

GUÍA DIDÁCTICA PARA EL USO DE LOS PROGRAMAS DE ESTUDIO

Inglés
Tercer Grado



2014
FASE DE VALIDACIÓN

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Presentación

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.

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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



Generalidades

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



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.



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.



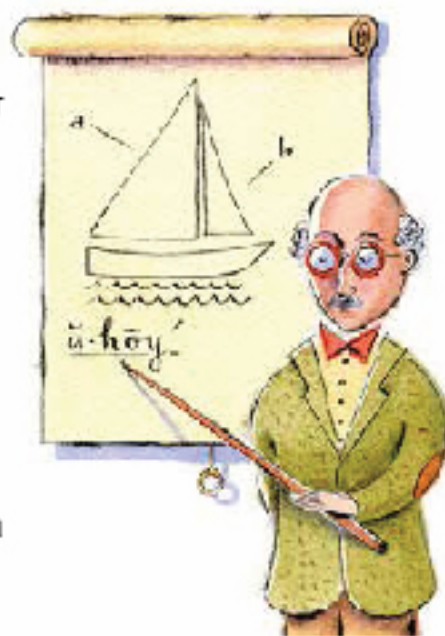
2. pretende orientar a los docentes con respecto al uso de los programas de estudio que han sido actualizados con enfoque por competencias.
3. Ahora vamos a aprender que cuando hablamos de un contenido siempre estamos haciendo referencia a tipos de contenidos, ya que siempre habrá un contenido conceptual, 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 guías de trabajo en la noble tarea de orientar el aprendizaje de tus estudiantes.



¡BUENA SUERTE!

1. METHODOLOGICAL ORIENTATION



General Information

Area: 5.3
Subject: English
Time: 10 hours



Learning Situations:

“A Brthday Party”

CONCEPTS

5.3- National and International Holidays

Birthdays
National Holidays
International Holidays

PROCEDURE

- Identifying months in different sources.
- Relating dates to holidays.
- Telling dates.
- Describing common activities for holidays.
- Reading, watching and recognizing dates and holidays.

ATTITUDE

- Showing respect before peers question accounts on ways they celebrate holidays.
- Being interested and polite when asking and answering questions.

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

- Organize the chairs in semicircle.

Introduction of the content:

- Organize the students in groups of three students.

Introduction of the activities:

- Make four groups of five chairs in each corner of the classroom.

**STUDENT'S PREVIOUS
KNOWLEDGE**

- Talk about Panamanian celebrations.
- Ask questions about holidays in Panama:

- 1- What is your favorite holiday?
- 2- What activities do you do during this holiday?
- 3- When is Independence Day?

- Create a list of holidays and recognize national and international date and holidays.



Father's Day



Mother's Day



Easter



Independence Day



Carnival



Christmas Day



Easter poem

Easter is coming spring is on its way, Hens getting ready
for eggs to lay. A time for hope and a time for prayer
new beginnings and warmer air



Content Development

1. Ask the students what are his /her favorite holidays in Panama?
2. Describe the activities that people in Panama do to celebrate holidays. For example:

Mother's Day	Father's Day	Independence Day

3. Ask the students what are the differences between national and international holidays.
4. The teacher shows pictures to the students to make the comparison.

NATIONAL HOLIDAYS

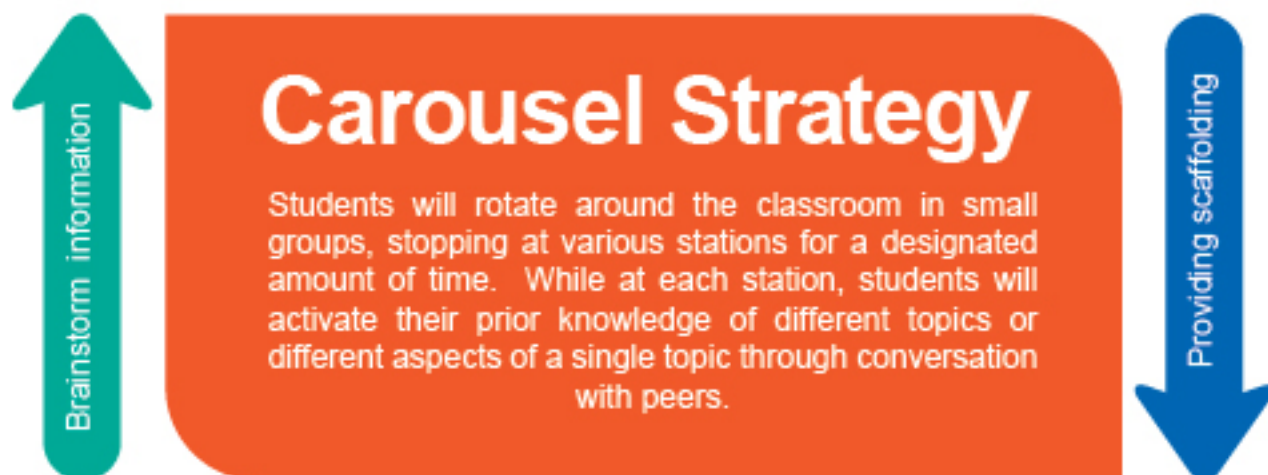


INTERNATIONAL HOLIDAYS



ACTIVITIES

1. Make four groups of five chairs in each corner of the classroom.
2. Assign to each team a holiday.
3. Place pictures, ornaments and holidays photos on the wall.
4. Each team brings information and object relating to holidays.
5. Decorate the corner according to the holiday assigned.
6. The next day, students bring everything they can get about the holiday.
7. Each group organizes a celebration in their corner and explains what they celebrate.
8. The groups share all the information about the holiday with the others groups using the Carousel Strategy:



9. They use a vocabulary given by the teacher.
10. Students express ideas about the importance to preserve custom.
11. Students make an oral presentation about the national holiday assigned.

For example:



ACTIVITY N°1

- Discuss with the students about Carnival.
- Show photos and pictures of holidays to the students.
- Ask the students: **When do they celebrate these holidays? , What happens at that time? What the people do on those dates? and Why people do celebrate these holidays?**



SUGGESTING QUESTIONS

What do people do during carnival in Panamá? they dance and sing during four days.

Why do they celebrate carnival? because it is a festival that happen before holy week.

Is the carnival a religion festival? No, it is.

Is Carnival an international Holidays? Yes, it is.

Where else do people celebrate Carnival? People in Brazil also celebrate Carnival.



INDEPENDENCE DAY IN PANAMÁ.

November 3rd is the Independence day in Panamá.

people organize parade around the country.

Schools participate in the parade.

Independence Day is one of the most important dates in my country.

people decorate their homes, offices and public places with flags and patriotic symbols.

At the end these activities:

students can identify and relate dates whit holidays.
Students can identify Panamanians celebrations.
Students show respect to different holidays.
Students describe his/her towns and family's common activities for holidays.



ASSESSMENT

Diagnostic:

- Students talk about national holidays.
- Students answer some questions about holidays.
- Students creat a list of national holidays.
- Student recognize national and international dates and holidays.

Formative:

- Students identify international and national holidays and relate them with pictures.
- Students describe common activities that people do on holidays.
- Students read a poem about Easter in order to practice pronunciation.

Summative:

- Each team identify a holiday.
- Each team prepare a corner about the holiday assigned.
- Each team presente the corner designed.

Rubric about Holiday's Corner

Name: _____ Score: _____
 Date: _____ Total points: _____/12

Criteria	Well	Regular 2	Need improvement
Title			
Written Content or material			
Pictures			
Decoration			

Rubric oral presentation

Name: _____ Score: _____
 Date: _____ Total points: _____/20

CRITERIA	Well 4	Good 3	Regular 2	Need to improve 1
Tone of voice				
Presentation				
Pronunciation				
Mastery of topic				
Self-confidence				

CONTENT FEEDBACK AND SUPPORTIVE STRATEGIES**Weakness:**

Student's pronunciation is poor.

Supportive strategy:

Practice vocabulary related to the topic in the classroom.

VOCABULARY

1. Independence
2. Easter
3. Christmas
4. beach
5. Festival
6. Holy week
7. Trip
8. souvenir
9. Brochure
10. Entertainment
11. Resort

Get new words related to the topic using the dictionary and do dictation in class.

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2. METHODOLOGICAL ORIENTATION



General Information

Area: 6.4

Subject: English

Time: 10 hours



Learning Situations:

“THE LAND OF TOYS”

CONCEPTS

6.4. Monetary unit.
Cents, Balboa
Dollar

PROCEDURE

6.4. Identify and exchanging information about the Panamanian money.

-Writing the price of Monetary.

ATTITUDE

6.4. Participating in oral exchanges activities.

-Becoming aware of consumer's rights.

-Developing awareness of the value of money.

**Development**

Students and classroom management

Previous Knowledge:

- Prepare the classroom in semicircle.

Introduction of the content:

- Tell the students to form two groups.
 - One group will bring toys and the other will bring money toy.
- Organize a store learning center.
 - One student per group will collect the toys and the toy money.
 - Organize the classroom so that it looks like a toy store.

**Introduction of the content:**

- Place the students in group of five.

Student's Previous knowledge

- Bring in a penny, a nickel, a dime, a quarter and if possible a half dollar, and a dollar.
- Have students take out the coins and the dollar bill and ask them:

What do you see on each side?

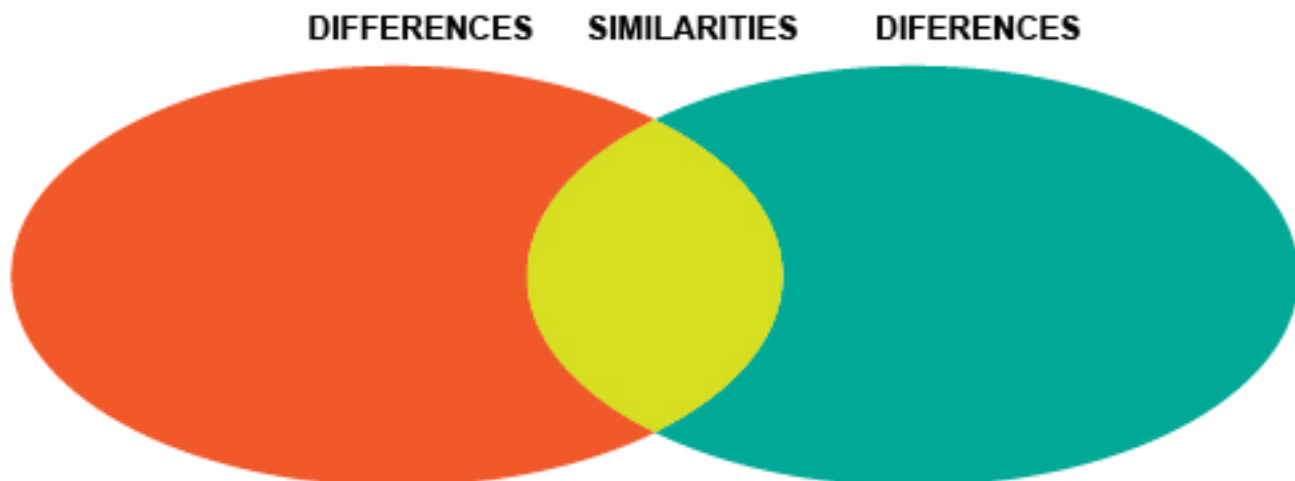


- Then, explain what each item represents and what each individual coins represents.
- Ask the students:

**WHAT IS MONEY?
WHY DO WE GET IT?
HOW DO WE USE IT?**

- Ask the students what is the difference between Panamanian coins and USA coins using the Venn diagram.

VENN DIAGRAM



- Make a question and answer session.
- Show the students a group of coins and ask them:



- Make a list with the names of the currencies and place on the wall of the classroom.
- Prepare a bulletin board using pictures of currency from Panama and USA.
- Place the bulletin board in the classroom.

When the students finish the activities, they can identify different money.



Content Development

- Read the Coin Poem to introduce students to the concept of coins.

COIN POEM



Penny, penny easily spent, copper brown and worth on cent.

Nickel, nickel thick and fat, you are worth five cents I know that.

Dime, dime little and thin, I remember you are worth ten.

Quarter, quarter big and bold you are worth twenty five I am told.

By Shel Silverstein

- Students share the information to the teacher and to the others students what they know about money.
- Makes a prices list and put on the board. Use the name of American and Panamanians coins
- Ask students about the Panamanian coins.



What is this? Is it a dollar or a Balboa?
The student answer: It is a dollar.

CURRENCY IN PANAMA

Dollar -----Balboa
One dollar
Nickel-----five cents
Penny-----one cent

Dime-----ten cents
quarter-----twenty five cents
half dollar-----fifty cents

- Use the store learning center to learn about money addition and subtraction problems.

STORE
LEARNING
CENTER





In the STORE LEARNING CENTER the teacher is going to create an area that look like a real toy store .There, he or she is going to place the toys and the toy money that the students are going to use to do the activity.

1. Play the game the toy store.
2. Explain to the students what they are going to do.
 - To write the prices of different toys and the students buy them.
 - The students go shopping in the store leaning center.
 - The students tell the teacher how much does each toy cost?
 - Ask the students how much money they need to buy the toys.
 - Students use math process to know how much money they need.



How much does this cost?
It costs five dollars.



How much dollars do you need?
I need two dollars.



How much cents do you have?
I have ten cents.

After the development of the following activities, students can accurately write the prices of different item and goods.



ACTIVITIES

- Organize the students in groups of five.
- Create a dialogue about shopping toys.
- Each group purchases a toy and uses the dialogue to communicate to each other.

Student A: Hi Carlos, comes with me to the toy store.

Student B: Hi, Marta let's go.

Student A: What is it?

Student B: It is a doll.

Student A: How much does it cost?

Student B: The doll costs 5 dollars.

Student A: How much money do I need?

Student B: You need 5 dollars.

Student A: I have three dollars

Student B: You need to get two dollars, because three plus two is five.

Student A: I am going to get two dollars, goodbye.

- Use the dialogue to practice pronunciation.





ASSESSMENT

Diagnostic:

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

- Answered some questions about money.
- Compared Panamanian coins and USA coins using the Venn diagram.
- Prepared a bulletin board using pictures of currency from Panama and USA.

Formative

This evaluation was done when the students:

- Learned a poem about coins.
- Identified the coins.
- Answered questions about the topic. For example:

What is it? How much money do you need? How much does the toy costs?
How many coins do you have? What is the different between the coins?
How many coins does he have? How much is two coins plus four coins?
How much is two dollars minus one dollar?

- The students organize a store learning center.
- The students practice to buy toys and calculate addition and subtraction.
- The students create a dialogue.
- The students practice pronunciation.

Summative

- The students presented the dialogue in small groups.

Dialogue Rubric

Name: _____ Level: _____ Score: _____
 Date: _____ Total points: _____/15

CRITERIA	WELL 5	GOOD 3	NEED IMPROVEMENT 1
PRONUNCIATION	Student pronunciation is clear and correct.	Student pronunciation is not clear.	Student pronunciation is wrong and not clear.
TONE OF VOICE	Student tone of voice is high.	Student tone of voice is low.	Student tone of voice is very low.
CONFIDENCE AND TOPIC KNOWLEDGE	The conversation is fluent.	The conversation is broken.	The conversation is void.
OBSERVATION			

Content Feedback and Supportive Strategies

Conceptual Weakness:

- The students need to improve their pronunciation.
- They use a wrong pronunciation when they speak. They don't say the words correctly way.

Supportive strategy

- Practice the vocabulary of money in class.
- Match the pictures of coins to the words.
- Encourage students to use the names of the coins in English in short sentences.
- Make an album using pictures of money.

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3. METHODOLOGICAL ORIENTATION



General Information

Area: 7
Subject: English
Time: 10 hours



Learning Situations:

How can I travel?

CONCEPTS

7. 1 Transportation
Means of Transportation
Bus
Taxi
Metro
Bike
Train
Horse
Boat
Airplane and others.

PROCEDURE

7.1 Identifying means of transportation in different sources.
• Listing and describing means of transportation.
• Asking and giving information about the use of transportation.

ATTITUDE

-Showing respect before peers question accounts on ways they celebrate holidays.

-Being interested and polite when asking and answering questions.

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

- Divide the group in teams of three students, counting from 1 to 5 or 7 according to the amount of teams do you want to form.
- Organize the teams in a circular form.

Introduction of the content:

- The students are going to continue in the same groups.
- Each student completes the activities in the board or paper, but they can help among them.
- Organize the teams in a circular form.

Introduction for the Activities:

- The student completes the activities in his/her notebook, but they continue in the teams in order to help among them.
- The oral presentation is individual. Each student has to create his /her own cardboard or power point presentation.

STUDENT'S PREVIOUS KNOWLEDGE

The teacher asks some questions to the students:

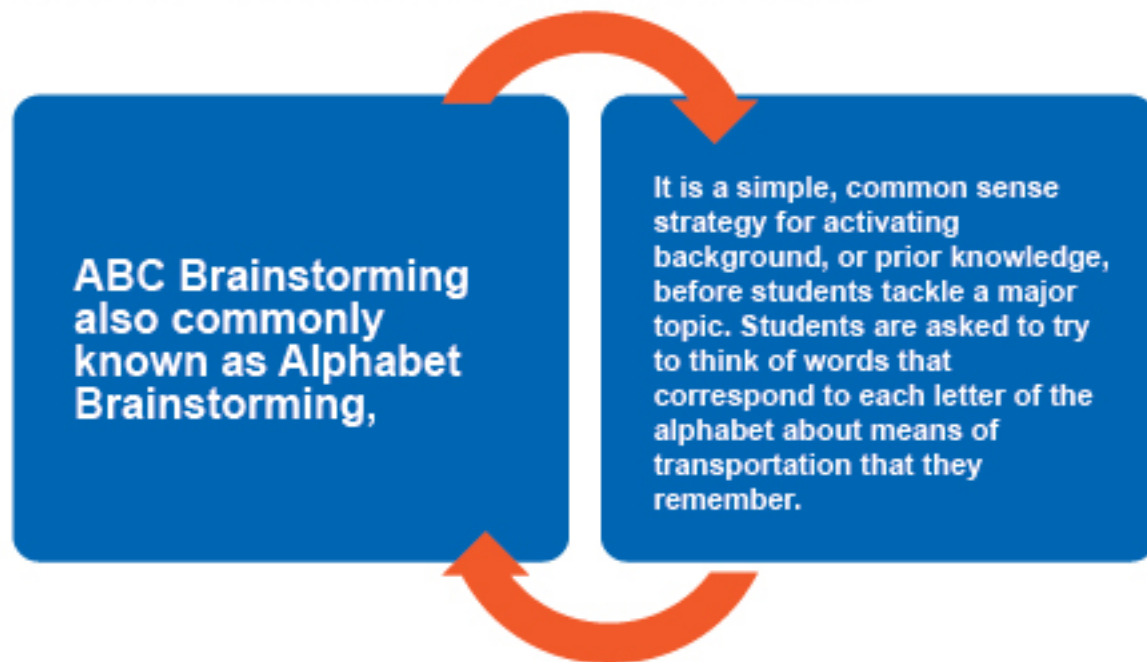
- Does anyone know what the word transportation mean?
- How can you travel from one place to another?
- How do you get to school each day?



For answering this question, the student does the following activity:

Do you know any types of transportation?

In order to identify the previous knowledge of the students,



In groups of three students, they receive an Alphabet Brainstorm Grid. After that, they have five minutes to write all the words they remember about the topic. Then, the students tell the teacher the words copy in the grid.

Topic: _____

Alphabet Brainstorm Grid

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

After that, the student practices pronunciation using flashcards created by the teacher.



Content Development

In order to introduce the topic Means of transportation is very important that:

1. The student identifies and places the different forms of land, water and air transportation in the Word Center or bulletin board created by the teacher.

WORD CENTER	It is a place in the classroom where the students can engage in hands-on activities that allow them to obtain additional experiences.
BULLETIN BOARD	It is a board on which notices, images or written informations are posted.

WORD CENTER OR BULLETIN BOARD ACTIVITY:

Students can collect images of different types of transportation and add them to a bulletin board that has been divided into Land, Water and Air.



2. Students can collect images of different types of transportation and add them to a bulletin board that has been divided into Land, Water and Air.





3. The teacher observes children as they place different modes of transportation on the word center or bulletin board.
4. The teacher observes the student's ability to visually display the mode of transportation he/she uses to get to school each morning or afternoon.
5. Finally, student presents orally to the teacher the mode of transportation she or he uses to get to school.





ACTIVITIES

1. In this activity, the student looks at pictures and he/she has to describe it.



What is this?
This is a white helicopter.



What is this?



What are these?
These are bicycles.

2. The student has to find the following words in a word puzzle:

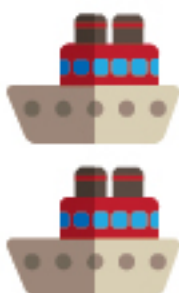
boat, airplane, horse, bus, taxi, train, helicopter, car, and canoe



WORD PUZZLE

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

3. The student has to complete the lines according to the pictures.



Three red cars

4. The student has to match the word with the picture.

1. Canoe



2. School bus



3. Plane



4. The student has to match the word with the picture.

4- Helicopter _____

5- Taxi _____

6- Train _____



5. The student watches videos about old and new means of transportation. After that, he/she classifies pictures of old and new transportation in a chart.

Old and New Modes of Transportation

http://www.youtube.com/watch?feature=player_detailpage&v=0G_K12Lu0lQ

History of Transportation (Old)

http://www.youtube.com/watch?feature=player_detailpage&v=vNgAHOIofpl

Future Transportation

http://www.youtube.com/watch?feature=player_detailpage&v=u_aPcPQ8mXU

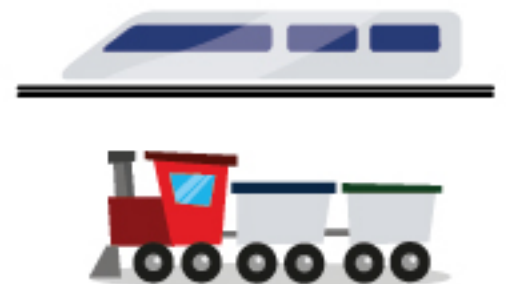
AEROPLANE



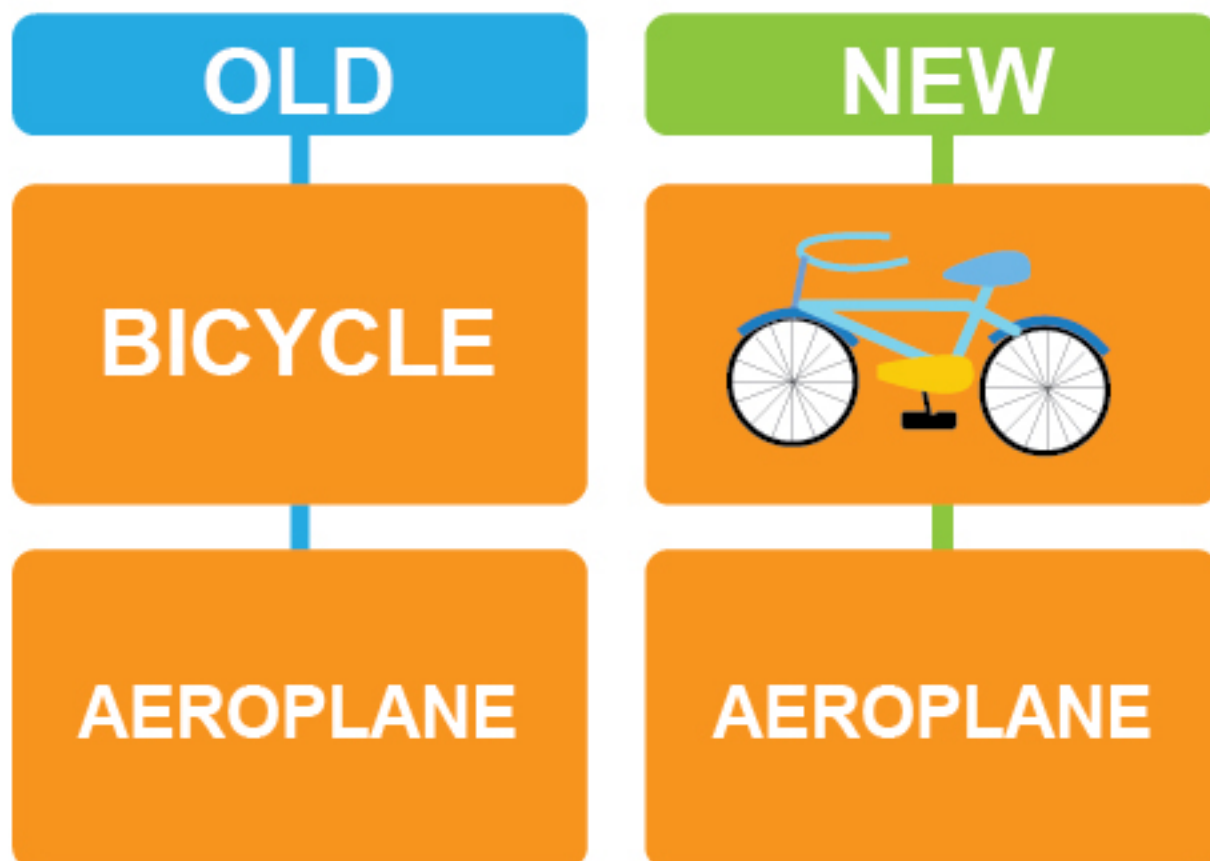
BICYCLE



TRAIN



MEANS OF TRANSPORTATION



6. The student answers the question: How can I travel? in order to reinforce the vocabulary and grammar learned.



HOW CAN I TRAVEL?
I CAN TRAVEL BY CAR



HOW CAN I TRAVEL?
I CAN TRAVEL BY PLANE



Content feedback
and supportive strategies.

7. Through the development of these activities, the students must demonstrate that they differentiate between traditional and modern transportation and recognize expressions related to means of transportation.



ASSESSMENT

Diagnostic:

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

- The student answer some questions about the topic: means of transportation.
- The student complete the Alphabet Brainstorm activity in teams of three students.
- The student discusse the Alphabet Brainstorm activity with the teacher.
- The student practice pronunciation using the flashcards.

Formative:

It was done when the student developed the following activities:

- The student place pictures according to the means of transportation: land, water, air in the corner center or bulletin board.
- The student color the means of transportation he/she uses to get to the school.
- The student present the mode of transportation he/she uses to get to the school.
- The student place the means of transportation in the graph.
- The student describe pictures using this is or these are.
- The student look for words in a word puzzle.
- The student complete information about a picture.
- The student match the word with the picture.
- The student watch videos.
- The student classify old and new means of transportation.
- The student answer the question: How can I travel? with complete sentences.

Summative:

In this case, the student creates a map using a cardboard about means of transportation. The student has to classify words of the vocabulary about means of transportation in land, water and air (three examples of each type of transportation). Then, the student illustrates the words used in the map. Besides, the student has to describe each picture included in the card board using this is / these are



or the student creates a power point presentation in the Computer Lab in the school about means of transportation in the following way:

PRESENTATION PAGE	LAND	PICTURE SENTENCE	PICTURE SENTENCE
PICTURE SENTENCE	WATER	PICTURE SENTENCE	PICTURE SENTENCE
PICTURE SENTENCE	AIR	PICTURE SENTENCE	PICTURE SENTENCE
PICTURE SENTENCE	THANK YOU	PICTURE SENTENCE	PICTURE SENTENCE



CATEGORY	EXCEED EXPECTATION 3	MEED EXPECTATION 2	LOW EXPECTATION 1	You need to improve your work 0
PRESENTATION	Presentation included: Greeting, student's name, and topic.	Presentation included: 2 aspect.	Presentation included: 1 aspect.	They did not say presentation.
VOLUME	Student spoke at a good rate, volume. Spoke clearly, correctly, distinctly, and confidently.	Student spoke at a medium rate, volume.	Student spoke at a low rate, volume. I understand some words.	Student spoke at a very low rate, volume. I don't understand.
PRONUNCIATION	Student spoke with good grammar.	Student spoke with some grammar mistakes. (From 1 to 3 mistakes)	Student spoke with many grammars mistakes. (From 4 to 6 mistakes)	Student spoke with a lots grammars mistake. (More than 7 mistakes).
EYE CONTACT	They maintained eye-contact while using, but not reading their notes.	They maintained eye-contact, but relied too much on their notes.	They relied heavily on their notes.	They read nearly word for word from notes.
POSTER OR POWER POINT	It has the types of transportation (land, water and air), examples (pictures) and descriptions (sentences: this is / these are).	It includes two aspect of the work.	It includes one aspect of the work.	It was not done.

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 concept and procedure weakness.

Concept Weakness:

The student does not remember colors and numbers.

Procedure Weakness:

Also, the student needs to reinforce the grammar used in the topic. THIS IS / THESE ARE.



THESE ARE THREE RED CARS.

THESE CARS ARE RED.

Supportive Strategy

In order to help the student, he/she develops the following support activities:

The student identifies and pronounces colors and numbers through flashcards or cardboards.



The teacher explains to the student the use of this is /these are. Also, the teacher explains how to combine all the vocabulary in order to create a sentence.

THIS
*Thing, object,
person near
you.*

THESE
*Things,
objects, people
near you.*

is singular

are plural

This – These	That – Those
This (near)  This is a rabbit.	That (far)  That is a cat.
These (near)  These are rabbits.	Those (far)  Those are cats.

- The teacher shows pictures to the student to create sentences about the explanation orally.
- After that, the student completes a written practice.

1.  _____ is a _____
2.  _____ are _____
3.  _____ are _____
4.  _____ is a _____
5.  _____ are _____

6.  _____ is my _____
7.  _____ are my _____
8.  _____ is my _____
9.  _____ is my _____
10.  _____ is _____

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4. METHODOLOGICAL ORIENTATION



General Information

Area: 8
Subject: English
Time: 10 hours



Learning Situations:

“A fantastic adventure”

CONCEPTS

8.1- Literature
Grammar in context
-Modals (can –can’t)
-Quantifiers
-Short stories
-Understanding
-Dramatization
-Getting the main idea of a story.
-Recognizing vocabulary related the story.

PROCEDURE

8.1- Identifying key words and specific information.
• Recognizing chronological order of events in different sources.
• Using polite expressions to make description of people and personalities.
•Determining sequence of events.

ATTITUDE

8.1- Performing academic tasks with creatively an enthusiasm.
• Acquiring habits in developing literature.
• Developing interest in resources literature.

Students and Classroom Management

Previous Knowledge:

The teacher invites the pupils to sit down in circle of 6 students in order to do the jigsaw puzzle activity.

Introduction of the content:

The students continue in the same groups.

Each student completes the activities on the board or paper, but they can help among them. Organize the teams in a circular form.

Introduction of the Activities:

The student completes the activities in his/her notebook, but they continue in the teams in order to help among them.

Student's Previous knowledge

The teacher explains the definition of adventure.

what is as adventure?



ADVENTURE

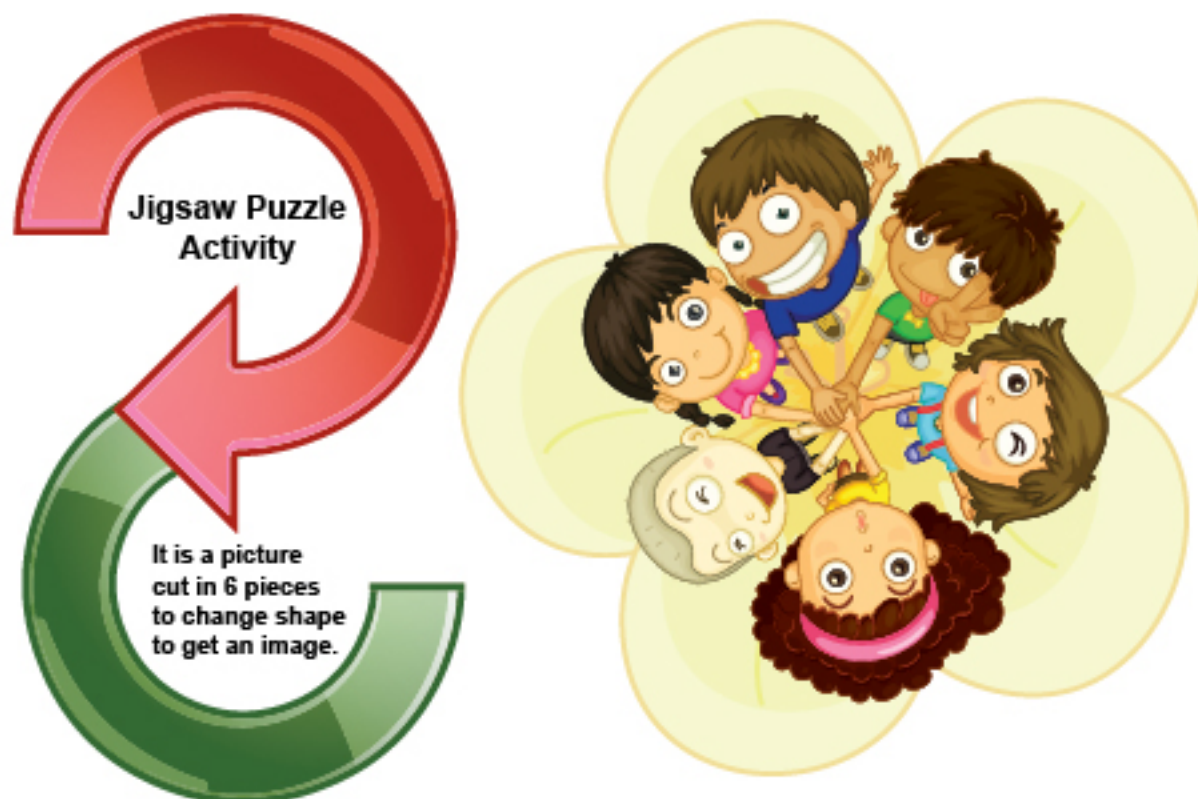
It is an unusual, exciting or dangerous experience, journey or series of events.

Then, the teacher tells the students they have to talk about a Fantastic Adventure they experience before.

What fantastic adventure do you experience?



- In small groups of 6 students, the teacher gives a cut picture about the fable:



Skills: Problem solving, bilingual English and Spanish

- The students show the teacher the picture they get. Then, the teacher asks them:

- What do you see?
- What do you think is the title of the fable?



- After that, the teacher explains the students:

What is a fable?



It is a story that teaches a lesson: a short story with a moral, especially one in which the characters are animals.

Aesop's Fables

- The Fox and the Grapes
- The Woodman and the Serpent
- The Ant and the Grasshopper
- The Lion in Love
- The Jay and the Peacock
- The Fox and the Goat
- The Wind and the Sun
- The Sick Lion
- The Wolf in Sheep's Clothing
- The Goats with the Golden Eggs
- The Two Crabs
- The Lion and the Mouse
- The Hare and the Tortoise
- The Eagle and the Arrow
- The Dog and the Wolf



ACTIVITIES

In order to introduce the fable is very important that:

The student watches a video about the fable: The Lion and the Mouse.

The Lion and the Mouse - 1980s Animated Fable Cartoon (12 minutes)

https://www.youtube.com/watch?v=rGCvtuPqXvQ&feature=player_detailpage

The lion and the mouse story (5 minutes)

https://www.youtube.com/watch?feature=player_detailpage&v=A-isRd5X1u8

or read the story with the help of the teacher:

The Lion and the Mouse



A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose. Woken from his nap, the lion laid his huge paw angrily on the tiny creature to kill her. "Spare me!" begged the poor mouse. "Please let me go and someday I will surely repay you."

The lion was so amused at the idea of the little mouse being able to help the King of Beasts that he lifted up his paw and let her go.

Some weeks later, the lion was caught in a net. The hunters, who desired to carry the lion alive to their King, tied him to a tree while they went in search of a wagon to carry him.

Just then the little mouse happened to pass by, and seeing the lion's sad plight, went up to him and soon gnawed away the ropes of the net, freeing the lion.

"You have helped me and now I have returned the favor. Was I not right - even a mouse can help a lion!" said the little mouse.

Don't forget: Little friends may prove great friends.

<http://www.dltk-teach.com/fables/lion/mstory.htm>

Aesop's Fables by Aesop: The Lion and the Mouse (Audio Version)

<http://etc.usf.edu/lit2go/35/aesops-fables/631/the-lion-and-the-mouse/>

7. At the end of the fable ask:
Questions to encourage thinking skills:

What is a fable?

Who are the characters?

What was the mouse's problem?

What did the lion do to help the mouse?

What was the lion's problem?



- What did the mouse do to help the lion?
 - Have you ever done something nice for another person?
 - Do you think you can help someone who is bigger, stronger, or older than you?
 - The fable, The Lion and the Mouse, tells how this happened.
 - What is the moral or life lesson of the story?
 - What do you think it is a fantastic adventure? Why?
8. With the activity mention before, the student recognizes the main ideas of the fable for understanding the content and moral of the fable.

ACTIVITIES

1. After the discussion of the fable, the teacher gives the groups a printable of the fable in order to look for the vocabulary; they have to write it in their notebook and illustrate it at home.
2. With the previous activity, the student identifies key words and specific information and defines the words of the vocabulary in order to obtain this learning.
3. The teacher checks the vocabulary with its definitions and illustrations developed for the students at home.
4. With the activity mention before, the student illustrates the vocabulary related to the fable.
5. The teacher begins this lesson by asking the students to think about two animals: a lion and a mouse. Show pictures of a mouse and lion and help students compare and contrast them using the Venn diagram.





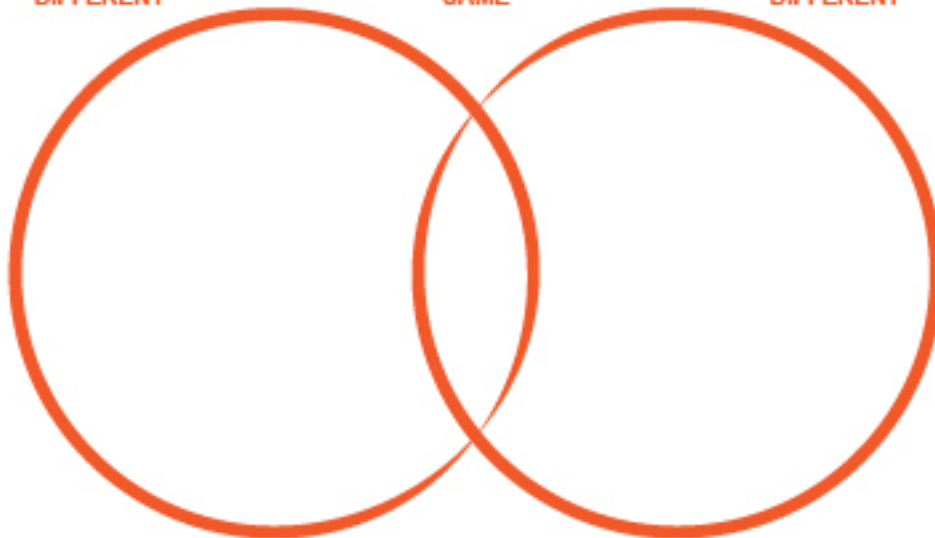
DIFFERENT

VENN DIAGRAM

SAME



DIFFERENT



6. The teacher then asks the students to describe each animal listing their responses on the board. The teacher leads this discussion about the two animals asking questions such as, "Which animal do you think is less harmful?" "Which animal do you think is stronger?" "Which animal would you rather be? Why?" "Do you think a mouse would be a boy or a girl? Why?" "Do you think a lion would be a boy or a girl? Why?"
7. After the students finish the previous activity, he/she identifies key words and specific information about the characters of the fable.
8. The student describes and writes sentences of the lion and the mouse's abilities with can / can't use the following vocabulary:

Lion's abilities: run fast, attack an enemy, fight ferociously.

Mouse's abilities: climb walls, dive through water, travel in sewer lines, fall or jump from a height of 12 feet without injury, fit through openings, walk along telephone wires, ropes, and cables, swim up to a half-mile.

Positive Statement	Negative Statements (Short Form)
I/You/He/She/We/They can	I/You/He/She/We/They can't



The lion can run fast.

- **MODAL: CAN (ABILITY)**
- **VERB: RUN FAST**



The mouse can climb a bush.

- **MODAL: CAN (ABILITY)**
- **VERB: CLIMB A BUSH**

9. When the student completes the last activity, he/she talks about literature using the proper vocabulary and grammatical correction.
10. The student draws three important scenes about the fable and describes each one or uses the Sequence Schedules activity.

Sequence Schedule Activity

It shows 2-6 pictures under boxes labeled with ordinal numbers above. Students can cut out the pictures and glue to sequence the pictures in an order.

This can be used to sequence story details, event sequence, or plan tasks.

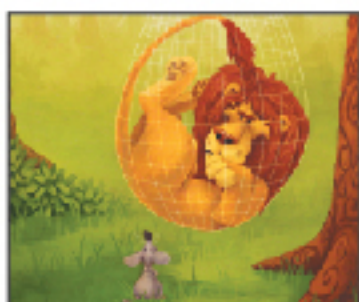
THE LION AND THE MOUSE

Cut pictures to retell what happen first, next and last in the story.
Write about the pictures on the line.

1st

2nd

3rd



THE LION AND THE MOUSE

Draw pictures to retell what happen first, next and last in the story.
Write about your pictures on the line.

1st

2nd

3rd



11. With the previous activity developed, the student organizes events on literature guide in chronological order for demonstrating understanding of the fable.
12. The students have to name other animals in small groups, making two lists as they brain storm. Have the children suggest how the animal pairs could help each other. What could you do, as a good citizen, to help someone in an unsafe situation? Have the children draw a picture of the lion and the mouse or two other animals helping each other. Label each picture with their description of "helping."
13. When the student completes the activity earlier, he/she recognizes the main idea of the story in order to extrapolate to a different situation.



14. The student creates a mouse and lion marks to perform the fable in the classroom. Also, he or she looks for clothes for being hunters that wants to kill the lion and the narrator's clothes. Finally, the group practices the dramatization in the classroom.



ASSESSMENT

Diagnostic

- The diagnostic assessment was done in the previous knowledge with the following activities:
- The student describe fantastic adventures in front of the class.
- The student organize the image of a picture in a jigsaw puzzle activity.
- The student discusse with the teacher about the picture discovered.
- 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- made eye contact, and held audience's attention.

Now, it is a checklist the teacher can use as an anecdotic report after the student presents the communicative activities of the previous knowledge.

ORAL FEEDBACK CHECKLIST

Name: _____ Date: _____

Activity: Describing a Fantastic Adventure.

DIRECTIONS: Use this checklist after students express ideas about the fantastic adventure.

YES / NO

- _____ Did he/she organize my ideas and details clearly?
- _____ Did he/ she support my ideas with details?
- _____ Did he/ she get the message across?
- _____ Did he/ she put my ideas in logical order?
- _____ Did he/ she held audience's attention?



Formative

It was done when the students developed the following activities:

- After they watched the video, they answered some questions about the fable.
- The student looked for vocabulary about the fable.
- The student illustrated the vocabulary.
- Using the checklist, the teacher checked the assignment about the vocabulary (definitions and illustrations). For example:

WRITTEN CHECKLIST

Name: _____ Date: _____

Activity: Vocabulary's definition and illustration.

DIRECTIONS: Use this checklist for assessing student's vocabulary.

CRITERIA	EXCELLENT WORK 3	ROOM TO GROW	NEEDS IMPROVEMENT 1	TOTAL POINTS
VOCABULARY WORDS	Student accurately gives each word.	Student provides a majority of definitions.	Student does not provide words.	
DEFINITIONS	Definitions are correct.	Definitions are mostly correct. Definitions relate to a different word selection.	Definitions are not correct. Definitions are not complete.	
ILLUSTRATIONS	Illustrations are correct.	Illustrations are mostly correct.	Illustrations are not correct. Illustrations are not completed.	
NEATNESS	Work is neat, easily read and well presented.	Some of the work is messy and difficult to read.	Work is messy and difficult to read.	
OBSERVATION				

- The student compare the characters of the fable.
- The student draw pictures of the story.
- The student wrote sentences using can /can't about the lion and mouse.
- The student organized in chronological order the pictures of the fable.
- The student labeled a list of different animals helping each other.
- The student made a description of helping.
- They created a mask about the animals of the fable.
- Using the rubric, the teacher reviewed the assignment about the mask creation.

For example:

Animal Masks Rubric

Name: _____ Date: _____

Activity: Animal Mask.

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

Animal Mask					
	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 complete. The student gave it effort far beyond that required. The student took pride in going well beyond the requirement	

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.	
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- They practice the dramatization in the classroom

Summative:

In this case, the team performs the fable in groups of five students. They have to include: a lion, a mouse, two hunters and the narrator. They can use the symphony of fables during the presentation.

The Lion and the Mouse by Julie Giroux Mvt. 1 Symphony of Fables

http://www.youtube.com/watch?feature=player_detailpage&v=zuuSBIWtIH

NOTE: You have the option to select one of the rubrics included here.



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
PRESENTATION	Presentation included: Greeting, student's name, and topic.	Presentation included: 2 aspects.	Presentation included: 1 aspect.	They did not say presentation.	
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 spoke with good grammar.	Student spoke with some grammar mistakes. (From 1 to 3 mistakes)	Student spoke with many grammar mistakes. (From 4 to 6 mistakes)	Student spoke with a lots grammar mistakes. (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 were excellent.	The costumes were good.	The costumes were 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 reinforce the grammar used in the topic: can / can't.

Supportive strategy

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

- The teacher explains the student the use of can / can't for abilities. Also, the teacher explains how to combine all the vocabulary in order to create a sentence about his or her abilities. For example:

Elbis can ride a bike.



- After that, the student completes a handout about: Find someone who activity in the classroom
- Students stand up and get a partner. The students' task is to choose one activity from the handout and ask their partner if they can do the activity.
- If their partner can do the activity, then students write the name of their partner in the line.
- Continue until the students find someone in the class who can do each activity on the worksheet.

FIND SOMEONE WHO CAN...

ABILITY

STUDENT'S NAME

1. Play football _____
2. Use the computer _____
3. Play soccer _____
4. Sing a song _____
5. Swim _____
6. Dance _____
7. Ride a horse _____
8. Paint a picture _____
9. Ride a bike _____
10. Play video games _____

Use a computer

Rollerblade

- The student writes sentences using the information in the worksheet using can/can't.
- The student presents an oral report about the activity or the teacher asks the students about their classmates' abilities.

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The Lion and the Mouse - 1980s Animated Fable Cartoon (12 minutes)

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The lion and the mouse story (5 minutes)

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