***English Squad*  Unit 2A**

**LEARNING OUTCOME 2.1 Locates places and objects in her / his immediate environment using prepositions of place.**

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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 outcomes:**   * Students describe their bedrooms by using indefinite articles and vocabulary related to furniture. * Students talk about things that can be found in their bedrooms by using three sentences with *there is* and three others using *there are*. In the sentences they also make use of adjectives, colors, and prepositions of place to say where things are. * By using present simple, students write five affirmative sentences and five negative sentences. * Students use the structures there is not and there are not to talk about things that cannot be found in their classroom. | | | | |
| **Evidence of learning:**  Six sentences about three things that can be found at home and three things that cannot be found in the student's classroom. The sentences include prepositions of place, adjectives, colors, and the structures *there is / there are / there is not / there are not*. *What is there? How many… are there?* | | | | |
| **Component:**  Communication and interpersonal relationships. Integration of learning communities. 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:**  1. The student identifies, orders and interprets the ideas, data, and concepts explicit and implicit in a text, considering the context in which it was generated and in which it is received.  4. The student produces texts based on the normative use of the language, considering the intention and communicative situation.  11. The student communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation. | | | | |
| **Socio-emotional skills:** Self-awareness (Emotional well-being) | | | | |
| **Specific contents:** Bedroom furniture, Prepositions, *There is / are*, Places at home, *There isn’t / aren’t*, Classroom objects and furniture, *There is / are* (interrogative) | | | | |

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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 form groups of four. The students in turns say one color, the rest have to mention a new color and mentioned the ones before. | *- English Squad* TG p.47 | Students in groups of four mention colors in turns adding one with each new turn and repeat the previous ones. | *- English Squad* SB p.48 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity B**  Teacher asks students to listen to a conversation with language models for bedroom furniture and *there is / there are* to decide as listening comprehension whether the statements are true or false. Teacher may ask students to answer in advance in order to practice prediction.  Teacher may ask students to compare results in pairs. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.47  *- English Squad* Teacher’s Digital Component: Class audios, track 15 | Students listen to a conversation and decide whether the statements are true or false to test comprehension. Then they compare and discuss results with a partner. | *- English Squad* SB p.48  *- English Squad* Student’s Digital Component: Class audios, track 8 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity C**  Teacher leads students to look at a picture of the room from the conversation in Activity B. Teacher clarify concepts and asks students to label the different pieces of furniture.  Teacher checks results in a whole class conversation. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.47 | Students label the pieces of furniture included in the photograph. Students may recall the conversation from Activity B to help them. | *- English Squad* SB p.48 | Activity answered and checked | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity D**  To review the use of prepositions to express position of objects, the teacher may first have students to physically see their position.  Teacher asks volunteer students to answer the activity. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.47 | Students complete the sentences by selecting the appropriate preposition. They may look at the pictures as a reference. | *- English Squad* SB p.48 | Activity answered and checked | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity A**  Teacher asks students to form groups of three. Each student in turns spell an object you can find in a bedroom, while the rest of the students try to guess the object. | *- English Squad* TG p.51 | Students in groups of three spell and guess different objects from bedrooms. | *- English Squad* SB p.52 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity B**  Teacher activates vocabulary of rooms and places at homes. Teacher asks students to read two profiles with language models and leads a short conversation about them before answering the true or false questions for comprehension.  Teacher may ask pairs to compare their answers. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.51 | Students read the profiles and discuss them with the class or with a partner before answering the true or false questions.  Students may compare and discuss their results with a partner. | *- English Squad* SB p.52 | Activity answered and checked in pairs | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity C**  Teacher may start the activity with a conversation about the different sections of the students’ houses and what activities they do in them.  Then, teacher asks students to match words from the text that belong in this semantic field to their definition.  Teacher may have volunteers to share their results with the class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.51 | Students discuss the different sections of their house and the activities they do in each of them.  Students match the words to their definition and discuss, in pairs, any doubts they may have.  Volunteers share their results to the class for verification. | *- English Squad* SB p.52 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity A**  Teacher asks students to form groups of five and line up. In turns, students mention a room from a house. Each student has to repeat the rooms mentioned and add a new one. | *- English Squad* TG p.55 | In groups of five students line up and mention rooms, adding one on each turn and repeating the ones mentioned before. | *- English Squad* SB p.56 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 3**  **Activity B**  Teacher plays an audio file with a conversation about a classroom. Teacher asks students to check all the objects they hear.  Results can be check as a whole class. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.55  *- English Squad* Teacher’s Digital Component: Class audios, track 18 | Students listen to a conversation and check all the objects from the pictures that are mentioned in the conversation. | *- English Squad* SB p.56  *- English Squad* Student’s Digital Component: Class audios, track 18 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity C**  Teacher asks students to listen to the conversation again and underline the correct answers for listening comprehension and identification of language models. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.55  *- English Squad* Teacher’s Digital Component: Class audios, track 18 | Students underline the correct answer based on the same conversation. This is mostly the same as Activity B but using language (*there is* and *there are*) instead of pictures. | *- English Squad* SB p.56  *- English Squad* Teacher’s Digital Component: Class audios, track 18 | Activity answered and checked as a class | 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 1 Activity E**  Teacher asks students to complete an activity where they infer the use of prepositions and *there is* / *there are* from examples from the presentation text.  Teacher forms pairs for comparing and discussing their results. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.48 | Students read the examples in the yellow box and use them as a reference for selecting the right answer. | *- English Squad* SB p.49 and  Language Guide p.84 | Check answers in pairs | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity F**  Teacher asks students to complete the table with *There is* or *There are,* and also to circle the adjectives that are used to describe objects.  Teacher may need to offer specific details about *many*.  Teacher asks students to check answers in pairs. For further practice have students complete the activities of Grammar Drills, Unit 2A, Lesson 1. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.48  *- English Squad* Teacher’s Digital Component:  Answers to Grammar Drills, Unit 2A, Lesson 1 | Students complete the table using *There is* or *There are*. Once it is done, they circle the adjectives that describe things.  For concluding they compare and discuss their results with a partner. For further practice have students complete the Grammar Drills, Unit 2A, Lesson 1. | *- English Squad* SB p.49  *- English Squad* Student’s Digital Component:  Grammar Drills: Unit 2A, Lesson | Activity and Drills answered | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 1**  **Activity G**  Teacher opens the activity with a whole class conversation about the picture of a bedroom. Teacher may lead students to describe the picture using *There is* and *There are*.  Then, teacher asks students to choose the right answers which might be similar to the ones used in the conversation.  Teacher may ask volunteer students to share their results. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.48 | Students look at the picture and describe the elements included using expressions with *there is* and *there are.* They share them during a whole class activity.  Then, students use the results of this conversation to choose the right answers. | *- English Squad* SB p.49 | Elicit answers | 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 check answers, teacher asks volunteer students to share their results to be discussed as a whole class activity. | *- English Squad* SB p.51 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide |  |
| **Lesson 2**  **Activity D**  Teacher asks students to answer questions to deduce the use of negative form of *there is / there are,* using examples from the text in Activity B as a reference. If necessary, have students use the Language Guide on page 84.  Then, teacher may have volunteers to share their results with the class.  If time is an issue and being an extension of a previous topic, teacher may work directly in a whole class activity. | - board  - markers  - notebook  - pencil  *- English Squad* TG 52 | Students complete the sentences after analyzing the examples from the yellow box. | *- English Squad* SB p.53 and Language Guide p.84 | Check answers as a class | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2 Activity E**  This activity may be linked in sequence to the whole class section of Activity D. Teacher asks students to complete the table with the correct form of the verb *to be* in *there is* / *there are* negative structures and then asks volunteers to share their results. If necessary, have students look at the Language Guide on page 84.  For further practice on the negative form of *there is* and *there* *are* have students complete the Grammar Drills, Unit 2A, Lesson 2. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.52  *- English Squad* Teacher’s Digital Component: Answers for Grammar Drills, Unit 2A, Lesson 2 | Students complete the table with the correct form  of the expressions *there is* and *there are*. They may go to the Language Guide if necessary. For further practice on the negative form of *there is* and *there* *are* have students complete the Grammar Drills, Unit 2A, Lesson 2. | *- English Squad* SB p.53 and  Language Guide p.84  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2A, Lesson | Activity and drills answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2 Activity F**  Teacher asks students to read and complete the texts in Activity F with *there is* and *there are,* and their negative forms.  For checking results, teacher may ask students to read the complete texts out loud, one sentence per student. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.52 | Students read and complete the texts filling the gaps with *there is* and *there are*. Students read out loud the text in order to share, compare, and discuss their results. | *- English Squad* SB p.53 | Elicit answers | Continuous | Self-assessment  Peer 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.55 | Activities answered | Mid-term evaluation | Teacher assessment  Peer assessment | Observation guide  Tryout section |  |
| **Lesson 3**  **Activity D**  Teacher asks students to answer the questions based on what they see in the examples provided from the text to infer the use of the interrogative structure *there is / there are*. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.56 | Students answer the questions based on the examples provided. | *- English Squad* SB p.57 | Elicit answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3 Activity E**  Teacher asks students to complete the table with the right form of *there* *is* and *there are.*  For further practice on the interrogative, affirmative, and negative forms to answer have students complete the Grammar Drills, Unit 2A, Lesson 3. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.56  *- English Squad* Teacher’s Digital Component: Answers for Grammar Drills, Unit 2A, Lesson 3 | Students complete the table with the right form of *there is* and *there are*. They may go to the Language Guide on page 84 if they need help for completing the table. For further practice, they will complete the Grammar Drills, Unit 2A, Lesson 3. | *- English Squad* SB p.57 and  Language Guide p.84  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2A, Lesson 3 | Activity and Drills answered | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3 Activity F**  Teacher leads students to complete a dialog with the right forms of *there is* and *there are*.  Depending on the group teacher may ask students to role play the dialog as a means for finding the answers.  For further practice, the teacher can play the Video, Unit 2A, and have students complete the Video Activities worksheet. | - media player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.56  *- English Squad* Teacher’s Digital Component: Video, Unit 2A, and answered Video Activities worksheet | Students complete the dialog with the right forms (interrogative, negative, affirmative) of *there is* and *there are.*  Students may role-play the dialog for finding the answers in a more natural way. For further practice, students watch the Video, Unit 2A, and complete the Video Activities worksheet. | *- English Squad* SB p.57  *- English Squad* Student’s Digital Component:  Video worksheet | Activity answered and Video Activities worksheet completed | Continuous | Self-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. | - 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.59 | Activities answered | 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 1**  **Activity H**  Teacher asks students to write six sentences that describe their own bedroom. Then, teacher asks them to draw their bedroom as it was described and share their results in pairs | - notebook  - pencil  - markers  - board  *- English Squad* TG p.49 | Students write sentences about their own bedroom. They use expressions with *there is* and *there are*.  When they finish, they draw their bedroom based on the previous sentences. | *- English Squad* SB p.50 | Six sentences about students’ bedroom. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 1 Activity I**  Teacher asks students to work in pairs. One student describes the bedroom and the other one draws it based on the description. Then, teacher asks them to compare drawings.  An alternative would be to use the sentences written in Activity F instead of an oral description. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.49 | Students work in pairs. Students describe their own bedrooms and their partner draws it based on the description. Then they compare drawings.  Depending on teacher, students may share the sentences from Activity F instead of an oral description. | *- English Squad* SB p.50 | Conversation about bedrooms. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 1 Activity J Self-assessment** Teacher asks students to complete the Observation guide about their own performance during 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.49 | Students complete the Observation guide. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.50 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity K**  **Socio-emotional skills**  Teacher asks students to complete the Socio-emotional statements and to complete the Socio-emotional skills worksheet.  Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.49 | Students answer the Socio-emotional skills activity and complete the worksheet with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.50 | Activity and worksheet completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 1**  **Activity L**  **Socio-emotional skills**  Teacher asks students to answer the Socio-emotional question.  Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.49 | Students answer the Socio-emotional Skill question with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.50 | Activity and worksheet completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity G**  Teacher asks students to write sentences about what there is and there isn’t in their homes.  If relevant, teacher may have a whole class conversation about the things there are in their homes before the writing activity. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.53 | Students write three sentences about what there is in their houses and three sentences about what there isn’t. | *- English Squad* SB p.54 | Six sentences: three about what there is and three about what there isn’t at home. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2 Activity H**  Teacher asks pairs of students to have a conversation about their own homes.  They share the sentences from Activity G and ask each other questions about their homes. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.53 | Students read their sentences to a partner and, based on them, ask each other questions about their homes. It is important to try to do it as a conversation. | *- English Squad* SB p.54 | Conversation using pre-written sentences about homes. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2 Activity I**  Teacher asks volunteers to share their sentences with the class. The rest of the students ask questions about the descriptions. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.53 | Students will read their sentences aloud for the whole class, while the others ask questions about them. | *- English Squad* SB p.54 | Conversation using pre-written sentences about homes. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 2 Activity J**  **Self-assessment**  Teacher asks students to answer the questions about their work in 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.53 | Students answer the self-assessment questions. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.54 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity K**  **Socio-emotional skills**  Teacher asks students to complete the Socio-emotional skills statements. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.53 | Students complete the Socio-emotional skills statements with their own emotions.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.54 | Completed activity | Continuous | Self-assessment | Observation guide |  |
| **Lesson 2**  **Activity L**  **Socio-emotional skills**  Teacher asks students to answer the Socio-emotional skills question. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.53 | Students answer the Socio-emotional skills question with their own emotions.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.54 | Completed activity | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Activity G**  Teacher asks students to register the information in the form of a graphic organizer.  Then, teacher leads students to work with a partner in a conversation (questions and answers) about the classroom with the information from their graphic organizers. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.57 | Students have a conversation in pairs about what there is and there isn’t at the picture in Activity F. They complete a graphic organizer and with that information they ask each other questions. | *- English Squad* SB p.58 | Conversation (series of questions and answers) | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3**  **Activity H**  Teacher asks students to write sentences about what there is and there isn’t in their classroom.  If relevant, teacher may have a whole class conversation about the things there are in their classroom before the writing activity. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.57 | Students write three sentences about what there is in their classroom and three sentences about what there isn’t. | *- English Squad* SB p.58 | Six sentences: three about what there is and three about what there isn’t at home. | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3 Activity I**  Teacher asks students to make a graphic organizer with information about their own classroom.  Then, teacher leads students to use their organizers to have a conversation with a partner by asking and answering questions about their own classroom. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.57 | Students take notes on what they have in their classroom and then make a graphic organizer. Next, with that information they ask each other questions. | *- English Squad* SB p.58 | Graphic organizer  Conversation (series of questions and answers) | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | Rubric  Observation guide |  |
| **Lesson 3**  **Activity J**  **Self-assessment** Teacher asks students to answer the questions about their work in 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.57 | Students answer the self-assessment questions. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.58 | Student’s own answers | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Socio-emotional skills**  **Activity K**  Teacher asks students to complete the Socio-emotional skills statements. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.57 | Students complete the Socio-emotional skills statements with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.62 | Activity and worksheet completed | Continuous | Self-assessment | Observation guide |  |
| **Lesson 3**  **Socio-emotional skills**  **Activity L**  Teacher asks students to answer the Socio-emotional Skill question. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.57  *English Squad* Teacher’s Digital Component: Teaching notes for the Self-awareness worksheet *Music and Your Emotions* | 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.62  *- English Squad* Student’s Digital Component: Self-awareness worksheet *Music and Your Emotions* | Activity and worksheet completed | Continuous | Self-assessment | Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** |  |

***English Squad*  Unit 2A**

**LEARNING OUTCOME 2.2 Writes simple texts where objects are compared using information technology to research topic.**

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| **GENERAL IDENTIFICATION DATA** | | | | |
| **Initial Interaction in English** | **Submodule:** | **Date:** | **School term:** | **Campus name:** |
| **School term:** | **Semester:** | **Estimated hours:** | **Training program** | **Teacher’s name:** |
| **CONTENTS** | | | | |
| **Purpose of the subject:** | | | | |
| **Competence:**  Technology, information, communication, and learning. | | | | |
| **Expected learning outcomes:**   * Students work in teams to use verb *to be* in present simple and adjectives to describe three gadgets. | | | | |
| **Evidence of learning:**  Students write and upload to an online blog seven sentences describing and comparing gadgets. | | | | |
| **Component:**  Technology and human development.  Creation and responsible usage of the information for learning.  Web-based learning. Creation of contents for learning. Use of technology to enhance web-based learning. | | | | |
| **Generic competencies:**  4. The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools. | | | | |
| **Disciplinary competencies:**  4. The student produces texts based on the normative use of the language, considering the intention and communicative situation. | | | | |
| **Socioemotional skills:** Self-awareness (Goals) | | | | |
| **Specific contents:** Numbers 100-1000, Gadgets, Comparative adjectives | | | | |

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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 4**  **Activity A** | *- English Squad* TG p.59 |  | *- English Squad* SB p.60 |  | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity B**  Teacher plays an audio file so that students can listen to a reference to review numbers from 100 to 1000. Then, teacher asks them to say the numbers. Teacher may want to highlight that they only need to combine the numbers they heard with any other number to complete amounts. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.59  *- English Squad* Teacher’s Digital Component: Class audios, track 20 | Students listen to the hundreds and repeat them. Then, students read the numbers by combining what they heard with the complement. Students share and discuss their results with a partner. | *- English Squad* SB p.60  *- English Squad* Student’s Digital Component: Class audios, track 20 | Elicit answers | Continuous | Self-assessment  Peer assessment | Observation guide |  |
| **Lesson 4**  **Activity C**  Teacher plays the audio of a conversation where gadgets are compared and prices with the numbers reviewed appear. Teacher may give some hints if students have trouble answering the questions. The last one should be discussed in pairs.  Teacher asks students to share their results in pairs or with the whole class. | - music player  - board  - markers  - notebook  - pencil  *- English Squad* TG p.59  *- English Squad* Teacher’s Digital Component: Class audios, track 21 | Students listen to the conversation and answer the questions. Students work in pairs and discuss any discrepancies. | *- English Squad* SB p.60  *- English Squad* Student’s Digital Component: Class audios, track 21 | Check answers as a class | Continuous | Self-assessment  Peer 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 4**  **Activity D**  Teacher leads students to read the examples in the yellow box (taken from the previous listened conversation) and answer the questions about the structure of comparative sentences. If necessary, have students check the Language Guide on page 85. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.59 | Students read the yellow box and try to answer the questions.  Students check and discuss results with a partner. If necessary, have students check the Language Guide on page 85. | *- English Squad* SB p.60 and Language Guide p.85 | Elicit answers | Continuous | Self-assessment  Peer  assessment | Observation guide |  |
| **Lesson 4**  **Activity E**  Teacher asks students to complete the table with the rules of regular and irregular comparative adjectives. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.60 | Students complete the table about comparatives.  Volunteer students share their results with the class or with a partner. | *- English Squad* SB p.61 | Check answers as a class | Continuous | Self-assessment  Peer  assessment |  |  |
| **Lesson 4**  **Activity F**  Teacher asks students to complete the sentences with comparative forms. When it is done, teacher asks students to join a partner in order to discuss their results. For further practice, have students complete the Grammar Drills, Unit 2A, Lesson 4. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.60  *- English Squad* Teacher’s Digital Component: Answered Grammar Drills, Unit 2A, Lesson 4. | Students use the right comparative form of the adjective in order to complete the sentences.  Students share and discuss their results with a partner. For further practice, have students complete the Grammar Drills Unit 2A, Lesson 4. | *- English Squad* SB p.61  *- English Squad* Student’s Digital Component:  Grammar Drills, Unit 2A, Lesson 4. | Grammar Drills completed | Continuous | Self-assessment  Peer  assessment | Observation guide |  |
| **Lesson 4**  **Tryout**  Teacher asks students to individually complete the five 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.63 | Check answers as a class | Final evaluation | Teacher assessment  Peer  assessment | Observation guide  Tryout section |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | |

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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 4**  **Activity G**  Teacher asks students to read the questions. Before going to the next activity, teacher leads a pair discussion about the hypothetical answers to the questions.  Then, teacher asks students to read the article on page 62 and confirm their answers. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.60 | Students read the questions and, in pairs, discuss about the possible answers they will obtain from the reading.  Then, students read the article and they compare and discuss their answers. | *- English Squad* SB p.61 | Check answers in pairs | Continuous | Self-assessment | | Observation guide |  |
| **Lesson 4**  **Activity H**  Teacher asks pairs to join another pair in order to get small groups. Teacher leads students to discuss advantages and disadvantages of the devices from the reading in Activity G in order to conclude the most convenient one. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.61 | Students join another pair. In groups, students discuss the most convenient device from the reading by exploring the advantages and disadvantages of them. | *- English Squad* SB p.62 | Conversation about gadgets monitored for observation notes | Continuous | Self-assessment  Peer assessment | | Observation guide |  |
| **Lesson 4**  **Activity I**  Teacher asks students to pick one advantage and one disadvantage from the previous activity.  Teacher leads students to write them in their notebooks. | - board  - markers  - notebook  - pencil  *English Squad* TG p.61 | Students pick one advantage and one disadvantage and write them in their notebooks. | *- English Squad* SB p.62 | Sentences with advantages and disadvantages | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | | Rubric Observation guide |  |
| **Lesson 4**  **Activity J**  Teacher guide a whole class conversation about the products the students chose. | - notebook  - pencil  - markers  - board  *- English Squad* TG p.57 | Students discuss the advantages and disadvantages of the products they chose as a whole class. | *- English Squad* SB p.58 | Whole class conversation | Continuous  Final evaluation | Self-assessment  Peer assessment  Teacher assessment | | Rubric  Observation guide |  |
| **Lesson 4**  **Activity K Self-assessment**  Teacher asks students to check the *can do* statements about the lesson that reflect their performance. If time allows, teacher may ask random students to share their results with the class. | - board  - markers  - notebook  - pencil  *- English Squad* TG p.61 | Students complete the self-assessment statements. Before answering them, students reflect on their own learning process during the lesson. | *- English Squad* SB p.62 | Activity answered | Continuous | Self-assessment | | Observation guide |  |
| **Lesson 4**  **Activity L**  **Socio-emotional skills**  Teacher asks students to complete the Socio-emotional skills statements. Then, teacher asks volunteer students to share their answers and leads a respectful conversation about them. | - notebook  - pencil  *- English Squad* TG p.61 | Students complete the Socio-emotional skills statements with their own information.  Then, volunteer students share their answers to be respectfully discussed with the whole class. | *- English Squad* SB p.62 | Worksheet completed | Continuous | Self-assessment  Peer assessment | | Observation guide |  |
| **Lesson 4**  **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. | - notebook  - pencil  *- English Squad* TG p.61 | Students 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.62 | Worksheet completed | Continuous | Self-assessment  Peer assessment | | Observation guide |  |
| **Project**  Teacher leads the students in the realization of the Cross-curricular project related to logic. | - computer  - notebooks  - board  - markers  - *English Squad* TG p.63-64 | Students carry on the Cross-curricular project including the self-assessment rubric. | *- English Squad* SB p.64-65 | Use of logic skills to research and put together a proposal to create a green space at school: Digital presentation with the student’s proposal. | Final evaluation | Teacher assessment  Peer assessment | | Rubric  Observation guide |  |
| **Reinforcement activity:** | | | | | | | **Assessed with \_\_\_\_\_%** | | |