

# MEDIACIÓN PEDAGÓGICA

## RECURSO: Mini-books

### DESCRIPCIÓN:

Esta serie de mini-libros es un recurso multimedial interactivo que aborda cada uno los escenarios y los temas del Programa de estudio de inglés para Primer Ciclo a partir de 18 historias entrelazadas y contextualizadas al entorno costarricense. Al finalizar cada libro hay una actividad lúdica de comprensión de lectura y una hoja de trabajo imprimible para la práctica de aula bajo la guía del docente.

### POBLACIÓN META:

Estudiantes de I ciclo, 1°, 2° y 3° nivel.

### COMPETENCIAS LINGÜÍSTICAS QUE ABARCA EL RECURSO:

Comprensión oral y escrita: escucha y lectura.

Producción Oral y Escrita: habla y escritura.

### PRIMER GRADO | METAS DE APRENDIZAJE

#### COMPRENSIÓN ORAL: ESCUCHA

**L.1.** recognize simple information such as name, age, and perhaps country of origin when that information is given slowly and clearly.

**L.4.** understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?).

**L.3.** understand simple information about an object (for example, the size and color of a book, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.

**L.1.** recognize the words for people around them (e.g., father, mother, brother, sister, baby).

**L.2.** understand simple information about a person (e.g., appearance and feelings) if the person speaks slowly and clearly, possibly with accompanying gestures.

**L.1.** recognize and understand the words for people around them (e.g., teacher, students, principal).

**L.2.** recognize and understand the words for people around them (e.g., firefighter, shop owner, doctor).

**L.1.** recognize spoken words similar to the languages with which they are familiar (e.g., ball, music).

## COMPRENSIÓN ESCRITA: LECTURA

- R.1.** participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. Can repeat key words after the teacher.
- R.1.** follow one or two-step directions accompanied by demonstrations to complete classroom routines.
- R.1.** identify main characters by pointing, naming or labeling from a picture story that is read aloud.
- R.2.** sequence pictures to show understanding of a text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle and end.

## PRODUCCIÓN ORAL: HABLA

- SI.2.** use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome and thank you).
- S.P.1.** name some common objects in familiar environments, for example (e.g., It is a ruler. It is a book.)
- SP.2.** recognizes basic family activities using expressions like "My father likes running".
- SP.1.** name some common places and people in familiar environments.
- SP.1.** name some common words or objects in familiar environments.
- P.1.** name some common objects in familiar environments (e.g., ball, doll, bike).
- SP.2.** express likes and dislikes using simple, standard expressions.

## PRODUCCIÓN ESCRITA: ESCRITURA

- W.2.** draw pictures of an event or character from a picture story or one main idea.

## ESTRATEGIAS DE EVALUACIÓN

### COMPRENSIÓN ORAL: ESCUCHA

- L.1.2.** Recognizes simple personal information (e.g. **name, age, country of origin, personal traits**) and transparent phrases (e.g., **excellent, pay attention**) when that information is given slowly and clearly.
- L.4.** Recognizes one or two forms of greetings farewells (Hello, Good-bye) expressions of politeness and personal feelings expressed slowly and clearly.
- L.2.** Identifies simple information about an object.
- L.1.** Identifies nuclear family members from aural stimuli when it is spoken slowly and clearly.
- L.2.** Recognizes simple information about family members if the person speaks slowly and clearly.
- L.1.** Recognizes the words for people around them.
- L.2.** recognize and understand the words for people around them (e.g., firefighter, shop owner, doctor).

**L.1.** Recognizes spoken words similar to the language with which they are familiar.

## COMPRENSIÓN ESCRITA: LECTURA

**R.1.** Participates in choral reading within a whole group with teacher modeling.

**R.1.** Identifies one or two-step directions.

**R.1.** Identifies main characters from a picture story.

**R.2.** Sequences pictures to show understanding of a text heard or read.

**R.2.** sequences pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end.

## PRODUCCIÓN ORAL: HABLA

**SI.2.** Uses one or two forms of greetings and farewells (Hello, Good-bye).

**S.P.1.** Names some common objects in familiar environments

**SP.2.** Recognizes basic family activities using expressions like "My father likes cooking"

**SP.1.** Names some common places and people in familiar environments.

**SP.1.** Names some common words or objects in familiar environments.

**S.P.2.** Expresses likes and dislikes using simple, standard expressions.

## PRODUCCIÓN ESCRITA: ESCRITURA

**W.2.** Represents an event or character from a picture story or one main idea.

## SEGUNDO GRADO | METAS DE APRENDIZAJE

### COMPRENSIÓN ORAL: ESCUCHA

**L.1.** understand basic greetings, farewells, and common expressions of politeness (e.g., hi, see you tomorrow, sorry).

**L.1.** understand simple information about healthy habits (for example, "I need to exercise.") if the person speaks slowly and clearly, possibly with accompanying gestures.

**L.1.** understand simple information about an object (e.g. the size and color of a stereo, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.

**L.2.** understand simple information about an animal (for example, the size, color, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.

**L.1.** recognize spoken words similar to the languages with which they are familiar (e.g., plant, air, orchid).

**L.2.** understand simple information about an object (for example, the size and color of a jacket, when to wear it, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.

## **COMPRENSIÓN ESCRITA: LECTURA**

- R.2.** recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture (e.g., book, school, soccer).
- R.1.** recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture.
- R.2.** participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud.
- R.1.** recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture. (e.g., bed, bedroom)
- R.2.** identify main characters by pointing, naming or labeling from a picture story that is read aloud.
- R.2.** sequence pictures to show understanding of text heard or read that is supported by pictures in a heavily patterned book to include a clear beginning, middle, and end.
- R.2.** answer yes/no questions about text heard that is supported by pictures.
- R.1.** make predictions based on cover, title and illustrations with instructional support.

## **PRODUCCIÓN ORAL: HABLA**

- SP.1.** name some common objects and people in familiar environments.
- SP.1.** use one or two learned expressions about healthy habits.
- SP.1.** name some common words or objects in familiar environments.
- SP.1.** use one or two learned expressions of animals and plants.

## **PRODUCCIÓN ESCRITA: ESCRITA**

- W.1.** draw pictures of an event or character from a picture story or one main idea.
- W.2.** organize drawings or pictures within a graphic organizer (sequence or Venn diagram).
- W.2.** print/write simple high-frequency words.

## **ESTRATEGIAS DE EVALUACIÓN COMPRENSIÓN ORAL: ESCUCHA**

- L.1.** Recognizes basic greetings, farewells, and common expressions of politeness.
- L.1.** Recognizes simple information about healthy habits and food if the person speaks slowly and clearly.
- L.1.** Recognizes simple information about a household item if the person speaks slowly and clearly.
- L.2.** Identifies simple information from descriptions of farm and domestic animals if the person speaks slowly and clearly.
- L.1.** Recognizes spoken words similar to the languages with which they are familiar.

**L.2.** Recognizes simple information about clothing and outdoor activities if the person speaks slowly and clearly.

## COMPRENSIÓN ESCRITA: LECTURA

**R.2.** Recognizes some high frequency words and straightforward phrases in simple texts.

**R.2.** Participates in choral reading.

**R.2.** Identifies main characters from a picture story.

**R.2.** Answers yes/no questions about text heard.

**R.2.** Sequences pictures to show understanding of text heard or read.

**R.1.** Makes predictions based on cover, title and illustrations with instructional support.

## PRODUCCIÓN ORAL: HABLA

**SP.1.** Names some common objects and people in familiar environments.

**SP.1.** Uses one or two learned expressions about healthy habits.

**SP.1.** Names some common objects and people in familiar environments.

**SP.1.** Names some common characteristics of animals or objects in familiar environments.

**SP.2.** Uses one or two learned expressions of animals and plants.

## PRODUCCIÓN ESCRITA: ESCRITA

**W.1.** Represents an event or character from a picture story or one main idea.

**W.2.** Organizes drawings or pictures within a graphic organizer.

**W.1.** Prints/transcribes simple high-frequency words.

## TERCER GRADO | METAS DE APRENDIZAJE

### COMPRENSIÓN ORAL: ESCUCHA

**L.1.** understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.

**L.2.** understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings.

**L.1.** understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.

**L.2.** understand simple questions about key vocabulary words that have been modeled, repeated, or labeled.

**L.1.** recognize the names of outdoor and indoor activities and their locations.

**L.2.** understand what is being said provided people speak slowly and carefully, and with significant pauses.

**L.1.** understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings.

## **COMPRENSIÓN ESCRITA: LECTURA**

- R.1.** understand short text in picture books and illustrated material, using illustrations to recognize text topic.
- R.2.** comprehend short readings, analyze and enjoy texts.
- R.1.** read simple, short texts, word by word and identify the main information, recognizing previously encountered words and parts of words.
- R.1.** comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end.
- R.1.** understand short text in picture books and illustrated material by pick out the main information.
- R.1.** read simple, short texts, word by word and pick out the main information.

## **PRODUCCIÓN ORAL: HABLA**

- SP.1.** talk briefly about the duties each family member has around the house.
- SP.2.** express preferences.
- SP.1.** talk briefly about family celebrations and traditions indicating time when describing family celebrations. (e.g., day, month).
- SP.1.** name goods and services in the community.
- SP.1.** name some common words or objects in familiar environments (e.g. hospital, grocery store, school).
- SP.2.** describe the location of familiar places using short sentences.
- SP.2.** express preferences about spare time activities.
- SP.1.** provide basic information about familiar things and ideas.

## **PRODUCCIÓN ESCRITA: ESCRITURA**

- W.1.** copy or print/write words being learned in class and connect them to pictures.
- W.2.** fill in gapped text using a word list of familiar words.

## **ESTRATEGIAS DE EVALUACIÓN**

### **COMPRENSIÓN ORAL: ESCUCHA**

- L.1.** Recognizes the most important information in a straightforward talk.
- L.2.** Recognizes most of a short story when it is read slowly and clearly.
- L.1.** Recognizes simple information about a place.
- L.2.** Responds to comprehension questions about key vocabulary words.
- L.1.** Recognizes the names of outdoor and indoor activities.
- L.2.** Recognizes what is being said provided people speak slowly and carefully.
- L.1.** Recognizes most of a short story when it is read slowly and clearly.

## **COMPRENSIÓN ESCRITA: LECTURA**

- R.1.** Gets the gist of short texts in picture books and illustrated material.
- R.2.** Appreciates readings analyze and enjoy texts.
- R.1.** Identifies previously encountered high-frequency words.
- R.2.** Shows understanding of texts read sequencing pictures correctly.
- R.1.** Recognizes main points in short texts in picture books and illustrated material.
- R.1.** Reads simple, short texts, word by word and picks out the main information.

## **PRODUCCIÓN ORAL: HABLA**

- SP.1.** Talks about the duties each family member has around the house.
- SP.1.** Talks about family celebrations and traditions.
- SP.1.** Names goods and services in the community with clear pronunciation.
- SP.1.** Names some common words or objects in familiar environments.
- SP.1.** Describes instructions for playing games.

## **PRODUCCIÓN ESCRITA: ESCRITURA**

- W.1.** Copies or prints/writes words.
- W.2.** Fills in gapped text using a word list of familiar words.

## **Mediación Pedagógica Recomendada**

**Ubicación en el Programa de Estudio:** Primer Grado

**Escenario:** All About Me

**Pregunta Esencial:** What makes us special?

**Aprendizaje Duradero:** Our names, the way we look, and the way we feel make us special.

- Temas:**
- Saying Hello! Saying Good-bye!
  - Introducing Myself
  - The Way I Look and I Feel
  - Making New Friends

## Learn to Know

### Grammar & Sentence Frame

#### Personal and Possessive pronouns – I, my

- I am Amanda.
- My name is Juan.

#### Question/Answers with BE

- What is your name? My...
- How are you? Fine.
- How old are you? 6

#### Yes/No Questions

- Are you a student? Yes
- Are you in first grade? Yes
- Are you tall? Yes/No (use appropriate)

#### (S-V-C) sentences

- I am \_\_\_\_\_ (name, age, country, physical description)
- I feel \_\_\_\_\_ (happy/sad).

#### Wh- questions in Simple Present

- Where do you live?
- Where are you from?

#### Clarifying Questions

Pardon.

- What?
- Repeat, please.

#### **Vocabulary**

### 1. Saying Hello! Saying good bye!

#### Greetings

- Hi! Hello! Good morning, Good afternoon, Good evening, How are you?

## Learn to do

### Functions

- Greeting and saying good bye in proper contexts.
- Introducing myself.
- Identifying personal traits and feelings.
- Getting to know others.

## Learn to be and live in community

### Psycho-social

- Showing self-esteem, self-confidence
- Showing self-awareness by describing self
- Stimulating creativity through the arts (drawing, acting, body language)

### Sociocultural

- Greeting people (handshaking, kissing and some others depending on the community or context).

### Social Language Samples and idioms/ phrases

- Hey!
- Bye-bye
- See ya

## Learn to Know

### Leave-takings

- Good-bye, bye, see you, see you later.

### 2. Introducing myself

- My name is...
- I am from.../7 years old.
- I live in...

### Expressions of Politeness

- Excuse me, pardon, thank you, you are welcome.
- Nice too me you.

### Cardinal Numbers

- 1 - 10

### Nationalities

- Costa Rica, Nicaragua...

### 3. The way I look and I feel

### Physical Appearance

- short, tall, handsome, pretty

### Colors

- red, blue, green, yellow

### 4. Making new friends

#### Information questions

- What's your name?
- Where are you from?
- How old are you?
- Nice to meet you/too.

## Learn to do

## Learn to be and live in community

## - Oral and Written comprehension

**Reading goal:** Participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. Can repeat key words after the teacher.

**This goal could be integrated with spoken production goals in the post task phase.**

**SI.4.** understand and respond in a predictable pattern to simple questions about familiar things and if the other person speaks slowly and clearly.

**SP.1** Express how I look and feel using simple, standard expressions.

## Implementation Strategies

### Pre-teaching

#### Warm-up:

- Students listen to the song, "Hello" as they watch the video (<https://www.youtube.com/watch?v=tVlcKp3bWH8>).
- Children sing the song with the teacher, accompanied with gestures.

### Activation of prior knowledge

- Teacher reviews greetings and leave-takings, vocabulary and sentence frames asking the students to stand up/raise a hand when they listen to a greeting in the song.

### Modeling

- Teacher uses flashcards or the video in mute mode to model pronunciation of greetings and leave-takings and students participate in choral repetition.

### Clarification

- Teacher clarifies vocabulary and expressions by greeting students, saying good-bye to them and waiting for their response.

### Pre-task

- Teacher introduces the goal of the lesson.
- Teacher plays the first chapter of the mini-book for First Grade, "All about me".
- Students read chorally with the teacher as the story is played/ shown with the script written and/or projected on the board.

### Task-Rehearsal

- Students clap/ chant the story chorally as it is read aloud by the teacher.
- One student say one sentence chorally and the next student continues.
- Students perform the actions expressed in the story in the form of a short conversation related to greetings/ leave-takings and/or personal introductions as they are heard.

- Teacher stops or skips words or pieces of the story and students complete it as they read the story.

## Task Completion

- Learners read chorally short phrases and key words related to greetings, leave takings and short personal introductions while listening to the story using body language and after observing visual stimuli.
- Students personalize the story and use their own name and personal information as they chorally read.

## Task Assessment

- Teacher asks individuals to say key words of the story as he/she stops the video or shows a picture.
- Whole group assesses achievement of the goal.

## Post Task

- Students use one or all the pictures of the mini-book to retell one part of the story.
- Students use one or all the pictures to greet and introduce themselves.