



SCHOOL YEAR 2023-2024
TERM PLANNING

SCHOOL: ESCUELA NORMAL DE EDUCACION PREESCOLAR		MAJOR: LICENCIATURA EN EDUCACION PREESCOLAR	
COURSE: Inglés. Comunicación básica.	TERM: February-July 2024	CLASS TIME HOURS / WEEK: 4	
TEACHER: MARIA ELENA MEZA AGUADO, MAYELA ALEJANDRA DEL CARMEN GAONA GARCÍA		DATE: February 2024	

Purpose: to plan the content, the sessions (face to face or virtual ones) and the dates for the development of the learning units of the course.

Instructions: complete the following chart with the appropriate information based on the course syllabus and considering the institutional calendar.

LEARNING UNIT (NUMBER AND NAME)	CONTENT	LEARNING OUTCOMES	NUMBER OF SESSIONS	DATE
Make up assignments (for levelling)	Game to review prior knowledge.	Oral production	1	Feb 12-16
	Course presentation: purpose and contents. FRAMEWORK	Course purpose and contents awareness		
	INTRODUCTION to book unit 4: Homework task	Course classroom coexisting rules and assessment criteria awareness. Students' assessment criteria agreement signature		
	LEARNING EVIDENCE(S) Notetaking in the English notebook, assessment criteria format signed in ESCUELA EN RED.			
PRESENTATION OF THE COURSE AND COURSE FRAMEWORK				





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<p>LEARNING UNIT 1</p> <p>¿Qué estoy haciendo?</p> <p>Book unit 4</p> <p>Is this coat yours?</p>	<p>Vocabulary: Clothing, colors, weather and seasons.</p> <p>Grammar: Possessives: adjectives <i>our</i> and <i>their</i>, pronouns, names, and <i>whose</i>; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and</i>, <i>but</i>, and <i>so</i>; placement of adjectives before nouns.</p> <p>Speaking: asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects.</p> <p>Pronunciation/listening: Words with <i>s</i> and <i>sh</i>, listening for clothing and colors; listening about the weather and seasons.</p> <p>Reading and writing: Writing questions; asking about clothing.</p> <p>Análisis del contexto escolar: ¿Cuál es la situación del inglés en el preescolar de mi práctica?</p>	<ul style="list-style-type: none"> • Discuss work and free-time clothes and colors: Talk about preferences • Discuss the weather and what people are wearing: Making a contrast and a suggestion • Get someone's attention • Ask about a problem • Express distress and pleasure • Agree with a suggestion 	<p align="center">9</p>	<p align="center">Feb 12-16 Feb 19-23 Feb 26-March 01 March 04-08 March 11-15</p>
<p>LEARNING EVIDENCE(S): "Fashion Show". Perform a fashion show. Describe the clothes and colors the models wear.</p>				





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<p>LEARNING UNIT 2</p> <p>Mi familia, mi casa</p> <p>What time is it?</p>	<p>Vocabulary: Clock time; times of the day; everyday activities</p> <p>Grammar: Time expressions: o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight; present continuous Wh-questions</p> <p>Speaking: Asking for and telling time; asking about and describing current activities</p> <p>Pronunciation/listening: Rising and falling intonation Listening for times of the day; listening to identify people's actions</p> <p>Reading and writing: Writing times of the day "Message Me!": Reading an online chat between two friends Introducción a los insumos lingüísticos en inglés: Criterios para la elección.</p>	<ul style="list-style-type: none"> • Discuss cities and time zones: Talk about the time • Discuss people's activities: Talk about current activities • Pausing while messaging • Talking on the phone • Checking information • Apologizing • Giving a reason • Expressing a positive opinion • Wishing someone well 	<p align="center">8</p>	<p>March 18-22</p> <p>April 08-12</p> <p>April 15-19</p> <p>April 22-26</p>
<p>LEARNING EVIDENCE(S): "What are they doing?". Make a poster with pictures where students explain what the people in the pictures are doing at a time of the day.</p>				





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<p>LEARNING UNIT 3</p> <p>Empleos y ocupaciones en mi comunidad</p> <p>I ride my bike to school.</p>	<p>Vocabulary: Transportation; family relationships; daily routines; days of the week</p> <p>Grammar: Simple present statements with regular and irregular verbs; simple present yes/no and Wh-questions; time expressions: early, late, every day, on Sundays/weekends/weekdays</p> <p>Speaking: Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines</p> <p>Pronunciation/listening: Third-person singular -s endings Listening for activities and days of the week</p> <p>Reading and writing: Writing about your weekly routine "What's Your Schedule Like?": Reading about someone's daily schedule Análisis de insumos lingüístico del preescolar: Propuesta para la sistematización de actividades de acercamiento al inglés.</p>	<ul style="list-style-type: none"> • Discuss transportation and family • Discuss daily and weekly routines: Talking about routines • Idioms • Responses • Asking for more information 	<p align="center">12</p>	<p>May 06-10 May 13-17 May 20-24 May 27-31 June 03-07 June 10-14</p>
<p>LEARNING EVIDENCE(S): "A typical day." Create a calendar for a typical day in the ENEP's student and a person's life, highlighting the differences.</p>				

<p>FINAL LEARNING EVIDENCE: Interview. The student demonstrates their abilities to express the school year learning outcomes orally.</p>	<p>June 17-21 June 24-28</p>
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OBSERVATIONS:



V 23-24
CGENAD-F-DVIA-07





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TEACHER'S NAME AND SIGNATURE	ASSESSOR'S NAME AND SIGNATURE	ACADEMIC VICE-PRINCIPAL NAME AND SIGNATURE	DATE
<i>Maria Meza A.</i>			February 6

Elaborado por:

Lo anterior porque los maestros de inglés elaboran las planeaciones semestrales de forma colegiada durante la reunión de Academia Estatal de Inglés al inicio del semestre, y queremos que estén los nombres de los diferentes maestros con sus Escuelas Normales de origen para cualquier referencia necesaria.



V 23-24
CGENAD-F-DVIA-07

