov. 28th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use comparisons with adjectives in a conversation about preferences.  To use adjectives to state preferences and make comparisons. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  Describe what their partners are wearing today.  Go through an online catalogue and ask about prices.  **Development activities:**  CONVERSATION  **Books closed**  Answer questions What are they sopping for? / Which dress does Alex prefer? / Does Alex buy the dress?  **Books open**  Listen and read  Practice the conversation in pairs  GRAMMAR  Brainstorm adjectives to describe clothes and make a vocabulary log.  Analyze answer to questions from the conversation: Which dresses do Alex and Kristin prefer? LIKE BETTER means PREFER.  Show SS realia and ask and answer questions about what they prefer.  Classify short (1 syllable) and long adjectives.  Write the comparative forms of the adjectives in the list, analyze grammar and spelling rules for comparatives.  Answer grammar focus and exercise 10A.  READING ASSIGNMENT  **Wrap-up activities:**  Write about their favorite clothes  Go through an online catalogue and ask and answer questions about preferences using adjectives.  HOMEWORK – Workbook pages unit 3 | Interchange Fifth Edition presentation plus  Online catalogue | Book  Notebook  Speaking performance |

| **SESSION # 2**  **Nov. 30th, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss popular types of music.  To categorize types of movies, TV shows, and music.  To use yes/no and Wh- questions with do to talk about entertainment likes and dislikes. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  Brainstorm popular music genres in México.  SNAPSHOT  Learn the symbol %  Discuss the content of the chart and its meaning: What kind of music is popular in the U.S.? / What music is unpopular?  Make a vocabulary log in their notebook.  **Development activities:**  WORD POWER- pair work  Categorize types of music, TV shows, and music.  Add two more words to each category.  Complete the chart on the board.  CONVERSATION  **Books closed**  Identify the speaker who says the statements written on the board.  Identify expressions to talk about likes and dislikes.  **Books open**  Listen and read.  Answer questions about the conversation: What kind of music does Seth like? What does he think of pop music?  Practice the conversation in pairs  GRAMMAR  Find questions with do or does in the conversation  Analyze the grammar rule for forming questions with do  Brainstorm questions and write them on the board  Analyze the content from the grammar box.  Read object pronouns in the grammar box.  Circle object pronouns in the conversation  Fill in the blanks using object pronouns.  Complete SB23 Ex. 4 and grammar plus  **Wrap-up activities:**  Complete a poll about likes and dislikes. | Interchange Fifth Edition presentation plus  Online poll | Book  Notebook  Speaking performance |

| **SESSION # 3**  **Dec. 2nd, 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss entertainment likes and dislikes.  To listen for details about people’s likes and dislikes. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  Play a kahoot game to review vocabulary, questions about entertainment and object pronouns.  **Development activities:**  Analyze the structure of yes-no and Wh- questions written on the board.  Write five questions individually.  Take turns asking their questions in small groups.  Make agreements and complete the following statements:   * Our favorite… is… * We all like… * We don’t agree on…   **Wrap-up activities:**  Listen to the interview and complete the chart on their book.  Compare anwers in pairs.  Choose the best date for Alexis and give reasons for their opinions.  Complete workbook pages for cycle 1 of unit 4. | Kahoot games  Interchange Fifth Edition presentation plus | Book  Notebook  Speaking performance |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** III | | **Book Unit: 3-4** | |
| **Topic:**  Book unit 3: How much are these?  Book unit 4: Do you play the guitar? | | **Content(s) :**  Shopping and prices; clothing and personal items; colors and materials  Music, movies and TV programs: entertainers; invitations and excuses; dates and times | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Dec. 5th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **PRACTICE JOURNEY** |  |  |

| **SESSION # 2**  **Dec. 7th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **PRACTICE JOURNEY** |  |  |

| **SESSION # 3**  **Dec. 9th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **PRACTICE JOURNEY** |  |  |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** III | | **Book Unit: 4** | |
| **Topic:**  Book unit 4: Do you play the guitar? | | **Content(s) :**  Music, movies and TV programs: entertainers; invitations and excuses; dates and times | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Dec. 12th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **CAMBRIDGE PLATFORM**  **UNIT 4 – VOCABULARY**  **UNIT 4 – GRAMMAR**  **UNIT 4 – LISTENING**  **UNIT 4 – WRITING** | Cambridge One Platform | Cambridge Platform progress |

| **SESSION # 2**  **Dec. 14th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **ELL PLATFORM – LESSONS ASSIGNED**  **MUSIC / TV SHOWS / ENTERTAINMENT** | ELL Platform | ELL Platform progress |

| **SESSION # 3**  **Dec. 16th 2022** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
|  | **CHRISTMAS PARTY** |  |  |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** III | | **Book Unit: 4** | |
| **Topic:**  Book unit 4: Do you play the guitar? | | **Content(s) :**  Music, movies and TV programs: entertainers; invitations and excuses; dates and times | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 2**  **Jan. 4th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss popular types of music.  To categorize types of movies, TV shows, and music.  To use yes/no and Wh- questions with do to talk about entertainment likes and dislikes. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  Brainstorm popular music genres in México.  SNAPSHOT  Learn the symbol %  Discuss the content of the chart and its meaning: What kind of music is popular in the U.S.? / What music is unpopular?  Make a vocabulary log in their notebook.  **Development activities:**  WORD POWER- pair work  Categorize types of music, TV shows, and music.  Add two more words to each category.  Complete the chart on the board.  CONVERSATION  **Books closed**  Identify the speaker who says the statements written on the board.  Identify expressions to talk about likes and dislikes.  **Books open**  Listen and read.  Answer questions about the conversation: What kind of music does Seth like? What does he think of pop music?  Practice the conversation in pairs  GRAMMAR  Find questions with do or does in the conversation  Analyze the grammar rule for forming questions with do  Brainstorm questions and write them on the board  Analyze the content from the grammar box.  Read object pronouns in the grammar box.  Circle object pronouns in the conversation  Fill in the blanks using object pronouns.  Complete SB23 Ex. 4 and grammar plus  **Wrap-up activities:**  Complete a poll about likes and dislikes. | Interchange Fifth Edition presentation plus  Online poll | Book  Notebook  Speaking performance |

| **SESSION # 3**  **Jan. 6th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To discuss entertainment likes and dislikes.  To listen for details about people’s likes and dislikes. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  Play a kahoot game to review vocabulary, questions about entertainment and object pronouns.  **Development activities:**  Analyze the structure of yes-no and Wh- questions written on the board.  Write five questions individually.  Take turns asking their questions in small groups.  Make agreements and complete the following statements:   * Our favorite… is… * We all like… * We don’t agree on…   **Wrap-up activities:**  Listen to the interview and complete the chart on their book.  Compare answers in pairs.  Choose the best date for Alexis and give reasons for their opinions.  Complete workbook pages for cycle 1 of unit 4. | Kahoot games  Interchange Fifth Edition presentation plus | Book  Notebook  Speaking performance |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** III | | **Book Unit: 4** | |
| **Topic:**  Book unit 4: Do you play the guitar? | | **Content(s) :**  Music, movies and TV programs: entertainers; invitations and excuses; dates and times | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Jan. 9th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To use would and verb+to+verb in a conversation about making, accepting, and declining invitations.  To write and respond to text messages.  To scan a time line for details, and sequencing events. | In order to achieve the goal, the student:  **Warm-up activities:**  Set the objectives of the unit and the lesson.  Play a kahoot game to review vocabulary, questions about entertainment and object pronouns.  **Development activities:**  CONVERSATION  Read the conversation silently and practice it in pairs.  Read the focus questions aloud, listen to the second part of the audio and elicit answers from the class.  GRAMMAR  Analyze the expressions used to make invitations (elicit from conversation) “Would you like to…? / Do you want to..?”  Analyze responses to accept or decline invitations.  Analyze grammar focus box.  Accept or decline the invitations on the board. Make excuses. Wordwall game.  Complete SB26 Ex.9 and grammar plus.  WRITING  Brainstorm abbreviations often used in Spanish when texting someone.  Read the message in the book and try to guess meaning, introduce abbreviations in English.  Make teams of 3 people and send each other text messages making/accepting/declining invitations and using abbreviations.  INTERCHANGE ACTIVITY 4  **Wrap-up activities:**  Reading assignment  Complete workbook pages for cycle 2 of unit 4. | Interchange Fifth Edition presentation plus  Wordwall game for invitations | Book  Notebook  Speaking performance |

| **SESSION # 2**  **Jan. 11th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To review units 3 and 4.  To identify and discuss family relationships. | In order to achieve the goal, the student:  **Warm-up activities:**  Elicit skills learned in units 3 and 4  Complete self-assessment  **Development activities:**  Complete activities in the Progress Check for units 3 and 4  VOCABULARY UNIT 5  In pairs make a list of family members. Compare lists with their classmates. Introduce new vocabulary words.  Make a vocabulary log writing names of your family members to help you remember words.  Complete SB p.30 Check answers with the whole group.  **Wrap-up activities:**  Draw their own family tree and write sentences to describe it. Be creative.  Talk to your classmates about your family tree. | Interchange Fifth Edition presentation plus | Book  Notebook  Speaking performance |

| **SESSION # 3**  **Jan. 13th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To review units 3 and 4.  To identify and discuss family relationships. | In order to achieve the goal, the student:  **Warm-up activities:**  CR EXTRA WORKSHEET  Classify word cards in the correct category (Movies, Music, TV shows)  **Development activities:**  LISTENING WORKSHEET  Listen to a conversation about likes and dislikes, and complete the charts.  GRAMMAR WORKSHEET  Complete grammar worksheet making and answering questions with do or does.  Take turns making and responding to invitations.  WRITING WORKSHEET  Design a survey about music including general and specific questions (pairwork)  Send the survey to your classmates from your class and other classes. The results will be used in further activities.  **Wrap-up activities:**  Elicit skills learned in units 3 and 4  Complete self-assessment  Complete activities in the Progress Check for units 3 and 4 | Interchange Fifth Edition presentation plus | Book  Notebook  Speaking performance |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To ask about and describe prices  To discuss preferences | | | |
| **Learning Unit:** III | | **Book Unit: 4** | |
| **Topic:**  Book unit 4: Do you play the guitar? | | **Content(s) :**  Music, movies and TV programs: entertainers; invitations and excuses; dates and times | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Jan. 16th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To give students practice using new vocabulary, making and answering to questions with do/does, and making, accepting and declining invitations. | In order to achieve the goal, the student:  **Warm-up activities:**  Ask and answer questions about their likes and dislikes.  **Development activities:**  Complete the preparation activities for unit 4 project.  **Wrap-up activities:**  Prepare a radio show to present next class. | Interchange Fifth edition – Presentation Plus  Project preparation activities. | Book  Notebook  Speaking performance |

| **SESSION # 2**  **Jan. 18th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To give students practice using new vocabulary, making and answering to questions with do/does, and making, accepting and declining invitations. | In order to achieve the goal, the student:  **Development activities:**  Present their projects.  **Wrap-up activities:**  Complete co-evaluation and self-evaluation. | Interchange Fifth edition – Presentation Plus  Rubric for co-evaluation and self-evaluation | Book  Notebook  Speaking performance  Co-evaluation and self-evaluation |

| **SESSION # 3**  **Jan. 20th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess learning unit 3 | In order to achieve the goal, the student:  **LEARNING UNIT 3 TEST** | Learning unit 3 test | Test |

**DAILY LESSON PLAN**

1. **Course Identification Data:**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** Escuela Normal De Educación Preescolar | **Major:** Licenciatura En Educación Preescolar | | **Term:** Aug. 22 – Jan. 23 |
| **Course:** Sharing Information and Ideas | **Formative path/area: -** | | |
| **Purpose:**  To assess the contents addressed during the term. | | | |
| **Learning Unit: III** | | **Book Unit: 1 TO 4** | |
| **Topic:**  Final evidence - Interview | | **Content(s) :**  Final evidence - Interview | |
| **Competences of the graduation profile developed:**  Use critical thinking and creativity to solve problems.  Autonomous learning.  Use language to establish harmonious and responsible relationships when exercising citizenship.  Reflect on one’s own learning process to act consciously in communicative exchanges.  Exchange basic information about personal and professional experiences. | | | |
| **Teacher:** Cristina Aracely Alvarado Chavarría | | | |

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 # 1**  **Jan. 23rd, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess the contents addressed during the term. | In order to achieve the goal, the student:  **FINAL EVIDENCE – INTERVIEW – GROUP 1** | Prompts for final interview | Speaking performance |

| **SESSION # 2**  **Jan. 25th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess the contents addressed during the term. | In order to achieve the goal, the student:  **FINAL EVIDENCE – INTERVIEW – GROUP 2** | Prompts for final interview | Speaking performance |

| **SESSION # 3**  **Jan. 27th, 2023** | **LESSON SEQUENCE**  **(LEARNING ACTIVITIES)** | **MATERIALS AND RESOURCES,**  **PRINTED AND/OR DIGITAL ONES** | **ASSESSMENT** |
| --- | --- | --- | --- |
| **OBJECTIVES** |
| To assess the contents addressed during the term. | In order to achieve the goal, the student:  **FEEDBACK** | Grades of final interviews |  |