

	BI-MONTHLY PLANNING			I.E.D. SERREZUELA <small>MADRID - CUND</small> <small>AMOR – DIGNIDAD – AUTONOMIA - EXCELENCIA</small>
	ACADEMIC PROCESS			
	SIGNATURE	ENGLISH	2018/20	
	SEDE:	WORKING DAY	COURSE	
VERSION:	PRINCIPAL	AFTERNOON	SIXTH	CODIGO:
TEACHER(S):	DELIA RODRIGUEZ		FIRST	TERM

DIDACTIC UNIT	WHO I AM IN FRONT OF THE OTHERS
----------------------	--

- | | |
|------------|---|
| DBA | <ul style="list-style-type: none"> • Requests and provides clarification on how names and unknown words are spelled. • Participates in a short conversation where he/she provides his/her name, age and basic information to teachers, friends and acquaintances. |
|------------|---|

LEARNING MATRIX BY COMPETITION

LEVEL	AFFECTIVE – ATTITUDINAL	COGNITIVE	EXPRESSIVE
I	Shows interest to do the activities proposed in class. Recognizes that everybody is different and deserves respect.	COMPREHENDS DIFFERENT GRAMMAR STRUCTURES AS COMMANDS, GREETINGS, VERB TO BE, DEFINITE INDEFINITE ARTICLE, PLURAL AND SINGULAR NOUNS POSSESSIVE ADJECTIVES. POSSESSIVE SAJON, FAMILY MEMBERS	Can use simple phrases and sentences to describe where I live and people I know.
II	Shows responsibility and fulfilment to develop the proposed academic duties in school and at home.	IS ABLE TO RECOGNIZE SEVERAL WORDS, IDIOMATIC EXPRESSIONS AND COMPOUND WORDS IN SPECIFIC ACTIVITIES WHICH INVOLVE SOCIAL CONTEXTS	Can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
III	Understands the importance of communication as a means to achieve educational and social goals.	CAN ANALYZE AND SELECT APPROPRIATE WORDS TO BUILD LOGIC SENTENCES.	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

METHODOLOGY	The methodology will be based on communicative approach in which we are looking for developing the communicative skills so the students can use the language in several contexts.
--------------------	---

EVALUATION CRITERIA	REFERENCE MATRIX: EVIDENCE OF LEARNING / BIMESTRAL EVALUATIONS	PLANNED WEEKS TIME / PERIOD
Attendance to the class Check the notebook- Dictionary Check the homework Oral and written activities Evaluations Reading plan	Worksheets	During the period Jan 16th – March
	Listening activities as videos songs and movies	During the period
	Speaking activities as: describing pictures discussions and short conversations	During the period
	Reading comprehension Young stories	Reading hour class
	Games and contests to motivate their learning	During the period

PEDAGOGICAL SUPPORT STRATEGIES/ IMPROVEMENT: REFERENCES AND COMPLEMENTARY RESOURCES
--

REINFORCEMENT STRATEGIES ACTIVITIES TO SUBMIT	MAIN TOPICS	DOCUM.SUPPORT
WORKSHEETS AND WORKSHOPS GIVEN TO THE STUDENTS TO DO AT HOME	commands	<ul style="list-style-type: none"> • https://quizlet.com/2344991/vocabulario-10-classroom-commands-flash-cards/ • http://www.spanishcentral.com/flashcards/quiz/classroom-commands • https://es.slideshare.net/volyordam/classroom-commands-presentation
GENERAL REINFORCEMENT ABOUT VERB TO BE	Greetings and introductions	<ul style="list-style-type: none"> • https://albalearning.com/ejercicios/voc/saludos.htm • https://www.curso-ingles.com/practicar/ejercicios/greetings-and-introductions • http://www.pumarosa.com/ingles/greetings/index/load.htm?f • http://www.saberingles.com.ar/curso/lesson01/02.html • http://www.saberingles.com.ar/curso/lesson01/03.html • http://www.saberingles.com.ar/curso/lesson01/03b.html
GENERAL REINFORCEMENT ABOUT VOCABULARY	articles	<ul style="list-style-type: none"> • https://www.grammarly.com/blog/articles/ • https://owl.english.purdue.edu/owl/resource/540/01/ • https://www.curso-ingles.com/practicar/ejercicios/unit-test-articles
GRAMMAR ITEMS THERE IS/ARE	To be	<ul style="list-style-type: none"> • https://www.curso-ingles.com/aprender/cursos/nivel-basico/verbs/to-be • https://www.curso-ingles.com/practicar/ejercicios/to-be • https://www.curso-ingles.com/aprender/cursos/nivel-basico/verbs/short-forms • https://www.curso-ingles.com/practicar/ejercicios/short-forms
GENERAL VOCABULARY PLACES	Plural singular	<ul style="list-style-type: none"> • https://www.ef.com/english-resources/english-grammar/singular-and-plural-nouns/ • https://www.englishgrammar101.com/module-1/nouns/lesson-3/singular-and-plural-nouns-1
GENERAL VOCABULARY VERBS	Possessive adjectives	<ul style="list-style-type: none"> • https://learnenglish.britishcouncil.org/en/english-grammar/possessives/possessives-adjectives • https://www.english-hilfen.de/en/exercises/pronouns/possessive_determiners.htm
Print different activities relate with the thematic, present two weeks before to final the academic term. Make projects: family tree- my house- the clock Extra reading activities	Possesive sajon	<ul style="list-style-type: none"> • http://www.mansioningles.com/Gram08.htm • http://www.mansioningles.com/gram08_ej1.htm • http://www.englishspanishlink.com/ejercicios-ingles/saxon-genitive_2.htm • http://www.englishspanishlink.com/ejercicios-ingles/genitive-adjective_1.htm • http://www.englishspanishlink.com/ejercicios-ingles/double-genitive.htm
	Family members	<ul style="list-style-type: none"> • http://www.saberingles.com.ar/lists/family.html • http://www.saberingles.com.ar/exercises/188.html • https://www.ego4u.com/en/cram-up/vocabulary/family/exercises?04

NOMBRE/FIRMA DEL ESTUDIANTE: _____	NOMBRE/FIRMA DEL PADRE/MADRE DE FAMILIA: _____
------------------------------------	--