



Escuela Secundaria General # 13 “Heriberto Huerta Luna”
 Monthly/Project Planner **1st grade**
 LEI. Patricia Alejandra Rodriguez Nieves



Group:	1 C - E	Unit:	1	Product:	Set of instructions	Social Practice:	Understand and write instructions.
Date:	August 18 - 29	Cycle:	4	Environment:	Academic & educational	Specific Competency:	Write instructions for the rest of the school year

	Period	Product Stage	Achievements	Content (Do, know & be)	Activities	Assessment
Initial	1	*Make list of instructions needed in class	*Locates and reads the definitions of words both in English and Spanish.	<i>Select and check bilingual dictionaries.</i> * Identify purpose and intended audience. *Recognize graphic & text components and organization. *Point out sections assigned to each language.	* Explain rules and grading * Fill out info card (name, email, birthday and emergency contact)	Checklist: * Form
Development	4	*Search for the needed word in the dictionary	*Understands the use of upper case letters, lower case letters and abbreviations in a dictionary.	<i>Understand the use of the textual components in bilingual dictionaries.</i> • Locate words in English and in the mother tongue. • Read the definitions for words in English and in Spanish. • Understand the use that is given to lower and upper-case letters.	* Do diagnostic test * Review numbers to 1-100. . *Explain dictionary *Do translation exercises. * Complete a classroom order exercise.	Checklist: * Diagnostic test *Numbers *Translation *Classroom orders.
Closing	1	*Create a poster to share and display in the classroom	Removes and/or adds info to edit an instruction manual.	• Establish type of word from an abbreviation. • Understand the instructions to use a bilingual dictionary.	* Review classroom orders. *Make poster.	Checklist: *Poster

Date: _____

Signature: _____



Escuela Secundaria General # 13 “Heriberto Huerta Luna”
Monthly/Project Planner 1st grade
 LEI. Patricia Alejandra Rodriguez Nieves



Group:	1 C - E	Unit:	1	Product:	Acting-out a dialogue	Social Practice:	Understand and use information about goods and services.
Date:	September 1 - 19	Cycle:	4	Environment:	Familiar and Community	Specific Competency:	Give and receive information for performing community service

	Period	Product Stage	Achievements	Content (Do, know & be)	Activities	Assessment
Initial	3	*Choose a peer to act-out a dialogue about providing services. *Choose the community service about which info on is to be exchanged.	*Identifies topic, purpose and intended audience. *Predicts the general meaning from words and expressions similar to those of the mother tongue	<i>Listen and check a dialogue about the performance of community service.</i> *Recognize topic and purpose. *Discriminate environment sounds and background noise. *Identify form of communication. *Distinguish between intonation and attitude. *Establish the relationship between participants.	* Listening exercises of several dialogues to answer questions and order sentences. (P. 4-5) * Analyze expressions and complete dialogue (P. 5-6) * Learn clothes vocabulary and match phrases and meanings. (P. 7)	Checklist: *Listening exercises * Expressions and dialogues *Clothes vocabulary
Development	3	*Decide roles and turns of participation. *Write sentences to give and receive info.	*Distinguishes expressions in oral exchanges. *Recognizes the composition of expressions in oral exchanges.	<i>Understand the general meaning and main ideas.</i> *Activate previous knowledge and predict the general meaning finding key words *Distinguish composition of expressions. *Identify words used to link ideas. *Recognize the behavior of speakers and listeners that support the meaning construction. *Determine sequence of statements (for example: description, instruction, etc.). *Participate appropriately during oral exchanges.	* Review clothes vocabulary. Read menu. Listen conversation and categorize expression. Write one easy dialogue (P. 8) * Using key words convey meaning and answer questions of listening. Categorize sentences according to purpose (P. 9-10) * Organize dialogue and phrases according to place, emotion and flow. (P. 11)	Checklist: * Menu dialogue * Library and greetings * Dialogues

Date: _____

Signature: _____



Escuela Secundaria General # 13 “Heriberto Huerta Luna”
 Monthly/Project Planner **1st grade**
 LEI. Patricia Alejandra Rodriguez Nieves



Closing	3	<ul style="list-style-type: none"> *Check that sentences are understood when spoken and listened to. *Practice sentences. *Perform the dialogue. 	<ul style="list-style-type: none"> *Produces expressions to provide info. *Adjusts volume and speed when constructing oral texts. 	<p><i>Exchange information about the performance of community Service.</i></p> <ul style="list-style-type: none"> *Choose a suitable word repertoire. *Use an appropriate speech register based on the addressee. *Write sentences. *Read sentences to practice pronunciation. *Organize sentences to establish turns of participation. *Include relevant details and interesting information. *Establish tone and intonation of sentences. *Foster confidence within interpersonal relationships 	<ul style="list-style-type: none"> * Complete dialogue (P. 12) * Write dialogue providing a community service. Edit and practice dialogue. * Perform the dialogue on class or record it to be listened. 	<p>Checklist:</p> <ul style="list-style-type: none"> *Review dialogue * Draft of dialogue <p>Rubrics:</p> <ul style="list-style-type: none"> * Dialogue
---------	---	---	---	---	--	--

Date: _____

Signature: _____



Escuela Secundaria General # 13 “Heriberto Huerta Luna”
Monthly/Project Planner 1st grade
 LEI. Patricia Alejandra Rodriguez Nieves



Group:	1 C - E	Unit:	1	Product:	Big Book	Social Practice:	Read and understand different types of literary texts of English-speaking countries
Date:	Sept 29 – Oct 17	Cycle:	4	Environment:	Literary and Ludic	Specific Competency:	Read classic tales and write a short story based on them

	Period	Product Stage	Achievements	Content (Do, know & be)	Activities	Assessment
Initial	3	<ul style="list-style-type: none"> *Select and read a classic story. *Determine which the key events are. 	<ul style="list-style-type: none"> *Uses known comprehension strategies. *Recognizes the general meaning from some details. *Formulates and answers questions for specific info. 	<p><i>Select and check classic tales.</i></p> <ul style="list-style-type: none"> *Recognize graphic and text arrangement. *Activate previous knowledge. *Determine topic, purpose, intended audience and author(s). *Acknowledge reading as a recreational activity. 	<ul style="list-style-type: none"> * Make list of classic tales. Brainstorming, p 14 * Analyze the layout elements (illustration, title, subtitle author, etc), p 15 * Understand main idea, predict from illustrations, skim and scan, p 16-17 	<p>Checklist:</p> <ul style="list-style-type: none"> * Book list * Chart of layout * Main ideas
Development	3	<ul style="list-style-type: none"> *Write and arrange the sentences based on key events. *Check that the sentences comply with grammar, spelling and mechanics. *Put together and illustrate the big book. 	<ul style="list-style-type: none"> *Expresses personal reactions to literary texts, using known oral expressions. *Retells events using images. *Organizes sentences into a sequence of actions. 	<p><i>Read and understand the general meaning and main ideas of a classic tale.</i></p> <ul style="list-style-type: none"> *Predict contents based on graphic and text components. *Use different comprehension strategies (e.g., skimming, scanning, adjusting speed and rhythm). *Detect sounds represented by different letters or their combos. • Establish forms that express continuous and past actions. • Identify key events by number and order • Recognize the general meaning. • Understand and appropriately contribute in discussions. 	<ul style="list-style-type: none"> * Identify character, setting, event, conflict, resolution p 18 * Learn about past simple, past continuous p 20 * Do test 	<p>Checklist:</p> <ul style="list-style-type: none"> *Elements of stories *Grammar exercises *Test

Date: _____

Signature: _____



Escuela Secundaria General # 13 “Heriberto Huerta Luna”
 Monthly/Project Planner **1st grade**
 LEI. Patricia Alejandra Rodriguez Nieves



Closing	3	<p>*Rehearse the oral reading out loud of the text and practice pronunciation. *Read the book out loud and donate it to elementary school.</p>	<p>*Expresses personal reactions to literary texts, using known oral expressions.</p>	<p><i>Speak about and rewrite key events of a classic tale.</i></p> <ul style="list-style-type: none"> • Speak about personal reactions and opinions of an event. • Retell events from illustrations. • Rewrite sentences of key events. • Complete sentences that express continuous and past actions. • Rewrite key events. • Arrange events in a sequence. • Foster respect towards others' opinions. 	<p>* Write draft of big book *Edit and practice big book. Perform the dialogue on class or record it to be listened. * Amelia Bedelia activity</p>	<p>Checklist: *2nd draft * Grammar exercises Rubrics: * Aloud reading * Big Book Test</p>
---------	---	---	---	---	--	---

Date: _____

Signature: _____