

MEDIACIÓN PEDAGÓGICA

RECURSO: Mini-books

DESCRIPCIÓN:

La serie de mini-libros multimedial interactiva, aborda cada uno los escenarios y los temas del Programa de estudio de inglés para Primer Ciclo a partir de 18 historias conectadas entre sí y contextualizadas al entorno costarricense. Al finalizar cada libro hay una actividad lúdica de comprensión 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

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

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

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

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.
- 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.

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.

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.