Planeación semanal

Módulo: Una Aldea Global / Semana 1: Medios de Comunicación
Componentes de lenguaje o habilidades

- Listening
- Speaking
- Reading
- Writing
- Pronunciation
- Vocabulary
- Collaboration

Objetivos de aprendizaje

- Identificar palabras clave relacionadas con los medios de comunicación.
- Describir rutinas diarias utilizando el Presente Simple y adverbios de frecuencia.
- Crear un diccionario ilustrado de términos mediáticos.
- Realizar presentaciones orales sobre la importancia de los medios de comunicación.

Vocabulario

- First
- Next
- Then
- Last
- Television
- Network

- Radio
- Newspapers
- Reality shows
- Soap opera
- Documentary
- Local news
- Programmes
- Music programmes
- Articles

Recursos o materiales para la semana

- TV
- Computer
- Classroom
- Internet
- Didactic unit
- Notebooks

Posibles dificultades
Dificultad:
Understanding media terminology can be challenging for lower levels.
Recomendaciones para acompañar a los estudiantes:
Use images and video clips to provide visual support.
Dificultad:
Distinguishing between adverbs of frequency in sentences.
Recomendaciones para acompañar a los estudiantes:

Provide examples with visual timelines to illustrate frequency.
Evaluación informal
Recomendaciones para evaluar:

- Create short quizzes at the end of lessons to assess vocabulary retention.
- Use peer feedback during activities like role-playing to encourage self-correction and peer evaluation.

Aspectos a observar:

- Students' ability to use new vocabulary in writing assignments.
- Participation and initiative in group activities such as discussions and role-plays.

Referencias
Based on resources from Teaching English by British Council and official curriculum guidelines.
Circle of Greetings
Descripción:
Students greet each other in a circle, using simple phrases like 'Hello, how are you?' and respond accordingly.
Duración aproximada:
5 minutes
Tipo de interacción:
Whole Group
Componentes de lenguaje o habilidades:

- Speaking
- Listening

Recursos o materiales para la actividad:

- Simple phrase cards

resources:

- ...

Fuente:
British Council
Paso a paso:

- Form a circle with the students. Ensure everyone makes eye contact with the person they greet.
- Encourage students to think of additional greeting questions, like 'What's your favorite TV show?'
- Monitor students to use complete sentences when responding to each other's questions.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Provide vocabulary cards with basic greetings.
- For A1.1: Encourage adding one more sentence, such as 'I am fine, thank you.'

Introducing Mass Media Vocabulary
Descripción:
Using the internet and TV, the teacher showcases images and brief video clips of different mass media (e.g., television, radio, newspapers). Students listen and observe.
Duración aproximada:
20 minutes
Tipo de interacción:
Teacher to Students
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary

Recursos o materiales para la actividad:

- Mass media images
- Video clips

resources:

- ...

Fuente:
British Council
Paso a paso:

- Prepare and organize the media clips for presentation.
- Introduce each media type and show an image or short clip.
- Ask students to repeat the names and use them in a sentence.
- Verify understanding by asking simple questions like 'What do you see?' or 'What is this called?'

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Repeat the words several times, allowing slower responses.
- For A1.1: Ask them to form simple sentences using the new words.

Creating a Media Vocabulary Chart
Descripción:
Students work in pairs to create a vocabulary chart in their notebooks, using the words shown in the introduction (e.g., reality shows, soap opera, documentary). They include forensic, phonetic transcription and translation using the unit didactica.
Duración aproximada:
60 minutes
Tipo de interacción:
Pairs
Componentes de lenguaje o habilidades:

- Writing
- Pronunciation
- Collaborative Learning

Recursos o materiales para la actividad:

- Notebooks
- Unit didáctica

resources:

- ...

Fuente:
British Council
Paso a paso:

- Provide students with vocabulary lists and ask them to write the phonetic transcription for each word.
- Instruct students to draw simple illustrations next to each word in their charts.
- Encourage pair discussion on how they each understand or use the terms presented, referring back to the video clips shown earlier.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Focus on illustrating and labeling each word.
- For A1.1: Encourage phonetic transcription and example sentences.

Reflective Journal Entry
Descripción:
Students write a short entry in their journals about how they use different media in their daily lives, using vocabulary learned today.
Duración aproximada:
15 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing
- Reflection

Recursos o materiales para la actividad:

- Notebooks

resources:

- ...

Fuente:
British Council
Paso a paso:

- Ask students to think of a medium they use frequently.
- Instruct them to write three sentences about it, incorporating at least three vocabulary words from the lesson.
- Remind them to include how these media help them and one interesting personal fact while using it.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Support through picture prompts.
- For A1.1: Coach on forming coherent paragraphs.

Optional Media Show-and-Tell
Descripción:
If time permits, invite students to briefly share their journal entries or drawings with the class.
Duración aproximada:
Not specified
Tipo de interacción:
Whole Group
Componentes de lenguaje o habilidades:

- Public Speaking
- Listening

Recursos o materiales para la actividad:

- None

Fuente:
Teacher Suggestion
Paso a paso:

- Choose a few students to voluntarily stand and present.
- Encourage listeners to ask questions based on the presented entries.
- Provide positive feedback, highlighting use of vocabulary.

Recomendaciones de ajuste por nivel de inglés:

- Provide Pre A1 students with question prompts.
- Guide A1.1 students to elaborate on their entries.

Adverbs of Frequency Quiz
Descripción:
In pairs, students quiz each other on adverbs of frequency (e.g., always, usually, sometimes), using simple questions.
Duración aproximada:
5 minutes
Tipo de interacción:
Pair Work
Componentes de lenguaje o habilidades:

- Speaking
- Grammar

Recursos o materiales para la actividad:

- Adverb cards
- Simple question cards

resources:

- ...

Fuente:
Teaching English
Paso a paso:

- Provide each pair with a set of adverb and question cards.
- Ask students to take turns using each card in a sentence.
- Encourage answers to relate to daily routines or habits.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Simplify sentences to 'I always (verb).'.

- For A1.1: Encourage crafting full sentences with more context.

Exploring Daily Routines
Descripción:
Watch a short documentary clip illustrating daily routines and identifying the use of Simple Present and Adverbs of Frequency.
Duración aproximada:
25 minutes
Tipo de interacción:
Whole Group
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary Expansion
- Grammar

Recursos o materiales para la actividad:

- Collocation Pelmanism: Daily Routines
- Documentary clip

resources:

- Collocation Pelmanism: Daily Routines

Fuente:
Teaching English
Paso a paso:

- Introduce the documentary and key vocabulary to look for.
- Play the clip, pausing at significant examples of adverbs.
- Discuss examples given, reinforce adverbs of frequency in context.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Focus on identifying specific phrases with visual examples.

- For A1.1: Prompt recognition of adverbs and other contextual words.

Role-Playing Routines
Descripción:
In groups of three to four, students create and perform short role-plays of their daily routines, integrating vocabulary and grammar from the lesson.
Duración aproximada:
65 minutes
Tipo de interacción:
Small Group
Componentes de lenguaje o habilidades:

- Speaking
- Collaboration
- Creative Thinking

Recursos o materiales para la actividad:

- None

resources:

- ...

Fuente:
Teacher Suggestion
Paso a paso:

- Divide students into groups and assign roles.
- Instruct them to write a short script using at least five new vocabulary words.
- Conduct the role-play, prompting them to use correct tense and fluency.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Provide scaffolded sentence starters for guidance.
- For A1.1: Encourage development of more complex dialogues adapting real-life scenarios.

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K-W-L Chart
Descripción:
Students complete a K-W-L chart (Know, Want to Know, Have Learned) about how media affects their routines.
Duración aproximada:
15 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Reflection
- Writing

Recursos o materiales para la actividad:

- K-W-L templates

resources:

- ...

Fuente:
British Council
Paso a paso:

- Distribute K-W-L charts.
- Ask students to fill out 'K' and 'W' before the lesson.
- Encourage them to add to 'L' section after discussion and presentation of routines.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Provide visual supports and sentence prompts.
- For A1.1: Foster complete reflective insights in each section.

Optional Open Discussion
Descripción:
Conclude with a short class discussion on new insights regarding past learning and routines.
Duración aproximada:
Not specified

Tipo de interacción:
Whole Group
Componentes de lenguaje o habilidades:

- Speaking
- Critical Thinking

Recursos o materiales para la actividad:

- None

Fuente:
Teacher Suggestion
Paso a paso:

- Invite students to share one surprising fact learned.
- Facilitate an open discussion, connecting to environment care lessons.
- Provide feedback and facilitate linking past vocabulary to personal experiences.

Recomendaciones de ajuste por nivel de inglés:

- Prompt responses for Pre A1.
- Encourage relevant contributions from A1.1.

Memory Game
Descripción:
Students play a memory game using flashcards of different media terms to reinforce vocabulary.
Duración aproximada:
5 minutes
Tipo de interacción:
Pairs
Componentes de lenguaje o habilidades:

- Vocabulary
- Memory Skills

Recursos o materiales para la actividad:

- Flashcards

resources:

- ...

Fuente:
British Council
Paso a paso:

- Distribute flashcards among each pair of students.
- Instruct them to take turns flipping cards to find matching vocabulary.
- Encourage correct pronunciation and contextual usage.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Allow time to identify and repeat vocabulary names.
- For A1.1: Promote creating simple sentences with matched terms.

National News Project Introduction
Descripción:
Using the computer and internet, students are showcased different types of national media outlets. Discussion on how these might report on a specific event.
Duración aproximada:
25 minutes
Tipo de interacción:
Teacher to Students
Componentes de lenguaje o habilidades:

- Listening
- Reading Comprehension

Recursos o materiales para la actividad:

- Internet media sources

resources:

- ...

Fuente:
British Council
Paso a paso:

- Access and display selected national media outlets on the computer.
- Describe how each outlet presents information and its audience.
- Encourage reflective thinking on how stories differ among sources.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Focus on drawing connections between visuals and vocabulary.
- For A1.1: Discuss bias and presentation in small groups.

Illustrated Word Dictionary
Descripción:
Students create an illustrated dictionary in their notebooks, focusing on words related to media. They write, draw, and label each entry.
Duración aproximada:
65 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing
- Drawing
- Creativity

Recursos o materiales para la actividad:

- Notebooks

resources:

- ...

Fuente:
Teaching English

Paso a paso:

- Distribute instructions on dictionary formatting.
- Guide students to choose ten words from previous lessons to illustrate.
- Ensure students incorporate phonetic transcription and definition with each entry.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Concentrate on labeling and drawing simple illustrations.
- For A1.1: Challenge with explanations and word variations in usage.

Gallery Walk and Feedback
Descripción:
Students display their illustrated dictionaries on their desks and walk around to view others'. Provide feedback using sticky notes.
Duración aproximada:
15 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Critical Thinking
- Peer Assessment

Recursos o materiales para la actividad:

- Sticky notes

resources:

- ...

Fuente:
British Council
Paso a paso:

- Setup desks in a circle with dictionaries visible.
- Instruct students to leave respectful feedback on sticky notes.

- Conclude with pairing students to discuss constructive feedback received.

Recomendaciones de ajuste por nivel de inglés:

- For Pre A1: Assist in writing simple feedback phrases.
- For A1.1: Guide on critical yet supportive note-writing.

Optional Media Diorama Creation
Descripción:
Encourage students to create a diorama representing the media vocabulary in context during leisure.
Duración aproximada:
Not specified
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Artistic Skills
- Vocabulary

Recursos o materiales para la actividad:

- Art Supplies

Fuente:
Teacher Suggestion
Paso a paso:

- Invite students to craft a small diorama scene showing media usage.
- Encourage planning sketches and material preparation.
- Foster a short show-and-tell session post-creation if time allows.

Recomendaciones de ajuste por nivel de inglés:

- Guide Pre A1 with materials not requiring intricate skills.
- Prompt A1.1 for realistic scenes referencing their illustrations.