



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



Group:	<b>1 C - E</b>	Unit:	<b>4A</b>	Product:	<b>Interview</b>	Social Practice:	<b>Understand and produce oral exchanges related to leisure situations</b>
Date:	<b>Feb 23 – Mar 13</b>	Cycle:	<b>4</b>	Environment:	<b>Familiar &amp; Community</b>	Specific Competency:	<b>Exchange likes and dislikes in a dialogue</b>

	Period	Product Stage	Achievements	Content (Do, know & be)	Activities	Assessment
Initial	2	<ul style="list-style-type: none"> <li>*Select a leisure activity</li> <li>*Decide time, place, and length of the interview.</li> </ul>	<ul style="list-style-type: none"> <li>*Recognizes the speakers and listeners behavior that supports the construction of meaning.</li> <li>*Requests clarifications.</li> </ul>	<ul style="list-style-type: none"> <li><i>Listen and check likes and dislikes about leisure activities.</i></li> <li>*Observe and comprehend non-verbal communication.</li> <li>*Identify topic, purpose and intended audience.</li> <li>*Recognize situations in which likes and dislikes are shared.</li> <li>*Identify leisure activities by name.</li> </ul>	<ul style="list-style-type: none"> <li>* Spell word. Make list of hobbies. Listen to activities and match expression. Page 64.</li> <li>* Spell word. Complete conversations and analyze expressions using enjoy, hate, love and dislike. Write your own. Page 65.</li> </ul>	<p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li>* Page 64</li> <li>* Page 65</li> </ul>
Development	3	<ul style="list-style-type: none"> <li>*Structure questions about likes and dislikes.</li> <li>*Check that the questions are appropriate regarding the topic, the purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>*Writes sentences</li> <li>*Formulates questions to clarify doubts.</li> </ul>	<ul style="list-style-type: none"> <li><i>Understand the general meaning and main ideas in a dialogue.</i></li> <li>*Anticipate the general meaning.</li> <li>*Identify and compare forms for expressing likes and dislikes.</li> <li>*Establish sequence of statements.</li> <li>*Identify words used to link ideas.</li> <li>*Recognize behavior adopted by speakers to clarify and confirm comprehension.</li> <li>*Identify speech register.</li> </ul>	<ul style="list-style-type: none"> <li>* Spell word. Learn and, but, because. Answer questions of Anna’s profile. Complete conversation and match expressions. Page 66-67.</li> <li>* Spell word. Underline central sense and order dialogues. Practice dialogue to present. Page 68.</li> <li>* Spell word. Write sentences about Jan and Monica. Complete dialogue. Do personal mind map. Page 69</li> </ul>	<p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li>* Page 66-67</li> <li>* Page 68</li> <li>* Page 69</li> <li>* Mind map.</li> </ul>

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Closing	3	<ul style="list-style-type: none"> <li>*Invite the person or classmates to be interviewed</li> <li>* Assign the roles.</li> <li>*Practice the formulation of questions and their answers.</li> <li>*Carry out the interview.</li> </ul>	<ul style="list-style-type: none"> <li>*Anticipates the general meaning to start a dialogue</li> </ul>	<p><i>Express likes and dislikes in a dialogue.</i></p> <ul style="list-style-type: none"> <li>• Write sentences.</li> <li>*Organize sentences in a sequence.</li> <li>*Include details in main ideas.</li> <li>*Express points of view in favor and against.</li> <li>*Use linguistic resources to confirm comprehension.</li> <li>*Use non-verbal language.</li> <li>*Recognize the appropriate time to interrupt a speaker.</li> <li>*Practice and follow rhythm, speed and pronunciation.</li> <li>*Start a dialogue to express likes and dislikes about leisure activities.</li> </ul>	<ul style="list-style-type: none"> <li>* Spell word. Learn about tag questions. Page 71.</li> <li>* Spell word. Write dialogue using example on page 72.</li> <li>* Spell word. Present dialogue.</li> </ul>	<p><b>Checklist:</b></p> <ul style="list-style-type: none"> <li>* Page 71</li> <li>* Draft</li> <li>* Presentation</li> </ul>
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- Consejo Tecnico – Feb 27

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Group:	<b>1 C - E</b>	Unit:	<b>4b</b>	Product:	<b>Recital</b>	Social Practice:	<b>Understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries</b>
Date:	<b>Mar 16 – Apr 17</b>	Cycle:	<b>4</b>	Environment:	<b>Literary &amp; Ludic</b>	Specific Competency:	<b>Read and sing songs in order to identify human values in English-speaking countries and Mexico</b>

	Period	Product Stage	Achievements	Content (Do, know & be)	Activities	Assessment
<b>Initial</b>	2	*Select the songs. *Understand content of songs. *Locate key words in verses & chorus *Read lyrics along with the music.	*Recognizes main ideas in songs. *Formulates and answers questions about the treatment of info.	<i>Check songs that reflect human values.</i> *Select songs based on key words. *Recognize text distribution of songs. *Determine topic and intended audience.	* Spell word from dictionary. See countdown and answer questions. (LAB). * Spell word from dictionary. See rhymes in page 74-75. Sing “All I want is you” and mark rhymes.	<b>Checklist:</b> * Questions * Page 75.
<b>Development</b>	2	*Listen to the song in order to follow rhythm. *Intonate the song at the speed of music. *Check intonation in English while singing.	*Compares info using known expressions.	<i>Understand the general meaning and main ideas in songs.</i> *Anticipate content. *Use diverse comprehension strategies. *Clarify meaning of words. *Identify explicit and implicit information. *Identify key words in stanzas and chorus. *Distinguish language features. *Formulate and answer questions about the content. *Compare how human values are expressed in songs of English speaking countries and of Mexico.	* Spell word from dictionary. Read the definitions about values and match. page 78 * TEST	<b>Checklist:</b> * Page 78 <b>Test</b>

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Closing	3	<p>*Determine place, date and audience for which the songs will be interpreted.          *Perform recital to the selected audience at the planned place and date.</p>	<p>*Sings verses and choruses of songs.          *Detects rhythm, speed and intonation of songs.</p>	<p><i>Listen to and sing songs.</i>          *Recognize combination of words and the sounds they represent.          *Detect rhythm, speed and intonation.          *Follow the chorus and recite the lyrics.          *Write down verses and/or chorus.          *Sing songs with and without the help of written lyrics.</p>	<p>* Make list of songs according to value or feeling.          * Make list of 3 favorite songs and select two stanzas and find rhymes, values or feeling.          * Singing the 3 favorite songs.</p>	<p><b>Checklist:</b>          * Song list          * Song analysis          * Singing</p>
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- Dia de Asuelto – Mar 16
- Consejo Tecnico – Mar 27

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