Planeación semanal

Módulo Salud y vida - Semana 1: Rutinas y Cuerpo
Componentes de lenguaje o habilidades

- Speaking
- Listening
- Writing
- Vocabulary recognition
- Critical thinking
- Metacognition
- Collaboration
- Creativity

Objetivos de aprendizaje

- Clasificar palabras nuevas o imágenes relacionadas con rutinas diarias y partes del cuerpo.
- Familiarizarse con vocabulario específico de rutinas de cuidado personal.
- Usar expresiones de tiempo para describir acciones cotidianas.

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

- Collocation Pelmanism: Daily Routines
- The Giant Says
- Routine Role Play
- Body Part Simon Says

Posibles dificultades
Dificultad:
Students might struggle with pronunciation of new vocabulary.
Recomendaciones para acompañar a los estudiantes:
Use choral repetition and provide visual and audio aids.
Dificultad:
Difficulty in remembering the order of words in time expressions.
Recomendaciones para acompañar a los estudiantes:
Practice through role-plays and repetition drills using simple, relatable sentences.
Evaluación informal
Recomendaciones para evaluar:

- Observe students' role-plays for correct use of vocabulary and expressions.
- Listen to pronunciation during group activities.

Aspectos a observar:

- Proper pronunciation of new vocabulary.
- Accurate use of time expressions in context.
- Student participation and engagement in activities.

Referencias
British Council and Teaching English methodologies were incorporated into lessons.
Circle of Names
Descripción:
In a circle, each student says their name and an English word they like.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Building community

Paso a paso:

- Form a circle in the classroom with all students.
- The teacher initiates by saying their name and a word they like in English, e.g., 'My name is Anna, and I like 'sunshine'.
- Each student follows, repeating the previous names before adding their own name and word.
- Encourage using clear and loud voices to ensure everyone hears.
- Conclude with a round of applause for participation.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Allow them to use words they already know or like.
- For A1.1: Encourage use of more new words if comfortable.

Visual Vocabulary

Descripción:
Show images related to personal care routines and body parts on TV. Name each part and repeat together.
Duración aproximada:
15 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary recognition

Paso a paso:

- Prepare a selection of images relevant to daily routines and body parts.
- Display each image on the TV and pronounce the body part clearly.
- Ask students to repeat the word after you, focusing on clear pronunciation.
- Encourage students to make simple sentences using each word, like 'This is my arm.'
- Summarize the vocabulary once all images have been shown.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Use slow and clear pronunciation, provide translation if necessary.
- For A1.1: Challenge students to use words in simple sentences.

Drawing and Labeling
Descripción:
Each student draws a daily routine they perform and labels the body parts mentioned in the images.
Duración aproximada:
45 minutos
Tipo de interacción:
Trabajo individual
Componentes de lenguaje o habilidades:

- Writing

- Vocabulary application
- Creativity

Recursos o materiales para la actividad:

- Collocation Pelmanism: Daily Routines

resources:

- Collocation Pelmanism: Daily Routines

Fuente:
Teaching English
Paso a paso:

- Provide each student with paper and colored pencils.
- Instruct students to draw a daily routine, e.g., brushing teeth, and label body parts involved, like 'arm' or 'mouth'.
- Walk around and provide feedback as students work, helping with vocabulary as needed.
- After the drawing is complete, have students write a sentence or two describing what they drew, e.g., 'I brush my teeth in the morning.'
- Encourage students to use a variety of colors in their drawings to increase engagement.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Allow use of dictionaries or translated resources to assist.
- For A1.1: Engage in peer review to practice using expressions in context.

Show and Share
Descripción:
In pairs, share and describe your drawings using the learned time expressions.
Duración aproximada:
20 minutos
Tipo de interacción:
Trabajo en parejas
Componentes de lenguaje o habilidades:

- Speaking
- Peer feedback
- Language in context

Paso a paso:

- Pair up students based on seating arrangement or at random.
- Instruct each pair to show their drawings to each other.
- Students describe their drawing using sentences like 'In the morning, I...Then, I...', practicing time expressions.
- Encourage pairs to ask each other questions about their drawings, like 'What do you do after you wake up?'
- Wrap up by selecting a few pairs to share their dialogues with the class.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Model question and response exchanges as needed.
- For A1.1: Focus on using full sentences and clear pronunciation.

Personal Care Mind Map
Descripción:
Students create a mind map at home about their personal care routine using at least three time expressions.
Duración aproximada:
20 minutos
Tipo de interacción:
Trabajo individual
Componentes de lenguaje o habilidades:

- Writing
- Organization skills

Paso a paso:

- Explain what a mind map is and show an example on the board.
- Instruct students to choose their personal care routine to depict in mind map form.
- Encourage them to use the expressions 'In the morning... In the evening...', etc.
- Remind them to be creative with layout and color to illustrate their routine.
- Collect and review maps the next day for completion.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Provide a template or visual aid to take home.
- For A1.1: Ask for more detailed descriptions or additional time expressions.

Quick Fire Questions
Descripción:
In quick turns, students name a body part or routine they remember from the last class.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Fast recall

Paso a paso:

- Organize students in a circle or rows facing each other.
- Start the activity by quickly naming a body part, e.g., 'brain'.
- Pass the turn rapidly to the next student; they must name another part or routine, no repeats allowed.
- Continue until everyone has participated or no new words are recalled.
- Finish with a group cheer for effort and memory.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Give prompts or hints if they struggle to recall.
- For A1.1: Encourage them to use phrases, e.g., 'I remember the arm.'

KWL Chart
Descripción:
Begin the KWL chart about body parts: students note what they know and want to know.
Duración aproximada:
15 minutos
Tipo de interacción:
Individual but sharing with group
Componentes de lenguaje o habilidades:

- Writing
- Critical thinking

Paso a paso:

- Introduce the KWL chart format on the board: 'What I Know', 'What I Want to Know'.
- Explain the purpose of each section: 'Know' for prior knowledge and 'Want' for curiosities.
- Provide students with paper; have them create their own chart.
- Ask students to fill in the first two columns individually.
- Invite volunteers to share their entries aloud, marking popular items on the board.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Offer assistance in phrasing their knowledge and questions.
- For A1.1: Encourage more complex questions based on curiosity and interest.

Routine Role Play
Descripción:
In groups of 3-4, students choose a daily routine to dramatize and identify involved body parts.
Duración aproximada:
45 minutos

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Tipo de interacción:
Trabajo en grupos
Componentes de lenguaje o habilidades:

- Speaking
- Collaboration
- Language in context

Recursos o materiales para la actividad:

- The Giant Says

resources:

- The Giant Says

Fuente:
Teaching English
Paso a paso:

- Divide students into small groups and assign or let them choose a routine, e.g., cleaning teeth, tying shoes.
- Discuss with groups the main actions involved and corresponding body parts.
- Allocate time for groups to rehearse their role play using clear time expressions, e.g., 'First, I wake up, then I brush my teeth.'
- Encourage creativity in mime and dialogue to highlight body parts.
- Allow groups to present to the rest of the class.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Use gestures to aid understanding and retention.
- For A1.1: Focus on clear articulation of each body part during role play.

Reflection Circle
Descripción:

In a circle, share one new thing learned about routines and body parts today.
Duración aproximada:
20 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Metacognition

Paso a paso:

- Rearrange seating into a circle for open discussion.
- Ask students to prepare a short statement about what they learned.
- Begin sharing sessions, encouraging respect and attention to each speaker.
- Provide prompts or follow-up questions where needed, like 'Why was that interesting?'
- Conclude with a collective reflection on why understanding body parts and routines is essential.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Provide sentence starters like 'I learned...' to help guide responses.
- For A1.1: Encourage students to use detailed examples in their reflections.

Personal Routine Diary
Descripción:
Write in your diary about one time you used body knowledge in a daily activity.
Duración aproximada:
20 minutos
Tipo de interacción:
Trabajo individual
Componentes de lenguaje o habilidades:

- Writing
- Reflection

Paso a paso:

- Recollect an activity from the day where body part knowledge was used.
- Instruct students to write about it in detail, emphasizing any new vocabulary used.
- Encourage them to reflect on how this knowledge helped in their activity, e.g., 'Because I knew the word for 'elbow', I could...'
- Guide translation into English when necessary, assisting with new terms.
- Review diary entries the next class as a reflective recap.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Offer a template or basic sentence structure to follow.
- For A1.1: Encourage elaboration on experiences and learning outcomes.

Body Part Simon Says
Descripción:
The Simon Says game using body parts to connect movement with vocabulary.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary recall

Paso a paso:

- Split class into small circles or around the room.
- Choose a student to be 'Simon' or lead it yourself initially.
- Call out commands 'Simon Says touch your shoulders', etc., for students to follow.
- If 'Simon' doesn't say 'Simon Says', students should stand still.

- Rotate leaders to keep engagement high.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Model commands before starting game.
- For A1.1: Increase complexity with multiple body parts in one command.

Video Clip Viewing
Descripción:
Show a short video of a daily routine in English, focusing on identifying body parts and time expressions.
Duración aproximada:
15 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Listening
- Contextual understanding

Paso a paso:

- Prepare the video by checking language difficulty and content relevance.
- Play the video at least twice, with subtitles if needed.
- Pause during key scenes to discuss recognizable vocabulary.
- Prompt students to take notes on new expressions and body parts noticed.
- Lead a short discussion afterward about what they understood and observed.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Pause frequently and explain concepts.
- For A1.1: Encourage predictions before playing video.

KWL Chart Completion
Descripción:

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Complete the 'What I Learned' section of the KWL chart on body parts and routines from the video.
Duración aproximada:
45 minutos
Tipo de interacción:
Individual with plenary
Componentes de lenguaje o habilidades:

- Writing
- Critical thinking
- Reflection

Recursos o materiales para la actividad:

- Routine Role Play

resources:

- Role-play

Fuente:
Teaching English
Paso a paso:

- Review initial KWL entries with the class.
- Ask students to complete 'What I Learned' individually post-video.
- Encourage using vocabulary from all week and embedding expressions of time.
- Organize a table read where volunteers share their conclusions.
- Facilitate a group discussion on common insights gained across the class.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Guide through reading personal notes from previous lessons.
- For A1.1: Suggest enriching answers with additional learned phrases.

Weekend Plans Share

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Descripción:
Each student shares in pairs or small groups an activity planned for the weekend using at least two learned time expressions.
Duración aproximada:
20 minutos
Tipo de interacción:
Trabajo en parejas/grupos pequeños
Componentes de lenguaje o habilidades:

- Speaking
- Planning

Paso a paso:

- Organize students into pairs or small groups for manageable interaction.
- Encourage sharing an English sentence, e.g., 'On Saturday, I will go swimming in the morning.'
- Ensure students are attentive listeners and perhaps ask questions back.
- Rotate groupings if time allows to diversify sharing and feedback.
- Provide feedback on correct usage of expressions. Conclude with a round-up question like 'What was the most interesting plan you heard?'

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Provide sentence frames for planned actions.
- For A1.1: Encourage asking more about peers' plans to practice exchanges.

Daily Routine Video
Descripción:
Record a brief video at home describing their daily routine in English, using time expressions and showing involved body parts.
Duración aproximada:
20 minutos
Tipo de interacción:
Trabajo individual
Componentes de lenguaje o habilidades:

- Speaking
- Multimedia presentation

Paso a paso:

- Instruct students to plan a narration of their typical day.
- Encourage them to integrate introductory and concluding remarks, e.g., 'My day starts with...'
- Guide on using proper lighting and audio quality in video recording.
- Check for inclusion of time expressions and body part vocabulary.
- Arrange a day for class sharing sessions of select videos.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Allow scripts with sentence starters for support.
- For A1.1: Inspire creativity by suggesting scenarios to include beyond the routine.