



**LEARNING PROGRAM FOR E-LEARNING CLASSES**  
**ENGLISH AREA**  
**SECOND TERM**

<b>TEACHER</b>	Miss Norma Herrera, Miss Jéssica Muiragui, Miss Katerine Barriga	
<b>SUBJECT</b>	Language Arts	
<b>GRADE/CLASS</b>	First Basic	Classes: A – B - C
<b>BLOCK_1_</b>	Units: The world to explore/ As we grow	

OBJECTIVES	CONTENTS
<p>OG.EFL 1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity.</p> <p>OG.EFL 2 Draw on this established propensity for curiosity and tolerance towards different cultures to comprehend the role of diversity in building an intercultural and multinational society.</p> <p>OG. EFL3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.</p> <p>OG.EFL 4 Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.</p> <p>OG.EFL 5 Directly access the main points and important details of up-to date English language texts, such as those published on the web, for professional or general investigation, through the efficient use of ICT and reference tools where required.</p> <p>OG.EFL 6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on</p>	<p>➤ <b>Listening and speaking</b> Songs, rhymes and chants based on the unit. <u>Basic questions &amp; short answers:</u></p> <ul style="list-style-type: none"> <li>• What is this?</li> <li>• What color is it?</li> <li>• Are you ok? yes-no....</li> </ul> <p><u>Basic Phrases:</u></p> <ul style="list-style-type: none"> <li>• Good morning, hello</li> <li>• I like / I like the ___ and __,</li> <li>• I see / I see the___</li> <li>• Please / Thank you</li> </ul> <p><u>Action words:</u> open, close, move, circle, paste, listen, cut, trace, stop, jump, swim, walk, down, move, cut, dance, turn around, freeze.</p> <p><u>Commands:</u> open your book, close your book, stand up, listen, sit down, put your hands up, be quiet, look, point, paint, cut, glue, circle.</p> <p><u>High Frequency Words:</u> with, my, you, what, go.</p> <p>➤ <b>Reading</b> Unit #4, What a beautiful sky! Recognize the beginning and ending of the story Identify the main character of the story. Ask and answer questions based on the readings.</p> <p>➤ <b>Vocabulary</b> Letter &amp; initial sound: Ee</p>

work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.

OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).

Learners will be able to:

Participate in oral activities and develop language skills.

Use verbs in present tense

Identify and produce the name and sound of the letters based on the unit.

Recognize the initial sound in words.

Increase vocabulary through reading stories.

Answer simple questions based on the stories.

Recognize frequently used words based on the unit.

Words: elephant, empty, elbow, egg

Letter & initial sound: Gg  
girl, grass, grapes, guitar

Letter & initial sound: Dd  
duck, door, deer, dig

Letter & initial sound: Ff  
fox, fingers, fork, feathers

Letter & initial sound: Nn  
noodles, nest, nurse, net, nap

Letter & initial sound: Bb  
bee, bed, balloons, bird

Letter & initial sound: Rr  
rooster, robot, rainbow, ram

Units #3-4: food, hungry, pears, strawberries, oranges, cheese, lollipop, cupcake, watermelon, cocoon, butterfly.

**Writing**

Trace the beginning sound to complete words based on the unit.

Building CVC pattern words

**EFL.1.1.1.** Respond to simple questions about personal information in class using the following example (What's your name? I'm... How old are you? I'm... Where do you live?... In...).

**EFL.1.1.3.** Follow simple instructions related to classroom activities (open your book, close your book, stand up, listen, sit down, be quiet, look, point, paint, cut, glue, circle).

**EFL.1.7.3.** Respond to action words such as run, stop, jump, swim, walk, up and down.

<b>EFL.1.6.1.</b> Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing.
<b>EFL.1.6.2.</b> Sing a song enunciating some of the words learned with rhythms, etc. Good morning song, hello song, Alphabet Chant, What do you see? What do you like to do?
<b>EFL.1.5.4.</b> Exchange basic personal preferences with peers when expressing likes and dislikes.
<b>EFL.1.1.2.</b> Identify key members of the family if there is visual support (mother, father, brother, sister, grandfather, grandmother).
<b>E.F.L.1.3.1.</b> Recognize basic vocabulary related to animals (bird, dog, cat, duck, fish, frog, tiger) when listening to the sounds or if there is visual support.
<b>EFL.1.4.2.</b> Recognize basic shapes (circle, square, triangle) using classroom objects.
<b>EFL.1.7.2.</b> Move and sing along using the vocabulary learned.
<b>E.F.L.1.3.3.</b> Recognize basic vocabulary related to food (cake, apple, orange, banana, egg, milk, chips) if there is visual support.

<b>BIBLIOGRAPHY/WEBGRAPHY</b>	<b>OBSERVATIONS</b>
<p>Ministerio de Educación del Ecuador. (2016). <i>Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador</i>.</p> <p>Anderson S, Houge M., Jago C., Palmer E., Templeton Sh., Valencia Sh. Vogt ME. (2017). <i>Kindergarten Teacher's Edition (Unit 1 - 6). Journeys. U.S.A Houghton Mifflin Harcourt School Publishers.</i></p> <p>Houghton Mifflin Harcourt School Publishers. <i>Reader's Notebook Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p>Houghton Mifflin Harcourt School Publishers. <i>Journeys Reading Book, Common Core Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p>	<p>Suggestions can be adapted for the best fulfillment of what was planned.</p>



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<b>SUBJECT</b>	Language Arts	
<b>GRADE/CLASS</b>	First Basic	Classes: A – B - C
<b>BLOCK_2_</b>	Unit: Do your best	

<b>OBJECTIVES</b>	<b>CONTENTS</b>
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<p>work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately. OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level).</p> <p><u>Learners will be able to:</u> Participate in oral activities and develop language skills. Use verbs in present tense Identify and produce the name and sound of the letters based on the unit. Recognize the initial sound in words. Increase vocabulary through reading stories. Answer simple questions based on the stories. Recognize frequently used words based on the unit.</p>	<p>Words: octopus, ostrich, otter, orange</p> <p>Letter &amp; initial sound: Hh horse, helicopter, hand, hippo</p> <p>Letter &amp; initial sound: Kk kangaroo, koala, kiwi, key</p> <p>Letter &amp; initial sound: Jj juice, jam, jellyfish, jaguar</p> <p>Letter &amp; initial sound: Ll ladybug, lion, lamp, lamb</p> <p>Units #5-6: lion, mouse, trapped, net, angry, sad, scared, free, friends, rope, friendship.</p> <p>Identify: "Middle Sound" in CVC pattern words: /o/: pot, hot, mop, log; /e/: net, leg, men, ten.</p> <p><b>Writing</b> Trace the beginning sound to complete words based on the unit. Building CVC pattern words</p>
	<p><b>EFL.1.1.1.</b> Respond to simple questions about personal information in class using the following example (What's your name? I'm... How old are you? I'm... Where do you live?... In...).</p>
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	<b>EFL.1.6.1.</b> Identify the basic colors (black, blue, red, white, yellow, green) when painting and drawing.
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