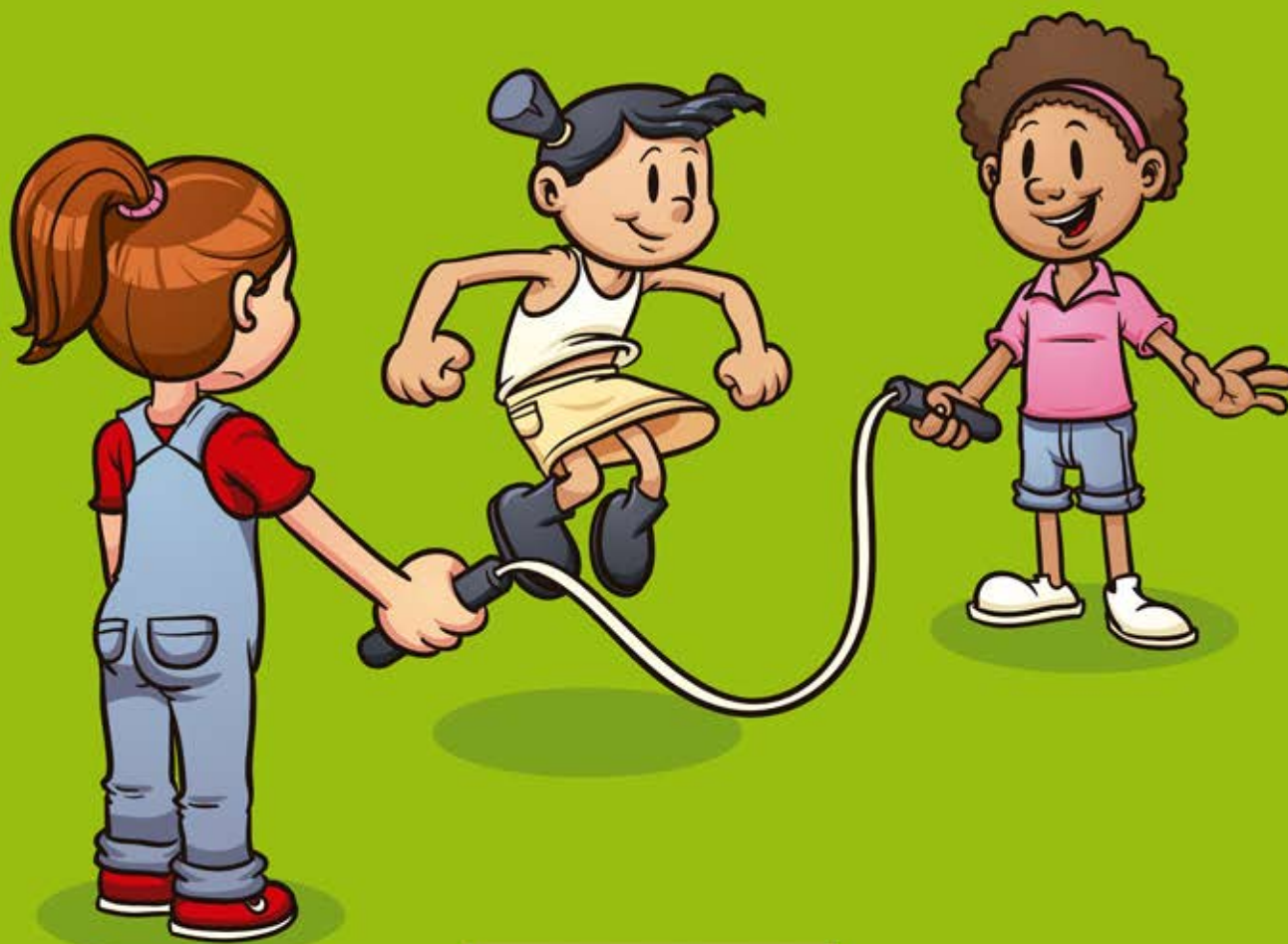


GUÍA DIDÁCTICA PARA EL USO DE LOS PROGRAMAS DE ESTUDIO

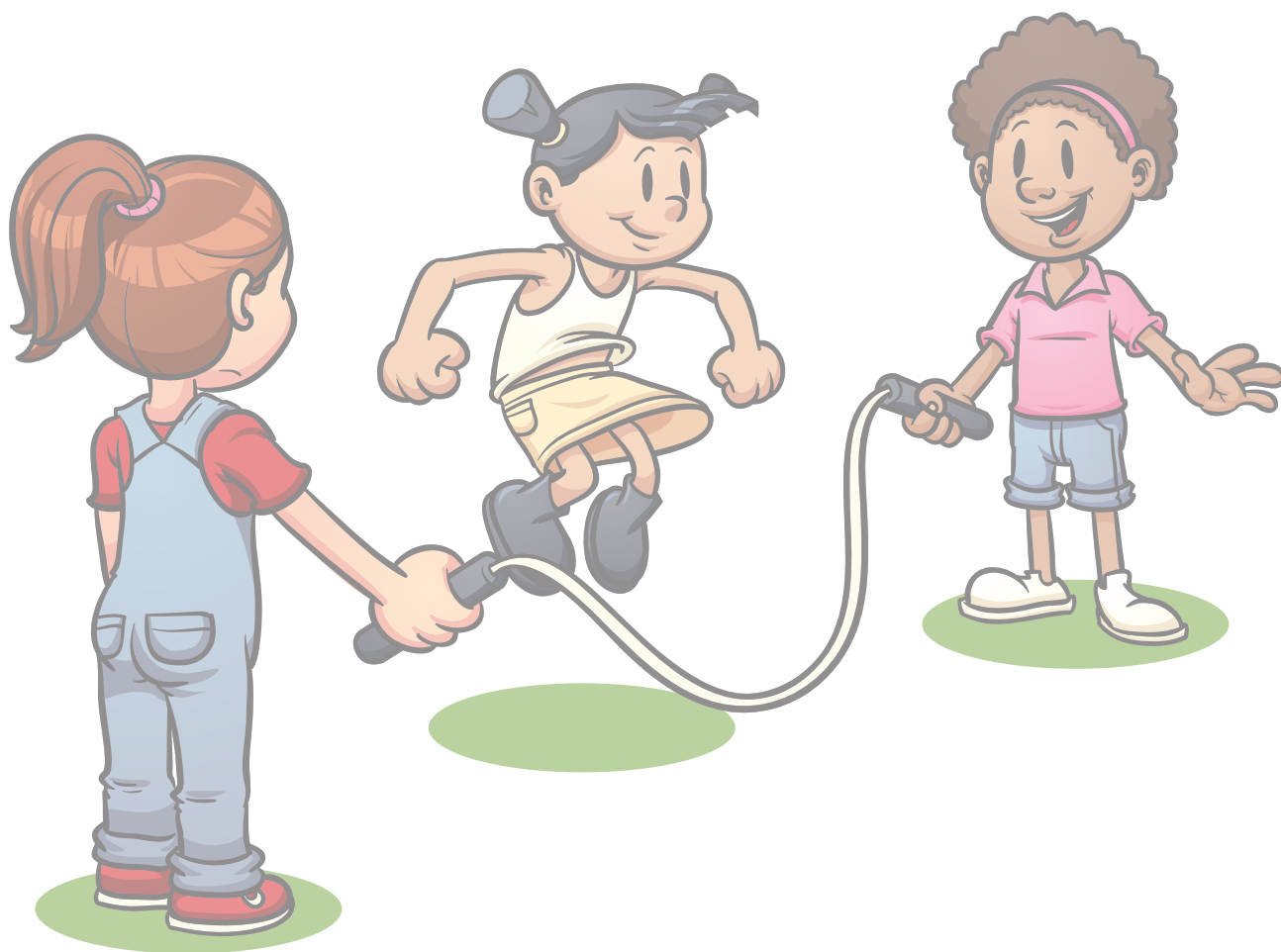
Inglés
Segundo Grado



2014
FASE DE VALIDACIÓN

GUÍA DIDÁCTICA PARA EL USO DE LOS PROGRAMAS DE ESTUDIO

Inglés
Segundo Grado



2014

FASE DE VALIDACIÓN

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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 contextualización;

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

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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



OBJETIVO

Proponer sugerencias a los docentes para la elaboración de orientaciones metodológicas que se aplicarán en el desarrollo de situaciones de aprendizaje, que permitan el uso óptimo de los programas de estudio y el éxito en el logro de los aprendizajes de los estudiantes.



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



GENERALIDADES



SITUACIÓN DE APRENDIZAJE



DESARROLLO



**REFUERZO DE CONTENIDO Y
ESTRATEGIAS DE APOYO**



Organización
del aula y de
los estudiantes



Saberes
previos del
estudiante



Introducción
del contenido



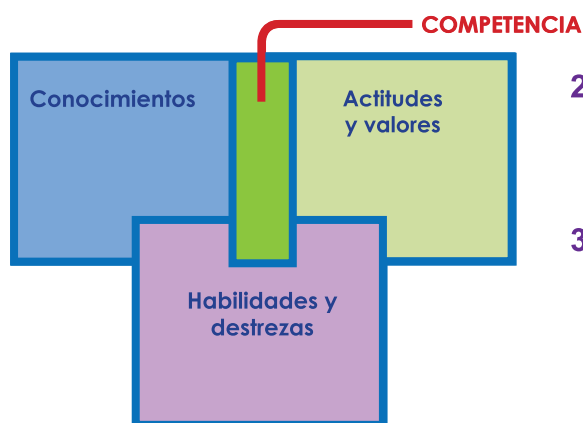
Actividades



Evaluación

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 lees 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 herramientas para poder diseñar una buena orientación metodológica.
10. esperamos que al final de un año de estar manejando el programa, la planificación didáctica 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 guías de trabajo en la noble tarea de orientar el aprendizaje de tus estudiantes.



¡BUENA SUERTE!

METHODOLOGICAL ORIENTATION 1



General Information

Area: 1
Subject: English
Time: 10 hours



Learning Situations:

“ 1, 2, 3 play and trace with numbers”

CONCEPTS

Numbers 1 to 100
Grammar in Context
How many...?

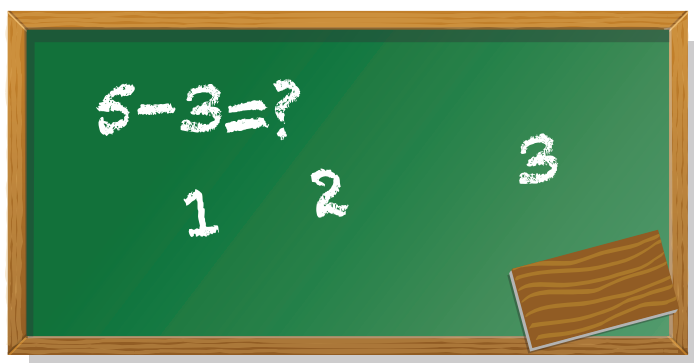
PROCEDURE

Saying numbers from 1 to 100:

- One by one forward and backward
- Two by two forward and backward starting at 0
- Five by five and ten by ten forward starting at 0.
- Writing numbers that go before and after.
- Answering the question, “How many numbers are in the set?”

ATTITUDE

- Demonstrating interest on numbers.
- Shows the ability to identify numbers

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

1. The teacher will paste under the chair of each student different numbers from 0 to 100. The students will follow the teacher's instructions to find the numbers under their chairs as well as identifying them.
2. The teacher will ask the students about their numbers and will tell them to get together according to their numbers. Example: all the number 1 together, all the number 4 together and so on.
 - Are you familiar with the numbers?
 - Can you pronounce its names?
 - Can you give numerical information with numbers such as: What is your phone number?, How old are you and so on.?
3. The Teacher will gather the students outside the classroom to play "hopscotch"; to warm up their knowledge about numbers.



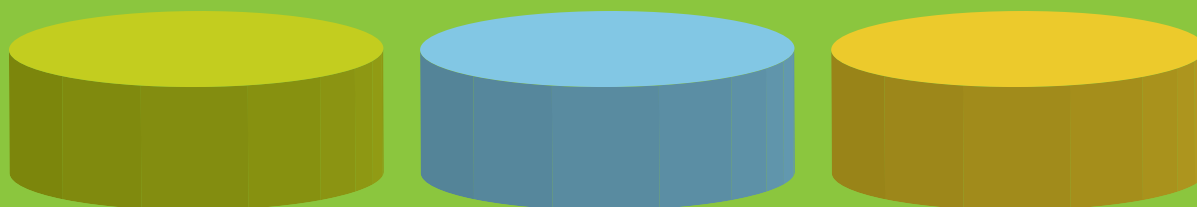
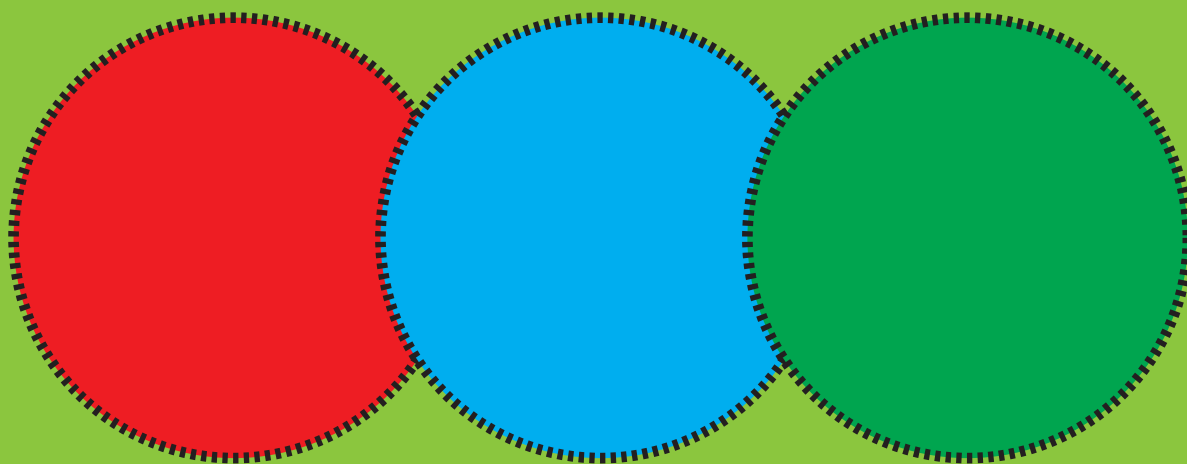
CONTENT DEVELOPMENT

1. The teacher will distribute copies with the known numbers to be traced by the students as well as they pronounced each one of them giving their own examples.

1 2 3 4 5 6 7 8 9 10

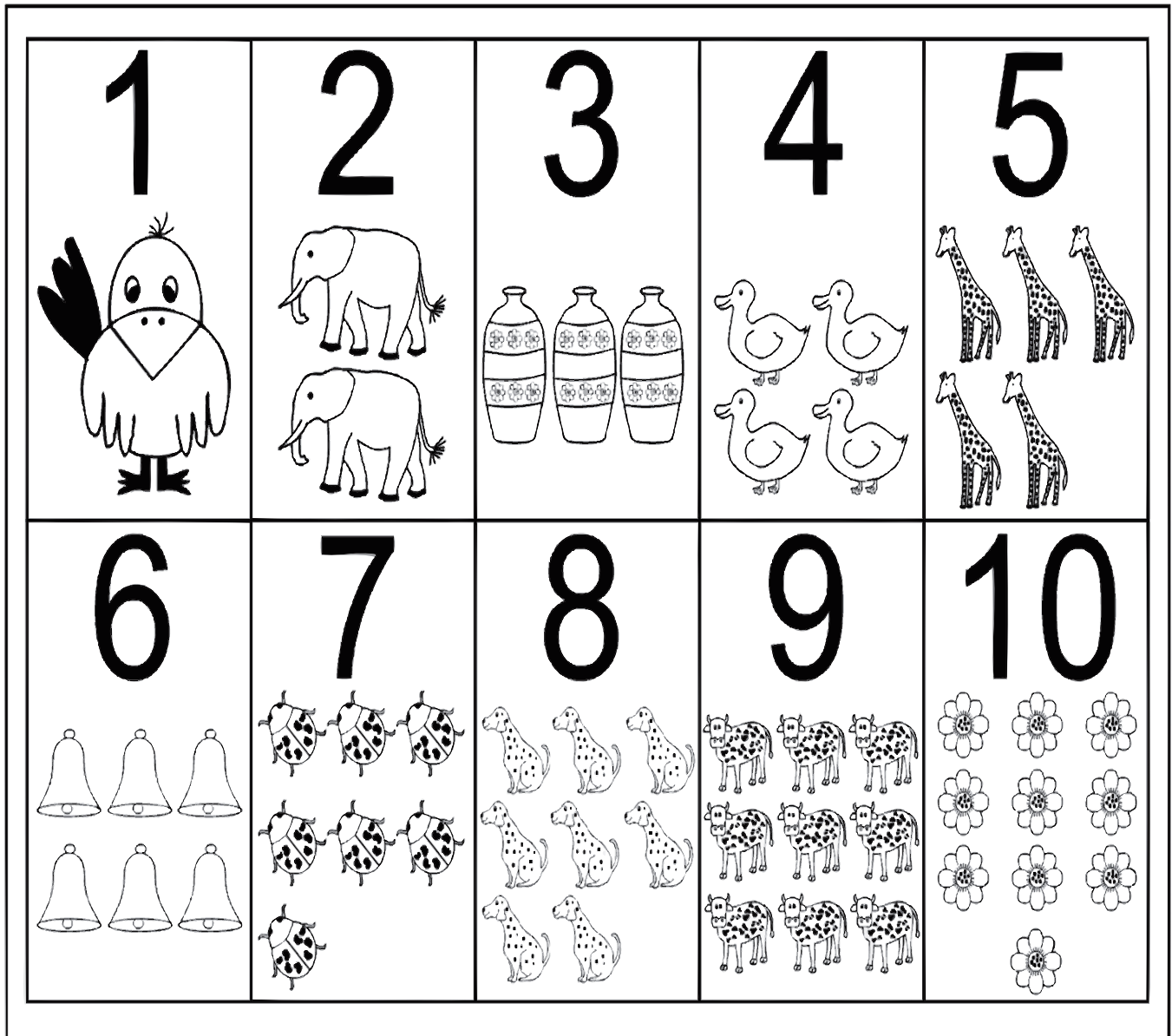
1 2 3 4 5 6 7 8 9 10

1 2 3 4 5 6 7 8 9 10



2. The teacher asks students to pronounce randomly the given numbers in previous classes.

The teacher hands out pieces of paper with drawings, and asks the students to color each drawing according to what they have already mentioned. Example: If Mario have said 5 (five) he will color the drawing of number five.

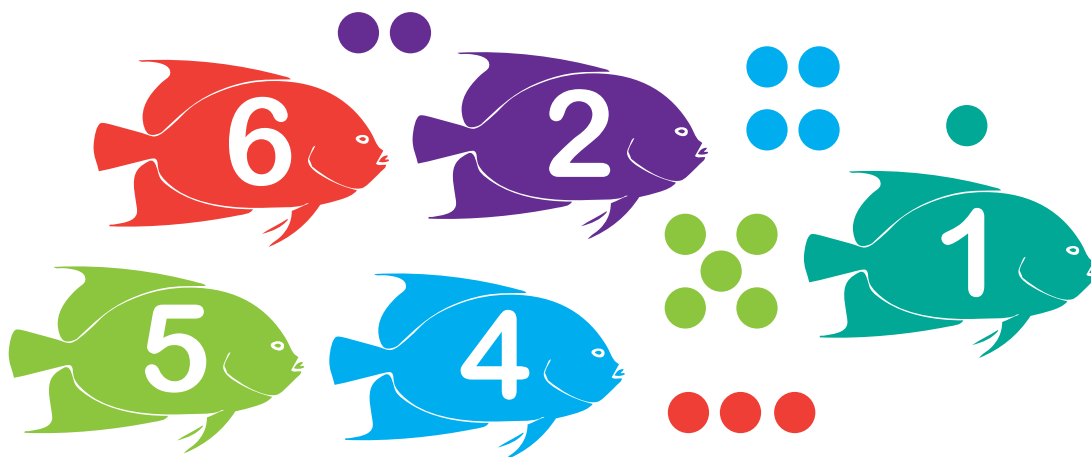


Second Option:

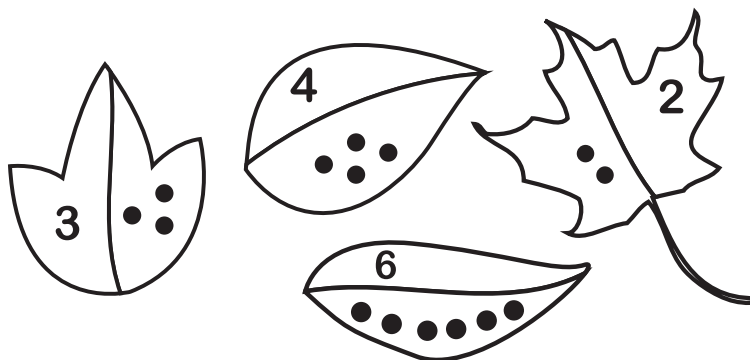
The teacher can use the same previous picture or new ones to connect numbers to the pictures as well as to illustrate numbers using pictures. For instance: Cut the numbers separately from the illustrations and distribute the numbers and illustrations among the students, ask them to move around the classroom asking their classmates questions such as: WHAT NUMBER DO YOU HAVE? HOW MANY ANIMALS DO YOU HAVE IN YOUR PICTURE? That will help them to connect numbers to the pictures or to illustrate numbers using pictures. These activities will help the students to develop their communicative competence.

Third Option:

The teacher can draw dots on construction papers and write numbers on objects and ask students to match the numbers with the dots they see on the construction paper.

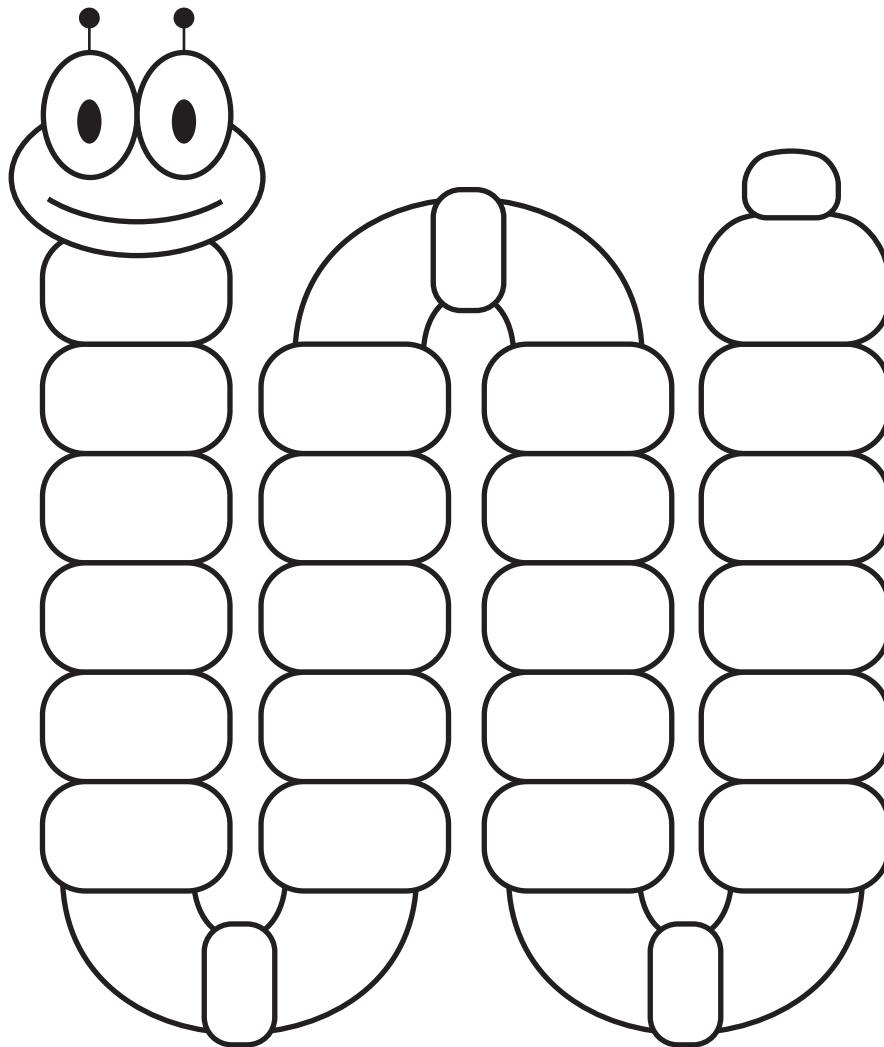


Ask the students to **draw dots** according to the numbers or write the numbers according to the dots. The shapes can be of geometrical shapes, fruits or classroom items with the purpose to review the different shapes given in class.



FOR THE CONTENT DEVELOPMENT

1. Introduce the numbers from 20 to 100. Practice to skip numbers by ten, such as: TEN, TWENTY, THIRTY, FORTY, FIFTY, SIXTY, SEVENTY, EIGHTY, NINETY, ONE HUNDRED.



Base on their knowledge students will get together in group with their classmates and will work in the drawings with numbers.

The teacher will distribute some hands out with numbers to be identify by five and will trace the numbers skipped by five

Counting by 5's to 100 trace numbers

5	10		20
	30		
45		55	
			80
	90		

FOR THE ACTIVITIES

- 1.- Arrange the chairs in a circle and distribute among the students some pictures of the numbers given in class. Tell them to sit in front of the multimedia in order to listen to video about numbers. As well as they listen, tell them to move according to the number they are holding on their hands.
http://www.youtube.com/watch?v=rG_uUws1oC0 (songs counting 0 to 100).
- 2- If you do not have a device to show the video, write the story previous to the class in order to give the information to the students



http://www.youtube.com/watch?v=rG_uUws1oC0 (songs counting 0 to 100).



ASSESSMENT

DIAGNOSTIC.

1. The teacher will paste under the chair of each student different numbers from 0 to 100. The students will follow the teacher's instructions to find the numbers under their chairs as well as identifying them.
2. The teacher will ask the students about their numbers and will tell them to get together according to their numbers. Example: all the number 2 together, all the three together and so on.
 - Are you familiar with the given numbers?
 - Can you pronounce its names?
 - Can you give numerical information with numbers such as: What is your phone number?, How old are you and so on.?
3. The Teacher will gather the students outside the classroom to play hopscotch, to warm up their knowledge about number.



FOR THE SUMMATIVE ASSESSMENT

The teacher will distribute the statements in which they will choose the best answer according to the given number within the class.

**Directions:**

*Choose written numbers
that matches the given ones (numbers)*

_____ 1) "12"

A. nineteen B. twelve C. eighty D. eighteen

_____ 2) "18"

A. fourteen B. sixty C. eighteen D. nineteen

_____ 3) "70"

A. seventeen B. ninety C. seventy D. eighteen

_____ 4) "17"

A. seventeen B. twelve C. ten D. eighteen

_____ 5) "80"

A. ninety B. one hundred C. seventy D. eighty

_____ 6) "19"

A. nineteen B. forty C. eighty D. twenty

_____ 7) "40"

A. seventy B. forty C. eleven D. eighteen

_____ 8) "15"

A. fifteen B. seventeen C. fourteen D. forty

_____ 9) "10"

A. nineteen B. fourteen C. sixty D. ten

_____ 10) "16"

A. fourteen B. sixteen C. eighteen D. eighty

_____ 11) "100"

A. one hundred B. fifteen C. seventy D. eighteen

_____ 12) "50"

A. fifty B. fifteen C. seven teen D. eleven

_____ 13) "20"

A. twenty B. twelve C. one hundred D. fifty

_____ 14) "30"

A. seventeen B. forty C. thirty D. eighteen

_____ 15) "60"

A. twenty B. thirty C. sixty D. eighteen

_____ 16) "13"

A. thirteen B. ten C. fourteen D. ninety

_____ 17) "11"

A. one hundred B. sixty C. sixteen D. eleven

_____ 18) "90"

A. sixteen B. ninety C. eighteen D. fifty

_____ 19) "14"

A. fifteen B. seventeen C. fourteen D. eighteen



Name _____ Date _____

"Numbers 10 to 100" Multiple Choice Quiz

Directions: Choose number that matches the figure given.

(Answer Key)

- 1) B
- 2) C
- 3) C
- 4) A
- 5) D
- 6) A
- 7) B
- 8) A
- 9) D
- 10) B
- 11) A
- 12) A
- 13) A
- 14) C
- 15) C
- 16) A
- 17) D
- 18) B
- 19) C

METHODOLOGICAL ORIENTATION 2



General Information

Area: 1
Subject: English
Time: 10 hours



Learning Situations:

“Our Wonderful Environment”

CONCEPTS

- Plant
- Parts of the plants**
- Leaf
- Stem
- Root
- Flower
- Plants Classification
- Medical
- Flowering plants

Grammar
Verb Be
Adjectives
Nouns
Wh - Questions

The leaf is green.
The flowers are pink and white.

PROCEDURE

-Identifying the parts of a plant and their functions.

- Classifying plants according to their uses.
- Reading the short story “Johnny Appleseed” .
- Observing a bean seed growth.
- Writing short sentences about a plant with the use of nouns and adjectives.
- Talking about “How a plant grows.

ATTITUDE

- Valuing plants as part of life and ecology.

- Interested in keeping a healthy environment.



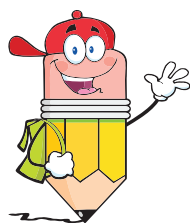
Development

Students and Classroom Management: FOR THE PREVIOUS KNOWLEDGE

1. The teacher will gather the students in the classroom and will show pictures with different types of plants that they can see around their homes.
2. Ask the students to stand up and make a line before going out of the classroom. The teacher will walk around the school to show the plants that are in the premises, and will make comments about the parts of the plants that they can see and touch.
3. The teachers returns with the students to the classroom and talks with them about their experience with the “walking around” activities observing the environment.
4. Hand out piece of paper to the students and ask the students to draw a plant and give the names of its parts.
5. Distribute among the students the “plant bingo game board” as well as pictures of the part of the plants to match with the words and pictures showed in the bingo game board.

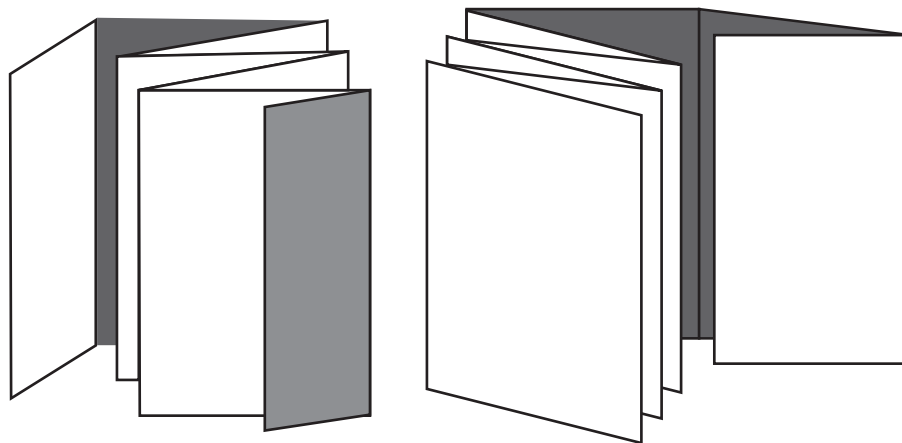
FOR THE CONTENT DEVELOPMENT

1. The teacher sits in front of the group to promote a conversation with the students about the plants: *What do you know about the plants?*What do you want to learn about the plants? *The teacher writes down any reasonable student responses.
 2. The teacher can use a poster with the parts of the plant and explains its functions.
 3. The teacher gives flashcards to the students, with the terminology and others with the definitions. As well as the teacher reads the words or the definition, the students will stand up and walk toward his/her peer to match the definitions with the words.
-
1. Root _____ anchors the plant, and absorbs water.
 2. Stem _____ supports plant, holds leaves up to the sun, carries water, minerals, and sugar.
 3. Leaf _____ captures energy from the sun for photosynthesis.
 4. Flower _____ allows plant to reproduce.



FOR THE ACTIVITIES

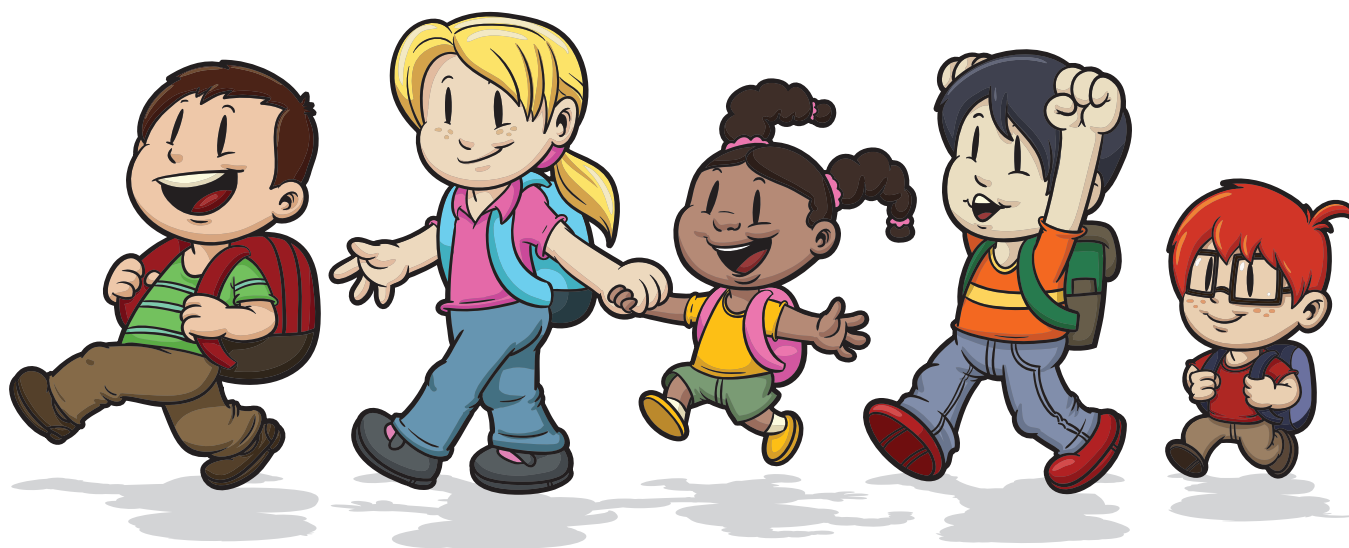
1. Separate the students in groups. 2- Distribute pictures of a plant with all four parts. 3- Separate each group and, give them a construction paper. For the students to paste each picture to form a plant to match the parts.
2. Show the video of the short story “JOHNNY APPLESEED”.
<http://www.youtube.com/watch?v=BqaZJzQKw0k>
3. If you do not have a device to show the video, read the short story “JOHNNY APPLESEED” to the students and make emphasis in the message of the story. Have some items and supplies in the classroom such as drawings or realia of: apple, trees, pot, animals as rabbits, hares, deer, and some others animals seen in the video.
4. Ask the students to elaborate a booklet retelling the story in their own way, with illustrations, drawings, and so on.
5. For the Seed’s germination process, ask the students to bring to the classroom a seed (could be beans, corn, and so on), a little ball of cotton and a small plastic or foam glass. Put the seed in the ball of cotton with water and put it in a container (remember to label each container with the student’s names). Then just wait for the process within four weeks. Ask the students to record its growth each week by drawing what they see each week from the process. This can be done by folding a piece of construction paper into squares and drawing a picture of what the plant looks like once a week for four weeks.
6. If you prefer to have a plant growth book, students can draw each week’s picture on a full sheet of paper and staple the four sheets (or more) to make a book or add them to the student’s booklet.



SUMMATIVE ASSESSMENT

“UNSCRAMBLE PICTURE PUZZLE”

1. Make copies of the drawings about the parts of the plants for each student, distribute colored pencils or crayons among the student with the purpose to color and cut out.
2. Ask the students individually, to order the pictures in the correct sequence of the process of the seed's growth and explain in their own words the process of growth.

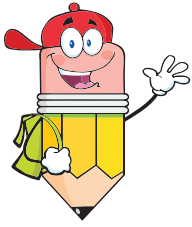




STUDENT'S PREVIOUS KNOWLEDGE

1. The teacher gathers the students in the classroom and show pictures with different types of plants that they can see around their homes.
2. The teacher walks with the students around the school, observing the different types of plants, telling them about its importance for our environment.
3. Next, show the students a living plant and point out all the parts that were previously labeled and will do some drawings of their own.
4. The teacher shows pictures of the different parts of the plant and plays the “plant bingo game board” with the students to make a diagnosis of their knowledge.

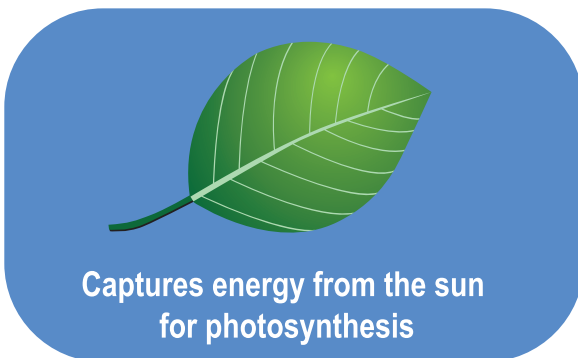
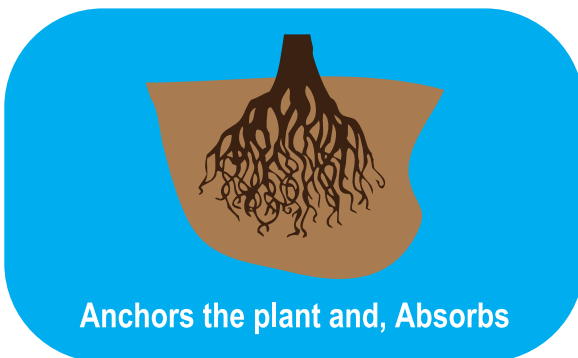




CONTENT DEVELOPMENT

1. Promote a conversation with the students about the plants:
 - *What do you know about plants?
 - *What do you want to learn about plants?
 - *The teacher writes down any reasonable student responses.
2. Hand out a sheet of paper with the four parts of the plants and the student will match the functions that the teacher gives to each part.
 1. **Root** _____ anchors the plant, and absorbs water.
 2. **Stem** _____ supports plant, holds leaves up to the sun, carries water, minerals, and sugar.
 3. **Leaf** _____ captures energy from the sun for photosynthesis.
 4. **Flower** _____ allows plant to reproduce.

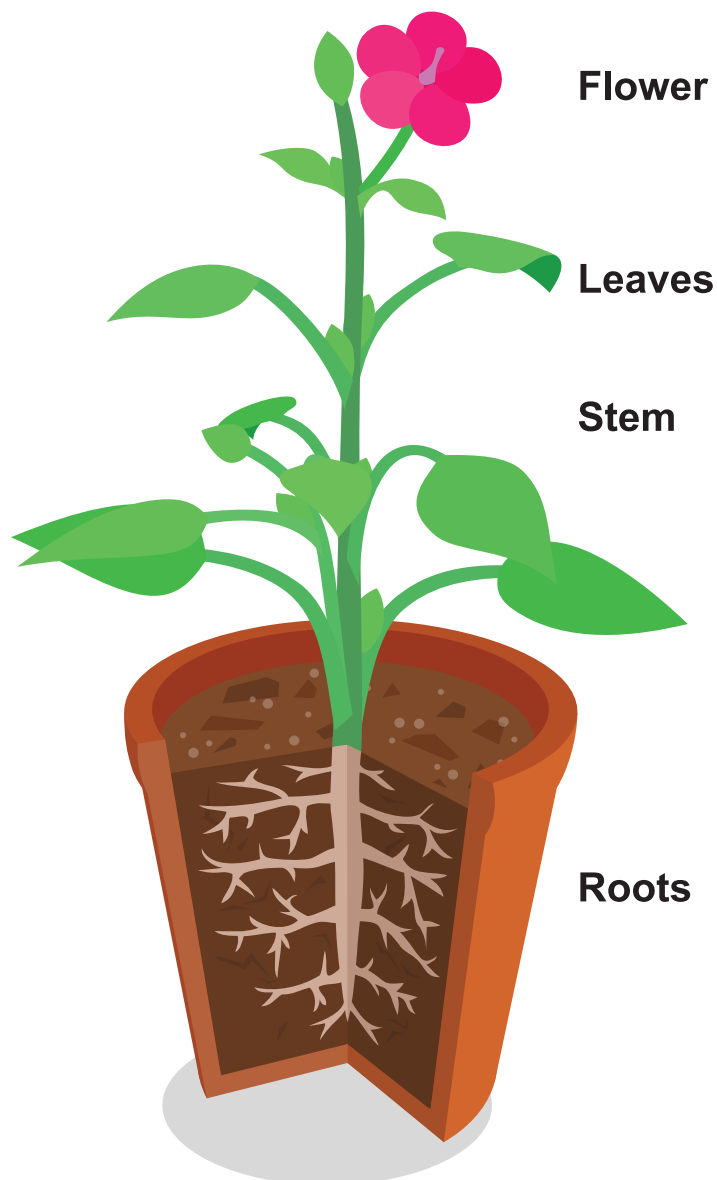
The teacher gives flashcards to the students, some with the terminology and other with the definitions. As well as the teacher reads the words or the definition, the students will stand up and walk toward his/her peer matching the definitions with the words.





ACTIVITIES

1. The student should solve a puzzle picture of a plant with all four parts in a piece of wood and paint it.
2. The student should paste a picture of a plant with the parts labeled on top of the paper.
3. The students should match the part's with each function on the inside of the paper so it is seen when the label is lifted.



4.- When these activities are already done, the following achievement indicators will be fulfilled.
*Models a plant on a piece of wood, and *Label the parts of a plant, then the activity will be fulfilled.

“JOHNNY APPLESEED” SHORT STORY



Johnny Appleseed was a legendary American who planted and supplied apple trees to much of the United States of America. Many people think that Johnny Appleseed was a fictional character, but he was a real person.

Johnny Appleseed's dream was for a land where blossoming apple trees were everywhere and no one was hungry. A gentle and kind man, he slept outdoors and walked barefoot around the country planting apple seeds everywhere he went. It is even told that he made his drinking water from snow by melting it with his feet.

Johnny was a friend to everyone he met. Indians and settlers -- even the animals -- liked Johnny Appleseed. His clothes were made from sacks and his hat was a tin pot. He also used his hat for cooking. His favorite book was the Bible.

Johnny was a skilled nurseryman who grew trees and supplied apple seeds to the pioneers in the mid-western USA. Appleseed gave away and sold many trees. He owned many tree nurseries in Ohio, Pennsylvania, Kentucky, Illinois, and Indiana, where he grew his beloved apple trees and then sold or traded them. Although he was successful with his trees, Appleseed lived a simple life. He was a vegetarian, wore raggedy clothes, and was a very religious man. It is said that as Johnny traveled, he wore his cooking pot on his head as a hat (this may or may not be true).



<http://www.youtube.com/watch?v=GflhkSDAaK8>

JOHNNY APPLESEED





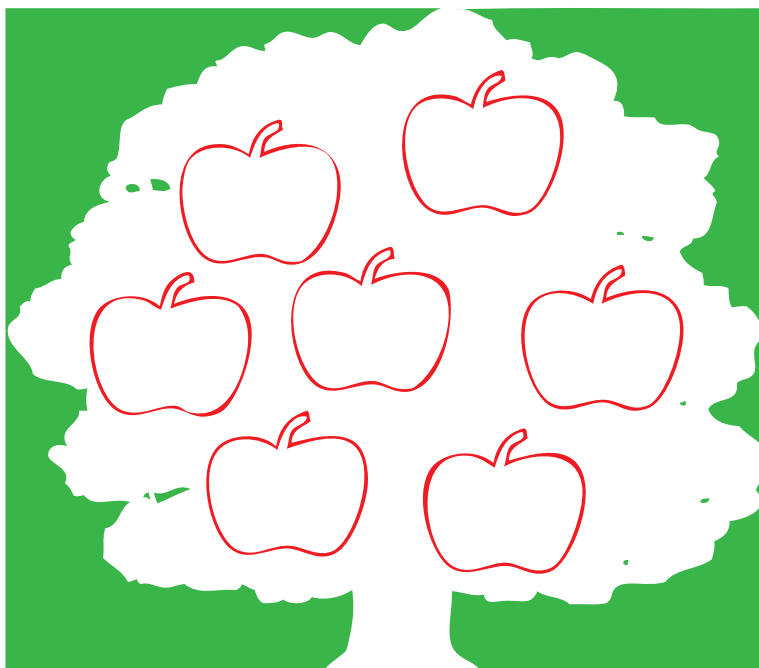
ASSESSMENT

Diagnostic

1. The teacher gets together with the students and show pictures with different types of plants that they saw around their homes.
2. The teacher walk with the students around the school, observing the different types of plants, and tell them about the importance for our environment.
3. The Teacher should the students a living plant and point out all the parts that were previously labeled and do some drawings of their own.
4. The teacher show pictures on the different parts of the plant and played the “plant bingo game” to make a diagnosis of their knowledge.

Formative

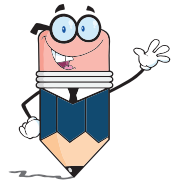
Elaborates a booklet (drawings) about the short story **“JOHNNY APPLESEED”**.



This belongs to _____

This drawing can be used for the front cover of the student's booklet.

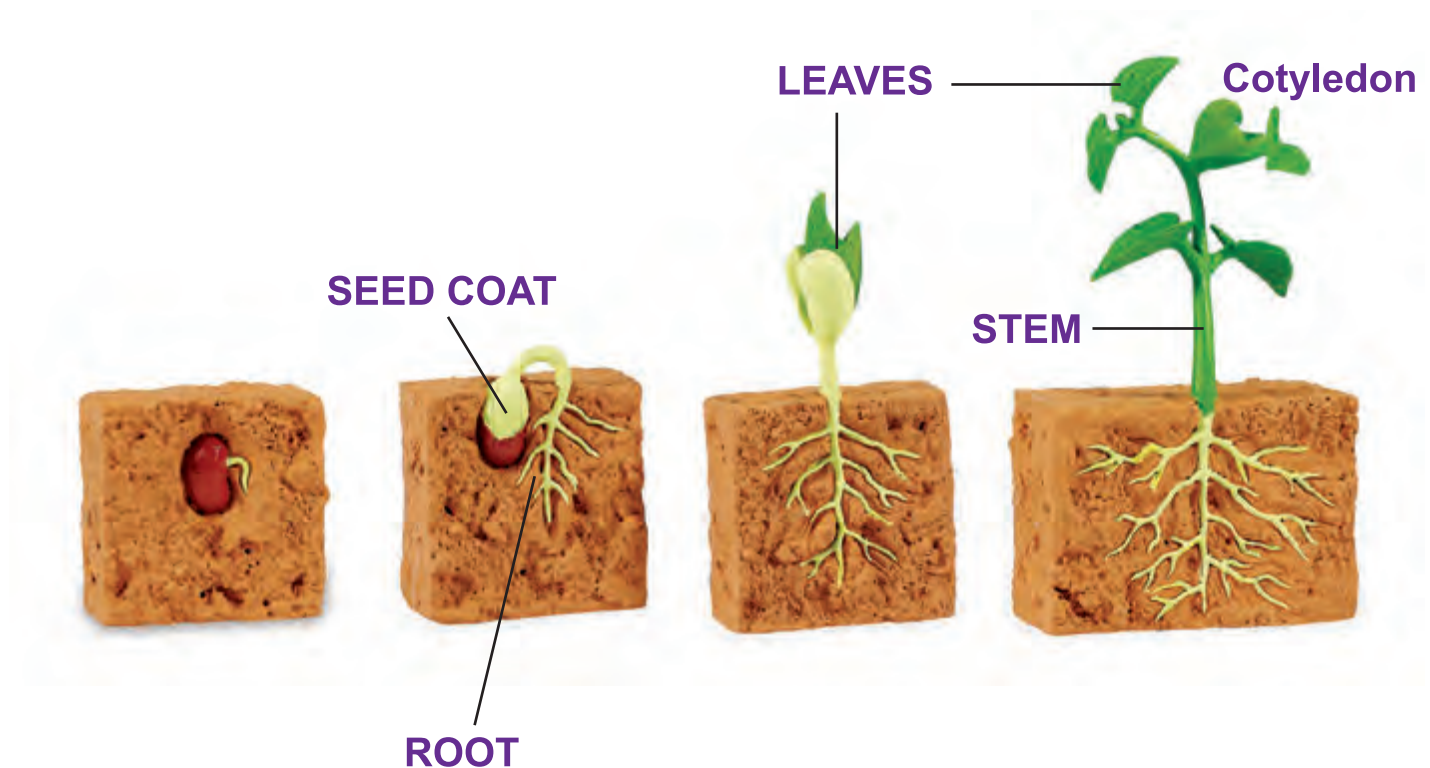
SUMMATIVE



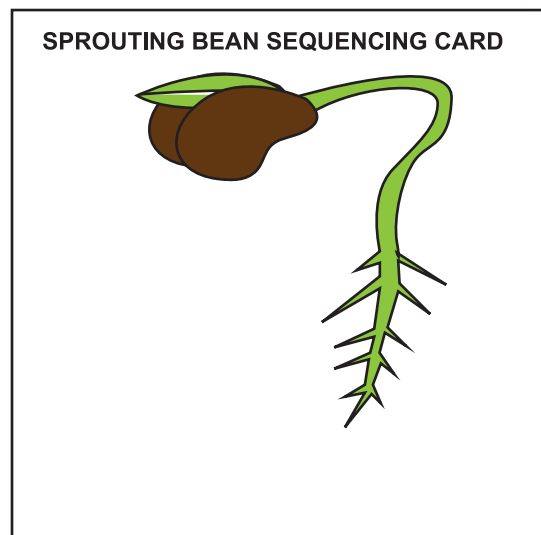
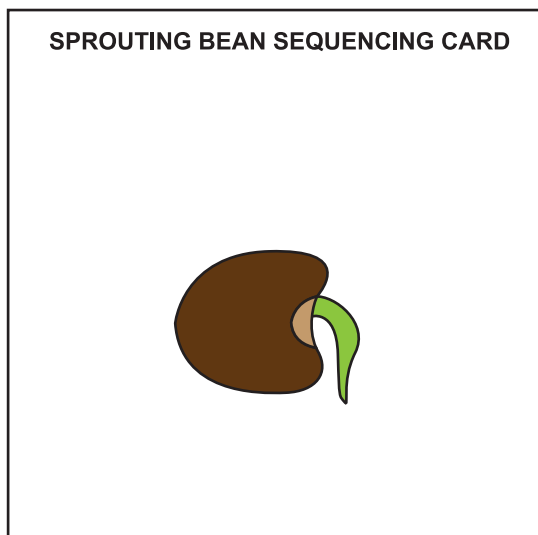
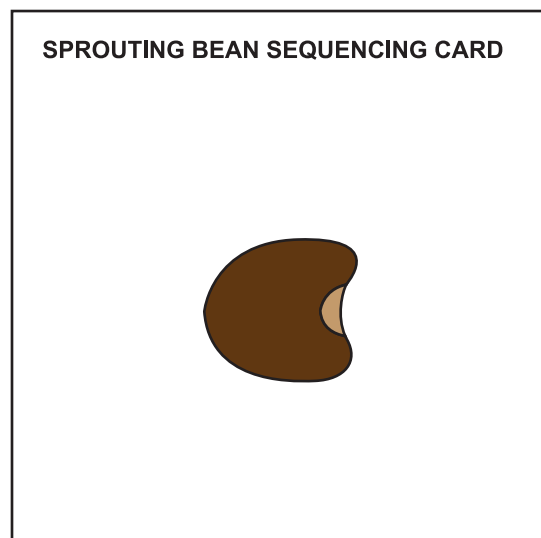
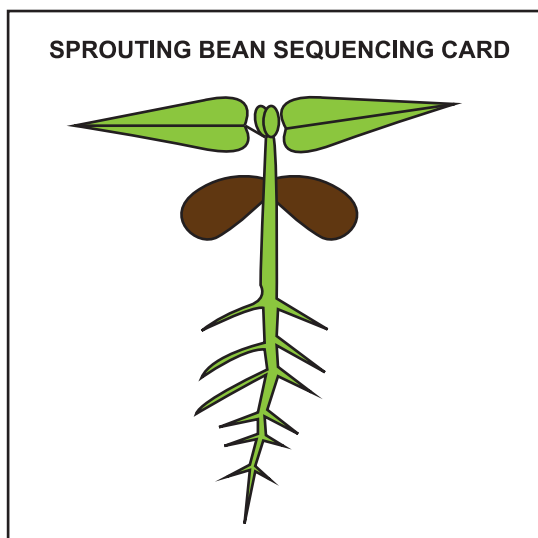
1. Grow a plant in the classroom and record its growth each week by making students draw the plant. This can be done by folding a piece of construction paper into quarters and draw a picture of what the plant looks like once a week for four weeks.
2. *If you prefer to have a plant growth book, students can draw each week's picture on a full sheet of paper and staple the four sheets (or more) to make a book or add them to the student's booklet.*



**TELL THE STUDENTS TO COLOR THE
FOLLOWING DRAWING OF THE SEED'S
GROWTH PROCESS.**



1. Make copies of the following drawings.
2. Tell the students to color them and cut them out.
3. Ask the students to order the pictures in the correct sequence of the process of the seed's germination



RUBRIC OF EVALUATION FOR THE UNSCRAMBLE PICTURES PUZZLE Student Life Bean Cycle

EVALUATION	IF THE STUDENTS:
5	Puts all the pictures in the correct order and is able to explain the complete
4	Puts most of the pictures in the correct order and is able to explain the complete process of the seed's germination in his/her own words.
3	Puts almost all the pictures in the correct order and explain the process with little mistakes.
2	Putssome of the pictures in the correct order and cannot explain the germination process.
1	Does not complete the assignment and cannot explainany step of the process of germination.

STUDENT'S BOOKLET JOHNNY APPLESEED

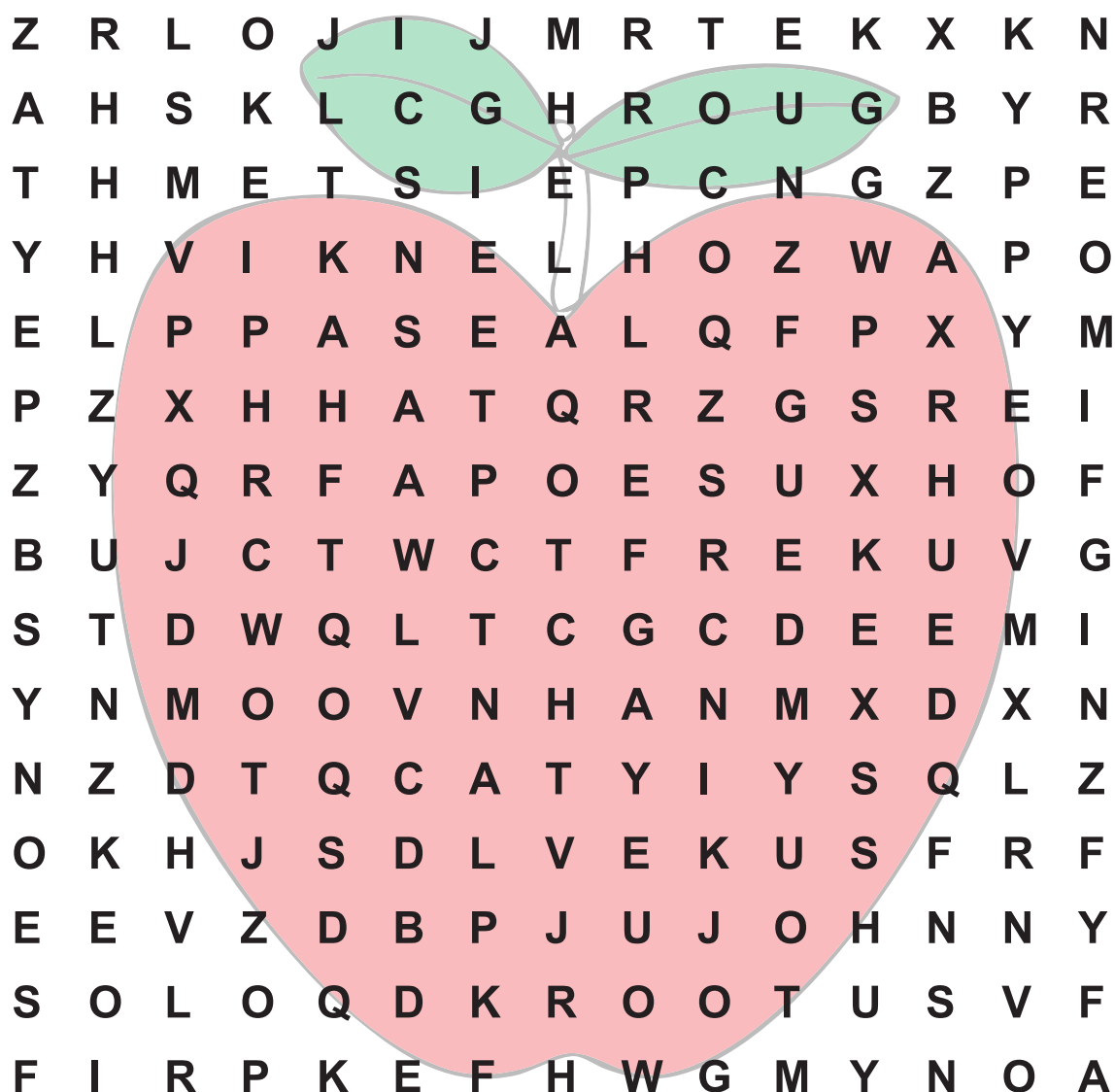
Student's Name: _____.

CATEGORY	5	4	3	2
Content Accuracy	All facts in the booklet are accurate.	99-in the booklet are accurate.	89-80% of the facts in the booklet are accurate.	Fewer than 80% of the facts in the booklet
Attractiveness & Organization	The booklet has exceptionally attractive formatting and well-organized information.	The booklet has attractive formatting and well-organized information.	The booklet has well-organized information.	The booklet formatting and organization of material are confusing to the reader.
Graphics /Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the booklet seems heavy.	Graphics do not go with the accompanying text or appear to be randomly chosen.

Content feedback and supportive strategies

Conceptual weakness

Johnny Appleseed Story



APPLE - CLOTHES - HAT - JOHNNY - LEAF - PLANT - ROOT
SEED - STEM - TREES

SOLUTION



(Over,Down,Direction) - APPLE(5,5,W) - CLOTHES(7,8,SW) - HAT(9,4,SW)
 JOHNNY(10,13,E) - LEAF(8,4,SW) - PLANT(7,13,N) - ROOT(8,14,E)
 SEED(10,7,SE) - STEM(6,3,W) - TREES(10,1,SW).

REFERENCES

http://www.google.com/imgres?q=PUZ-ZLE+OF+THE+PARTS+OF+THE+PLANTS&hl=es-419&biw=1366&bih=531&tbn=isch&tbnid=1oVaXxIHc0PsnM:&imgrefurl=http://lisforlearning.wordpress.com/2011/04/11/great-printable-resources-plants/&docid=31JnK4P0w7X5OM&imgurl=http://lisforlearning.files.wordpress.com/2011/04/img_5757.jpg&w=1619&h=1915&ei=u1W3Ud7bEois9ATG74D4Dw&zoom=1&iact=rc&dur=6&page=1&tbnh=149&tbnw=126&start=0&ndsp=26&ved=1t:429,r:0,s:0,i:81&tx=94&ty=104

http://www.google.com/imgres?q=JOHNNY+APPLESEED&hl=es-419&biw=1366&bih=531&tbn=isch&tbnid=v-JxcGUcOxORnM:&imgrefurl=http://www.enchantedlearning.com/school/usa/people/Appleseedindex.shtml&docid=0hG8nXajwfHY3M&imgurl=http://www.enchantedlearning.com/agifs/Appleseedcolor.GIF&w=533&h=404&ei=-1i3UYe7l6i_0QH4gYGQDw&zoom=1&iact=rc&dur=6&page=1&tbnh=142&tbnw=188&start=0&ndsp=27&ved=1t:429,r:5,s:0,i:96&tx=94&ty=60

<http://www.enchantedlearning.com/school/usa/people/Appleseedindex.shtml> <http://www.applejuice.org/johnnyappleseed.html> <http://www.youtube.com/watch?v=GflhkSDAaK8> (VIDEO)
http://www.google.com/imgres?q=JOHNNY+APPLESEED+SHORT+STORY+FOR+ELEMENTARY+LEVEL&um=1&sa=N&hl=es-419&biw=1366&bih=531&tbn=isch&tbnid=PNGMbhpFYmPJgM:&imgrefurl=http://www.enchantedlearning.com/crafts/plants/&docid=x99JzmjtJ5nAZM&imgurl=http://www.enchantedlearning.com/subjects/plants/types/apple/shapebook/coversmall.GIF&w=169&h=165&ei=5Wm3UcaQKfLJ0gHZ_oCgBw&zoom=1&iact=rc&dur=5&page=3&tbnh=132&tbnw=135&start=57&ndsp=24&ved=1t:429,r:72,s:0,i:303&tx=89&ty=77
 (FRONT COVER) <http://puzzlemaker.discoveryeducation.com/code/PuzzleSolution.asp?submit2=Solution> (sopa de letras-word search). http://www.cactus-art.biz/note-book-/Dictionary/Dictionary_G/dictionary_germination.htm (seed's germination)

<http://www.google.com/imgres?q=seed+germination&start=228&hl=es-419&biw=1366&bih=531&tbn=isch&tbnid=xBdBjy5KYwnJcM:&imgrefurl=http://rootcellarsrock.ca/2013/04/how-to-do-a-seed-germination-test/seed-germination-test-photo-credit-away-to-garden/&docid=mOzMsywgc9IKrM&imgurl=http://rootcellarsrock.ca/wp-content/uploads/2013/04/seed-germination-test-photo-credit-Away-to-Garden.jpg&w=600&h=459&ei=F4K3UZHNHs3p0QHs7YGACA&zoom=1&iact=rc&dur=495&page=10&tbnh=135&tbnw=176&ndsp=28&ved=1t:429,r:41,s:200,i:127&tx=101&ty=74> (seed germination)

<http://www.google.com/imgres?q=drawings+of+the+seed%60s+germination&start=186&hl=es-419&biw=1366&bih=531&tbn=isch&tbnid=HpyDKzLxTDnifM:&imgrefurl=http://www.lyvemediacohttp://www.google.com/imgres?q=drawings+of+the+seed%60s+germination&start=186&hl=es-419&biw=1366&bih=531&tbn=isch&tbnid=HpyDKzLxTDnifM:&imgrefurl=http://www.lyvemediaco>
http://www.lyvemediaco.com/delta/grade/3/structures_of_life/module_teaching_resources/

structures_assessment.html&docid=buFnnjDI5bfdAM&imgurl=http://www.lyvemedia.com/delta/grade/website_files/images/structures_of_life/structures_assessment/structures_seed-img2-1.gif&w=342&h=247&ei=Poi3UcZ28LXQAZCugOAF&zoom=1&iact=hc&vpx=106&vpy=91&dur=578&hovh=191&hovw=264&tx=168&ty=114&page=38&tbnh=145&tbnw=200&ndsp=5&ved=1t:429,r:87,s:100,i:265 (drawings for coloring)

<http://www.enchantedlearning.com/subjects/plants/sequencing/sproutingbean/index.shtml>
(unscramble seed's germination)

METHODOLOGICAL ORIENTATION 3



General Information

Area: 6
Subject: English
Time: 10 hours



Learning Situations:

“A Perfect weather”

CONCEPTS

Climate, and weather

Rainy, Windy, Sunny
Seasons: Rainy Season
Dry season.

Grammar:
Information questions
Adjectives, Nouns

Days of the week
Ordinal numbers

Adverbs of time
Today
Yesterday
Tomorrow

Time
Days of the week
Months of the year
Ordinal Numbers
• Months of the year
Holidays
Celebrations

• Grammar
Wh questions (when,
what).

PROCEDURE

- Sunny
- Cloudy
- Recognizes numbers from 0 to 30

ATTITUDE

Take care of nature to preserve the ozone layer.

- Being aware of time and space to perform daily, weekly, and monthly tasks.
- Shows respect before peers' accounts on ways they celebrate Holidays.
- Being polite by asking and answering questions.



DEVELOPMENT

Students and Classroom Management: FOR THE PREVIOUS KNOWLEDGE



Weather: Rainy, Windy, Sunny Seasons: Rainy Season, and Dry Season

1. Bring in a jacket you would wear during each season as well as an item that symbolizes an activity you would do in each season.
2. Briefly role play/pantomime each season and have the children guess which season they think you are in. Winter- umbrella, raincoat, rubber boot; Summer- sunglasses, put on suntan lotion, show short pants, fly a kite, a colorful ball, a handy fan. Tell the children that they are going to learn about why we need different clothes throughout the year and look at how we classify certain times of the year (RAINY SEASON and DRY SEASON).
3. You can also explain with some pictures as well as object, that in some other countries there exist another type of seasons that maybe they have seen in pictures and you can show them the type of clothes those people use such as: (Fall- wooly pullover jacket, rake leaves; Winter- bulky winter coat, hat, mittens, shovel snow; Spring- windbreaker or raincoat; and that summer is the same as us.)



https://www.youtube.com/watch?v=hQCt_tDh3s4&feature=player_detailpage (song about the weather – susi song)



CONTENT DEVELOPMENT

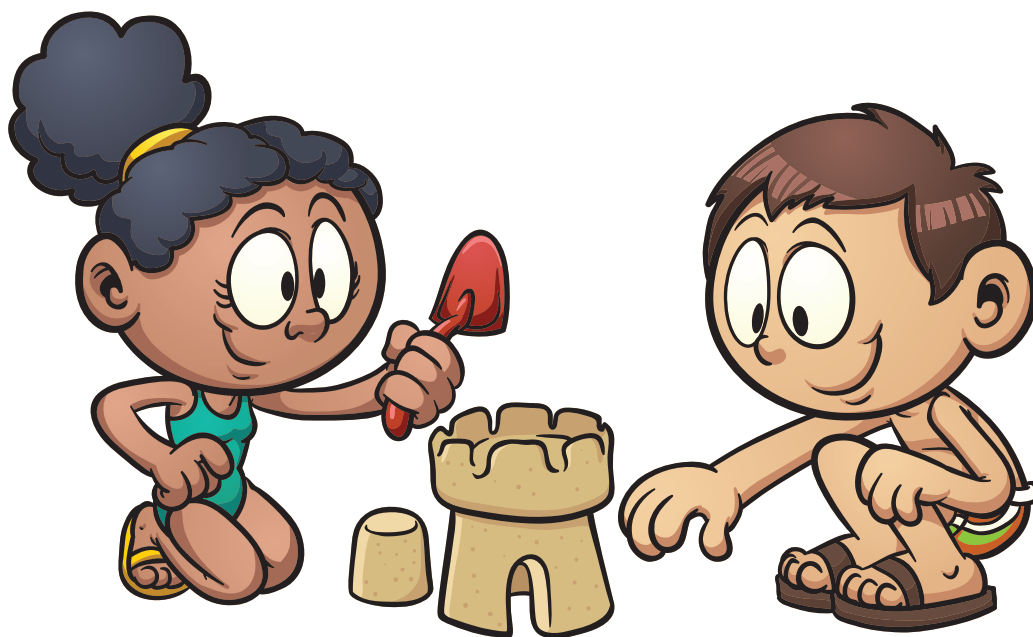
1. Ask the children why you need to wear different clothes during the different seasons of the year or how they decide if they need to wear a jacket or not. To help the discussion along, have pictures depicting the sun, wind, and water cut out. Ask how each affects the weather (hot or cold, calm or windy, wet or dry).



2. Make sure the discussion highlights how the air temperature changes, making the weather hot or cold. Have them think of what makes the weather change (SUN is the primary source responsible for the weather changing). Explain that the more heat from the sun that reaches the Earth, the warmer the air will be.

HOT**COLD****WINDY****DRY****WET**

2. The students that they are going to need to use their eyes to look carefully at the pictures to classify the differences in weather that occur throughout the year and to choose the different type of clothes people use in the weather.



DRY WEATHER

The teacher will distribute copies with the months of the year, the days of the week and the adverbs of time **TOMORROW, TODAY and YESTERDAY**.

The teacher will give its pronunciation and the students will repeat each one of them combining the words to talk about the weather.

MONTHS OF THE YEAR

January	July
February	August
March	September
April	October
May	November
June	December

DAYS OF THE WEEK

monday
tuesday
wednesday
thursday
friday
saturday
sunday

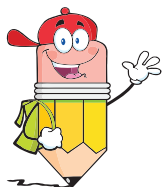


What is weather like today?

What was the weather like
Yesterday?

What will the weather be like tomorrow?

What is tomorrow weather?



FOR THE ACTIVITIES

1. Introduce the new vocabulary about the weather. Practice its pronunciation.
2. Label each corner of the room as one of the two seasons. Have each student reach into a bag filled with clothing items/objects/pictures that are associated with the different seasons and tell the students to pick out one thing. When every student has an item, tell them to look at it and decide with which season they think it would match the best.
3. Next, point to each corner of the room to represent a different season (Summer on the left, cut out a flower/raindrop, cut out a sun, cut out a Winter, Clouds with snow).
4. Tell them to take their object to the corner of the room that they feel it belongs and sit down. Have it planned that each corner should have five children in it or according to the number of students.
5. Arrange the chairs in a circle, tell them to sit in front of the multimedia and listen to the video about the weather. As soon as they listen, tell them to raise their hand with the picture they are holding.
6. If you do not have a device to show the video, write the story previous to the class in order to give the information to the students.



https://www.youtube.com/watch?v=hQCt_tDh3s4&feature=player_detailpage (song about the weather – susi song).



ASSESSMENT

For the Diagnostic Assessment:

Students will be assessed on their participation in the pantomime activity.

The teacher will informally assess the participation level of each student during the brainstorming and discussion times.

For the Formative Assessment

The teacher will also assess their drawing of one of the seasons they did during the closure activity checking to see that they clearly showed the roles the sun, wind, and water play during the season they drew.

The teacher will observe if the students show respect and understanding about their classmates drawings and point of view.

The teacher will informally assess the participation level of each student during the brainstorming and discussion times.

For the Summative Assessment.

1. Create a season bulletin board titled The Panamanian Seasons. Divide the bulletin board into two sections and label each section with a different season.
2. The students should have construction paper, drawing tool objects, magazines, and scissors on the table near the bulletin board.
3. The students should draw symbols on the construction paper or cut out symbols from the magazines that represent the different seasons. Use them on the bulletin board display.
4. Ask questions to the students about the weather in Panama, give the children time to write or draw. Encourage them to collect picture such as leaves and or certain objects from nature that can be seen around in the school. Remind them that they can only collect things that are already on the ground-- no interrupting nature. (Their collections can be kept on a table in the classroom for closer observation.) Take the children on a walk at least once each season. If you keep the records that they make from season to season, they can compare their observations.

The Panamanian Seasons.



http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&docid=m03GFOPer5MQFM&tbnid=OmLgpdmLoM:&ved=0CAQQjB0&url=http%3A%2F%2Fwww.etsy.com%2Fsearch_results.php%3Fsearch_type%3Dall%26includes%255B%255D%3Dtags%26search_query%3Dpreschool&ei=5QAEUqIGMfoigLTwIAw&bvm=bv.50500085,d.cGE&psig=AFQjCNG3v4g3CyOkbwOMV4CQ9IreRVEXBg&ust=1376079944972944 (ilustración del clima)

http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&docid=wkehei6fg7vPGM&tbnid=SaQppHEhmNil-M:&ved=0CAQQjB0&url=http%3A%2F%2Fwww.wmo.int%2Fyouth%2Fgames_en.html&ei=4yQEUujMN4WQyAGC94DoBA&bvm=bv.50500085,d.aWc&psig=AFQjCNF40IAmWfFc8iKRs2QgHr_dTDxGRJw&ust=1376089651694856 (weather explorer)
https://www.youtube.com/watch?v=hQCt_tDh3s4&feature=player_detailpage (song about the weather – susi song).

<http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&docid=Pr5rB04pC68RPM&tbnid=7H2csUoGlucZLM:&ved=0CAQQjB0&url=http%3A%2F%2Fwww.sparklebox.co.uk%2Fblue%2Fshare%2Fres%2Fres131-135%2Fsz133.html&ei=-nQEUpaGAuisiAK-joGwDQ&bvm=bv.50500085,d.cGE&psig=AFQjCNEV3-K2RSzoK0vmM4fTa9OUXIn1Dw&ust=1376109898641478> (days of the week month of the year)

<http://www.shutterstock.com/pic-95926168/stock-vector-cartoon-kid-in-hot-and-cold-weather-vector-illustration-each-in-a-separate-layer-for-easy-editing.html> (hot or cold)

<http://www.google.com/url?sa=i&rct=j&q=cartoons%20for%20kids%20about%20windy%20and%20calm%20weather&source=images&cd=&docid=1G5T4bEj2AvvpM&tbnid=dFlswzamKvpFzM:&ved=0CAQQjB0&url=http%3A%2F%2Fskidmoreunofficial.com%2Farchives%2Ftag%2Fweather&ei=-AkFUrT8Es6ajALMy4GACA&bvm=bv.50500085,d.cGE&psig=AFQjCNG13wRt6MBRd0BqIkcEu7XDvul5bA&ust=1376148215519307> (WINDY)

METHODOLOGICAL ORIENTATION 4



General Information

Area: 8
Subject: English
Time: 10 hours



General Information

“Lights...camera...action”

CONCEPTS

8- Literature

PROCEDURE

8- Sing an infant song.
-Dramatize a poem.
-Perform a fable.

ATTITUDE

8- Showing respect for the different theatrical expressions

-Participating with enthusiasm when representing characters.



DEVELOPMENT

Students and Classroom Management:

Previous Knowledge:

The teacher invites the pupils to sit down in semicircle.

Introduction of the content:

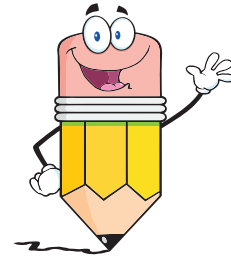
The teacher organizes the chairs around the classroom.

Introduction of the Activities:

The teacher organizes the chairs around the classroom.

Student's Previous knowledge

The teacher asks his/her students



whats funny means?

do you know someone who is funny?

Have you ever sing funny songs?

have you ever read funny poems?

have you ever read funny fables?

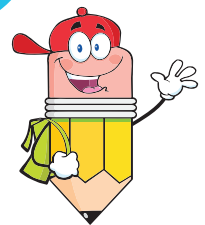
- The teacher tells the students to describe what makes each person or thing funny.
- The teacher asks her/his students to give ideas.
- The Teacher will explain to the students.

whats is a drama?

DRAMA IS A FORM OF ART THAT
EXPLORES AND EXPRESSES HUMAN
FEELINGS THROUGH PERFORMANCE.



Content Development



1. The teacher tells the students that they will be listening to several “funny” poems, songs and fables and using their words to dramatize each character in a funny way.

Content Development

In order to introduce students to the art of performance characters in poems, songs or fables:

1. The student watches a video about the poem:

The Serpent - A Dramatized Poem For Children

<http://www.youtube.com/watch?v=qRT9MBilrVM>

or read the poem with the help of the teacher:

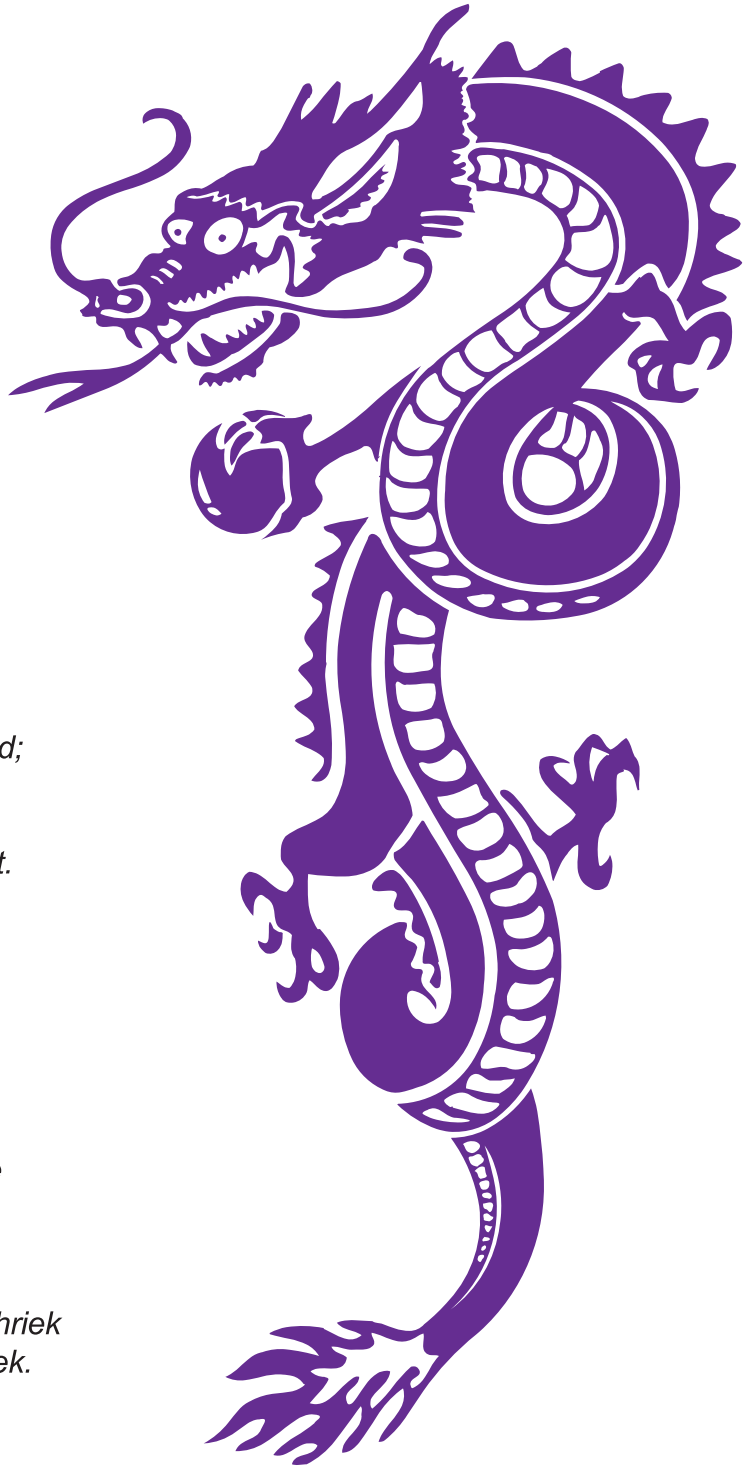
Poem:

The Serpent

*There was a Serpent who had to sing.
There was. There was.
He simply gave up Serpentine.
Because. Because.*

*He didn't like his Kind of Life;
He couldn't find a proper Wife;
He was a Serpent with a soul;
He got no Pleasure down his Hole.
And so, of course, he had to sing,
And Sing he did, like anything!
The Birds, they were, they were Astounded;
And various Measures Propounded
To stop the Serpent's Awful Racket:
They bought a Drum. He wouldn't whack it.
They sent, —you always send, —to Cuba
And got a Most Commodious Tuba;
They got a Horn, they got a Flute,
But nothing would suit.*

*He said, "Look, Birds, all this is futile:
I do not like to Bang or Tootle."
And then he cut loose with a Horrible Note
That practically split the Top of his Throat.
"You see," he said, with a Serpent's Leer,
"I'm Serious about my Singing Career!"
And the Woods resounded with many a Shriek
As the Birds flew off to the end of next week.*



-Theodore Roethke

<http://ninaalvarez.net/2007/09/07/poem-of-the-day-the-serpent/>

2. The students identify the characters and the instruments used in the poem.
3. The teacher reads or sings the poem and the students act it according to the lyrics.
4. With the activities mentions before, the student makes a dramatization of a poem.
5. The students watch the video about the song:

Old MacDonald had a farm

http://www.youtube.com/watch?v=7_mol6B9z00

Lyrics of the song: Old MacDonald had a farm

<http://www.mamalisa.com/?t=ss&p=120&c=23>



6. After that, the students identify the animals mention in the song.
7. The teacher organizes the students in small groups according to the animals mention in the song.
8. The students sing the song: Old MacDonald had a farm with the teacher.
9. Each group of students performs the animals assigned to him or her according with the song.
10. With the previous activities, the student makes a dramatization of a song.



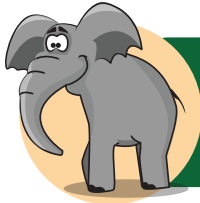
ACTIVITIES

1. The teacher introduces the activity like this: "Everyone knows the Lion is King of the Jungle". But every good King needs a court. A King needs to have people around him who are his friends, whom he can trust and upon whom he can rely. These people are called courtiers.
2. The teacher asks: **What qualities should courtiers possess?"**
3. The teacher discusses this question with the students. Students usually come up with "strong," and "brave," and "helpful." With a little coaching they are usually able to add "kind," and "loyal," and "clever." After the group accepts each new adjective.
4. The teacher writes the adjective mentioned by the students on the board.

5. The teacher asks them to think about which animals exemplify each quality. For example:



Dogs are helpful and brave.



Elephants are strong and helpfom.



Cats are clever and brave



Horses are loyal and helpful

6. The teacher discusses with the students the sort of animals who would make good courtiers until a fairly sizeable list has been generated.
7. The student creates the marks to perform the fable in the classroom. Also, he or she looks for clothe for complement the costume.



8. The students act out the selection of the King's court with the teacher: Each student chooses an animal to portray. (it is not necessarily the one that was mentioned earlier, although of course most will be.) The teacher, in role as the King, calls each "animal" forward. "You animal. Come forward into the presence of the King." The animal moves forward. "What sort of animal are you?" The student announces what animal he or she is portraying. With older students I usually want them to use an appropriate animal voice. "Why should I have a (blank) in my court?". The student then describes the qualities of her/his animal that make that animal good courtier material. The King responds, "Wonderful! You may join my court." I usually have an area defined, around myself, for the "court," so that the students can physically enter my court. Obviously everyone must be invited to join-even snakes.
9. The teacher and students have a parade of the King's court, with each animal moving according to its way. Then, the whole group (if the walls are sufficiently thick) "roars"-each according to species-to announce the presence of the greatest Royal court in the land.
10. With the previous activities, the student performs a fable.



ASSESSMENT

Diagnostic:

The diagnostic assessment was done in the previous knowledge with the following activities:

- The student will answer some questions.
- The student will describe funny things she/he knows.
- The student will talk about the title: Lights, Camera, Action !
- During the development of the previous activities, the student was able to:
 1. Express ideas clearly and fluently.
 2. Follow ideas in a logical sequence.
 3. Get the message across.
 4. Make eye contact capture the audience's attention.

FORMATIVE:

- The student watches videos or read the poem: The Serpent.
- The student identifies the characters and instruments of the poem.
- The student the act poem.
- The student watches or listened the song: Old MacDonald had a farm.
- The student identifies the animals of the song: Old MacDonald had a farm.
- The student dramatizes the song.
- The student lists the quality of the animals of the court.
- The student creates the mask of the animal selected for the dramatization.

SUMMATIVE:

In this case, the students perform the fable with the teacher: The King's court.

- The student acts out the King`s Court.
- The student participates in a parade of the King`s court.

The King`s court



Animal Masks Rubric

Name: _____

Date: _____

Activity: Animal Mask.

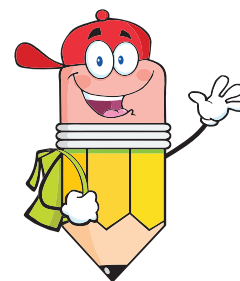
DIRECTIONS: Use this checklist for assessing animal's masks.

	Level 1 1 pts	Level 2 2 pts	Level 3 3 pts	Level 4 4 pts	TOTAL POINTS
ELEMENTS OF DESIGN: ANIMAL MASKS	The student did a minimum to complete artwork or the artwork was never completed.	The student did the assignment adequately, yet it shows lack of effort.	The artwork shows that the student applied good principles of design.	The artwork showed an excellent awareness of the elements and principles of design; chose color scheme carefully.	
OVERALL CREATIVITY AND ORIGINALITY	The student fulfilled the assignment, but made little effort with regards to design or the artwork was never completed.	The student fulfilled the artwork in a regular way. It needs more creativity.	The student fulfilled the artwork in a good way. It is creative.	The student fulfilled the artwork in an excellent way. It is very creative.	
OVERALL EFFORT	The artwork was mostly completed and a minimum amount of effort was used. The student does not take pride in the outcome or The student did not finish the work adequately, missing details or aspects of the assignment.	The student finished the artwork, but it could have been improved with more effort; there was adequate interpretation of the assignment, but a lack of finish.	The student worked hard and completed the artwork, but with more effort it might have been outstanding. The student took pride in having completed the work.	The artwork was continued until it was completed. The student gave it effort far beyond that required. The student took pride in going well beyond the requirement	
CRAFTSMAN SHIP	Student's work shows little attention to detail or technique. Mask construction exhibits major flaws or totally fails.	Student's work shows some attention to detail and technique. Mask construction has some flaws, but otherwise is adequate.	Student's work shows attention to detail and technique. Mask construction has only minor flaws, but otherwise is successful.	Student's work shows great attention to detail and technique. Mask construction has no flaws, and is successful.	

RUBRIC ORAL PRESENTATION

Name: _____ Level: _____ Score: _____
 Date: _____ Total points: _____ / 18

CATEGORY	Exceed Expectations 3	Meet Expectations 2	Low expectations 1	You need to improve your dramatization 0	Group Score
VOLUME	Student uses pitch, tone, pacing and volume to skillfully render the character.	Student varies pitch, tone and volume to reflect interpretation of the Character.	The student supports the interpretation of the character with an audible voice.	The student uses voice with limited skills and inaudible voice.	
PRONUNCIATION	Student speaks with good grammar	Student speaks with some grammar mistakes.(From 1 to 3 mistakes)	Student speaks with many grammars mistakes.(From 4 to 6 mistakes)	Student speaks with a lots grammar of mistake. (More than 7 mistakes).	
MOVEMENT AND GESTURES	The student gestures and action reflect and compliment an insightful view of the character.	The student gestures and action as appropriate.	The student supports some characteristic action.	The student uses body movements with limited skills and little movement.	
COSTUMES	The costumes are excellent.	The costumes are good.	The costumes are regular.	It was not done. They use the uniform to present.	
PUNCTUAL PRESENTATION	Students present the 1st day called by the teacher.	Students present the 2nd day.	Students present with excuse.	They did not present.	
OBSERVATION					



Content Feedback and Supportive Strategies

Developing this content the student has the following procedural weakness.

Procedural Weakness:

Also, the student needs to improve pronunciation.

Supportive strategy

In order to help the pupil, he/she develops the following supportive activities:

The teacher practices songs with the students in order to improve the pronunciation.

For example:

Ten in the bed nursery rhyme with lyrics

<http://www.youtube.com/watch?v=5murRihUYEI>

The shapes song

<http://www.youtube.com/watch?v=v38vp3lwLho>

The Colors Song

<http://www.youtube.com/watch?v=xPWZu4LDmQM>

Plant parts

<http://www.youtube.com/watch?v=sXrnHff2Kjc>

Days of the Week Song

<http://www.youtube.com/watch?v=GC2OVPgB2uE>

Body Parts Song for Kids: My Body!

http://www.youtube.com/watch?v=Rc_kIWKLID8

Besides, the teacher can use other examples of songs in order to reinforce the pronunciation of the vocabulary learned. These songs are related to the content developed in the program.

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