CONVENIO 7783074 DE 2025
British Council - Secretaría de Educación del Distrito
Shaia - Guided Mini Booster 3
PART I

Important!
This Shaia Mini-Booster 3 has **two parts**, and both are connected to **the same Shaia tool**. Please make sure to: • Complete **both parts** of the Mini-Booster. • **Download the PDF file for each part.** • **Combine the two PDFs into one single file.** • **Submit only one file** through the **submission form link.** In other words, you *will send the form* ***only once****, with* ***one file that includes both parts of the Mini-Booster.***

Shaia Mini Booster Overview	
Guided Mini Booster	The "Saber 11" Strategy Lab
Estimated Time	15 – 20 minutes
Shaia Tool	Shaia **(Saber 11)**
PCK/TPACK Focus	☐ Knowledge of the English language ☐ Pedagogical knowledge ☐ Knowledge of the learner (skills, strategies, levels, attitudes, motivation, etc.) ☐ Curricular knowledge (Suggested Curriculum, DBAs, etc.) ☑ Assessment knowledge (formative and summative assessment) ☐ Technological content knowledge
Submission Link	Once you have completed your mini-task, download the PDF from Shaia and upload it using the ***Submission Link***

Objectives:

- To customize Saber 11 practice materials by integrating local cultural themes (like Urban Art) to increase student engagement during standardized test preparation.
- To evaluate and refine Shaia-generated grammatical content ensuring it aligns precisely with the specific CEFR sub-levels (A1.1, A1.2, etc.) of the classroom.

Step	Use Shaia step-by-step
1	**Log in** to Shaia, select the **"Saber 11 English Questions"** tool from the main menu.
2	Enter the **Classroom Profile** you previously set up for your 11th-grade students (if you haven't, please create the group or select another group).
3	**Choose the structure**: click on **Question Sections** and ask Shaia to: *"Generate a reading passage for Part 4 (grammar in context) based on a topic my students like, such as 'Urban Art in Bogotá'* Choose the **Type 4: Grammatical Knowledge**, Select 1, 2 or 3 packages (each package has 5 questions approximately)
4	**Review:** Read Shaia's explanation to ensure it aligns with the English level of your group (A1.1, A1.2, etc). Give extra instructions to Shaia if necessary to refine the activity.
5	**Submit:** Download the ***Questions with answers and comments*** from Shaia as a **PDF**, then upload it to the ***Submission Link***

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PART II

Shaia Mini Booster Overview	
Guided Mini Booster	Matching Activities to Basic Standards of Competence
Estimated Time	15 – 20 minutes
Shaia Tool	Shaia **(Saber 11)**
PCK/TPACK Focus	☐ Knowledge of the English language ☐ Pedagogical knowledge ☐ Knowledge of the learner (skills, strategies, levels, attitudes, motivation, etc.) ☑ Curricular knowledge (Suggested Curriculum, DBAs, etc.) ☐ Assessment knowledge (formative and summative assessment) ☐ Technological content knowledge

Submission Link	Once you have completed your mini-task, download the PDF from Shaia and upload it using the ***Submission Link***

Objectives:

- Connect specific classroom activities from a Shaia plan to the Basic Standards of Competence.
- Identify which standards are being addressed through concrete teaching activities.

Step	Use Shaia step-by-step
1	**Select a plan:** Choose a weekly plan or lesson plan you've generated in Shaia (you can use one from a previous mini-task or create a new one).
2	**Identify 4-5 key activities:** From the plan, select 4-5 different activities from various moments of the class: • One from warm-up/initial dynamics • One from presentation/introduction • One from practice/development • One from closure/metacognition • (Optional) One additional activity of your choice
3	**Review the Standards document:** Have your Basic Standards of Competence for Foreign Languages: English document ready. Focus on the standards for your students' grade level. Reminder: Standards are organized by: • Listening • Reading • Writing • Monologue • Conversation
4	**Match activities to standards:** For each selected activity, identify: • Which Standard(s) does this activity help develop? • What specific performance indicator from the Standard is being practiced? • Which communicative skill(s) are being developed? (listening, speaking, reading, writing) Create a simple table:

Step	Use Shaia step-by-step
	Activity Name | Standard | Performance Indicator | Skill(s)
5	**Reflect and document:** Answer these questions: • Are all four skills (listening, speaking, reading, writing) represented in your plan? • Which standards appear most frequently in this plan? • Are there any important standards for this level that are NOT addressed? • How could you adjust the plan to better balance standards coverage?
5	Download your plan and submit it through the ***Submission Link***

Remember: This activity supports your Pedagogical Growth Milestones by showing how you intentionally use Shaia's options in your lesson planning and classroom practice.

Every intentional choice helps improve your teaching practice!