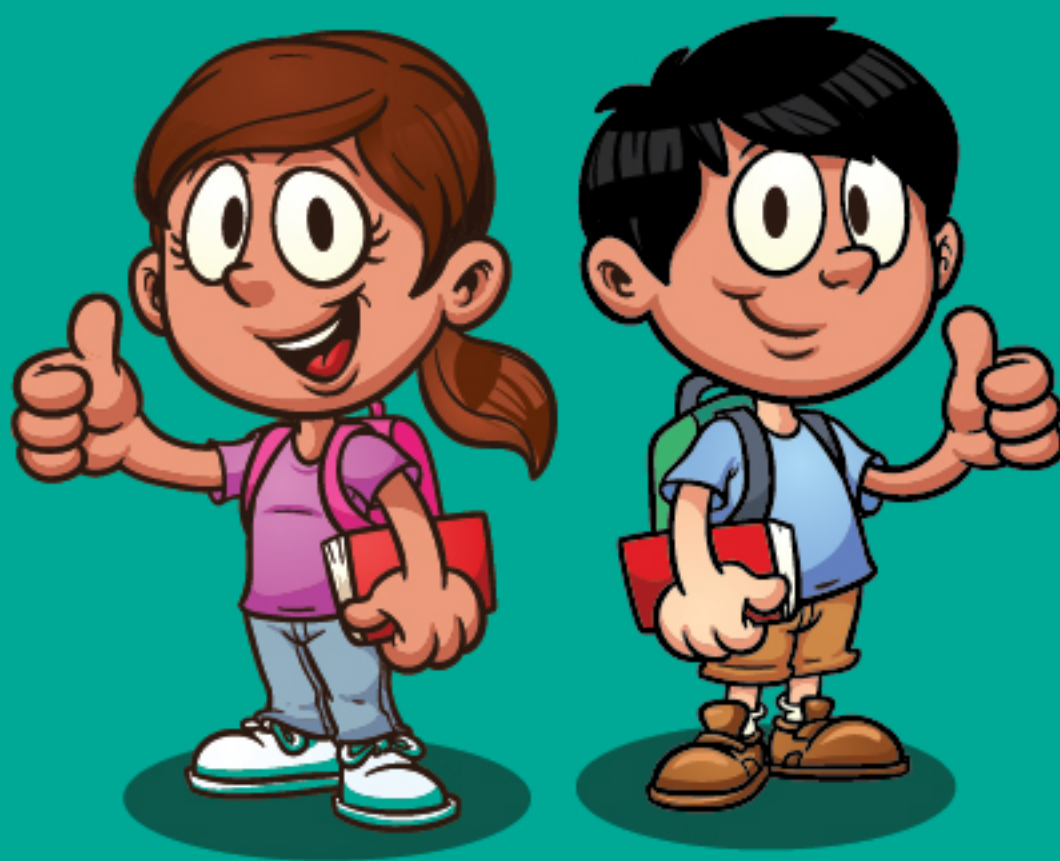


GUÍA DIDÁCTICA PARA EL USO DE LOS PROGRAMAS DE ESTUDIO

Inglés
Primer Grado

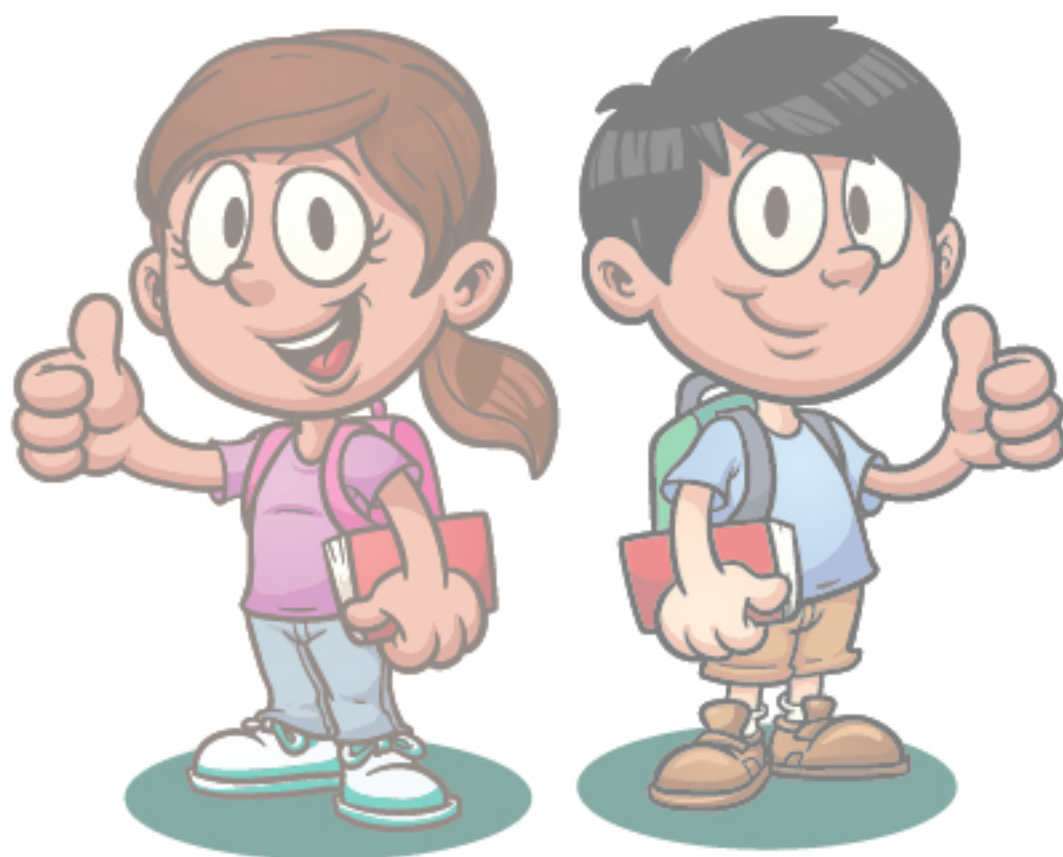


2014

FASE DE VALIDACIÓN

GUÍA DIDÁCTICA PARA EL USO DE LOS PROGRAMAS DE ESTUDIO

Inglés
Primer Grado



2014

FASE DE VALIDACIÓN

Presentación

Estimados docentes:



Estimados docentes:

El Plan Estratégico 2009-2014 ha definido como áreas de acción la ampliación de la oferta educativa a todos los grupos poblacionales que lo necesiten y de acuerdo con las líneas de desarrollo del país; el incremento de los apoyos materiales didácticos y tecnológicos en los centros educativos del país y la mejora de los resultados de los procesos de aprendizajes, propiciando una mejor gestión educativa con el apoyo de la sociedad.

Para ello se han propuesto los siguientes lineamientos de política: a) Realizar estudios de la demanda de recursos humanos para establecer una oferta educativa acorde con las necesidades y perspectivas del desarrollo del país; b) Diseñar nuevos planes y programas de estudio con adecuación de asignaturas básicas y efectiva contex-

tualización; c) Ampliar la oferta educativa de la Educación Básica General completa como también de la Educación Media; d) Impulsar el dominio del idioma Inglés con el apoyo de las Tecnologías de la Información y la Comunicación y d) Establecer un proceso de transformación curricular continuo y articulado con los sectores productivo, científico y tecnológico.

Es precisamente, el segundo lineamiento el que nos impulsa a hacer una reflexión acerca de la necesidad de brindar apoyos a los docentes para que puedan hacer uso efectivo de los programas de estudio.

Pues, trabajar con enfoque de competencias puede presentar algunas confusiones, sobre todo al principio, es por ello que se hace necesario proponer materiales que muestren el camino, acerca de cómo elaborar guías didácticas con sus respectivas orientaciones metodológicas para el desarrollo de contenidos conceptuales, procedimentales y actitudinales, a partir de situaciones de aprendizaje que refuercen las competencias en nuestros estudiantes, allanándoles el camino para lograr una mejor calidad de vida y que, al mismo tiempo, les permita identificar avances mediante la verificación de indicadores de logro, sin descuidar procesos de evaluación auténtica que le permitan identificar cómo aprenden los estudiantes y, simultáneamente, definir procesos de refuerzo de los aprendizajes oportunos, que impidan el fracaso escolar.

La Educación Básica General enfrenta un desafío sin precedentes, el cual debemos enfrentar responsablemente con decisión y alegría. La actualización de los programas de estudio y su uso efectivo, así como la utilización de estas guías didácticas de Español, Matemática, Ciencias Naturales, Inglés y Valores representan solo el inicio del proceso dentro del cual la participación de todos los sectores es necesaria e importante. En nuestras manos está el futuro de todos y todas los panameños.

LUCY MOLINAR
Ministra de Educación

Autoridades

LUCY MOLINAR
Ministra de Educación

MIRNA DE CRESPO
Viceministra Académica de Educación

JOSÉ HERRERA KIVERS
Viceministro Administrativo de Educación

ILKA TORRES
Directora General de Educación

ISIS XIOMARA NÚÑEZ
Directora Nacional de Currículo y Tecnología Educativa

GLORIA MORENO
Directora Nacional de Educación Básica General

DAVINA COLE
Jefa de la Unidad de Idiomas

ESTEBAN HERRERA
Director Nacional de Proyectos

Equipo Colaborador

Maritza Fuentes de Martínez

Raúl Coronado Aguirre

Milena María Ortiz

Flor María Aparicio

Coordinadora General

Denís Janette Guerra C.

Coordinadora por la DNCTE

Ana Rosa Truque

Corrector de texto

Patricia McLean

Coordinadora de Diseño y Diagramación

Aracelly Agudo

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INTRODUCCIÓN

Los retos y desafíos que enfrenta la sociedad panameña en el siglo XXI demandan una acción práctica, concreta y clara para la mejora de su sistema educativo. Los indicadores no logran la mejora en la cantidad y en la calidad esperada, a pesar de los años en proceso de cambio.

Dentro del proceso de cambio que debe asumir el Ministerio de Educación, se destaca como elemento fundamental la actualización de los programas de estudio, ya que es el producto derivado de un proceso dinámico de adaptación al cambio social y al sistema educativo, que responde a una concepción de educación como totalidad y a un proceso de cambio permanente.

Hay que reconocer que esta tarea no inicia hoy. Muy por el contrario, hoy es cuando se quiere consolidar en su parte más operativa, un ejercicio que inició hace más de una década y que permitió no sólo un primer esfuerzo de transformar el currículo; sino que se hiciera el primer acercamiento al enfoque por competencias. Y es que hay que decirlo, las competencias han estado presentes ahí, en los fundamentos teóricos y prácticos de un nuevo currículo panameño, a veces de forma explícita en los documentos, pero sin una incidencia real en el aprendizaje de los estudiantes.

Con ello no se quiere decir que esos esfuerzos no hayan servido para nada. Al contrario, son parte de los elementos que generan un conjunto de acciones más concretas e intencionadamente más ordenadas para poder hablar de un enfoque por competencias en el sistema educativo panameño. El saber, el saber hacer, el saber convivir, el saber ser, son postulados que traducidos de forma práctica, concreta y clara conducen, indiscutiblemente, a los saberes conceptuales, procedimentales y actitudinales y, por tanto, a ese “saber actuar” en situaciones simples y complejas que toda persona debe demostrar (Zabala, 2007; Hawes&Troncoso, 2007).

Desde esta perspectiva, los objetivos de la educación panameña puntualizan la contribución a la solución de los problemas de inequidad e ineficacia, a fin de que todos los alumnos en edad escolar alcancen, de acuerdo a sus potencialidades, el pleno desarrollo de las capacidades y habilidades que les garanticen un nivel educativo deseable de educación común para el conjunto de la población; la garantía de una formación fundamental en conocimientos científicos, tecnológicos y humanísticos que les faciliten la comprensión de las relaciones de los alumnos con el entorno y la necesidad vital de preservar su salud y la de otros miembros de la comunidad; y el uso racional de los recursos tecnológicos apropiados para la satisfacción de las necesidades y el mejoramiento de la calidad de vida.

Además, debe promover en los alumnos el pensamiento crítico y reflexivo para que desarrollen su creatividad e imaginación, y que posean y fortalezcan otros procesos básicos y complejos del pensamiento como la habilidad para observar, analizar, sintetizar, comparar, inferir, investigar, elaborar conclusiones, resolver problemas y tomar decisiones; propiciar el desarrollo de procesos de enseñanza aprendizaje para que internalicen los valores, costumbres,

tradiciones, creencias y actitudes esenciales del ser panameño, asentados en el conocimiento de la historia patria y de la cultura nacional; y, finalmente, garantizar el aprendizaje de la importancia de la familia como unidad básica de la sociedad, del respeto a su condición de ser humano y a la de los demás; del derecho a la vida y de la necesidad de desarrollar, fortalecer y preservar una cultura de paz, y que actúen de acuerdo con los valores asumidos.

Considerando lo antes expuesto, ahora se es necesario contar con guías didácticas de Matemática y Lenguaje, que orienten el uso de los programas de estudio. Las guías permitirán:

- **Organizar y orientar diferentes situaciones de aprendizaje.** A la competencia tradicional de conocimiento de los programas o de los contenidos a desarrollar, hay que sumarle la competencia emergente de saber poner en acto situaciones de aprendizajes abiertas, que partiendo de los intereses de los alumnos les implique en procesos de búsqueda y resolución de problemas. La competencia didáctica de partir de los conocimientos previos de los alumnos y de considerar los errores como parte del aprendizaje, se completa con la capacidad fundamental del saber comunicar entusiasmo por el deseo de saber, implicando a los alumnos en actividades de investigación o proyectos de conocimiento.¹
- **Gestionar el desarrollo progresivo de los Aprendizajes.** A la competencia tradicional de hacer el seguimiento al desarrollo de los aprendizajes eligiendo buenos ejercicios, estandarizados en libros, y evaluaciones de carácter formativo, la competencia emergente es la de gestionar el desarrollo de los aprendizajes pero practicando una pedagogía de situaciones problema. Al ser estas situaciones de carácter abierto el docente ha de tener la capacidad de saber regular dichas situaciones, ajustándose a las posibilidades del grupo. Para ello es necesario controlar los mecanismos de las didácticas de las disciplinas y las fases del desarrollo intelectual. Al mismo tiempo, la competencia específica de tener una panorámica longitudinal de los objetivos de la enseñanza supera la visión limitada de los profesores que se centran en un solo ciclo.
- **Trabajar en equipo.** La competencia clásica de trabajar en equipo, instalada en la profesión como una opción personal, se amplía hacia una nueva competencia de cooperación que deberá abarcar a todo el colectivo. En un futuro será deseable que todos los docentes estén preparados para organizar desde un sencillo grupo de trabajo a elaborar un proyecto de equipo. El ser competentes en esa faceta implica saber adoptar el rol de líder para dirigir las reuniones e impulsar y mantener el equipo. Esta competencia emergente se asienta en la convicción de que el trabajo en grupo es un valor fundamental. También en la asunción de la presencia de conflictos como algo inherente a la realidad de cualquier colectivo. Por lo tanto, los docentes deberán estar preparados en cuestiones de dinámica de grupos así como capacitados para ser moderadores y mediadores.

¹ Perrenoud. *Diez nuevas competencias para enseñar*. Graó, Barcelona, España. 2004



ORIENTACIONES PARA EL USO DE LA GUÍA DIDÁCTICA

**A**

Generalidades

identifica el número de la unidad, las asignaturas y el tiempo que se dedicará al desarrollo de la situación del aprendizaje.

**B**

Situación de aprendizaje

Se escribe el nombre de la situación de aprendizaje a desarrollar, como por ejemplo: "La lluvia", "El paseo a la playa", "mis regalos de cumpleaños", "El paseo a la playa", "la fiesta de mi Pueblo", etc.

Además deben escribir los contenidos conceptuales, procedimentales y actitudinales de las diferentes asignaturas relacionadas con la situación de aprendizaje.

**C**

Desarrollo

El desarrollo de la situación de aprendizaje incluye:



Organización del aula.

Contiene las sugerencias para la preparación del ambiente adecuado a la situación de aprendizaje que va a desarrollar, organización del aula con rincones de aprendizaje o incluso la utilización del mobiliario escolar en función de las actividades.

**Saberes previos del estudiante:**

En este apartado, el maestro propondrá actividades que le permiten conocer cuánto saben los estudiantes acerca de los contenidos por desarrollar.

**Introducción del contenido.**

En esta fase del desarrollo se motivará al estudiante con respecto a la situación de aprendizaje y la vinculación de los diferentes tipos de contenidos de las asignaturas por desarrollar.

**Actividades**

constituyen todo el desarrollo metodológico que el maestro realizará para alcanzar y consolidar los indicadores de aprendizaje esperados

**Evaluación**

Referido a las actividades por medio de las cuales el maestro identificará el nivel de alcance de los indicadores de logros en los diferentes tipos de contenidos conceptuales, procedimentales y actitudinales. la evaluación permitirá identificar en qué indicadores y en que tipo de contenido tiene debilidad el estudiante.

**Refuerzo de contenido y estrategias de apoyo**

De acuerdo al tipo de debilidad que presenta el estudiante, el docente deberá organizar actividades de refuerzo. Deberán ser oportunas para superar vacíos de manera temprana y no esperar el fracaso escolar. Si la debilidad es conceptual, deberá tener claro que reforzará conocimientos; si es procedimental, debe realizar diferentes actividades de aplicación que le permitan fortalecer sus habilidades y si la debilidad es actitudinal, debe modelar acciones y proponer actividades con dilemas morales.

INTERPRETACIÓN DE LA ICONOGRAFÍA



GENERAL INFORMATION



LEARNING SITUATIONS:



DEVELOPMENT



CONTENT FEEDBACK
AND SUPPORTIVE STRATEGIES.



ORGANIZATION
OF THE
CLASSROOM
AND STUDENTS



STUDENT'S
PREVIOUS
KNOWLEDGE



INTRODUCTION
OF CONTENT



ACTIVITIES



ASSESSMENT

ORIENTACIONES GENERALES

1. Esta guía no es un "recetario", por lo tanto no es un documento terminado.



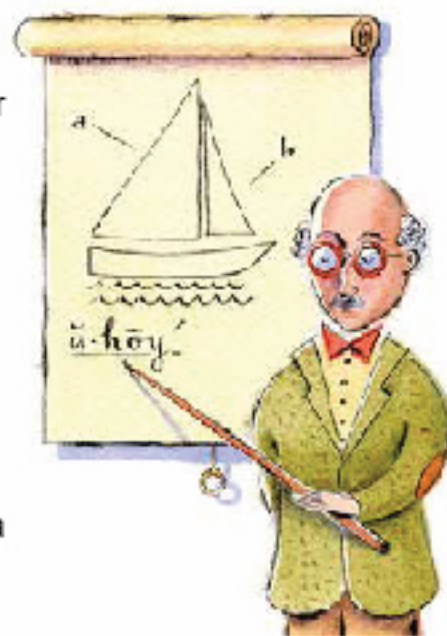
2. pretende orientar a los docentes con respecto al uso de los programas de estudio que han sido actualizados con enfoque por competencias.
3. Ahora vamos a aprender que cuando hablamos de un contenido siempre estamos haciendo referencia a tipos de contenidos, ya que siempre habrá un contenido conceptual, con sus respectivos procedimentales y actitudinales.
4. Los docentes deben tener presente que las competencias no se alcanzan por el simple desarrollo de un contenido, ni tampoco son observables de un día para otro. lo que sí puede ir observando son indicadores de logro.
5. Se desarrollan competencias para la vida, por lo tanto, en esta guía se les está proponiendo partir de situaciones de aprendizaje para abordar los contenidos, ya que una situación de aprendizaje da la oportunidad de relacionar contenidos de otra asignatura.
6. Integrar contenidos puede parecer complejo al principio, por eso la guía contempla ejemplos de orientaciones metodológicas en las que se están relacionando objetivos de varias asignaturas.





7. las formas de trabajo propuestas a través de los diferentes ejemplos de orientaciones metodológicas, no son la única forma de desarrollar aprendizajes con el enfoque basado en el desarrollo de competencias. Te estamos proponiendo solo una manera de hacerlo.
8. Cuando leas las orientaciones metodológicas que se te proponen, puede ser que a ti se te ocurran mejores formas, más creativas y pertinentes de desarrollo; por lo tanto utiliza esas otras maneras que tú ya dominas.

9. Esta guía no sustituye al programa de estudio, ni a la planificación trimestral. al contrario, el programa y la planificación serán tu herraminetas para poder diseñar una buena orientación metodológica.
10. esperamos que al final de un año de estar manejando el programa, la planificación didactica y esta guía de orientaciones metodológicas, puedas observar la diferencia en los resultados de aprendizaje de tus estudiantes y por lo tanto te sientas más seguro de como trabajar con enfoque por competencias.
11. Intenta elaborar tus propias orientaciones metodológicas, ya que serán tus guias de trabajo en la noble tarea de orientar el aprendizaje de tus estudiantes.



¡BUENA SUERTE!

1. METHODOLOGICAL ORIENTATION



General Information

Area: 3
Subject: English
Time: 10 hours



Learning Situations:

“A CAROUSEL TRIP”

CONCEPTS

3. School colors and numbers
- School people
 - Teacher
 - Students (girl-boy)
 - Principal
 - Administrators
 - School supplies
 - Objects
 - furniture
 - Colors
 - Numbers
 - Places in the school
 - Classroom
 - Library
 - Snack shop
 - Principal's office
- Grammar
- Information questions (who, how many, what)

PROCEDURE

3. Naming the school supplies
- Using vocabulary related to school staff and people in the school.
 - Pronouncing the school supplies numbers and colors.
 - Identifying and associating places and people in the school.

ATTITUDE

3. Taking care of the school supplies.
- Showing respect for the staff and the people in the school.
 - Cooperating with the neatness of the school.
 - Taking care of the school supplies.

CONCEPTS

- Who is your teacher?
She is Rosa Moreno
- What's the principal's name?
She is Juana Martinez
- How many books do you have?
Seven
- What color is the classroom?
It is green
- Wh question (where)
- Where is the principal?
She is in the principal's office.

PROCEDURE

ATTITUDE



Development

**Students and Classroom Management:
FOR THE PREVIOUS KNOWLEDGE****1. Previous Knowledge.**

- Organize the students in line for a guide tour around the school's departments, offices and recreation areas.

Introduction of the Content

- In the classroom, it is suggested: to organize groups of 5 students to work with the vocabulary.
- Elaborate a mind map with school's vocabulary.
- Label all the school supplies in the classroom.
- Enlist the different places and the professions

Introduction of the Activities.

- Ask the students to bring pictures about school supplies.
- Organize them in two lines to do a carousel trip around the school
- Ask them to bring colored pencils, cardboard, color chalks and scissors.
- Organize the students in pair to work with the vocabulary
- Arrange the chairs in semicircle for student's speech presentation.



STUDENT'S PREVIOUS KNOWLEDGE

- Organize the students in two lines to do a carousel trip around the different offices and places of the schools.



- During the carousel trip shows flashcards with the name of the places, office and the people's profession



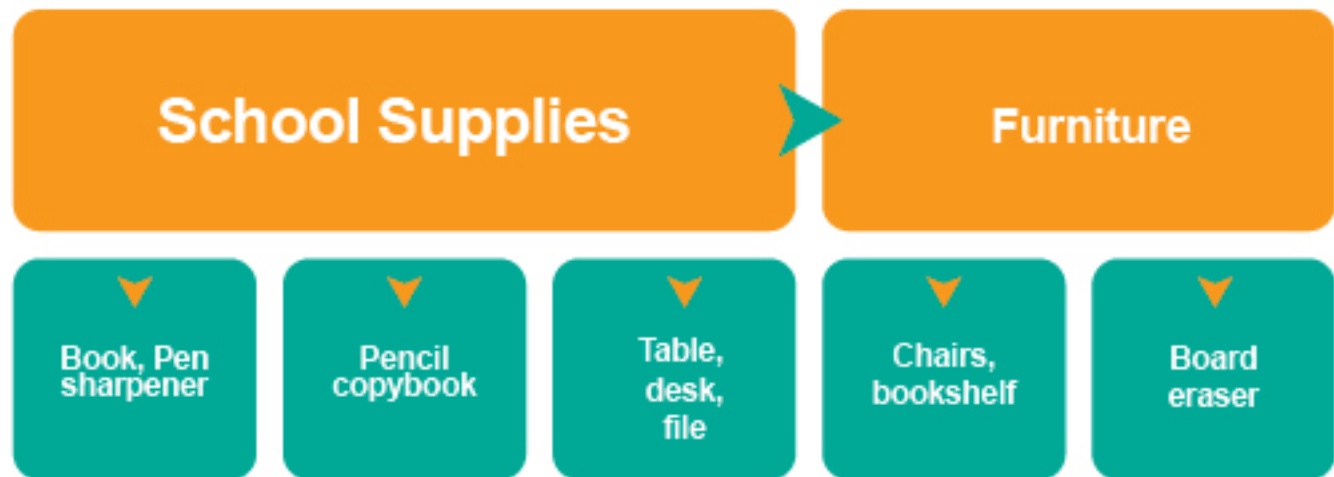
- Ask the students to repeat the names of the different places of the school in English and name the profession of the people in each office.



- In the classroom, provide instructions to help students design a collage with the pictures of the school supplies.



- The students may fill in a chart with the known words .



- Ask questions to the students about what they observe during the carousel trip (people's name and professions) (orally)

- Who is the secretary?
- The secretary is Maria
- Who is Maria?
- Maria is the secretary



- What is the big office?
- It is the principal office.
- Where is the principal's office?
- It is at the corner.



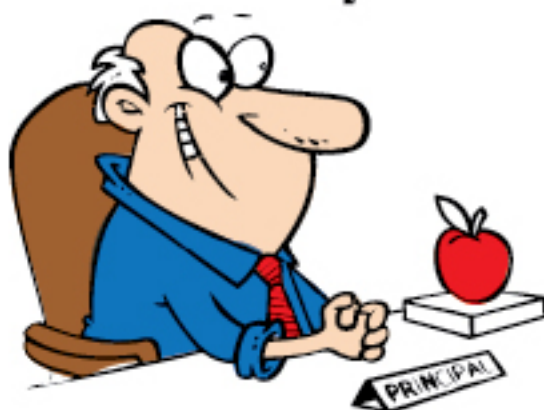
- How many colored pencils do you have?
- I have (7) seven colored pencils.



- Where is your school bag?
It is on the chair.



- Who is the principal?
He is Mr. José Perez.



- Where is the snack shop?
It is near the school



- Help students to write next to each picture the name. Read the words in the box.



Box of Words

COLORED PENCILS PENCIL BOARD
SCHOOLBAG DESK. TEACHER
BOOK PRINCIPAL

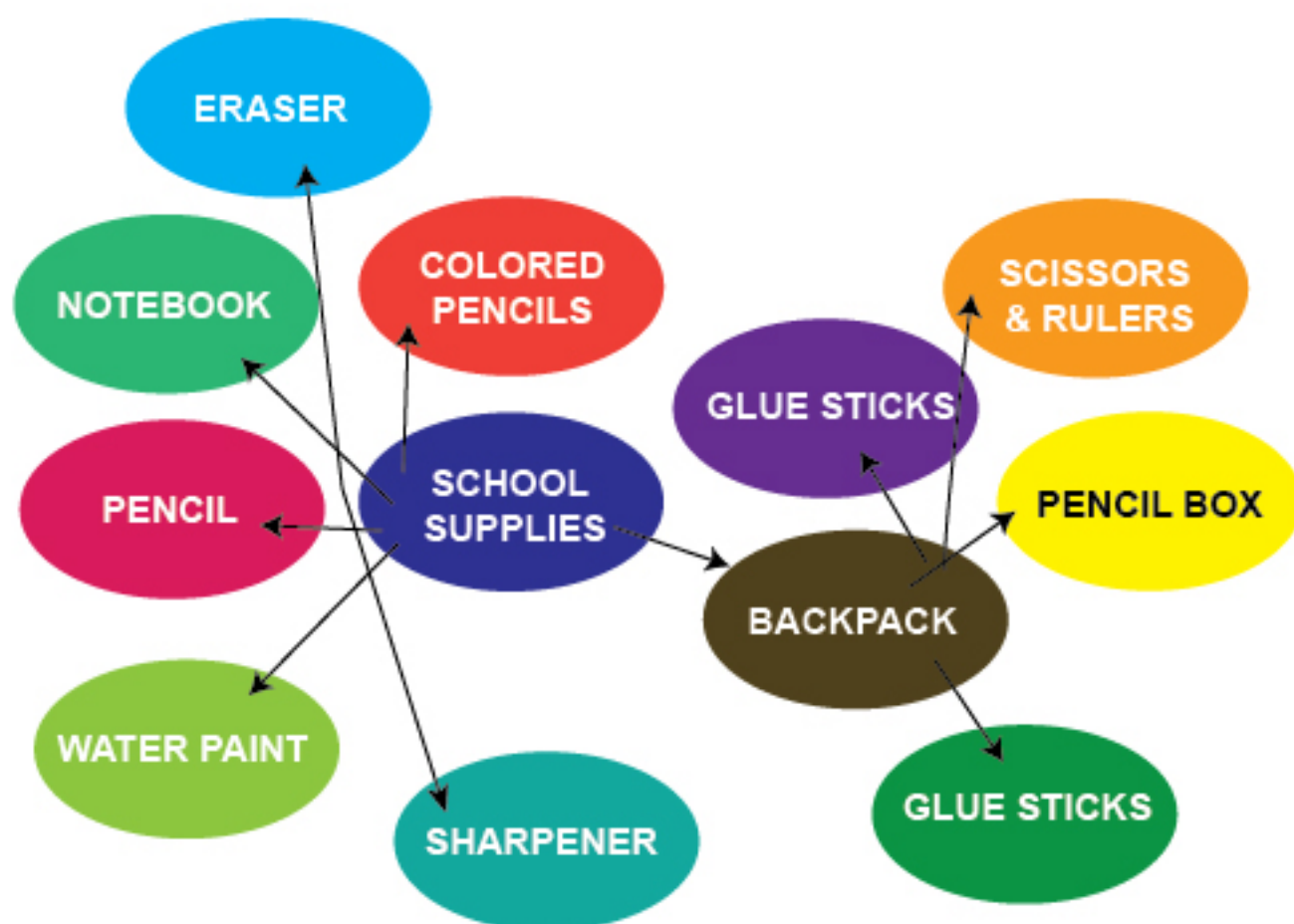


Development

**Students and Classroom Management:
FOR THE PREVIOUS KNOWLEDGE**

CONTENT DEVELOPMENT

- With the student active participation organize a list of school supplies.



Give instructions to the students to design their own flashcards with illustrations.

- Use construction paper,
- Cardboard or sheet of papers.
- Colored pencils
- Markers
- Pictures
- Show the students to cut the paper in rectangles of 8" long - 4" wide
- Paint, draw or paste picture to decorate
- Write on the board the list of words

Explain them to copy the words they want on the flash card (each student designs one flashcard)



- Guide them to copy from the board all the vocabulary on the notebook.

Vocabulary.

Schoolbag	eraser	colored pencils
Principal's office	glue sticks	bathroom
Secretary	chairs	kitchen
Teacher	desk	backyard
Pen	ruler	water paint
Pencil	table	board

- Encourage the students to draw their favorite school place

School Places.

backyard

classroom

bathroom

secretary

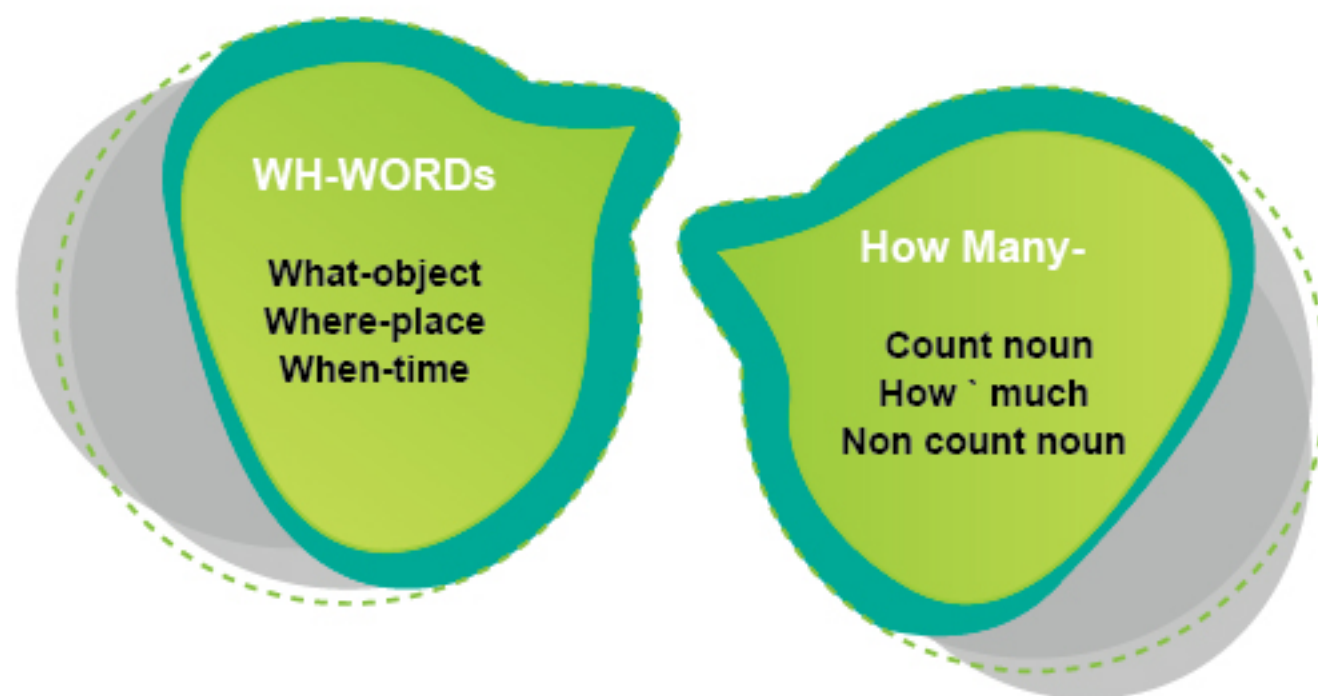
garden

kitchen

snack shop

water source

library





ACTIVITIES

1. Help the students to fill in the blank space using words from the board or flashcards.



My _____ are in the box



The _____ is on the desk



The _____ is new.



This is my new _____

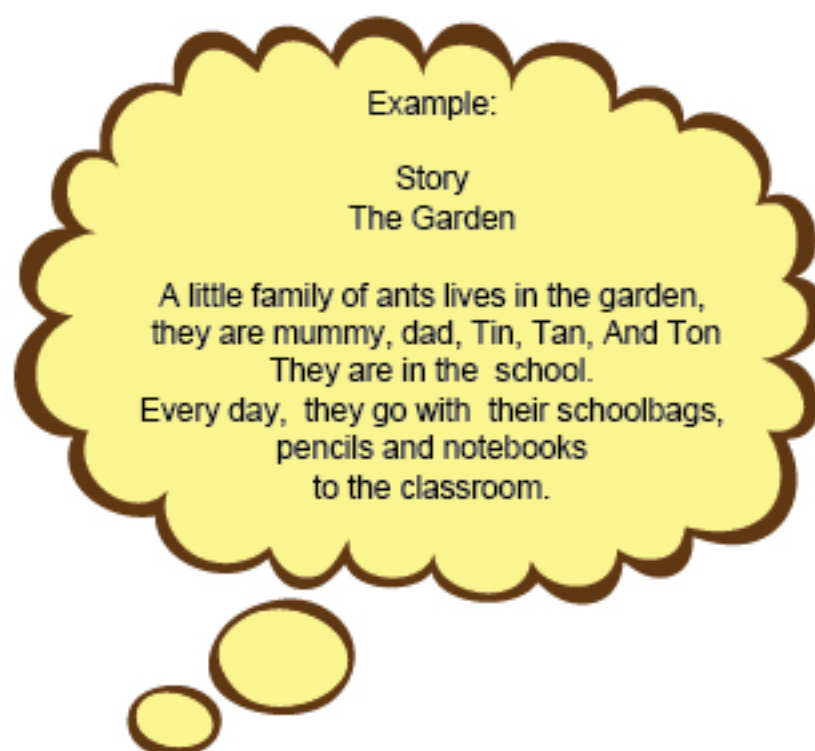


The teacher reads the word PEN



- With this activity, the writing and the listening skills are worked and the indicator naming school supplies is accomplished.

2. Guide the students to select a word by reading the flashcards each at a time and show the picture that represent it. (speech)
 - Then, show them how to make a story using words selected.



- With this activity, the speaking skill is worked and the indicator names school supplies with correct pronunciation is achieved.
3. Organize the students in pair to answer and ask questions each other using Wh-word
Where is the principal's office? It is at _____
Who is your teacher? My teacher is _____
Where do you live? I live _____
What color is your pen? My pen is _____
How many books do you have? I have _____
- With this activity, the indicator naming objects, furniture with numbers and colors is achieved.

4. Encourage students to make sentences about the carousel trip in present tense by using the vocabulary orally.
- Teacher introduce the activity saying: During the carousel trip we saw(show a flash card with a name of a place visited, and read aloud to them.)
 - Motivate students to repeat the word.
 - First, give an example of sentence.
 - Then ask for volunteer to say a sentence with the word.
 - If the students cannot do it, teacher must practice as much as possible to reach the goal.

Examples.



GARDEN

The garden is pretty



BACKYARD

I play in the backyard.

With this activities the indicator makes connection between people and places in the school by using personal pronouns is accomplished.



ASSESSMENT

Diagnostic

- It was developed during the student's previous knowledge, in the following activities
- The students practiced the pronunciation in English, of the different places in the school.
- The students designed a collage with the pictures brought from their home.
- The students identified the professions of the people in each office/ or places.
- The students filled in a chart with the schools supplies they already know.
- They answered questions about what they saw during the carousel trip around the school.
- They identified the school supply pictured and the word.
- They copied the word on the notebook.

Formative:

- This evaluation was done during the development of the content. And somehow in the student previous knowledge, and classroom activities.
- Designed their own flashcards with illustrations
- Answered and asked questions each other using Wh-word working in pair
- Drew their favorite play of the schools
- Complete sentences according to the picture in from
- Built sentences rally
- Presented a speech using words from the vocabulary
- Played the carousel game.

Indicators

good
(5pts)

regular
(4pts)

Need to
improve(3pts)

Identify professions

List more than 6 school supplies

Speak using the new vocabulary

Match words and pictures

Organize ideas in sequence (oral sentences about school's supplies)

Identify different places of the school.

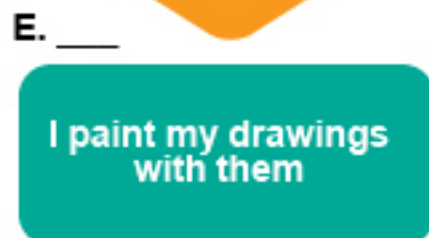
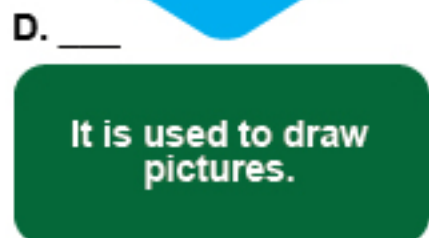
SUMMATIVE:

TEST

Name: _____ Level: _____ Date: _____
Value: 10 Grade: _____

JOIN THE PICTURE TO THE DESCRIPTION

- Describe the test to the students
- Read the descriptions of each picture
- Give them time to make the match to the
- Write the number of the picture next to the letter.





**Content feedback
and supportive strategies.**

It is important to include the prior knowledge in each new activity, to reinforce student's vocabulary. In the development of this content, there is probably a weakness in the attitudinal concept. The following supportive strategies are suggested to develop in class.

Weakness. They must practice collaborative learning activities to respect opinions and understand individual differences.

The Carousel Trip

- Organize the student in a circle but on their chairs.
 - One student behind another who is sitting
 - Teacher show a flashcard.
 - Any student who says the word first will move on to the next student.
 - The student who goes around and reach the started point first is the winner.
 - Then teacher goes on with another round of students
 - With this activity, teacher will reinforce cooperation, respect, participation and classroom rules.
1. Organize the students in semicircle to play the game “a Carousel trip”
 - Explain the students the game. The teacher wants to take them to the carousel at the Mall, but he/she cannot take all of them because the bus is too small.
 - Then, to decide who can come, students have to bring a school supply.
 - The teacher should provide an example saying:
 - I am Pamela I will bring a pen. I can go on the Carousel trip.
 - What are you going to bring? (students have to say a school supply according to the first letter of his/her name. Repeat until they get the idea.)
 - With this activity, teachers reinforce the listening , comprehension skills, collaborative learning, respect, support and understanding of individual differences.



REFERENCES

<http://www.bing.com/images/search?q=students++in+line&FORM=HDRSC2&id=D32EDD67123FBD A062E590EF52A6995E4B797A6C&selectedIndex=0#view=detail&id=D32EDD67123FBD A062E590EF52A6995E4B797A6C&selectedIndex=0>
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2. METHODOLOGICAL ORIENTATION



General Information

Area: 5
Subject: English
Time: 10 hours



Learning Situations:

“MY ROBOT”

CONCEPTS

5. Parts of the body

- The head and face
- Descriptions
- Numbers
- Colors
- Sizes

Grammar

- Wh questions
- nouns
- adjectives
- How many eyes do you have?
- What color are your teeth?

PROCEDURE

5. Identifying vocabulary related to the parts of the body.

- Recognizing the parts of the body.
- Saying the parts of the body.
- Associating the parts of the body.

ATTITUDE

5. Showing interest to know the human body.

- Showing respect for the human body and assuming responsibility for his/her own body.
- Developing tolerance toward people with disabilities.



Development

Students and Classroom Management:

Previous Knowledge.

- Ask students to organize pair work.
- Place the chairs in the backside of the classroom.

Introduction of the Content

- Show a poster in which students can observe children playing and being happy even they are handicapped.
- Motivate students to use their body to play and to do interesting things.

Introduction of the activities

- Start with a body movement, singing and dancing a song.
- Divide the students in groups and play a game.
- Make them work as a team.

Student's Previews Knowledge



To know the previews knowledge of students, you could do these activities:

- Ask student to form group of three and give them clays.
- Invite them to make a robot using different colors of clays



- Encourage students to share the clays.
- Indicate to the students they have to name the robot and describe each one
- During the previous activity, ask your students:
 - What is its name?
 - What color did you use?
 - Is it big or small?



Content Development

- Show the students some handicap students doing different activities and being happy throughout a visual aid or some pictures.



- Ask students what body part is missing.
- Let students express their opinion about the pictures and how they can take advantage of their body parts.
- During these activities, checks the previous knowledge and be sure all students are having fun.



ACTIVITY N°1

- Ask student to get in pairs and give each student a construction paper.
- Invite them to draw his/ or her partner using clay on the construction paper.
- Encourage students to be respectful by reinforcing values.
- When they finish, they have to give it to the partner.
- Each one has to say what part of the body is missing and why it is important.
- Emphasize the importance of the missed body parts.
- Play a dynamic of Simon says by doing mimics.

Example:

Simon says: Touch your legs

Simon says: Clap your hands

Simon says: Touch your arm

Simon says: Open your mouth

Simon says: Touch your nose

Repeat twice.

- During this activity the teacher should be sure the student identifies the mentioned body parts.



ACTIVITY N°2

- Tell your students they will learn a song in which they have to move their body.
- Introduce the "Hokey Pokey" song: (Dance)

SONG: "Hokey Pokey"

Put your right hand in,
Put your right hand out.
Put your right hand in,
And shake it all about.
Do the Hokey Pokey
And turn yourself around,
That's what it's all about!

Put your right foot in,
Put your right foot out,
put your right foot in,
and shake it all about.
Do the Hokey Pokey
And turn yourself around
That's what it's all about!

Put your whole body in,
Put your whole body out,
Put your whole body in,
And shake it all about.
Do the Hokey Pokey
And turn yourself around,
That's what is all about!



- Doing the previous activity, the student labels the body parts and relates them with the senses.
- At the end of the song, show students the vocabulary of body parts by using flashcards, in which they can see the picture as well as the word. (www.mes-english.com).
- Make them relate the word to the picture.
- Encourage students to touch the mentioned body part and repeat it.
- Indicate them that you are going to show the word and they have to touch the indicated body part. (Be sure the students are getting knowledge).

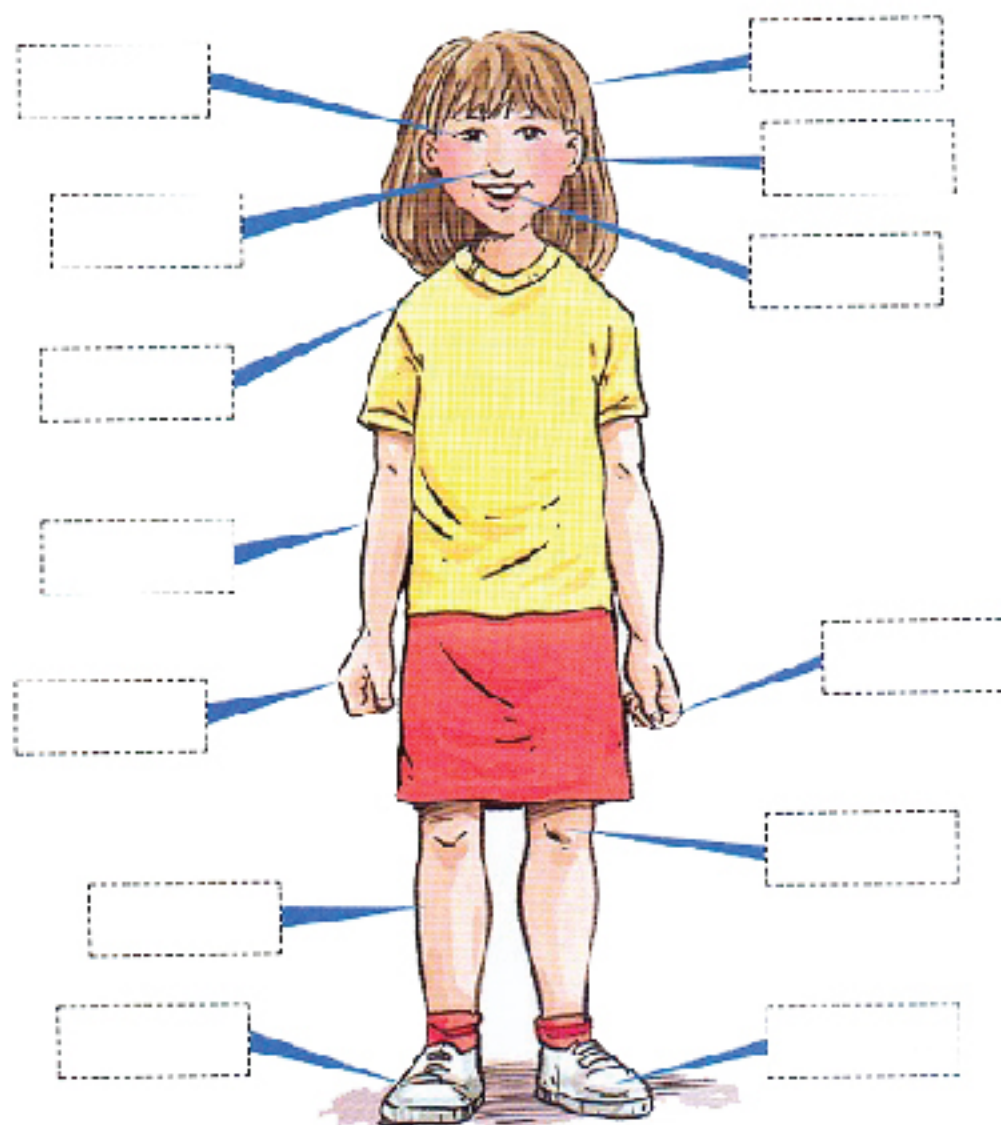
In the previous activities you are getting these achievement indicators:

- Identifies the parts of the body.
- Expresses themselves politely as they use the target grammatical structure.



ACTIVITY N°3

- Write three sets of the given body parts using stickers and divide the class into three groups.
- Deliver a set of words to each group and asks them to throw it on the floor (on a sleeping mat).
- Each group have to choose a model (a student) in which they are going to paste all of the given words of body parts.
- Give the students time to rearrange and paste the words on their model (student). Explains that the winner will be the one who have the majority of words in the correct order of the body.
- Let them to know how much time you are going to use for this activity. (3 minutes at least)
- Promote values such as honesty and collaboration.
- Award a prize to the winner group.
- At the end of the activity ask students to look for a person in a magazine, cut it out and paste it in the notebook.
- Paste a big poster of a person on the board and label the body parts and asks students to do the same in their notebooks using the cut picture.



head	finger	nose
hand	mouth	shoulder
foot	arm	leg
ear	toes	eye
knee		

- Doing the last activity the student is practicing how to get this achievement indicator: writing the names of different parts of the body that have been taught.

Introduce the question: How many...?

- How many fingers do you have?
- How many eyes do we have? etc.
- Make them answer: I have five fingers. Count your fingers and ask them to do the same.
- Use the question with other parts of the body.



ACTIVITY N°4

Reinforce students' knowledge by showing them the body parts by using flashcards. Ask questions like:

- What is it?...
- Is it a nose?, and so on.
- Create a body parts puzzle by yourself or by using the internet resource



- The students complete the puzzle and label the body parts.
- Ask them to paste it on a construction paper and to color the solved puzzle.



ASSESSMENT

DIAGNOSTIC:

The diagnostic evaluation was done during the activities of the previous knowledge when students:

- Draw their partner with a clay
- Say the missed body parts
- Play a "Symons says"

Check List to Diagnostic Evaluation

Teacher _____ Date: _____

Criteria	Be familiarized with body parts		Remember basic words: head, shoulders, legs, eyes.		Touch the body part mentioned by the teacher correctly	
	Yes	No	Yes	No	Yes	No
1.						
2.						
3.						

FORMATIVE EVALUATION

This evaluation was done when the students:

- Pasted the picture of the person in the copybook and label it.
- Solved the puzzle on the construction paper, cut the words and pasted them in the correct body part.

Summative Evaluation

It is suggested to:

Elaborate a written test like this:

Name: _____ Date: _____

I. Match



MOUTH



ARM



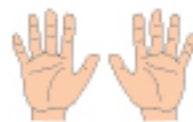
HANDS



EYES



NOSE



SHOULDER



II. Label













To evaluate the last activity, you can use this rubric

Student's name: _____ Activity: _____ Date: _____				
Criteria	Very Good 4	Good 3	Fair 2	To improve 1
1. Identifies the body parts				
2. Respect the grammatical form of words				
3. Follow instructions				

Total 12pts



Content feedback and supportive strategies.

Procedural Weakness

The student is not able to identify the body parts.

Supportive Strategy:

- Play the "Lifeguard Game"

CONTENT FEEDBACK AND SUPPORTIVE STRATEGIES

- Tell the students you are going to order them how to get in group and they have to be listening carefully to the instructions. On the contrary they will die:

Example:

Safeguard of two: hands to hands
 Safeguard of three: foot to foot,
 Safeguard of four: head to head
 Safeguard of two: back to back, etc.



- Invite students to illustrate the body parts by using pictures from magazine or newspapers and write the appropriate word five times.

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3. METHODOLOGICAL ORIENTATION



General Information

Area: 8
Subject: English
Time: 15 hours



Learning Situations:

"A NEW ADVENTURE"

CONCEPTS

8.1. TYPES OF FOOD

- Fruits
- Vegetables
- Grains and others

Grammar

- Adjectives
- Nouns
- Questions

What kind of food is good for your health?

PROCEDURE

8. Identifying food by its name on flash cards

- Drawing fruits and vegetables
- Listing food and objects by type and category.

ATTITUDE

8. Promoting the habit of eating healthy food.

- Assuming responsibility when selecting food.
- Being aware of selecting food.



Development

Students and Classroom Management:

Previous Knowledge .

- Arrange the chairs in small circles for eight students.
- Try to get a table or something to place in the center of each group.
- Place the chairs close to the back wall of the classroom, leave empty space in the classroom where student can sit down on the floor or stand up to sing and dance.
- Design a kitchen station learning center in the classroom.

Introduction of the Content

- To develop the fruit topic, arrange the chairs in small circles paste picture of fruits, vegetables and grains on the wall. The fruits they brought placed on the tables.
- The vegetables and grains would be used to decorate the kitchen station learning center.
- Bring the tape recorder or the computer to sing the song The Fruit Song of Children
- Ask a student's mother or the elementary teacher to be the assistant for the fruit salad
- Buy, towels, soap and take the children out to the sink for hygiene habits practice.

Introduction of the Activities.

- In developing the topic type of food , first of all:
- Ask the students to bring a season fruit ,some vegetables and grains in small package from home.
- Sit the students in group of 5 (five) around a table.
- Place a bowl and on each table, and the fruits brought by the students.
- Elaborate a kitchen station learning center with the students.
- Decorate the kitchen station learning center with the vegetables



STUDENT'S PREVIOUS KNOWLEDGE

Organize students in group of 5 (five) per table; make them describe the fruits they have on the table.



- Organize students to walk around each table answering to the teacher's questions during the new adventure tour. (Fruits tour)

What fruit _ STUDENT'S NAME do you see?



ANSWER: ORANGE

- What color is the orange?
 - Is the orange big or small?
 - Is the orange sweet or sour
-
- Later on, sit the students on the floor tell them to draw and paint with colored pencils the fruit they most like.
 - Motivate them to talk about the food selected.

Example:

*I like mango
The mango is sweet and smell delicious.
Mangos are yellow, red, and green.*

- Make the students sing and dance the song The Fruit Song Of Children by Francisco Espinosa using the drawings.

http://www.youtube.com/watch?v=X_J-SK00Oaw

The Fruit Song of Children

I like bananas

I like watermelons

I like plumbs and cherries too.

I like oranges

I like apples

I like plumbs and cherries too

I like bananas

I like watermelons

I like plumbs and cherries too.

- Make students paste on the chart the fruits mention in the song.

FRUITS CHART

				
Watermelon	Banana	Orange	Cherries	Apple

- Make students complete a chart with different types of food. Explain the students using flash cards

FOOD CHART

	Banana
	Onions
	Lemon
	Beans
	Rice
	Lentils
	Carrots



Content Development

- Organize students on the floor in a big circle, place a shoebox with all the fruits words and vegetables, they brought to class and others you add.



- Remember these cards should be read by the students.



- Then, play with them BANG game to reinforce the vocabulary learned.
Instructions.
- All the sight words we have learned are put in a box.
- The children sit in a circle and each one take a word from the box.
- If they can read the word, they get to keep it.
- If they cannot, the word is returned to the box.
- If they pull a card with the word Bang! from the box,
- All the cards they have collected so far must be returned to the box.
- The child with the greatest number of cards when the game end is the winner.
- Explain them the importance of the fruits and vegetables to the organism.

CONTENT

Fruits are an important part of a healthy diet.
Fruits play an important role in keeping the body healthy.

Fruits and vegetables are critical to good health.
Fruits and vegetables are a natural source of energy and give the body many nutrients you need to keep going.

According to the Food Pyramid, the majority of the daily allowance of grain is 4 to 5 ounces
they are rich in fiber and help give the children the energy they need in order to learn

- Organize a visit to the kitchen station.
- Help students to identify the food and their importance for the organism .
- Encourage students to choose the food they like for eating.



- Talk about hygiene habits before eating fruits and vegetables.
- Wash the hands with enough soap and water.



- Wash the fruits before eating them.

- Wash the vegetables before eating them



ACTIVITIES

1. The students prepare a fruit salad as a new kitchen adventure.
 - Previously, with the help of an assistant or student's mother peel and cut the fruits in small pieces.
 - Then, students in working groups of 5 (five), around the table with the bowls and the fruits already cut will describe the fruits they see. (color, smell, taste)
 - Students dress and serve their salad in small cups and talk about fruits they like or dislike. While eating them.

With the activity mention before the students will identify different kind of food and talk about it using the grammar implied.

Fruit Salad



- Elaborate an individual Pictionary after experimenting a new adventure by visiting the kitchen learning center with fruits, vegetables and grains .



Materials.

- Using color construction paper
- Wool
- Scissors
- Glue
- Fruits pictures or drawings

Instructions:

- All the words are placed on the wall or board.
- Organize students on their chairs with all the materials
- Make then cut the construction paper in small quarters (Like a small book)
- Read the words and make students repeat
- Practice the pronunciation with them
- Now, read aloud the first word for the Pictionary
- Make students paste the picture and find out the word to copy it.
- Walk around the classroom and repeat the word as many as possible for students comprehension
- Do the same exercise with the rest of the vocabulary. (5-10)



- With the activity explained before the students will work with the listening , writing and comprehension skills, besides achieving the learning indicators recognizes the food presented in different sources.
5. Design a food chart on the copybook adding the importance for the organism.
- Practice the pronunciation with the students:

BANANA	CARROTS	ORANGE	LENTILS
LEMON	RICE	MELON	WATERMELON

- Then, read the word to the students they will copy it on the copybook chart.

FOOD CHART

PICTURE	NAME	FUNCTION
	BANANA	ENERGY
	RICE	FOR GROWING
	CARROTS	VITAMIN FOR EYES

With the activity explained before the students will work with the listening , writing and comprehension skills, and speaking skills besides working the learning achievements importance of the different kinds of food and writes about the importance of food.



ASSESSMENT

Diagnostic

- It was developed during the students previous knowledge in the following activities.
- Identify a fruit and describe by it using color ,size, and taste.
- During the fruits tour looking for similar fruits.
- Talked about vegetables and grains.
- Draw the fruit they most like
- Sing the song **The Fruit Song Of Children**

Formative

- This evaluation was done during the development of the content. And somehow in the student previous knowledge.
- During the process of answering personalize questions about fruits , size, color and taste.
- Play the game bang, they show understanding and comprehension of the words.
- Design a chart in working groups.
- Elaborate a Pictionary.
- Copy words in an individual chart.
- Identify words read by the teacher.
- Draw pictures of fruits listen in the song.
- Prepare a fruits salad following teacher instructions.
- Speak about the fruits characteristics.
- Visited the kitchen learning center.
- Identify the food and its function.

SUMMATIVE. EVALUATION TEST

Student's Name _____ level _____
Date _____ Value 10pts grade _____

LISTEN TO THE INSTRUCTIONS TO PLAY A BINGO (6pts)

- Each child has a bingo card with six blank spaces.
- The children word of their choice in each space.
- Then the words are removed from the wall, placed into a container, and pulled out one by one.
- If the word that is pulled out is on a child's Bingo card, that word may be covered with a marker.
- When the entire card is covered, a child can yell "BINGO!"

Melon

Carrots

Onions

Banana

Bean

Lemon

Pineapple

Orange

Rice

- Draw and paint a picture of 2 (two) food and write the name . (2 pts)

- Complete the sentence with the correct word. (dos) 2 pts.
(It is suggested to read the sentences and show the flash card with the word and picture)
- This food is _____ (shows the flash card with the word and picture)
- This food is _____ (shows the flash card with the word and picture)

ACHIEVEMENT INDICATORS.

This check mark is to observe the progress or advance of the students

Indicators	good (5)	Regular (4)	Needs to improve (3)
Speak clear and aloud about a food.			
Match the food with the word.			
Describe a food (two to three characteristics)			
Practice hygiene habits in class			
Ask questions using Wh -words			
He/she is able to discriminate healthy /junk food			


**Content feedback
and supportive strategies.**

It is important to include the prior knowledge in each new activity, to reinforce student's vocabulary. In the development of this content there is probably a weakness in the attitudinal concept, the following supportive strategies are suggested to develop in class.

1. TEAM WORK

Play the adventure game to reinforce collaborative learning, reasoning skills.

- Divides the classroom in two teams
- All the words learned should be in front of the class in a box.
- Each children of the row should try to read correctly the word chosen from the box.
- If one student cannot read a word.
- Then the opposite row of students have the opportunity to read the same word and continue until there is a winner row,
- The score is kept by the teacher.
- This activity helps students to practice pronunciation, because students are not eliminated, they move to the back of the row and they have a chance to read again.



- **Bingo Game**

This bingo game needs previous preparation by the teacher.

This bingo is played in working groups of 4 to 5 students.

- Design a bingo card of 9 words
- Divide the students in small working groups of 6 (six)
- The teacher chooses a word from the box
- Read it aloud and uses it in a sentence.
- Student should mark the word.
- The winner is the working team who completely fill the BINGO



Carrots
Apple
Orange

Banana
Onion
Rice

Beans
Lemon
Pineapple



These two activities will reinforce the understanding and comprehension of the new vocabulary and help them to cooperate and respect other opinions.

SPEECH

- Organize the student to select a food.
- Help the students to design a poster about their favorite food.
- Encourage them to describe the poster by using short sentences.



These activities will reinforce the understanding and comprehension of the new vocabulary and will help students to work in group, respect opinions and understand individual differences.

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4. METHODOLOGICAL ORIENTATION



General Information

Area: 11
Subject: English
Time: 10 hours



Learning Situations:

“the toy story”

CONCEPTS

11. RECREATION

- School activities and recreation
- Toys

Grammar

- Adjective
- Demonstrative

pronouns

- What is this?
- What color is the ball?
- Is the ball big or small?

What do you do in your free time?

PROCEDURE

11. Identifying names of school activities and recreation in different sources.

- Picking out details related to school

Activities and recreation from oral input.

- Giving information about his/her favorite school activities or recreation.

ATTITUDE

11. Being aware of planning and distributing time availability between school activities and recreation.

- Valuing the practice of recreation and school activities to preserve physical and mental health.

- Appreciating the influence of physical activities during school activities and recreation.

**Development****Students and Classroom Management:**

PREVIOUS KNOWLEDGE

- Make a Toy Store in the classroom and invite the students to buy a toy.

Introduction of the content:

- Explain the importance of free activities and toys in their lives.
- Provide some photocopies about toys.

Introduction of the activities:

- Move chairs to the wall and create space in the middle of the classroom to do the different activities.
- Motivate students to use the language by asking questions.

Student's previous knowledge.

Gets information about students' previous knowledge (you can):

- Collect some toys may be asking your colleagues to lend you some toys for this class
- Tell them you are going to return the toys after the class.
- Ask your students about the best gift they have received on birthdays, as well as the gift they would like to receive.
- Create a small Toy Store in a corner of the classroom and invite the students to go and to buy their favorite toy. (They have to return the toy at the end of this activity).
- Explain them how to greet the seller and how to inquire a toy.
- You will be the owner of the Toy Store.
- Make two columns.
- When all of the students have a toy, makes questions about its color and size.
- The questions will help you to know:
 - The colors they manage
 - The name of toys they know
 - The sizes they remember



ACTIVITY N°1

"The Toy Story"

It is suggested to:

- Ask your students talk about their favorite toy.
- What's your favorite toy?
- What's the name of it?
- What color is it?
- Is it big or small?
 - Provide a photocopy of different toys in order that they can cut and paste it in the copybook.
- Copy or make flashcards with the words of toys in order that they can copy them in the picture they have cut before.

My toys



With the last activity the students is getting this achievement indicator:

- Recognizes new words related to school activities and recreation.



ACTIVITY N°2

- Invite your students to express their ideas about the recreation activities they usually do and the importance of Free time activities. (Achievement indicator)
- Ask their opinion about the recess at school, recreation in the school and why it is important for them.
- Tell the students that enjoying my free time give us good health and less stress.
- Write example of a toy crossword on the board and tell them that they have to solve one.
- Give a photocopied material about a toy crossword, using the given vocabulary.



My toys

A	O	A	R	E	R	A	I	I
J	T	R	Q	T	T	B	V	A
C	B	C	R	D	U	L	D	R
K	O	X	K	D	C	L	E	P
S	R	I	L	Y	K	H	O	L
I	T	L	T	B	F	E	G	A
E	O	O	G	E	H	R	A	N
D	P	X	Z	A	O	Z	M	E
M	U	R	D	R	Y	K	E	E



AIRPLANE
BALL
CAR
DOLL
DRUM
KITE

JACKS
VIDEOGAME
ROBOT
TEDDY BEAR
TOP
TRUCK



ACTIVITY N°3

- Elaborate a big visual aid in which the students can see both, the picture and the name of the toy and make them to repeat it.
- Introduce the statement: This is a ... This is an... There are... Preceded by the question: what is it? (Use there are for plurals)
- Ask volunteers to point out the picture of the toy you mention and say the complete sentences. Example: This is a doll or this is an airplane.
- Make students to write a sentence for each one of the toy in a cartoon paper and illustrate them using pictures from magazines, newspaper or by drawings.



ACTIVITY N°4

- Play a game with the students
- Give a balloon to each student.
- Each of the balloon should have a little picture inside and the student have to blow it.
- Then, the student has to embrace themselves front to front to explode the balloon.
- When the balloon is exploded the student has to look at the picture and say a sentence like these:
 - This is a robot
 - This is a ball
 - This is an airplane and so on.
 - Doing the previews activity the student is reaching this achievement indicator:

Follows games rules based on school activities and recreation.



ACTIVITY N°4

- Show students a collage of the recreation activities of the school
- Ask the students which one of the listed recreation activities they prefer and why.
- Provide them magazines, newspapers and invites them to do a collage of the school recreation activities following the instructions.



ASSESSMENT

Diagnostic

It was done when the students were doing the activity of the Toy Store, during this activity they:

- Mentioned the name of toy they remembered
- Described the colors and sizes of the toy.

Formative

There were three activities in which the students:

- Cut and pasted pictures from the given photocopied material and pasted them in the notebook.
- Labeled the name of the toys.
- Solved the practice of the Toy Crossword.
- Pointed out the toy mentioned by the teacher.
- Answered the question: What is it?



SUMMATIVE

It is suggested to:

- Elaborate a written test like this:

I. Listen and number



II. Look at the picture and write sentences using *This is a* or *This is an*.







III. Read and illustrate

This is a kite



These are jacks



This is a doll



- To evaluate the test use this check list

Student: Activity: Date:				
Criteria	Very Good 5	Good 4	Fair 2	Need to improve 1
Identification of the toys by listening.				
Grammatical management of the name of the toys				
Application of structure in sentences				
Reading comprehension				

Total Points 12pts



ACTIVITY N°1

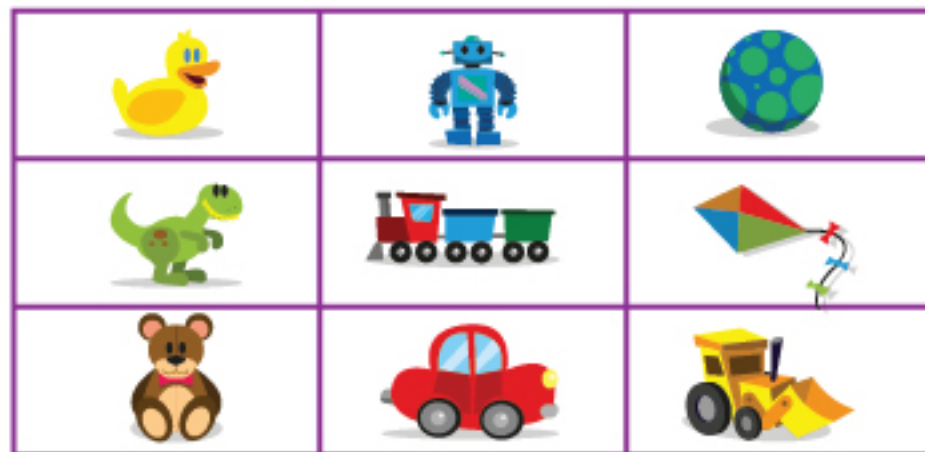
Procedural Weakness

The student has some problems with the identification and writing of the toys.

Supportive Strategy

- Invite your students to bring some lids for next class
- Make some bingo cards with the name of the toys.

BINGO CARD



- Cut pictures of the toys and put them in a box
- Divide the class in groups of three students.
- Give a bingo card to each of the students
- Explain to the students the rules of the game:
- They have to be very attentive, so they can see the toy which is taken off from the box.
- They have to mark the word of the toy if they have it in the bingo card using the lids.
- The first student of the group who filled the whole bingo card is going to be the winner.

Materials: a box, bingo cards, lids of bottle, and pictures of toys.



ACTIVITY N°2

TOY STORY

"You've Got a Friend in Me" - Written and Performed By Randy Newman
(nominated for Best Song Oscar, 1995)



You've got a friend in me
You've got a friend in me
When the road looks rough ahead,
And you're miles and miles from your nice warm bed
You just remember what your old pal said,
Boy, you've got a friend in me
Yeah, you've got a friend in me

You've got a friend in me
You've got a friend in me
You got troubles,
and I got them too
There isn't anything
I wouldn't do for you
We stick together, we can see it through
Cause you've got a friend in me
You've got a friend in me

Some other folks might be a little bit smarter than I am
Bigger and stronger too
Maybe
but none of them
will ever love you
the way I do
it's me and you, boy

And as the years go by,
Our friendship will never die
You're gonna see it's our destiny
You've got a friend in me
You've got a friend in me
You've got a friend in me

Watch the video with the lyric (Optional) <http://www.youtube.com/watch?v=zB2gPZRsz0Q>

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