

TEACHER PLANNING ENGLISH II

GENERAL DATA

School: TLAJOMULCO SANTA FE 14ET0023U	Partial: Two	School year: FEB-JUL 2020 CALENDAR A
Teacher: MARÍA DEL CONSUELO PRADO SÚ	Semester: 2 nd	The activities will be done through the CLASSROOM platform
Career: Programming-Logistic	Purpose of the subject or sub- module: The students will use the elements of language to express the activities they are doing now, in the past, and to share or request personal information from other people with simple phrases and tasks that require a simple and direct exchange of information of their environment and immediate needs. In addition, they will continue practicing the language skills to achieve an efficient interaction with students and to promote the collaborative work with others.	
Subject or sub- module: ENGLISH II	Disciplinary or professional competences to develop: COMPONENT: Communication: interpersonal relationships, Integration of learning communities. Contextualization of learning communities through students' interests and academic experiences. COMPETENCE: Students produce, communicate, interact, and collaborate with others (transversal axis for all subjects from Communication and Social Sciences as disciplinary fields). Reading, writing, speaking and listening. CONTENT: Collaborative work in classroom as a basis for the integration of the learning community. The importance of language and grammar. Argumentative text. The text as resource information and new ideas.	
Generic competences and attributes to evaluate: Competence 9. Ss participate with a civic and ethical awareness in the life of their community, region, Mexico and the world. Attribute 9.5 Ss act proactively in society phenomena and remains informed. Competence 10. Ss maintain a respectful attitude towards interculturality and the diversity of beliefs, values, ideas and social practices. Attribute 10.3 Ss assume that respect for differences is the principle of integration and coexistence in local, national and international contexts.		

TEACHING / LEARNING STRATEGIES ENGLISH II

Date/Time	Expected learning/ Contents/ Skills:	Number of evidence or product	Description of activities:	Evaluation: Type/Agent/ Evaluation instrument	Observations of the activity
O P E N I N G	<p>Students describe sports and where to play them</p> <p>Students talk about school subjects talking about their favorite one.</p> <p>Compare things</p>	<p>12.-Grammar: Simple past sentences</p> <p>13.-vocabulary: School subjects p 38</p> <p>14.-Writing 6: Palace of Culture and Science p 101</p> <p>16.- Comparative and superlative sentences</p> <p>19.-Book 3A, 3B - 36 to 39</p> <p>20.- Lab act Countable and uncountable nouns.</p>	<p>On a portfolio sheet, copy the frame with your handwriting. (download the attached document). At the end of the note, copy the criteria to evaluate this partial 2: Portfolio (Activities delivered in due time and form) and Book (units 3 and 4 including workbook and revision) = 40% Lab activities = 10% Workshop = 10% Platform = 10% Exam = 30%</p> <p>On a portfolio sheet, you put the title "GRAMMAR", you put the nomenclature: 1.12.1 SIMPLE PAST SENTENCES, you put your name (starting with last names), group and grade. In half a page explains the topic of "SIMPLE PAST", remember that the explanation can be in Spanish, based on what you understood from the simple past. Write 5 sentences in the past, about what you did last weekend. SCHOOL SUBJECTS: On a portfolio sheet, (different from the frame and the grammar sheet), put the title and the nomenclature, your group name and grade. Copy the vocabulary from page 38, add 3 more and translate it. JOBS: On a portfolio sheet, it can be behind school subjects, put the title and nomenclature, your group name and grade. Copy the vocabulary from page 40 and translate it.</p> <p>BOOK: Answer the vocabulary section on pages 38 and 40 Answer pages 36 and 37 of the book: Vocabulary section: MATCH THE WORDS IN THE BOX (put "a", "b" or "c" as appropriate). Read the conversation and answer the questionnaire on page 37 (exercise "C"). Answer the grammar section (past simple) on page 37 (exercise "B")</p>	<p>Writing rubric</p> <p>Grammar content check list/</p> <p>Vocabulary-glossary/check list /</p>	<p>All the activities for partial 2 were modified because of the situation about COVID19 and the necessity of working in a virtual way.</p>

	<p>Week 8 (3 hours) March 23-27 2020</p>	<p>Students use "used to" to talk about their past abilities.</p> <p>Ss identify the comparative and the superlative form</p> <p>Ss are able to talk about past activities</p> <p>Describe their favorite job</p>	<p>12.-Grammar: Notebook notes "Used to"</p> <p>13.-Vocabulary: Jobs p 40</p> <p>14.- WRITING: Lake Titicaca p 102</p> <p>15.- NOTES: Questionnaire 4 Lake Titicaca p 101</p> <p>16.-Write sentences with "used to"</p> <p>17.- Speaking /reading words per minute: Aim for the stars p 40</p> <p>19.-Book pages 40 to 43</p>	<p>GRAMMAR 1.12.2 "USED TO" READ THE NEXT TEXT. "USED TO" means SOLIA, it is a verb that is used only to speak in the past tense, therefore, it uses the same structure of SIMPLE PAST. That is, when you deny or ask, you need the DID assistant (you can review your notes for part 1). When using the DID helper, you will have to put the verb in its original form. ("USE TO") We use the verb "used to" to indicate something that used to happen or happened in the past. Also, it is used for something that was previously true, but is no longer true. The verb "used to" is followed by the base form of the verb (main form of the verb). NOW CHECK THE VIDEO On a portfolio sheet (it may be on the back of the previous GRAMMAR entry), you put the title GRAMMAR, you identify the activity with the nomenclature: 1.12.2 "USED TO", you put name, group and grade. Write a summary of at least half a page, where you explain in your own words the use of "USED TO", in its three forms (affirmative, negative and interrogative). Write 5 examples. Take a photo of your work and upload it. SPEAKING: 4.17.1. AIM FOR THE STARS On a portfolio sheet (other than vocabulary, writing and grammar), you put the title SPEAKING, write the nomenclature 4.17.1. AIM FOR THE STARS, put name, group, grade and date. Read the text on page 40 several times and take time. Count the words you read in one minute. Record your best record on the sheet. Record your reading (only 1 minute) and upload your audio file. WRITING: 2.14.7. LAKE TITICACA & DICTATION: 3.15.1 QUESTIONNAIRE 4: "LAKE TITICACA" 2.14.7. LAKE TITICACA & DICTATION On a portfolio sheet (other than vocabulary and grammar), you put the title WRITING, write the nomenclature and read: 2.14.7. LAKE TITICACA, you put name, group, grade and date. Copy the text from page 102 Remember that the goal is to understand the text and learn to write vocabulary. When you're done copying, reflect on what the reading was about (no need to write the reflection). DICTATION: 3.15.1 QUESTIONNAIRE 4: "LAKE TITICACA" Since you copied the text, on the same sheet, copy the following questions and answer them: 1-Where is Lake Titicaca? 2-How high above is the sea level? 3-How deep is the sea level? 4-What does TITICACA mean? 5-Why does this name probably come from? Take a photo of the copied text and the questionnaire and send it. Two.</p>	<p>Grammar content check list</p> <p>Vocabulary-glossary/</p> <p>Book checking/ portfolio checking</p>	<p>All the activities for partial 2 were modified because of the situation about COVID19 and the necessity of working in a virtual way.</p>
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D E V E L O P M E N T	<p>Week 9 (3 hours) March 30-31 April 1-3 2020</p>	<p>Ss will be able to refer to their favorite food</p> <p>Ss talk about prices using countable and uncountable nouns</p> <p>Tell the biography of a famous person.</p> <p>Ss are able to talk about different known places.</p>	<p>12.-Grammar notes in notebook: some-any-no</p> <p>13.-Vocabulary: meanings in notebook. Food p 50</p> <p>14.- WRITING: Salt Lake City p 47</p> <p>16.-Answer countable and uncountable sentences in ENGLISH EXERCISES.org</p> <p>19.-Workbook 3E p 44,45 /4A p 50, 51</p> <p>21.- Write a biography of a famous person (lab)</p>	<p>On a portfolio sheet (other than framing, vocabulary, and grammar), put the title: "LAB ACTIVITY", You put the nomenclature: 6.20. COUNTABLE AND NON COUNTABLE NOUNS. Write your group name and grade and date. Research the topic on the Internet, how it is used, how it is structured. Write the explanation in a page. Write your own examples right there, 4 are enough.</p> <p>VOCABULARY: 1.13.3. FOOD and 1.13.4 UNITS OF MEASUREMENT FOOD: On a portfolio sheet, (other than grammar), you put the title and nomenclature, your group name and grade. Copy the vocabulary from page 50 and translate it.</p> <p>UNITS OF MEASUREMENT: On a portfolio sheet, it can be behind FOOD, you put the title and the nomenclature, your group name and grade. Copy the vocabulary from page 57 and translate it. BOOK: Answer the vocabulary section on pages 50 and 57 Take a photo of your work and upload it. Put name, group, grade, and date in the book next to the exercise.</p> <p>LAB ACTIVITY: 6.21 BIOGRAPHY OF A FAMOUS PERSON 6.21 BIOGRAPHY OF (celebrity's name) Choose a famous person from page 45, research their biography and in a portfolio sheet (it can be in the previous sheet of LAB ACTIVITY), put the title: 6.21 BIOGRAPHY OF (write the name of the famous person you chose), put your name, group, grade and date. Copy the biography and take a photo and send it. VARIATION: if you want, you can choose some other famous person other than the one in the book.</p> <p>WRITE THE BIOGRAPHY IN ENGLISH BIOGRAPHY IN ENGLISH</p>	<p>Writing rubric /</p> <p>Grammar content check list/</p> <p>Vocabulary-glossary/check list</p> <p>Book checking/</p> <p>Portfolio checking/</p>	<p>All the activities for partial 2 were modified because of the situation about COVID19 and the necessity of working in a virtual way.</p>
		<p>Students use how</p>	<p>12.- Grammar notes in portfolio</p>	<p>GRAMMAR: 1.12.3. SOME-ANY-NO GRAMMAR: 1.12.4: HOW MUCH-HOW MANY / MUCH-MANY / A FEW-A LITTLE /</p>	<p>Writing rubric /</p>	<p>All the activities for partial 2 were modified because of the situation about</p>

	<p>Week 10 (3 hours) April 20-24 2020</p>	<p>much-how many</p> <p>Use subject and object pronouns</p> <p>Ss will describe what they would like to buy and the prices</p>	<p>Subject and object pronouns</p> <p>14.- WRITING: A postcard (Lee to Jules) p 57</p> <p>19.- Book pages 52, 53, 54, 55, 56</p>	<p>Review the session on TUESDAY, APRIL 21, 2020. On a portfolio sheet (other than vocabulary, writing) write the title: GRAMMAR: 1.12.3. SOME-ANY-NO GRAMMAR: 1.12.4. HOW MUCH-HOW MANY / MUCH-MANY / A FEW-A LITTLE / Put name, group, grade and date and write a summary of what was said in the session. BOOK: Answer grammar section page 51,55. Take a photo of your summary and the activities on pages 51 and 55 and upload it.</p>	<p>Grammar content check list/ Vocabulary-glossary/check list Book checking/ Portfolio checking/</p>	<p>COVID19 and the necessity of working in a virtual way.</p>
	<p>Week 11 (3 hours) April 27-30 May1 2020</p>	<p>Ss understand the use of how much and how many</p> <p>Ss identify landmarks and discuss about places they have visited</p>	<p>12.- Grammar How much / how many- Much/many- A few/a little – A lot of/lots of</p> <p>13.-Vocabulary: Units of measurement p57</p> <p>19.-Book pages 56 to 59</p>	<p>WRITING: 2.14.6. PALACE OF CULTURE AND SCIENCE On a portfolio sheet (other than vocabulary and grammar), you put the title WRITING, write the nomenclature and read: 2.14.6. PALACE OF CULTURE AND SCIENCE, put name, group, grade and date. Copy the text from page 101. Remember that the goal is to understand the text and learn to write vocabulary. When you're done copying, reflect on what the reading was about (no need to write the reflection). Take a photo of the copied text and send it.</p>	<p>Vocabulary-glossary/check list / Book and portfolio checking Grammar content check list/</p>	<p>All the activities for partial 2 were modified because of the situation about COVID19 and the necessity of working in a virtual way.</p>
<p>C L O</p>	<p>Week 12 Evaluation week</p>	<p>Students will be able to:</p>	<p>Finish all 12 units of your platform this week and you will get your reward.</p>	<p></p>	<p>All the activities for partial 2 were modified because of the situation about</p>	

S U R E	(3 hours)	Talk about past events and places they have visited.	Platform revision	<p>Upload your evidence where YOUR FULL NAME AND THE RATINGS OF EACH UNIT are clearly visible.</p> <p>ENGLISH LAB</p> <p>Check the video, copy the lyrics in a portfolio paper sheet with the corresponding name:</p> <p>Title: ENGLISH LAB</p> <p>Dance Monkey.</p> <p>Write your name, group, grade and date.</p> <p>Illustrate the work.</p> <p>And the rest of the week, SING, SING, DANCE AND ENJOY YOUR DAYS AT HOME.</p> <p>Make the time be pleasant.</p> <p>That's going to be the only work for this week.</p> <p>I hope I can see you soon.</p> <p>Take care and obey the rules, stay home, don't go out.</p> <p>Send me a comment, BUT do it in English, TRY and practice.</p> <p>One more thing, if you have homework not done, it is time to catch up with it</p>	Heteroevaluatio n: activities delivered by classroom platform	COVID19 and the necessity of working in a virtual way.
	May		Book revision			
	04-08 2020		Portfolio revision			
Didactical resources and/or materials:		Book, student portfolio, CLASSROOM PLATFORM, e-mail, cellular phones and computers or laptops.				
Sources of information:		www.mmpublications.com Open skies 2- H.Q. Mitchell/ Marileni Malkogianni				
Observations subsequent to the application:						

ELABORATED BY
MARÍA DEL CONSUELO MPRADO SÚ

REVIEWED BY

Name and Signature

Name and Signature

Elaboration date: _____ APRIL 20 2020 _____

Review date: _____