

	GIMNASIO SABIO CALDAS (IED) Nuestra escuela: una opción para la vida GUÍAS DE APRENDIZAJE – PLAN ESCOLAR	Código	PENP - 01
		Versión	001
		Fecha	18/03/2020
		Proceso	Gestión Académica

DOCENTE	GINA GÉLVEZ IVÁN CALDERÓN JOHN CENDALES	Grado	EIGHTH GRADE
ASIGNATURA	ENGLISH		
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Periodo académico	second term		
Tiempo de ejecución de la actividad	From July 26 to August 6		
¿Qué competencia(s) debo alcanzar?	Read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems). (Use objectives to make this specific and measurable.)		
Temáticas mediadoras	1.Create Visuals 2.Answering Questions about what they just read 3.Predicting what will happen next 4.Summarizing/Retell the Story 5.Identify Main Idea, Characters, Story Line 6.Make a Connection/Past Experiences 7.Active Reading		
Metas	socio affective goal: To participate in class using an adequate voice tone and be so respectful with others.		
	Learning goals: ❖ To improve their speaking, writing and reading ability through the text and the comprehension. ❖ To learn new vocabulary through some texts and use in a real context.		

CRITERIOS DE EVALUACIÓN:

What will you evaluate?	How will you evaluate?	When will you evaluate?
To identify new vocabulary and some verb tenses.	Listening and Reading activity	July 30 listen
To recount the story in literal language, to drawing their own conclusions about it.	Speaking and writitng activity	August 6

SEMANA 1 (July 26 to 30)

ACTIVIDAD INICIAL: Warming up

Read the following tongue twister so fast as you can.

Peter Piper picked a peck of pickled peppers
A peck of pickled peppers Peter Piper picked
If Peter Piper picked a peck of pickled peppers
Where's the peck of pickled peppers Peter Piper picked?

CONTEXTUALIZACIÓN: Reading Comprehension Strategy & A Freebie



One of my favorite close reading strategies to teach students is SQ3R. I have used this strategy for several years and continue to teach it in the 3-5 classes at my current school. This strategy has fewer steps than UNRAVEL and other similar types of strategies.

SQ3R is usually a Reading Strategy used during reading and students generate questions for what they are reading to help them comprehend the passage, chapter, or book. The way I use it in my class, and most teachers in my school, is for test prep. Those reading passages and questions on state assessments can be very intimidating or overwhelming for our students. I have revised the original SQ3R and our school's version of SQ3R to help prepare my students for difficult reading passages. {I do have my students use this strategy in ALL subject areas.}

Looking at the poster below you can see some of my adaptations to each of the steps. You can get the poster [HERE](http://iheartrecess.blogspot.com/2016/01/reading-comprehension-strategy-freebie.html) for Free :)

<http://iheartrecess.blogspot.com/2016/01/reading-comprehension-strategy-freebie.html>

ACTIVIDAD DE AFIANZAMIENTO:

To read the short paragraphs in the **anexo 1** and put in order them from 1 to 5 taking into account the coherence and cohesion. Then, create a visual map to explain the most important ideas, characters, story Line from the text.

VERIFICACIÓN DE APRENDIZAJES:

To read and practice the pronunciation for 10 minutes. Then, answer the following below Reading text in the **anexo 1**.

SEMANA 2 (from August 2 to 6)

ACTIVIDAD INICIAL:

Read the following tongue twister for improving your pronunciation and fluency.

Betty Botter bought some butter but, said she, the butter's bitter.
If I put it in my batter, it will make my batter bitter.
But a bit of better butter will make my bitter batter better.
So she bought some better butter, better than the bitter butter,
put it in her bitter batter, made her bitter batter better.
So 't was better Bettv Botter bought some better butter.

CONTEXTUALIZACIÓN:

To identify and underline the simple present with blue color, the adverbs of frequency with green color, the connectors with red color and the unknowledge words with orange color.

ACTIVIDAD DE AFIANZAMIENTO:

Rewrite each paragraph to future tense use only will. **Anexo 1.**

REFERENCIAS: WEBGRAFÍA.

<http://iheartrecess.blogspot.com/2016/01/reading-comprehension-strategy-freebie.html>

<https://www.mondly.com/blog/2019/08/23/71-best-tongue-twisters-to-perfect-your-english-pronunciation/>

<https://www.esl-lounge.com/student/reading/1r13-elementary-my-working-day-complete-the-answers.php>

ANEXOS:

Anexo 1: MY WORKING DAY

☐ Then I leave the studio at a quarter past ten. After that, I go shopping and visit some friends. I get home at three o'clock. A woman helps me with the housework and the ironing. I read a newspaper and do some work.

☐ I usually leave the house at ten past four because the car always arrives a few minutes early. I get to the studio at about five o'clock and start work. My programme *Good Morning Britain* starts at seven o'clock and finishes at nine o'clock.

☐ At weekends, I don't get up until ten o'clock. In the evening, we often see some friends or go to the cinema. But I'm always up early again on Monday morning.

☐ Then my husband gets home at half past five in the evening and I cook dinner. We stay at home in the evening. We don't go out because I go to bed very early. We usually watch television and then I go to bed at half past eight, I'm usually asleep by nine o'clock.

My working day starts very early. From Monday to Friday I get up at half past three and I have a shower and a cup of coffee.

QUESTIONS FROM THE TEXT

1. What time does Cynthia get up during the week?
2. How does Cynthia get to the studio in the morning?
3. What time does she arrive at the studio?
4. What time does the TV show begin?
5. How long does "Good Morning Britain" last?
6. What time does Cynthia get home after finishing at the studio?
7. What time does her husband arrive home?
8. Do Cynthia and her husband go out in the evening?
9. What time does Cynthia go to bed?
10. Does Cynthia stay in bed longer at the weekend?