



Escuela Secundaria General # 13 “Heriberto Huerta Luna”  
 English – Didactic Sequence - **1st grade**  
 LEI. Patricia Alejandra Rodriguez Nieves



Unit: <b>4B</b>		Period: <b>4th Bim</b>		Grade: <b>1 C/D/E</b>		Week: <b>March 16 -20</b>		
Learning Environment:		<b>Literary &amp; Ludic</b>						
Social Practice:		<b>Understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries</b>						
Specific Competence:		<b>Read and sing songs in order to identify human values in English-speaking countries and Mexico</b>						
Session 1			Session 2			Session 3		
Achievements: <b>Listening song from the past</b>			Achievements: <b>Recognize combination of words and the sounds they represent.</b>					
Product: <b>List of songs and questions</b>			Product: <b>List of rhymes</b>					
Didactic Strategies: <b>Semantic mapping</b>			Didactic Strategies: <b>Analyzing contrastively</b>					
Sequence of Activities:			Sequence of Activities:					
Assessment			Assessment					
Opening:  Develop ment:  Closing:	Spell word using flashcards in set of 3 students each time.		Check in notebook		Spell word using flashcards in set of 3 students each time.		Check in notebook	
	See countdown from best song of 2002-2003. Make list (LAB).		Check in notebook		Find and circle rhymes.		Check textbook in page 74-75	
	Answer questions and categorize songs in genres.		Check in notebook		Sing “All I want is you” and mark rhymes.		Check in notebook	
Materials: <b>wb, notebook, markers</b>			Materials: <b>wb, notebook, markers</b>					

No class

Checked by: \_\_\_\_\_



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<b>Unit: 4B</b>		<b>Period: 4th Bim</b>		<b>Grade: 1 C/D/E</b>		<b>Week: March 23 - 27</b>	
Learning Environment:		<b>Literary &amp; Ludic</b>					
Social Practice:		<b>Understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries</b>					
Specific Competence:		<b>Read and sing songs in order to identify human values in English-speaking countries and Mexico</b>					
Session 1			Session 2			Session 3	
Achievements: <b>Understand central sense and main idea in songs.</b>			Achievements: <b>Anticipate central sense. Organize sentences and talk.</b>				
Product: <b>List of values in songs.</b>			Product: <b>Test</b>				
Didactic Strategies: <b>Taking notes, associating and using imagery</b>			Didactic Strategies: <b>Testing</b>				
Sequence of Activities:			Sequence of Activities:				
		Assessment				Assessment	
Opening:	Spell word using flashcards in set of 3 students each time.	Check in notebook	Spell word using flashcards in set of 3 students each time.	Check in notebook	No class		
Development:	Read the definitions about values and match saying to values.	Check textbook in page 68	TEST	Check in tests			
Closing:	Listen to song and answer questions.	Check textbook in page 69					
Materials: <b>wb, notebook, markers</b>			Materials: <b>wb, notebook, markers</b>				

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Unit: <b>4B</b>		Period: <b>4th Bim</b>		Grade: <b>1 C/D/E</b>		Week: <b>April 13-17</b>								
Learning Environment:		<b>Literary &amp; Ludic</b>												
Social Practice:		<b>Understand and express differences and similarities between cultural aspects from Mexico and English-speaking countries</b>												
Specific Competence:		<b>Read and sing songs in order to identify human values in English-speaking countries and Mexico</b>												
Session 1			Session 2			Session 3								
Achievements: <b>Detect rhythm, speed and intonation. Follow chorus and recite lyrics.</b>			Achievements: <b>Identify key words in stanzas and chorus.</b>			Achievements: <b>Perform songs with and without the help of written lyrics.</b>								
Product: <b>Song chart</b>			Product: <b>Opinion of song</b>			Product: <b>Song presentations</b>								
Didactic Strategies: <b>Using synonyms</b>			Didactic Strategies: <b>Using linguistic cues</b>			Didactic Strategies: <b>Using mime or gesture, getting help</b>								
Sequence of Activities:			Sequence of Activities:			Sequence of Activities:								
			Assessment											
Opening:  Develop ment:  Closing:	Spell word using flashcards in set of 3 students each time.		Check in notebook		Spell word using flashcards in set of 3 students each time.		Check in notebook		Spell word using flashcards in set of 3 students each time.		Check in notebook			
	Listen list of songs and sing chorus.		Check in notebook		Make list of 3 favorite songs and select two stanzas and find rhymes, values or feeling.		Check in notebook		Singing the 3 favorite songs		Check orally			
	Make list of songs according to value or feeling.		Check in notebook		Write opinion of each song.		Check in notebook							
Materials: <b>wb, notebook, markers</b>			Materials: <b>wb, notebook, markers</b>			Materials: <b>notebook, markers</b>								

Checked by: \_\_\_\_\_