**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTE ENCARGADA: YESENIA KATHERIN HERNANDEZ CHAVEZ | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: JARDÍN INFANTIL | | | GRADO: PRIMERO | | | | PERIODO: PRIMERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 - 04 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Al inicio del año escolar, los estudiantes de primero presentan desafíos particulares debido a su nivel socioeconómico y la falta de exposición a una lengua extranjera en sus hogares. Entre sus fortalezas, se destaca su potencial de aprendizaje, ya que la juventud les permite absorber rápidamente nuevos conocimientos y vocabulario. Además, su motivación intrínseca para aprender y adaptarse a un entorno escolar es encomiable. Sin embargo, las debilidades pueden incluir una base limitada de conocimientos en inglés y la falta de recursos educativos en casa para reforzar su aprendizaje. La brecha lingüística puede ser un obstáculo inicial, lo que subraya la importancia de los programas educativos inclusivos que abordan estas disparidades socioeconómicas y promueven un acceso equitativo al aprendizaje del inglés. | | | | SABER:  Identifica vocabulario en inglés relacionado con saludos, presentación, colores, números y comandos  HACER:  Responde a preguntas sencillas en inglés acerca de información básica  CONVIVIR:  Demuestra interés por el aprendizaje del inglés | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 11 cursos del grado primero ubicados en la sede Jardín Infantil, se encuentran alrededor de 260 estudiantes que oscilan entre los 5 y 7 años de edad; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  Los niños durante el primer período académico, generalmente se encuentran en una etapa inicial de su aprendizaje del idioma. En esta etapa, su situación académica está marcada por una introducción a conceptos y vocabulario básico en inglés. En cuanto a su interés y participación dentro del aula, estos niños tienden a ser curiosos y entusiastas en sus primeras experiencias con el idioma. Muestran interés en aprender nuevas palabras y frases, aunque su atención es limitada debido a su corta edad. Los estudiantes de este grado están en proceso de desarrollo de habilidades sociales y de trabajo en equipo, necesitan orientación y apoyo para trabajar en grupo, pero su capacidad de colaboración es grande. La principal dificultad en el área de inglés para estos estudiantes es la pronunciación y la comprensión auditiva. A menudo, tienen dificultades para reproducir los sonidos del inglés y comprender el idioma cuando se habla a una velocidad normal. También pueden tener limitaciones en su capacidad de retención de vocabulario, otra dificultad relevante es el poco apoyo desde casa, puesto que los papás poco están relacionados con una segunda lengua.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas). * Estimular la expresión oral interactiva mediante información personal básica sobre sus gustos y preferencias. * Usar material audiovisual * Desarrollar actividades en equipo e individuales. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y responde a instrucciones sobre tareas escolares básicas, de manera verbal y no verbal. * Comprende y realiza declaraciones sencillas, usando expresiones ensayadas, sobre su entorno inmediato (casa y escuela). * Organiza la secuencia de eventos principales en una historia corta y sencilla, sobre temas familiares, después de haberla leído o escuchado, usando ilustraciones. * Responde preguntas sencillas sobre información personal básica, como su nombre, edad, familia y compañeros de clase * Menciona algunas cualidades físicas propias y de las personas que le rodean a través de palabras y frases previamente estudiadas. | | * Clasifico y comparo objetos según sus usos. * Identifico necesidades de cuidado de mi cuerpo y el de otras personas. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Habla (monologo – conversación) |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Transcribo palabras de uso frecuente * Copio el nombre de lugares y elementos que reconozco en una ilustración * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones * Menciono mis gustos y disgustos * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Salud y vida: juego y aprendo sobre mi cuerpo  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Observar y dialogar sobre imágenes * Hacer preguntas tanto cerradas como abiertas * Cantar rondas y canciones * Explorar historias y predecir contenido * Desarrollar juegos | Láminas  Videos  Rompecabezas  Loterias | Primer periodo |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Observar videos y láminas e inferir información de estas * Contar historias acompañadas de mímica * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Recursos audiovisuales  Videos  Libros  Láminas  Guías | Primer periodo |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Hacer presentación de canciones y rondas con mímicas * Elaborar tarjetas de presentación * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar | Láminas  Cuadernos  Guías | Primer periodo |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | Primer periodo |
| SABER: siempre identifica y menciona de manera oral, palabras e instrucciones con frases cortas en inglés relacionadas con vocabulario y objetos del entorno cercano. HACER: siempre responde a preguntas sencillas en inglés acerca de información básica. | | |

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**INGLÉS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: JARDÍN INFANTIL | | | GRADO: PRIMERO | | | | PERIODO: SEGUNDO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 04 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Durante el segundo período académico, los estudiantes de grado primero exhiben notables fortalezas, como su entusiasmo innato por aprender y su capacidad para adquirir vocabulario rápidamente. Son creativos, imaginativos y se adaptan fácilmente a nuevas experiencias de aprendizaje. Además, disfrutan de la interacción social y se benefician de la colaboración con sus compañeros. Sin embargo, sus debilidades suelen incluir desafíos en la pronunciación y la comprensión auditiva, así como la necesidad de dirección y orientación para desarrollar habilidades más avanzadas en el idioma. También pueden requerir apoyo adicional para la escritura y la formación de oraciones complejas a medida que avanzan en su proceso de aprendizaje. | | | | SABER:  Identifica expresiones relacionadas con útiles escolares, partes del cuerpo y miembros de la familia  HACER:  Desarrolla las actividades relacionadas con útiles escolares, partes del cuerpo y miembros de la familia  CONVIVIR:  Se integra y realiza con agrado las actividades propuestas en inglés. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 11 cursos del grado primero ubicados en la sede Jardín Infantil, se encuentran alrededor de 260 estudiantes que oscilan entre los 5 y 7 años de edad; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  Los niños, durante el segundo período, continúan desarrollando sus habilidades iniciales en el idioma. En este punto, han adquirido una comprensión básica de vocabulario y estructuras simples en inglés, y ahora están explorando áreas adicionales, como útiles escolares, partes del cuerpo y miembros de la familia. Igualmente, han progresado en su capacidad para identificar y nombrar objetos relacionados con útiles escolares (como libros, lápices y mochilas), partes del cuerpo (como cabeza, brazos y piernas) y miembros de la familia (como madre, padre y hermanos). Su nivel de comprensión y expresión en inglés sigue siendo básico, pero estarán trabajando en la ampliación de su vocabulario y en la formación de frases simples relacionadas con estas temáticas. En términos de interés y participación dentro del aula, muestran entusiasmo por aprender inglés, especialmente cuando se les presentan temas relevantes y atractivos para su vida cotidiana. En cuanto a la capacidad de trabajo, individual y colectivo, a medida que ganan confianza en su habilidad para comunicarse en inglés, están más dispuestos a colaborar con sus compañeros en actividades grupales.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Estimular la expresión oral interactiva mediante información personal básica sobre sus gustos y preferencias. * Usar material audiovisual * Desarrollar actividades en equipo e individuales. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y responde a instrucciones sobre tareas escolares básicas, de manera verbal y no verbal. * Comprende y realiza declaraciones sencillas, usando expresiones ensayadas, sobre su entorno inmediato (casa y escuela). * Organiza la secuencia de eventos principales en una historia corta y sencilla, sobre temas familiares, después de haberla leído o escuchado, usando ilustraciones. * Responde preguntas sencillas sobre información personal básica, como su nombre, edad, familia y compañeros de clase * Menciona algunas cualidades físicas propias y de las personas que le rodean a través de palabras y frases previamente estudiadas. | | * Clasifico y comparo objetos según sus usos. * Identifico necesidades de cuidado de mi cuerpo y el de otras personas. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Transcribo palabras de uso frecuente * Copio el nombre de lugares y elementos que reconozco en una ilustración * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones * Menciono mis gustos y disgustos * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Convivencia y paz: valoro nuestras diferencias  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Observar y dialogar sobre imágenes * Hacer preguntas tanto cerradas como abiertas * Cantar rondas y canciones * Explorar historias y predecir contenido * Desarrollar juegos | Láminas  Videos  Rompecabezas  Loterias | Segundo periodo |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Observar videos y láminas e inferir información de estas * Contar historias acompañadas de mímica * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Recursos audiovisuales  Videos  Libros  Láminas  Guías | Segundo periodo |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Hacer presentación de canciones y rondas con mímicas * Elaborar tarjetas de presentación * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar | Láminas  Cuadernos  Guías | Segundo periodo |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | Segundo periodo |
| SABER: siempre identifica expresiones relacionadas con útiles escolares, partes del cuerpo y miembros de la familia. HACER: siempre desarrolla las actividades relacionadas con útiles escolares, partes del cuerpo y miembros de la familia | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE:JARDÍN INFANTIL | | | GRADO: PRIMERO | | | | PERIODO: TERCERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes de primer grado en el tercer período académico demuestran notables fortalezas al expandir su vocabulario y comprensión en temas relacionados con partes de la casa, animales y alimentos. Su curiosidad sigue siendo una ventaja, permitiéndoles aprender rápidamente nuevos conceptos y palabras en inglés. Además, su capacidad para participar en actividades grupales mejora, lo que les ayuda a practicar la comunicación oral y aprender de sus compañeros. Sin embargo, las debilidades persisten en la pronunciación y la comprensión auditiva, y pueden necesitar bastante apoyo para formar oraciones más complejas y expresar ideas de manera más elaborada en la lengua extranjera. | | | | SABER:  Reconoce el vocabulario relacionado con partes de la casa, animales y alimentos.  HACER:  Desarrolla actividades referentes a partes de la casa, animales y alimentos.  CONVIVIR:  Se interesa por realizar las actividades. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 11 cursos del grado primero ubicados en la sede Jardín Infantil, se encuentran alrededor de 260 estudiantes que oscilan entre los 5 y 7 años de edad; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  Los niños, durante el tercer período, han progresado notablemente en su comprensión y uso de vocabulario relacionado con partes de la casa, animales y alimentos, han demostrado un creciente interés en explorar estos temas y se involucran activamente en actividades que implican describir su entorno, nombrar animales y alimentos en inglés. Su entusiasmo en el aula sigue siendo evidente y muestran un mayor nivel de confianza al expresarse en el idioma. En términos de trabajo individual y colectivo, están desarrollando habilidades para colaborar con compañeros en proyectos grupales, aunque a veces pueden requerir orientación adicional para lograr una coordinación efectiva.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Estimular la expresión oral interactiva mediante información personal básica sobre sus gustos y preferencias. * Usar material audiovisual * Desarrollar actividades en equipo e individuales. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y responde a instrucciones sobre tareas escolares básicas, de manera verbal y no verbal. * Comprende y realiza declaraciones sencillas, usando expresiones ensayadas, sobre su entorno inmediato (casa y escuela). * Organiza la secuencia de eventos principales en una historia corta y sencilla, sobre temas familiares, después de haberla leído o escuchado, usando ilustraciones. * Responde preguntas sencillas sobre información personal básica, como su nombre, edad, familia y compañeros de clase * Menciona algunas cualidades físicas propias y de las personas que le rodean a través de palabras y frases previamente estudiadas. | | * Clasifico y comparo objetos según sus usos. * Identifico necesidades de cuidado de mi cuerpo y el de otras personas. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Transcribo palabras de uso frecuente * Copio el nombre de lugares y elementos que reconozco en una ilustración * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones * Menciono mis gustos y disgustos * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Medio ambiente y sociedad: Cuido mi escuela  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Observar y dialogar sobre imágenes * Hacer preguntas tanto cerradas como abiertas * Cantar rimas, rondas y canciones * Explorar historias y predecir contenido * Desarrollar juegos * Escuchar y seguir comandos cortos y sencillos | Láminas  Videos  Rompecabezas  Loterías | Tercer periodo |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Observar videos y láminas e inferir información de estas * Contar historias acompañadas de imágenes y mímica * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Recursos audiovisuales  Videos  Libros  Láminas  Guías | Tercer periodo |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Seguir instrucciones * Hacer presentación de canciones y rondas con mímicas * Elaborar tarjetas de presentación * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Desarrollar actividades dinámicas e interactivas en computadores * Desarrollar ejercicios prácticos según Modulo Colombia Bilingüe | Láminas  Cuadernos  Guías  Computadores  Plataformas  Parlantes | Tercer periodo |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | Tercer periodo |
| SABER: siempre reconoce el vocabulario relacionado con partes de la casa, animales y alimentos. HACER: siempre desarrolla actividades referentes a partes de la casa, animales y alimentos. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTE ENCARGADA: YESENIA KATHERIN HERNANDEZ CHAVEZ | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: JARDÍN INFANTIL | | | GRADO: PRIMERO | | | | PERIODO: CUARTO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 - 11 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Durante el cuarto período académico, los estudiantes de primero en el área de inglés demuestran notables fortalezas, como una comprensión más sólida de los días de la semana, los meses del año y las festividades navideñas. Pueden comunicarse con mayor fluidez al describir eventos y actividades relacionadas con estas temáticas, y su entusiasmo por aprender y participar en actividades festivas es evidente. Además, están mejorando en la gramática y la estructura de las frases. Sin embargo, sus debilidades estan en la necesidad de refinar la pronunciación y la comprensión auditiva en situaciones más complejas, así como en la expansión de su vocabulario para temas más avanzados, lo que sugiere la importancia de seguir fortaleciendo estas habilidades para un dominio más amplio del inglés. | | | | SABER:  Reconoce y comprende palabras y frases relacionadas con los días de la semana, los meses del año y la navidad.  HACER:  Realiza las actividades propuestas respecto a días de la semana, meses del año y navidad.  CONVIVIR:  Participa con interés en las actividades sobre los días de la semana, los meses del año y la navidad. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 11 cursos del grado primero ubicados en la sede Jardín Infantil, se encuentran alrededor de 260 estudiantes que oscilan entre los 5 y 7 años de edad; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  Durante el cuarto y último período académico, los estudiantes han consolidado su comprensión de los días de la semana, los meses del año y las festividades navideñas. Han participado en actividades más avanzadas, como la planificación de eventos relacionados con la Navidad y la creación de calendarios temáticos. Su interés por el idioma sigue siendo fuerte y participan activamente en la preparación de proyectos relacionados con la Navidad. En cuanto a la colaboración, han mejorado significativamente en su capacidad para trabajar en equipo, mostrando una mayor autonomía en la organización de tareas grupales. La principal dificultad que enfrentar en este período podría estar relacionada con la necesidad de perfeccionar la pronunciación en palabras más complejas y comprender estructuras gramaticales avanzadas.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Estimular la expresión oral interactiva mediante información personal básica sobre sus gustos y preferencias. * Usar material audiovisual * Desarrollar actividades en equipo e individuales | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y responde a instrucciones sobre tareas escolares básicas, de manera verbal y no verbal. * Comprende y realiza declaraciones sencillas, usando expresiones ensayadas, sobre su entorno inmediato (casa y escuela). * Organiza la secuencia de eventos principales en una historia corta y sencilla, sobre temas familiares, después de haberla leído o escuchado, usando ilustraciones. * Responde preguntas sencillas sobre información personal básica, como su nombre, edad, familia y compañeros de clase * Menciona algunas cualidades físicas propias y de las personas que le rodean a través de palabras y frases previamente estudiadas. | | * Clasifico y comparo objetos según sus usos. * Identifico necesidades de cuidado de mi cuerpo y el de otras personas. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Transcribo palabras de uso frecuente * Copio el nombre de lugares y elementos que reconozco en una ilustración * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones * Menciono mis gustos y disgustos * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Una aldea global: colaboro en mi casa  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Observar y dialogar sobre imágenes * Hacer preguntas tanto cerradas como abiertas * Cantar rimas, rondas y canciones * Explorar historias y predecir contenido * Desarrollar juegos * Escuchar y seguir comandos cortos y sencillos | Láminas  Videos  Rompecabezas  Loterías | Cuarto periodo |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Observar videos y láminas e inferir información de estas * Contar historias acompañadas de imágenes y mímica * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Recursos audiovisuales  Videos  Libros  Láminas  Guías | Cuarto Periodo |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Seguir instrucciones * Hacer presentación de canciones y rondas con mímicas * Elaborar tarjetas de presentación * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Desarrollar actividades dinámicas e interactivas en computadores * Desarrollar ejercicios prácticos según Modulo Colombia Bilingüe | Láminas  Cuadernos  Guías  Computadores  Plataformas  Parlantes | Cuarto Periodo |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | Cuarto Periodo |
| SABER: siempre reconoce y comprende palabras y frases relacionadas con los días de la semana, los meses del año y la navidad. HACER: siempre realiza las actividades propuestas respecto a días de la semana, meses del año y navidad. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: SANDRA JANET ULLOA TACHACK | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: JARDIN INFANTIL | | | GRADO: SEGUNDO | | | | PERIODO: PRIMERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 - 04 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Por un lado, los estudiantes que inician el año escolar muestran una buena disposición para escuchar y cantar de acuerdo con indicaciones dadas por sus docentes. Por otra parte, presentan un manejo incipiente o escaso de algunos vocablos que serán la base para el alcance de los objetivos planteados para el grado. | | | | Comprende y construye textos cortos y sencillos, tanto orales como escritos, sobre conceptos y contenidos trabajados en clase, tales como:   * Saludos formales e informales * Presentación personal * Comandos y objetos del salón de clases | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 10 cursos del grado segundo ubicados en la sede Jardín , se encuentran alrededor de 250 estudiantes que oscilan entre los 7 y 9 años de edad, de los cuales 102 corresponden a niñas y 148 a niños; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse así mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Establecer mayor contacto con el idioma extranjero a través del abordaje de los conceptos por medio de juegos, videos, canciones, manualidades y escritos cortos y sencillos. * Contextualizar el uso habitual del inglés por medio de eventos cotidianos y gustos expresados en dicho idioma. * Presentar a los estudiantes de manera audiovisual diversas expresiones de forma bilingüe. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Expresa ideas sencillas sobre temas estudiados, usando palabras y frases. * Comprende la secuencia de una historia corta y sencilla sobre temas familiares, y la cuenta nuevamente a partir de ilustraciones y palabras conocidas. * Intercambia información personal como su nombre, edad y procedencia con compañeros y profesores, usando frases sencillas, siguiendo modelos provistos por el docente * Menciona aspectos culturales propios de su entorno, usando vocabulario y expresiones conocidas | | * Complementa su aprendizaje con la información a la que tenga acceso a través de objetos tecnológicos * Practica o afianza las nociones aprendidas a través del uso de programas, aplicaciones y páginas web * Consolida el aprendizaje del inglés mediante la práctica frecuentemente con audios y videos de apoyo para la práctica de actividades de cada tema desarrollado | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Salud y vida: tengo hábitos sanos  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Hacer preguntas tanto cerradas como abiertas * Presentar videos y dialogar sobre estos * Observar imágenes y dialogar sobre estas * Desarrollar juegos de palabras (asociación - clasificación) * Explorar historias y predecir contenido * Cantar rimas, rondas y canciones con mímica respectiva * Escuchar y seguir comandos cortos y sencillos | Láminas  Videos  Rompecabezas  Loterías  Libros | PRIMER PERIODO |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Leer y analizar encuestas * Responder encuestas * Observar videos y láminas y responder preguntas sobre estas * Contar historias y responder preguntas sobre estas * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Encuestas  Recursos audiovisuales  Videos  Libros  Láminas  Guías | PRIMER PERIODO |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Seguir instrucciones * Hacer pry presentar tarjetas láminas * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Desarrollar actividades dinámicas e interactivas en computadores * Desarrollar ejercicios prácticos según Modulo Colombia Bilingüe | Láminas  Cuadernos  Guías  Computadores  Plataformas  Parlantes | PRIMER PERIODO |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | PRIMER PERIODO |
| SABER: Siempre identifica saludos formales, información personal y aspectos relacionados con su entorno escolar. HACER: Siempre expresa saludos, información personal y frases relacionadas con su entorno escolar. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: SANDRA JANET ULLOA TACHACK | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE:JARDÍN INFANTIL | | | GRADO: SEGUNDO | | | | PERIODO: SEGUNDO | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 8 - 04 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes presentan gran interés por desarrollar actividades relacionadas con la temática planteada en las diferentes sesiones del área, recuerdan las nociones aprendidas en el periodo anterior y las aplican en el desarrollo de los trabajos en clase. Sin embargo, los estudiantes presentan dificultad para expresar oralmente las frases o palabras recién ingresadas a su vocabulario extranjero, por lo que se hace necesario repetir y reforzar uno a uno con cada estudiante, puesto que algunos vocablos serán la base para el alcance de los objetivos planteados para este periodo. | | | | Comprende y construye textos cortos y sencillos, tanto orales como escritos, sobre conceptos y contenidos trabajados en clase, tales como:   * Partes de la cara * Partes del cuerpo * Prendas de vestir * Colores * Números del 1 al 20 | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 10 cursos del grado segundo ubicados en la sede Parque Pinzón, se encuentran alrededor de 250 estudiantes que oscilan entre los 7 y 9 años de edad, de los cuales 102 corresponden a niñas y 148 a niños; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  Para este periodo, ya se ha desarrollado en los estudiantes el sentido de pertenencia al nuevo grupo de trabajo, junto con la dinámica académica de su director de curso. Los estudiantes muestran interés por el desarrollo de guías de trabajo y se entusiasman por actividades audiovisuales.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Establecer mayor contacto con el idioma extranjero a través del abordaje de los conceptos por medio de juegos, videos, canciones, manualidades y escritos cortos y sencillos. * Contextualizar el uso habitual del inglés por medio de eventos cotidianos y gustos expresados en dicho idioma. * Presentar a los estudiantes de manera audiovisual diversas expresiones de forma bilingüe. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Expresa ideas sencillas sobre temas estudiados, usando palabras y frases. * Comprende la secuencia de una historia corta y sencilla sobre temas familiares, y la cuenta nuevamente a partir de ilustraciones y palabras conocidas. * Intercambia información personal como su nombre, edad y procedencia con compañeros y profesores, usando frases sencillas, siguiendo modelos provistos por el docente * Menciona aspectos culturales propios de su entorno, usando vocabulario y expresiones conocidas | | * Complementa su aprendizaje con la información a la que tenga acceso a través de objetos tecnológicos * Practica o afianza las nociones aprendidas a través del uso de programas, aplicaciones y páginas web * Consolida el aprendizaje del inglés mediante la práctica frecuentemente con audios y videos de apoyo para la práctica de actividades de cada tema desarrollado | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Convivencia y paz: conozco mis derechos  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Hacer preguntas tanto cerradas como abiertas * Presentar videos y dialogar sobre estos * Observar imágenes y dialogar sobre estas * Desarrollar juegos de palabras (asociación - clasificación) * Explorar historias y predecir contenido * Cantar rimas, rondas y canciones con mímica respectiva * Escuchar y seguir comandos cortos y sencillos | Láminas  Videos  Rompecabezas  Loterías  Libros | SEGUNDO PERIODO |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Leer y analizar encuestas * Responder encuestas * Observar videos y láminas y responder preguntas sobre estas * Contar historias y responder preguntas sobre estas * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Encuestas  Recursos audiovisuales  Videos  Libros  Láminas  Guías | SEGUNDO PERIODO |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Seguir instrucciones * Hacer y presentar tarjetas láminas * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Desarrollar actividades dinámicas e interactivas en computadores * Desarrollar ejercicios prácticos según Modulo Colombia Bilingüe | Láminas  Cuadernos  Guías  Computadores  Plataformas  Parlantes | SEGUNDO PERIODO |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | SEGUNDO PERIODO |
| SABER: siempre nombra vocabulario y expresiones relacionadas con el cuerpo humano y prendas de vestir. HACER: Siempre ilustra y relaciona palabras con imágenes. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: SANDRA JANET ULLOA TACHACK | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: PARQUE: JARDÍN INFANTIL | | | GRADO: SEGUNDO | | | | PERIODO: TERCERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:**  8- 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes logran establecer el orden en la presentación de la fecha del día, igualmente, logran deducir los significados de los temas planteados a partir de elementos conocidos de períodos anteriores. Sin embargo, es necesario reforzar la pronunciación de los diferentes vocablos que se vienen desarrollando en clase. | | | | Comprende y construye textos cortos y sencillos, tanto orales como escritos, sobre conceptos y contenidos trabajados en clase, tales como:   * La familia * Partes de la casa * Profesiones y oficios * Pronombres personales * Días de la semana y meses del año * Fechas de celebración | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 10 cursos del grado segundo ubicados en la sede Parque Pinzón, se encuentran alrededor de 250 estudiantes que oscilan entre los 7 y 9 años de edad, de los cuales 102 corresponden a niñas y 148 a niños; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  En este periodo académico, los estudiantes muestran una buena disposición para desarrollar actividades como canciones o dramatizaciones que les permita recordar más fácilmente las nociones vistas en clase.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Establecer mayor contacto con el idioma extranjero a través del abordaje de los conceptos por medio de juegos, videos, canciones, manualidades y escritos cortos y sencillos. * Contextualizar el uso habitual del inglés por medio de eventos cotidianos y gustos expresados en dicho idioma. * Presentar a los estudiantes de manera audiovisual diversas expresiones de forma bilingüe. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Expresa ideas sencillas sobre temas estudiados, usando palabras y frases. * Comprende la secuencia de una historia corta y sencilla sobre temas familiares, y la cuenta nuevamente a partir de ilustraciones y palabras conocidas. * Intercambia información personal como su nombre, edad y procedencia con compañeros y profesores, usando frases sencillas, siguiendo modelos provistos por el docente * Menciona aspectos culturales propios de su entorno, usando vocabulario y expresiones conocidas | | * Complementa su aprendizaje con la información a la que tenga acceso a través de objetos tecnológicos * Practica o afianza las nociones aprendidas a través del uso de programas, aplicaciones y páginas web * Consolida el aprendizaje del inglés mediante la práctica frecuentemente con audios y videos de apoyo para la práctica de actividades de cada tema desarrollado | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Medio ambiente y sociedad: Valoro nuestra biodiversidad  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Hacer preguntas tanto cerradas como abiertas * Presentar videos y dialogar sobre estos * Observar imágenes y dialogar sobre estas * Desarrollar juegos de palabras (asociación - clasificación) * Explorar historias y predecir contenido * Cantar rimas, rondas y canciones con mímica respectiva * Escuchar y seguir comandos cortos y sencillos | Láminas  Videos  Rompecabezas  Loterías  Libros | TERCER PERIODO |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Leer y analizar encuestas * Responder encuestas * Observar videos y láminas y responder preguntas sobre estas * Contar historias y responder preguntas sobre estas * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Encuestas  Recursos audiovisuales  Videos  Libros  Láminas  Guías | TERCER PERIODO |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Seguir instrucciones * Hacer y presentar tarjetas láminas * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Desarrollar actividades dinámicas e interactivas en computadores * Desarrollar ejercicios prácticos según Modulo Colombia Bilingüe | Láminas  Cuadernos  Guías  Computadores  Plataformas  Parlantes | TERCER PERIODO |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | TERCER PERIODO |
| SABER: Siempre identifica el vocabulario relacionado con factores de tiempo, la familia y las profesiones. HACER: Siempre utiliza el vocabulario visto en clase, tanto de forma oral como de forma escrita. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: SANDRA JANET ULLOA TACHACK | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: JARDIN INFANTIL | | | GRADO: SEGUNDO | | | | PERIODO: CUARTO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 - 11 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Por un lado, con el desarrollo de las diferentes actividades que se plantean a los estudiantes los vocablos nuevos son tenidos en cuenta para aplicarlos en diferentes contextos. Por otro lado, los estudiantes presentan inquietud acerca de la diferencia entre la escritura y la forma como se pronuncia una palabra en inglés. En ocasiones, la similitud entre una palabra en idioma extranjero y en español logra confundir a los alumnos. | | | | Comprende y construye textos cortos y sencillos, tanto orales como escritos, sobre conceptos y contenidos trabajados en clase, tales como:   * Frutas y verduras * Animales domésticos y salvajes | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En 10 cursos del grado segundo ubicados en la sede Parque Pinzón, se encuentran alrededor de 250 estudiantes que oscilan entre los 7 y 9 años de edad, de los cuales 102 corresponden a niñas y 148 a niños; de igual forma se encuentran 5 estudiantes de inclusión (con diagnóstico); las familias de la población estudiantil ubicada en dicha sede provienen de variados niveles socioeconómicos, la mayoría pertenecientes a los estratos 1 y 2, con entornos familiares diversos, en donde el acercamiento al idioma extranjero es nulo o escaso, las situaciones o actividades que acerquen los niños a la lengua extranjera es exclusivo para las sesiones de clase, generalmente.  Durante este periodo académico, al poder realizar trabajos que se relacionan con su cotidianidad, los estudiantes logran familiarizarse más fácilmente con las nuevas palabras y nociones.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Establecer mayor contacto con el idioma extranjero a través del abordaje de los conceptos por medio de juegos, videos, canciones, manualidades y escritos cortos y sencillos. * Contextualizar el uso habitual del inglés por medio de eventos cotidianos y gustos expresados en dicho idioma. * Presentar a los estudiantes de manera audiovisual diversas expresiones de forma bilingüe. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Expresa ideas sencillas sobre temas estudiados, usando palabras y frases. * Comprende la secuencia de una historia corta y sencilla sobre temas familiares, y la cuenta nuevamente a partir de ilustraciones y palabras conocidas. * Intercambia información personal como su nombre, edad y procedencia con compañeros y profesores, usando frases sencillas, siguiendo modelos provistos por el docente * Menciona aspectos culturales propios de su entorno, usando vocabulario y expresiones conocidas | | * Complementa su aprendizaje con la información a la que tenga acceso a través de objetos tecnológicos * Practica o afianza las nociones aprendidas a través del uso de programas, aplicaciones y páginas web * Consolida el aprendizaje del inglés mediante la práctica frecuentemente con audios y videos de apoyo para la práctica de actividades de cada tema desarrollado | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Una aldea global: reconozco otras culturas  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Hacer preguntas tanto cerradas como abiertas * Presentar videos y dialogar sobre estos * Observar imágenes y dialogar sobre estas * Desarrollar juegos de palabras (asociación - clasificación) * Explorar historias y predecir contenido * Cantar rimas, rondas y canciones con mímica respectiva * Escuchar y seguir comandos cortos y sencillos | Láminas  Videos  Rompecabezas  Loterías  Libros | CUARTO PERIODO |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Leer y analizar encuestas * Responder encuestas * Observar videos y láminas y responder preguntas sobre estas * Contar historias y responder preguntas sobre estas * Elaborar afiches, láminas, posters * Completar oraciones con modelos previamente establecidos y trabajados * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Hacer presentaciones orales cortas y sencillas | Encuestas  Recursos audiovisuales  Videos  Libros  Láminas  Guías | CUARTO PERIODO |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Seguir instrucciones * Hacer y presentar tarjetas láminas * Desarrollar guías donde el estudiante tenga que dibujar, asociar, completar * Desarrollar actividades dinámicas e interactivas en computadores * Desarrollar ejercicios prácticos según Modulo Colombia Bilingüe | Láminas  Cuadernos  Guías  Computadores  Plataformas  Parlantes | CUARTO PERIODO |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | Observación directa  Cuadernos  Guías | CUARTO PERIODO |
| SABER: Siempre reconoce vocabulario y expresiones relacionadas con los alimentos y animales. HACER: Siempre expresa sus preferencias usando frases cortas con el vocabulario aprendido. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: PROFESORAS DE TERCERO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: TERCERO | | | | PERIODO: PRIMERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05- 04 - 24 | | | |
| 1. **DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes demuestran gusto y motivación permanente por la clase de inglés, mediante la participación en las diferentes actividades lúdicas recreativas programadas, como descripción de juguetes, coplas, canciones, refranes, diálogos e interacción de roles. Sin embargo, se evidencia inseguridad en la pronunciación de expresiones y mensajes sencillos al interactuar con otros. Además, tienen un limitado conocimiento y dominio de vocabulario en inglés, lo que les impide comprender pequeños textos escritos y expresar opiniones o mensajes sobre lo leído.  Algunos temas por mejorar son:  **Grammar:**   * Alphabet * Present simple and Present Progressive. * I like / I don´t like * A / An * Schedule and subjects   **Vocabulary:**   * Greetings and commands * Days and months of the year * Song: ‘’Months of the year’’ * Numbers 1- 1000 * Body parts * Healthy food: fruits – vegetables | | | | * Establece comunicación para saludar, para dar instrucciones y expresar ideas y opiniones sencillas con los compañeros. * Comprende y describe algunos detalles de forma corta y sencilla sobre preferencias en cuanto a la comida saludable. * Aprende canciones en inglés y las canta con mucho agrado, siguiendo el ritmo de la música. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En el grado tercero el número de estudiantes matriculados es de 248 aproximadamente: 95 niñas y 153 niños, entre las edades de 8 y 9 años. Los estudiantes de grado tercero son de nivel socioeconómico 1 y 2 especialmente y provienen de familias de diversa conformación.  Son estudiantes que están en proceso de ser capaces de reconocerse a sí mismos, con los valores y limitaciones propias. Sus hábitos de estudio son poco arraigados y hay poco acercamiento a la lengua extranjera (inglés) dentro de su entorno. No obstante, cabe señalar que son estudiantes que están motivados por aprender inglés y ponerlo en práctica. En términos de participación, los estudiantes de grado tercero son muy activos dentro del salón de clase, participan en el desarrollo de todas las actividades y se interesan por dar lo mejor de sí.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Afianzar el uso de expresiones y frases sencillas a través de actividades lúdico pedagógicas. * Estimular la expresión oral mediante información personal básica, gustos y preferencias. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación   Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas. * Responde, de manera oral o escrita, preguntas sencillas sobre textos descriptivos cortos y alusivos a temas conocidos y temas de clase. * Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes.   Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples. | | * Clasifica y compara objetos tecnológicos según sus usos. * Valora la importancia y el uso de programas, aplicaciones y enlaces para complementar y fortalecer los procesos de aprendizaje del inglés.   Reconoce que el aprendizaje del inglés se fortalece frecuentemente mediante audios y videos de apoyo para el aprendizaje y desarrollo de actividades de cada tema programado. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Salud y vida: cuido mi salud y la de mi familia  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Hacer dibujos * Realizar dramatizados * Ver y comprender videos * Desarrollar sopas de letras * Interpretar imágenes * Ejecutar juegos * Cantar canciones | * Lecturas * Imágenes * Video beam * Cabina * Fotocopias * Libro del estudiante | 6 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening**   * Escuchar y responder preguntas con: Do you like…? Do you it…? Do you practice…? * Escuchar preguntas y respuestas en presente simple y subrayarlas. * Observar videos sobre el vocabulario de partes del cuerpo, alimentos saludables y colocar el nombre en el dibujo respectivo. * Escuchar cuentos sobre el vocabulario visto encerrar las palabras que escucha. * Escuchar la lectura de los números hasta 100 y 1000 y completar la serie. * Escuchar audios con diálogos y canciones; repetirlas.   **Reading**   * Observar imágenes en diapositivas, en una fotocopia o en el libro y responder preguntas o explicar que contienen: dibujarlas y colorearlas. * Leer diálogos o frases entre dos personas y dramatizarlos. * Dibujar historietas sobre partes del cuerpo, enfermedades o alimentos saludables. * Leer anuncios publicitarios que contengan el vocabulario visto, recortar y pegar en el cuaderno. * Leer números y cantidades en inglés.   **Speaking**   * Hacer dramatización o conversaciones cortas con: I like…I don´t like * Responder que alimentos les gustan y que alimentos no le gustan * Responder encuestas sobre alimentos favoritos * Escuchar y repetir sonidos de algunas palabras. * Aprender y recitar poemas, coplas, versos en inglés. * Recitar los números.   **Writing**   * Realizar talleres de completar, crucigramas, dibujar, escribir las partes, colorear, asociar imágenes con las palabras, ... * Hacer cartelera sobre partes del cuerpo * Elaborar collage o plegados. * Colorear dibujos y escribir el nombre en inglés * Escribir números en diferentes actividades | * Flashcards * Audios * Lecturas * Videos * Imágenes * Libro del estudiante * Video Bean * Juegos |  |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Desarrollar guía de trabajo: Unir, colorear, escribir, completar, subrayar, encerrar las palabras o imágenes con su forma de escritura en inglés. * Resolver evaluaciones sobre el vocabulario. * Hacer carteles, collages, plegados, dibujos, escritura * Leer listados de palabras en inglés y señalar a cuál imagen corresponde | * Fotocopias * Colores * Cartulinas * libro del estudiante | 9 horas |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | * Observación directa * Cuadernos * Guías | 3 horas |
| SABER: siempre reconoce palabras y expresiones sobre saludos, números, partes del cuerpo, frutas y vegetales. HACER: siempre participa en conversaciones y actividades interactivas, y cumple con la presentación y sustentación de tareas, actividades y trabajos. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: PROFESORES DE TERCERO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: TERCERO | | | | PERIODO: SEGUNDO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 04 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes de grado tercero en el segundo periodo académico demuestran mayor fortaleza en el dominio del vocabulario y en el uso de expresiones cortas y comandos en inglés. Sin embargo, se evidencian debilidades en la pronunciación y comprensión de instrucciones. De igual manera requieren de seguir ampliando el vocabulario para adquirir mayor fluidez en las actividades interactivas.  Algunos temas por mejorar son:  **Grammar:**   * Present simple sentences.My name is… * Song: Listen to the water * Possessive adjectives: my, your, his, her, our, their. * Questions in present: what/where/when do you? * Verb To Be * Present progressive * The verbs: jum- jumping, sin- singing… * Questions-Answers: What are they doing? They are playing soccer.   **Vocabulary:**   * Review: rights of children. * Adjectives: responsible, careful, nice, respectful, honest, loving… * Duties and responsibilities: respect others, good school behavior, protect the environment, don’t litter, tell the truth, respect other opinions. * Classroom rules: Raise your hand, do you homework, respect the teacher… * Sleep, write, play, listen, read, drink… | | | | * Aprende canciones en inglés y las canta con mucho agrado, siguiendo el ritmo de la música. * Establece comunicación para saludar, para dar instrucciones y expresar ideas y opiniones sencillas con los compañeros. * Describe objetos, lugares, personas y comunidades de forma corta y sencilla, tanto de manera oral como de manera escrita. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En el grado tercero el número de estudiantes matriculados es de 248 aproximadamente: 95 niñas y 153 niños, entre las edades de 8 y 9 años. Los estudiantes de grado tercero son de nivel socioeconómico 1 y 2 especialmente y provienen de familias de diversa conformación.  Son estudiantes que están en proceso de ser capaces de reconocerse a sí mismos, con los valores y limitaciones propias. Sus hábitos de estudio son poco arraigados y hay poco acercamiento a la lengua extranjera (inglés) dentro de su entorno. No obstante, cabe señalar que son estudiantes que están motivados por aprender inglés y ponerlo en práctica. En términos de participación, los estudiantes de grado tercero son muy activos dentro del salón de clase, participan en el desarrollo de todas las actividades y se interesan por dar lo mejor de sí.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Usar expresiones y frases sencillas a través de actividades lúdico pedagógicas. * Estimular la expresión oral mediante información personal básica, gustos y preferencias. * Analizar diferentes textos (icónicos y verbales) | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas. * Responde, de manera oral o escrita, preguntas sencillas sobre textos descriptivos cortos y alusivos a temas conocidos y temas de clase. * Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes. * Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples. | | * Clasifica y compara objetos tecnológicos según sus usos. * Valora la importancia y el uso de programas, aplicaciones y enlaces para complementar y fortalecer los procesos de aprendizaje del inglés. * Reconoce que el aprendizaje del inglés se fortalece frecuentemente mediante audios y videos de apoyo para el aprendizaje y desarrollo de actividades de cada tema programado. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo - Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Convivencia y paz: cumplo mis deberes  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Hacer dibujos * Realizar dramatizados * Ver y comprender videos * Desarrollar sopas de letras * Interpretar imágenes * Ejecutar juegos * Cantar canciones | * Lecturas * Imágenes * Video beam * Cabina * Fotocopias * Libro del estudiante | 6 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening**   * Escuchar y responder preguntas: Do you? what/where/when do you?. * Escuchar la pronunciación del vocabulario en videos y audios. * Subrayar algunas palabras, encerrar y/o colorear. * Escuchar cuentos apoyados con imágenes y responder preguntas de comprensión, completar oraciones con base en la lectura. * Escuchar audios con conversaciones y frases cortas en presente simple y presente continuo con WH questions y vocabulario visto. * Escuchar y practicar reglas y normas del salón.   **Reading**   * Leer oraciones enfatizando en los sonidos. * Observar e interpretar imágenes y láminas que representan el vocabulario y gramática vistos. * Exponer frases y oraciones en carteleras. * Escuchar y ejecutar reglas del salón.   **Speaking**   * Realizar dramatizaciones o conversaciones cortas con diálogos dados. * Escuchar y repetir sonidos de las palabras my, your, his, her, our, their. * Expresar qué objetos poseen con las palabras my, your, his, her, our, their. * Recitar poemas, rimas y cantar en inglés breves canciones.   **Writing**   * Desarrollar guías de trabajo para completar, crucigramas, dibujos, completar, colorear, asociar imágenes y palabras, seguir secuencias, encontrar números. * Elaborar carteleras, collages y plegados * Realizar juegos de palabras, rompecabezas, loterías | * Flashcards * Audios * Lecturas * Videos * Imágenes * Libro del estudiante * Video Bean * Juegos | 12 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Desarrollar guías y actividades del libro * Trabajar colaborativamente en la elaboración de carteleras, plegados, collage * Desarrollar talleres prácticos de speaking (pronunciación) * Elaborar Imágenes y diapositivas en paint exponiendo la hora. (What time is it?) | * Fotocopias * Talleres * Cartulina * Papel de colores * Libro del estudiante | 9 horas |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | * Observación directa * Cuadernos * Guías | 3 horas |
| SABER: siempre comprende y sigue instrucciones. HACER: Siempre realiza las actividades propuestas sobre acciones, alimentos y elementos de la naturaleza. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: PROFESORAS DE TERCERO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: TERCERO | | | | PERIODO: TERCERO | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN: 08** - 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes del grado tercero en el tercer periodo académico han logrado fortalecer un poco más el vocabulario, las expresiones orales cortas, la comunicación interactiva, la participación lúdico recreativa a través de canciones, elaboración de tarjetas y escritura de mensajes cortos referentes a fechas de celebraciones especiales. Sin embargo, se requiere del fortalecimiento permanente en la pronunciación, la capacidad auditiva para comprender mensajes y expresiones en inglés.  Algunos temas por mejorar son:  **Grammar:**   * Present simple sentences. * Using have-has * Prepositions of place: in, behind, under… * Questions - answer. Where   **Vocabulary:**   * Parts of the house and house objects (lights, tap, TV, radio, fridge, fan, iron, lamp, bed, table, shower, night table, chair, sofa…) * Animals farm and wild. * The city places. * Song: Are you sleeping? * Pray: Thank you God. | | | | * Establecer comunicación para saludar, dar instrucciones y expresar ideas sencillas con los compañeros. * Comprende y describe algunos detalles sobre textos cortos y sencillos relacionados con temas familiares. * Aprende canciones en inglés y las canta con agrado, siguiendo el ritmo de la música. * Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos previamente trabajados. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En el grado tercero el número de estudiantes matriculados es de 248 aproximadamente: 95 niñas y 153 niños, entre las edades de 8 y 9 años. Los estudiantes de grado tercero son de nivel socioeconómico 1 y 2 especialmente y provienen de familias de diversa conformación.  Son estudiantes que están en proceso de ser capaces de reconocerse a sí mismos, con los valores y limitaciones propias. Sus hábitos de estudio son poco arraigados y hay poco acercamiento a la lengua extranjera (inglés) dentro de su entorno. En este periodo académico se evidencia mayor interés y participación de los estudiantes dentro del aula de clase, expresan ideas y mensajes en inglés de sobre la rutina diaria y necesidades básicas.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Usar expresiones y frases sencillas a través de actividades lúdico pedagógicas. * Estimular la expresión oral mediante información personal básica, gustos y preferencias. * Interpretar rimas, poemas y trabalenguas con la mediación de Sofware educativo. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas. * Responde, de manera oral o escrita, preguntas sencillas sobre textos descriptivos cortos y alusivos a temas conocidos y temas de clase. * Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes. * Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples. | | * Clasifica y compara objetos tecnológicos según sus usos. * Valora la importancia y el uso de programas, aplicaciones y enlaces para complementar y fortalecer los procesos de aprendizaje del inglés. * Reconoce que el aprendizaje del inglés se fortalece frecuentemente mediante audios y videos de apoyo para el aprendizaje y desarrollo de actividades de cada tema programado. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo - Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Medio ambiente y sociedad: Cuido mi ciudad  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Desarrollar crucigramas sencillos * Participar en diálogos cortos. * Hacer dibujos * Realizar dramatizados * Ver y comprender videos * Desarrollar sopas de letras * Interpretar imágenes * Ejecutar juegos * Cantar canciones | * Lecturas * Imágenes * Video beam * Cabina * Fotocopias * Libro del estudiante | 6 horas. |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening**   * Escuchar y practicar canciones, rondas, monólogos. * Escuchar y repetir varias veces la pronunciación de palabras y oraciones. * Escuchar diálogos cortos y sencillos. Luego practicar dichos diálogos con los compañeros de clase.   **Reading**   * Observar e interpretar imágenes y láminas que representan el vocabulario y gramática vistos. * Exponer frases y oraciones en carteleras. * Leer y elaborar historietas sobre las partes de la casa. * Leer cuentos y textos cortos con ilustraciones. * Escuchar y ejecutar reglas del salón.   **Speaking**   * Realizar dramatizaciones o conversaciones cortas con diálogos dados. * Repetir y aprender sonidos en conversaciones, monólogos, canciones, poemas, coplas. * Mencionar los lugares de la ciudad en voz alta.   **Writing**   * Escribir preguntas con what/ where/ who / when do you? * Responder preguntas de forma escrita. * Realizar juegos de palabras, rompecabezas, loterías. * Resolver en el cuaderno actividades de unir, completar, colorear, rellenar, dibujar… | * Guías de trabajo * Flashcards * Audios * Lecturas * Videos * Imágenes * Libro del estudiante * Video Bean * Juegos | 12 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Desarrollar guías y actividades del libro * Trabajar colaborativamente (carteleras, plegados, collage) * Desarrollar talleres prácticos de speaking (pronunciación). * Elaborar Imágenes y diapositivas en paint exponiendo la hora. (What time is it?) | * Fotocopias * Talleres * Cartulina * Papel de colores * Libro del estudiante | 9 horas |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | * Observación directa * Cuadernos * Guías | 3 horas |
| SABER: siempre reconoce palabras y expresiones sobre las partes de la casa y lugares de la ciudad. HACER: siempre participa en el desarrollo de talleres y actividades de clase, y cumple con la presentación y sustentación de tareas y trabajos. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: PROFESORAS DE TERCERO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: TERCERO | | | | PERIODO: CUARTO | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 -11 - 24 | | | |
| 1. **DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| Los estudiantes demuestran motivación permanente para participar y desarrollar actividades que se proponen. Sin embargo, les falta dominio para la comprensión de instrucciones escritas y el uso de oraciones orientadas que requieren el uso de estructuras gramaticales específicas. También, es necesario seguir ampliando el vocabulario relacionado con los temas propuestos para el desarrollo de las actividades de clase.  Algunos temas por mejorar son:  **Grammar:**   * Can / cant’t, I can jump / I can´t jump * Frequency adverbs: Never, often, sometimes, always… * Sports   **Vocabulary:**   * Technological devices: TV, computer, mp3, player, earphones, videogame, tablet, phone/cell phone… * Verbs: Fly, jump, hunt, protect, run… * Activities: (verbs) related to technology: Do homework/watch tv/ listen to the music / play/ search for information/ do research. * Christmas: Vocabulary about Christmas. Song: We wish you a merry Christmas. | | | | * Establecer comunicación para saludar, dar instrucciones y expresar ideas sencillas con los compañeros. * Comprende y describe algunos detalles sobre textos cortos y sencillos relacionados con temas familiares. * Aprende canciones en inglés y las canta con agrado, siguiendo el ritmo de la música. * Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos previamente trabajados. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| En el grado tercero el número de estudiantes matriculados es de 248 aproximadamente: 95 niñas y 153 niños, entre las edades de 8 y 9 años. Los estudiantes de grado tercero son de nivel socioeconómico 1 y 2 especialmente y provienen de familias de diversa conformación.  Son estudiantes que están en proceso de ser capaces de reconocerse a sí mismos, con los valores y limitaciones propias. Sus hábitos de estudio son poco arraigados y hay poco acercamiento a la lengua extranjera (inglés) dentro de su entorno. En este último periodo académico los estudiantes han adquirido mayor dominio en el vocabulario y más fluidez para comunicarse a través de la participación en pequeñas presentaciones, dramatizaciones, canciones, trabalenguas y adivinanzas.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse así mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Poner en práctica metodologías dinámicas y contextualizadas (juegos, canciones, rimas, trabalenguas). * Usar frases y expresiones cotidianas en situaciones reales de comunicación. * Estimular la expresión oral mediante información personal básica, gustos y preferencias. * Interpretar rimas, poemas y trabalenguas con la mediación de Sofware educativo. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo historias cortas narradas en lenguaje sencillo * Desarrollo estrategias que me ayuden a entender palabras y oraciones que leo * Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara * Recurro frecuentemente a mi lenguaje materno para demostrar comprensión sobre lo que leo o me dicen * Hablo en inglés con palabras y oraciones cortas y sencillas, para expresar mis ideas y sentimientos sobre temas del colegio y mi familia * Participo en conversaciones con pronunciación clara y buena entonación * Empiezo a estructurar mis escritos, estoy aprendiendo a leer y escribir en mi lengua materna, por lo tanto, mi nivel en inglés es más bajo | | | * Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas. * Responde, de manera oral o escrita, preguntas sencillas sobre textos descriptivos cortos y alusivos a temas conocidos y temas de clase. * Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes. * Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples. | | * Clasifica y compara objetos tecnológicos según sus usos. * Valora la importancia y el uso de programas, aplicaciones y enlaces para complementar y fortalecer los procesos de aprendizaje del inglés. * Reconoce que el aprendizaje del inglés se fortalece frecuentemente mediante audios y videos de apoyo para el aprendizaje y desarrollo de actividades de cada tema programado. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo - Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Entiendo cuando me saludan y se despiden de mí. * Sigo instrucciones relacionadas con actividades de clase. * Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. * Identifico a las personas que participan en una conversación. * Entiendo la idea general de una historia contada a través de gestos, movimientos y cambio de voz.   LECTURA   * Identifico palabras sobre temas que me son familiares. * Relaciono ilustraciones con oraciones simples. * Comprendo historias a través de títulos, ilustraciones y palabras claves. * Sigo la secuencia de una historia sencilla * Disfruto la lectura como actividad de esparcimiento   ESCRITURA   * Copio y transcribo palabras de uso frecuente * Escribo el nombre de lugares y elementos que reconozco en una ilustración * escribo información personal en formatos sencillos * Demuestro conocimiento de las estructuras básicas en inglés   MONÓLOGO   * Recito y canto rimas, poemas, canciones y trabalenguas * Menciono mis gustos y disgustos * Describo lo que estoy haciendo * Uso gestos corporales para hacerme entender mejor * Participo en representaciones cortas   CONVERSACIÓN   * Respondo a saludos y despedidas * Uso expresiones cotidianas para expresar mis necesidades inmediatas * Utilizo el lenguaje no verbal cuando no logro comunicarme verbalmente * Respondo a preguntas sobre personas, objetos y lugares * Participo activamente en juegos de palabras y rondas | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Una aldea global: uso apropiadamente la tecnología  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Desarrollar crucigramas sencillos * Participar en diálogos cortos. * Hacer dibujos * Realizar dramatizados * Ver y comprender videos * Desarrollar sopas de letras * Interpretar imágenes * Ejecutar juegos * Cantar canciones | * Lecturas * Imágenes * Video beam * Cabina * Fotocopias * Libro del estudiante | 6 horas. |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening**   * Escuchar y practicar canciones, rondas, monólogos. * Escuchar y repetir varias veces la pronunciación de palabras y oraciones. * Escuchar pronunciación de can / can´t. I can jump / I can´t jump.   **Reading**   * Observar e interpretar imágenes y láminas que representan el vocabulario y gramática vistos. * Exponer frases y oraciones en carteleras. * leer collage de palabras con imágenes * Leer afiches y desarrollar crucigramas y sopas de letras. * Leer un e-mail sobre dispositivos electrónicos.   **Speaking**   * Realizar dramatizaciones o conversaciones cortas con diálogos dados. * Repetir y aprender sonidos en conversaciones, monólogos, canciones, poemas, coplas. * Repetir la pronunciación de parts of the house objects, technological devices, verbs and the family members.   **Writing**   * Escribir preguntas con what/ where/ who / when do you? * Responder preguntas de forma escrita. * Realizar juegos de palabras, rompecabezas, loterías. * Resolver en el cuaderno actividades de unir, completar, colorear, rellenar, dibujar… * Elaborar un escrito en Word con los adverbios de frecuencia. | * Guías de trabajo * Flashcards * Audios * Lecturas * Videos * Imágenes * Libro del estudiante * Video Bean * Juegos | 12 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Desarrollar guías y actividades del libro * Trabajar colaborativamente (carteleras, plegados, collage) * Desarrollar talleres prácticos de speaking (pronunciación). * Elaborar Imágenes y diapositivas en paint. | * Fotocopias * Talleres * Cartulina * Papel de colores * Libro del estudiante |  |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase * Dar retroalimentación de las diferentes tareas * Permitir la corrección o perfeccionamiento de algunas tareas | * Observación directa * Cuadernos * Guías | 3 horas |
| SABER: siempre expresa ideas sobre la función de dispositivos tecnológicos y mensajes de navidad, haciendo uso de verbos y vocabulario variado. HACER: Siempre participa en el desarrollo de las actividades con entrega y dinamismo. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO CUARTO | | | | ÁREA DISCIPLINAR: INGLÉS | | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | | GRADO: CUARTO | | | | | PERIODO: PRIMERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 - 04 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | | | |
| ESTADO ACTUAL | | | | | SITUACIÓN DESEADA | | | | | |
| Teniendo en cuenta el diagnóstico inicial, los estudiantes se encuentran en un nivel muy bajo en cuanto a las cuatro habilidades implícitas dentro del aprendizaje de la lengua extranjera, ya que vienen del fenómeno de post pandemia, sin embargo, al transcurrir el año lectivo se ven entusiasmados por seguir aprendiendo tanto vocabulario como expresiones en inglés. | | | | | * Saluda. * Lee textos cortos relacionados con el vocabulario aprendido. * Comprende textos cortos, sencillos e ilustrados sobre temas cotidianos y personales. * Participa en conversaciones cortas, usando oraciones con estructuras trabajadas en clase. | | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | | POSIBLES SOLUCIONES | | | | | |
| En el grado cuarto el número de estudiantes matriculados es de 216, aproximadamente 79 niñas y 113 niños, entre las edades de 8, 9 y 10 años. Los estudiantes de grado cuarto son de nivel socioeconómico 1 y 2 especialmente, y provienen de familias de diversa conformación.  Los estudiantes de grado cuarto muestran interés por aprender la lengua extranjera y participar en el desarrollo de las actividades propuestas, lo que les permite aprender nuevo vocabulario y expresiones relacionadas con su entorno inmediato. Sin embargo, se les dificulta la escritura y muestran temor al hablar y resolver pruebas. Los estudiantes no tienen inconveniente en trabajar de forma individual o grupal, se evidencia que disfrutan las dos dinámicas de trabajo, cabe aclarar que tanto el trabajo grupal como el trabajo individual debe ser guiado por el docente todo el tiempo.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | | * Usar material audiovisual. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas dentro del aprendizaje de la lengua extranjera. * Realizar pruebas escritas tipo SABER. * Implementación del texto guía SMART KIDS para que tanto el docente como el estudiante tenga un apoyo bibliográfico que brinde seguridad a la hora de enseñar y aprender inglés. * Relacionar imágenes con palabras. * Desarrollar juegos que permitan afianzar el vocabulario. * Resolver sopas de letras y crucigramas. | | | | | |
| COMPETENCIAS | | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés. * Pregunta y responde, de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema sea conocido. * Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas. * Compara características básicas de personas, objetos y lugares de su escuela y comunidad, a través de oraciones simples. | | | * Usar videos de YouTube: * Aprender inglés cantando las canciones infantiles de Doremila * Utilizar inglés para niños con Mr Pea: Libro Mágico de YouTube * Manejar plataformas virtuales, como:   Ukanbook  Duolingo  Jean Book | | |
| COMPONENTES | |
| Escucha  Lectura  Escritura  Monólogo - Conversación | |
| EVIDENCIA DE APRENDIZAJE | | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | | |
| ESCUCHA   * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Identifica la secuencia de su rutina diaria y la de sus compañeros.   LECTURA   * Utiliza gráficas para representar los comandos trabajados en clase. * Comprender la idea principal e información específica en textos narrativos cortos en inglés, sobre el respeto de su cuerpo * Reconoce y comprende preguntas en inglés, acerca de actividades cotidianas y pasatiempos. * Participa en juego de palabras haciendo uso del diccionario y reconociendo vocabulario relacionado con el cuidado de su cuerpo: verbos, partes del cuerpo y elementos de aseo personal.   ESCRITURA   * Usa adecuadamente la estructura de una pregunta sencilla con what, who, y where. * Describe en inglés, su rutina diaria, sus pasatiempos, gustos y disgustos. * Escribe textos cortos sobre el cuidado de su cuerpo utilizando la estructura del presente simple.   MONÓLOGO   * Deletrea el vocabulario relacionado con las partes del cuerpo y verbos sobre su cuidado e higiene. * Expresa palabras de emociones. * Habla acerca de su rutina diaria, pasatiempos, gustos y disgustos. * Práctica con sus compañeros sus monólogos.   CONVERSACIÓN   * Responde a preguntas acerca de su información personal. * Sigue instrucciones básicas y práctica los comandos aprendidos. * Pregunta y responde en inglés, acerca de actividades cotidianas, pasatiempos, gustos y disgustos. | | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas  Maquetas | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Salud y vida: cuido mi alimentación  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Motivar por medio de canciones y videos relacionados con los temas propuestos. * Relacionar palabras e imágenes por medio de juegos didácticos. * Explorar saberes previos acerca de: alimentos entre ellos frutas: características: color, sabor, olor, textura. Partes de la cara | Lecturas  Imágenes  Fotocopias  Canciones y rondas  Grabadora  Video Beam | 5 horas |
| **ESTRUCTURACIÓN Y PRÁCTICA** | ESCUCHA:   * Reproducir videos y canciones por segunda vez para la memorización y retención de vocabulario a través de los videos de apoyo que trae el libro guía. * Practicar la pronunciación de vocabulario aprendido * Repetir vocabulario a partir de flash cards   LECTURA:   * Analizar y solucionar actividades relacionadas con lo visto en clase. * Deletrear palabras * Repetir vocabulario en equipo. * Comprender textos cortos.   ESCRITURA:   * Crear oraciones simples utilizando el vocabulario adquirido. * Relacionar imágenes con palabras. * Desarrollar juegos que permitan afianzar el vocabulario. * Resolver sopas de letras y crucigramas.   MONÓLOGOS:   * Deletrear palabras conocidas. * Cantar y recitar canciones.   CONVERSACIÓN:   * Realizar diálogos cortos entre compañeros. * Desarrollar juegos donde pongo en práctica lo aprendido de manera oral. * Contestar y preguntar de forma correcta oraciones que tiene relación con el vocabulario adquirido. | Flashcard  Guías  Libros  Talleres del libro guía Smart kids. LEVEL 4  Plataforma interactiva | 15 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Identificar el vocabulario acerca de alimentos entre ellos frutas: características: color, sabor, olor, textura. Partes de la cara. * Reconocer el vocabulario en inglés relacionado con las principales sustancias dañinas para la salud, en textos escritos cortos. * Identificar los principales efectos dañinos de ciertas sustancias para la salud, en textos escritos cortos en inglés. * Reconocer palabras y expresiones para dar recomendaciones o sugerencias en torno al uso de sustancias dañinas para la salud. * Comprender y asociar, en textos escritos, sustancias perjudiciales para la salud con los efectos que producen. * Dar sugerencias o recomendaciones acerca del consumo de ciertas sustancias. * Elaborar una lista de productos que contienen sustancias nocivas para la salud | Guías  Textos  Talleres | 5 horas |
| **SEGUIMIENTO** | * Valorar el cuidado de su cuerpo. * Promover acciones para evitar el consumo de sustancias nocivas para la salud. * Elaborar dietas balanceadas para el cuidado de su salud. | Guías  Mural | 5 horas |
| SABER: siempre apropia vocabulario relacionado con comandos, animales, frutas, medios de transporte, juguetes y partes de la cara. HACER: siempre elabora trabajos que le permiten poner en práctica el vocabulario adquirido. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO CUARTO | | ÁREA DISCIPLINAR: INGLÉS | | AÑO: 2024 |
| --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | GRADO: CUARTO | | PERIODO: SEGUNDO |
| **FECHA DE ELABORACIÓN:** enero 2024 | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 04 - 2024 | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 2024 | |

**2. DIAGNOSTICO**

| ESTADO ACTUAL | | SITUACIÓN DESEADA | | |
| --- | --- | --- | --- | --- |
| En este momento, los estudiantes han avanzado en su proceso de aprendizaje, esto se debe a que van perdiendo el temor a usar el idioma y se arriesgan a elaborar textos cortos y a participar en conversaciones sencillas. No obstante, los estudiantes presentan muchas dificultades con lo referente a pronunciación y escritura. | | * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Responde a preguntas acerca de su información personal. * Identifica la secuencia de su rutina diaria y la de sus compañeros. * Reconoce y comprende preguntas en inglés, acerca de actividades cotidianas y pasatiempos. * Participa en juego de palabras haciendo uso del diccionario y reconociendo vocabulario relacionado con el cuidado de su cuerpo. * Deletrea vocabulario relacionado con las partes del cuerpo y verbos sobre cuidado personal | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | POSIBLES SOLUCIONES | | |
| En el grado cuarto el número de estudiantes matriculados es de 216, aproximadamente 79 niñas y 113 niños, entre las edades de 8, 9 y 10 años. Los estudiantes de grado cuarto son de nivel socioeconómico 1 y 2 especialmente, y provienen de familias de diversa conformación.  Los estudiantes de grado cuarto muestran interés por aprender la lengua extranjera y participar en el desarrollo de las actividades propuestas, lo que les permite aprender nuevo vocabulario y expresiones relacionadas con su entorno inmediato. Sin embargo, se les dificulta la escritura y muestran temor al hablar y resolver pruebas. Los estudiantes no tienen inconveniente en trabajar de forma individual o grupal, se evidencia que disfrutan las dos dinámicas de trabajo, cabe aclarar que tanto el trabajo grupal como el trabajo individual debe ser guiado por el docente todo el tiempo.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | * Usar material audiovisual. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas dentro del aprendizaje de la lengua extranjera. * Realizar pruebas escritas tipo SABER. * Implementación del texto guía SMART KIDS para que tanto el docente como el estudiante tenga un apoyo bibliográfico que brinde seguridad a la hora de enseñar y aprender inglés. * Relacionar imágenes con palabras. * Desarrollar juegos que permitan afianzar el vocabulario. * Resolver sopas de letras y crucigramas. | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | * Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés. * Pregunta y responde, de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema sea conocido. * Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas. * Compara características básicas de personas, objetos y lugares de su escuela y comunidad, a través de oraciones simples. | | * Usar videos de YouTube: * Aprender inglés cantando las canciones infantiles de Doremila * Utilizar inglés para niños con Mr Pea: Libro Mágico de YouTube * Manejar plataformas virtuales, como:   Ukanbook  Duolingo  Jean Book |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | PRODUCTOS ESPERADOS EN EL PROCESO | |
| ESCUCHA   * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Identifica la secuencia de su rutina diaria y la de sus compañeros.   LECTURA   * Utiliza gráficas para representar los comandos trabajados en clase. * Comprender la idea principal e información específica en textos narrativos cortos en inglés, sobre el respeto de su cuerpo * Reconoce y comprende preguntas en inglés, acerca de actividades cotidianas y pasatiempos. * Participa en juego de palabras haciendo uso del diccionario y reconociendo vocabulario relacionado con el cuidado de su cuerpo: verbos, partes del cuerpo y elementos de aseo personal.   ESCRITURA   * Usa adecuadamente la estructura de una pregunta sencilla con what, who, y where. * Describe en inglés, su rutina diaria, sus pasatiempos, gustos y disgustos. * Escribe textos cortos sobre el cuidado de su cuerpo utilizando la estructura del presente simple.   MONÓLOGO   * Deletrea el vocabulario relacionado con las partes del cuerpo y verbos sobre su cuidado e higiene. * Expresa palabras de emociones. * Habla acerca de su rutina diaria, pasatiempos, gustos y disgustos. * Practica con sus compañeros sus monólogos.   CONVERSACIÓN   * Responde a preguntas acerca de su información personal. * Sigue instrucciones básicas y práctica los comandos aprendidos. * Pregunta y responde en inglés, acerca de actividades cotidianas, pasatiempos, gustos y disgustos. | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas  Maquetas | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Convivencia y paz: me gusta dialogar  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | |

1. **ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Motivar por medio de canciones y videos relacionados con los temas propuestos. * Relacionar palabras e imágenes por medio de juegos didácticos. * Explorar saberes previos con realia acerca de ciencia y alimentos | Lecturas - Imágenes  Fotocopias  Canciones y rondas  Grabadora  Video Beam | 5 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | ESCUCHA:   * Reproducir videos y canciones por segunda vez para la memorización y retención de vocabulario a través de los videos de apoyo que trae el libro guía. * Practicar la pronunciación de vocabulario aprendido * Repetir vocabulario a partir de flash cards   LECTURA:   * Analizar y solucionar actividades relacionadas con lo visto en clase. * Deletrear palabras * Repetir vocabulario en equipo. * Comprender textos cortos.   ESCRITURA:   * Crear oraciones simples utilizando el vocabulario adquirido. * Relacionar imágenes con palabras. * Desarrollar juegos que permitan afianzar el vocabulario. * Resolver sopas de letras y crucigramas.   MONÓLOGOS:   * Deletrear palabras conocidas. * Cantar y recitar canciones.   CONVERSACIÓN:   * Realizar diálogos cortos entre compañeros. * Desarrollar juegos donde pongo en práctica lo aprendido de manera oral. * Contestar y preguntar de forma correcta oraciones que tiene relación con el vocabulario adquirido. | Flashcard  Guías  Libros  Talleres del libro guía SMART KIDS - LEVEL 4  Plataforma interactiva | 15 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Identificar palabras y expresiones para pedir disculpas, para expresar acuerdos desacuerdos. * Reconocer vocabulario y estructuras relacionadas para describir las cualidades propias y de los demás. * Dar y pedir disculpas en inglés de manera sencilla, al reconocer un error o falta. * Describir de manera sencilla sus cualidades y las de los demás. * Expresar opiniones evitando ofender o incomodar a sus compañeros. | Guías  Textos  Talleres  Carteleras  Diálogos | 5 horas |
| **SEGUIMIENTO** | * Fortalecer las relaciones respetuosas con los compañeros, teniendo en cuenta expresiones de cortesía. * Utilizar los números y operaciones en la vida diaria. | Talleres | 5 horas |
| SABER: siempre adopta vocabulario relacionado con expresiones de cortesía, partes del cuerpo y comidas. HACER: siempre elabora trabajos que le permiten poner en práctica el vocabulario adquirido. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO CUARTO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL PRIMARIA | | | GRADO: CUARTO | | | | PERIODO: TERCERO | | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08- 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | | |
| **1. DIAGNÓSTICO** | | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | | |
| Los estudiantes continúan interesados en el aprendizaje de la lengua extranjera, sobre todo cuando esta se trabaja a través de actividades lúdicas y dinámicas. Sin embargo, les cuesta comprender textos, como los de MARTES DE PRUEBA, de la misma manera, persisten los problemas de pronunciación y escritura. | | | | * Comprende textos cortos, sencillos e ilustrados sobre temas cotidianos y personales. * Escribe pequeños textos sobre temas de su entorno. * Canta canciones que le permitan mecanizar el vocabulario y los temas vistos. * Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas. | | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | | |
| En el grado cuarto el número de estudiantes matriculados es de 216, aproximadamente 79 niñas y 113 niños, entre las edades de 8, 9 y 10 años. Los estudiantes de grado cuarto son de nivel socioeconómico 1 y 2 especialmente, y provienen de familias de diversa conformación.  Los estudiantes de grado cuarto muestran interés por aprender la lengua extranjera y participar en el desarrollo de las actividades propuestas, lo que les permite aprender nuevo vocabulario y expresiones relacionadas con su entorno inmediato. Sin embargo, se les dificulta la escritura y muestran temor al hablar y resolver pruebas. Los estudiantes no tienen inconveniente en trabajar de forma individual o grupal, se evidencia que disfrutan las dos dinámicas de trabajo, cabe aclarar que tanto el trabajo grupal como el trabajo individual debe ser guiado por el docente todo el tiempo.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Usar material audiovisual. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas dentro del aprendizaje de la lengua extranjera. * Realizar pruebas escritas tipo SABER. * Implementación del texto guía SMART KIDS para que tanto el docente como el estudiante tenga un apoyo bibliográfico que brinde seguridad a la hora de enseñar y aprender inglés. * Relacionar imágenes con palabras. * Desarrollar juegos que permitan afianzar el vocabulario. * Resolver sopas de letras y crucigramas. | | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés. * Pregunta y responde, de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema sea conocido. * Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas. * Compara características básicas de personas, objetos y lugares de su escuela y comunidad, a través de oraciones simples. | | | | * Usar videos de YouTube: * Aprender inglés cantando las canciones infantiles de Doremila * Utilizar inglés para niños con Mr Pea: Libro Mágico de YouTube * Manejar plataformas virtuales, como:   Ukanbook  Duolingo  Jean Book | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Identifica la secuencia de su rutina diaria y la de sus compañeros.   LECTURA   * Utiliza gráficas para representar los comandos trabajados en clase. * Comprender la idea principal e información específica en textos narrativos cortos en inglés, sobre el respeto de su cuerpo * Reconoce y comprende preguntas en inglés, acerca de actividades cotidianas y pasatiempos. * Participa en juego de palabras haciendo uso del diccionario y reconociendo vocabulario relacionado con el cuidado de su cuerpo: verbos, partes del cuerpo y elementos de aseo personal.   ESCRITURA   * Usa adecuadamente la estructura de una pregunta sencilla con what, who, y where. * Describe en inglés, su rutina diaria, sus pasatiempos, gustos y disgustos. * Escribe textos cortos sobre el cuidado de su cuerpo utilizando la estructura del presente simple.   MONÓLOGO   * Deletrea el vocabulario relacionado con las partes del cuerpo y verbos sobre su cuidado e higiene. * Expresa palabras de emociones. * Habla acerca de su rutina diaria, pasatiempos, gustos y disgustos. * Practica con sus compañeros sus monólogos.   CONVERSACIÓN   * Responde a preguntas acerca de su información personal. * Sigue instrucciones básicas y práctica los comandos aprendidos. * Pregunta y responde en inglés, acerca de actividades cotidianas, pasatiempos, gustos y disgustos. | | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas  Maquetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Medio ambiente y sociedad: cuidemos nuestro mundo  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Cantar canciones relacionadas con vegetales, preposiciones, partes del cuerpo. * Presentar videos relacionados con vegetales, preposiciones, partes del cuerpo. * Explorar saberes de los temas desde la vida real. * Relacionar palabras e imágenes por medio de juegos didácticos. | Lecturas - Imágenes  Fotocopias  Canciones y rondas  Grabadora  Video Beam | 5 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | ESCUCHA:   * Practicar pronunciación de vocabulario aprendido a través de canciones de apoyo del libro guía * Reproducir videos y canciones varias veces que favorezcan la memorización y retención de vocabulario.   LECTURA:   * Realizar actividades creativas a base de arte y dibujo * Desarrollar actividades relacionadas con el vocabulario * Usar plataformas interactivas * Repetir vocabulario por parejas   ESCRITURA:   * Crear historias, posters y frisos * Desarrollar sopas de letras y crucigramas. * Realizar talleres del libro guía NAUGHTY KIDS - LEVEL 4   CONVERSACIÓN:   * Establecer pequeños diálogos en parejas sobre contenidos vistos * Desarrollar talleres y guías de acuerdo con temas dados * Crear carteles en material reciclable sobre temas vistos. | Flashcard  Guías  Libros  Imágenes  Dibujos  Colorear imágenes  Plataforma interactiva  Canciones y rondas  Grabadora | 15 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Comprender los conceptos y procesos relacionados con el mantenimiento del medio ambiente. * Establecer las prácticas que pueden favorecer o deteriorar el medio ambiente. * Plantear soluciones a problemas propios del medio ambiente en su comunidad. * Comparar acciones humanas que afectan de manera positiva o negativa el medio ambiente. * Diseñar una campaña de cuidado hacia el medio ambiente en su escuela y comunidad. * Reconocer la importancia del medio ambiente. * Promover acciones para el cuidado del medio ambiente. | Guías  Textos  Talleres  Carteleras  Material reciclable  Fichas | 5 horas |
| **SEGUIMIENTO** | * Establecer conciencia del buen manejo de los materiales reciclables. * Aplicar campañas de manejo y reutilización de material reciclable. | Fotos  Cajas  Material reutilizable | 5 horas |
| SABER: siempre utiliza correctamente vocabulario relacionado con vegetales, partes del cuerpo, partes de la casa, preposiciones y algunos verbos. HACER: siempre realiza trabajos de forma creativa que le permiten practicar el vocabulario adquirido. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTE: AYDE DÁVILA ALBARRACÍN | | | ÁREA DISCIPLINAR: INGLÉS | | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL PRIMARIA | | | GRADO: CUARTO | | | | PERIODO: CUARTO | | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29- 11 - 24 | | | | |
| **1. DIAGNÓSTICO** | | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | | |
| Los niños y niñas en cuarto periodo ya son capaces de involucrarse en actividades donde las instrucciones sean dadas en inglés y deban hacer uso de la lengua extranjera. No obstante, continúan los problemas de pronunciación y escritura al momento de elabora textos y participar de conversaciones cortas y sencillas. | | | | * Comprende historias y cuentos cortos. * Participa en conversaciones cortas usando oraciones con estructuras predecibles. * Pregunta y responde, de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema sea conocido. * Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas. | | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | | |
| En el grado cuarto el número de estudiantes matriculados es de 216, aproximadamente 79 niñas y 113 niños, entre las edades de 8, 9 y 10 años. Los estudiantes de grado cuarto son de nivel socioeconómico 1 y 2 especialmente, y provienen de familias de diversa conformación.  Los estudiantes de grado cuarto muestran interés por aprender la lengua extranjera y participar en el desarrollo de las actividades propuestas, lo que les permite aprender nuevo vocabulario y expresiones relacionadas con su entorno inmediato. Sin embargo, se les dificulta la escritura y muestran temor al hablar y resolver pruebas. Los estudiantes no tienen inconveniente en trabajar de forma individual o grupal, se evidencia que disfrutan las dos dinámicas de trabajo, cabe aclarar que tanto el trabajo grupal como el trabajo individual debe ser guiado por el docente todo el tiempo.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Usar material audiovisual. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas dentro del aprendizaje de la lengua extranjera. * Realizar pruebas escritas tipo SABER. * Implementación del texto guía SMART KIDS para que tanto el docente como el estudiante tenga un apoyo bibliográfico que brinde seguridad a la hora de enseñar y aprender inglés. * Relacionar imágenes con palabras. * Desarrollar juegos que permitan afianzar el vocabulario. * Resolver sopas de letras y crucigramas. | | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés. * Pregunta y responde, de forma oral o escrita, interrogantes relacionados con el “quién, cuándo y dónde”, después de leer o escuchar un texto corto y sencillo siempre que el tema sea conocido. * Intercambia opiniones sencillas sobre un tema de interés, a través de oraciones simples y conocidas. * Compara características básicas de personas, objetos y lugares de su escuela y comunidad, a través de oraciones simples. | | | | * Usar videos de YouTube: * Aprender inglés cantando las canciones infantiles de Doremila * Utilizar inglés para niños con Mr Pea: Libro Mágico de YouTube * Manejar plataformas virtuales, como:   Ukanbook  Duolingo  Jean Book | |
| **COMPONENTES** |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | | |
| ESCUCHA   * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Identifica la secuencia de su rutina diaria y la de sus compañeros.   LECTURA   * Utiliza gráficas para representar los comandos trabajados en clase. * Comprender la idea principal e información específica en textos narrativos cortos en inglés, sobre el respeto de su cuerpo * Reconoce y comprende preguntas en inglés, acerca de actividades cotidianas y pasatiempos. * Participa en juego de palabras haciendo uso del diccionario y reconociendo vocabulario relacionado con el cuidado de su cuerpo: verbos, partes del cuerpo y elementos de aseo personal.   ESCRITURA   * Usa adecuadamente la estructura de una pregunta sencilla con what, who, y where. * Describe en inglés, su rutina diaria, sus pasatiempos, gustos y disgustos. * Escribe textos cortos sobre el cuidado de su cuerpo utilizando la estructura del presente simple.   MONÓLOGO   * Deletrea el vocabulario relacionado con las partes del cuerpo y verbos sobre su cuidado e higiene. * Expresa palabras de emociones. * Habla acerca de su rutina diaria, pasatiempos, gustos y disgustos. * Practica con sus compañeros sus monólogos.   CONVERSACIÓN   * Responde a preguntas acerca de su información personal. * Sigue instrucciones básicas y práctica los comandos aprendidos. * Pregunta y responde en inglés, acerca de actividades cotidianas, pasatiempos, gustos y disgustos. | | | | | | * Cuaderno * Guías * Presentaciones y ferias * Trabajos elaborados por los estudiantes, tales como:   Frisos  Folletos  Flash cards  Tarjetas  Maquetas | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Una aldea global: vivo en una idea global  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Motivar por medio de canciones, historietas, fábulas, textos de comprensión y videos relacionados * Comprender textos y descripción de ellos. * Relacionar palabras e imágenes por medio de juegos didácticos. * Cantar canciones. | Lecturas - Imágenes  Fotocopias  Canciones y rondas  Grabadora  Video Beam | 5 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | ESCUCHA   * Practicar pronunciación de vocabulario aprendido   Verbos: <https://www.youtube.com/watch?v=nDpuCyNxQpo>.  Ciudad: https://www.youtube.com/watch?v=ojuS\_Q6bMM8  Deportes: https://www.youtube.com/watch?v=vCn\_VX0ZGo8  Preposiciones: <https://www.youtube.com/watch?v=idJYhjGyWTU>   * Reproducir videos y canciones por segunda vez para la memorización y retención de vocabulario.   LECTURA   * Realizar actividades creativas a base de arte y dibujo * Desarrollar actividades relacionadas con el vocabulario * Usar plataformas interactivas * Repetir vocabulario por parejas   ESCRITURA   * Crear historias, posters y frisos * Desarrollar sopas de letras y crucigramas. * Realizar talleres del libro guía NAUGHTY KIDS - LEVEL 4   CONVERSACIÓN   * Establecer pequeños diálogos en parejas sobre contenidos vistos * Desarrollar talleres y guías de acuerdo con temas dados * Crear carteles en material reciclable sobre temas vistos. | Guías  Libros  Imágenes  Dibujos  Frisos  Sopas de letras y crucigramas  Colorear imágenes  Plataforma interactiva  Canciones y rondas  Grabadora  Carteles  Historias y cuentos | 15 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Identificar vocabulario referente a la comunidad global. * Reconocer la estructura del presente continuo en inglés. * Identificar frases y expresiones para hablar de causas y consecuencias. * Clasificar causas y consecuencias de una situación relacionada con la comunidad global. * Expresar cómo sus acciones afectan a la comunidad global. * Describir las acciones de su comunidad y cómo afectan a la comunidad global. | Guías  Crucigramas  Sopas de letras  Flashcards  Dramatizaciones  Textos  Talleres del libro guía.  Carteleras | 5 horas |
| **SEGUIMIENTO** | * Considerar su papel como miembro de una comunidad global. * Reconocer que sus acciones tienen consecuencias en los demás. * Exponer maquetas de la ciudad con temática navideña | Maqueta | 5 horas |
| SABER: siempre reconoce vocabulario de los temas estudiados en historietas, textos, canciones, descripciones y es capaz de contestar correctamente los talleres. HACER: siempre realiza trabajos de forma creativa que le permiten practicar el vocabulario adquirido. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO QUINTO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: QUINTO | | | | PERIODO: PRIMERO | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 - 04 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| FORTALEZAS   * La mayoría de estudiantes reconocen cuando se les habla en inglés y reaccionan de manera verbal y no verbal * La mayoría de estudiantes realizan descripciones cortas de objetos, lugares, animales, utilizando lenguaje sencillo. * La mayoría de estudiantes reconocen vocabulario cotidiano usándolo en oraciones sencillas.   DEBILIDADES   * Algunos estudiantes no responden preguntas de manera verbal y no verbal. * Algunos estudiantes no siguen la secuencia de los cuentos, ni de forma oral ni de forma escrita. | | | | * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Utiliza gráficas para representar los comandos trabajados en clase. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| El grado quinto está conformado por 8 grupos, en total 238 estudiantes que oscilan entre los 9 y 12 años de edad. La gran mayoría de alumnos pertenecen a familias disfuncionales de los estratos 1 y 2.  Dentro de los grupos se presentan déficit cognitivo y escasa exposición a la lengua extranjera, sin embargo, todos los estudiantes demuestran interés de participar en actividades lúdicas-recreativas para lograr la adquisición del inglés. La mayor dificultad presentada por los estudiantes es la timidez para expresarse de manera oral.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Explorar material audiovisual y diferentes plataformas. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas. * Motivar la participación en las actividades propuestas en el proyecto de Fortalecimiento del Inglés, desarrollado por la Institución. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende información general y específica en un texto narrativo corto sobre temas conocidos y de interés. * Produce textos narrativos de forma oral y escrita, que responden al qué, quién, cuándo y dónde de un evento o anécdota. * Intercambia información sobre hábitos, gustos y preferencias acerca de temas conocidos siguiendo modelos presentados por el docente. * Explica causa y consecuencia de una acción a través de oraciones simples de manera oral y escrita, siguiendo un modelo preestablecido. | | * Fortalecer las prácticas educativas con el uso de las TIC, incorporando actividades, tareas y proyectos. * Concientizar a los estudiantes en el buen uso de la información y el aprovechamiento de los elementos tecnológicos a su disposición. | | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Sigue atentamente los comandos dados por su docente. * Comprende información personal presentada por sus compañeros. * Identifica la secuencia de su rutina diaria y la de sus compañeros.   LECTURA   * Utiliza gráficas para representar los comandos trabajados en clase. * Comprender la idea principal e información específica en textos narrativos cortos en inglés, sobre el respeto de su cuerpo * Reconoce y comprende preguntas en inglés, acerca de actividades cotidianas y pasatiempos. * Participa en juego de palabras haciendo uso del diccionario y reconociendo vocabulario relacionado con el cuidado de su cuerpo: verbos, partes del cuerpo y elementos de aseo personal.   ESCRITURA   * Usa adecuadamente la estructura de una pregunta sencilla con what, who, y where. * Describe en inglés, su rutina diaria, sus pasatiempos, gustos y disgustos. * Escribe textos cortos sobre el cuidado de su cuerpo utilizando la estructura del presente simple.   MONÓLOGO   * Deletrea el vocabulario relacionado con las partes del cuerpo y verbos sobre su cuidado e higiene. * Expresa palabras de emociones. * Habla acerca de su rutina diaria, pasatiempos, gustos y disgustos. * Practica con sus compañeros sus monólogos.   CONVERSACIÓN   * Responde a preguntas acerca de su información personal. * Sigue instrucciones básicas y práctica los comandos aprendidos. * Pregunta y responde en inglés, acerca de actividades cotidianas, pasatiempos, gustos y disgustos. | | | | | * Cuaderno * Texto smart kids level 5 * Feria del juguete * Trabajos elaborados por los estudiantes (frisos, folletos, flash cards, tarjetas) | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Salud y vida: respeto mi cuerpo  Aprendizaje basado en tareas, proyectos y problemas, como estrategia pedagógica para mejorar el nivel de inglés en la ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Organizar pequeños grupos y realizar un dibujo señalando las partes del cuerpo que conocen en inglés. En el tablero, escribir las partes que recuerdan. * Presentar diapositivas con las imágenes de las partes del cuerpo para escribirlas en inglés. | * Computador * Diapositivas * video beam * cuaderno. | 7 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Tocar y señalar las partes de su cuerpo usando las expresiones: This is my body. / This is my nose. / These are my hands. * Practicar pronunciación. * Cantar las siguientes canciones:   This is me: ([www.youtube.com/watch?v=QkHQ0CYwjaI](http://www.youtube.com/watch?v=QkHQ0CYwjaI))  Head, shoulders, knee and toes:(<https://youtu.be/h4eueDYPTIg>)   * Elaborar y observar flashcards para revisar el vocabulario de las partes del cuerpo y de los objetos de aseo personal (towel, soap, toothbrush, comb, brush, etc) * Desarrollar sopa de letras con el vocabulario trabajado en el módulo. * Usar y desarrollar actividades de la plataforma “ILSY for Kids” * Organizar tabla de rutina diaria como compromiso del cuidado del cuerpo y la salud del estudiante. En esta actividad el estudiante practica presente simple. * Observar y analizar el video “It’s me who protect myself: [www.youtube.com/watch?v=g3xZJ-QtCaY](http://www.youtube.com/watch?v=g3xZJ-QtCaY)” (like and dislike, emotions) * Diseñar folletos descriptivos con los cuidados que se deben tener para una buena higiene e igualmente, por su integridad. | * Flashcards * Videos * Canciones * Fotocopias * Sonido * Video beam * Computador * Plataforma “ILSY for kids” * Maleta abc. * Texto guía: smart kids 5 | 20 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Presentar información personal de forma oral y escrita. * Elaborar flashcards sobre comandos. * Desarrollar evaluación escrita de presente simple con cuidados del cuerpo. * Elaborar rutina diaria. * Diseñar folleto sobre el proyecto “Salud y vida-Respeto mi cuerpo” | * Flashcards * Fotocopias * Videobeam * Sonido * Computador * Indicadores de desempeño | 2 horas |
| **SEGUIMIENTO** | * Monitorear la adquisición de vocabulario a través de las actividades en clase y dar actividades extra a aquellos estudiantes que las necesitan. * Revisar las guías de vocabulario. * Revisar borradores de las distintas tareas propuestas y dar retroalimentación. | * Matriz de evaluación | 1 hora |
| SABER: siempre reconoce acciones para el cuidado de su cuerpo y sus relaciones con los demás. HACER: siempre desarrolla talleres, actividades y tareas relacionados con salud, vida y respeto del cuerpo. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO QUINTO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: QUINTO | | | PERIODO: SEGUNDO | | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN: 08** - 04 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| FORTALEZAS   * La mayoría de estudiantes reconocen comandos en inglés. * La mayoría de estudiantes traducen pequeñas oraciones y textos reconociendo vocabulario visto en clase.   DEBILIDADES   * Algunos estudiantes no reconocen comandos en inglés * A algunos estudiantes se les dificulta realizar traducción de textos sencillos. | | | | * Identifica de quién le hablan a partir de su descripción física. * Se describe a sí mismo y a otras personas con frases simples y cortas, en términos de edad y características físicas. * Solicita a su profesor y a sus compañeros que me aclaren dudas o le expliquen algo sobre lo que hablan. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| El grado quinto está conformado por 8 grupos, en total 238 estudiantes que oscilan entre los 9 y 12 años de edad. La gran mayoría de alumnos pertenecen a familias disfuncionales de los estratos 1 y 2.  Dentro de los grupos se presentan déficit cognitivo y escasa exposición a la lengua extranjera, sin embargo, todos los estudiantes demuestran interés de participar en actividades lúdicas-recreativas para lograr la adquisición del inglés. La mayor dificultad presentada por los estudiantes es la timidez para expresarse de manera oral.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Explorar material audiovisual y diferentes plataformas. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas. * Motivar la participación en las actividades propuestas en el proyecto de Fortalecimiento del Inglés, desarrollado por la Institución. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad. | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende información general y específica en un texto narrativo corto sobre temas conocidos y de interés. * Produce textos narrativos de forma oral y escrita, que responden al qué, quién, cuándo y dónde de un evento o anécdota. * Intercambia información sobre hábitos, gustos y preferencias acerca de temas conocidos siguiendo modelos presentados por el docente. * Explica causa y consecuencia de una acción a través de oraciones simples de manera oral y escrita, siguiendo un modelo preestablecido. | | | * Fortalecer las prácticas educativas con el uso de las TIC, incorporando actividades, tareas y proyectos. * Concientizar a los estudiantes en el buen uso de la información y el aprovechamiento de los elementos tecnológicos a su disposición. * Explorar las diferentes plataformas usadas para la enseñanza del inglés. | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo - Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Identifica las personas a partir de la descripción física. * Identifica objetos, personas y acciones que son conocidas en un texto descriptivo corto leído por el profesor. * Memoriza y sigue el ritmo de canciones populares de países angloparlantes.   LECTURA   * Asocia dibujos con la descripción escrita. * Comprende descripciones cortas sobre personas, lugares y acciones conocidas. * Participa en juegos de búsqueda de palabras desconocidas.   .  ESCRITURA   * Realiza descripciones de la gente de su entorno. * Escribe textos cortos que describen su estado de ánimo y sus preferencias. * Escribe descripciones y narraciones cortas basadas en una secuencia de ilustraciones.   MONÓLOGO   * Realiza descripciones suyas y de personas, con frases simples y cortas, teniendo en cuenta. * Recita canciones enseñadas en clase.   CONVERSACIÓN   * Pregunta cuando tiene dudas. * Pide y acepta disculpas de forma simple y cortés. | | | | | * Cuaderno * Texto Smart Kids Level 5 * Feria del juguete * Trabajos elaborados por los estudiantes (frisos, folletos, flash cards, tarjetas) | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | * Proyecto de educación para la sexualidad * Derechos humanos | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Expresar ideas y conocimientos previos. * Expresar ideas de acuerdo a la observación de imágenes. | * Flashcard * Computador * Video beam * Cuaderno | 6 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Cantar la canción [“The more we get together”](about:blank). Con esta canción se quiere reforzar la importancia de una buena convivencia para estar en armonía con los demás. * Escribir la canción previa en los cuadernos. * Identificar el mensaje de la canción. Presentar cartelera. * Realizar descripción física a través de flashcards. * Preparar una breve presentación sobre un miembro de su familia que debe incluir: nombre, apellidos, edad, trabajo, rutina diaria, gustos y preferencias. Presentarla en forma de exposición. * En grupos, preparar la descripción de los elementos que constituyen su entorno. Word bank: river, forest, park, catholic, protestant, mormon, work, take care of children, Cook, etc. * Escribir un texto sencillo en inglés sobre el papel de hombres y mujeres en su comunidad. * Mencionar situaciones en los que usamos el lenguaje para generar violencia, luego desarrollar una guía de trabajo. * Preparar algunas caricaturas para ilustrar situaciones de uso del lenguaje en las que se genera violencia innecesaria y como solucionarla. * Completar una tabla con expresiones para evitar el bullying. | * Flashcards * Videos * Canciones * Fotocopias * Sonido * Video beam * Computador * Plataforma “ILSY for kids” * Maleta ABC. * Texto guía: smart kids 5 | 20 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Cantar la canción: “The more we get together” * Elaborar flashcards sobre descripción física. * Exponer la descripción de un familiar. * Elaborar texto escrito. * Diseñar folletos con expresiones para evitar el Bullying. * Diseñar y jugar lotería con los elementos que constituyen el entorno. | * Flashcards * Fotocopias * Videobeam * Sonido * Computador * Indicadores de desempeño | 2 horas |
| **SEGUIMIENTO** | * Revisar versiones finales de: posters, cuestionarios, resultados de encuestas Aplicar quizzes de vocabulario y de contenido de la tarea. * Revisar borradores de las distintas tareas propuestas y dar retroalimentación. Permitir a los niños y niñas hacer segundas y hasta terceras versiones. * Monitorear la adquisición de vocabulario a través de las actividades en clase y dar actividades extra a aquellos estudiantes que las necesitan. | * Matriz de evaluación | 2 horas |
| SABER: Siempre reconoce acciones positivas para construir un ambiente de paz con sus semejantes a través del lenguaje. HACER: Siempre utiliza, en forma oral y escrita, el vocabulario y oraciones sencillas pertinentes a la convivencia y paz. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO QUINTO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: QUINTO | | | PERIODO: TERCERO | | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| FORTALEZAS   * La mayoría de estudiantes identifican vocabulario en inglés relacionado a la ciudad de Tunja. * La mayoría de estudiantes realizan pequeñas descripciones en inglés sobre su ciudad. * La mayoría de estudiantes comprende instrucciones en inglés.   DEBILIDADES   * Algunos estudiantes no identifican vocabulario trabajado en clase. * A algunos estudiantes se les dificulta realizar descripciones sencillas sobre su ciudad. | | | | * Identifica elementos culturales de su entorno como nombres propios y lugares, en textos sencillos. * Produce escritos en donde describe los rasgos personales de gente de su entorno. * Describe el clima, lugares y la cultura de su ciudad con oraciones cortas y sencillas. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| El grado quinto está conformado por 8 grupos, en total 238 estudiantes que oscilan entre los 9 y 12 años de edad. La gran mayoría de alumnos pertenecen a familias disfuncionales de los estratos 1 y 2.  Dentro de los grupos se presentan déficit cognitivo y escasa exposición a la lengua extranjera, sin embargo, todos los estudiantes demuestran interés de participar en actividades lúdicas-recreativas para lograr la adquisición del inglés. La mayor dificultad presentada por los estudiantes es la timidez para expresarse de manera oral.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Explorar material audiovisual y diferentes plataformas. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas. * Motivar la participación en las actividades propuestas en el proyecto de Fortalecimiento del Inglés, desarrollado por la Institución. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende información general y específica en un texto narrativo corto sobre temas conocidos y de interés. * Produce textos narrativos de forma oral y escrita, que responden al qué, quién, cuándo y dónde de un evento o anécdota. * Intercambia información sobre hábitos, gustos y preferencias acerca de temas conocidos siguiendo modelos presentados por el docente. * Explica causa y consecuencia de una acción a través de oraciones simples de manera oral y escrita, siguiendo un modelo preestablecido. | | | * Fortalecer las prácticas educativas con el uso de las TIC, incorporando actividades, tareas y proyectos. * Concientizar a los estudiantes en el buen uso de la información y el aprovechamiento de los elementos tecnológicos a su disposición. * Explorar las diferentes plataformas usadas para la enseñanza del inglés | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo – Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Identifica de quién le hablan a partir de su descripción física utilizando superlativos y comparativos. * Identifica los nombres de los personajes, los eventos y lugares principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. * Comprende información personal acerca de raza, género, nacionalidad y cultura, proporcionada por mis compañeros y mi profesor.   LECTURA   * Comprende descripciones cortas sobre personas, lugares y acciones conocidas a través de comparaciones. * Identifica elementos culturales de su entorno como nombres propios y lugares, en textos sencillos. * Lee y entiende textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conoce (cumpleaños, navidad, etc.).   ESCRITURA   * Escribe y decora tarjetas con mensajes cortos de felicitación o invitación * Produce escritos en donde describe los rasgos personales de gente de su entorno. * Usa y utiliza adecuadamente estructuras y patrones gramaticales en la producción de escritos.   MONÓLOGO   * Habla de las actividades que realiza en su tiempo libre. * Se describe y describe a personas conocida, con frases simples y cortas, teniendo en cuenta los superlativos y comparativos. * Describe con oraciones simples el clima, lugares y cultura de su ciudad.     CONVERSACIÓN   * Sostiene conversaciones simples en inglés con un compañero cuando desarrolla actividades en el aula. * Responde preguntas sobre sus actividades preferidas en su tiempo libre. * Sigue y da instrucciones básicas cuando participa en juegos y actividades conocidas. | | | | | * Cuaderno * Texto smart kids * Festival de la canción * trabajos elaborados por los estudiantes (frisos, folletos, flash cards, tarjetas) | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | * Proyecto de educación para la sexualidad * Derechos humanos | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Expresar ideas * Observar el video (“Do One Thing For Diversity and Inclusion -Different”.   [www.youtube.com/watch?v=M5JcGo3FCyk](http://www.youtube.com/watch?v=M5JcGo3FCyk))   * Identificar vocabulario. | * Flashcard * Computador * Video beam * Cuaderno | 6 horas |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | * Presentar y cantar la canción “Kid’s peace song”. * Elaborar friso sobre la reflexión en cuanto a la necesidad de aceptar a nuestros semejantes sin importar su raza, color, religión, etc. * Presentar las características de la Ciudad de Tunja y su contraste con el campo: Quiet / Loud ; Big / Small. Observación de flash card para realizar descripciones y comparaciones con otras ciudades mediante completar oraciones en inglés:   1) This is Barranquilla. It is big and loud.  2) This is Baranoa. It is small and quiet.   * Elaborar una maqueta de la ciudad y el campo, resaltando los lugares más importantes y sobresalientes. Realizar presentación: (This is the country. It is beautiful. It is cleaner than the cities and quieter. I like it.) * Presentar video “The country mouse and the city mouse”. Desarrollar un taller basado en lo visto en el video. * Presentar video “For the birds” el cual se enfoca básicamente en la manera como nos dirigimos a las personas que son diferentes a nosotros y se constituye en una reflexión más acerca de la diversidad. Socialización. * Elaborar una historia contada en imágenes, con pequeñas frases descriptivas: This is my community. We live in the country. The country is big and quiet. We are kind people. I love my community. Presentar esta actividad en forma de exposición. | * Flashcards * Videos * Canciones * Fotocopias * Sonido * Video beam * Computador * Plataforma “ILSY for kids” * Maleta abc. * Texto guía: smart kids 5 | 20 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Elaborar friso sobre la reflexión en cuanto a la necesidad de aceptar a nuestros semejantes sin importar su raza, color, religión, etc. * Diseñar una maqueta comparativa del campo y la ciudad. Presentar de forma oral. * Desarrollar y socializar el taller basado en las diferencias entre amigos y como se vive bien en medio de la diversidad. * Exponer historia con imágenes donde el estudiante describe su comunidad. | * Flashcards * Fotocopias * Videobeam * Sonido * Computador * Indicadores de desempeño | 2 horas |
| **SEGUIMIENTO** | * Participar en la presentación de las diferentes actividades. * Colaborar en los proyectos y tareas grupales, asumiendo su rol en los mismos. * Seguir instrucciones. | * matriz de evaluación | 2 horas |
| SABER: Siempre establece comparaciones sencillas y aprecia semejanzas y diferencias entre las comunidades de su ciudad o municipio. HACER: siempre elabora pequeños textos orales o escritos en inglés sobre medio ambiente y sociedad - todos somos iguales. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: GRADO QUINTO | | | ÁREA DISCIPLINAR: INGLÉS | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: CENTRAL | | | GRADO: QUINTO | | | PERIODO: CUARTO | | |
| **FECHA DE ELABORACIÓN:** enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 - 11 - 24 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| FORTALEZAS   * A la mayoría de estudiantes les gusta el aprendizaje del inglés cuando se realizan las clases de manera lúdica. * La mayoría de estudiantes muestra avance en la adquisición de vocabulario. * A la mayoría de estudiantes les llama la atención el uso de plataformas para el aprendizaje del inglés.   DEBILIDADES   * Algunos estudiantes muestran timidez por expresarse en inglés. * Algunos estudiantes no usan los elementos necesarios como diccionario o texto guía porque no los llevan a la Institución. | | | | * Comprende información personal proporcionada por su compañeros y profesor * Asocia un dibujo con su descripción escrita. * Escribe sobre temas de interés. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| El grado quinto está conformado por 8 grupos, en total 238 estudiantes que oscilan entre los 9 y 12 años de edad. La gran mayoría de alumnos pertenecen a familias disfuncionales de los estratos 1 y 2.  Dentro de los grupos se presentan déficit cognitivo y escasa exposición a la lengua extranjera, sin embargo, todos los estudiantes demuestran interés de participar en actividades lúdicas-recreativas para lograr la adquisición del inglés. La mayor dificultad presentada por los estudiantes es la timidez para expresarse de manera oral.  El área trabaja para formar estudiantes comprometidos con su formación tanto académica como personal, capaces de reconocerse a sí mismos y a los demás como seres diferentes y valiosos debido a dicha diversidad, promotores de ideas y acciones que beneficien su comunidad, reflexivos y críticos en cuanto a avances pedagógicos, científicos y tecnológicos, respetuosos de los valores de la familia, la comunidad, las instituciones y la nación, y con autodominio que le permita alcanzar su madurez. | | | | * Explorar material audiovisual y diferentes plataformas. * Desarrollar actividades en equipo e individuales. * Implementar actividades lúdicas y artísticas. * Motivar la participación en las actividades propuestas en el proyecto de Fortalecimiento del Inglés, desarrollado por la Institución. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| COMPETENCIA COMUNICATIVA  La competencia comunicativa es la habilidad para usar el conocimiento de la lengua en diferentes situaciones comunicativas. La competencia comunicativa incorpora otras competencias como la competencia lingüística, la competencia sociolingüística y la competencia pragmática (discursiva y funcional).  La competencia lingüística hace referencia al conocimiento de los aspectos lexicales, sintácticos y fonológicos del lenguaje.  La competencia sociolingüística se refiere al conocimiento de las condiciones sociales y culturales que están implícitas en el uso de la lengua.  La competencia pragmática (discursiva y funcional) se relaciona con el conocimiento tanto de las formas lingüísticas y sus funciones como de la forma en que se relacionan entre sí en situaciones comunicativas reales.  COMPETENCIA INTERCULTURAL  La competencia intercultural es la habilidad para hacer uso de conocimientos, habilidades y actitudes que permitan promover procesos de respeto y valoración hacia la diversidad. | * Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios. * Comprendo cuentos cortos o lo que dice mi profesor en clase. * Participo en conversaciones cortas usando oraciones con estructuras predecibles. * Hablo de mi entorno con oraciones simples. * Mi pronunciación es comprensible y hablo de manera lenta y pausada. * Escribo pequeños textos sobre temas de mi entorno. * Mi vocabulario se limita a temas referentes cercanos y conocidos. | | | * Comprende información general y específica en un texto narrativo corto sobre temas conocidos y de interés. * Produce textos narrativos de forma oral y escrita, que responden al qué, quién, cuándo y dónde de un evento o anécdota. * Intercambia información sobre hábitos, gustos y preferencias acerca de temas conocidos siguiendo modelos presentados por el docente. * Explica causa y consecuencia de una acción a través de oraciones simples de manera oral y escrita, siguiendo un modelo preestablecido. | | | * Fortalecer las prácticas educativas con el uso de las TIC, incorporando actividades, tareas y proyectos. * Concientizar a los estudiantes en el buen uso de la información y el aprovechamiento de los elementos tecnológicos a su disposición. * Explorar las diferentes plataformas usadas para la enseñanza del inglés. | |
| COMPONENTES |
| Escucha  Lectura  Escritura  Monólogo - Conversación |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| ESCUCHA   * Comprendo información personal proporcionada por mis compañeros y mi profesor * Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.   LECTURA   * Asocio un dibujo con su descripción escrita. * Ubico en un texto corto los lugares y momentos en que suceden las acciones. * Identifico las acciones en una secuencia corta de eventos. * Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde.   ESCRITURA   * Escribo sobre temas de mi interés. * Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. * Verifico la ortografía de las palabras que escribo con frecuencia.   MONÓLOGO   * Digo un texto corto memorizado en una dramatización, ayudándome con gestos. * Hablo de las actividades que realizo habitualmente. * Busco oportunidades para usar lo que sé en inglés.   CONVERSACIÓN   * Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. * Puedo cortésmente llamar la atención de mi profesor con una frase corta. | | | | | * Cuaderno * Texto smart kids * Festival de la canción * trabajos elaborados por los estudiantes (frisos, folletos, flash cards, tarjetas) | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | * Proyecto de educación para la sexualidad * Derechos humanos | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Participar en concursos de vocabulario y manejo de diccionario. * Participar en dinámica con flashcards sobre medios de comunicación | * Flashcard * Computador * video beam * Cuaderno | 6 horas |
| **ESTRUCTURACIÓN Y PRÁCTICA** | * Cantar cuál es su programa de televisión favorito y realizar una lista de las razones. Se preguntarán si escuchan alguna emisora de radio o cual periódico leen en su casa. A medida que los niños y niñas den sus impresiones al respecto, se explicará que al conjunto de estos medios se les conoce en inglés como MASS MEDIA y señale los equivalentes en inglés: Televisión, Radio and Newspaper. * Completar un cuadro para clasificar el tipo de información y contenidos presentados a través de los diferentes medios de comunicación: Word bank: Reality shows/ soap opera/ documentary/ local news / news programmes / music programmes / articles. Introducir vocabulario relacionado con programas de televisión en inglés: Soap opera, reality shows, documentary, etc * Desarrollar sopa de letras y crucigramas de los medios de comunicación. * Presentar los videos “Types of mass media”, ¿“What is media?” y “Understanding media”, los cuales permiten conocer en inglés los nombres de los diversos medios de comunicación y sus nombres. Los estudiantes toman nota de la información. * Realizar una encuesta, que los estudiantes aplicarán en sus familias acerca del medio de comunicación preferido por su núcleo familiar. Los datos obtenidos deben ser presentados en una gráfica ante la clase. What is the most popular media your family uses? * Escuchar una historia en línea “The bird King”. Desarrollar un taller de acuerdo a lo escuchado. * Presentar los videos “How was your Summer vacation” y “What did you do”, los cuales se enfocan en forma divertida en las actividades realizadas por los niños y niñas en el pasado. A la vez se refuerza el pasado simple. * Practicar pasado simple con anécdotas y noticias. * Publicar en la cartelera del salón las noticias y las anécdotas escritas por los niños. | * Flashcards * Videos * Canciones * Fotocopias * Sonido * Video beam * Computador * Plataforma “ILSY for kids” * Maleta abc. * Texto guía: smart kids 5 | 20 horas |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Elaborar Collage de los medios de comunicación. * Presentar cuadro comparativo con los programas presentados por cada medio. * Desarrollar sopa de letras y crucigramas con los medios de comunicación. * Aplicar encuesta a los padres de familia. * Desarrollar un taller de práctica sobre el pasado simple. * Publicar noticias y anécdotas. | * Flashcards * Fotocopias * Videobeam * Sonido * Computador * Indicadores de desempeño | 2 horas |
| **SEGUIMIENTO** | * Monitorear el interés por la realización de las actividades * Revisar cumplimiento en el desarrollo de tareas y trabajos. * Chequear avance en el proceso de aprendizaje. | * Matriz de evaluación | 2 horas |
| SABER: Siempre reconoce la importancia de los medios de comunicación para su vida diaria. HACER: siempre desarrolla talleres y actividades relacionados con el módulo “Una aldea global” - Estamos bien informados. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Trinidad Ruiz y Luz Myriam Coy | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SEXTO** | | | | **PERIODO:** Primero | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 - 04 - 24 | | | |
| 1. **DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Students understand some very basic vocabulary related to family members, sports, colors, parts of the body and food * Students use greetings like hello, good morning, good afternoon, and good evening in very short and simple conversations.   WEAKNESSES   * Students have difficulties using vocabulary when writing short texts or when participating in simple conversations. * Students have difficulties comprehending and using grammatical topics as VERB TO BE. | | | | * Requests and provides clarification on how names and unknown words are spelled. * Writes basic personal information in pre-established forms. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are ten groups, each one has about thirty students, twenty boys and ten girls approximately, who are from eleven to thirteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations where he/she provides basic information. 2. Requests and provides clarification on how names and unknown words are spelled. 3. Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4. Understands instructions related to class, school, and community activities and expresses them orally and in written form. 5. Describes basic characteristics of people, things and places. 6. Answers questions related to “what, who and when” after reading or listening to a short simple text. 7. Writes basic personal information in pre-established forms. 8. Understands the subject and the general information of short simple texts. | | 1. Recognizing the magnitude of preserving coexistence to stimulate the development of society. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO.** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I understand short and simple messages related to my personal interests and the environment.  · I understand and follow instructions if they are clear and constructed with known vocabulary.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I value reading as a habit that enriches my personal and academic life.  · I describe familiar people, places, objects and situations by  · I fill formats with personal information.  · I write short texts about me, my family, my friends and the environment.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Construction of citizenship / democracy and peace  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening   * Listen to the students spelling their names. * Listen and match the numbers * Listen and complete the ID number * Listen and repeat the supplies that are in the picture * Listen the instruction and number them in the notebook * Listen to Santiago’s email and complete it with the words in the box. * Listen and tick in the book the activities that are heart * Listen and complete Emilio’s diary. * Listen to an American student's daily routine and complete the information. * Listen and then write the names of the people in the photo. * Listen and circle the sound *th.*   Writing   * Complete the diagram with greetings * Draw your ID card and complete the information. * According to the pictures complete with *a*, *an* or *some*. * Imagine you’re a famous person and write your personal information. * Look at four of your classmates around you and try to complete their ID numbers using your memory. * Read the *Teenagers Today* article and complete the article with the words in the box. * Complete the letter with the words in the Word Bank * Choosing a topic and writing a poem about it. * Complete a diagram with the activities you do and don’t do at school. * Write about people in your country.   Speaking   * In pairs, name ten of the objects in the picture. * Look at the ID cards of students from around the world, ask and answer questions. * Introduce two of your classmates to the class. * Play a memory game! Check your memory for names and numbers. * Choose a famous person and tell your partner what that person does or doesn’t do. * Draw times on the clock and ask your partner what the time is. * Tell your partner what Lina does every day. * In pairs, describe Maya’s family. * Draw your family tree, ask and answer questions with a partner. * Take photos or draw pictures of your family and friends, and tell a partner about how they’re feeling. * Look at the picture of the British Royal Family and, in groups, describe the people.   Reading   * Read and tick the items mentioned in the text. * Read the survey from *Teenagers Today* magazine and answer the questions * Complete the survey and compare the chart. * Look at Oriana’s brother’s selfies and match each photo with a feeling from the Word Bank. * Read the *Kansas School Newspaper* article about the volleyball team and complete the chart. * Match the pictures with the descriptions. * Read three texts; identify which one is informative, instructive and narrative and the kind of text the routine is. * Read the routine, find its makes related to ideas organization and structure it as it corresponds. * Read Makena’s poems and identify the topic, main idea and secondary ideas. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Organize a wall of honor * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes words and expressions related to personal information, and identifies school greetings and instructions. DOING: Always fills out forms with personal information and makes simple sentences about daily activities. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Trinidad Ruiz y Luz Myriam Coy | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SEXTO** | | | | **PERIODO:** Segundo | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 04 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 24 | | | |
| **1.** **DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Students understand simple words and expressions related to routines. * Students use simple words and expressions to express specific routines.   WEAKNESSES   * Students have difficulties comprehending the use of present simple. * Students have difficulties using present simple when writing or talking about their habits. | | | | * Understands and uses familiar words and short phrases about routines, daily activities and preferences. * Participates in a short conversation where he/she provides his/her name, age and basic information. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are ten groups, each one has about thirty students, twenty boys and ten girls approximately, who are from eleven to thirteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations where he/she provides basic information. 2. Requests and provides clarification on how names and unknown words are spelled. 3. Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4. Understands instructions related to class, school, and community activities and expresses them orally and in written form. 5. Describes basic characteristics of people, things and places. 6. Answers questions related to “what, who and when” after reading or listening to a short simple text. 7. Writes basic personal information in pre-established forms. 8. Understands the subject and the general information of short simple texts. | | 1. Establish relationships between sport and physical and mental health. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I comprehend a description of a place, object, person or situation.  · I understand the main idea of conversations and oral presentations.  · I comprehend a description of a place, object, person or situation.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I value reading as a habit that enriches my personal and academic life.  · I apply reading strategies in order to improve my reading ability.  · I identify actions, characters and places in diverse texts.  Writing  · I describe familiar people, places, objects and situations by using short sentences.  · I write short messages about familiar situations, places and people.  · I write short texts about me, my family, my friends and the environment.  · I use proper vocabulary to write coherent texts.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I narrate and describe familiar activities and situations by using simple sentences.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  · I express my likes and dislikes by using short and simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Health education  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening  · Listen and tick the parts of the body the doctor checks  · Look at the Wall of Honor, listen and label the pictures with the correct names.  · Listen to the report, make a top five of the accidents.  · Listen and match the sentences (1–4) with the photos (a–d).  · Listen to an interview with Ms. Román and tick true (T) or false (F).  · Listen to Manuela, Juan Pablo and Matias talking about their favorite activities and sports and tick the activities they like.  · Listen and choose the correct answers, a, b or c.  · Listen and write what each person can do.  · Listen and put the activities in the correct order.  · Listen to Luz and Ramiro talking about their routines. Write in blue the healthy activities and in red the unhealthy ones.  Speaking  · Label the pictures with the words in the Word Bank and practice the pronunciation with a partner.  · With the class, make a list of the parts of the body that you can hurt in an accident.  · Make a list of different places in your school and present your list to the class.  · Look at the graph about accidents at middle schools. Then, answer the questions.  · Listen to the poem. Then, read it out loud. Emphasize the pronunciation of the -*s*/-*es* sound in the plural words.  · Talk about what people in the pictures are doing.  · Ask your partner questions and guess who they’re thinking of.  · Look at the pictures and say what each person can or can’t do.  · Tell your partner what you do on a normal day.  · Role-play: Be a sports star and an interviewer  · Say the activities that you can do in the months of the year.  · Talk to a partner and describe your healthy/unhealthy routines at school/home.  Reading  · Match the pictures (1–6) with the descriptions (a–f).  · Read and complete the text with the words in the Word Bank.  · Read the routine of a Latin American swimming champion and tick true or false.  · Read *sports for all* and identify the topic, main idea and secondary ideas.  Writing  · Use the pictures on the Wall of Honor to describe each person. Write three things about each person.  · Look at these types of protection. Complete the sentences (1–4) with the words in the box.  · Write about some activities students do in your country/department/community.  · With two other classmates, choose someone from your school and describe what he/she does to help others.  · Complete with possible things you can do to help solve a problem in your school.  · Write sentences about the activities that people in your family do or don’t like doing.  · Interview a sports star. Write four questions. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize a present the final task: Organize a campaign to promote healthy habits * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes words and expressions related to personal care routines, and identifies the grammatical structures of the present simple. DOING: Always fills out pre-established forms on personal care routines and answers questions in a short and simple way. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Trinidad Ruiz y Luz Myriam Coy | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SEXTO** | | | | **PERIODO:** Tercero | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | |
| **1.** **DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Students understand words and expressions related to routines and personal information such as likes and dislikes. * Students identify and use basic prepositions of time, in oral and written forms.   WEAKNESSES   * Students have difficulties differentiating the characteristics of present simple and present continuous. * Students have difficulties using present simple and present continuous, in oral and written forms. | | | | * Understands instructions related to class and school, and expresses them orally and in written form. * Describes the basic characteristics of people, things and places. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are ten groups, each one has about thirty students, twenty boys and ten girls approximately, who are from eleven to thirteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations where he/she provides basic information. 2. Requests and provides clarification on how names and unknown words are spelled. 3. Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4. Understands instructions related to class, school, and community activities and expresses them orally and in written form. 5. Describes basic characteristics of people, things and places. 6. Answers questions related to “what, who and when” after reading or listening to a short simple text. 7. Writes basic personal information in pre-established forms. 8. Understands the subject and the general information of short simple texts. | | 1. Identifying pollution factors in my environment and its implications for health. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO.** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I understand short and simple messages related to my personal interests and the environment.  · I understand and follow instructions if they are clear and constructed with known vocabulary.  · I understand the main idea of conversations and oral presentations.  · I understand the main idea of a description and narration.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I understand academic texts that are written with simple vocabulary.  · I can identify general information from a short and simple text.  · I value reading as a habit that enriches my personal and academic life.  · I identify actions, characters and places in diverse texts.  Writing  · I describe familiar people, places, objects and situations by using short sentences.  · I write short messages about familiar situations, places and people.  · I fill formats with personal information.  · I write short texts about me, my family, my friends and the environment.  · I use proper vocabulary to write coherent texts.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I narrate and describe familiar activities and situations by using simple sentences.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I participate in communicative situations where I have to ask favors, apologize and say thanks.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language.  · I maintain a simple conversation about a familiar topic. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Environmental / sustainability education  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening  **·** In pairs, guess where the characters in the stories live. Then listen, and match the houses with the names of the characters.  · Listen to Keiko talk about her house and put the pictures in the correct order.  · Listen and read the diary. Then, draw a plan for the house.  · Listen and tick the house objects that you hear.  · Listen to Michael talk to Kaitlin about his neighborhood and point to the places on the map.  · Listen to people talk about their community and answer the questions.  · Ted’s helping Harry find his way in the neighborhood. Listen and follow the directions on the map. Say where Harry goes.  · Listen to Joyce talk about her sister’s job and guess what job it is.  Speaking  · In pairs, design an imaginary house and describe it in groups.  · In pairs, match the problems with the solutions to help the environment.  · Play the ‘Eco Inspector’. Use the pictures to ask and answer questions about what you can do to protect the environment.  · Play *Headbands* using words from the unit.  · Look at the map of Kaitlin’s neighborhood in New Jersey, USA, and answer the questions.  · In groups, ask and answer questions about your favorite place in your neighborhood.  · In pairs, choose a character and ask and answer questions about his/her job.  · Look at the photos and say who works at the places.  Writing  · Look at the house plan and answer the questions.  · Write questions for an interview with an eco-friendly person.  · In groups, design a map of your neighborhood, label the different places and take turns to ask for and give directions.  · In pairs, look at the photos and write what these people do.  · Write a diary entry about what the people in your family are doing now.  · In groups, choose a person from your community to be Person of the Month. Explain why.  Reading  · Read about the house and label the rooms.  · Look at the map of Michael’s neighborhood and read the directions.  · Take the test and learn if you’re a good citizen.  · Match the signs with the instructions.  · In pairs, read the directions and use the map to say where you arrive.  · Read the diary by applying the linguistic signs, say what Andrea’s doing on each day and answer the questions.  · Read about Jane’s typical day as a violinist and put the sentences in the correct order.  · Read and guess the riddles.  · Read the images, infer their meaning and socialize them.  · Read and organize the essay *ecology* and discuss its organization. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Prepare a radio program * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes vocabulary related to environmental care and identifies the grammatical structures of the present continuous. DOING: Always copies vocabulary and expressions related to environmental care and answers questions about interests, using present continuous. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Trinidad Ruiz y Luz Myriam Coy | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SEXTO** | | | | **PERIODO:** Cuarto | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 - 11 - 24 | | | |
| **1.** **DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Some students understand and use basic prepositions of time in short and simple sentences. * Some students identify differences between present simple and present continuous and use them correctly.   WEAKNESSES   * Some students have difficulties understanding and using prepositions of time in short and simple sentences. * Some students have difficulties identifying differences between present simple and present continuous, and using them correctly.   In most of the cases, these difficulties are generated due to students’ lack of commitment in their learning process, just a few cases depend on comprehension problems. | | | | * Understands the subject and general information of short simple texts. * Answers questions related to “what, who and when” after reading or listening to a short simple text. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are ten groups, each one has about thirty students, twenty boys and ten girls approximately, who are from eleven to thirteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations where he/she provides basic information. 2. Requests and provides clarification on how names and unknown words are spelled. 3. Understands and uses familiar words and short phrases about routines, daily activities and preferences. 4. Understands instructions related to class, school, and community activities and expresses them orally and in written form. 5. Describes basic characteristics of people, things and places. 6. Answers questions related to “what, who and when” after reading or listening to a short simple text. 7. Writes basic personal information in pre-established forms. 8. Understands the subject and the general information of short simple texts. | | 1. Inquiring about scientific advances and technologies that have made possible exploration of the universe. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I understand short and simple messages related to my personal interests and the environment.  · I understand and follow instructions if they are clear and constructed with known vocabulary.  · I understand the main and secondary ideas of conversations and oral presentations.  · I understand the main idea of a description and narration.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I understand literary and academic texts that are written with simple vocabulary.  · I can identify general information from a short and simple text.  · I understand the relationships that connectors built among sentences.  · I value reading as a habit that enriches my personal and academic life.  · I identify cultural aspects in short and simple texts.  · I identify actions, characters and places in diverse texts.  Writing  · I describe familiar people, places, objects and situations by using short sentences.  · I write short messages about familiar situations, places and people.  · I fill formats with personal information.  · I write short texts about me, my family, my friends and the environment.  · I use proper vocabulary to write coherent texts.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I narrate and describe familiar activities and situations by using simple sentences.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I ask for explanations about familiar and determined situations at home or at school.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language.  · I initiate, maintain and finish a simple conversation about a familiar topic. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Globalization  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening  · Listen to children at the Second Youth Intercultural Encounter and complete the answers.  · Listen to students talk about their towns and take notes.  · Listen and look at Pablo’s presentation of his town. Then, ask and answer questions with a partner.  · Listen to the weather forecast and match the places with the weather.  · Listen and write the temperatures.  · Listen and match the expressions with the celebrations.  Speaking  · In groups, write about your country and town. Use the Word Bank to help you. Then, tell your class.  · Look at the sportspeople. Ask and answer questions with a partner.  · Look at a map of Colombia and be a tourist. Ask and answer questions in pairs.  · In groups, play charades.  · Say the tongue twister.  · Describe today’s weather.  · Imagine a trip to one place in Colombia. Say what clothes you will take.  · Look at the pictures. Discuss where the people are from and what they are wearing.  · Draw the traditional costume of your region. Label the clothes and describe them.  · Look and describe the foods. Then, tell a partner which foods you like and don’t like.  · In pairs, look and describe Rodrigo’s friends. Then, listen and say who’s who.  · In groups, compare the celebrations in the calendar. Give your opinion.  Writing  · Choose a place, draw a picture of it and make notes and tell a partner.  · Look at the tourist ads and design one about a place in your town or city.  · Make a map of your department in Colombia, show and tell.  · Play Scattergory by using clothes, nationalities and countries.  · Look at the diagram about American New Year and describe it in pairs. Then, make one about New Year in Colombia and share in groups.  · Look at Sandra’s birthday photo album and describe the children.  Reading  · Read a newspaper article and discuss in groups if you agree or disagree with the article.  · Mark whether the weather is good or bad to do the activities.  · Describe the weather for each season.  · Read and tick true (T) or false (F).  · Read Aesop’s Fable and choose the correct message.  · Listen and read *A Christmas Carol*, then put the events in the correct order. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Prepare a regional exhibition * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always identifies characteristics of different countries and recognizes interrogative phrases in the present continuous. Always requests and provides basic information about different countries, in oral and written form. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Zoraida Díaz y Héctor Sierra | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SÉPTIMO** | | | | **PERIODO:** Primero | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 - 01 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 - 04 - 24 | | | |
| **1.** **DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Some students understand basic vocabulary related to greetings, alphabet, numbers, classroom objects, family members, physical description words, parts of the body, sports, days of the week, months of the year, among others. * Some students identify differences between present simple and present continuous, and try to use them correctly.   WEAKNESSES   * Some have serious difficulties understanding basic vocabulary related to greetings, alphabet, numbers, classroom objects, family members, physical description words, parts of the body, sports, days of the week, months of the year, among others. * Some students have serious difficulties identifying differences between present simple and present continuous, and trying to use them correctly. | | | | * Recognizes specific information in written and oral texts related to objects, people, and actions. * Describes actions related to a subject in his/her family or school environment. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from twelve to fourteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations providing information about him/herself as well as about familiar people and events. 2. Describes people, activities, events and personal experiences orally. 3. Writes short and simple texts about familiar actions, experiences and plans. 4. Understands the main idea and details related to activities, places and people in short descriptive texts. 5. Recognizes specific information in oral and written texts related to objects, people and actions. 6. Gives and follows instructions, recommendations and suggestions about topics related to his/her immediate context. 7. Describes actions related to his/her family or school environment, using images and sentences. | | 1. Establishing relationships between sport and physical and mental health. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I understand short and simple messages related to my personal interests and the environment.  · I understand and follow instructions if they are clear and constructed with known vocabulary.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I value reading as a habit that enriches my personal and academic life.  · I describe familiar people, places, objects and situations by  · I fill formats with personal information.  · I write short texts about me, my family, my friends and the environment.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Health education  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** |  | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news |  | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening   * Listen and number the pictures. * Listen to Juan and Miguel’s telephone conversation. Which of the activities in the photos do they talk about? * Listen to some students talking about what they do in their free time and complete what they say. * Listen to a nutritionist explaining what a healthy balanced diet is and why it’s important. Match the nutrients with their functions. * Listen to a P.E. teacher giving students some health tips. Decide if the statements are true or false. * Listen to Camila talking about her personal hygiene routines and complete the chart. * Listen to people talking about their abilities and complete what they say. * Listen to a psychologist talking about how to deal with stress. Complete the statements with the words from the Word Bank. * Listen to a boy telling his friends what he can do to help his family. Match the family members with what the boy says he can do to help them.   Writing   * Complete the sentences about the students’ favorite activities and answer the questions. * Make a list of all the free-time activities you know * Design a daily activity planner to show what you do in your free time every day. * Design a poster about your favorite traditional game and present it to your class * Look at the pictures and write sentences about what the people are going to do. * Look at the typical Colombian dishes and label them with the nutrients they provide. * Follow the instructions and design a slogan noticeboard to motivate you and your classmates to do more exercise. * Look at the picture of a meal and name the foods and the nutrients they provide. Say if the meal is balanced or not and why. * Follow the instructions (1–4) and play *Writing Compliments.*   Speaking   * Look at the actions the group is miming and guess what free-time activity they are going to do. * Discuss the life-style changes you can make to have healthier free-time activities. * Talk about your favorite traditional games. * Talk about the things you can do to have a healthy life. * Give a short presentation to your class about the nutrients in your favorite typical dish and why they are good for you. * Describe Camila’s personal hygiene routines * Role-play one stressful situations * Discuss what changes you can make to improve your relationships with your friends and family.   Reading   * Read the poster and answer the questions. * Read Miguel’s email and complete the summary * Read a report about how teenagers spend their free time in the countryside and in the city and answer the questions. * Read the poster for a campaign to encourage teenagers to live healthy lives * Read and match the nutrients with the types of food. * Read the reasons why people feel stressed. Which ones make you feel stressed? Rank them: frequently, sometimes, never. * Read the case of stress; identify the topic, main idea and secondary ideas. * Match the situations with the aggressive or rude responses. * Read three texts and identify which one is informative, instructive and narrative. * Read the hygiene posters, find its makes related to ideas organization and structure it as it corresponds. |  | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Organize a healthy habit exhibit * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam |  | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. |  | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes words and expressions related to personal care and identifies grammatical structures of the present simple. DOING: Always makes sentences and answers questions about personal care routines. | | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Zoraida Díaz y Héctor Sierra | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SÉPTIMO** | | | | **PERIODO:** Segundo | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 04 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 16 - 06 - 24 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * A good number of students comprehend vocabulary related to hobbies, likes, food, personal care habits and stressing situations. * A good number of students identify the main characteristics of present simple, and try to use it correctly.   WEAKNESSES   * Some students have difficulties comprehending vocabulary related to hobbies, likes, food, personal care habits and stressing situations. * Some students have difficulties identifying the main characteristics of present simple, and try to use it correctly.   In most of the cases, these difficulties are generated due to students’ lack of commitment in their learning process, just a few cases depend on comprehension problems. | | | | * Understands the main idea and details related to activities, places and people in a short descriptive text. * Writes short and simple texts about familiar actions, experiences and plans. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from twelve to fourteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations providing information about him/herself as well as about familiar people and events. 2. Describes people, activities, events and personal experiences orally. 3. Writes short and simple texts about familiar actions, experiences and plans. 4. Understands the main idea and details related to activities, places and people in short descriptive texts. 5. Recognizes specific information in oral and written texts related to objects, people and actions. 6. Gives and follows instructions, recommendations and suggestions about topics related to his/her immediate context. 7. Describes actions related to his/her family or school environment, using images and sentences. | | 1. Recognizing the magnitude of preserving coexistence to stimulate the development of society. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I comprehend a description of a place, object, person or situation.  · I understand the main idea of conversations and oral presentations.  · I comprehend a description of a place, object, person or situation.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I value reading as a habit that enriches my personal and academic life.  · I apply reading strategies in order to improve my reading ability.  · I identify actions, characters and places in diverse texts.  Writing  · I describe familiar people, places, objects and situations by using short sentences.  · I write short messages about familiar situations, places and people.  · I write short texts about me, my family, my friends and the environment.  · I use proper vocabulary to write coherent texts.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I narrate and describe familiar activities and situations by using simple sentences.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  · I express my likes and dislikes by using short and simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Construction of citizenship / democracy and peace  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening   * Listen to an interview with some sports contestants. Complete what the speakers say with the words in the box. * Listen to an interview with a fan of San Clemente and choose the correct answers. * Listen and repeat the tongue-twister as fast as you can. * Listen and complete the students’ comments with the words in the box. * Listen to Michael and decide if the statements are true or false. Correct the false statements. * Listen to a teacher giving advice to students who want to be class president and identify the characteristics of the teacher. * Listen and complete the school rules with *have to* or *don’t have to*. * Listen to some students talking about bullying and decide what kind of bullying they are talking about.   Speaking   * Look at the pictures. Work with a partner and say how the players are feeling. * Ask and answer questions about a volleyball team. * Student A is a sports journalist and student B is a fan of Francisco San Clemente. Role-play the interview with a partner. * Look at the pictures and say what you think the people are feeling. * Look at the photos and ask and answer questions about the situations. Explain what the people are feeling and why. * Complete the emoticon table with the words from the box. * Ask and answer questions about your school or family trips. * Ask and answer the questions about the life of Frida Kahlo. * Look at the pictures and discuss with a partner what Angie did on holiday. * Role-play apologies.   Reading   * Read what the volleyball players say and complete the table. * Read the article about the Paralympic Games and answer the questions. * Read the biography and complete the summary. * Read about Michael’s school trip and order the paragraphs. * Read Turing’s biography and answer the questions. * Read Sole’s blog and complete the questions and answers. * Read the comments and choose the correct answers. * Read the poster about bullying and complete the sentences. * Read the proposals of three candidates for class president and identify the intentions of the text and the characteristics of the speaker. * Read *sports for all* and identify the topic, main idea and secondary ideas.   Writing   * Choose the correct words to complete the blog comments. * Look at the school noticeboard, read the messages and write messages to motivate and encourage your classmates. * Look at the photo of a professional sportsperson. What qualities do great sportspeople have? Think about your answers and make notes. * Complete the questions about Michael’s trip. * Complete the timeline with the events in Frida Kahlo’s life. * Look at the photos and descriptions on Sole’s blog and write about what she did in Thailand. * Write about the rules in your school. * Write recommendations about what to do if you are a victim of bullying. * Make a comic strip about bullying. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Identify personal values that you admire * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes words and expressions related to qualities and feelings, and identifies the grammatical structures in the simple past. DOING: Always describes simple situations about living with friends and family, and writes basic rules that favor harmony in the classroom. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Zoraida Díaz y Héctor Sierra | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SÉPTIMO** | | | | **PERIODO:** Tercero | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 07 - 24 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 24 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Students identify feelings and emotions, ethical values, and personal qualities. * Students distinguish the different forms of TO BE VERB in present and past.   WEAKNESSES   * Students have difficulties identifying when to use present simple and when to use past simple. * Students have difficulties utilizing HAVE TO and SHOULD, since they do not comprehend the context in which they must be used. | | | | * Describes people, activities, events and personal experiences in a simple manner. * Participates in short conversations providing information about him/herself as well as about familiar people, places and events. | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from twelve to fourteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations providing information about him/herself as well as about familiar people and events. 2. Describes people, activities, events and personal experiences orally. 3. Writes short and simple texts about familiar actions, experiences and plans. 4. Understands the main idea and details related to activities, places and people in short descriptive texts. 5. Recognizes specific information in oral and written texts related to objects, people and actions. 6. Gives and follows instructions, recommendations and suggestions about topics related to his/her immediate context. 7. Describes actions related to his/her family or school environment, using images and sentences. | | 1. Identifying pollution factors in my environment and its implications for health. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I understand short and simple messages related to my personal interests and the environment.  · I understand and follow instructions if they are clear and constructed with known vocabulary.  · I understand the main idea of conversations and oral presentations.  · I understand the main idea of a description and narration.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I understand academic texts that are written with simple vocabulary.  · I can identify general information from a short and simple text.  · I value reading as a habit that enriches my personal and academic life.  · I identify actions, characters and places in diverse texts.  Writing  · I describe familiar people, places, objects and situations by using short sentences.  · I write short messages about familiar situations, places and people.  · I fill formats with personal information.  · I write short texts about me, my family, my friends and the environment.  · I use proper vocabulary to write coherent texts.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I narrate and describe familiar activities and situations by using simple sentences.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I participate in communicative situations where I have to ask favors, apologize and say thanks.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language.  · I maintain a simple conversation about a familiar topic. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Environmental / sustainability education  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening   * Listen and complete the missing information in the chart. * Listen to a zoo guide talking to some visitors. Decide if the statements are true or false. * Listen and repeat the poem. * Listen to an expert talking about water. Complete the summary with the missing numbers. * Listen and say which natural resource the speakers are talking about. * Listen and match the pictures to the speakers. * Listen to people talking about The Three Rs. Complete the statements with *should* or *shouldn’t* and say which *R* they are talking about. * Listen to a student explaining the recycling process. Put the instructions in the correct order. * Listen to an expert talking about conservation and complete the notes with *must* or *mustn’t*.   Speaking   * Look at the photos and answer the questions. * Talk about the sources of water where you live. * Discuss the environmental problems in the pictures. * Ask your partner about how he/she takes care of the environment. * Look at the Rubbish Diary and discuss with a partner what the items are made of: paper, glass, metal or plastic. * Read the article and discuss the questions with a partner.   Writing   * Describe a place you think tourists should visit. Include these points: location, natural resources and things to see, and rules to follow. * Choose a topic you think is important, for example, protecting the rainforest. Write a letter to someone you think can help: ask them to take action. * Complete the statements with the words from the Word Bank. * Look at the pie chart. Write about the amount of water people use. * Write a short paragraph about the benefits you get from nature. * Design a poster to increase awareness of environmental problems in your school. * Write a paragraph giving recommendations about how to reduce, reuse and recycle rubbish. * Write a chant that encourages people to reduce the amount of rubbish they produce. * Write ten strong recommendations to tell people what they must or mustn’t do to protect the environment. * Make a Water Conservation Poster.   Reading   * Read the Top Ten Places to Visit and answer the questions. * Read the descriptions, identify the kind of text and its gender, and match them to the pictures. * Read the story and decide if the statements are facts or opinions. * Read the text and answer the questions. * Read the article by applying the linguistic signs and choose the correct answers. * Read the text and complete the graphic organizer. * Read the text and match the words to the definitions. * Read the text and the crossword clues and complete the energy crossword. * Read about the special days and say what they all have in common. * Read and organize the essay *ecology* and discuss its organization. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Make a booklet about conserving the environment * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always understands the main idea of ​​short texts related to the environment, and identifies basic grammatical structures of both simple present and simple past. DOING: Always exchanges information on topics related to his/her environment and produces texts on topics of interest, in oral and written form. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Zoraida Díaz y Héctor Sierra | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: SÉPTIMO** | | | | **PERIODO:** Cuarto | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 - 11 - 2024 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Students comprehend and use vocabulary related to natural resources, environment, conservation, weather, seasons, adjectives, countries and languages. * Students make questions about the use of different tenses, which means that they start comparing content.   WEAKNESSES   * Students make grammatical mistakes when using present simple and past simple. In some opportunities they identify them when teachers mention specific characteristics of the tense. * Students have difficulties using comparatives as they do not identify short and long adjectives correctly. | | | | * Gives and follows instructions, recommendations, and suggestions about topics related to his/her immediate context. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from twelve to fourteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I understand short texts about my favorite daily activities, different subjects and the environment. 2. I listen to short and simple texts and I understand its main ideas. 3. I participate in conversations in order to greet, to say bye - bye and to talk about the weather and my feelings. 4. I make short and simple presentations to talk about preferences, activities and the environment. 5. I express my feelings and ideas by using short sentences and comprehensible pronunciation. 6. I write short texts that tell about people or places that I have met or visited; nevertheless, I sometimes make spelling mistakes. 7. The language that I use lets me talk about topics that I know; however, I make mistakes. | | | 1. Participates in short conversations providing information about him/herself as well as about familiar people and events. 2. Describes people, activities, events and personal experiences orally. 3. Writes short and simple texts about familiar actions, experiences and plans. 4. Understands the main idea and details related to activities, places and people in short descriptive texts. 5. Recognizes specific information in oral and written texts related to objects, people and actions. 6. Gives and follows instructions, recommendations and suggestions about topics related to his/her immediate context. 7. Describes actions related to his/her family or school environment, using images and sentences. | | 1. Inquiring about scientific advances and technologies that have made possible exploration of the universe. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I understand basic information about daily activities and the environment.  · I understand oral sentences and questions related to me, my family, my friends and the environment.  · I understand short and simple messages related to my personal interests and the environment.  · I understand and follow instructions if they are clear and constructed with known vocabulary.  · I understand the main and secondary ideas of conversations and oral presentations.  · I understand the main idea of a description and narration.  Reading  · I understand written instructions in order to carry out daily, personal and academic activities.  · I understand literary and academic texts that are written with simple vocabulary.  · I can identify general information from a short and simple text.  · I understand the relationships that connectors built among sentences.  · I value reading as a habit that enriches my personal and academic life.  · I identify cultural aspects in short and simple texts.  · I identify actions, characters and places in diverse texts.  Writing  · I describe familiar people, places, objects and situations by using short sentences.  · I write short messages about familiar situations, places and people.  · I fill formats with personal information.  · I write short texts about me, my family, my friends and the environment.  · I use proper vocabulary to write coherent texts.  Monologues  · I describe people, places and objects by using simple sentences and by asking help from my teacher.  · I give simple oral instructions at school.  · I narrate and describe familiar activities and situations by using simple sentences.  · I do short presentations about precise and known content.  · I describe mine and others’ routines by using simple sentences.  Conversation  · I answer questions about familiar topics by using short and simple sentences.  · I ask for explanations about familiar and determined situations at home or at school.  · I use oral and body language in order to communicate.  · I ask questions about familiar situations by using oral and body language.  · I initiate, maintain and finish a simple conversation about a familiar topic. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Globalization  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | Listening   * Listen to a professional travel blogger talking on his live video feed and complete what he says with the words in the box. * Listen and complete the text. * Listen to someone talking about their country and choose the correct answers. * Listen to the conversation between Anna and her mother and answer the questions. * Listen and put the events in the correct order. * Listen and say which traditional dish the speakers are describing. * Listen and identify the things the speaker has done during her trip.   Speaking   * Look at the photos and answer the questions with a partner. * Compare and contrast Egypt and China. * Compare and contrast Egypt, China and Colombia. Then, give a class presentation. * Talk about the differences and similarities between the USA, the UK and Colombia. * Make and present your tourist guidebook to your class. * Think about the most exciting or interesting place you know in Colombia and prepare a presentation on it. * Tell your class about your favorite, or an important, festival or celebration. * Give a presentation to your class about the countries you researched. * Think about how you usually celebrate New Year’s Eve. Make notes and then tell your class what you do.   Writing   * Put the words in order to make sentences. * Do some research and complete the infographic. * Look at the pictures and write sentences about what the people are doing. * Imagine you are on a trip and write an email explaining what you did yesterday. * Choose one place: Barranquilla, Santa Marta or Cartagena, do some research and find out more information about the town and write a paragraph about why you chose this town. * Think of your five favorite Colombian dishes, ask some of your classmates’ questions to complete the food survey. * Imagine your family has moved to a new country and write a blog post about your experiences. * Think about your favorite Colombian festival or celebration and complete the chart with the missing information   Reading   * Read the text and complete the mind map. * Read and organize the article *climate and seasons.* * Read the email and answer the questions. * Read the article, describe the correspondence between the vocabulary and the listeners of the text, and answer the questions. * Read the email and complete it with the correct form of the verbs in brackets. * Read the descriptions of different traditional dishes and match them to the pictures. * Read the blog, decide if the statements are true or false and correct the false statements. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Create a video script to enhance the learning of different countries and cultures * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes cultural information about different countries and identifies characteristics of simple and continuous (basic) tenses. DOING: Always requests and provides cultural information about different countries, in oral and written form. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Claudia Arias y Myriam Barón | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: OCTAVO** | | | | **PERIODO:** Primero | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 22 – 01 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 05 – 04 - 2024 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Some students comprehend vocabulary related to hobbies, food, personal care habits, feelings and emotions, personal qualities, natural resources, seasons, countries and languages. * Some students express ideas related to tenses like present simple and past simple, despite these ideas are not correct at all.   WEAKNESSES   * Some students do not comprehend vocabulary related to hobbies, food, personal care habits, feelings and emotions, personal qualities, natural resources, seasons, countries and languages. * Some students have difficulties identifying tenses like present simple and past simple, which represents a serious problem at this level. | | | | * Recognizes specific information in short texts on topics of general interest, in oral and written form. * Exchanges information about general interest topics, through simple conversations and role-plays, in oral and written form. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from thirteen to sixteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I read and understand simple and short narrative, descriptive and argumentative texts about familiar topics. 2. I understand the general ideas when people talk about my activities at school. 3. I participate in conversations in order to express my opinion and to exchange information about personal and daily topics. 4. I make short presentations to describe and justify short events, processes, dreams and ambitions. 5. My pronunciation is clear but I still make mistakes. 6. I write expositive texts about my environment and my interests with good spelling and punctuation. 7. In my writings I use the vocabulary and grammar that I already know, but when I work on unknown topics, I make mistakes. | | | 1. Requests and provides information about experiences and plans in a clear and brief manner. 2. Explains in written form different familiar situations and facts in a coherent and simple manner. 3. Recognizes specific information in short oral and written texts on topics of general interest. 4. Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. 5. Makes recommendations to people in his/her community about what to do, when and how. 6. Makes brief presentations on academic topics related to his/her school environment or community. 7. Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. 8. Briefly narrates current facts, daily situations or personal experiences orally and in written form. | | 1. Establishing relationships between food and physical and mental health, by being critical about their own diet. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  • I follow the given instructions in order to carry out academic activities.  • I understand what my teacher and classmates tell me, without repetition.  • I identify the general idea from a text if I know the topic and the vocabulary.  • I respect others when they speak.  • I identify the different speaker’s roles.  • I use my general knowledge to understand what people say.  Reading  • I identify the beginning, the middle and the end of a narration.  • I recognize the purpose of a description in a narrative text.  • I identify the repeated ideas in a text.  • I represent the text’s information by using graphics.  Writing  • I write narratives about my experience.  • I write messages about topics of my interest.  • I fulfill forms with personal information.  • I answer questions about texts that I have read.  • I organize short coherent paragraphs by bearing in mind spelling and punctuation.  Monologues  • I make short presentations about daily and personal topics.  • I make short and simple descriptions about daily events.  • I present topics related to the academic environment.  Conversation  • I participate in conversations when the other speakers give me time to think about my speech.  • I talk to my teacher and classmates about past experiences.  • I take the risk to participate in conversations with my teacher and classmates.  • I participate in conversations by using my general knowledge about the world. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Health education  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | **Listening**   * Jaime and Andrea want to help their friend Nicolás. Listen and note down the sections of the webpage they discuss. Then, listen again and tick the ideas they discuss. * Listen to Jaime and Andrea talking about Nicolás. Complete the sentences with the correct adverb * Listen to Roberto answering the check-up questionnaire. Complete his answers. * Valentina is at the doctor’s office. Listen and complete the conversation. * Listen to three more conversations. Match the conversations with the pictures. * Listen and repeat the questions and answers. Notice how the word have is pronounced. * Listen to the conversation and mark the linking and the reduction of have. * Listen to two conversations. Note down the problems and the doctor’s suggestions. * Listen to a teacher talking about nutrition. Match the nutrients with the parts of the body. * Two students are talking about typical food from their countries. Complete the conversation with words to describe the cooking methods. Then, listen and check. * Answer the questions about nutrition. Then, listen and check. * Listen and select the best answer. * Listen to two conversations. Select the correct emoticon to show how Tomas and Gina feel. * Listen to a psychologist talking about things that influence our self-esteem and body image. Complete the mind map. Then, match the comments with the influences. * Listen to four conversations. Match the conversations with the pictures   **Reading**   * Read the webpage and answer the questions. * Look at the poster. Match the photos with the phrases. * Number the conversation in the correct order. * Look at the pictures relating to dishes from Australia, Japan and Colombia. Label the ingredients with the words in the Word Bank. * Read the nutrition advice and complete the text with words from the Word Bank. * Read and complete the traveler’s blog post using words from the Word Bank. * Read the interview with Manuel about his eating habits and complete the questions. * Read the three texts from a wiki. Match the questions with the correct text. * Match the conditions with the results. * Read the text and put the paragraphs in the correct sequence. * Read the definitions. Match each behavior with being mindful or self-conscious * Read and complete the requests with the correct question. Then, match the requests with the advice. * Imagine you have interviewed Mariana. Match her comments with the follow-up questions. * Read the interview with an athlete, Tina García. Complete the questions with the words in the box. Then, match the questions with the answers. * Read the chant and answer the questions.   **Writing**   * Write three sentences to express conditions. * Complete the text about Claudia with the Past simple form of the verbs. * Match the questions with the one-word paragraph headings. Then note down the main ideas in each paragraph. Ask your partner for the missing information. * Write a paragraph summarizing an article in your own words. * Complete a text with the past simple form of the verb. * Look at the pairs of pictures and write a sentence about the symptoms of an eating disorder and what can happen. * Research some different foods and make notes in the chart * Write a comment to James Lee. Ask him about some typical food from his country. Complete questions. * Make suggestions to help Manuel improve his eating habits. * Label the parts of the body with the words from the Word Bank. * Look at the pictures. Complete the instructions with the parts of the body * Write advice on how to eat healthily. Use the words from the chant to help you and the phrases * Write the interview questions for a famous singer.   **Speaking**   * Work with a partner. Create two more questions for the check-up questionnaire. Then, take turns to role play the questionnaire. * Share a recipe with another group. Use the prompts to ask questions about other groups’ recipes. * Think about the recipes and their nutritional value. Make suggestions to make them healthier. Then, choose the winning recipe. * Discuss the photos with a partner. Which photo best represents the society we live in? * Classify behaviors as positive or negative. Then discuss ways to promote positive behaviors about body image and self-esteem. * Discuss human behaviors. Which are healthy and which are unhealthy? Which of them are common in your school community? Add any other behaviors you can think of. * In groups, prepare a similar mini-presentation about the connection between body image and eating disorders. * Ask your partner questions about the things in the chant. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Organize an eco-newsletter to evaluate the impact of human actions on the Colombian environment * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes important factors that affect health, and identifies the descriptive grammatical structures in both present simple and past simple. DOING: Always expresses opinions about eating disorders and establishes eating plans to prevent them. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Claudia Arias y Myriam Barón | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: OCTAVO** | | | | **PERIODO:** Segundo | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 04 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 14 - 06 - 2024 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Students comprehend better the grammatical use of present simple and past simple. * Students use the present simple to express short and simple ideas about food, nutrients and cooking methods, and past simple to express short and simple ideas about the impact of human actions in the environment.   WEAKNESSES   * Some students still make grammatical mistakes related to the S that must be added to the verb when making sentences with HE, SHE and It in present simple, the past form of the verb when writing affirmative sentences in past simple, and the use of the auxiliary when making negative or interrogative sentences in present simple and past simple, they mix the auxiliaries. * Some students have difficulties answering questions, specially WH ones, since they do not have clear the meaning of the WH WORDS. | | | | 1. Requests and provides information about experiences in a clear and brief manner, in oral and written form. 2. Exchanges information about academic and general interest topics, in oral and written form. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from thirteen to sixteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I read and understand simple and short narrative, descriptive and argumentative texts about familiar topics. 2. I understand the general ideas when people talk about my activities at school. 3. I participate in conversations in order to express my opinion and to exchange information about personal and daily topics. 4. I make short presentations to describe and justify short events, processes, dreams and ambitions. 5. My pronunciation is clear but I still make mistakes. 6. I write informative texts about my environment and my interests with good spelling and punctuation. 7. In my writings I use the vocabulary and grammar that I already know, but when I work on unknown topics, I make mistakes. | | | 1. Requests and provides information about experiences and plans in a clear and brief manner.   2. Explains in written form different familiar situations and facts in a coherent and simple manner.  3. Recognizes specific information in short oral and written texts on topics of general interest.  4. Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays.  5. Makes recommendations to people in his/her community about what to do, when and how.  6. Makes brief presentations on academic topics related to his/her school environment or community.  7. Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner.  8. Briefly narrates current facts, daily situations or personal experiences orally and in written form. | | 1. Establishing the importance of maintaining biodiversity to stimulate the development of the country. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  • I follow the given instructions in order to carry out academic activities.  • I understand what my teacher and classmates tell me, without repetition.  • I identify general and specific ideas from a text if I know the topic and the vocabulary.  • I respect others when they speak.  • I identify the different speaker’s roles.  • I use my general knowledge to understand what people say.  • I recognize the purpose of my classmates’ texts.  Reading  • I identify the beginning, the middle and the end of a narration.  • I recognize the purpose of a description in a narrative text.  • I identify the repeated ideas in a text.  • I identify meaning relations in a text.  • I represent the text’s information by using graphics.  Writing  • I write narratives about my experience.  • I write messages about topics of my interest.  • I fulfill forms with personal information.  • I answer questions about texts that I have read.  • I organize short coherent paragraphs by bearing in mind spelling and punctuation.  • I use maps and diagrams to develop my writings.  Monologues  • I make short presentations about daily and personal topics.  • I express my opinion about topics that are interesting for me and my classmates.  • I make short and simple descriptions about daily events.  • I present topics related to the academic environment.  Conversation  • I participate in conversations when the other speakers give me time to think about my speech.  • I talk to my teacher and classmates about past experiences.  • I take the risk to participate in conversations with my teacher and classmates.  • I participate in conversations by using my general knowledge about the world. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Environmental / sustainability education  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | **Listening**   * Read and listen to three stories about teenagers getting involved in their communities and complete the text with environmental concerns. * Label the photos with the expressions in the box. Then listen and match the photos with the conversations. * Decide if the sentences are true (T) or false (F). Then listen and check * Listen to Juana and Marcos talking about their environmental concerns. Complete the chart. * Listen to Tommy and Rocío talking about their lifestyles. Complete the chart with the correct name. * Put the words in the correct order to complete the questions. Then listen to the interview and check your answers. * Listen and label the bins with the words from the Word Bank. * Listen to an interview with Marta. Which activities does she talk about? * Four people are being interviewed about the protection of the environment. Listen and match the speaker with the values in the Word Bank. * Read the story of Easter Island. Number the sections in the correct order. Then listen and check.   **Reading**   * Match the photos of environmental problems with expressions from the Word Bank. * Complete the text with the correct form of the verbs in brackets. * Read the text from an eco-magazine. Put the sentences in the correct place in the text. * Read the story about Silvio the Spectacled Bear. Find six mistakes and correct them. * Read the magazine article. Match each paragraph (a–c) with a picture (1–3). * Match the ‘R’ action with an example. * Read the article about eco-solutions given by kids from different parts of Colombia. Label the paragraphs with the expressions. * Match the facts to the paragraphs in the text. * Read the article quickly. Select the best headline. * Read the interview with Mario, a teacher. Complete the questions. * Read the news stories. Decide if the situation is good or bad for the environment. * Olga Rojas’s students are showing what they did to celebrate Earth Day at school. Match the descriptions with the photos. * Do the quiz to find out how much you know about the importance of forests. Select true (T) or false (F). * Read each category in this survey. Decide if the items (a–d) are very important (V), quite important (Q), or not very important (N). Compare your answers with a partner. * Match the sentences with the correct photo. * Read this article and complete the suggestions with the words in the box. * Read the letter from a student to an international foundation. Label the letter with parts a–h.   **Writing**   * Create a mind map to show how some human actions affect the environment negatively in your community or school. Then choose one problem to investigate and write notes about. * Match the definitions with the words in bold in the article. * Label the photos with the words and expressions in the Word Bank. * Complete the texts with the human actions. * Complete the article with the correct form of the verb in brackets. * Label each picture with the questions. Then complete the answers with expressions from the box. * Create an information leaflet with at least five suggestions to make your school ‘greener’. * Write an article. * Complete the conversation with the expressions in the box. * Think of an environmental problem in your town or city. Write a letter to the local authorities expressing your concern   **Speaking**   * Work with a partner. Look at the pictures and find four differences. * Work with a partner. Complete the outline with personal information. * Play the game with a partner. The aim is to cross the board from start to finish. * Work with a partner. Think of a story about an environmental problem. Take turns to ask and answer questions. * Work with a partner. Complete the chart. Use the words in the box and your own ideas. You can use a word more than once. Then compare your answers with the class. * Work with a partner. Use your own ideas to explain how to be a green traveler. * Play the game with a partner. Cross the board from start to finish. Say how you can help in each situation. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Make a health fair to exhibit eating disorders prevention plans. * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes vocabulary and expressions related to the environment, and identifies the grammatical structures of interrogative sentences in both present simple and past simple. DOING: Always provides information on different human actions and describes their impact on the environment. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Claudia Arias y Myriam Barón | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: OCTAVO** | | | | **PERIODO:** Tercero | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 08 - 07 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 13 - 09 - 2024 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Most of the students use the future with WILL to express their own future plans and to identify others’ future plans. * Most of the students differentiate the main characteristics of present simple, past simple and future with WILL.   WEAKNESSES   * Some students still have difficulties answering questions, specially WH ones, since they do not have clear the meaning of the WH WORDS. * Some students have difficulties identifying and using personal pronouns, object pronouns and possessive adjectives. | | | | 1. Expresses emotions and feelings about situations related to his/her family or school in a clear and simple manner, in oral and written form. 2. Explains different familiar and social situations in a coherent and simple manner, in oral and written form. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from thirteen to sixteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I read and understand simple and short narrative, descriptive and argumentative texts about familiar topics. 2. I understand the general ideas when people talk about my activities at school. 3. I participate in conversations in order to express my opinion and to exchange information about personal and daily topics. 4. I make short presentations to describe and justify short events, processes, dreams and ambitions. 5. My pronunciation is clear but I still make mistakes. 6. I write informative texts about my environment and my interests with good spelling and punctuation. 7. In my writings I use the vocabulary and grammar that I already know, but when I work on unknown topics, I make mistakes. | | | 1. Requests and provides information about experiences and plans in a clear and brief manner. 2. Explains in written form different familiar situations and facts in a coherent and simple manner. 3. Recognizes specific information in short oral and written texts on topics of general interest. 4. Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. 5. Makes recommendations to people in his/her community about what to do, when and how. 6. Makes brief presentations on academic topics related to his/her school environment or community. 7. Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. 8. Briefly narrates current facts, daily situations or personal experiences orally and in written form. | | 1. Recognizing the magnitude of preserving coexistence to stimulate the development of society. 2. Inquiring about technological advances in communications and explaining their implications for society. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I follow the given instructions in order to carry out academic activities.  · I understand what my teacher and classmates tell me, without repetition.  · I identify general and specific ideas from a text if I know the topic and the vocabulary.  · I recognize the linking elements in a text in order to identify the events’ sequence.  · I respect others when they speak.  · I identify the different speaker’s roles.  · I use my general knowledge to understand what people say.  · I recognize the purpose of my classmates’ texts.  Reading  · I identify the beginning, the middle and the end of a narration.  · I recognize the purpose of a description in a narrative text.  · I identify the pro and cons of an argumentative text.  · I identify the repeated ideas in a text.  · I identify meaning relations in a text.  · I represent the text’s information by using graphics.  · I understand the implicit information of texts that are related to my interests.  · I distinguish the descriptive, narrative and argumentative texts’ structure.  Writing  · I write narratives about my experience.  · I write messages in different ways about topics of my interest.  · I fulfill forms with personal information.  · I answer questions about texts that I have read.  · I produce narrative, descriptive and argumentative texts about different topics.  · I organize short coherent paragraphs by bearing in mind spelling and punctuation.  · I use maps and diagrams to develop my writings.  Monologues  · I make short presentations about daily and personal topics.  · I tell short stories by linking ideas in my own manner.  · I express my opinion about topics that are interesting for me and my classmates.  · I explain my plan and actions briefly.  · I make short and simple descriptions about daily events.  · I use a plan to present topics related to the academic environment.  Conversation  · I participate in conversations when the other speakers give me time to think about my speech.  · I talk to my teacher and classmates about past experiences.  · I take the risk to participate in conversations with my teacher and classmates.  · I participate in conversations by using my general knowledge about the world.  · I interact with my teacher and classmates in order to make decisions about topics that I know.  · I use formal and informal language in role-pays according to the context.  · I demonstrate that I recognize elements of foreign cultures and that I relate them with my own culture. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Construction of citizenship / democracy and peace  Globalization  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Video beam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | **Listening**   * Read the quotation from the Dalai Lama. Listen to part of a talk at a conference. Tick the ideas the speaker mentions. * Intonation is about how we say sentences, rather than what we say. When we speak, our voice rises and falls. Listen to the intonation in conditional sentences. Notice that the tone rises in the first clause and falls in the second clause. * Listen again and select the correct option. Decide if the speakers refer to a fact, or express an opinion. * Listen to the conversations. Write (F) if the speakers refer to a fact and (O) if they refer to an opinion. * Listen and match the photos with the prices. * A reporter is interviewing ordinary Colombians on the streets. Listen and match the names with the photos. * Listen to a radio program with callers complaining about bad neighbors. Write the number of the caller (1,2,3,4…) next to each complaint. * Listen to the three situations. Match them to the photos in the order you hear them, then decide if each situation is an apology, a complaint or both. * Listen and match the photos with the radio advertisements for the products.Listen again and match the photos with the prices. * Listen to the introduction of a radio program. What is the main subject of the program? Choose a, b or c. * Listen and complete the sentences with the names and expressions from the box. * Listen and choose the things three celebrities have spent their money on. Also, tick if they have spent the money wisely or unnecessarily.   **Reading**   * Read the charities’ web pages. Complete sentences with the donations each charity needs. * Match the first part of each sentence with the endings. * Charlie, from England, is planning to visit his friend Andrés in Colombia. They are sharing some cultural information about their countries. Complete the two emails with the words in the boxes. * Decide if the behaviors belong to a ‘peace-maker’ or a ‘peace-breaker’. Make two lists. Explain how you will be a peace-maker. * Read the information about a charity organization. Complete the sentences with if … will … to justify why it is important to help this organization. Use the verbs in brackets. * Read the article “Stop Verbal Abuse” and complete it with the correct form of the verbs in brackets. * Match the situations with the photos about different types of verbal abuse. * Match the expressions with the photos, related to neighbors from heaven and hell. * Take the survey about being a good neighbor or a bad neighbor * Read the text messages between two parents buying Christmas presents for their eight children. Complete the gaps with already or yet. * Read the article. Then, complete the sentences with the correct form of the verbs in brackets. * Work in groups of three. Student A, read about the United States; Student B, read about Colombia; Student C, read about the United Kingdom. Choose the correct options to complete the text.   **Writing**   * Select one of the Colombian charities and do some research into their activities. * Complete the ideas with information from the text about charities (exercise 1). * Read the positive characteristics in column A. Use a dictionary to find the correct prefix (dis-, in-, ir-, un-) to change them to a negative characteristic in column B. * Charlie, from England, is planning to visit his friend Andres in Colombia. They are sharing some cultural information about their countries. Complete the emails with the words from the box. * Imagine a friend from another country is coming to visit your town/city. Make a plan of the activities you will do with him/ her. Write complete sentences. * You overhear someone being mean to your friend. Write constructive advice to your friend and the bully. using the phrases in the box and words from the chant. * Answer the DANE survey for yourself and write notes about how you can change your behavior in the future. * Write three sentences saying why you are a model citizen. Use the clues in brackets. * Write a letter to your teaching telling her/him why you are a neighbor from heaven. * Complete the sentences with words from the Word Bank. * Answer the questions about Bettina and Jay using since or for. * Look at the list of how Colombian teenagers spend their money. Now, make a list for yourself. * Complete the suggestions for avoiding mistakes when shopping. Use the words in the boxes. * Sebastian and Carolina are talking about their mother’s birthday. Complete the conversation with already or yet. * Write a report comparing your monthly expenses with your partner’s.   **Speaking**   * Work with a partner. Talk about the possible consequences if people don’t support charities. * With a partner, discuss the quotation from the Dalai Lama. Do you agree? * Discuss what other cultural information about Colombia you could give Charlie before he comes to visit. Research some cultural facts about Colombia. Give your opinion about those facts. * Work with a partner. Some friends from another country are coming to visit your town/city. Make a plan of the activities you will do with them using the ideas in Things to consider. * Look at the magazine article in exercise 1. Discuss what you know about the two celebrities in the photoes. * Work with a partner. Ask and answer the questions about Shakira and J Balvin. Check the article if you don’t remember the information. * Prepare a short presentation to tell the class how you have been a model Colombian citizen. * As a class, discuss the meaning of the types of verbal abuse. * Use one expression from box A and one from box B to resolve the situations in exercise 5. * Work with a partner. Say what you think about the neighbors’ actions. * Decide who is the best neighbor in your neighborhood / town. Prepare a profile of that person, and then tell the class. * Look at the shopping list and discuss with a partner what Dad has already bought (✔) and what he hasn’t bought yet (✘). * Do you know the meaning of these words? Find somebody in the class who knows the meanings of the words you don’t know. * Discuss the questions about Bettina and Jay with a partner. * Read this Blog post. Do you agree? Discuss with a partner. * Use the questionnaire to interview a classmate and find out if he/she is a compulsive shopper. * Look at the Christmas shopping list and note down the useful presents you want to buy for your family. Share it with a partner. * In groups, read these shopping mistakes and suggest why shoppers make them. Use positive and negative adverbs, instead of, although and because. * You still have four more days in London. Work in groups to discuss how you can save money. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Create a poster campaign to make people aware of what makes a good neighbor and a Colombian citizen. * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes words that describe people's social and consumerist attitudes, and identifies the grammatical structures of the different sentences in present perfect and present perfect continuous. DOING: Always produces short and simple narrative and argumentative texts on citizenship and consumerism, in oral and written form. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| **DOCENTES:** Claudia Arias y Myriam Barón | | | **ÁREA DISCIPLINAR:** Inglés | | | | | **AÑO:** 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEDE:** Central | | | **GRADO: OCTAVO** | | | | **PERIODO:** Cuarto | |
| **FECHA DE ELABORACIÓN:** Enero 2024 | | **FECHA DE INICIO IMPLEMENTACIÓN:** 16 - 09 - 2024 | | | **FECHA FINAL IMPLEMENTACIÓN:** 29 - 11 - 2024 | | | |
| **1.DIAGNÓSTICO** | | | | | | | | |
| **ESTADO ACTUAL** | | | | **SITUACIÓN DESEADA** | | | | |
| STRENGTHS   * Most of the students differentiate the main characteristics of present simple, past simple and future with WILL. * Most of the students comprehend the use of zero and first conditionals.   WEAKNESSES   * Some students make grammatical mistakes when writing sentences in zero and first conditionals. * Students find it difficult to understand and to use modal verbs like should, have to, need to, and must. | | | | 1. Makes written recommendations to people in his/her community about what to do, when and how. 2. Makes brief presentations on academic topics related to his/her school environment or community. | | | | |
| **CARACTERÍSTICAS DE LOS ESTUDIANTES** | | | | **POSIBLES SOLUCIONES** | | | | |
| There are nine groups, each one has about thirty students, twenty boys and ten girls approximately, who are from thirteen to sixteen years old.  Students belong to stratum one and two, so they do not always have the economic capacity to meet basic requirements that would facilitate their learning process, both inside and outside the classroom.  Part of the student population faces different difficulties at the family and social level, because they come from dysfunctional families, for instance: some of them live with persons who are not their parents and some others must work to help support their family.  Regarding the disciplinary aspect, students are characterized by being people who know about and apply values in their daily lives, which makes classroom relationships respectful and cordial; however, there are some exceptions, which are treated by the counselor and the discipline coordinator.  Concerning the academic feature, half of students have a good academic performance, since they follow instructions, participate in the classroom, ask questions about their doubts, develop the designated activities inside and outside the classroom, and work as individually as in groups. Nevertheless, the other half of students do not fulfill some of their school duties due to the lack of commitment and parents’ support.  The biggest students’ difficulty is related to the accomplishment of their school duties, it is to say, at the development of homework and the reinforcement of the topics at home.  The biggest students’ necessities are: to identify their own proper learning strategies, to understand the correct use of time at home, to be supported by parents, and to be in contact with the foreign language (listening to music and watching TV in English, reading books in the foreign language, interacting with English speakers, among others).  The main students’ interest is comprehending and working on topics and situations related to their real lives, having in mind that it makes sense for them.  Escuela Normal Superior Santiago de Tunja wishes to educate people committed to their integral education, capable of loving themselves, respectful of others, critical in the community building, able to solve and prevent problems, promoters of ideas and actions that benefit their community, and participants in decision-making and pedagogical and scientific advances. | | | | English teachers propose the following activities to motivate students, to meet their difficulties and to strengthen their abilities:   * Working individually and in groups * Studying real situations * Managing flashcards and realia * Developing word games (word completion (hangman), word organization (anagrams), word grouping, word association) * Executing board games (ladders, lotteries, pictionaries) * Producing role plays * Completing forms and surveys * Analyzing authentic texts (predictive reading, speed reading, specific reading) * Creating illustrations and infographics according to oral and written texts * Deducing analogies and grammatical contrasts * Writing different types of texts * Making oral presentations * Using gamification | | | | |
| **COMPETENCIAS** | **ESTÁNDARES BÁSICOS DE COMPETENCIAS** | | | **DERECHOS BÁSICOS**  **DE APRENDIZAJE (ASOCIADOS)** | | **ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN** | | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the ability to use knowledge, skills and attitudes to encourage processes of respect and valuation towards diversity. | 1. I read and understand simple and short narrative, descriptive and argumentative texts about familiar topics.   2. I understand the general ideas when people talk about my activities at school.  3. I participate in conversations in order to express my opinion and to exchange information.  4. I make short presentations to describe and justify short events, processes, dreams and ambitions.  5. My pronunciation is clear but I still make mistakes.  6. I write informative texts about my environment and my interests with good spelling and punctuation.  7. In my writings I use the vocabulary and grammar that I already know, but when I work on unknown topics, I make mistakes. | | | 1. Requests and provides information about experiences and plans in a clear and brief manner. 2. Explains in written form different familiar situations and facts in a coherent and simple manner. 3. Recognizes specific information in short oral and written texts on topics of general interest. 4. Exchanges information about academic and general interest topics, through simple conversations, dialogues, and role-plays. 5. Makes recommendations to people in his/her community about what to do, when and how. 6. Makes brief presentations on academic topics related to his/her school environment or community. 7. Expresses emotions and feelings about a situation or specific topic related to his/her family or school and presents supporting reasons in a clear and simple manner. 8. Briefly narrates current facts, daily situations or personal experiences orally and in written form. | | 1. Recognizing the magnitude of preserving coexistence to stimulate the development of society. 2. Inquiring about technological advances in communications and explaining their implications for society. | | |
| **COMPONENTES** |
| LISTENING: Listening and understanding information about daily activities and issues related to real life.  SPEAKING: Narrating and describing people, objects and situations about the immediate environment.  READING: Reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: Writing texts with different purposes related to familiar scenarios or contexts. |
| **EVIDENCIA DE APRENDIZAJE** | | | | | | **PRODUCTOS ESPERADOS EN EL PROCESO** | | |
| Listening  · I follow the given instructions in order to carry out academic activities.  · I understand what my teacher and classmates tell me, without repetition.  · I identify general and specific ideas from a text if I know the topic and the vocabulary.  · I recognize the linking elements in a text in order to identify the events’ sequence.  · I respect others when they speak.  · I identify the different speaker’s roles.  · I use my general knowledge to understand what people say.  · I recognize the purpose of my classmates’ texts.  Reading  · I identify the beginning, the middle and the end of a narration.  · I recognize the purpose of a description in a narrative text.  · I identify the pros and cons of an argumentative text.  · I identify the repeated ideas in a text.  · I identify meaning relations in a text.  · I represent the text’s information by using graphics.  · I understand the implicit information of texts that are related to my interests.  · I distinguish the descriptive, narrative and argumentative texts’ structure.  Writing  · I write narratives about my experience.  · I write messages in different ways about topics of my interest.  · I fulfill forms with personal information.  · I answer questions about texts that I have read.  · I produce narrative, descriptive and argumentative texts about different topics.  · I organize short coherent paragraphs by bearing in mind spelling and punctuation.  · I use maps and diagrams to develop my writings.  Monologues  · I make short presentations about daily and personal topics.  · I tell short stories by linking ideas in my own manner.  · I express my opinion about topics that are interesting for me and my classmates.  · I explain my plan and actions briefly.  · I make short and simple descriptions about daily events.  · I use a plan to present topics related to the academic environment.  Conversation  · I participate in conversations when the other speakers give me time to think about my speech.  · I talk to my teacher and classmates about past experiences.  · I take the risk to participate in conversations with my teacher and classmates.  · I participate in conversations by using my general knowledge about the world.  · I interact with my teacher and classmates in order to make decisions about topics that I know.  · I use formal and informal language in role-pays according to the context.  · I demonstrate that I recognize elements of foreign cultures and that I relate them with my own culture. | | | | | | Students’ notebooks, which will contain products like:  Word games  Forms  Charts  Questionnaires  Surveys  Descriptions  Summaries  Maps  Images  Workshops  Exams  Posters  Wall newspaper  Videos, which will contain products like:  Dances  Role plays  Oral presentations  Singing songs  Reciting poems  Saying tongue twisters  Reading speeches | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | Globalization  Construction of citizenship / democracy and peace  Task, project and problem-based learning, as a pedagogical strategy to foster English learning at ENSST | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| **MOMENTO** | **ACTIVIDAD(ES)** | **RECURSOS** | **TIEMPO** |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Develop diagnostic tests * Read pictures * Analyze videos * Tell stories * Give opinions * Guess riddles * Play word games: (word completion (hangman), word organization (anagrams), word grouping, word association) * Play board games: (ladders, lotteries, pictionaries) * Guess information from titles * Match actions and consequences * Fill surveys * Interpret news | Tests  Images  Videos  Stories  Readings  Board  Little boards  Markers  Photocopies  counters  Dice  Videobeam  Computer  Realia  Flashcards | 8 hours |
| **ESTRUCTURACIÓN Y PRÁCTICA** | **Listening**   * Listen to a presentation about how Colombian citizens deal with emotional intelligence. Decide if the statements are true (T) or false (F). * A psychologist is speaking about responsibility. Read the first part of the talk. Then, listen and complete the notes. * A news reporter interviewed some children about their lives and duties. Listen and complete the interviews with a–h. * Listen to four people talking about their problems. Give them advice using should, shouldn’t or could. * Listen to two conversations about people who are going on an extreme sports holiday. Match the conversations with photos. * Look at photos. Which sport is the most expensive? Order the photos from 1to 4. Then, listen and confirm your answers. * Javier and Camila are playing a game called ‘Guess what it is.’ Listen to their clues. Guess the answer. * Listen to the conversation about shopping and complete the sentences.   **Reading**   * Some teenagers are sharing their experiences online. Match the comments with the replies. * Match the photos with the incidents. * Read the lists of positive and negative personal qualities. * Read the six articles from the European Convention on Human Rights. Match the articles with the headings. * Read texts about the Roma people and the Palenqueros. The paragraphs in each text are in the wrong order. Match the headings in the box with the correct paragraph in each text. * Read the email about Lorena and complete it with the words from the box. * Match the advertisements with the photos. * Read the questions in the chart. Match the questions with the photos. * Read the article about technology. Complete the sentences with words from the box. * Read two posts from an online forum for teenagers about arguments with their families. Then, read the statements and write David or Milton. * Read the chant again. What is foolish and what is wise? Work with a partner and draw lines.   **Writing**   * Think of some advice for Susi and write a reply. * Write three sentences about your personal qualities and how you can be more emotionally intelligent, and become a better citizen. * Make notes about the Roma people and the Palenqueros in the chart, using the cultural information. Compare your notes with a partner. * Look at the chart about Wayuu culture and write a description of the Wayuu culture using the verbs in column A and the information in column B. * Think about possible positive results of the sports. Write sentences with could, might or must and words from the box. * Read the article “What would life be like without technology?” and complete the sentences. * Write a letter to your headteacher to suggest four possible solutions to internet addiction. The Ideas for the Proposal will help you. Use the correct form of the verbs in brackets. * Make suggestions for how David and Milton could make things better with their parents. Write sentences using could, should and the prompts below. * Read Claudia´s problem. Write an email to her. Use the possible solutions below with could and should to suggest how she could control the negative effects of using technology.   **Speaking**   * Work with a partner. Apologize for a mistake and suggest a solution. * Read the definition of emotional intelligence. Discuss the questions. * With a partner, discuss how Colombians could improve their emotional intelligence to be better citizens. * Work with a partner. Discuss who has to do the duties in photos at home. * Work with a partner. Ask and answer questions about your duties at home. Say what you have to do and don’t have to do. * Work with a partner. Look at the pictures of two cultural groups who live in Colombia. Discuss what you know about them. * With your partner, choose one of the groups of words related to these two cultural groups. Use a dictionary to find out the meaning of the words. Then, explain them to your partner. * What would you do if the internet didn’t exist? With a partner, follow the example to ask and answer questions about the ideas in the box. * If you had $2,000,000 COP, which technological devices would you buy? Justify your answer. * What are the negative effects of spending too much time on the internet? Discuss the question in groups and suggest a solution. * Susana has called you because her mum is angry about her shopping. Match the problems with the best solutions. Then, discuss your answers with a partner. * Ask your classmates the survey questions and record their answers in a chart. | Tape- recorder  CDs  Speakers  Videos  Videobeam  Computer  Readings  Porters  Images  Quizes  Surveys  Forms  Charts  Mind maps  Analysis games  Book (Way to go)  Photocopies | 20 hours |
| **TRANSFERENCIA Y VALORACIÓN** | * Organize and present the final task: Make a documentary film to present information on teenagers’ shopping needs and habits. * Listen to classmates’ comments about the organization and presentation of the final task * Take the final workshop, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final workshop * Ask questions about the mistakes made in the final workshop * Correct the final workshop * Develop new activities related to the mistakes made in the final workshop * Take the final exam, which will contain exercises where students have to relate words and meanings, interpret images and graphs, complete dialogues and texts, answer questions about specific information, and write texts. * Analyze the mistakes made in the final exam * Ask questions about the mistakes made in the final exam * Correct the final exam | Internet  Computer  Videobeam  Flashcards  Posters  Readings  Images  Photocopies  Realia | 8 hours |
| **SEGUIMIENTO** | * Identify students’ main difficulties in relation to the topics. * Review the topics having in mind students’ difficulties. * Develop word and board games related to students' difficulties. * Clear up students’ doubts about their difficulties. * Correct previous activities related to students’ difficulties. * Retake some previous activities related to students’ difficulties. | Videos  Videobeam  Computer  Analysis games  Readings  Images  Quizes | 4 hours |
| KNOWING: Always recognizes the characteristics of citizenship and the consequences of consumerism, and identifies expressions of opinion. DOING: Always expresses his/her points of view on citizenship and consumerism, in oral and written form. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Andrea Hernández, Hélida Álvarez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: NOVENO | | | | PERIODO: FIRST | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: January 22nd, 2024 | | | | FECHA FINAL IMPLEMENTACIÓN: April 5th, 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | | |
| Weakness: the English level in the students is low and corresponds to 96%. It is difficult for them to manage the test technique, the recognition of basic vocabulary, grammatical categories and reading comprehension.  Strength: Students are interested in improving their English level.   1. Students identify some grammatical structures related to the verb to be; however, they have difficulties using it in contexts. Also, it is necessary to improve reading comprehension. 2. Increase students' vocabulary to improve reading comprehension. 3. Apply strategies related to oral and written production that allow students to express their ideas in English without fear. 4. Use readings related to the grammar topics of the class and apply tasks and assessments that help prepare for the proficiency exam. | | | | At the end of the period, the students will be able to demonstrate the competences in listening, reading, speaking and writing, according to their level. They will use enough vocabulary to read texts and understand the general idea and take into account the correct application of grammar to write summaries.  In addition, the students will be able to learn how to greet people and practice saying the alphabet, number, colors and nationalities, describe your family and different types of family relationships and talk about the school and learn how to describe people physically. | | | | | |
| CARACTERÍSTICA DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | | |
| ARTICLE 6. Profile of the Normalista Student 0201 30 A  The Normal School wants to train a person:   * Committed to their comprehensive training and consciously assumes their duties and rights. * Able to love and recognize oneself, with values and own limitations. * With its own identity and in permanent search for growth and excellence. * Promoter of ideas, projects and actions that benefit and improve their community. * Innovative, creative and participate in all life decisions, social and cultural environments. * Analytical, critical, reflexive and participate in scientific advancement, pedagogical, cultural and technological for the benefit of the community. * Respectful of the values of the family, the institution and the Country. * Coherent with your thought, expression and your action. * Able to understand, respect and value the individual, in interaction with its natural and social environment. * With self-control that allows you to search for maturity. * Communicative, participatory and critical in the construction of the community and that applies knowledge in the solution and prevention of own and community problems, through pedagogical scientific and technological processes. * Autonomous and capable of exercising their freedom, through the correct exercise of responsibility and honesty.   Ninth graders are students between 14 and 16 years. There are 145 men and 104 women or a total of 250 students in this grade. They lived in different neighborhoods of Tunja and also some of them came from Motavita or other nearest towns. Their family situation is wide, some of them live with their parents, siblings and even grandparents, some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.   * The students comply with the activities proposed for the class (class activities, reports, homework, games), they also show interest, however they need self-learning. * They show no interest in trying to produce orally or in writing. * The classrooms are small and lack interactive elements for students to practice English. * Misbehavior and laziness.   At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and their contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | * Readings about classic literature stories per short chapters. * Individual tasks * Cooperative work * Creating illustrations and infographics according to oral and written texts. * Apply Gamification Learning | | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the knowledge, skills and attitudes a conversational partner must have in order to encourage processes of respect and valuation of diversity, in which similarities and differences with one’s own culture are acknowledged. | * Read and understand narrative texts and descriptions using different sources about themes that are familiar and understand the arguments of short and simple texts. * When they talk to me about what I do in school or in my free time I understand the general ideas if the language is clear. * Participate in conversations that express opinions and exchange information about personal themes or about my daily life * Make short presentations to describe, narrate, justify and concisely explain facts and processes, also my dreams, hopes and ambitions. * My pronunciation is clear, but I still commit mistakes and I have a foreign accent. * Write expositions about external themes and my interests with acceptable punctuation and spelling. * In my drafts I use vocabulary and grammar that I know with certain precision, but I sometimes make mistakes when I am unfamiliar with the theme or when I express complex ideas. | | | * Explain the why of plans and actions related to the external environment of the person, school and community. * Recognize the cause and effect relationships in short lectures about academic themes. * Summarizes the information that I had read or listened to about themes in relation with the external school and academic environment in addition to structured writings. * Give short expositions on an academic theme of interest. * Express an opinion about a theme discussed in class and connect it to an academic environment. * Exchange information about themes of the external school environment with general interests in a conversation. * Identify the purpose, the parts and types of texts or short audio and share with classmates. * Draft texts of medium length, which make recommendations or suggestions about the personal, school or social interests. | | | | * Use of technological tools in the classroom. * Use and promotion of apps to strengthen communication skills. * It is important for students to improve their English reading skills, which is why the English club is created as well as the research group Once Upon a Time, a project for reading fairy tales and children's stories. | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | | |
| Presentation of the different activities wit9h their respective argument and process. | | | | | A family college: Create a family college and practice the skill of collaboration, negotiation and creativity. Then, the group explains the collage to their classmates. | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **Learning based on tasks, projects and problems as a pedagogical strategy to strengthen English in the ENSST.**  Determine the strengths and weaknesses of students in the area of English.  Design and implement activities based on task, project and problem-based learning; mediated by ICT to a large extent.  Analyze and evaluate the result and impact obtained by the activities implemented according to task-, project- and problem-based learning; through the tracking sheet.  **Environmental Education/ Sustainability** This issue is addressed in relation to the development of tasks, projects and problematic situations, which generate an ethical awareness about the preservation of the environment with the intention of promoting responsible behavior. Within the framework of this point, there are topics related to the conservation, protection and recovery of the environment; prevention and reduction of the impact of human beings on the environment; respect for all forms of life; sustainable human development, etc. | | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Diagnosis Tests. * Pictures Readings. * Brain storms. * Notice interpretations. * Guessing information from a title and pictures. * Interviews. | * Readings * Images * Tests * Students’ books * Projector * Fotocopies * Realia | 8h |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA.** | **Listening:**   * Introductions and greetings Words beginning with ‘h’ * Students giving their personal information /iː/ /e/ /eɪ/ /uː/ /ɑː/ /ɑɪ/ * Discussing nationalities * Identifying numbers Stress on numbers * People talking about their families Possessive ’s * Information to complete a form Intonation in questions * Discussing school subjects * Discussing physical characteristics Intonation in questions   **Lecture:**   * Dialogues about meeting someone * Email to a penfriend * Students introducing themselves on a forum * Description of pictures * Describing a family tree * An email describing a family photo * Reading a jumbled letter * Descriptions of people   **Speaking:**   * Roleplaying meeting someone * Discussing personal information * Talking about you and your best friend * Discussing a family in a picture * Interviewing a friend * Asking questions to identify a famous Colombian * Describing a classroom * Describing a famous person   **Writing:**   * A short dialogue using greetings * A paragraph about you * A text about your best friend * An email about your family * A paragraph about your family * A text about a famous person * A letter * A job interview dialogue |  | 16h |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Students will design and make a family frieze to show the knowledge acquired during the first term. * Students will practice skills such as collaboration, negotiation and creativity * Students will activate their language skills, share their ideas and make decisions * Students will learn and represent their lives, families and favorite things in a creative way. | * Posters * Student’s book * Role plays | 8h |
| **SEGUIMIENTO** | 1. Presentation (frieze explanation)  2. Final Test (Grammar, vocabulary, writing)  3. Self-assessment test  4. Suggested performance indicators (Knowing, doing and being) | * Rubrics to evaluate the stages of the projects and teamwork. * Modular test * Template for self-assessment | 8h |
| Identifica con facilidad las estructuras gramaticales del presente simple y continuo así como vocabulario básico necesario para comunicarse.  Manifiesta motivación e interés por realizar y presentar con calidad y oportunamente las actividades. |  |  |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Andrea Hernández, Hélida Álvarez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: NOVENO | | | | PERIODO: SECOND | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: April 8th, 2024 | | | FECHA FINAL IMPLEMENTACIÓN: June 16th, 2024 | | | | |
| **1. DIAGNÓSTICO** | | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | | |
| Strength: Students are interested in improving their English level and the average failure rate was reduced by 24% compared to the percentage of the first period.  Weakness: It is difficult to recognize basic vocabulary, grammatical categories and reading comprehension.   1. Students identify some grammatical structures related to the verb to be; however, they have difficulties using it in contexts. Also, it is necessary to improve reading comprehension. 2. Increase students' vocabulary to improve reading comprehension. 3. Apply strategies related to oral and written production that allow students to express their ideas in English without fear. 4. Use readings related to the grammar topics of the class and apply tasks and assessments that help prepare for the proficiency exam. | | | | At the end of the period, the students will be able to demonstrate the competences in listening, reading, speaking and writing, according to their level. They will use enough vocabulary to read texts and understand the general idea and take into account the correct application of grammar to write summaries.  In addition, the students will be able to learn how to describe daily routines and free-time activities, find out about different types of dances, sports, music and the weather and discover ways we celebrate and spend our holidays in different parts of the world. | | | | | |
| CARACTERÍSTICAS  DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | | |
| ARTICLE 6. Profile of the Normalista Student 0201 30 A  The Normal School wants to train a person:   * Committed to their comprehensive training and consciously assumes their duties and rights. * Able to love and recognize oneself, with values and own limitations. * With its own identity and in permanent search for growth and excellence. * Promoter of ideas, projects and actions that benefit and improve their community. * Innovative, creative and participate in all life decisions, social and cultural environments. * Analytical, critical, reflexive and participate in scientific advancement, pedagogical, cultural and technological for the benefit of the community. * Respectful of the values of the family, the institution and the Country. * Coherent with your thought, expression and your action. * Able to understand, respect and value the individual, in interaction with its natural and social environment. * With self-control that allows you to search for maturity. * Communicative, participatory and critical in the construction of the community and that applies knowledge in the solution and prevention of own and community problems, through pedagogical scientific and technological processes. * Autonomous and capable of exercising their freedom, through the correct exercise of responsibility and honesty.   Ninth graders are students between 14 and 16 years old. There are 145 men and 104 women or a total of 250 students in this grade. They lived in different neighborhoods of Tunja and also some of them came from Motavita or other nearest towns. Their family situation is wide, some of them live with their parents, siblings and even grandparents, some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.   * The students comply with the activities proposed for the class (class activities, reports, homework, games), they also show interest, however they need self-learning. * They show no interest in trying to produce orally or in writing. * The classrooms are small and lack interactive elements for students to practice English. * Misbehavior and laziness.   At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and their contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | * Readings about classic literature stories per short chapters. * Individual tasks * Cooperative work * Creating illustrations and infographics according to oral and written texts. * Apply Gamification Learning | | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the knowledge, skills and attitudes a conversational partner must have in order to encourage processes of respect and valuation of diversity, in which similarities and differences with one’s own culture are acknowledged. | * Read and understand narrative texts and descriptions using different sources about themes that are familiar and understand the arguments of short and simple texts. * When they talk to me about what I do in school or in my free time I understand the general ideas if the language is clear. * Participate in conversations that express opinions and exchange information about personal themes or about my daily life * Make short presentations to describe, narrate, justify and concisely explain facts and processes, also my dreams, hopes and ambitions. * My pronunciation is clear, but I still commit mistakes and I have a foreign accent. * Write expositions about external themes and my interests with acceptable punctuation and spelling. * In my drafts I use vocabulary and grammar that I know with certain precision, but I sometimes make mistakes when I am unfamiliar with the theme or when I express complex ideas. | | | * Explain the why of plans and actions related to the external environment of the person, school and community. * Recognize the cause and effect relationships in short lectures about academic themes. * Summarizes the information that I had read or listened to about themes in relation with the external school and academic environment in addition to structured writings. * Give short expositions on an academic theme of interest. * Express an opinion about a theme discussed in class and connect it to an academic environment. * Exchange information about themes of the external school environment with general interests in a conversation. * Identify the purpose, the parts and types of texts or short audio and share with classmates. * Draft texts of medium length, which make recommendations or suggestions about the personal, school or social interests. | | | | * Use of technological tools in the classroom. * Use and promotion of apps to strengthen communication skills. * It is important for students to improve their English reading skills, which is why the English club is created as well as the research group Once Upon a Time, a project for reading fairy tales and children's stories. | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| **Appropriately contextualizes a text or the information contained in it.** | | | | | | **A special place:** Create a promotional poster about any location in Colombia. With the project the students improve the skills: processing information, linguistic communication and social competence. | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **Learning based on tasks, projects and problems as a pedagogical strategy to strengthen English in the ENSST.**   * Determine the strengths and weaknesses of students in the area of English. * Design and implement activities based on task, project and problem-based learning; mediated by ICT to a large extent. * Analyze and evaluate the result and impact obtained by the activities implemented according to task-, project- and problem-based learning; through the tracking sheet.   **Education for Sexuality/Health** It focuses on carrying out activities that promote body care in all its dimensions, prevention as a path to lasting health, recognition of the dignity of every human being, the value of different ways of life and the experience and construction of peaceful, equitable and democratic relations. In this sense, topics related to sexuality and the life cycle, sex and gender, self-esteem, among others. | | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Board games (Hangman, Who Wants to Be a Millionaire? * Pictures Readings. * Brain storms. * Notice interpretations. * Guessing information from a title and pictures. * Interviews. | * Readings * Images * Tests * Students’ books * Projector * Fotocopies * Realia | 8h |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening:**   * Listen to teenagers talking about activities they usually do. * Questions beginning with do. * Listen Interviews Write questions and take notes * Listen and write the correct word, complete the statements.   **Monologue:**   * Students introducing themselves on a forum * Describing pictures of Colombia * Describing Colombian festivals * Describing a family pictures * Exchanging information about free time activities * Asking information about important holidays in your city.   **Speaking:**   * Roleplaying meeting someone * Talking about hobbies, holidays and free time activities * Talking about your daily routine * Making use of time expressions * Sharing information about what you do on a normal day * Asking questions to identify Colombian attractions * Describing important holidays in Colombia * Describing your favorite time activities.   **Writing:**   * A short paragraph about your family and you * A paragraph about your daily routine * A text about holidays in Colombia * A short paragraph about what you like to do in your free time. * A paragraph about your family * A text about a famous person * A letter * Organizing your schedule for a daily routine. * Write questions to interview a classmate about his/her hobbies * Make a survey asking for information about important places in Colombia. | * Flashcards * Posters * Tape-recording * Videos * Readings * Images * Students’ books * Projector * Fotocopies * Realia * Workshops | 16h |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Tell students to read information about touristic places in Colombia * Ask students to show their favorite place to talk about. * Ask the students to make a poster, video, brochure or digital presentation to present it in the best visual way. | * Posters * Student’s book * Powerpoint presentation * Video * Brochure | 8h |
| **SEGUIMIENTO** | * Presentation (POSTER explanation) * Final Test (Grammar, vocabulary, writing) * Self-assessment test * Suggested performance indicators (Knowing, doing and being) | * Rubrics to evaluate the stages of the projects and teamwork. * Modular test * Template for self-assessment | 8h |
| Emplea eficazmente estrategias y normas lingüísticas necesarias para narrar sus experiencias utilizando las estructuras del pasado, lo cual le permiten desempeñarse en situaciones reales de comunicación en la lengua extranjera.  Demuestra gran creatividad en la selección y aplicación de estrategias de lectura y la identificación de vocabulario, categorías y estructuras gramaticales que le permiten utilizar el inglés en situaciones comunicativas reales. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Andrea Hernández – Hélida Álvarez – Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: NOVENO | | | | PERIODO: THIRD | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: July 8th, 2024 | | | | FECHA FINAL IMPLEMENTACIÓN: September 13th, 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | | |
| 1. Students identify some grammatical structures related to the verb to be; however, they have difficulties using it in contexts. Also, it is necessary to improve reading comprehension. 2. Increase students' vocabulary to improve reading comprehension. 3. Apply strategies related to oral and written production that allow students to express their ideas in English without fear. 4. Use readings related to the grammar topics of the class and apply tasks and assessments that help prepare for the proficiency exam. | | | | At the end of the period, the students will be able to demonstrate the competences in listening, reading, speaking and writing, according to their level. They will use enough vocabulary to read texts and understand the general idea and take into account the correct application of grammar to write summaries.  In addition, the students will be able to learn about different food and eating habits around the world, identify healthy lifestyles and ways to look after the environment and compare sports and leisure time around the world. | | | | | |
| CARACTERÍSTICAS  DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | | |
| ARTICLE 6. Profile of the Normalista Student 0201 30 A  The Normal School wants to train a person:   * Committed to their comprehensive training and consciously assumes their duties and rights. * Able to love and recognize oneself, with values and own limitations. * With its own identity and in permanent search for growth and excellence. * Promoter of ideas, projects and actions that benefit and improve their community. * Innovative, creative and participate in all life decisions, social and cultural environments. * Analytical, critical, reflexive and participate in scientific advancement, pedagogical, cultural and technological for the benefit of the community. * Respectful of the values of the family, the institution and the Country. * Coherent with your thought, expression and your action. * Able to understand, respect and value the individual, in interaction with its natural and social environment. * With self-control that allows you to search for maturity. * Communicative, participatory and critical in the construction of the community and that applies knowledge in the solution and prevention of own and community problems, through pedagogical scientific and technological processes. * Autonomous and capable of exercising their freedom, through the correct exercise of responsibility and honesty.   Ninth graders are students between 14 and 16 years. There are 145 men and 104 women or a total of 250 students in this grade. They lived in different neighborhoods of Tunja and also some of them came from Motavita or other nearby towns. Their family situation is wide, some of them live with their parents, siblings and even grandparents, some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.   * The students comply with the activities proposed for the class (class activities, reports, homework, games), they also show interest, however they need self-learning. * They show no interest in trying to produce orally or in writing. * The classrooms are small and lack interactive elements for students to practice English. * Misbehavior and laziness.   At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and their contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | * Readings about classic literature stories per short chapters. * Individual tasks * Cooperative work * Creating illustrations and infographics according to oral and written texts. * Apply Gamification Learning | | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the knowledge, skills and attitudes a conversational partner must have in order to encourage processes of respect and valuation of diversity, in which similarities and differences with one’s own culture are acknowledged. | * Read and understand narrative texts and descriptions using different sources about themes that are familiar and understand the arguments of short and simple texts. * When they talk to me about what I do in school or in my free time I understand the general ideas if the language is clear. * Participate in conversations that express opinions and exchange information about personal themes or about my daily life * Make short presentations to describe, narrate, justify and concisely explain facts and processes, also my dreams, hopes and ambitions. * My pronunciation is clear, but I still commit mistakes and I have a foreign accent. * Write expositions about external themes and my interests with acceptable punctuation and spelling. * In my drafts I use vocabulary and grammar that I know with certain precision, but I sometimes make mistakes when I am unfamiliar with the theme or when I express complex ideas. | | | * Explain the why of plans and actions related to the external environment of the person, school and community. * Recognize the cause and effect relationships in short lectures about academic themes. * Summarizes the information that I had read or listened to about themes in relation with the external school and academic environment in addition to structured writings. * Give short expositions on an academic theme of interest. * Express an opinion about a theme discussed in class and connect it to an academic environment. * Exchange information about themes of the external school environment with general interests in a conversation. * Identify the purpose, the parts and types of texts or short audio and share with classmates. * Draft texts of medium length, which make recommendations or suggestions about the personal, school or social interests. | | | | * Use of technological tools in the classroom. * Use and promotion of apps to strengthen communication skills. * It is important for students to improve their English reading skills, which is why the English club is created as well as the research group Once Upon a Time, a project for reading fairy tales and children's stories. | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | | |
| Identify and characterize the ideas and statements present in a text. | | | | | **Healthy lifestyles:** Create a leaflet about healthy lifestyles, improving the shills: linguistic communications, citizenship and creativity. | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **Learning based on tasks, projects and problems as a pedagogical strategy to strengthen English in the ENSST.**   * Determine the strengths and weaknesses of students in the area of English. * Design and implement activities based on task, project and problem-based learning; mediated by ICT to a large extent. * Analyze and evaluate the result and impact obtained by the activities implemented according to task-, project- and problem-based learning; through the tracking sheet.   **Construction of Citizenship / Democracy and Peace** This topic will facilitate the use of the language to reflect on the role of learners in favoring peaceful coexistence, promoting ethical values ​​and their ability to reconcile. In other words, topics related to human rights, the political constitution, the judicial and legal framework, the code for children and adolescents, the Colombian democratic system, student participation, citizen participation bodies, among others, will be addressed. | | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Pictures Readings. * Brain storms. * Notice interpretations. * Guessing information from a title and pictures. * Interviews. | * Readings * Images * Tests * Students’ books * Projector * Fotocopies * Realia | 8h |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA.** | **Listening:**   * Introductions and greetings Words beginning with ‘h’ * Students giving their personal information /iː/ /e/ /eɪ/ /uː/ /ɑː/ /ɑɪ/ * Discussing nationalities * Identifying numbers Stress on numbers * People talking about their families Possessive ’s * Information to complete a form Intonation in questions * Discussing school subjects * Discussing physical characteristics Intonation in questions   **Lecture:**   * Dialogues about meeting someone * Email to a penfriend * Students introducing themselves on a forum * Description of pictures * Describing a family tree * An email describing a family photo * Reading a jumbled letter * Descriptions of people   **Speaking:**   * Roleplaying meeting someone * Discussing personal information * Talking about you and your best friend * Discussing a family in a picture * Interviewing a friend * Asking questions to identify a famous Colombian * Describing a classroom * Describing a famous person   **Writing:**   * A short dialogue using greetings * A paragraph about you * A text about your best friend * An email about your family * A paragraph about your family * A text about a famous person * A letter * A job interview dialogue | * Flashcards * Posters * Tape-recording * Videos * Readings * Images * Students’ books * Projector * Fotocopies * Realia * Workshops | 16h |
| **TRANSFERENCIA**  **Y VALORACIÓN.** | * Students will design and make a family collage to show the knowledge acquired during the first term. * Students will practice skills such as collaboration, negotiation and creativity * Students will activate their language skills, share their ideas and make decisions * Students will learn and represent their lives, families and favorite things in a creative way. | * Posters * Student’s book * Role plays | 8h |
| **SEGUIMIENTO** | * Oral Report ( Family collage) * Final Test (Grammar, vocabulary, writing) * Self-assessment test * Suggested performance indicators (Knowing, doing and being) | * Rubrics to evaluate the stages of the projects and teamwork. * Modular test * Template for self-assessment | 8h |
|  | Aprovecha hábilmente las oportunidades y recursos que fortalecen su aprendizaje del Inglés, lo cual le permite participar en conversaciones y tratar temas de su interés empleando la estructura del futuro simple y condicionales.  Es bastante creativo en la selección y aplicación de estrategias de lectura y la identificación de vocabulario, categorías y estructuras gramaticales. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Andrea Hernández, Hélida Álvarez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: NOVENO | | | PERIODO: FOURTH | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: September 16th, 2024 | | | FECHA FINAL IMPLEMENTACIÓN: December 1st, 2023 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| 1. Students identify some grammatical structures related to the verb to be; however, they have difficulties using it in contexts. Also, it is necessary to improve reading comprehension. 2. Increase students' vocabulary to improve reading comprehension. 3. Apply strategies related to oral and written production that allow students to express their ideas in English without fear. 4. Use readings related to the grammar topics of the class and apply tasks and assessments that help prepare for the proficiency exam. | | | | At the end of the period, the students will be able to demonstrate the competencies in listening, reading, speaking and writing, according to their level. They will use enough vocabulary to read texts and understand the general idea and take into account the correct application of grammar to write summaries.  In addition, the students will be able to learn about geographical features and flora and fauna in the world, identify environmental problems, natural disasters and being “green” and analyze changes in our cities and look at ways to help the environment. | | | | |
| CARACTERÍSTICAS  DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| ARTICLE 6. Profile of the Normalista Student 0201 30 A  The Normal School wants to train a person:   * Committed to their comprehensive training and consciously assumes their duties and rights. * Able to love and recognize oneself, with values and own limitations. * With its own identity and in permanent search for growth and excellence. * Promoter of ideas, projects and actions that benefit and improve their community. * Innovative, creative and participate in all life decisions, social and cultural environments. * Analytical, critical, reflexive and participate in scientific advancement, pedagogical, cultural and technological for the benefit of the community. * Respectful of the values of the family, the institution and the Country. * Coherent with your thought, expression and your action. * Able to understand, respect and value the individual, in interaction with its natural and social environment. * With self-control that allows you to search for maturity. * Communicative, participatory and critical in the construction of the community and that applies knowledge in the solution and prevention of own and community problems, through pedagogical scientific and technological processes. * Autonomous and capable of exercising their freedom, through the correct exercise of responsibility and honesty.   Ninth graders are students between 14 and 16 years. There are 145 men and 104 women or a total of 250 students in this grade. They lived in different neighborhoods of Tunja and also some of them come from Motavita or other nearest towns. Their family situation is wide, some of them live with their parents, siblings and even grandparents, some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.   * The students comply with the activities proposed for the class (class activities, reports, homework, games), they also show interest, however they need self-learning. * They show no interest in trying to produce orally or in writing. * The classrooms are small and lack interactive elements for students to practice English. * Misbehavior and laziness.   At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and their contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | * Readings about classic literature stories per short chapters. * Individual tasks * Cooperative work * Creating illustrations and infographics according to oral and written texts. * Apply Gamification Learning | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | |
| COMMUNICATIVE  It is the ability to use knowledge of a language in different communicative situations. Communicative competence incorporates other competences such as linguistic competence, sociolinguistic competence and pragmatic competence (discursive and functional). Linguistic competence makes reference to the knowledge of lexical, syntactic and phonological aspects of language. Sociolinguistic competence refers to the knowledge of social and cultural conditions that are implicit in the use of the language. Pragmatic competence (discursive and functional) relates to the knowledge of both, the linguistic forms and their functions and the way in which they are linked together in real communicative situations.  INTERCULTURAL  It is the knowledge, skills and attitudes a conversational partner must have in order to encourage processes of respect and valuation of diversity, in which similarities and differences with one’s own culture are acknowledged. | * Read and understand narrative texts and descriptions using different sources about themes that are familiar and understand the arguments of short and simple texts. * When they talk to me about what I do in school or in my free time I understand the general ideas if the language is clear. * Participate in conversations that express opinions and exchange information about personal themes or about my daily life * Make short presentations to describe, narrate, justify and concisely explain facts and processes, also my dreams, hopes and ambitions. * My pronunciation is clear, but I still commit mistakes and I have a foreign accent. * Write expositions about external themes and my interests with acceptable punctuation and spelling. * In my drafts I use vocabulary and grammar that I know with certain precision, but I sometimes make mistakes when I am unfamiliar with the theme or when I express complex ideas. | | | * Explain the why of plans and actions related to the external environment of the person, school and community. * Recognize the cause and effect relationships in short lectures about academic themes. * Summarizes the information that I had read or listened to about themes in relation with the external school and academic environment in addition to structured writings. * Give short expositions on an academic theme of interest. * Express an opinion about a theme discussed in class and connect it to an academic environment. * Exchange information about themes of the external school environment with general interests in a conversation. * Identify the purpose, the parts and types of texts or short audio and share with classmates. * Draft texts of medium length, which make recommendations or suggestions about the personal, school or social interests. | | | * Use of technological tools in the classroom. * Use and promotion of apps to strengthen communication skills. * It is important for students to improve their English reading skills, which is why the English club is created as well as the research group Once Upon a Time, a project for reading fairy tales and children's stories. | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | | | |
| Reflect through a text and evaluate its content | | | | | Infographic about environment: create an infographic about the environmental problems in Colombia. The students improve their skills in research, math skills and autonomy and personal initiative. | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **Learning based on tasks, projects and problems as a pedagogical strategy to strengthen English in the ENSST.**   * Determine the strengths and weaknesses of students in the area of English. * Design and implement activities based on task, project and problem-based learning; mediated by ICT to a large extent. * Analyze and evaluate the result and impact obtained by the activities implemented according to task-, project- and problem-based learning; through the tracking sheet.   **Research skills (Pedagogical Training)** The subject of ​​pedagogy, research hotbeds are implemented where teachers, students and teachers in training present pedagogical proposals to solve classroom problems in relation to the teaching of English. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Pictures readings * Brainstormings * Notices and advices interpretations * Guessing information from a title and pictures * Interviews and conversations | * Posters * Images * Tests * Students’ books * Projector/speakers * Photocopies * Realia | 8h |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA.** | **Listening:**   * Discussing food and drink /s/ /z/ * Discussing the food pyramid do + you = /djə / * Colin’s eating habits Linking words with ‘and’ /n/ * A conversation between a doctor and a patient Stress * Two interviews discussing the environment /∫/ * Students talk about gardening * Discussing free time activities Stress * How to be polite in different countries can and can’t   **Reading:**   * A country full of dishes * An article about healthy meals * Three people describe their eating habits * Ordering food in a restaurant * Meatless Mondays * Healthy schools campaign * Jimmy’s diary * Eating habits in different countries   **Speaking:**   * A dialogue about meals * An interview about eating habits * Interviewing your classmates about their eating habits * Roleplaying a dialogue about ordering food in a restaurant * A dialogue asking for advice * Discussing health advice * Discussing your free time activities * Comparing social etiquette in two different countries   **Writing:**   * Write about a Colombian dish * An email about Colombian meals * A report about the results of your survey * A dialogue set in a restaurant * A poster about the environment * An opinion piece about healthy habits * A paragraph about how you spend your free time * An email about the eating habits in your country | * Flashcards * Posters * Tape-recording * Videos * Readings * Images * Students’ books * Projector * Fotocopies * Realia * Workshops | 16h |
| **TRANSFERENCIA**  **Y VALORACIÓN** | * Presentation of the recipe (How to prepare...) * Ask students to show their favorite food. * Ask the students to make a recipe presentation and prepare it with their partners | * Food * Student’s book * Powerpoint presentation * Video * Brochure | 8h |
| **SEGUIMIENTO** | * Final Test. General evaluation * Self-assessment. Peer-assessment | * Rubrics to evaluate the stages of the projects and teamwork. * Modular test * Template for self-assessment | 8h |
| Muestra un óptimo desempeño en el manejo del Inglés a través de sus producciones orales y escritas en situaciones reales de comunicación.  Emplea gran habilidad en el desarrollo de estrategias y normas lingüísticas necesarias para incrementar el conocimiento del inglés que le permiten tratar temas generales y desempeñarse en situaciones reales. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Jenny Monsalve, Carmen Ramírez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: TENTH | | | | PERIODO: **FIRST** | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: January 22nd | | | FECHA FINAL IMPLEMENTACIÓN: April 5th | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| Students understand vocabulary and some simple grammatical structures; however, it is difficult for them to express themselves spontaneously using vocabulary and the structures worked on in context. They understand texts of different types related to topics of general and academic interest, and select and apply appropriate task text and reading strategies. | | | | At the end of the process, students will be able to communicate in English with a clear pronunciation, getting main ideas from oral and written texts and strengthening of foreign language skills.  **Listening**  Identify people, situations, places and the subject in simple conversations.  Show a respectful and tolerant attitude when I hear others.  **Reading**  Identify key words into the text that let me understand your general sense  Use a variety of reading comprehension strategies appropriate to the purpose and type of text.  **Speaking**  Use appropriate vocabulary to express my ideas clearly on issues of curriculum and my interest.  Use strategies such as paraphrasing to compensate for difficulties in communication.  **Writing**  Write texts of different kinds considering my potential reader.  Write texts through which explain my preferences, decisions or actions. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| There are eight groups of tenth graders. Each group has approximately thirty three students, they are half boys and half girls. Their ages are between fourteen and eighteen. Most of them are from Tunja and a few of them are from outside of the city, which makes it difficult for some students to attend classes on time. They belong to low and middle socioeconomic stratum. They come from dysfunctional backgrounds.  In terms of education, these students are always willing to work and participate in class, however, there is a lack of awareness of the importance of having autonomy to work and to practice the foreign language outside of the classroom, incorporating English into their daily lives for a better command. The students had a low level of English based on the diagnostic test results.  At the end of the learning process we hope the students will be able to recognize their own identity, their skill, their values and their contributions to the society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Teamwork  Workshops  Peer work  Individual work  Reading comprehension activities | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| LINGUISTIC  SOCIOLINGUISTIC  PRAGMATIC | Read and understand narrative texts and descriptions using different sources about themes that are familiar and understand the arguments of short and simple texts.  Make short presentations to describe, narrate, justify and concisely explain facts and processes, also my dreams, hopes and ambitions.  In my drafts I use vocabulary and grammar that I know with certain precision, but I sometimes make mistakes when I am unfamiliar with the theme or when I express complex ideas. | | | Explain ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.  Recognize general and specific information in written and oral opinion texts and discussions on familiar topics. | | * ITC in education. * Apps for learning English. * English language teaching methodologies. * Research is assumed as the process of identifying and analyzing English teaching-learning problems in elementary school, and trying to solve these detected shortcomings. For this, in the Complementary Training Program, the research project "Digital Resources for Teaching English to Primary Learners" is being developed by English teachers and training teachers of second semester. | | |
| COMPONENTES |
| READING  LISTENING  SPEAKING  WRITING |
| EVIDENCIA DE APRENDIZAJE | PRODUCTOS ESPERADOS EN EL PROCESO | | | | | | | |
| Understand the relationships between the different parts or statements of an oral or written text. | I give my opinion about different situations, relying on previously studied written and oral texts. | | | | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **PROBLEM-BASED LEARNING (PBL)**  is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **TEEN CULTURE**  Students will talk about all awareness about hobbies, sports and leisure activities and urban tribes. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | Identify students' prior knowledge through the following activities:  Diagnosis, word games, word organization, word grouping, word association, board games (ladders, lotteries, dictionaries), questionnaires, brainstorming, conversations, songs, video, audio. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | Explain the topics and practice through the following activities:  Videos, audios, pictures, billboards, slides, stories, texts, guest characters, debates, construction of a story, dynamics: two truths and a lie, opening lines, comprehension exercises, explanation, grammar exercises. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries  flashcards |  |
| **TRANSFERENCIA**  **Y VALORACIÓN** | The process will be evaluated to identify weaknesses and be able to reinforce using the following activities:  Workshops, quizzes, role plays, monologues, dialogues, word searches, crossword puzzles, games, interaction with digital applications, exhibitions, artistic expressions, writing texts, making timelines, billboard design, talent shows. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **SEGUIMIENTO** | The process will be monitored taking into account the following activities:  Dialogues, analysis and understanding of problems, debates, simulations, text writing, development of infographics, design of timelines. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| Demonstrate high performance in asking questions and answers, in the use of vocabulary related to: sports, hobbies, occupations; structures in zero conditional, present and past simple and continuous tenses, prepositions of time and regular and irregular verbs.  Hand in with the presentation and support of activities, works and tasks. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Jenny Monsalve, Carmen Ramírez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: **TENTH** | | | | PERIODO: **SECOND** | |
| FECHA DE ELABORACIÓN: JANUARY 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: April 8th | | | FECHA FINAL IMPLEMENTACIÓN: June 14th | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| According to the results of the last term, 12.9 percent of the students are in A1 (low level), 62.2 percent in A2 (basic level), 24.1 percent in B1 (high level) and 0.8 percent in B+ (advanced level)  Some students try to communicate spontaneously using vocabulary and the structures worked on in context. They have more knowledge of new vocabulary but they need more practice in perfect tenses to describe different events. | | | | At the end of the process, students will be able to communicate in English with a clear pronunciation, getting main ideas from oral and written texts and strengthening of foreign language skills.  **Listening**  Identify people, situations, places and the subject in simple conversations.  Show a respectful and tolerant attitude when I hear others.  **Reading**  Identify key words into the text that let me understand your general sense  Use a variety of reading comprehension strategies appropriate to the purpose and type of text.  **Speaking**  Use appropriate vocabulary to express my ideas clearly on issues of curriculum and my interest.  Use strategies such as paraphrasing to compensate for difficulties in communication.  **Writing**  Write texts of different kinds considering my potential reader.  Write texts through which explain my preferences, decisions or actions. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| There are eight groups of tenth graders. Each group has approximately thirty three students, they are half boys and half girls. Their ages are between fourteen and eighteen. Most of them are from Tunja and a few of them are from outside of the city, which makes it difficult for some students to attend classes on time. They belong to low and middle socioeconomic stratum. They come from dysfunctional backgrounds.  In terms of education, these students are always willing to work and participate in class, however, there is a lack of awareness of the importance of having autonomy to work and to practice the foreign language outside of the classroom, incorporating English into their daily lives for a better command. The students had a low level of English based on the diagnostic test results.  At the end of the learning process we hope the students will be able to recognize their own identity, their skill, their values and their contributions to the society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Teamwork  Workshops  Peer work  Individual work  Reading comprehension activities | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| LINGUISTIC  SOCIOLINGUISTIC  PRAGMATIC | Although my accent is foreign, my pronunciation is clear and appropriate.  Although my accent is foreign, my pronunciation is clear and appropriate.  General vocabulary deals with my issues, but I resort to strategies to discuss facts and objects whose name I do not know. | | | Explain ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations.  Compose clear and well-structured oral or written messages taking into consideration the context in which they are produced. | | * ITC in education. * Apps for learning English. * English language teaching methodologies. * Research is assumed as the process of identifying and analyzing English teaching-learning problems in elementary school, and trying to solve these detected shortcomings. For this, in the Complementary Training Program, the research project "Digital Resources for Teaching English to Primary Learners" is being developed by English teachers and training teachers of second semester. | | |
| COMPONENTES |
| READING  LISTENING  SPEAKING  WRITING |
| EVIDENCIA DE APRENDIZAJE | PRODUCTOS ESPERADOS EN EL PROCESO | | | | | | | |
| Understand the relationships between the different parts or statements of an oral or written text. | I give my opinion about different situations, relying on previously studied written and oral texts. | | | | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **PROBLEM-BASED LEARNING (PBL)**  is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **MONEY MAKES THE WORLD GO ROUND**  Read and talk about work, how products are made and whomakes them besides, discuss how people spend money and prioritise their spending. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | Identify students' prior knowledge through the following activities:  Diagnosis, word games, word organization, word grouping, word association, board games (ladders, lotteries, dictionaries), questionnaires, brainstorming, conversations, songs, video, audio. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | Explain the topics and practice through the following activities:  Videos, audios, pictures, billboards, slides, stories, texts, guest characters, debates, construction of a story, dynamics: two truths and a lie, opening lines, comprehension exercises, explanation, grammar exercises. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries  flashcards |  |
| **TRANSFERENCIA**  **Y VALORACIÓN** | The process will be evaluated to identify weaknesses and be able to reinforce using the following activities:  Workshops, quizzes, role plays, monologues, dialogues, word searches, crossword puzzles, games, interaction with digital applications, exhibitions, artistic expressions, writing texts, making timelines, billboard design, talent shows. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **SEGUIMIENTO** | The process will be monitored taking into account the following activities:  Dialogues, analysis and understanding of problems, debates, simulations, text writing, development of infographics, design of timelines. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| Diagnosis: interviews, evaluations, activities, questionnaires, presentations, observations  Formative: observations, projects, experiments, debates, interviews, checklists, rubrics, questionnaires, notebooks, portfolios, problem solving, presentations, evaluations.  Summative: tests, questionnaires, writings, exhibitions, projects, questionnaires  Recognize and use the past simple and continuous tense, first and second conditionals, modal verbs, adverbs of frequency and Wh/Questions.  Use linguistic strategies and rules that allow you to discuss topics of interest and perform in real situations in English. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Jenny Monsalve, Carmen Ramírez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO**: TENTH** | | | | PERIODO: **THIRD** | |
| FECHA DE ELABORACIÓN: 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: July 8th | | | FECHA FINAL IMPLEMENTACIÓN: September 13rd | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| According to the results of the last term, 19.3 percent of the students are in A1 (low level), 47.0 percent in A2 (basic level), 32.1 percent in B1 (high level) and 1.6 percent in B+ (advanced level). Based on these results, some students improve their English level compared to last term. More students are in advanced level  Students identify regular and irregular verbs in present, past and past participle to communicate in different situations. Some of them have difficulties in reading comprehension in terms of literal level and inferential level. They need reading strategies to improve these aspects. | | | | At the end of the process, students will be able to communicate in English with a clear pronunciation, getting main ideas from oral and written texts and strengthening of foreign language skills.  **Listening**  Identify people, situations, places and the subject in simple conversations.  Show a respectful and tolerant attitude when I hear others.  **Reading**  Identify key words into the text that let me understand your general sense  Use a variety of reading comprehension strategies appropriate to the purpose and type of text.  **Speaking**  Use appropriate vocabulary to express my ideas clearly on issues of curriculum and my interest.  Use strategies such as paraphrasing to compensate for difficulties in communication.  **Writing**  Write texts of different kinds considering my potential reader.  Write texts through which explain my preferences, decisions or actions. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| There are eight groups of tenth graders. Each group has approximately thirty three students, they are half boys and half girls. Their ages are between fourteen and eighteen. Most of them are from Tunja and a few of them are from outside of the city, which makes it difficult for some students to attend classes on time. They belong to low and middle socioeconomic stratum. They come from dysfunctional backgrounds.  In terms of education, these students are always willing to work and participate in class, however, there is a lack of awareness of the importance of having autonomy to work and to practice the foreign language outside of the classroom, incorporating English into their daily lives for a better command. The students had a low level of English based on the diagnostic test results.  At the end of the learning process we hope the students will be able to recognize their own identity, their skill, their values and their contributions to the society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Teamwork  Workshops  Peer work  Individual work  Reading comprehension activities | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| LINGUISTIC  SOCIOLINGUISTIC  PRAGMATIC | * General vocabulary deals with my issues, but I resort to strategies to discuss facts and objects whose name I do not know. * Language acceptable management standards, with some interference from my mother tongue. * Understand texts of different types and sources on topics of general and academic interest. | | | * Write narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her. * Compose clear and well-structured oral or written messages taking into consideration the context in which they are produced. | | * ITC in education. * Apps for learning English. * English language teaching methodologies. * Research is assumed as the process of identifying and analyzing English teaching-learning problems in elementary school, and trying to solve these detected shortcomings. For this, in the Complementary Training Program, the research project "Digital Resources for Teaching English to Primary Learners" is being developed by English teachers and training teachers of second semester. | | |
| COMPONENTES |
| READING  LISTENING  SPEAKING  WRITING |
| EVIDENCIA DE APRENDIZAJE | PRODUCTOS ESPERADOS EN EL PROCESO | | | | | | | |
| Understand the relationships between the different parts or statements of an oral or written text. | I give my opinion about different situations, relying on previously studied written and oral texts. | | | | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **PROBLEM-BASED LEARNING  (PBL)**  is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **WE ARE ALL DIFFERENT**  Compare and contrast different traditions around the worldand through time besides, develop awareness of cultural diversity and respect. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | Identify students' prior knowledge through the following activities:  Diagnosis, word games, word organization, word grouping, word association, board games (ladders, lotteries, dictionaries), questionnaires, brainstorming, conversations, songs, video, audio. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | Explain the topics and practice through the following activities:  Videos, audios, pictures, billboards, slides, stories, texts, guest characters, debates, construction of a story, dynamics: two truths and a lie, opening lines, comprehension exercises, explanation, grammar exercises. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries  flashcards |  |
| **TRANSFERENCIA**  **Y VALORACIÓN** | The process will be evaluated to identify weaknesses and be able to reinforce using the following activities:  Workshops, quizzes, role plays, monologues, dialogues, word searches, crossword puzzles, games, interaction with digital applications, exhibitions, artistic expressions, writing texts, making timelines, billboard design, talent shows. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **SEGUIMIENTO** | The process will be monitored taking into account the following activities:  Dialogues, analysis and understanding of problems, debates, simulations, text writing, development of infographics, design of timelines. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| Identify grammatical structures and categories: simple future and Be going to, must, have to, ought to, ever, never, for, since, just, already, yet in conversations and written texts.  Demonstrates motivation and interest in carrying out and delivering activities with good presentation and punctuality. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Jenny Monsalve, Carmen Ramírez, Ángela Soler | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: **TENTH** | | | | PERIODO: Fourth | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: September 16th | | | FECHA FINAL IMPLEMENTACIÓN: November 29th | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| According to the results of the last term, 13.6 percent of the students are in A1 (low level), 62.1 percent in A2 (basic level), 22.7 percent in B1 (high level) and 1.5 percent in B+ (advanced level).  Some students use strategies for reading comprehension of different texts about cultural topics. However, it is necessary to work on having the appropriate level of reading comprehension. They have difficulties obtaining the critical level of reading comprehension. | | | | At the end of the process, students will be able to communicate in English with a clear pronunciation, getting main ideas from oral and written texts and strengthening of foreign language skills.  **Listening**  Identify people, situations, places and the subject in simple conversations.  Show a respectful and tolerant attitude when I hear others.  **Reading**  Identify key words into the text that let me understand your general sense  Use a variety of reading comprehension strategies appropriate to the purpose and type of text.  **Speaking**  Use appropriate vocabulary to express my ideas clearly on issues of curriculum and my interest.  Use strategies such as paraphrasing to compensate for difficulties in communication.  **Writing**  Write texts of different kinds considering my potential reader.  Write texts through which explain my preferences, decisions or actions. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| There are eight groups of tenth graders. Each group has approximately thirty three students, they are half boys and half girls. Their ages are between fourteen and eighteen. Most of them are from Tunja and a few of them are from outside of the city, which makes it difficult for some students to attend classes on time. They belong to low and middle socioeconomic stratum. They come from dysfunctional backgrounds.  In terms of education, these students are always willing to work and participate in class, however, there is a lack of awareness of the importance of having autonomy to work and to practice the foreign language outside of the classroom, incorporating English into their daily lives for a better command. The students had a low level of English based on the diagnostic test results.  At the end of the learning process we hope the students will be able to recognize their own identity, their skill, their values and their contributions to the society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Teamwork  Workshops  Peer work  Individual work  Reading comprehension activities | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN. | | |
| LINGUISTIC  SOCIOLINGUISTIC  PRAGMATIC | * Select and apply appropriate task text and reading strategies. * In interactions with native English speakers I recognize elements of their culture and I can explain to my colleagues. | | | * Recognize general and specific information in written and oral opinion texts and discussions on familiar topics. * Explain ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences or interpretations. * Write narrative, descriptive and explanatory texts related to topics of interest or that are familiar to him/her. | | * ITC in education. * Apps for learning English. * English language teaching methodologies. * Research is assumed as the process of identifying and analyzing English teaching-learning problems in elementary school, and trying to solve these detected shortcomings. For this, in the Complementary Training Program, the research project "Digital Resources for Teaching English to Primary Learners" is being developed by English teachers and training teachers of second semester. | | |
| COMPONENTES |
| READING  LISTENING  SPEAKING  WRITING |
| EVIDENCIA DE APRENDIZAJE | PRODUCTOS ESPERADOS EN EL PROCESO | | | | | | | |
| Understand the relationships between the different parts or statements of an oral or written text. | I give my opinion about different situations, relying on previously studied written and oral texts. | | | | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **PROBLEM-BASED LEARNING  (PBL)**  is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **OUR NATURAL ENVIRONMENT**  Learn about eco-travel in Colombia and the importance of our landscapes. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | Identify students' prior knowledge through the following activities:  Diagnosis, word games, word organization, word grouping, word association, board games (ladders, lotteries, dictionaries), questionnaires, brainstorming, conversations, songs, video, audio. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | Explain the topics and practice through the following activities:  Videos, audios, pictures, billboards, slides, stories, texts, guest characters, debates, construction of a story, dynamics: two truths and a lie, opening lines, comprehension exercises, explanation, grammar exercises. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries  flashcards |  |
| **TRANSFERENCIA**  **Y VALORACIÓN** | The process will be evaluated to identify weaknesses and be able to reinforce using the following activities:  Workshops, quizzes, role plays, monologues, dialogues, word searches, crossword puzzles, games, interaction with digital applications, exhibitions, artistic expressions, writing texts, making timelines, billboard design, talent shows. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| **SEGUIMIENTO** | The process will be monitored taking into account the following activities:  Dialogues, analysis and understanding of problems, debates, simulations, text writing, development of infographics, design of timelines. | Guides  workshops  video beam  text book  computers or laptops  photocopies  dictionaries |  |
| Use the structures of perfect tense, reported speech, tag questions and the development of communicative skills that strengthen their learning of English and allow them to participate in conversations and discuss topics of interest.  Use linguistic strategies and norms that allow you to discuss topics of interest and perform in real situations in English. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Alcira Velandia y Andrea Hernández | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: UNDÉCIMO | | | PERIODO: First | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: January 22nd, 2024 | | | FECHA FINAL IMPLEMENTACIÓN: April 5th, 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| Taking into account the results obtained in the diagnostic test applied at the beginning of the school year, we realize that:  WEAKNESSES: students have difficulties in pre- intermediate and advanced vocabulary, in the use of the different advanced grammatical categories and in the processes of reading comprehension in an inferential and critical level.  STRENGTHS: They recognize basic vocabulary, and are able to identify basic gramar structures, they can easily understand text in a literal level.  At the Academic level, to carry out the diagnosis of the students, an ICFES-type test of 50 questions was carried out. 249 ELEVENTH grade students were evaluated, corresponding to SEVEN courses. 73% of the students, corresponding to 183, are at a LOW level, 14% corresponding to 36 students are at a BASIC level, 6% of the students corresponding to 15 students are at a HIGH level, and finally, the remaining 6% are equivalent 14 students are in the SUPERIOR level. | | | | Students are able to produce clear and detailed texts about topics related to their daily life, as well as defend a point of view on general topics indicating the pros and cons of different aspects.   * Students wil be able to share their dreams and future goals. * Students will learn about technology, languages a team leader qualities. * Students will learn about interview techniques. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| Eleventh graders are students between 16 and 18 years. They lived in different neighborhoods of Tunja and also some of them come from Motavita. Their family situation is wide, some of them live with their parents, siblings and even grandparents , some of them live just with the mother or the father. Most of them belong to a low socioeconomic level. .  At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and the contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Writing texts that explain preferences, decisions and actions.  Implement and develop the reading project plan to strengthen critical reading.  Use of technological applications to strengthen communication skills.  Application and feedback of SABER 11 tests. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| LINGUISTIC: Know the formal resources of the language as a system and have the capacity to utilize it in the creation of well-formed and meaningful messages. Include the knowledge and the lexical skills, phonological, syntaxes and spelling. This competence implies that they do not only manage the theory of the grammar concepts, orthographic or systematic but can also apply it in diverse situations.  PRAGMATIC: Connect the functional use of the linguistic resources and understand, in the first place, a discursive competence that refers to the capacity of organizing the sentences in sequence to produce fragmented texts. In the second place it implies the functional competency to know the many linguistic forms and its functions as a mode in which are strung together with others in real communicative situations.  SOCIOLINGUISTIC: Refers to the knowledge of the social conditions and culture which are implicit in the use of the language. For example, knowledge is used to manage the norms of courtesy and other rules which give order to the relations between generations, genders, classes and social groups. Also manage to enter into contact with the popular expressions or with the difference of the register, of dialect and of accent. | Start a conversation and keep the attention of my interlocutors; when I speak, my speech is simple and consistent.  Although my accent is foreign, my pronunciation is clear and appropriate.  Write texts explaining my preferences, decisions and actions.  General vocabulary deals with my issues, but I resort to strategies to discuss facts and objects whose name I do not know.  Language acceptable management standards, with some interference from my mother tongue.  Understand texts of different types and sources on topics of general and academic interest.  Select and apply appropriate task text and reading strategies.  In interactions with native English speakers I recognize elements of their culture and I can explain to my colleagues. | | | Identify the purpose of medium length oral and written texts related to topics of general and academic interest and share it with others.  Explain orally and written forms the causes and effects as well as the problem and the solution of a given situation. | | | 1. ITC in education.  2. Apps for learning English.  3. English language teaching methodologies.  4. English Research Club | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | PRODUCTOS ESPERADOS EN EL PROCESO | | | | | | | |
|  | Students will plan a Careers Day in which they have the opportunity to:   * Research diffrent jobs. * Create a job profile * Produce a poster advertising their careers´s day * Give a presentation on a chosen job. | | | | | | | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **INSTITUTIONAL PROJECT: PROBLEM-BASED LEARNING  (PBL)** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **DEMOCRACY AND PEACE**  **GOAL:** Evaluate daily reconciliation actions for the construction of peace.  **FUNCTION:**  ● Express opinions on defined subjects.  ● Justify points of view.  ● Express agreements and disagreements.  ● Describe experiences, events and feelings.  ● Summarize oral and written information.  ● Defend a proposal with valid arguments.  **OBJECTIVES:**  ● Identify main points and specific information in different written and oral texts on personal and academic subjects of interest.  ● Express points of view on personal and academic subjects of interest. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Diagnostic Tests * Pictures readings * Brainstormings * Notices and advices interpretations * Guessing information from a title and pictures * Interviews and conversations | Posters  Images  Tests  Students’ books  Projector/speakers  Photocopies  Realia | 8 hours |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening:**  ● Talking about the future. Minimal pairs /I/ and /i:/.  ● An expert advising on how to set goals. Linking consonants and vowel sounds  ● Job interviews.  ● Communication methods. Weak form of can.  ● People explaining why they learnt a language weak form of to.  ● A conversation about playing in a team.  ● Students discussing which subjects to study pronouncing the letter “o”.  ● A university interview intonation in questions.  **Reading:**  ● Blog post: My future.  ● Two teenagers´ future plans and intentions.  ● People's skills and abilities.  ● Bringing technology into the classroom.  ● Increase in demand for second language skills.  ● Are you a good team player?  ● Studying at the university.  ● Top ten interview tips.  **Speaking:**  ● Discussing dreams for the future and your dream job.  ● Asking and answering questions about plans for the future.  ● Talking about your career plan.  ● Discussion about communications methods.  ● Discussing which languages you would like to learn.  ● Talking about teamwork.  ● Discussing favorite school subjects and ambitions.  ● Asking and answering interview questions.  **Writing:**  ● Sentences about fears for the future.  ● Goal plans.  ● Sentences about what you can do now that your parents couldn´t do.  ● A paragraph on why foreign language skills are useful.  ● About belonging to a team.  ● A paragraph on what you would like to study at the university.   * Sentences about what happened in an interview. | Flashcards  Posters  Tape-recording  Videos  Readings  Images  Students’ books  Projector  Fotocopies  Realia  Workshops | 20 hours |
| **TRANSFERENCIA**  **Y VALORACIÓN** | **Let’s work together project: Organize a careers day**   * Each person in the group is going to present a different career at the Careers Day. * Choose one career for each person. * Decide what you are going to talk about. | Posters  Student’s book  Role plays | 8 hours |
| **SEGUIMIENTO** | * Final Test * General evaluation * Self-assessment * Peer-assessment | Matrix of evaluation  Charts | 4 hours |
| SABER: Reconoce y usa con facilidad 0, 1er y 2do condicional. Además de la interpretación de imágenes y comprensión de textos en presente, pasado y futuro (pruebas tipo ICFES).  HACER: Utiliza de forma racional y eficiente los recursos disponibles para identificar, ubicar, organizar, elaborar y controlar las actividades. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Alcira Velandia y Andrea Hernández | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: UNDÉCIMO | | | PERIODO: Second | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: April 8th, 2024 | | | FECHA FINAL IMPLEMENTACIÓN: June 14th, 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| The results o the last term shows the currently state of the students:  12.9% of the students which correspond to 32 are in low level of performance.  62.2% of the students which correspond to 155 are in basic level of performance  24.1% of the students which correspond to 60 are in high level of performance  0.8% of the students which correspond to 2 are in a Superior level of performance. | | | | Students are able to produce clear and detailed texts about topics related to their daily life, as well as defend a point of view on general topics indicating the pros and cons of different aspects.  \*Students will learn how to describe daily routines and free-time activities.  \*Students will find out different types of dances, sports, music and the weather.  \*Students will discover ways people celebrate and spend their holidays in different parts of the world. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| Eleventh graders are students between 16 and 18 years. They lived in different neighborhoods of Tunja and also some of them come from Motavita. Their family situation is wide, some of them live with their parents, siblings and even grandparents , some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.  At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and the contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Writing texts that explain preferences, decisions and actions.  Implement and develop the reading project plan to strengthen critical reading.  Use of technological applications to strengthen communication skills.  Application and feedback of SABER 11 tests. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| LINGUISTIC: Know the formal resources of the language as a system and have the capacity to utilize it in the creation of well-formed and meaningful messages. Include the knowledge and the lexical skills, phonological, syntaxes and spelling. This competence implies that they do not only manage the theory of the grammar concepts, orthographic or systematic but can also apply it in diverse situations.  PRAGMATIC: Connect the functional use of the linguistic resources and understand, in the first place a discursive competence that refers to the capacity of organizing the sentences in sequence to produce fragmented texts. In the second place it implies the functional competency to know the many linguistic forms and its functions as a mode in which are strung together with others in real communicative situations.  SOCIOLINGUISTIC: Refers to the knowledge of the social conditions and cultural which are implicit in the use of the language. For example, the knowledge is used to manage the norms of courtesy and other rules which give order to the relations between generations, genders, classes and social groups. Also manage to enter into contact with the popular expressions or with the difference of the register, of dialect and of accent. | Start a conversation and keep the attention of my interlocutors; when I speak, my speech is simple and consistent.  Although my accent is foreign, my pronunciation is clear and appropriate.  Write texts explaining my preferences, decisions and actions.  General vocabulary deal with my issues, but I resort to strategies to discuss facts and objects whose name I do not know.  Language acceptably management standards, with some interference from my mother tongue.  Understand texts of different types and sources on topics of general and academic interest.  Select and apply appropriate task text and reading strategies.  In interactions with native English speakers I recognize elements of their culture and I can explain to my colleagues. | | | Identify the purpose of medium length oral and written texts related to topics of general and academic interest and share it with others.  Explain orally and written forms the causes and effects as well as the problem and the solution of a given situation. | | | 1. ITC in education.  2. Apps for learning English.  3. English language teaching methodologies.  4. English Research Club | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | |
| Understand socio cultural contents in different texts. | | | | | | | Promotional Poster about a location in Colombia.  Discussion about Colombia: celebrations, activities we can do in each region. | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **INSTITUTIONAL PROJECT: PROBLEM-BASED LEARNING (PBL)** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **HEALTH**  **GOAL:** Pose routes for obtaining health services in my community.  **FUNCTION:**  ● Express opinions on defined subjects.  ● Justify points of view.  ● Express agreements and disagreements.  ● Describe experiences, events and feelings.  ● Establish comparisons between defined subjects.  ● Summarize oral and written information.  ● Give accurate information.  **OBJECTIVES:**  ● Produce simple argumentative oral and written texts on subjects of other disciplines.  ● Identify specific information in long argumentative written texts related to subjects of other disciplines. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Here we list some of the activities for this part of the class: * Tests of reading comprehension. * Pictures readings. * Brain storms. * Notice interpretations. * Guessing information from a title and pictures. * Interviews. | Readings  Images  Tests  Students’ books  Projector  Fotocopies  Realia | 8 hours |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA.** | **Listening:**  ● Views on what being a good citizen means.  ● Describing human rights. Minimal pairs.  ● People discuss their ideals worlds. Contrasted form ´d.  ● People discuss their experiences of war.  ● Finding out about the news.  ● An interview about circo para todos. / ɪd */ t/ and / d /.*  ● Experiences of the rich and poor was / were.  ● An interview with a film – maker. going to.    **Reading:**  ● How to be a good citizen.  ● Accounts of human rights violations.  ● Interview with a community worker.  ● Two newspaper articles: conflict in schools.  ● Advantages and disadvantages of online news.  ● Personal experiences of being a volunteer.  ● Two biographies of celebrities helping good causes.  ● Documenting the issues of our time.    **Speaking:**  ● Giving your opinion about what being a good citizen means.  ● Discussing basic human needs and your rights.  ● Presenting your ideal world.  ● Discussing war; imagine yourself in a conflict situation.  ● Discussing how you find out about the news.  ● Discussing voluntary work.  ● Asking questions about being charitable.  ● Discussing documentaries; presenting an idea.    **Writing:**  ● Short opinion essay about being a good citizen.  ● A Bill of Rights for teenagers.  ● Conditional sentences about your ideal school / neighborhood / country.  ● A newspaper article about a local conflict or dispute.  ● An opinion essay on online news.  ● Description of a new voluntary group.  ● Listening an interview with a film- maker going to. | Stories (book)  Flashcards  Posters  Tape-recording  Videos  Readings  Images  Students’ books  Projector  Fotocopies  Realia  Workshops | 20 hours |
| **TRANSFERENCIA**  **Y VALORACIÓN** | **Let’s work together project: Conduct a survey on human rights**  ● Write a survey.  ● Conduct your survey.  ● Illustrate Your survey.  ● Write the results.   * Project: cultural fair | Posters  Student’s book  Role plays  Costumes | 8 hours |
| **SEGUIMIENTO** | * Final Test * General evaluation * Self-assessment * Peer-assessment | Matrix of evaluation  Charts | 4 hours |
| SABER:Se le facilita comprender y desarrollar ideas específicas y generales sobre diferentes temáticas usando vocabulario variado y las estructuras gramaticales aprendidas.  HACER: Manifiesta motivación e interés por su crecimiento personal, a través del trabajo clase y extraclase en forma individual y en equipo. |  |  |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Alcira Velandia y Andrea Hernández | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: UNDÉCIMO | | | PERIODO: Third | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: July 8th, 2024 | | | FECHA FINAL IMPLEMENTACIÓN: September 13th, 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL | | | | SITUACIÓN DESEADA | | | | |
| The results of the monitoring test show the results of 245 students of the ELEVENTH grade, corresponding to SEVEN courses.  67% of the students, corresponding to 166, are at the LOW level, 15% corresponding to 37 students are at the BASIC level, 15% of the students corresponding to 37 students are at the HIGH level, and finally the remaining 3% are equivalent. 5 students are at the SUPERIOR level. | | | | Students will be able to:   * Reflect on gender roles and discuss our sexual roles * Understand our relationships, learn about ways to be responsible in relationships and coloidate our understanding of sexuality * Examine how to live a healthy life and make responsible choices in our relationships. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| Eleventh graders are students between 16 and 18 years. They lived in different neighborhoods of Tunja and also some of them come from Motavita. Their family situation is wide, some of them live with their parents, siblings and even grandparents , some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.  At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and the contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Writing texts that explain preferences, decisions and actions.  Implement and develop the reading project plan to strengthen critical reading.  Use of technological applications to strengthen communication skills.  Application and feedback of SABER 11 tests. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| LINGUISTIC: Know the formal resources of the language as a system and have the capacity to utilize it in the creation of well-formed and meaningful messages. Include the knowledge and the lexical skills, phonological, syntaxes and spelling. This competence implies that they do not only manage the theory of the grammar concepts, orthographic or systematic but can also apply it in diverse situations.  PRAGMATIC: Connect the functional use of the linguistic resources and understand, in the first place, a discursive competence that refers to the capacity of organizing the sentences in sequence to produce fragmented texts. In the second place it implies the functional competency to know the many linguistic forms and its functions as a mode in which are strung together with others in real communicative situations.    SOCIOLINGUISTIC: Refers to the knowledge of the social conditions and culture which are implicit in the use of the language. For example, knowledge is used to manage the norms of courtesy and other rules which give order to the relations between generations, genders, classes and social groups. Also manage to enter into contact with the popular expressions or with the difference of the register, of dialect and of accent. | Start a conversation and keep the attention of my interlocutors; when I speak, my speech is simple and consistent.  Although my accent is foreign, my pronunciation is clear and appropriate.  Write texts explaining my preferences, decisions and actions.  General vocabulary deals with my issues, but I resort to strategies to discuss facts and objects whose name I do not know.  Language acceptable management standards, with some interference from my mother tongue.  Understand texts of different types and sources on topics of general and academic interest.  Select and apply appropriate task text and reading strategies.  In interactions with native English speakers I recognize elements of their culture and I can explain to my colleagues. | | | Identify the purpose of medium length oral and written texts related to topics of general and academic interest and share it with others.  Explain orally and written forms the causes and effects as well as the problem and the solution of a given situation. | | | 1. ITC in education.  2. Apps for learning English.  3. English language teaching methodologies.  4. English Research Club | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | |
| **Identify the narrative elements of a text and its characters. ( literary, descriptive, comic)** | | | | | | | Short Play or sketch on the theme of relationship.  \*Brainstorm  \*Create the sketch  \*Choose roles and perform | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **INSTITUTIONAL PROJECT: PROBLEM-BASED LEARNING  (PBL)** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **DEMOCRACY AND PEACE**  **GOAL:** Evaluate daily reconciliation actions for the construction of peace.  **FUNCTION:**   * Express opinions on defined subjects. * Justify points of view. * Express agreements and disagreements. * Describe experiences, events and feelings. * Summarize oral and written information. * Defend a proposal with valid arguments.   **OBJECTIVES:**   * Identify main points and specific information in different written and oral texts on personal and academic subjects of interest. * Express points of view on personal and academic subjects of interest. * Exchange orally opinions and on personal and academic subjects of interest in debates.Research skills (Pedagogical Training) * The subject of ​​pedagogy, research hotbeds are implemented where teachers, students and teachers in training present pedagogical proposals to solve classroom problems in relation to the teaching of English | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * This are the activities to develop in this stage: * Diagnostic Tests * Pictures readings * Brainstormings * Notices and advices interpretations * Guessing information from a title and pictures * Interviews and conversations | Posters  Images  Tests  Students’ books  Projector/speakers  Photocopies  Realia | 8 hours |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA** | **Listening:**  ● Answering questions.  ● Talking about gender issues.  ● Conversations about responsibility. Syllable stress in words.  ● Young people talking about their relationships.  ● Conversations about sex and birth control. Rising and falling intonation.  ● Two dialogues about teenage pregnancy. The articles.  ● A doctor giving advice on the food pyramid.  ● Asking for advice about going to a party.  **Reading:**  ● 12 facts about me.  ● Stories about two girls´ experiences in education.  ● Your rights in a relationship.  ● Honesty in a relationship.  ● Lara and Mark.  ● Parents at 16!  ● A global health crisis.  ● Young people taking risks.  **Speaking:**  ● Asking and answering general questions.  ● Discussing rules and obligations in your country.  ● Discussing compromise in a Relationship rights and responsibilities.  ● Deciding on the most important qualities in a person.  ● Performing a dialogue.  ● Discussing sex myths. Roleplaying a dialogue at the doctor´s.  ● Talking about food you eat.  ● Asking and answering questions.  **Writing:**  ● Five characteristics that describe you.  ● A description of gender equality at school.  ● A diagram of responsibilities; a list of roles.  ● An e-mail giving advice.  ● A dialogue between a boyfriend and girlfriend.  ● Five pregnancy tips for teenagers.  ● A dialogue about unhealthy habits.   * An e-mail giving advice. | Flashcards  Posters  Tape-recordings  Videos  Readings  Images  Students’ books  Projector/speakers  Photocopies  Realia  Workshops | 20 hours |
| **TRANSFERENCIA**  **Y VALORACIÓN** | **Let’s work together project: Produce a short play** | Posters  Student’s book  Role plays | 8 hours |
| **SEGUIMIENTO** | * Final Test * General evaluation * Self-assessment * Peer-assessment | Portfolios  Matrix of evaluation  Charts | 4 hours |
| SABER: Se le facilita identificar las relative clauses; must (not), can; *have to,* *don’t have*; make + person + verb; present simple vs. Present continuous; definite and indefinite articles; gerund; should to express probability.  HACER: Evidencia avances en la selección y aplicación de estrategias de lectura y la identificación de vocabulario, categorías gramaticales y estructuras en contextos lingüísticos. | | |

**ESCUELA NORMAL SUPERIOR SANTIAGO DE TUNJA**

**INGLÉS**

**PLAN DE AULA**

| DOCENTES: Alcira Velandia y Andrea Hernández | | | ÁREA DISCIPLINAR: English | | | | | AÑO: 2024 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SEDE: Central | | | GRADO: UNDÉCIMO | | | PERIODO: Fourth | | |
| FECHA DE ELABORACIÓN: January 2024 | | FECHA DE INICIO IMPLEMENTACIÓN: September 16th, 2024 | | | FECHA FINAL IMPLEMENTACIÓN: November 29th, 2024 | | | |
| **1. DIAGNÓSTICO** | | | | | | | | |
| ESTADO ACTUAL: | | | | SITUACIÓN DESEADA: | | | | |
| During the las term the students result are:  10.1% of the students got a low performance, which corresponds to 25 students.  75% of them got a basic performance, which corresponds to 186 students  14.5% of them got a High performance, which corresponds to 36  0.4% of them got a Superior performance, which corresponds to 1  In a total of 248 students.  WEAKNESSES: As they already present the National Exam: Saber 11 Students are in a state of laziness, thus they do not want to develop class activities, homeworks or evaluation with excellence.  STRENGTHS: Most of them have a basic level and are able to identify basic structures, vocabulary and also express themselves in basic ways. | | | | Students are able to produce clear and detailed texts about topics related to their daily life, as well as defend a point of view on general topics indicating the pros and cons of different aspects. | | | | |
| CARACTERÍSTICAS DE LOS ESTUDIANTES | | | | POSIBLES SOLUCIONES | | | | |
| Eleventh graders are students between 16 and 18 years. They lived in different neighborhoods of Tunja and also some of them come from Motavita. Their family situation is wide, some of them live with their parents, siblings and even grandparents , some of them live just with the mother or the father. Most of them belong to a low socioeconomic level.  At the end of the learning process we hope the students will be able to:  Recognize their own identity, their skill, their values and the contributions to society.  They will be able to promote creative, innovative, critical, reflexive and analytic projects and ideas in their communities.  They will be able to value their familiar, social and natural environment. | | | | Writing texts that explain preferences, decisions and actions.  Implement and develop the reading project plan to strengthen critical reading.  Use of technological applications to strengthen communication skills.  Application and feedback of SABER 11 tests. | | | | |
| COMPETENCIAS | ESTÁNDARES BÁSICOS DE COMPETENCIAS | | | DERECHOS BÁSICOS  DE APRENDIZAJE (ASOCIADOS) | | | ARTICULACIÓN CON CIENCIA, TECNOLOGÍA E INNOVACIÓN | |
| LINGUISTIC: Know the formal resources of the language as a system and have the capacity to utilize it in the creation of well-formed and meaningful messages. Include the knowledge and the lexical skills, phonological, syntaxes and spelling. This competence implies that they do not only manage the theory of the grammar concepts, orthographic or systematic but can also apply it in diverse situations.  PRAGMATIC: Connect the functional use of the linguistic resources and understand, in the first place, a discursive competence that refers to the capacity of organizing the sentences in sequence to produce fragmented texts. In the second place it implies the functional competency to know the many linguistic forms and its functions as a mode in which are strung together with others in real communicative situations.    SOCIOLINGUISTIC: Refers to the knowledge of the social conditions and cultural which are implicit in the use of the language. For example, the knowledge is used to manage the norms of courtesy and other rules which give order to the relations between generations, genders, classes and social groups. Also manage to enter into contact with the popular expressions or with the difference of the register, of dialect and of accent. | Start a conversation and keep the attention of my interlocutors; when I speak, my speech is simple and consistent.  Although my accent is foreign, my pronunciation is clear and appropriate.  Write texts explaining my preferences, decisions and actions.  General vocabulary deals with my issues, but I resort to strategies to discuss facts and objects whose name I do not know.  Language acceptable management standards, with some interference from my mother tongue.  Understand texts of different types and sources on topics of general and academic interest.  Select and apply appropriate task text and reading strategies.  In interactions with native English speakers I recognize elements of their culture and I can explain to my colleagues. | | | Identify the purpose of medium length oral and written texts related to topics of general and academic interest and share it with others.  Explain orally and written forms the causes and effects as well as the problem and the solution of a given situation. | | | 1. ITC in education.  2. Apps for learning English.  3. English language teaching methodologies.  4. English Research Club | |
| COMPONENTES |
| LISTENING: listening and understanding information about daily activities and issues related to real life.  SPEAKING: narrating and describing people, objects and situations about the immediate environment.  READING: reading, comprehending, analyzing and comparing literary, academic and general texts.  WRITING: writing texts with different purposes related to familiar scenarios or contexts. |
| EVIDENCIA DE APRENDIZAJE | | | | | | | PRODUCTOS ESPERADOS EN EL PROCESO | |
| Contextualize correctly a different type of text or the information of it. | | | | | | | Environmental Board Game  Students will:  Wirte questions  Think about material  Add elements of luck  Design the board | |
| **PROYECTOS(S) PEDAGÓGICO(S)**  **ASOCIADO(S)** | **INSTITUTIONAL PROJECT: PROBLEM-BASED LEARNING  (PBL)** is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.  Nilson (2010) lists the following learning outcomes that are associated with PBL. A well-designed PBL project provides students with the opportunity to develop skills related to:   * Working in teams. * Oral and written communication. * Working independently. * Critical thinking and analysis. * Explaining concepts. * Self-directed learning. * Researching and information literacy.   **GLOBALIZATION**  **GOAL:** Promote the responsible use of technology to protect privacy.  **FUNCTION:**   * Express opinions on defined subjects * Justify points of view. * Express agreements and disagreements. * Describe experiences, events and feelings. * Summarize oral and written information.   **OBJECTIVES:**  ● Identify explicit and implicit information in argumentative texts related to academic subjects.  ● Structure medium length argumentative written texts on academic subjects.  ● Exchange information orally in a subject of general interest in different types of spontaneous interactions. | | | | | | | |

**2. ACCIONES DENTRO DEL AULA**

| MOMENTO | ACTIVIDAD(ES) | RECURSOS | TIEMPO |
| --- | --- | --- | --- |
| **EXPLORACIÓN**  **(DE SABERES PREVIOS)** | * Diagnostic Tests * Pictures readings * Brainstormings * Notices and advices interpretations * Guessing information from a title and pictures * Interviews and conversations | Posters  Images  Tests  Students’ books  Projector/speakers  Photocopies  Realia | 8 hours |
| **ESTRUCTURACIÓN**  **Y PRÁCTICA.** | **Listening:**  ● A family history on Park Avenue: used to and used.  ● People talking about their cities. /i:/ /ɪə/ /ɜː/ /eə/  ● Discussing humans and nature.  ● Describing a bad holiday.  ● Mining products in Colombia.  ● A presentation on mobile phones.  ● A radio program about sharks’ attacks.  ● Costa Rica and Iceland linking words.    **Reading:**  ● 72 hours in New York City.  ● The Age of the Megacity.  ● Text about animals and the environment.  ● In the palm of Dubai.  ● The town that was contaminated by coal.  ● Danger of plastic bags.  ● Canadian One – Tonne Challenge.  ● Water, water… everywhere?    **Speaking:**  ● Describing a place you know.  ● Debating living in the city / countryside.  ● A tweet about the environment.  ● Discussing tourism versus development.  ● Discussing jobs.  ● Discussing the impact of human inventions.  ● Discussing One – Tonne Challenge.  ● Discussing the (non) ecofriendly countries.    **Writing:**  ● A guide to your hometown.  ● Divide a text into paragraphs.  ● Discussing environmental problems.  ● Topic sentences.  ● A job advertisement for a dangerous job.  ● A Facebook post encouraging recycling.  ● A suggestion for reducing your school's carbon footprint.   * An essay on being a green citizen | Flashcards  Posters  Tape-recordings  Videos  Readings  Images  Students’ books  Projector/speakers  Photocopies  Realia  Workshops | 20 hours |
| **TRANSFERENCIA**  **Y VALORACIÓN** | **Let's work together Project:** **Design an environmental board game** | Posters  Student’s book  Role plays | 8 hours |
| **SEGUIMIENTO** | * Final Test * General evaluation * Self-assessment | Portfolios  Matrix of evaluation  Charts | 4 hours |
| SABER:Evidencia avances significativos en su competencia comunicativa y puede emplear: used to; present perfect continuous; past perfect; future in the past; either or, neither, nor, both, not only but also; third conditional.  HACER: Evidencia avances en la atención, concentración y aplicación de estrategias de lectura que le permiten desarrollar y socializar los talleres | | |