

English Lesson Plans  
 Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**  
**Lesson Plans**

**Days with junior high students:**

**Monday:** Sec 2 (1<sup>st</sup>&2<sup>nd</sup>); Sec. 3 (4<sup>th</sup>); Sec. 1 (6<sup>th</sup>); Bachi 11 & Bachi 10

**Tuesday:** Sec. 1 (1<sup>st</sup> & 2<sup>nd</sup>); Sec. (4<sup>th</sup>& 5<sup>th</sup>); Bachi 11 & Bachi 10

**Wednesday:** Sec. 1 (1<sup>st</sup>); Sec. 3 (3<sup>rd</sup>); Sec. 2 (5<sup>th</sup>); Sec 3 (6<sup>th</sup>); Sec 1(7<sup>th</sup>)

**Thursday:** Sec. 3 (1<sup>st</sup>); Sec. 1 (2<sup>nd</sup>); Sec. 2 (5<sup>th</sup>); Bachi 11 & Bachi 10

**Friday:** Sec. 1 (1<sup>st</sup>); Sec. 3 (2<sup>nd</sup>); Sec. 2 (3<sup>rd</sup>); Sec. 3 (4<sup>th</sup>); Sec. 5<sup>th</sup>); Sec. 1 (7<sup>th</sup>)

**(Week 2)**

<b>Monday</b>	<b>Sec 2 (1<sup>st</sup> session = 1A &amp; 2B)</b>					
<b>Objectives (Sec. 2)</b>	Students review <i>sentence structure</i> : What is a <b>noun</b> : person, place, thing vs. proper nouns; Introduce an <b>adjective</b> : describes a noun				Write examples on notebook - <b>Think of an adjective...</b>	
	Students <b>think, pair share</b> about questions about themselves (Creating a community of learners)					
	Facts about their <b>GOALS</b> ...what do you want to improve in English? How will you accomplish this?				Small groups	
	Conversation of topics that interest them regarding our school theme: <b>RESPECT</b>				Need four small, white boards	
	Introduction of <b>HFW</b> (10 words per week): <b>I, the, see, like, is, and, can, my, go, to</b> , me, on, of, for, play, with, have, here, are, you, he, she, that, they, said, was...(Listening center)					
<b>7:50 A (Monday) 8:40 B</b>	Teacher welcomes students; Ss grab their folders, sit at table while teacher takes role using their names: As Students are waiting, they will write on their notebook adjectives that describe them: <b>For example:</b> Mr. Cota is tall, big, funny, compassionate, thoughtful,...					
<b>Devotions</b>			When we think of prayer, what comes to your mind? Look at the image, why do we pray? Talk in your tables, and then take a few moments to write about your thoughts on prayer.			
<b>8:05 A 8:40 B</b>	Teacher explains the objectives of the day - students write them on their notebook while taking role; Students turn in homework to one of the back baskets - remind them to have Name, Date, class assignment, ...					
<b>8:10 A 8:45 B GAME</b>	<b>How well do I know my peers?</b> Students will grab a blank paper - fold it into squares, modeled by the teacher. In each square they will follow the teachers instructions: <b>Find a person who</b>				Handout with # and the phrases  <b>Did not do this last week.</b>	
	Lives in San Vicente	owns a Horse	More then 4 siblings	Vacation far away		Plays an instrument
	wears glasses	Vegetarian	has 2-3 pets	races bikes		Lives in Colonet
When the timer stops or teacher says <b>RED</b> you are to <b>STOP</b> .						

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

<p><b>8:20 A</b> <b>8:55 B</b></p>	<p>Teacher reviews quickly the classroom four <b>classroom agreements</b>, <u>table expectations</u> and Rules created by their classmates.</p> <ol style="list-style-type: none"> <li>1. Respect one another</li> <li>2. Value each other - honor each ones name</li> <li>3. Listen to each other</li> <li>4. Give the right for others to participate</li> </ol> <p><b>Rules:</b> See image on the side – rules are on the white board</p>	<p style="text-align: center;"><b>Rules for our classroom</b> Please:</p> <ol style="list-style-type: none"> <li>1. Refrain  from eating anything in class.</li> <li>2. Avoid  running, jumping, yelling class.</li> <li>3. Always respect our teachers. </li> </ol>																																																
<p><b>8:30 A</b> <b>9:10 B</b></p>	<p><b>Rotation 1</b></p> <p>Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, <b>mixing abilities.</b></p> <p style="text-align: center;">Group Rotations</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th>Table 1 (Teacher helper)</th> <th>Table 2</th> <th>Table 3 (Mr. Cota)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Groups (Sec. 2a)</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="3" style="text-align: center;">Groups (Sec. 2b)</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)	1	2	3	2	3	1	3	1	2	Groups (Sec. 2a)			1	2	3													Groups (Sec. 2b)			1	2	3												
Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)																																																
1	2	3																																																
2	3	1																																																
3	1	2																																																
Groups (Sec. 2a)																																																		
1	2	3																																																
Groups (Sec. 2b)																																																		
1	2	3																																																
<p><b>Table 1:</b></p>	<p>Work on <u>HFW #1</u> – remind them that these words they will need to learn for their quiz on Friday’s class</p> <p><b>I, the, see, like, is, and, can, my, go, to</b></p>																																																	
<p><b>Table 2:</b></p>	<p><u>Interview two</u> classmates – do your best to talk in English as you ask the questions...</p> <p>A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.</p>	<p style="text-align: center;"><b>Interview</b></p> <p>Interview two classmates- do your best to talk in English as you ask the questions...</p> <p>Name _____ Date _____</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Response - Write down the answers on your paper</th> </tr> </thead> <tbody> <tr> <td>A. What is your full name?</td> <td> </td> </tr> <tr> <td>B. Where were you born?</td> <td> </td> </tr> <tr> <td>C. Name three things you like to do.</td> <td> </td> </tr> <tr> <td>D. Name three things that make you nervous.</td> <td> </td> </tr> </tbody> </table>	Question	Response - Write down the answers on your paper	A. What is your full name?		B. Where were you born?		C. Name three things you like to do.		D. Name three things that make you nervous.																																							
Question	Response - Write down the answers on your paper																																																	
A. What is your full name?																																																		
B. Where were you born?																																																		
C. Name three things you like to do.																																																		
D. Name three things that make you nervous.																																																		
<p><b>Table 3:</b></p>	<p><b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual.</p> <p>2. Work on your <u>goals</u> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound</p>	<p style="text-align: center;">Understanding SMART Goals</p> <p>Directions: Sort the SMART goals from the Ordinary Goals by writing each goal below in the appropriate column.</p> <table border="1"> <thead> <tr> <th>SMART Goal</th> <th>Ordinary Goal</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>1. I will get good grades. 2. I will eat healthy. 3. I will read for 20 minutes each day. 4. I will turn in my homework on time for the rest of the year. 5. I will eat a fruit and a vegetable everyday for the month of September. 6. I will make a new friend. 7. I will try a new sport. 8. I will share kindness by taking lessons next semester.</p>	SMART Goal	Ordinary Goal																																														
SMART Goal	Ordinary Goal																																																	
<p><b>8:38 A</b> <b>9:28 B</b></p>	<p><b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook.</p>	<p><b>I, the, see, like, is, and, can, my, go, to,</b></p>																																																
<p><b>8:40 A/9:30 B</b> <b>2<sup>nd</sup> group</b></p>	<p>Their ticket out is giving one HFW #1</p> <p>Repeat for the next group! See the second time posted.</p>																																																	
<p><b>SEC. 3 1A y Weds. 3 2B</b></p>																																																		
<p><b>Objectives</b> (Sec. 3<sup>rd</sup>) <b>10:20 A</b> <b>(1<sup>st</sup> session)</b></p>	<p>What are <b>adjectives</b>? (Describes the noun): <b>beautiful</b> horse; <b>tall</b> man;</p> <p>Students <b>think, pair share</b> about questions about themselves (Creating a community of learners)</p> <p>Facts about their <b>GOALS</b>...what do you want to improve in English? How</p>																																																	

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

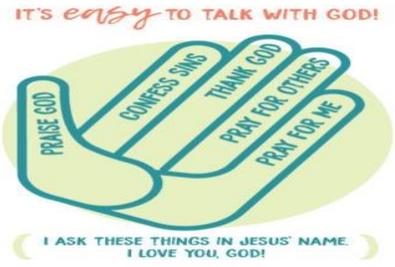
<p><b>Wednesday</b> <b>9:10 B</b></p>	<p>will you accomplish this? Conversation of topics that interest them regarding our school theme: <b>RESPECT</b> Vocabulary Word: <b>Bilingual</b> – able to speak, read and write in two languages. (This word becomes part of the word wall) Introduction of <b>HFW</b> (10 words per week): <b>I, the, see, like, is, and, can, my, go, to,</b> me, on, of, for, play, with, have, here, are, you, he, she, that, they, said, was...(Listening center)</p>	<table border="1"> <tr> <td><b>Definition</b> Mastery of and ability to communicate in two languages <b>Synonyms:</b> Multilingual, code-switching</td> <td><b>Picture</b> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>BILINGUAL</b></td> </tr> <tr> <td><b>Examples</b> -speaking any two languages (read, writes, communicate) -translating from one language to another</td> <td><b>Non examples</b> -speaking certain words -reading only</td> </tr> <tr> <td><b>Sentence</b> Being bilingual gives you many benefits!</td> <td><b>Sentence</b> He is bilingual in English and Japanese. She grew up in a bilingual community.</td> </tr> </table>	<b>Definition</b> Mastery of and ability to communicate in two languages <b>Synonyms:</b> Multilingual, code-switching	<b>Picture</b> 	<b>BILINGUAL</b>		<b>Examples</b> -speaking any two languages (read, writes, communicate) -translating from one language to another	<b>Non examples</b> -speaking certain words -reading only	<b>Sentence</b> Being bilingual gives you many benefits!	<b>Sentence</b> He is bilingual in English and Japanese. She grew up in a bilingual community.																																											
<b>Definition</b> Mastery of and ability to communicate in two languages <b>Synonyms:</b> Multilingual, code-switching	<b>Picture</b> 																																																				
<b>BILINGUAL</b>																																																					
<b>Examples</b> -speaking any two languages (read, writes, communicate) -translating from one language to another	<b>Non examples</b> -speaking certain words -reading only																																																				
<b>Sentence</b> Being bilingual gives you many benefits!	<b>Sentence</b> He is bilingual in English and Japanese. She grew up in a bilingual community.																																																				
<p><b>10:20 A</b> <b>Wednesday</b> <b>9:20 B</b></p>	<p>Teacher reviews quickly the classroom four <b>classroom agreements, table expectations</b> and Rules created by their classmates. 1. Respect one another 2. Value each other - honor each ones name 3. Listen to each other 4. Give the right for others to participate <b>Rules:</b> See image on the side – rules are on the white board</p>	<p style="text-align: center;"><b>Rules for our classroom</b></p> <p>Please:</p> <ol style="list-style-type: none"> <li>1. Refrain  from eating anything in class.</li> <li>2. Avoid  running, jumping, yelling class.</li> <li>3. Always respect our teachers. </li> </ol>																																																			
<p><b>10:30 A</b> <b>Wednesday</b> <b>9:30 B</b></p> <p><b>10:40 A</b></p>	<p><b>Rotation 1</b></p> <p>Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, mixing abilities.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Group Rotations</th> </tr> <tr> <td><b>Table 1</b> (Teacher helper)</td> <td><b>Table 2</b></td> <td><b>Table 3</b> (Mr. Cota)</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>2</td> <td>3</td> <td>1</td> </tr> <tr> <td>3</td> <td>1</td> <td>2</td> </tr> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <table border="1" style="width: 45%; text-align: center;"> <tr> <th colspan="3">Groups (Sec. 3a)</th> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> <table border="1" style="width: 45%; text-align: center;"> <tr> <th colspan="3">Groups (Sec. 3b)</th> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> </div>		Group Rotations			<b>Table 1</b> (Teacher helper)	<b>Table 2</b>	<b>Table 3</b> (Mr. Cota)	1	2	3	2	3	1	3	1	2	Groups (Sec. 3a)			1	2	3													Groups (Sec. 3b)			1	2	3												
Group Rotations																																																					
<b>Table 1</b> (Teacher helper)	<b>Table 2</b>	<b>Table 3</b> (Mr. Cota)																																																			
1	2	3																																																			
2	3	1																																																			
3	1	2																																																			
Groups (Sec. 3a)																																																					
1	2	3																																																			
Groups (Sec. 3b)																																																					
1	2	3																																																			
<p><b>Table 1:</b></p>	<p>Work on <b>HFW #1</b> – remind them that these words they will need to learn for their quiz on Friday’s class <b>I, the, see, like, is, and, can, my, go, to</b></p>																																																				
<p><b>Table 2:</b></p>	<p><b>Interview two</b> classmates – do your best to talk in English as you ask the questions... A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.</p>	<p style="text-align: center;"><b>Interview</b></p> <p><b>Interview two classmates</b> - do your best to talk in English as you ask the questions...</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Name</td> <td style="width: 50%;">Date</td> </tr> <tr> <td>Question</td> <td>Response - Write down the answers on your paper.</td> </tr> <tr> <td>A. What is your full name?</td> <td> </td> </tr> <tr> <td>B. Where were you born?</td> <td> </td> </tr> <tr> <td>C. Name three things you like to do.</td> <td> </td> </tr> <tr> <td>D. Name three things that make you nervous.</td> <td> </td> </tr> </table>	Name	Date	Question	Response - Write down the answers on your paper.	A. What is your full name?		B. Where were you born?		C. Name three things you like to do.		D. Name three things that make you nervous.																																								
Name	Date																																																				
Question	Response - Write down the answers on your paper.																																																				
A. What is your full name?																																																					
B. Where were you born?																																																					
C. Name three things you like to do.																																																					
D. Name three things that make you nervous.																																																					

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

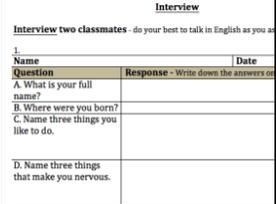
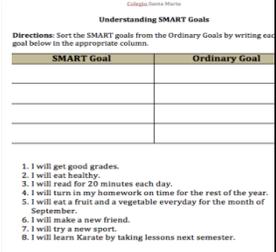
<p><b>Table 3:</b></p>	<p><b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual.</p> <p><b>2. Work on your goals</b> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound</p>	<p style="text-align: center;"><small>Understanding SMART Goals</small></p> <p style="text-align: center;"><b>Understanding SMART Goals</b></p> <p style="text-align: center;"><small>Directions: Sort the SMART goals from the Ordinary Goals by writing goal below in the appropriate column.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">SMART Goal</th> <th style="width: 50%;">Ordinary Goal</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p style="font-size: 8px;"><small>1. I will get good grades. 2. I will eat healthy. 3. I will read for 20 minutes each day. 4. I will turn in my homework on time for the rest of the year. 5. I will eat a fruit and a vegetable everyday for the month of September. 6. I will make a new friend. 7. I will try a new sport. 8. I will learn Karate by taking lessons next semester.</small></p>	SMART Goal	Ordinary Goal								
SMART Goal	Ordinary Goal											
<p><b>11:00 A</b></p>	<p><b>How well do I know my peers?</b> Students will grab a blank paper – fold it into squares, modeled by the teacher. In each square they will follow the teachers instructions: <b>Find a person who</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%;">Lives in San Vicente</td> <td style="width: 20%;">owns a Horse</td> <td style="width: 20%;">More then 4 siblings</td> <td style="width: 20%;">Vacation far away</td> <td style="width: 20%;">Plays an instrument</td> </tr> <tr> <td>wears glasses</td> <td>Vegetarian</td> <td>has 2-3 pets</td> <td>races bikes</td> <td>Lives in Colonet</td> </tr> </table> <p>When the timer stops or teacher says <b>RED</b> you are to <b>STOP</b>.</p>	Lives in San Vicente	owns a Horse	More then 4 siblings	Vacation far away	Plays an instrument	wears glasses	Vegetarian	has 2-3 pets	races bikes	Lives in Colonet	<p>Handout with # and the phrases</p> <p style="color: orange; font-weight: bold;">Did not do this last week.</p>
Lives in San Vicente	owns a Horse	More then 4 siblings	Vacation far away	Plays an instrument								
wears glasses	Vegetarian	has 2-3 pets	races bikes	Lives in Colonet								
<p><b>11:10 A</b></p>	<p><b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook and make sure they study vocabulary word: <b>Bilingual</b> (know how to spell and how to write definition)</p>	<p><b>I, the, see, like, is, and, can, my, go, to,</b></p>										
<p><b>Sec. 1ro - 1A &amp; Tuesday Sec. 1ro - 2A</b></p>												
<p><b>12:30 A</b> <b>Objectives (Sec. 1) (1<sup>st</sup> session) Tuesday 7:50 B</b></p>	<p>Students are introduced to <i>sentence structures</i>: What is adjective: describes a noun (the pretty cat, the smooth table, five animals,...)</p>	<p>Review - <b>nouns (person, thing, place)</b></p>										
	<p>Students <b>think, pair share</b> about questions about themselves and others (Creating a community of learners)</p>											
	<p>Facts about their <b>GOALS</b>...what do you want to improve in English? How will you accomplish this?</p>	<p>Small groups</p>										
	<p>Conversation of topics that interest them regarding our school theme: <b>RESPECT</b></p>	<p>Need four small, white boards</p>										
	<p>Introduction of <b>HFW</b> (10words per week): <b>I, the, see, like, is, and, can, my, go, to, me, on, of, for, play, with, have, here, are, you, he, she, that, they, said, was...</b>(Listening center)</p>											
<p><b>Tuesday Devotions 7:55 B (Sec. 1) (1<sup>st</sup> session)</b></p>	<div style="display: flex; align-items: center;">  <div> <p>When we think of prayer, what comes to your mind? Look at the image, why do we pray? Talk in your tables, and then take a few moments to write about your thoughts on prayer.</p> </div> </div>											
<p><b>Introduction 12:30 A Tuesday 8:05 B</b></p>	<p>Teacher reviews quickly the classroom four <b>classroom agreements, table expectations</b> and Rules created by their classmates.</p> <ol style="list-style-type: none"> <li>1. Respect one another</li> <li>2. Value each other - honor each ones name</li> <li>3. Listen to each other</li> <li>4. Give the right for others to participate</li> </ol> <p><b>Rules:</b> See image on the side – rules are on the white board</p>	<p style="text-align: center;"><b>Rules for our classroom</b></p> <p>Please:</p> <ol style="list-style-type: none"> <li>1. Refrain  from eating anything in class.</li> <li>2. Avoid  running, jumping, yelling class.</li> <li>3. Always respect our teachers. </li> </ol>										
<p><b>Rotation 1</b></p>												
<p><b>12:35 A Tuesday</b></p>	<p>Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, <b>mixing abilities.</b></p>											



English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

<p><b>Devotions</b> <b>Weds. 7:50 B</b></p>	<p><b>How do we pray?</b> Review <u>the five ways</u> a person can become close to Jesus. Write them on your journal. It's easy to TALK WITH GOD! 1. Praise God 2. Confess sins 3. Thank God 4. Pray for others 5. Pray for me I ask these things in Jesus' name – <b>I love you, God!</b></p>																																										
<p><b>8:50 A</b> <b>Weds. 8:00 B</b></p> <p><b>Rotation 2</b></p>	<p><b>Rotation 2</b></p> <p>Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, <b>mixing abilities.</b></p> <p style="text-align: center;">Group Rotations</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Table 1 (Teacher helper)</th> <th>Table 2</th> <th>Table 3 (Mr. Cota)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p style="text-align: center;">* Groups (Sec. 1a)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p style="text-align: center;">* Groups (Sec. 1b)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)	1	2	3	2	3	1	3	1	2	1	2	3													1	2	3												
Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)																																									
1	2	3																																									
2	3	1																																									
3	1	2																																									
1	2	3																																									
1	2	3																																									
<p><b>Table 1:</b></p>	<p>Work on <b>HFW #1</b> – remind them that these words they will need to learn for their quiz on Friday's class</p> <p><b>I, the, see, like, is, and, can, my, go, to</b></p>																																										
<p><b>Table 2:</b></p>	<p><b>Interview two</b> classmates – do your best to talk in English as you ask the questions...</p> <p>A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.</p>	<p style="text-align: center;">Interview</p> <p>Interview two classmates - do your best to talk in English as you are able.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Question</th> <th>Response - Write down the answers on your paper.</th> </tr> </thead> <tbody> <tr> <td>A. What is your full name?</td> <td> </td> </tr> <tr> <td>B. Where were you born?</td> <td> </td> </tr> <tr> <td>C. Name three things you like to do.</td> <td> </td> </tr> <tr> <td>D. Name three things that make you nervous.</td> <td> </td> </tr> </tbody> </table>	Name	Date			Question	Response - Write down the answers on your paper.	A. What is your full name?		B. Where were you born?		C. Name three things you like to do.		D. Name three things that make you nervous.																												
Name	Date																																										
Question	Response - Write down the answers on your paper.																																										
A. What is your full name?																																											
B. Where were you born?																																											
C. Name three things you like to do.																																											
D. Name three things that make you nervous.																																											
<p><b>Table 3:</b></p>	<p><b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual.</p> <p>2. Work on your <b>goals</b> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound</p>	<p style="text-align: center;">Understanding SMART Goals</p> <p>Directions: Sort the SMART goals from the Ordinary Goals by writing each goal below in the appropriate column.</p> <table border="1"> <thead> <tr> <th>SMART Goal</th> <th>Ordinary Goal</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>1. I will get good grades. 2. I will eat healthy. 3. I will read for 20 minutes each day. 4. I will turn in my homework on time for the rest of the year. 5. I will eat a fruit and a vegetable everyday for the month of September. 6. I will make a new friend. 7. I will try a new sport. 8. I will learn Karate by taking lessons next semester.</p>	SMART Goal	Ordinary Goal																																							
SMART Goal	Ordinary Goal																																										
<p><b>9:10 A</b> <b>Weds. 8:20 B</b></p>	<p><b>Sit down if... (Fun icebreaker)</b></p> <p>The group stands in a circle. The group facilitator then asks a range of silly questions and people sit down. If they answered yes to the question. Questions can be as strange or random as you like, for example: "did you eat cheese today?". The last person standing wins a prize.</p>																																										
<p><b>9:20 A</b> <b>Weds. 8:20 B</b></p>	<p><b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook and make sure they study all 10 words.</p>	<p><b>I, the, see, like, is, and, can, my, go, to,</b></p>																																									

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

9:30 A Weds. 8:30 B	Ticket out: Share something they will do today....																																																	
Tuesday	Sec. 2 (3A & 4B) [3 <sup>rd</sup> & 4 <sup>th</sup> periods]																																																	
10:20 A 11:10 B	Teacher welcomes students; Ss grab their folders, sit at table while teacher takes role using their last names: <b>think of an adjective that describes a thing in the classroom:</b> I see a <b>brown</b> chair. I see a <b>purple</b> marker. I see <b>three</b> sweaters.... write in their notebooks (objectives too)																																																	
	Rotation 2																																																	
10:25 A 11:15 B	Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, mixing abilities.																																																	
	Group Rotations	Groups (Sec. 2a)																																																
	<table border="1" style="width: 100%;"> <tr> <th>Table 1 (Teacher helper)</th> <th>Table 2</th> <th>Table 3 (Mr. Cota)</th> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </table>	Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)	1	2	3	2	3	1	3	1	2	<table border="1" style="width: 100%;"> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table> <table border="1" style="width: 100%;"> <tr> <th colspan="3" style="text-align: center;">Groups (Sec. 2b)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> <tr><td> </td><td> </td><td> </td></tr> </table>	1	2	3													Groups (Sec. 2b)			1	2	3															
Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)																																																
1	2	3																																																
2	3	1																																																
3	1	2																																																
1	2	3																																																
Groups (Sec. 2b)																																																		
1	2	3																																																
10:30 A/11:20 B	Table groups:																																																	
Table 1:	Work on <b>HFW #1</b> – remind them that these words they will need to learn for their quiz on Friday’s class  <b>I, the, see, like, is, and, can, my, go, to</b>																																																	
Table 2:	<u>Interview</u> <b>two</b> classmates – do your best to talk in English as you ask the questions... A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.																																																	
Table 3:	<b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual. <b>2. Work on your goals</b> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound																																																	
10:50 A 11:50 B	<b>Sit down if... (Fun icebreaker)</b> The group stands in a circle. The group facilitator then asks a range of silly questions and people sit down. If they answered yes to the question. Questions can be as strange or random as you like, for example: “did you eat cheese today?”. The last person standing wins a prize.																																																	
11:10 A/12:00 B	<b>Closure</b> – What did we learn today? <b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook and make sure they study all 10 words.																																																	

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

<b>Wednesday</b>	<b>Sec 1 4B SEE Tuesday Sec. 1 (3A) &amp; (3B)</b>																																																	
<b>Wednesday</b>	<p>For Sec. 3 (2B) <b>See lesson plan on Monday.</b>            This is for Sec. 3 (3A) 11:25 &amp; <b>Thursday</b> Sec 3 (4B) 7:50</p>																																																	
<b>Devotions</b> <b>Thursday</b> 7:50 B (4B)		<p>When we think of prayer, what comes to your mind? Look at the image, why do we pray? Talk in your tables, and then take a few moments to write about your thoughts on prayer.</p>																																																
11:25 A 8:00 B	<p><b>Students are introduced to sentence structures: What are adjectives? (Describes the noun): beautiful horse; tall man...</b>  <b>Teacher welcomes students; Ss grab their folders, sit at table while teacher takes role using their last names: think of an adjective.</b></p>																																																	
11:30 A 8:05 B	<p><b>Group rotation 2</b>            Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, <b>mixing abilities.</b></p>																																																	
<b>Rotation 2</b> 	<p style="font-size: small;">Group Rotations</p> <table border="1" style="margin: auto;"> <thead> <tr> <th style="text-align: center;">Table 1 (Teacher helper)</th> <th style="text-align: center;">Table 2</th> <th style="text-align: center;">Table 3 (Mr. Cota)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)	1	2	3	2	3	1	3	1	2	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="3" style="text-align: center; font-size: x-small;">Groups (Sec. 3a)</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <table border="1" style="margin: auto;"> <thead> <tr> <th colspan="3" style="text-align: center; font-size: x-small;">Groups (Sec. 3b)</th> </tr> <tr> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Groups (Sec. 3a)			1	2	3													Groups (Sec. 3b)			1	2	3												
Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)																																																
1	2	3																																																
2	3	1																																																
3	1	2																																																
Groups (Sec. 3a)																																																		
1	2	3																																																
Groups (Sec. 3b)																																																		
1	2	3																																																
11:30 A/8:08 B	<p><b>Table groups:</b></p>																																																	
<b>Table 1:</b>	<p>Work on <u>HFW #1</u> – remind them that these words they will need to learn for their quiz on Friday’s class</p> <p><b>I, the, see, like, is, and, can, my, go, to</b></p>																																																	
<b>Table 2:</b>	<p><u>Interview two</u> classmates – do your best to talk in English as you ask the questions...</p> <p>A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.</p>	<p style="text-align: center; font-size: x-small;"><b>Interview</b></p> <p style="font-size: x-small;">Interview two classmates - do your best to talk in English as you ask the questions...</p> <table border="1" style="font-size: x-small; width: 100%;"> <thead> <tr> <th style="width: 20%;">Name</th> <th style="width: 60%;">Date</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="font-size: x-small; width: 100%;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 70%;">Response - Write down the answers on your paper</th> </tr> </thead> <tbody> <tr> <td>A. What is your full name?</td> <td> </td> </tr> <tr> <td>B. Where were you born?</td> <td> </td> </tr> <tr> <td>C. Name three things you like to do.</td> <td> </td> </tr> <tr> <td>D. Name three things that make you nervous.</td> <td> </td> </tr> </tbody> </table>	Name	Date					Question	Response - Write down the answers on your paper	A. What is your full name?		B. Where were you born?		C. Name three things you like to do.		D. Name three things that make you nervous.																																	
Name	Date																																																	
Question	Response - Write down the answers on your paper																																																	
A. What is your full name?																																																		
B. Where were you born?																																																		
C. Name three things you like to do.																																																		
D. Name three things that make you nervous.																																																		

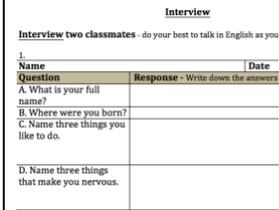
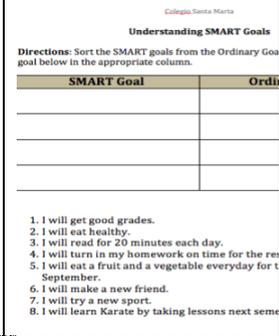
English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

<p><b>Table 3:</b></p>	<p><b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual.</p> <p><b>2. Work on your goals</b> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound</p>	<p style="text-align: right;"><small>Collegio Santa Maria</small></p> <p style="text-align: center;"><b>Understanding SMART Goals</b></p> <p><small>Directions: Sort the SMART goals from the Ordinary Goal below in the appropriate column.</small></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 80%;">SMART Goal</th> <th style="width: 20%;">Ordinary Goal</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p><small>1. I will get good grades. 2. I will eat healthy. 3. I will read for 20 minutes each day. 4. I will turn in my homework on time for the rest of the semester. 5. I will eat a fruit and a vegetable everyday for the rest of September. 6. I will make a new friend. 7. I will try a new sport. 8. I will learn Karate by taking lessons next semester.</small></p>	SMART Goal	Ordinary Goal																																								
SMART Goal	Ordinary Goal																																											
<p><b>11:50 A</b> <b>8:20 B</b></p>	<p><b>Sit down if... (Fun icebreaker)</b> The group stands in a circle. The group facilitator then asks a range of silly questions and people sit down. If they answered yes to the question. Questions can be as strange or random as you like, for example: “did you eat cheese today?”. The last person standing wins a prize.</p>																																											
<p><b>12:05 A/8:30 B</b></p>	<p><b>Closure:</b> Name an adjective! (Big, small, enormous, many, exciting, scared,..) <b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook and make sure they study all 10 words.</p>																																											
<p><b>Wednesday</b>      <b>Sec. 2 (5A) 10:30 &amp; Thursday (6B) 11:10</b></p>																																												
<p><b>10:30 A</b> <b>Thursday</b> <b>11:10 B</b></p>	<p>Teacher welcomes students; Ss grab their folders, sit at table while teacher takes role using their last names: <b>think of an adjective that describes a PLACE:</b> I see a <b>scary</b> castle. I see a <b>huge</b> church. I see a <b>beautiful</b> school.... write in their notebooks (objectives too)</p>																																											
<p><b>10:35 A</b>      <b>Small group rotations: Rotation 3</b> <b>Thursday</b></p>																																												
<p><b>11:20 B</b></p> <p><b>Rotation 3</b> →</p>	<p>Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, <b>mixing abilities.</b></p> <p style="text-align: center;"><small>Group Rotations</small></p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th style="width: 33%;">Table 1 (Teacher helper)</th> <th style="width: 33%;">Table 2</th> <th style="width: 33%;">Table 3 (Mr. Cota)</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">1</td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">1</td><td style="text-align: center;">2</td></tr> </tbody> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th colspan="3" style="text-align: center;"><small>Groups (Sec. 2a)</small></th> </tr> <tr> <th style="width: 33%;">1</th> <th style="width: 33%;">2</th> <th style="width: 33%;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="3" style="text-align: center;"><small>Groups (Sec. 2b)</small></th> </tr> <tr> <th style="width: 33%;">1</th> <th style="width: 33%;">2</th> <th style="width: 33%;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)	1	2	3	2	3	1	3	1	2	<small>Groups (Sec. 2a)</small>			1	2	3										<small>Groups (Sec. 2b)</small>			1	2	3									
Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)																																										
1	2	3																																										
2	3	1																																										
3	1	2																																										
<small>Groups (Sec. 2a)</small>																																												
1	2	3																																										
<small>Groups (Sec. 2b)</small>																																												
1	2	3																																										
<p><b>11:30 A/8:08 B</b>      <b>Table groups:</b></p>																																												
<p><b>Table 1:</b></p>	<p>Work on <u>HFW #1</u> – remind them that these words they will need to learn for their quiz on Friday’s class</p> <p><b>I, the, see, like, is, and, can, my, go, to</b></p>																																											
<p><b>Table 2:</b></p>	<p><u>Interview two</u> classmates – do your best to talk in English as you ask the questions...</p> <p>A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.</p>	<p style="text-align: center;"><b>Interview</b></p> <p><b>Interview two classmates</b> - do your best to talk in English as you ask the questions...</p> <p>1. Name _____ Date _____</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 70%;">Question</th> <th style="width: 30%;">Response - Write down the answers on your paper</th> </tr> </thead> <tbody> <tr> <td>A. What is your full name?</td> <td> </td> </tr> <tr> <td>B. Where were you born?</td> <td> </td> </tr> <tr> <td>C. Name three things you like to do.</td> <td> </td> </tr> <tr> <td>D. Name three things that make you nervous.</td> <td> </td> </tr> </tbody> </table>	Question	Response - Write down the answers on your paper	A. What is your full name?		B. Where were you born?		C. Name three things you like to do.		D. Name three things that make you nervous.																																	
Question	Response - Write down the answers on your paper																																											
A. What is your full name?																																												
B. Where were you born?																																												
C. Name three things you like to do.																																												
D. Name three things that make you nervous.																																												

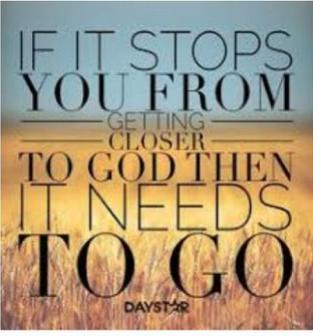
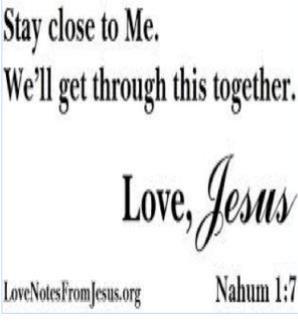
English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

<b>Table 3:</b>	<p><b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual.</p> <p><b>2. Work on your goals</b> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound</p>	<p style="font-size: small;">Colégio Santa Maria Table 3</p> <p style="font-size: x-small;"><b>Understanding SMART Goals</b></p> <p style="font-size: x-small;">Directions: Sort the SMART goals from the Ordinary Goals by writing each goal below in the appropriate column.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 50%; text-align: center;">SMART Goal</th> <th style="width: 50%; text-align: center;">Ordinary Goal</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p style="font-size: x-small;">1. I will get good grades. 2. I will eat healthy. 3. I will read for 20 minutes each day. 4. I will turn in my homework on time for the rest of the year. 5. I will eat a fruit and a vegetable everyday for the month of September. 6. I will make a new friend. 7. I will try a new sport. 8. I will learn Karate by taking lessons next semester.</p>	SMART Goal	Ordinary Goal																																																	
SMART Goal	Ordinary Goal																																																				
<p><b>Icebreaker</b> <b>10:50 A</b> <b>Thursday</b> <b>11:40 B</b></p>	<p><b>(Getting-to-know-you)</b> - <a href="#">Appointment cards</a> are handed out within the group. Each card has space for 3 or 4 names on one side and some introductory questions on the other. The group mingles and people set up appointments with each other. Once everyone has filled in his or her cards, announce that it is time for the first appointment. Give them 5 minutes to ask each other their questions and have a chat, Then, move onto the next appointment.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>1. _____ - _____</p> <p>2. _____ - _____</p> <p>3. _____ - _____</p> <p>4. _____ - _____</p> </td> <td style="width: 50%; padding: 5px;"> <p>1. What is your favorite thing to do after school?</p> <p>2. What did you do this Summer?</p> <p>3. Who would you like to be when you grow up?</p> <p>4. How do you spend your weekends?</p> </td> </tr> </table>	<p>1. _____ - _____</p> <p>2. _____ - _____</p> <p>3. _____ - _____</p> <p>4. _____ - _____</p>	<p>1. What is your favorite thing to do after school?</p> <p>2. What did you do this Summer?</p> <p>3. Who would you like to be when you grow up?</p> <p>4. How do you spend your weekends?</p>																																																	
<p>1. _____ - _____</p> <p>2. _____ - _____</p> <p>3. _____ - _____</p> <p>4. _____ - _____</p>	<p>1. What is your favorite thing to do after school?</p> <p>2. What did you do this Summer?</p> <p>3. Who would you like to be when you grow up?</p> <p>4. How do you spend your weekends?</p>																																																				
<b>11:55 A</b>	<p><b>Closure:</b> What did you have in common with others? (<b>Dismissal: 12:00</b>)</p> <p><b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook and make sure they study all 10 words.</p>																																																				
<b>Wednesday</b>	<b>Sec 3 4B SEE <span style="color: red;">Wednesday 11:25</span></b>																																																				
<b>Wednesday</b>	<b>Sec. 1 (5A) 12:05 &amp; <span style="color: red;">Thursday</span> Sec. 1(6B) 8:30</b>																																																				
<p><b>12:05 A</b> <b>Thursday</b> <b>8:30 B</b></p>	<p>Teacher welcomes students; Ss grab their folders, sit at table while teacher takes role using their last names: <b>think of an adjective describing PLACE:</b> I see a <span style="color: red;">scary</span> castle. I see a <span style="color: red;">huge</span> church. I see a <span style="color: red;">beautiful</span> school.... write in their notebooks (objectives too)</p>																																																				
<p><b>12:10 A</b> <b>Group with Teacher</b> <b>Thursday</b> <b>8:35 B</b></p>	<p><b>Group rotation 3</b></p> <p>Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, mixing abilities.</p>																																																				
<p><b>Rotation 3</b></p> <p style="color: red; font-size: 2em;">→</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; font-size: small;">Group Rotations</th> </tr> <tr> <th style="width: 33%;">Table 1 (Teacher helper)</th> <th style="width: 33%;">Table 2</th> <th style="width: 33%;">Table 3 (Mr. Cota)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; font-size: 1.5em;">1</td> <td style="text-align: center; font-size: 1.5em;">2</td> <td style="text-align: center; font-size: 1.5em;">3</td> </tr> <tr> <td style="text-align: center; font-size: 1.5em;">2</td> <td style="text-align: center; font-size: 1.5em;">3</td> <td style="text-align: center; font-size: 1.5em;">1</td> </tr> <tr> <td style="text-align: center; font-size: 1.5em;">3</td> <td style="text-align: center; font-size: 1.5em;">1</td> <td style="text-align: center; font-size: 1.5em;">2</td> </tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; font-size: small;">Groups (Sec. 1a)</th> </tr> <tr> <th style="width: 33%;">1</th> <th style="width: 33%;">2</th> <th style="width: 33%;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center; font-size: small;">Groups (Sec. 1b)</th> </tr> <tr> <th style="width: 33%;">1</th> <th style="width: 33%;">2</th> <th style="width: 33%;">3</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>		Group Rotations			Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)	1	2	3	2	3	1	3	1	2	Groups (Sec. 1a)			1	2	3													Groups (Sec. 1b)			1	2	3												
Group Rotations																																																					
Table 1 (Teacher helper)	Table 2	Table 3 (Mr. Cota)																																																			
1	2	3																																																			
2	3	1																																																			
3	1	2																																																			
Groups (Sec. 1a)																																																					
1	2	3																																																			
Groups (Sec. 1b)																																																					
1	2	3																																																			
<b>12:10A/8:35B</b>	<b>Groups at tables</b>																																																				

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

<b>Table 1:</b>	<p>Work on <u>HFW #1</u> – remind them that these words they will need to learn for their quiz on Friday’s class</p> <p><b>I, the, see, like, is, and, can, my, go, to</b></p>			
<b>Table 2:</b>	<p><u>Interview two</u> classmates – do your best to talk in English as you ask the questions...</p> <p>A. What is your full name? B. Where were you born? C. Name three things you like to do. D. Name three things that make you nervous. Write down the answers on your paper.</p>			
<b>Table 3:</b>	<p><b>1. New Vocabulary word:</b> ask students to write it down on their notebook and think of other sentences for the word Bilingual.</p> <p><b>2. Work on your goals</b> – what do you really want to learn this year in English class and how will you accomplish this? Before students answer these questions, they need to understand the difference between ordinary goals vs. SMART goals. Go over the acrostic poem of SMART: S = Specific; M = Measurable; A = Attainable; R = Realistic; T = Time-bound</p>			
<p><b>12:30</b> <b>Thursday</b> <b>8:55 B</b></p>	<p><b>(Getting-to-know-you)</b> - <u>Appointment cards</u> are handed out within the group. Each card has space for 3 or 4 names on one side and some introductory questions on the other. The group mingles and people set up appointments with each other. Once everyone has filled in his or her cards, announce that it is time for the first appointment. Give them 5 minutes to ask each other their questions and have a chat, Then, move onto the next appointment.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px;"> <p>1. _____ - _____</p> <p>2. _____ - _____</p> <p>3. _____ - _____</p> <p>4. _____ - _____</p> </td> <td style="width: 50%; padding: 5px;"> <p>1. What is your favorite thing to do after school?</p> <p>2. What did you do this Summer?</p> <p>3. Who would you like to be when you grow up?</p> <p>4. How do you spend your weekends?</p> </td> </tr> </table>	<p>1. _____ - _____</p> <p>2. _____ - _____</p> <p>3. _____ - _____</p> <p>4. _____ - _____</p>	<p>1. What is your favorite thing to do after school?</p> <p>2. What did you do this Summer?</p> <p>3. Who would you like to be when you grow up?</p> <p>4. How do you spend your weekends?</p>	
<p>1. _____ - _____</p> <p>2. _____ - _____</p> <p>3. _____ - _____</p> <p>4. _____ - _____</p>	<p>1. What is your favorite thing to do after school?</p> <p>2. What did you do this Summer?</p> <p>3. Who would you like to be when you grow up?</p> <p>4. How do you spend your weekends?</p>			
<p><b>12:45</b> <b>Thursday</b> <b>9:10 B</b></p>	<p><b>Closure</b> – Share something you learned today. (Teacher chooses only two students randomly)</p> <p><b>Homework (Friday):</b> Study the 10 HFW #1 from Table 1 – write them on your notebook and make sure they study all 10 words.</p>			
<b>Thursday</b>	<b>Sec. 3 (4B) 7:50 SEE Wednesday (3A)</b>			
<b>FRIDAY</b> <b>7:50 A</b>	<b>Sec. 1 (7A) 7:50 &amp; SEC. 1 (8B) 12:05 (minimum day)</b>			
	<p>Teacher prepares verses cut up into puzzle pieces: Students will need to piece them together in their table teams.: they will need <b>glue and construction paper</b>. They are given a minute to try to piece the puzzle together. Another minute to read and figure out what it says: T provides Dictionaries; Then another minute to talk about the meaning of each.</p>			

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

			
<p><b>8:00 A</b> <b>12:05 B</b></p>	<p><b>Students are introduced to sentence structures: What are adjectives? (Describes the noun): beautiful horse; tall man...</b>  <b>Teacher welcomes</b> students; Ss grab their folders, sit at table while teacher takes role using their last names: write a sentence using a name of a color; My <b>black and white</b> dog loves balls.</p>		
<p><b>QUIZ (10 High Frequency Words)</b></p>			
<p><b>8:05 A</b> <b>12:05 B</b></p>	<p><b>Quiz</b> - Students take out a blank piece of paper, have students sit in different places to reduce the chances of them “helping” each other. Teacher dictates the 10 HFW to students. As each word is dictated, it is done in this fashion...see examples</p>	<ol style="list-style-type: none"> <li>1. The – <b>The</b> boy is running outside.</li> <li>2. Is – She <b>is</b> a tall girl.</li> <li>3. Can – I <b>can</b> do anything.</li> <li>4. I – I like my school.</li> </ol>	<p><b>I, the, see, like, is, and, can, my, go, to,</b></p>
<p><b>8:15 A</b> <b>12:25 B</b></p>	<p><b>Students are asked to FINISH any table activities that they did not finish</b></p>		
<p><small>Group Rotations</small></p>			
<p><b>Table 1</b> (Teacher helper)</p>		<p><b>Table 2</b></p>	<p><b>Table 3</b> (Mr. Cota)</p>
<p><b>1</b></p>		<p><b>2</b></p>	<p><b>3</b></p>
<p><b>2</b></p>		<p><b>3</b></p>	<p><b>1</b></p>
<p><b>3</b></p>		<p><b>1</b></p>	<p><b>2</b></p>
<p><b>small groups rotations</b></p>			
<p><b>Group with Teacher</b></p>	<p><b>Students</b> who finished their activities, bring them over in their folder so teacher can look at them. Whatever needs to be corrected, they are given this opportunity. If all students are finish, move to the next activity.</p>		
<p><b>How observant are you?</b> <b>8:30 A</b> <b>12:40 B</b></p>	<p>Ask students how much do they see in their friends? Think of the word observant. Partner each student; one of the partners will wait outside the door while the other stays in the class. They will need to guess what their partner has done differently in his clothes or body, try to come in and determine what has changed.</p>	<p>Handkerchiefs or bandanas</p>	
<p><b>8:30 A</b> <b>12:45 B</b></p>	<p><b>Closure:</b> What will you do this weekend?</p>		
<p><b>FRIDAY Sec. 5A 8:30 &amp; 6B 9:50 (minimum day)</b></p>			
<p><b>8:30 A</b> <b>9:50 B</b></p>	<p>Teacher <b>welcomes</b> students; Ss grab their folders, sit at table while teacher takes role using their last names: write a sentence using a name of a color; My <b>black and white</b> dog loves balls.</p>		
<p><b>QUIZ (10 High Frequency Words) + spelling and definition of Bilingual</b></p>			
<p><b>8:35 A</b> <b>10:10 B</b></p>	<p><b>Quiz</b> - Students take out a blank piece of paper; have students sit in different places to reduce the chances of them “helping” each other. Teacher dictates the 10 HFW to students. As each word is dictated, it is done in this</p>	<ol style="list-style-type: none"> <li>1. <b>The</b> – The <b>boy</b> is <b>running outside.</b></li> <li>2. <b>Is</b> – She <b>is</b> a <b>tall girl.</b></li> <li>3. <b>Can</b> – I <b>can do anything.</b></li> </ol>	<p>I, the, see, like, is, and, can, my, go, to,</p>

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

	fashion...see examples <b>Bilingual</b> – Dictate this word and ask them to define it and place it in a sentence.	<b>4. I – I like my school.</b>	
<b>8:50 A</b> <b>10:25 B</b>	Rotation 3		
	Teacher explains the <b>small groups rotations</b> and what it will entail. Teacher develops groups, <b>mixing abilities.</b>		
	Group Rotations		
	<b>Table 1</b> (Teacher helper)	<b>Table 2</b>	<b>Table 3</b> (Mr. Cota)
	1	2	3
	2	3	1
<b>Rotation 3</b> →	3	1	2
		Groups (Sec. 3a)	
		1	2
		3	
		Groups (Sec. 3b)	
		1	2
		3	
	<b>Remind</b> students that they will need to have ALL their activities completed each Friday, Mr. Cota will be grading their work on the weekends.		
<b>9:10 A</b> <b>10:30 B</b>	<b>Closure:</b> What will you do this weekend?		
<b>FRIDAY</b>	<b>Sec. 2 (7A) 9:10 &amp; SEC. 2 (8B) 12:05 - MINIMUM DAY</b>		
<b>9:10 A</b> <b>12:05 B</b>	Students are introduced to <b>sentence structures</b> : What are <b>adjectives</b> ? (Describes the noun): <b>beautiful</b> horse; <b>tall</b> man... Teacher <b>welcomes</b> students; Ss grab their folders, sit at table while teacher takes role using their last names: write a sentence using a name of a color; My <b>black and white</b> dog loves balls.		
<b>9:15 A/</b> <b>12:10 B</b>	<b>QUIZ (10 High Frequency Words)</b>		
	Quiz - Students take out a blank piece of paper; have students sit in different places to reduce the chances of them “helping” each other. Teacher dictates the 10 HFW to students. As each word is dictated, it is done in this fashion...see examples	1. The – The boy is running outside. 2. Is – She is a tall girl. 3. Can – I can do anything. 4. I – I like my school.	I, the, see, like, is, and, can, my, go, to
<b>9:30 A</b> <b>12:25 B</b> <b>Group with Teacher</b>	<b>Students are asked to FINISH any table activities that they did not finish</b>		
	<b>Students</b> , who finished their activities, bring them over in their folder so teacher can look at them. Whatever needs to be corrected, they are given this opportunity. If all students are finish, move to the next activity.		
<b>9:50 A</b> <b>12:45 B</b>	<b>Closure: What will you do this weekend?</b>		

**Groups that did not get the following icebreakers for next week:**

**Sec. 2 (A & B)**

<b>12:30 B</b>	<b>Pictionary People (Getting-to-know-you icebreaker)</b> Participants are divided into two groups. Everyone gets a card upon which they write their name and the names of three things they like to do. For example, activities like “eating ice cream”, “playing computer <b>games</b> ” or “swimming”. The two groups swap cards. A drawer takes a card from the pile, memorizes the objects listed on the card, puts the card back into the deck and shuffles it. He or she begins to draw one of the objects while the rest of the team looks at the cards to see if they can link the activity with
----------------	---

English Lesson Plans  
Junior High School  
**August 27<sup>th</sup> -31<sup>st</sup>, 2018)**

	a person. The first team to successfully match activities to names wins!
<b>12:40 B</b>	Name an adjective: (color, size, attribute,...)

**Sec. 2 (A & B)**

**Team engineers (Team-building icebreaker)**

Participants are split into teams of 4. Each team is given a collection of objects and asked to build something. The objects should include items like sticky tape, glue and paddle, pop sticks. You could also include a challenge, where teams need to accomplish a specific task with their creation!