***ENGLISH SQUAD* UNIT 1B**

**LEARNING OUTCOME 1.2** Writes basic texts that include information about occupations and daily routines.

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| **GENERAL IDENTIFICATION DATA** | | | | |
| **Initial Interaction in English** | **Submodule:** | **Date:** | **Institution:** | **Campus name:** |
| **School term:** | **Semester:** | **Estimated hours:** | **Training program:** | **Teacher’s name:** |
| **CONTENTS** | | | | |
| **Purpose of the subject:** Students will use language to express past and present activities, and to share or request personal information in simple and direct exchanges. | | | | |
| **Competence:** Students will communicate, interact, and collaborate with others (transverse axis for all subjects from Communication and Social Sciences as disciplinary fields). | | | | |
| **Expected learning outcome:**   * Students use some verbs in present simple to talk about their daily activities and other people's routines. * Students use frequency adverbs to emphasize how often their activities are performed. | | | | |
| **Evidence of learning:** Students write about the daily routines of two family members, using verbs and frequency adverbs properly. | | | | |
| **Component:** Contextualization of learning communities through students' interests and academic experiences. | | | | |
| **Generic competencies:**  4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. | | | | |
| **Disciplinary competencies:**  11. The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.  4. The student produces texts based on the normative use of the language, considering intention and communicative situation. | | | | |
| **Socioemotional abilities:** Self-awareness | | | | |
| **Specific content:** Simple present tense. Months. Days of the week. Frequency adverbs. | | | | |

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| **Learning activities** | | | | | | | | | | |
| **Presentation** | | | | | | | | | |
| **Teaching activities**  **(teacher)** | **Teaching materials** | **Learning activities**  **(students)** | **Learning material** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 1**  **Activity A**  Teacher asks students to think of different jobs. In turns, each student mimics a job while the others asks questions about it. | - *English Squad* TG p.27 | Students mimic and guess different jobs by asking questions about them. | - *English Squad* SB p.24 |  | Diagnostic | Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity B**  The teacher asks students to listen to a description of activities in order to complete with the days of the week. | - music player - board  - markers  - notebook  - pencil  - *English Squad* TG p.27  - *English Squad* Teacher’s Digital  Component: Class audios, track 10 | Students listen to someone talking about his weekly activities. Students need to write the days of the week. | - *English Squad* SB p.24  - *English Squad* Student’s Digital Component:  Class audios, track 10 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity C**  Teacher asks students to scan a text and find the answers to some questions requesting for specific information. It would be important to set a short time limit as to develop the scanning skill.  Once the answers are ready, teacher asks for another more careful reading to check answers.  Finally, teacher asks students to register the answers in their notebooks. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.27 | Students scan the text in order to find the answers to the questions. Then they read it again more carefully to confirm answers. Once the answers are confirmed they are registered in their notebooks. | *- English Squad* SB p.24 | Answered questions | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson1 Activity D**  Teacher asks students to find and circle the verbs in the examples of the blue box. Then, with the verbs clear, students answer the two questions aimed to identify the changes in third person singular.  Teacher may check results as a whole class discussion. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.28 | Students read the examples in the blue box and circle the verbs. After analyzing the circled verbs, students answer the two questions and then check results in a whole class discussion.  If necessary, they may go to the Language Guide on page 43. | *- English Squad* SB p.25 and Language Guide p.43 | Check answers as a class | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity A**  Teacher asks students to form pairs and guess different school supplies through asking questions about them. | *- English Squad* TG p.31 | Students guess different school supplies by asking each other about them. | *- English Squad* SB p.28 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity B**  Teacher may ask students to read the email individually or aloud with the whole class in order to correct reading skills.  Finally, teacher asks students to underline the things that they do too. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.31 | Students read the email individually or in group. Students underline the things that they also do. | *- English Squad* SB p.28 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity C**  Teacher asks students to circle the correct option for comprehension after reading the email one more time.  Teacher asks students to compare and discuss results with a partner. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.31 | Students read the email again and circle the correct option.  Students share and discuss their results with a partner. | *- English Squad* SB p.28 | Students check answers in pairs | Continuous | Self-assessment  Peer assessment | Observation guide |  |

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| **Learning activities** | | | | | | | | |
| **Practice** | | | | | | | | |
| **Teaching activities**  **(teacher)** | **Teaching materials** | **Learning activities**  **(students)** | **Learning material** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 1**  **Activity E**  Teacher leads students to complete sentences individually to show understanding of third person singular verbs *vs* other subjects. Once it is done, teacher forms pairs for comparing answers. For further practice, have students complete the Grammar Drills for Unit 1B Lesson 1. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.28  - *English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 1B Lesson 1 | Students complete the sentences using the correct form of the verbs in parentheses. Then they compare their result with a partner and discuss any differences they might have. For further practice, students complete the Grammar Drills for Unit 1B Lesson 1. | - *English Squad* SB p.25  - *English Squad* Student’s Digital Component:  Grammar Drills, Unit 1B Lesson 1. | Check answers in pairs | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity F**  Teacher gets students to write down the name of the months (first without using the dictionary and then introducing it).  Then teacher asks a volunteer to read aloud a Language box about ordinal numbers to be discussed as a whole class.  Finally, using the information from both sections as a reference, teacher invite students to ask each other the questions aimed to review the use of ordinal numbers. | - board  - dictionary  - markers  - notebook  - pencil  - *English Squad* TG p.28 | Students complete the months of the year. It is important to register first what they already know and then use their dictionaries, if needed.  Then a student reads the Language box with the details about ordinal numbers.  Finally, pairs ask each other the questions and answer with their own information. | - *English Squad* SB p.25 | Students’ own information exchanged in a conversation monitored by the teacher for observation notes. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Tryout**  Teacher asks students to individually complete the six activities of the Tryout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - *English Squad* SB p.27 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |
| **Lesson 2**  **Activity D**  Teacher asks students to answer the questions based on the examples of the blue box. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.32 | Students answer the questions based on the examples on the blue box. | *- English Squad* SB p.29 | Check answers as a class. | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity E**  Teacher asks students to complete the table with the right use of the simple present tense. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.32 | Students complete the table with the right form of the verb in simple present tense. They may go to the Language Guide on page 44 if they need help for completing the table. | *- English Squad* SB p.29 and  Language Guide p.44 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity F**  Teacher plays the audio of a conversation for students to complete a schedule. Teacher leads students to write the right form of the verbs in the box. For further practice on the correct form of the verbs and the use of frequency adverbs, have students complete the Grammar Drills, Unit 1B, Lesson 2. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.32  *- English Squad* Teacher’s Digital Component: Class audios, track 12  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 1B, Lesson 2 | Students complete the schedule using the right forms of the verbs in the box and using the conversation as a reference. Then complete the Grammar Drills, Unit 1B, Lesson 2. | *- English Squad* SB p.29  *- English Squad* Student’s Digital Component: Class audios, track 12  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 1B, Lesson 2. | Activity and Drills completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Tryout**  Teacher asks students to individually complete the six activities of the Tryout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | *- English Squad* SB p.31 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |

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| **Learning activities** | | | | | | | | |
| **Production** | | | | | | | | |
| **Teaching (teacher)** | **Teaching materials** | **Learning (students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 1**  **Activity G**  Teacher leads an opening conversation about the common activities done in the days from the box.  Then teacher asks students to write sentences about the routine or common activities they do on those particular days. If necessary, teacher may specify the number of sentences. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.29 | Students talk and write about their usually activities in certain days and holidays. | - *English Squad* SB p.26 | Students’ own information in written form (6 sentences in simple present tense about routine activities). | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 1**  **Activity H**  This activity may be linked to Activity G.  Teacher leads students to work in pairs and ask each other questions about the routines they wrote in Activity G.  It is important to see that students use frequency adverbs. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.29 | Students work with a partner and ask each other questions about the routines they included in the sentences from Activity G.  Students need to use frequency adverbs to determine how frequent they perform that activity. | - *English Squad* SB p.26 | Conversation about routine activities using frequency adverbs | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity I**  Considering the results of the previous activities, teacher asks students to write a questionnaire about routine activities in their notebooks. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.29 | Students will use the information gathered in the previous activities to write a questionnaire about routines. | - *English Squad* SB p.26 | Questionnaire with ten questions about routines. | Continuous  Mid-term Evaluation | Self-assessment  Peer assessment | Rubric  Observation guide |  |
| **Lesson 1**  **Activity J**  Once the questionnaire from Activity I is done, teacher asks students to use the questions to interview a partner about their routine activities.  An extension would be to ask students to upload the complete interview to their personal blogs. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.29 | Students use a questionnaire to interview a partner.  As an extension, students may upload their interview as an entry of their personal blogs. | - *English Squad* SB p.26 | Questionnaire with ten questions and answers about routines. | Continuous  Mid-term Evaluation | Self-assessment  Peer assessment | Rubric  Observation guide |  |
| **Lesson 1 Activity K**  **Self-assessment**  Teacher asks students to complete the sentences with information about their own learning.  If time allows, teacher may ask random students to share their results with the class. | - board  - marker  - notebook  - pencil  *- English Squad* TG p.29 | Students read through the self-assessment questions. Before answering them, students reflect on their own learning process and experience with the activities in the lesson. | *- English Squad* SB p.26 | Check answers as a class | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity L**  **Socio-emotional skills**  Teacher asks students to complete the information about themselves. Then teacher asks volunteer students to share their answers with the rest of the class and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.29 | Students, after some reflection, complete the sentences with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.26 | Students’ own information in the answers of the activity | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity M**  **Socio-emotional skills**  Teacher asks students to answer the question. Then teacher asks volunteer students to share their answers with the rest of the class and leads a respectful conversation about them. | - board  - marker  - notebook  - pencil  *- English Squad* TG p.29 | Students, after some reflection, answer the question with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | - *English Squad* SB p.26 | Students’ own information in the answers of the activity | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity G**  Teacher discuss with students the elements and characteristics of a schedule.  The teacher asks students to write their own weekly schedule with one activity per day. Finally, teacher asks students to share and describe their daily activities to a partner. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.33 | Students write their own schedule with one activity per day.  Then students share and talk about their schedules with a partner. | *- English Squad* SB p.30 | Weekly schedule of students | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2**  **Activity H**  If necessary, teacher may go back to the email in Activity B before approaching this activity.  Teacher asks students to write an email describing their own schedule and lifestyle. Teacher asks them to include at least five sentences using frequency adverbs. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.33 | Students write an email where they talk about their own schedule and lifestyle. A minimum of five sentences using frequency adverbs.  Students may want to go back to the email in Activity B. | *- English Squad* SB p.30 | Email about routine lifestyle activities | Continuous Mid-term evaluation | Self-assessment  Peer  assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2**  **Activity I**  Teacher asks students to form small groups, read their emails and give feedback for each one. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.33 | Students form small groups; and in turns, read their emails from Activity H, while the rest give feedback and corrections. | *- English Squad* SB p.30 | Student’s conversations | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity J**  **Self-assessment**  Teacher asks students to determine the *can do* statements about the lesson. If time allows, teacher may ask random students to share their results with the class. | - notebook  - pen  - marker  - board  *- English Squad* TG p.33 | Students complete the self-assessment statements. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.30 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity K**  **Socio-emotional skills**  Before completing the self-awareness questions, the teacher may have students complete the Self-awareness worksheet *Recognize Your Emotions* tohelp themidentify the emotions they feel. Teacher asks students to complete the sentences with the words in the blue box. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.33  *- English Squad* Teacher’s Digital Component: Teaching notes for the Self-awareness worksheet *Recognize Your Emotions* | Students complete the socio-emotional questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.30  *- English Squad* Student’s Digital Component:  Self-awareness worksheet *Recognize Your Emotions* | Activity and worksheet completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity L**  **Socio-emotional skills**  Teacher asks students to reflect upon their own activities and how they feel about them, and to write them down. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them. | *- English Squad* TG p.33 | Students reflect upon their own activities and write them down. Then volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.30 | Activity completed | Continuous | Self-assessment | Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

***English Squad* Unit 1B**

**LEARNING OUTCOME 1.2** Writes basic texts that include information about occupations and daily routines.

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| **GENERAL IDENTIFICATION DATA** | | | | |
| **Initial Interaction in English** | **Submodule:** | **Date:** | **Institution:** | **Campus name:** |
| **School term:** | **Semester** | **Estimated hours:** | **Training program:** | **Teacher’s name:** |
| **CONTENTS** | | | | |
| **Purpose of the subject:** Students will use language to express past and present activities, and to share or request personal information in simple and direct exchanges. | | | | |
| **Competence:** Providing reasonable opinions from the point of making a text. | | | | |
| **Expected learning outcome:**   * Students use vocabulary related to family members. * Students draw a family tree and include basic information about themselves and two relatives (name, age, occupation, and physical appearance). * Students include their family tree their daily routines by using some verbs and frequency adverbs. * Students write about the daily routine of two more family members, using verbs and frequency adverbs properly. | | | | |
| **Evidence of learning:**   * A family tree providing students description and daily routine and the descriptions and daily routines of two members of their families. * With help of the family tree they created before, students write ten *yes* / *no* questions by using present simple to know about the other students' relatives. | | | | |
| **Component:**  The justification of the students’ opinion with an argument.  The solid construction of one´s original perspective. | | | | |
| **Generic competencies:**  4. The student listens, interprets and communicates messages relevant to different contexts by using appropriate means, codes, and tools.  10. The student respects cultural diversity, beliefs, values, ideas, and social practices. | | | | |
| **Disciplinary competencies:**  11. The student communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. | | | | |
| **Socioemotional abilities:** Self-awareness | | | | |
| **Specific content:** possessives, use of simple present, use of auxiliaries, contractions, daily activities, frequency adverbs. | | | | |

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| **Learning activities** | | | | | | | | | | |
| **Presentation** | | | | | | | | | |
| **Teaching activities**  **(teacher)** | **Teaching materials** | **Learning activities**  **(students)** | **Learning material** | **Evidence of learning** | **Evaluation types** | **Mode of Evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 3**  **Activity A**  Teacher asks students to form pairs and stand back to back. At his/her mark students turn around and in turns talk about their families. | *- English Squad* TG p.35 | Students talk about their families in established periods of time. | *- English Squad* SB p.32 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity B**  Teacher asks students to underline the correct answers to identify vocabulary about family members.  Then teacher leads a whole class revision. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.35 | Students answer the activity by underlining the correct answer for family members.  Volunteer students share their answers for a whole class revision. | *- English Squad* SB p.32 | Check answers as a class | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity C**  Teacher invites students to look at the picture as to guess what family members they are.  Then teacher asks students to confirm their predictions by reading the text. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.35 | Students guess the family members in the picture. They work in pairs and may write their prediction in their notebook. Then they confirm predictions by reading the text and comparing answers. | *- English Squad* SB p.32 | Compare answers in pairs | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity D**  Teacher asks students to read the descriptions and write the name of the corresponding family member.  Then, still working in pairs, students may check and compare their results. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.35 | Students read the descriptions and write the family member that corresponds to each of them.  Then students compare results in pairs and discuss any discrepancy. | *- English Squad* SB p.33 | Compare answers in pairs | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity A**  Teacher asks students to form small groups and mimic and guess different daily activities. One question is allowed to help the rest of the students. | *- English Squad* TG p.39 | In small groups different students mimic different activities for the rest to guess. | *- English Squad* SB p.36 |  | Diagnostic | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity B**  Teacher opens the activity with a whole class discussion about weekend family activities.  Then teacher asks students to look at several pictures and check the activities they do (and that were probably mentioned in the class conversation). | - board  - markers  - notebook  - pencil  *- English Squad* TG p.39 | Students have a whole class conversation about family weekend activities. Then students check the pictures with the activities they do. | *- English Squad* SB p.36 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity C**  Teacher plays a conversation so that students can complete the information about a family’s activities.  The teacher organizes pair discussions about the activities. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.39  *- English Squad* Teacher’s Digital Component: Class audios, track 14 | Students complete the information about the activities by listening to a conversation.  Then they discuss with a partner whether they do the activities or not. | *- English Squad* SB p.36  *- English Squad* Student’s Digital Component: Class audios, track 14 | Elicit answers | Continuous | Self-assessment | Observation guide |  |

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| **Learning activities** | | | | | | | | | | |
| **Practice** | | | | | | | | | |
| **Teaching**  **(teacher)** | **Teaching materials** | **Learning**  **(students)** | **Learning materials** | **Evidence of learning** | **Evaluation types** | **Mode of Evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 3**  **Activity E**  Students answer the correct third person singular form for the verb *to have,* inferring from examples.  Since students may already know the answer, teacher asks students to answer the question without reading the examples. Then teacher leads them to the explanation in a Language box to confirm and clarify any doubt. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.36 | Students answer the questions with what they already know about the verb *to have.* Then they use the examples to confirm and discuss their answers. | - *English Squad* SB p.33 | Check answer as a class | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity F**  This activity may be linked in sequence to Activity E.  Teacher asks students to complete the table with the right forms of the verb *to have*.  Depending on the class, they may work individually or in pairs and compare results in pairs, or with the whole class. | - board  - markers  - notebook  - pencil  - *English Squad* TG p.36 | Students complete the table with the right forms of the verb *to* *have*. They need to keep in mind the affirmative, negative, and interrogative forms of this verb.  Students may go to the Language Guide on page 44 for support. Remind students the importance of the third person singular negative and interrogative forms where the verb remains in simple form. | - *English Squad* SB p.33 and Language Guide on p.44 | Activity answered. Students may describe their physical appearance and their partner’s. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity G**  Before completing this activity, teacher may invite students to complete the Grammar Drills for Lesson 5 and suggest to students to use the Grammar Drills for Lesson 3 as previous practice.  Teacher asks students to look at Diego’s family tree and write a series of sentences related to it or practice directly in speaking form. | - board  - markers  - notebook  - pencils  - *English Squad* TG p.36  - Answered Grammar Drills, U1B Lesson 3 | Students create sentences for describing a character’s (Diego’s) family.  Depending on teacher’s instructions, they may write the sentences or practice directly in speaking form. | - *English Squad* SB p.33  - *English Squad* Student’s Digital Component:  Grammar Drills, U1B Lesson 3 | Conversation about Diego’s family members, their physical descriptions, and occupations monitored by teacher for observation notes. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Tryout**  Teacher asks students to individually complete the six activities of the Tryout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - video player  - board  - markers  - notebook  - pencil  - *English Squad* TG p.30  - *English Squad* Teacher’s Digital Component:  Video and Video Activities worksheet, Unit 1 | Students answer individually the Tryout activities.  After they complete the Tryout section, they compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - *English Squad* SB p.35  - *English Squad* Student’s Digital Component:  Video and Video Activities worksheet, Unit 1 | Video Activities worksheet and Tryout section answered. | Final evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |
| **Lesson 4**  **Activity D**  Teacher asks students to complete the sentences based on the examples of the blue box. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.40 | Students complete sentences based on the examples on the blue box. | *- English Squad* SB p.37 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity E**  Teacher asks students to complete the table with the right use of the auxiliary form of the verb *to do*.  For further practice, have students complete the Grammar Drills, Unit 1B Lesson 4. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.40  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 1B Lesson 4 | Students complete the table with the right form of the auxiliary form of the verb *to do*. They may go to the Language Guide on page 45 if they need help for completing the table. For further practice, students complete the Drills, Unit 1B Lesson 4. | *- English Squad* SB p.37 and Language Guide on page 45  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 1B Lesson 4 | Check answers as a class  Drills completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity F**  Teacher leads students to complete the questions of an interview. Depending on the class, teacher may decide if students work in pairs or as a whole class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.40 | Students read the answers of an interview and write the corresponding questions. Students need to use the right form of the auxiliary verb *to do*.  Students may work in pairs and role-play their interviews. | *- English Squad* SB p.37 | Role play interviews | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Tryout**  Teacher asks students to individually complete the six activities of the Tryout section.  Then teacher asks students to compare answers in pairs.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | - board  - markers  - notebook  - pencil | Students complete the activities of the Tryout section.  Then students compare their answers with a partner.  For concluding and checking answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | *- English Squad* SB p.39 | Activity completed | Final evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |

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| **Learning activities** | | | | | | | | | |
| **Production** | | | | | | | | |
| **Teaching**  **(teacher)** | **Teaching materials** | **Learning**  **(students)** | **Learning Materials** | **Evidence of learning** | **Evaluation types** | **Mode of Evaluation** | **Evaluation instrument and percentage** | **Time** |
| **Lesson 3**  **Activity H**  Teacher opens the activity by asking students to draw their own family tree. Allow some time to have students work carefully on producing a creative and attractive family tree. Teacher may also ask students in advance to bring a picture of their family members.  When their trees are ready, teacher invite students to write sentences to describe their family.  Teacher forms groups for students to present their families and then have a respectful conversation about them. Depending on the class, teacher may decide on working the presentations as a whole class activity. | - board  - colored pencils  - markers  - notebook  - pen  - pictures  - scissors  - glue stick  - *English Squad* TG p.37 | Students draw or prepare their own family tree, getting it ready for a presentation.  Then students present their family trees in small groups or to the whole class in order to have a respectful conversation while getting to know each other’s family. | - *English Squad* SB p.34 | Students’ family trees and their presentation to the class. | Continuous | Self-assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3**  **Activity I**  Teacher asks students to write sentences about two of the family members they presented in the previous activity.  These sentences need to be clearly registered in their notebooks.  Teacher reminds students that their sentences may include elements worked in previous lessons. | - board  - marker  - notebook  - pencil  *- English Squad* TG p.37 | Students write sentences about two of their family members included in the family tree. Sentences may include routines, descriptions, and everything they have worked in previous lessons. | - *English Squad* SB p.34 | Sentences that include basic information about two family members (name, age, occupation, daily routine, and physical appearance.) | Continuous | Self-assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3**  **Activity J**  Teacher asks students to form small groups, and read their sentences from Activity I in turns. Then to ask questions about the information shared. | - board  - marker  - notebook  - pencil  *- English Squad* TG p.37 | Students read the sentences from Activity I and develop conversations around them. | - *English Squad* SB p.34 | Conversation about family members. | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity K**  **Self-assessment**  Teacher asks students to complete the self-assessment sentences. If time allows, teacher may ask random students to share their results with the class. | - board  - marker  - notebook  - pencil  *- English Squad* TG p.37 | Students read through the self-assessment sentences. Before answering them, students reflect on their own learning process and experience with the activities in the lesson. | *- English Squad* SB p.34 | Activity answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity L**  **Socio-emotional skills**  Teacher asks students to answer the questions. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them.  The teacher can conclude the activity with the *Thank You Note* Socio-emotional worksheet | - notebook  - pencil  - *English Squad* TG p.37  - *English Squad* Teacher’s Digital Component: Teaching notes for Socio-emotional worksheet, Unit 1, *Thank You Note* | Students, after some reflection, answer the Socio-emotional questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | - *English Squad* SB p.34  - *English Squad* Student’s Digital Component:  Socio-emotional worksheet, Unit 1, *Thank You Note* | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity M**  **Socio-emotional skills**  Teacher asks students to answer the question. Then teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - board  - marker  - notebook  - pencil  *- English Squad* TG p.37 | Students, after some reflection, answer the Socio-emotional question with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | - *English Squad* SB p.34 | Activity answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity G**  Teacher asks students to bring out their family trees from Lesson 3.  First, teacher asks students to write sentences about things they do and don’t do with their families.  Then teacher will form pairs to exchange family trees and write ten questions about weekend family activities. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.41 | Students will write questions about weekend family activities.  Students will use as a guide the following steps:  a) Write sentences about what they do or don’t do with their family.  b) Share their family trees and write ten questions about the activities they do with their family members of their tree. | *- English Squad* SB p.38 | Ten sentences and ten questions about family activities. | Continuous | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 4**  **Activity H**  Teacher leads students to have conversations based on questions and answers about their family weekend activities.  Teacher reminds students that they need to use the questions and sentences written in previous activity. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.41 | Students ask each other their questions and they answer with the sentences they wrote or with new sentences being careful of the language. | *- English Squad* SB p.38 | Conversation (questions and answers) about family activities. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 4**  **Activity I**  **Self-assessment**  Teacher asks students to complete the *can do* statements about the lesson. If time allows, teacher may ask random students to share their results with the class. | - notebook  - pen  - marker  - board  *- English Squad* TG p.41 | Students complete the self-assessment sentences. Before answering them, students reflect about their own learning during the lesson. | *- English Squad* SB p.38 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity J**  **Socio-emotional skills**  Teacher asks students to answer the Socio-emotional questions. Then teacher asks students to complete the Self-awareness worksheet  *How Often Do I Feel…?* to help students identify their emotions and how frequently they have those emotions. Then the teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.41  *- English Squad* Teacher’s Digital Component: Teaching notes for the Self-awareness worksheet  *How Often Do I Feel…?* | Students answer the Socio-emotional questions with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.38.  *- English Squad* Student’s Digital Component:  Self-awareness worksheet *How Often Do I Feel…?* | Activities and worksheet completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 4**  **Activity K**  **Socio-emotional skills**  Teacher asks students to answer the Socio-emotional question. Then the teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.41 | Students answer the Socio-emotional question with their own information.  Then volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.38. | Activities completed | Continuous | Self-assessment | Observation guide |  |
| **Cross-curricular Project**  Teacher leads the students in the realization of the Project related to how they can create a digital or physical schedule with their classmate to program a field trip. | - computer  - notebooks  - board  - markers  - *English Squad* TG p.30 | Students carry on with the Project including the self-assessment rubric. | *- English Squad* SB p.53-54 | Use of communication skills to agree on and put together a schedule so they can organize a field trip. | Final evaluation | Teacher assessment  Peer assessment | Rubric  Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |