eriod:		Project:		Eve	eryone Can sate (ECC):																		
/eek:		Overal pages:		CIE	rate (EUU).										_	_							
		Journey				Step by step			Witty reading				Quick language & clever writing			Gvis listening & sharp skeaking			Smath tracing and		Test Yo Consoli	rself &	
		Outline				such and such			willy waaing				a assessment			snarp sreaking			dever writing		011270		
	Learning outcome:			Lea Out	arning tcome:			Can - do statements:			Can	n do tements:			Can do statements			Can do statement					
	Section	act's name/#	Resources	Sec	otion	act's name/#	Resources	Section	activity name	Resources/ materials	Sec	tion	activity'name	Resources	Section	act's name/ #	Resources	Section	act's name/#	Resources			act name
	Taking off:			Tak	king off:			Main			mai	in			main activitie	25		main			main a	tivities	
	Cruising:			Cru	ulsing:			Slime			slim	te juities			slime			slime			slime o	tivities	
	Set in motion:			Set	in motion:			Key words				words			keywords			keywords			keywo	ds	
	Landing:			Lan	nding:			Skills at play			skill	ls at play			skills at play			skills at play			skills a	play	
	Learning Log			Lea	arning log:			project			pro	oject			project			project			projec		
	Day to be worked:			Day	y to be rked:			Learning log:			Lea	irning log:			Learning log:			Learning log:			Learni	g log:	
meworks tra materials																							
									•		_					•			•				

eriod:		Project:		Eve	eryone Can sate (ECC):																		
/eek:		Overal pages:		CIE	rate (EUC).											_							
		Journey				Step by step			Witty reading				Quick language & clever writing			Gvis listening & sharp skeaking			Smath tracing and		Test Yo Consoli	rself &	
		Outline				such and such			willy waaing				a assessment			snarp sreaking			dever writing		011270		
	Learning outcome:			Lea Out	arning tcome:			Can - do statements:			Can	n do tements:			Can do statements			Can do statement					
	Section	act's name/#	Resources	Sec	otion	act's name/#	Resources	Section	activity name	Resources/ materials	Sec	tion	activity'name	Resources	Section	act's name/ #	Resources	Section	act's name/#	Resources			act name
	Taking off:			Tak	king off:			Main			mai	in			main activitie	25		main			main a	tivities	
	Cruising:			Cru	ulsing:			Slime			slim	te juities			slime			slime			slime o	tivities	
	Set in motion:			Set	in motion:			Key words				words			keywords			keywords			keywo	ds	
	Landing:			Lan	nding:			Skills at play			skill	ls at play			skills at play			skills at play			skills a	play	
	Learning Log			Lea	arning log:			project			pro	oject			project			project			projec		
	Day to be worked:			Day	y to be rked:			Learning log:			Lea	irning log:			Learning log:			Learning log:			Learni	g log:	
meworks tra materials																							
									•		_					•			•				

Period:		25-29 APRIL	Project	What happens if																				
Neek:	1		Overal pages:	18-43		Everyone Can Create (ECC):																		
			Project begins						Sesion 1				sesion 2				sesion 3				sesion 4		sesion 5	
																	Test				Test			
																	Uourselk				Unursekl			
																	l*. "				and			
	100.00								_								and							
	Шіну.								Clever				Sharp				Consolidatio				Consolidatio			
	Reading				Quick Langu	ige			Writing				Speaking.				n				n			
earning outcome:	Make predictions • Read the story a	about the story.		Learning Outcome:		d hand hashing contact	should/shouldn't.	Learning	Read a model te	4 4 14		Learning		things, animals, a		Learning				Learning Outcome:				
Section .	act's name/ #		ES BOOK II.	Section	act's name/ #		anout anout in t	Section	act's name/ #		THIS BIT EXPOSE	Section	act's name/ #		and people are us	Section	act's name/ #	Resources		Section .	act's name/ #	Resources		+
									Play a video															
									about natural disasters. Read	https://www. youtube.														
	Prompt a discuss their Awesome R	Awesome							the text How to Help in Case of	com/watch? v=HaEmlakO7f														
Taking off!!	they made before			Taking off!	Tell students that			Taking off:	a Disaster	481=329s		Taking off:	Write the word pr		be.com/watch?v	Taking off	s. Ask: What type	s of tests have yo	ou taken before?	Taking off				₩
		Learning Log, activities 1, 2, 3,				Learning log, activities 1,2,3,				Learning Log activities				Activities 1.2.3.4.5.										
Cruising:	Have students re	4, 1,2		Cruising:	Say the word col	1,2,3,4,5.	l	Cruising!	Have students re	1,2,3,1,2,3,4		Cruising Supposted	Have students re	1,2,3,4		Cruising	Have students re	ad the instruction	s and answer eac	PART1				+
	Ask students if th			Landing:			=0x07YB-INS0		affected, expert ,	prevention, Indivi	dual, math, start		Have students m	English notebook		Consolidation	Have students re							
Key Words	felt looking for wa	all		Key Words	collaboration me	als tips			Exchange your e	xpository paragra	ph with a classma		Have student tea	learning log		Landing	BE Aware of You	r Progress Remin	d students of the	evaluation proce	ss. Point to the fac	es in the chart.		
earning Log	24-27			Learning log:	28-31	l .	1	Learning Log	32-35		l	Learning Log:	36-39			Learning log	pg 40-43			l				1
Day to be worked:	Monday			Day to be worked:	Tuesday							key words												
				Audio: witty read				Day to be worked:				Day to be worked:	Thursday			Day to be worked:	Friday			Day to be worked:	Date:			
				Audio, witty read	ng .		+	WURREU.	Wednesday		-	WULKEU.	mursuary			WULKEU.	rinaey	-	-	WOLKED;	Friday	-		
Homework/ extra				Homework:				Homework			_	Homework				Learning log				Learning log				

ith book	1	Project:	Everyone Car Create (ECC)														1 1		
5th-29th		Oversil pages:																	
		Jaurney Outline		Step by step			Withy Reading			Quick language			Clever writing			Sharp speaking		Test Yourself	
	Learning	Whats the most powerful force in the world?	Learning	Personal Reflection		Learning Outcome:	Let's talk about school		Learning Outcome:	Weolcome to our school		Learning	Do you ever look up at the sky and won shoul the moon?	der	Learning	Verb hot potatoe			
	Section	act's name/ # Resources	Section	act's name/ s	BEOUPCES	Section	oct's name/ s	Resources	Section	oot's name/ #	Resources	Section	oot's name/ s	Resources	Section	act's name/ s	Resources		Resources
	Taking off:	Describe forces you see.	Taking off:	How to solve problems		Taking off:	First day at school	Awesome reader	Taking off	important classroom supplies		Taking off:	Moon Festival.	Images	Taking off:	Play a game called "Verb Hot Potato."		Skill outcome	
	Oruising	Reading and pronunciation	Cruising	Which way of building did you prefer? Why? Le	igos	Cruising	Have students complete the exercise		Vocabulary activity:	main office, cafeteria, music concerts, for plays, for allachool meetings,	Images	Vocabulary act	phase and/or aphere,		sociabulary activity	book, cost, to someone,bowl of scup,sy	nbols	Reading	questions in no
	Set in motion:	planesing the question in the questi holds with the rises	Set in motion	: Constructive Interactio		Key words:	companion enthusiastic thought bubbles		Cruising	read the words in the box		Cruising	students scan the text about the moon fillenow	or words they don't	cruising	Timeline "this mament in time" and put the exact clad	t time under it	Skill outcome	
	Landing:	Sook, notebook	Londing	Book, images, videos		Title to be read:	First day at school		Concept box	playground, nurse's, office, library, computer, lab, main entrance,	Images, book	concept box:	Complete text of the book		concept bax	bunch patch scratch		Writing	Notebook
	Learning Log	10-19	Learning log:	20,21		Project activity:	look at "First Day at School" in their Awssome Reader for ideas to discuss		project activity:	pairs discuss their most tavorite and least favorite place, extend the exercise. Draw a picture of their favorite place and include the objects from the master list		project activity:	What did the moon look like? What can phase during your visit?	you tell us about the	mproject activity:	Describe what people are doing.	Pictures	Day to be wor	ec Friday
	Day to be worked:	Monday	Day to be	Tuesday		Lines of	Images online or in a history book of arbools		key words	auditorium locations,		Complementary	Expository writing o		complementar				
a Austria materials	KEYS					Day to be worked:	Tuesday		Language key	class + room = classroom play + ground = playground		Landing	32-33		-	36,37,35,39			
						ECC	24-25		ECC	26-29		Keywords:	fingernali, phase,sphere		tcc	Friday			
						_			Day to be worked	Wednesday		Day to be works	d: Thursday						
	_								_			_			_			_	_
									_						_				_

Period:			Project:		Everyone Can Create (ECC):																T
Week:			Overal pages:																		
	П		Journey									Quick			Clever			Sharp		Test	
			Outline			Step by step			Witty Reading			language			writing			speaking,		Yourself	
		Learning outcome:			Learning Outcome:			Learning Outcome:			Learning Outcome:			Learning Outcome:			Learning Outcome:				
		Section	act's name/#	Resources	Section	act's name/#	Resources	Section	act's name/ #	Resources	Section	act's name/ #	Resources	Section	act's name/ #	Resources	Section	act's name/	Resources		Resources
		Taking off:			Taking off:			Taking off:			Taking off:			Taking off:			Taking off:			Skill outcome	
		Cruising:			Cruising:			Cruising:			Vocabulary activity:			Vocabulary act			vocabulary				
		Set in motion:			Set in motion:			Key words:			Cruising			Cruising:			cruising			Skill outcome	
		Landing:			Landing:			Title to be read:			Concept box			concept box:			concept be				
		Learning Log			Learning log:			Project activity:			project activity:			project activity:			project				
		Day to be worked:			Day to be worked:			Lines of research:			key words			Complementary box:			complemen v box	ar			
Homeworks /extra materials								Day to be worked:			Language key			Landing:			Landing:				
								ECC			ECC			ECC			ECC				

Period:	APRIL 25 - 29	Proper.	Students will re	search the car	se of a person who s world.	Everyone Can Dea	de (800)			Withy Quading												Period:	4th bimester	Project:		60	veryone Can reate (ECC):
Week:		1 Overall pages	18 to 85							Make predictions about the story using previous knowledge	Infer information about the story and identify the author's oursees											Week: 1	fat	Overal pages:			
		Journey Outli	ne				Step by ste	Р	Taking off:					Quick Language			Claver Uniting			Sharp Speaking				Journey Outline		\Box	
	Learning outcome:	Introduction of the students. Students with the importa				Learning Chilisime	Analyze real-life situation to build your knowledge		Oxising:	Have students complete the exercise individually. Tell them to read all the sentences in their entirety before completing them.			Learning Outcome:	conjunctions to	subjects and predicates in	Learning	informative text and identify its	Write an informative text using all its elements.	Learning Outcome:		Share what the have or haven't done while traveling.	Y	Learning outcome:			La O	saming ulcome:
	Section Section 1	Introduce Key question	UNO resources/Work sheets			Section Taking off	Present a case to the class	Resources		- Awecome Reader 'A Vest to the UK' - Track 'A Vest to the UK' - Key The Tower of London	Readings and tracks provided by UNO		Section Taking of:	Subject and predicate (simple part)	Video to explain some characteristics		Write the word China on the board Give students 30 seconds to write words and phrases related to China.	Resources	Section Taking of:	Pay a game a game of the pay a game of the going on a trip, and tim going to visit. The first student stants by saying the sentence plus a location or monument discussed in the Clever Writing	Recources		Section Taking off:	act's name/ s	Resources	Te	action
	Crusing		worksheets			Owens	Develops questions to analyze the case		Project activity:			ĺ	Cruising	Have students complete the esercise according to the Differentiated instruction		Vocabulary activity:			Vocabulary act				Oruising				ruising
	Del os malains	bridged of fearing students computed the ability on pairs, you may wish to have shaders work in groups of fear to discuss animetric size the say questions and the other presented. Tell groups to that another bases	Teatwork			Delize mediani	Ask the following questions: Have you ever been to a different country? Which country? Why do you think it is important to trave? Would you like to travel around the world? Which	Choose three of your classmate's a newers and write them on the boarding passes.		jar pošery records rasga slopes wizard antiera destroyed Neolithic pulsy relica solutice			Key words:	border dynasty emperor grasslands remain watchtowers hoop hurters lacrosse leather moccasin toss	Language Key Conjunctions		When did we use the word compound before? (compound words) What is a compound words) So (a word made up of two words) So what do you think a compound secteoce is? (a secteoce made			Ask students: Do you always pack the same things for every top? Tell students to discuss what they need to pack for any try, and what they need to pack for one			Set in motion:				et in motion:
	Landing: Learning Log					Landing Learning log	Research, interpret and record into. Analyze, share and assess your. Performance 30 - 21		Day to be worked: Learning log:				Title to be read: Project activity:	'The Longest Wall'	Recording track	Concept box project activity:	amohitheater		concept box: project activity:	board check in			Landing: Learning Log			La Gr	anding saming log
	Dayloide worked					Cay to be worked.							Concept box				covering eliptical entrances feats scar caption historical informational likeness monument		Key words	iff luggage platform stopover campfire canoning puddles skydving summer camp tect	Recording tracks: "Travelers" Disloques" "Megan's Story		Day to be worked:			D: us	ay to be orked:
Homeworks Austra materials	SPELLING BEE	during the week								Day to be worked:				Language key			Language key	NIA.	Homeworks Autra materials		Lines of Resea						
										ECC				ECC			ECC 203										
										Landing				Landing Day to be worked:			Day to be worked										
Period:		4th bimester	Project:			Everyone Can Create (ECC):													Period:		4th bimester	Project:		Everyone Can Create (ECC):			

Period:			Project:		Everyone Can Create (ECC):																	
Week:			Overal pages:																			
			Journey									Curious			Smart				Creative		Test	
			Outline			Consolidation	4		Wise Citigen			scientist			Mathematicia				Gritist		Yourself	
		Learning outcome:			Learning Outcome:	Students divide food into		Learning Outcome:	Value the importance of		Learning Outcome:	Describe the trophic levels,		Learning Outcome:	Represent decimals as		Lear	ning ome:	Learn about different forms			
		Section	act's name/#	Resources	Section	act's name/#	Resources	Section	act's name/ #	Resources	Section	role differen	Resources	Section	act's name/ #	Resources	Sect	ion	different	Resources		Resources
		Taking off:			Taking off:			Taking off:	Draw circles to	Wordsearch	Taking off:	Number the		Taking off:	What other		Taki	ng off:			Skill outcome	
		Cruising:			Cruising:			Cruising:	What is the meaning of		Vocabulary activity:	Classify the ke words between	y	Vocabulary act	Have students draw a graphic		voca	bulary				
		Set in motion:			Set in motion:			Key words:	Define key words		Cruising	Draw simple		Cruising:	Have pairs		cruit	sing			Skill outcome	
		Landing:			Landing:			Title to be read:	N/A		Concept be	Study the		concept box:	Have students		cond	cept box				
		Learning Log			Learning log:			Project activity:	N/A		project acti			project activity:	N/A		proj	ect				
		Day to be worked:			Day to be worked:			Lines of research:	Let's Work Together		key words	CURIOUS SCIENTIST:		Complementary box:	Work it out!		com y bo	plementar x				
Homeworks /extra materials								Day to be worked:	Monday		Language	Who can describe a		Landing:	Organize students into		Lanc					
								ECC			ECC			ECC			ECC					
	\square																_					