Planeación semanal

Module Health Week 1: Routines and Body Parts
Componentes de lenguaje o habilidades

- Listening
- Speaking
- Writing
- Vocabulary
- Collaborating

Objetivos de aprendizaje

- Classify new words related to daily routines and body parts.
- Use time expressions to talk about routines.

Vocabulario

- Arm
- Legs
- Chest
- Brain

- I eat dinner at 6.
- Before going to bed, I...
- I wake up at...
- Everyday ...
- First, second, then...
- In the morning...

- In the evening...
- In the afternoon...
- At night...

Recursos o materiales para la semana

- Way to Go 6° book
- Head, Shoulders, Knees, and Toes song
- I Spy With My Little Eyes video
- The Giant Says activity
- KWL Chart

Posibles dificultades
Dificultad:
Difficulty remembering time expressions.
Recomendaciones para acompañar a los estudiantes:
Use flashcards with expressions and their meanings for daily review.
Dificultad:
Confusion with body parts.
Recomendaciones para acompañar a los estudiantes:
Start each class with a quick review by pointing to their bodies and reciting body parts in English.
Evaluación informal
Recomendaciones para evaluar:

- Observe students' interactions and how they use vocabulary in pairs and groups.
- Listen closely if students use time expressions correctly when creating dialogues.

Aspectos a observar:

- Accurate use of new vocabulary words in their oral and written productions.
- Ability to understand and follow instructions related to daily routines.

Referencias

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Resources are based on materials from British Council, Teaching English, and the 'Way to Go 6°' book.
My Favorite Routine
Descripción:
Each student orally shares a favorite activity in pairs using simple English phrases.
Duración aproximada:
5 minutes
Tipo de interacción:
Pairs
Componentes de lenguaje o habilidades:

- Speaking
- Listening

Paso a paso:

- Form pairs and have them sit facing each other.
- Instruct students: 'Tell your partner about your favorite routine using phrases like I like to...'.
- Ensure both members of the pair take turns speaking and listening.

Recomendaciones de ajuste por nivel de inglés:

- Use visual support for Pre A1 by showing images or drawings to guide conversations.

Vocabulary with Images
Descripción:
Introduce new vocabulary words using visual aids.
Duración aproximada:
20 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary

Recursos o materiales para la actividad:

- Way to Go 6° book

- Electronic board

resources:

- Head, Shoulders, Knees, and Toes

Fuente:
American English
Paso a paso:

- Use the 'Way to Go 6°' book or electronic board to display images of body parts.
- Repeat each word clearly and have students repeat after you.
- Instruct students: 'Point to the part of your body when you hear the word'.
- Repeat the words several times and encourage students to sing 'Head, Shoulders, Knees, and Toes'.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, ask students to form complete sentences using the newly learned words.

Vocabulary Poster
Descripción:
Create posters about body parts and daily routines.
Duración aproximada:
60 minutes
Tipo de interacción:
Small groups
Componentes de lenguaje o habilidades:

- Writing
- Collaboration
- Creativity

Recursos o materiales para la actividad:

- Construction paper

- Markers

Paso a paso:

- Divide the class into groups of 3-4 students and provide materials.
- Instruct each group: 'Create a poster with pictures and words for body parts and daily routines'.
- Monitor and support students as they work, offering help with translation or grammar as needed.
- Once finished, have each group post their posters on classroom walls to create a visually rich environment.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1, offer templates with space for adding drawings or words.
- For A1.1, allow them to create their own templates.

Vocabulary Reflection
Descripción:
Share and explain a new word learned during the day.
Duración aproximada:
10 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Speaking
- Metacognition

Recursos o materiales para la actividad:

- Notebook

Paso a paso:

- Ask each student: 'Think of one new word you learned today'.

- Guide students to share with the class saying: 'Explain the word and say a sentence using it'.
- Encourage quick Q&A after each explanation.

Recomendaciones de ajuste por nivel de inglés:

- Allow Pre A1 students to use drawings to explain words.
- For A1.1, encourage more complex sentence creation.

N/A
Descripción:
No extra activity planned.
Duración aproximada:
0 minutes
Tipo de interacción:
N/A
Special Greeting
Descripción:
Students practice greetings in English by interacting with their classmates.
Duración aproximada:
5 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Speaking
- Social Interaction

Paso a paso:

- Ask students to stand and move around the classroom.
- Instruct: 'Greet three different students with a hello and how are you?'.
- Observe and monitor to ensure each student participates.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1 students, show examples or perform the exercise jointly.

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Video: Body Parts
Descripción:
Show an educational video and repeat the observed words.
Duración aproximada:
15 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary

Recursos o materiales para la actividad:

- Projector
- Electronic board

resources:

- I Spy With My Little Eyes

Fuente:
Banco de Recursos BC
Paso a paso:

- Set up the video on the projector or electronic board.
- Instruct students: 'Pay attention to the words and actions in the video'.
- Pause at key parts to repeat words 2-3 times.
- Encourage students to repeat out loud and perform the corresponding actions.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, encourage the construction of sentences that include the observed body parts.

Routines Dialogue
Descripción:
Create simple dialogues in pairs about daily routines.

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Duración aproximada:
25 minutes
Tipo de interacción:
Pairs
Componentes de lenguaje o habilidades:

- Speaking
- Collaboration

Recursos o materiales para la actividad:

- Notebook
- Pencil

Paso a paso:

- Pair students and provide them with materials.
- Instruct: 'Work together to write a short conversation about your daily routines'.
- Circulate the class assisting pairs needing more guidance.
- Invite a few pairs to share their dialogues at the end.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1, provide basic phrases and supporting words.
- For A1.1, allow students to explore more time expressions within the dialogs.

A New Learning
Descripción:
Write something new learned about routines or body parts.
Duración aproximada:
5 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing

- Metacognition

Recursos o materiales para la actividad:

- Notebook
- Pencil

Paso a paso:

- Tell students: 'Write one thing you learned today'.
- Encourage explanations if time allows: 'Why is it important to learn this?'
- Collect short notes or ask some students to share with the class.

Recomendaciones de ajuste por nivel de inglés:

- For pre A1, allow them to draw as an alternative to writing.
- For A1.1, ask for deeper explanations or connections about their written statements.

N/A
Descripción:
No extra activity planned.
Duración aproximada:
0 minutes
Tipo de interacción:
N/A
Mime Game
Descripción:
The teacher mimes an action or body part, students guess.
Duración aproximada:
5 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Speaking
- Vocabulary

Paso a paso:

- Ask the class to get ready for a guessing game.
- Begin miming and observe as students attempt to guess by saying words in English: 'What am I doing?' or 'What is this body part?'
- Repeat the process with different mimes to consolidate vocabulary.

KWL Chart: Daily Routines
Descripción:
Complete a KWL chart to reflect on knowledge and future learnings about daily routines.
Duración aproximada:
20 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing
- Critical Thinking

Recursos o materiales para la actividad:

- KWL Chart template

Paso a paso:

- Distribute the KWL Chart template to each student.
- Explain how to fill in the 'What I Know' and 'What I Want to Know' sections.
- Guide students in listing daily routines in English. Ask: 'What routines do you do every day?'
- Encourage them to write as much as they can, recalling learned vocabulary.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1, provide more illustrations that facilitate identifying routines.
- For A1.1, encourage broader lists and self-questioning about future learnings.

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Mind Map Creation
Descripción:
Create individual mind maps about daily routines and self-care.
Duración aproximada:
70 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing
- Creativity

Recursos o materiales para la actividad:

- Colored pencils
- Notebook

resources:

- The Giant Says

Fuente:
Teaching English
Paso a paso:

- Instruct students on mind mapping: 'Think about your daily routine and self-care activities'.
- Distribute art tools and encourage creativity in representation.
- Circulate the class providing help with writing or vocabulary as needed.
- At the end, invite volunteers to explain their mind maps suggesting new healthy habits they might adopt.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1, facilitate a word bank for students to use in their maps.
- For A1.1, encourage the use of new connectors or complex expressions.

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Share Mind Map
Descripción:
Discuss in groups about the ideas reflected in their mind maps.
Duración aproximada:
10 minutes
Tipo de interacción:
Small groups
Componentes de lenguaje o habilidades:

- Speaking
- Collaboration
- Metacognition

Recursos o materiales para la actividad:

- Colored pencils

Paso a paso:

- Form groups of three students.
- Instruct: 'Share your mind map with your group and discuss one new routine or self-care you could do'.
- Listen actively to each group and encourage using this space to connect individual learning with that of their peers.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1, allow more time and direct guidance during the speaking process.
- For A1.1, encourage open discussion and interconnection of ideas.

N/A
Descripción:
No extra activity planned.
Duración aproximada:
0 minutes
Tipo de interacción:
N/A