

Planeación semanal

Módulo de Globalización: Martes - TICs

Componentes de lenguaje o habilidades

- Speaking
- Listening
- Grammar Practice
- Critical Thinking
- Metacognition

Objetivos de aprendizaje

- Reconocer ventajas y desventajas de las TICs
- Aplicar vocabulario relacionado con TICs en contextos reales

Vocabulario

Vocabulary of the Week

- Information and Communication Technologies (ICTs)
- Social networks
- Applications
- WWW
- Websites
- Passwords
- Save
- Access
- Download
- Smartphones
- Online games
- Devices
- Bar graphs

Recursos o materiales para la semana

- Remote Learning and Face-to-Face Teaching
- Diccionario
- Cuaderno

Posibles dificultades

Dificultad:

Students might struggle with the new vocabulary related to ICTs.

Recomendaciones para acompañar a los estudiantes:

Encourage students to use their dictionaries frequently and provide visual aids during presentations.

Dificultad:

Students may have problems forming questions in the present simple tense.

Recomendaciones para acompañar a los estudiantes:

Conduct drills and provide example sentence structures to reinforce question formation.

Evaluación informal

Recomendaciones para evaluar:

- Use observations during pair work to assess students' abilities to use frequency adverbs.

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- Monitor group discussions for correct use of vocabulary and grammar.

Aspectos a observar:

- Correct use of connectors to compare ICT advantages and disadvantages.
- Clarity in expressing ideas and interpretations of bar graph data.

Referencias

British Council resources on TeachingEnglish.org; Material from MEN; Online platforms like Khan Academy for visual aids.

Martes

Dinámica inicial

Encuentra a alguien que...

Descripción:

Los estudiantes se mueven por el salón preguntando a diferentes compañeros sobre sus preferencias en TICs. Ejemplo: 'Do you like online games?'

Duración aproximada:

5 minutos

Tipo de interacción:

Grupo completo/individual

Componentes de lenguaje o habilidades:

- Speaking
- Listening

Recursos o materiales para la actividad:

- Diccionario

Fuente:

Classroom Activity

Paso a paso:

- Begin by explaining the activity: Students will ask classmates Yes/No questions related to ICT preferences.
- Model the question structure: 'Do you like [ICT-related term]?'
- Encourage students to walk around and ask at least three classmates different questions.
- Monitor the activity and assist students with vocabulary or pronunciation.
- Conclude the activity by asking a few students to share one interesting answer they received.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide flashcards with possible question and answer phrases.
- A1.1: Encourage direct questions using 'Do you like...?'.
- A1.2: Support with follow-up questions to further conversation.
- A2.1: Introduce more complex structures, such as 'How often do you...?'.
- A2.2: Encourage the use of additional vocabulary and more detailed answers.

Exposición o introducción

Presentación sobre TICs

Descripción:

Usar el televisor y cable HDMI para mostrar una breve presentación que introduzca el vocabulario relacionado con las TICs y ejemplos de ventajas y desventajas en el entorno escolar, familiar y social. Los estudiantes deben anotar términos desconocidos en su cuaderno.

Duración aproximada:

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20 minutos

Tipo de interacción:

Grupo completo

Componentes de lenguaje o habilidades:

- Listening
- Reading
- Vocabulary acquisition

Recursos o materiales para la actividad:

- Televisor
- Cable HDMI
- Tablero
- Marcadores

resources:

- [Remote Learning and Face-to-Face Teaching](#)

Fuente:

DB_resources_BC.json

Paso a paso:

- Prepare and connect the presentation to the TV using the HDMI cable.
- Introduce new vocabulary by describing its relevance to students
- Encourage students to write down unfamiliar words in their notebooks with simple definitions.
- Conduct a brief Q&A, prompting 'What does [word] mean?' or 'Can anyone give an example of [usage]? '
- Supplement the presentation with brief real-case scenarios involving ICT use.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Pause often to ensure understanding and clarify with simple synonyms.
- A1.1: Focus on essential terms only and use exaggerated gestures.
- A1.2: Reinforce understanding with quick, simple questions.
- A2.1: Encourage students to paraphrase a point made in the presentation.
- A2.2: Allow students to note down an additional example of each advantage or disadvantage.

Práctica o desarrollo

Practicar con gráficos de barras

Descripción:

En parejas, los estudiantes observan gráficos de barras sobre el uso de diversas aplicaciones y deben discutir las ventajas y desventajas usando estructuras del presente simple con adverbios de frecuencia y conectores. Ejemplo: 'I often use social networks. However, they can distract me from my homework.'

Duración aproximada:

50 minutos

Tipo de interacción:

Parejas

Componentes de lenguaje o habilidades:

- Speaking

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- Grammar practice
- Critical thinking

Recursos o materiales para la actividad:

- Bar graphs handout

Fuente:

Classroom Material

Paso a paso:

- Distribute bar graph handouts displaying application usage statistics among pairs.
- Direct students to examine the graphs and highlight any surprising data points.
- Guide them to form sentences discussing one advantage and one disadvantage for each application using frequency adverbs: 'I always use... because...'
- Prompt students to prepare a brief comparison of two applications using connectors.
- Have students share their ideas with another pair for feedback.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide example sentences to guide their discussion.
- A1.1: Use simpler graphs with fewer data points.
- A1.2: Encourage students to focus on expressing one clear idea.
- A2.1: Guide them towards constructing more complex sentences with help.
- A2.2: Challenge students to predict usage trends and justify reasoning.

Cierre o metacognición

Reflexión compartida

Descripción:

En grupo completo, cada pareja presenta una oración que incluya una ventaja y una desventaja utilizando los conectores practicados. Los compañeros pueden añadir comentarios o preguntas.

Duración aproximada:

15 minutos

Tipo de interacción:

Grupo completo

Componentes de lenguaje o habilidades:

- Speaking
- Listening
- Metacognition

Recursos o materiales para la actividad:

- Tablero
- Marcadores

Fuente:

Class Reflection

Paso a paso:

- Gather the class in a circle or semi-circle arrangement for visibility.
- Have each pair share one sentence summarizing their bar graph findings.
- Encourage classmates to add one point of feedback using 'I agree because...' or 'In contrast...'
- Facilitate and monitor discussion, ensuring that each comment relates to ICT usage.

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- Conclude by highlighting common themes or unique insights shared.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Encourage students to use short phrases and visual aids.
- A1.1: Simplify peer feedback to a basic level, such as 'Good' or 'I think so too'.
- A1.2: Allow short, memorized sentences for presentation.
- A2.1: Provide sentence starters for comparison: 'This app is good/bad because...'.
- A2.2: Encourage holistic commentaries on each advantage or disadvantage discussed in the group.

Tarea o práctica adicional

Encuesta sobre TICs

Descripción:

Realizar una encuesta a cinco amigos del colegio y del barrio sobre sus redes sociales y aplicaciones favoritas, sus ventajas y desventajas. Sistematizar los datos de la encuesta presentando un gráfico de barras y un párrafo descriptivo analizando los resultados (50-100 palabras).

Duración aproximada:

Para finalizar en casa

Tipo de interacción:

Individual

Componentes de lenguaje o habilidades:

- Writing
- Data interpretation
- Vocabulary usage

Recursos o materiales para la actividad:

- Cuaderno

Fuente:

Home Assignment

Paso a paso:

- Instruct students to create a list of 5 questions about ICT preferences for their friends.
- Guide them to conduct their surveys using the questions created and record results.
- Provide a brief introduction on creating bar graphs and paragraph structure for analysis.
- Ensure students understand the assignment is due next week, emphasizing the analysis component.
- Encourage email or message with any arising questions.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Use pre-written model questions with fill-in answers.
- A1.1: Provide templates for easier data aggregation.
- A1.2: Suggest translating results into bilingual format for deeper understanding.
- A2.1: Encourage the use of more descriptive language in analysis.
- A2.2: Challenge students to connect survey findings with broader social themes.