**ESCUELA NORMAL DE EDUCACION PREESCOLAR**

**COURSE ENGLISH A1.1 “STARTING BASIC COMMUNICATION”**

**TERM PLANNING** FEBRUARY-JUNE 2024

**TEACHER: MAYELA ALEJANDRA DEL CARMEN GAONA GARCIA**

**REFLECTIVE NOTES: Learning Unit 1**

**BOOK UNIT 4: IS THIS COAT YOURS?**

**About the Lesson objectives**

Most of the contents were understandable for students, I could notice that it was difficult for them differentiate the use of possessive pronouns and possessive adjectives, but the extra activities that I gave them help them in this. It is with daily practice that they will handle in the use of this. They liked very much, the activity of dressing a girl/boy.

**About the Activities and materials**

I designed some presentations in ppt. with the help of graphics and pictures to help the ss understand better. They enjoyed doing an Id with their personal information. I think I wouldn´t change anything to this lesson.

**About the Students**

Some students struggled with the peace on some activities, but I tried to monitor them and explain to them closely. Student were engaged with the use of English all the time as an example the use of greetings and some phrasal models they use to express in the classroom.

**About the Classroom management**

Some activities as the handcraft vocabulary activity took longer, students were able to design paper clothes and dress a puppet practicing the vocabulary of the unit, but I think It really doesn´t matter so much, because it was meaningful for them.

Instructions I think were understandable, I tried in every lesson to ask ss if they understood what they had to do, I used to monitor them closely and explain again personally.

In order to provide participation to all my ss I used to organize the class in pairs, triads or teams. They are getting to know each other so it was not difficult.

With the project (learning evidence) I could notice the progress of my ss, so I could handle which are some of my ss weaknesses.

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**REFLECTIVE NOTES: Learning Unit 2**

**BOOK UNIT 5: WHAT TIME IS IT?**

**About the Lesson objectives**

As we advance, contents are challenging for ss. Most of the contents were understandable for students, but I must say they experienced some difficulties with the use of YES/NO questions and question What is he/she like?

**About the Activities and materials**

I designed some presentations in ppt. with the help of graphics and pictures to help the ss understand better. They enjoyed describing the personality of some artists and famous people as well as classmates.

**About the Students**

Some students struggled with the peace on some activities, but I tried to monitor them and explain to them closely. Student were engaged with the use of English all the time.

**About the Classroom management**

Some activities as the wearing a toy took little bit longer, but I think It really doesn´t matter so much, because it was meaningful for them.

Instructions I think were understandable, I tried in every lesson to ask ss if they understood what they had to do, I used to monitor them closely and explain again personally.

In order to provide participation to all my ss I used to organize the class in pairs, triads or teams. Students now are used to sit in same places with the same classmates as the beginning, it is not a big trouble because they work very well with their classmates.

With the project (learning evidence) of the unit. I could notice the progress of my ss, so I could handle which are some of my ss weaknesses.

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**REFLECTIVE NOTES: Learning Unit 3**

**BOOK UNIT 6: I RIDE MY BIKE TO SCHOOL**

**About the Lesson objectives**

As we advance, contents are challenging for ss. Most of the contents were understandable for students, they struggled with the simple present structures, affirmative, negative, YEN/NO and WH questions in simple present. Also the use of prepositions of time in, on, at.

**About the Activities and materials**

I designed some presentations in ppt. with the help of graphics and pictures to help the ss understand better. They liked very much, the activity dressing a tabloid toy (they used colored papers to design the clothing), ss gave to their toy a name and presented it to the class. They were able to use the possessives, the present continuous, and give some personal information about the toy, as adjectives to describe it, as well as its nationality and language.

**About the Students**

Some students struggled with the peace on some activities, but I tried to monitor them and explain to them closely. Student were engaged with the use of English all the time.

**About the Classroom management**

Some activities as the wearing a toy took little bit longer, but I think It really doesn´t matter so much, because it was meaningful for them.

Instructions I think were understandable, I tried in every lesson to ask ss if they understood what they had to do, I used to monitor them closely and explain again personally.

In order to provide participation to all my ss I used to organize the class in pairs, triads or teams. Students now are used to sit in same places with the same classmates as the beginning, it is not a big trouble because they work very well with their classmates.

With the project (learning evidence) of the unit I could notice the progress of my ss, so I could handle which are some of my ss weaknesses.