

Annual Plan

A1					
Capacities	Unit	Topic	Learning goals	Strategies and Assessment	Time
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the alphabet sounds. <input type="checkbox"/> Students can pronounce the alphabet. <input type="checkbox"/> Transcribe the alphabet. 	I	-The alphabet	<ul style="list-style-type: none"> -Identify the alphabet. -Recognize the alphabet sounds. -Correct pronunciation of the alphabet. 	<ul style="list-style-type: none"> -Listening -Speaking -Reading -Writing -Individual work -Group work -Image association -R.S.A 	
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize and mention family member's vocabulary. <input type="checkbox"/> Comprehend questions related to personal information. <input type="checkbox"/> Introduce oneself, greetings and goodbyes. <input type="checkbox"/> Provide and write personal information. <input type="checkbox"/> Mention family member's vocabulary. 	II	-My Family	<ul style="list-style-type: none"> -Identify family members. -Correct pronunciation of expressions related to personal information. -Correct answer of the questions related to personal information. 		

<ul style="list-style-type: none"> <input type="checkbox"/> Recognize color vocabulary. <input type="checkbox"/> Write color vocabulary. 	III	-Colors	<ul style="list-style-type: none"> -Identify the colors. -Correct pronunciation of the colors. -Discriminate the different colors. 		
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize cardinal numbers (1-20) <input type="checkbox"/> Write the numbers name. <input type="checkbox"/> Use the cardinal numbers in a particular context. <input type="checkbox"/> Mention the color name in a particular context. 	IV	-Cardinal Numbers	<ul style="list-style-type: none"> -Identify the cardinal numbers. -Count from 1 to 20. -Correct pronunciation of the numbers. 		
<ul style="list-style-type: none"> <input type="checkbox"/> Identify expressions which include classroom objects vocabulary: crayon, marker, book, close your book, raise your hands, be quiet, etc. <input type="checkbox"/> Write the classroom objects. <input type="checkbox"/> Identify expressions that indicates possession (my-your). 	V	-School Supplies	<ul style="list-style-type: none"> -Recognize school supplies. -Appropriate pronunciation of the words. -Follow comand. -Correct use of the expresions. 		

<ul style="list-style-type: none"> <input type="checkbox"/> Understand classroom commands: stand up, sit down, come in, open your book, close your book, raise your hands, be quiet, etc. <input type="checkbox"/> Use phrases of apologizing. 					
<ul style="list-style-type: none"> <input type="checkbox"/> Identify body parts: head, shoulders, knees, toes, eyes, nose, mouth, ears, etc. <input type="checkbox"/> Recognize vocabulary related to feelings: happy, sad, surprised, etc. <input type="checkbox"/> Write and mention the body parts. 	VI	-The body	<ul style="list-style-type: none"> -Recognize the body parts. -Identify feelings. -Apropiate oral production. -Appropriate written production. 		
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize days of the week and the climate. <input type="checkbox"/> Mention days of the week and the climate. <input type="checkbox"/> Understand sentences which 	VII	<ul style="list-style-type: none"> -Days of the week -The weather 	<ul style="list-style-type: none"> -Identify days of the week. -Identify the weather. -Use the vocabulary appropriately. 		

<p>include days of the week and the climate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write days of the week and the climate. 					
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize domestic and farm animals. <input type="checkbox"/> Mention some domestic and farm animals. <input type="checkbox"/> Write domestic and farm animals. 	VIII	-Animals	<ul style="list-style-type: none"> -Identify the animals -Differentiate between domestic and farm animals. -Correct pronunciation of the color name. 		
<ul style="list-style-type: none"> <input type="checkbox"/> Identify vocabulary related to sizes and shapes. <input type="checkbox"/> Mention some classroom objects in a particular context. 	IX	-Sizes and shapes	<ul style="list-style-type: none"> -Identify the sizes and shapes. -Identify the classroom objects. -Use the vocabulary learnt in a context. 		
<ul style="list-style-type: none"> <input type="checkbox"/> Understand and transcribe sentences which include toys vocabulary. <input type="checkbox"/> Recognize sentences related to toys vocabulary. <input type="checkbox"/> Transcribe toys 	X	-Toys	<ul style="list-style-type: none"> -Use the appropriate vocabulary in a particular context. -Identify the toys. -Associate toy vocabulary with statements. 		

<p>vocabulary.</p> <ul style="list-style-type: none">□ Mention toys vocabulary in a particular context.					
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A2					
Capacities	Unit	Topic	Learning goals	Strategies and Assessment	Time
<input type="checkbox"/> Recognize interrogative vocabulary: where and what. <input type="checkbox"/> Recognize expression related to actions which are performing at the moment. <input type="checkbox"/> Write personal information: name, last name and age. <input type="checkbox"/> Respond with short answers: Yes, I am/ No, I am not –Yes, I do/ No, I don't.	I	-Question words/The verb to be.	-Identify the question words . -Identify expressions which are related to actions perform at the moment. -Provide personal information. -Provide short answer	-Listening -Speaking -Reading -Writing -Individual work -Group work -Image association	
<input type="checkbox"/> Recognize parts of the house vocabulary: living room, bedroom, kitchen, and bathroom.	II	-The house: Parts of the house.	-Identify Parts of the house. -Use preposition of place to say where are the objects. -Comprehend questions related to where the objects are.		

<ul style="list-style-type: none"> <input type="checkbox"/> Mention some parts of the house and tell some activities that could be performed in them. <input type="checkbox"/> Tell the place where the objects are: in, on, under, next to, behind, between. <input type="checkbox"/> Understand questions related to the objects place: where is/are? In, on, under, next to, behind, between, etc. 					
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize family members : cousin, aunt and uncle. <input type="checkbox"/> Ask and provide personal information. 	III	-My family	<ul style="list-style-type: none"> -Identify family members. -Provide personal information. 		

<ul style="list-style-type: none"> <input type="checkbox"/> Recognize food and drinks vocabulary: apple, banana, orange, juice, water, pizza, hamburger, soup, fish, spaghetti, rice, cheese, etc. <input type="checkbox"/> Express likes and dislikes: I like/ I don't like. 	IV	-Food	<ul style="list-style-type: none"> -Identify food. -correct pronunciation of the words. -Correct use of likes and dislikes. 		
<ul style="list-style-type: none"> <input type="checkbox"/> Identify daily routines and use common expressions related to the classroom. <input type="checkbox"/> Mention some parts of the school: classroom, library, girl's bathroom, boy's bathroom, etc. 	V	My school	<ul style="list-style-type: none"> -Recognize daily routines. -Use of common expressions related to the classroom. -Correct pronunciation of the work 		

<ul style="list-style-type: none"> <input type="checkbox"/> Recognize body parts vocabulary: finger, neck, hair, leg, etc.; vocabularies related to clothes: short, t-shirt, skirt, etc. <input type="checkbox"/> Recognize some adjectives that describe a person: big, small, tall, green eyes, short, wavy, hair, etc. <input type="checkbox"/> Mention body parts in a particular context: I have 10 fingers; I have black hair, etc. <input type="checkbox"/> Describe to a person: big, small, tall, etc.; as well as what she/he is wearing; she is 	<p style="text-align: center;">VI</p>	<ul style="list-style-type: none"> -The body -Clothes -Sizes 	<ul style="list-style-type: none"> -Identify the body parts. -Identify clothes. -Identify sizes. -Use the vocabulary learnt. -Appropriate pronunciation of the vocabulary. 	<p style="text-align: center;">-</p>	
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<p>wearing a green sweater.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe a friend and animals: tall, short, thin, etc. 					
<ul style="list-style-type: none"> <input type="checkbox"/> Identify cardinal numbers from 1 to 50. <input type="checkbox"/> Use the cardinal numbers from 1 to 50 in a particular context. 	VII	Numbers (1-50)	<ul style="list-style-type: none"> -Identify the colors, -Use the vocabulary learnt. -Count 1 to 50 		
<ul style="list-style-type: none"> <input type="checkbox"/> Identify phrase and sentences used in a particular context. <input type="checkbox"/> Understand easy text related to: Body parts, parts of the house, the objects position, numbers, animals, and family 	VIII	Review	<ul style="list-style-type: none"> -Use the vocabulary learnt. -Correct pronunciation of the vocabulary. -Correct answer of the questions related to the family or the classroom. 		

<p>members, parts of the school, food and clothes.</p> <ul style="list-style-type: none"><input type="checkbox"/> Write words and phrases with the vocabulary learnt.<input type="checkbox"/> Answer to questions related to the family or the classroom.					
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A3					
Capacities	Unit	Topic	Learning goals	Strategies and Assessment	Time
<input type="checkbox"/> Recognize ordinal numbers: 1 st to 31 st <input type="checkbox"/> Recognize cardinal numbers: 1 to 100. <input type="checkbox"/> Use the ordinal number in a particular context. <input type="checkbox"/> Use cardinal numbers from 50 to 100 in a particular context. <input type="checkbox"/> Mention, recognize and write the time: it's o'clock, it's seven thirty.	I	-Ordinal Numbers -Cardinal Numbers -The time	-Identify ordinal numbers. -Identify cardinal numbers. -Recognize the time.	-Listening -Speaking -Reading -Writing -Individual work -Group work -Image association	
<input type="checkbox"/> Identify the seasons of the year: its spring, summer, winter, and fall. <input type="checkbox"/> Recognize and	II	-Season of the year -Holidays -Invitation and greetings card	-Identify the season of the year. -Recognize holidays of the calendar. -Use the vocabulary learnt. -Correct use of the vocabulary writing congratulation and		

<p>mention holidays of the calendar.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mention the seasons of the year in a particular context. <input type="checkbox"/> Answer to questions: what...? When...? Where...? <input type="checkbox"/> Write congratulation and invitation cards using simple designs. 			invitation cards.		
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize professions vocabulary in a specific context. <input type="checkbox"/> Write sentences using frequent expressions. 	III	-Professions	<ul style="list-style-type: none"> -Identify the professions. -Correct use of the vocabulary. -Correct pronunciation of the vocabulary. 	-Listening	
<ul style="list-style-type: none"> <input type="checkbox"/> Recognize vocabulary related to sports. <input type="checkbox"/> Use common expressions in a 	IV	-Sports	<ul style="list-style-type: none"> -Identify the professions. -Correct use of the vocabulary. -Correct pronunciation of the vocabulary. 		

game: let's play/ I play/ he plays					
<input type="checkbox"/> Recognize wild animal vocabulary. <input type="checkbox"/> Mention vocabulary related to wild animals.	V	-Animals -Descriptionns (animals)	-Identify the animals. -Describe the animals. -Correct pronunciation of the vocabulary.		
<input type="checkbox"/> Recognize vocabulary related to daily routine and then comment: I play..., she eats..., he drinks..., etc. <input type="checkbox"/> Write sentences related to actions that occur at the moment: she is singing; he is dancing. <input type="checkbox"/> Identify some common expressions used in the classroom:	VI	-Present Continuous -Negative and interrogative forms Action verbs If you're happy and you know it (song)	-Identify common expressions used in the classroom. -Correct pronunciation of the vocabulary. -Use the vocabulary learnt.		

cut and paste, read stories, write, play, etc.					
<input type="checkbox"/> Understand expressions and use can't/ can to talk about abilities. <input type="checkbox"/> Discriminate the appropriate used of: there is/ are.	VII	-There is/are Can/Can't -It's an amazing world (poem)	-Identify modal verbs to express abilities. -Correct use of the vocabulary in a context. -Correct pronunciation of the words.		
<input type="checkbox"/> Comprehend descriptions and questions related to: people, animals, objects, daily routines, sports, time, holidays and places. <input type="checkbox"/> Identify interrogative vocabulary: where, what and who.	VIII	-An amazing world -My nice town (conversation) -Animals Rhymes (song) -Peace is many things (poem)	-Correct answer of different questions. -Sing songs. -Correct pronunciation of the vocabulary learnt.		