Planeación semanal

Módulo Salud y vida Semana 4: Rutinas de Cuidado Personal
Componentes de lenguaje o habilidades

- Speaking
- Listening
- Vocabulary Acquisition
- Visual Learning
- Writing
- Collaborative Learning
- Critical Thinking
- Self-reflection
- Metacognition
- Feedback Exchange
- Connection to Real Life

Objetivos de aprendizaje

- Organizar de forma lógica una secuencia de información sobre rutinas
- Utilizar adverbios de frecuencia en contextos personales
- Desarrollar habilidades comunicativas en inglés relacionadas con el cuidado personal
- Integrar vocabulario relacionado con el cuidado personal y partes del cuerpo

Vocabulario

- I brush my teeth
- I visit the doctor

- Take a shower
- Brush teeth
- Comb hair
- Exercise
- Eat healthy
- Drink water
- Sleep well

- Arm
- Legs
- Chest
- Brain

Recursos o materiales para la semana

- Healthy free Time
- Let´s buy Local. Shopping at the Minimarket
- Taking a Tour of my Hometown

Posibles dificultades
Dificultad:
Students may struggle with forming yes/no questions accurately.
Recomendaciones para acompañar a los estudiantes:
Model examples frequently in class and use role-play activities to enhance comprehension.
Dificultad:
Using adverbs of frequency might be confusing for students at this level.
Recomendaciones para acompañar a los estudiantes:
Provide visual aids and examples, and practice through matching games and sentence scramble activities.

Evaluación informal
Recomendaciones para evaluar:

- Use pair and group activities to assess speaking skills.
- Observe student interactions in role plays to gauge fluency and vocabulary usage.

Aspectos a observar:

- Correct use of vocabulary and grammar structures
- Ability to ask and respond to yes/no questions
- Accurate use of adverbs of frequency

Referencias
Esta planeación se basa en guías y materiales del British Council sobre enseñanza del inglés.
Saludo y comentario positivo
Descripción:
Students greet each other and share a positive thought or compliment with their partner to create a positive learning environment.
Duración aproximada:
5 minutes
Tipo de interacción:
Paired
Componentes de lenguaje o habilidades:

- Speaking
- Listening
- Building Community

Fuente:
N/A
Paso a paso:

- Start with a general greeting: 'Good morning, everyone!",'Divide the class into pairs and instruct each student to turn to their partner and say: 'Tell your partner a positive thought or something nice you noticed about them.'
- Monitor interactions, assisting pairs who may need prompts.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide sentence starters or picture cues.
- A1.1: Encourage them to use specific adjectives or phrases.

Introducción a las rutinas de cuidado personal
Descripción:
Use a short video or interactive presentation to introduce vocabulary on personal care routines and body parts. Students take notes.
Duración aproximada:
15 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Listening
- Vocabulary Acquisition
- Visual Learning

Recursos o materiales para la actividad:

- Healthy free Time

resources:

- Healthy free Time

Fuente:
Banco de Recursos BC
Paso a paso:

- Present the video using a computer and projector: 'Let's watch this video about personal care.'
- Pause at key vocabulary points to explain: 'This is when we... brush our teeth.'
- Ask students to repeat key phrases as they take notes in their notebooks.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Simplify video content and ensure captions are on.

- A1.1: Encourage students to note additional details they hear.

Mapa mental de rutinas personales
Descripción:
Students create a mind map on poster board about their personal care routines using frequency adverbs and simple present tense expressions. Then, they share with a partner to practice Yes/No questions and peer feedback.
Duración aproximada:
60 minutes
Tipo de interacción:
Individual and Paired
Componentes de lenguaje o habilidades:

- Writing
- Collaborative Learning
- Critical Thinking

Fuente:
N/A
Paso a paso:

- Each student receives a poster board and markers to create a mind map of their personal routines.
- Instruct: 'Include images and words such as "brush teeth," "drink water".'
- Encourage students to use adverbs: 'Write down when you "always" do things.'
- Pairs exchange maps and ask questions like: 'Do you comb your hair every morning?' 'Yes, I do. No, I don't.'
- Monitor interactions and assist with question structures.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide a template with some routine phrases pre-filled.
- A1.1: Ensure students use adverbs in correct places.

Reflexión y autoevaluación
Descripción:
Students reflect orally on what they've learned and discuss how they can improve their personal care routines. Discuss feelings about their current knowledge levels.
Duración aproximada:
10 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Speaking
- Self-reflection
- Metacognition

Fuente:
N/A
Paso a paso:

- Invite students to share their thoughts: 'What is one thing you learned about personal care?'
- Facilitate a group discussion: 'How will you use this new knowledge in your daily life?'
- Encourage self-assessment about learning progress.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Use simple words and gestures to facilitate discussion.
- A1.1: Encourage reflective comments using prompts like 'I plan to...'

Corregir Quiz de Vocabulario
Descripción:
Students review vocabulary quizzes, identify incorrect answers, and correct them using online resources or class material.
Duración aproximada:
20 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Reading
- Autonomous Learning

Fuente:
N/A
Paso a paso:

- Hand back quizzes, allowing students 10 minutes to identify incorrect answers.
- Provide digital or textbook resources for finding correct answers.
- Walk around to assist in locating the correct information and understanding why answers were wrong.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Highlight sections of the material where answers can be found.
- A1.1: Encourage collaborative peer discussions for correcting answers.

Palabras de la semana
Descripción:
Each student shares a new word they learned this week and explains how they used it, enhancing quick vocabulary review.
Duración aproximada:
5 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Speaking
- Vocabulary Reinforcement

Fuente:
N/A
Paso a paso:

- Invite students to share: 'Can anyone tell a new word you learned and used? Why is it useful?'
- Support reticent students with vocabulary cards if needed.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Prepare cards with images for new words.
- A1.1: Prompt students to use full sentences in their explanations.

Revisión de gramática y vocabulario
Descripción:
Briefly review simple present structures, Yes/No questions, and frequency adverbs using examples on the board. Encourage student participation with questions.
Duración aproximada:
20 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Listening
- Grammar Review
- Participation

Recursos o materiales para la actividad:

- Let´s buy Local. Shopping at the Minimarket

resources:

- Let´s buy Local. Shopping at the Minimarket

Fuente:
Banco de Recursos BC
Paso a paso:

- Write example sentences and questions on the board: 'Do you brush your teeth daily?'
- Conduct a choral response drill to practice aloud.
- Invite students to form their examples for peer discussion.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Physically point out each sentence component.

- A1.1: Challenge students with combinations of phrases and questions.

Role-play sobre rutina personal
Descripción:
In pairs, students prepare and act out a role-play where one shares their personal care routine and the other asks questions using Yes/No formats. They alternate roles and provide peer feedback.
Duración aproximada:
60 minutes
Tipo de interacción:
Paired
Componentes de lenguaje o habilidades:

- Speaking
- Interaction
- Feedback Exchange

Fuente:
N/A
Paso a paso:

- Organize students into pairs and assign roles: 'You are A, presenting your routine. You are B, asking questions.'
- Students refer to their notes and prepare their dialogues.
- Perform and switch roles, ensuring both practice questioning and answering.
- Monitor and note key language aspects to discuss as a group.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide example dialogues.
- A1.1: Push for variety in routine details and question types.

Conexión con las tareas del hogar
Descripción:
Students discuss how class learning applies to daily life and reflect on which healthy habits they will adopt at home. Write a short reflection.
Duración aproximada:

Planeación semanal

10 minutes
Tipo de interacción:
Whole group
Componentes de lenguaje o habilidades:

- Writing
- Connection to Real Life
- Self-reflection

Fuente:
N/A
Paso a paso:

- Encourage a discussion: 'How can what you've learned today be useful at home?'
- Facilitate short written reflections capturing students' intentions: 'Write down two healthy habits you will start.'

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Use sentence starters like 'I will try to...'.
- A1.1: Require more detailed reflections, linking specific activities to outcomes.

Crear un póster sobre hábito de higiene
Descripción:
Students create a poster at home about a hygiene habit of their choice, using learned structures and vocabulary. They will present it next week.
Duración aproximada:
20 minutes
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing
- Creativity
- Application of Learned Concepts

Recursos o materiales para la actividad:

- Taking a Tour of my Hometown

resources:

- Taking a Tour of my Hometown

Fuente:
Banco de Recursos BC
Paso a paso:

- Explain the task: 'Your homework is to make a poster about one hygiene habit. Use our vocabulary.'
- Remind students of poster content: 'Pictures and phrases like "I wash my hands."'
- Specify presentation expectation for the next week.
- Ensure understanding and answer questions regarding the task.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide visual examples of what a completed project might look like.
- A1.1: Guide them to incorporate adverbs and questions in their posters.