Planeación semanal

Module 5: Week 3 - Health and Symptoms
Componentes de lenguaje o habilidades

- Speaking
- Listening
- Reading
- Writing

Objetivos de aprendizaje

- Describe symptoms and treatments in English
- Use imperative sentences correctly
- Collaborate effectively in pairs and groups

Vocabulario

- Headache
- Pills
- Shot
- Vaccine
- Cough
- Doctor
- Take a pill
- Drink water
- Don't worry
- Stay in bed

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Recursos o materiales para la semana

- Video sobre síntomas y enfermedades comunes
- Artículo sobre prevención de enfermedades
- Presentación de PowerPoint sobre tratamientos

Posibles dificultades
Dificultad:
Understanding and using imperatives
Recomendaciones para acompañar a los estudiantes:
Demonstrate examples using TPR (Total Physical Response) to engage kinesthetic learners.
Dificultad:
Vocabulary retention for health-related terms
Recomendaciones para acompañar a los estudiantes:
Use visual aids like flashcards and real objects (where possible) to anchor vocabulary understanding.
Evaluación informal
Recomendaciones para evaluar:

- Use quick pair-share moments for informal speaking assessments.
- Observe pair interactions for peer evaluation and feedback.

Aspectos a observar:

- Correct use of vocabulary in context.
- Appropriate use of simple imperative sentences.

Referencias
The lesson plans adhere to teaching methodologies described by the British Council and use resources from their TeachingEnglish platform.
Word Association
Descripción:
Students take turns saying a word that they associate with 'disease' or 'health'. For example, 'cough', 'doctor', 'vaccine'.
Duración aproximada:
5 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Speaking
- Vocabulary Connection

Fuente:
In-class
Paso a paso:

- Organize the students into pairs.
- Instruct each student to think of a word related to health or illness.
- Set a timer for 3 minutes; when time starts, they begin their association game.
- Encourage quick responses to maintain flow.
- Conclude with a few pairs sharing their most interesting word associations with the class.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, use visuals or mime for difficult words.

Video sobre síntomas y enfermedades comunes
Descripción:
Watch and discuss a brief video about common symptoms of diseases and their associated vocabulary.
Duración aproximada:
20 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary Building

Recursos o materiales para la actividad:

- Using video 2

resources:

- Using video 2

Fuente:
Banco de Recursos BC
Paso a paso:

- Prepare the video before class and ensure equipment is functional.
- Give students a list of key vocabulary to listen for during the video.
- Play the video once, asking students to note any unfamiliar terms.
- Pause periodically to check comprehension and discuss key points.
- Conclude with a brief Q&A, reviewing vocabulary as needed.

Recomendaciones de ajuste por nivel de inglés:

- Use subtitles if available for better comprehension.

Diálogo guiado sobre síntomas
Descripción:
In pairs, students practice guided dialogues where one student describes symptoms and the other provides advice using imperatives.
Duración aproximada:
50 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Speaking
- Grammatical Fluidity

Fuente:
In-class
Paso a paso:

- Distribute dialogue scripts to each pair.
- Briefly demonstrate an example role-play with a student volunteer.
- Allow pairs time to practice and switch roles.

- Encourage using additional vocabulary learned from the video.
- Circulate during practice to provide feedback and support.

Recomendaciones de ajuste por nivel de inglés:

- Ensure dialogues are simple with clear instructions for A1.1 students.

Reflexión escrita rápida
Descripción:
Students write three sentences about what they learned today about describing symptoms and giving advice using imperatives.
Duración aproximada:
15 minutos
Tipo de interacción:
Trabajo individual
Componentes de lenguaje o habilidades:

- Writing
- Metacognition

Fuente:
In-class
Paso a paso:

- Ask students to reflect silently on the day's learning.
- Guide them to write down three things they found interesting or learned.
- Encourage sharing responses in small groups if time allows.
- Collect the reflections to assess understanding and provide feedback.

Recomendaciones de ajuste por nivel de inglés:

- Provide sentence starters for beginner levels.

Supplementary Vocabulary List
Descripción:
Students receive a list of common health-related vocabulary for further study.
Duración aproximada:

n/a
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Vocabulary Building

Fuente:
Teacher-created
Paso a paso:

- Prepare and print out the vocabulary list.
- Distribute the list at the end of class.
- Encourage students to review the vocabulary at home.

Recomendaciones de ajuste por nivel de inglés:

- Provide translations for difficult terms.

Síntomas Relámpago
Descripción:
Conduct a quick brainstorming session with the whole class to list symptoms on the board.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Quick Thinking

Fuente:
In-class
Paso a paso:

- Gather students' attention and ask for quick recall of symptoms.
- Encourage rapid responses; write them on the board as they are mentioned.
- Check for correct pronunciation and comprehension.

- Wrap up by briefly highlighting the most common symptoms mentioned.
- Use this list as a transition to the reading activity.

Recomendaciones de ajuste por nivel de inglés:

- Provide examples if students struggle to start.

Lectura de un artículo simple sobre prevención de enfermedades
Descripción:
Read a simple article about disease prevention, identifying key vocabulary.
Duración aproximada:
25 minutos
Tipo de interacción:
Trabajo individual
Componentes de lenguaje o habilidades:

- Reading
- Vocabulary

Fuente:
In-class
Paso a paso:

- Provide each student with a copy of the article.
- Read the introduction together as a class, emphasizing key terms.
- Guide individual reading while circulating to assist with difficult parts.
- Have students highlight unknown words and discuss as a class afterwards.
- Reinforce the key points by summarizing them on the board.

Recomendaciones de ajuste por nivel de inglés:

- Optionally, provide bilingual dictionaries to A1.1 learners.

Escribir instrucciones
Descripción:
In pairs, students write a list of instructions using imperatives to prevent a common disease using

learned vocabulary.
Duración aproximada:
50 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Writing
- Imperative Use

Fuente:
In-class
Paso a paso:

- Introduce the activity with a brief example of imperatives.
- Distribute materials to each pair to write their instructions.
- Encourage using new vocabulary and peer support to expand ideas.
- Circulate to offer guidance and feedback on language use.
- Collect and review pairs' instructions for assessment.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, pre-teach command verbs and provide templates.

Comparación de listas
Descripción:
Pairs share their list with another pair and evaluate the comprehensiveness of instructions given.
Duración aproximada:
10 minutos
Tipo de interacción:
Grupos de cuatro
Componentes de lenguaje o habilidades:

- Peer Evaluation
- Collaboration

Fuente:
In-class
Paso a paso:

- Form groups of four by combining two pairs.
- Instruct pairs to exchange their instruction lists.
- Guide students in discussing clarity, completeness, and language use.
- Offer corrective feedback and allow time for revisions.
- Conclude with a class discussion on effective instruction writing.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, emphasize positive feedback first.

Supplementary Reading Activity
Descripción:
Provide additional reading materials for enrichment.
Duración aproximada:
n/a
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Reading Comprehension

Fuente:
Teacher-created
Paso a paso:

- Identify appropriate reading materials for additional practice.
- Share these with interested students post-class.
- Encourage reflection on new vocabulary learned.

Recomendaciones de ajuste por nivel de inglés:

- Offer scaffolding strategies like pre-teaching vocabulary.

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Turn and Talk sobre el almuerzo
Descripción:
Students briefly share with a partner what they ate for lunch and how they feel.
Duración aproximada:
5 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Speaking
- Building Connections

Fuente:
In-class
Paso a paso:

- Instruct students to find a partner quickly.
- Pose the prompt and set a two-minute timer.
- Students share their lunch and feelings with each other.
- Monitor pairs, checking for understanding and prompting if needed.
- Conclude by inviting a few students to share their discussions.

Recomendaciones de ajuste por nivel de inglés:

- Provide sentence stems for less confident speakers.

Presentación de PowerPoint sobre tratamientos
Descripción:
Show and discuss a PowerPoint with images and text about common disease treatments, practicing related imperatives.
Duración aproximada:
20 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Visual Learning

- Listening

Fuente:
In-class
Paso a paso:

- Prepare the PowerPoint prior to class.
- Introduce key treatment vocabulary using clear visuals.
- Navigate through slides, pausing to check comprehension.
- Engage students with questions to encourage participation.
- Summarize key points and answer any questions.

Recomendaciones de ajuste por nivel de inglés:

- Consider using diagrams and flowcharts for visual learners.

Elaboración de un texto expositivo
Descripción:
Students, in pairs, write a short expository text (100-120 words) about a disease of their choice using studied vocabulary and grammar.
Duración aproximada:
50 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Writing
- Grammatical Structure

Fuente:
In-class
Paso a paso:

- Introduce topic and allocate 5 minutes for students to choose a disease.
- Guide them to outline their text collaboratively.

- Write drafts focusing on vocabulary usage and sentence structure.
- Monitor, assisting with language questions and idea generation.
- Encourage peer feedback to ensure accuracy and coherence.

Recomendaciones de ajuste por nivel de inglés:

- Model outlining the structure for students before they begin writing.

Compartir y retroalimentar
Descripción:
Pairs read their text to another pair and receive feedback on vocabulary and structure.
Duración aproximada:
15 minutos
Tipo de interacción:
Grupos de cuatro
Componentes de lenguaje o habilidades:

- Peer Feedback
- Collaboration

Fuente:
In-class
Paso a paso:

- Combine pairs to form small groups.
- Set rules for constructive feedback and assign roles if necessary.
- Allow pairs to read and respond to each other's texts.
- Guide students to focus on both positive aspects and areas for improvement.
- Wrap up by summarizing key lessons learned from peer feedback process.

Recomendaciones de ajuste por nivel de inglés:

- For A1.1, offer language stems for giving feedback.

Overall Vocabulary Review

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Descripción:
Extra time allocated for reviewing the week's vocabulary.
Duración aproximada:
10 minutes
Tipo de interacción:
Group
Componentes de lenguaje o habilidades:

- Vocabulary Reinforcement

Fuente:
Teacher-created
Paso a paso:

- Conduct a quick revision of the week's vocabulary with flashcards.
- Engage students in a 'pass-it-on' vocabulary game.
- Conclude by highlighting any difficult words, providing further clarification.