



LEARNING PROGRAM FOR E-LEARNING CLASSES
ENGLISH AREA
FIRST TERM

| | | |
|--------------------|---|----------|
| TEACHER | Miss Estefanía Mendieta | |
| SUBJECT | Project | |
| GRADE/CLASS | Initial 2 – 4 years | Class: A |
| BLOCK_1_ | Units: Welcome to kindergarten / All About Me | |

| OBJECTIVES | CONTENTS |
|---|--|
| <ul style="list-style-type: none"> ➤ <i>Develop fine motor skills</i> ➤ <i>Encourage the use of graph-plastic techniques for the development of crafts based on each topic or unit covered</i> ➤ <i>Identify personal cleaning materials: Hygiene materials: soap, shampoo, towel, toothbrush, toothpaste, comb</i> ➤ <i>Mention and identify emotions: Feelings: Happy, sad, angry</i> ➤ <i>Identify the parts of the face: Eyes, nose, mouth, ears</i> ➤ <i>Identify the parts of the body: Head, hands, arms, legs, feet-foot</i> ➤ <i>Identify healthy food: Fruits: Apple, orange, pineapple, watermelon, banana, pear, kiwi, peach, grapes, strawberry and vegetables: onion, broccoli, tomato, potato, carrot, pepper, cucumber</i> | <ul style="list-style-type: none"> ➤ Mini Projects based on the following topics to improve vocabulary and speaking skill ➤ Crafts and use of recycle materials <ul style="list-style-type: none"> • Parts of the face: Eyes, nose, mouth, ears • Body parts: Head, hands, arms, legs, feet-foot • Toiletries: Soap, shampoo, towel, toothbrush, toothpaste, comb • Healthy food: Fruits: apple, orange, pineapple, watermelon, banana, pear, kiwi, peach, grapes, strawberry and vegetables: Onion, broccoli, tomato, potato, carrot, pepper, cucumber • Moods: Happy, sad and angry ➤ Recognize and mention the parts of the face ➤ Recognize and mention parts of the body ➤ Identify and mention cleaning supplies ➤ Recognize and imitate different moods ➤ Recognize healthy food |

| BIBLIOGRAPHY/WEBGRAPHY | OBSERVATIONS |
|---|---|
| <p><i>Ready to advance (2018). Benchmark Universe</i></p> <p><i>Ministerio de Educación del Ecuador. (2014). Curriculum Educacion Inicial</i></p> | <p>Suggestions can be adapted for the best fulfillment of what was planned.</p> |
| DONE BY | APPROVED BY |
| REVIEWED BY | |



Miss Estefanía Mendieta

Lcda. Ingrid Quinto

Mgs. Guisella Zevallos



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ENGLISH AREA
FIRST TERM

| | | |
|--------------------|--|----------|
| TEACHER | Miss Estefania Mendieta | |
| SUBJECT | Project | |
| GRADE/CLASS | Initial 2 - 4 years | Class: A |
| BLOCK_2_ | Units: Communities and health - Celebrations Animals | |

| OBJECTIVES | CONTENTS |
|--|--|
| <ul style="list-style-type: none"> ➤ <i>Develop fine motor skills</i> ➤ <i>Encourage the use of graph-plastic techniques for the development of crafts based on each topic or unit covered</i> ➤ <i>Identify and mention animals: Pets: Dog, cat, parrot, rabbit, fish, hamster, turtle; farm animals: Cow, pig, horse, duck, donkey, sheep, cat, dog, rooster; wild animals: Zebra, elephant, giraffe, bear, crocodile, tiger, lion, gorilla</i> ➤ <i>Discriminate animals according to where they live</i> ➤ <i>Differentiate and identify: Living things and non-living things</i> | <ul style="list-style-type: none"> ➤ Mini Projects based on the following topics to improve vocabulary and speaking skill ➤ Crafts and use of recycle materials <ul style="list-style-type: none"> • Animals: pets: Dog, cat, parrot, rabbit, fish, hamster, turtle; farm animals: Cow, pig, horse, duck, donkey, sheep, cat, dog, rooster; wild animals: Zebra, elephant, giraffe, bear, crocodile, tiger, lion, gorilla • Living and inert beings |
| | <ul style="list-style-type: none"> ➤ Identify pets, farm animals and jungle animals ➤ Recognize if a being is alive or inert ➤ Actively participate in mini classroom projects. |

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