

MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

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| SCHOOL LOGO | | NAME OF THE SCHOOL | | | SCHOOL YEAR 2016-2017 | | | |
| MICROCURRICULAR PLANNING | | | | | | | | |
| 1. DATOS INFORMATIVOS: | | | | | | | | |
| Teacher: | Alexandra Perez Valencia | | Area: English as a Foreign Language | ENGLISH | Grade/Course: | 2 EGB | Class: | A |
| Unit Number: | * 1 | TEXTBOOK : Starship Pre A1.1 Unit Title: | Lesson 1 HELLO Lesson 2 IS YOUR NAME STELLA? Lesson 3 I' M A BOY.... . I' M A GIRL | Unit Specific Objectives: O.EFL 2.2 Appreciate English as an international language. O.EFL 2.3 Read level-appropriate texts in English for pure enjoyment/entertainment. O. EFL 2.5 Use in-class library resources . | | O. EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs. O. EFL 2.9 Be able to interact in English in a simple way using basic expressions | | |
| PERIODS: | 18 PERIODS, 6 CLASSS PERIODS PER LESSON | | | STARTING WEEK: | 6 WEEKS | | | |
| 2. UNIT PLAN | | | | | | | | |
| SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED | | | | EVALUATION CRITERIA | | | | |
| EFL 2.1.1 Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: My name | | | | COMMUNICATION AND CULTURAL AWARENESS CE.EFL.2.3. Make use of basic personal information and expressions of politeness in order to introduce oneself and participate in a short | | | | |

is, ..I ametc)

STUDENT BOOK Lesson 1

- Greetings (Hello., My name's..., What's your name?)

Wh-questions with *BE* (*What's*) (What's this? It's a book/a pencil/an eraser)

STUDENT BOOK Lesson 2

- Greetings (Hello. Hi.)

Questions about names (Is your name Stella? No, it isn't. Yes, it is.)

STUDENT BOOK Lesson 3

Describing oneself and others (I'm a boy. I'm a girl. He's a boy. She's a girl.)

EFL.2.1.6 Understand and use common expressions of politeness in class while working in pairs or groups on projects. (Example: please, sorry, thank you, etc.)

STUDENT BOOK Lesson 3

Asking others to do things (please)

ORAL COMMUNICATION

EFL 2.2.3 Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, color and size, etc.)

STUDENT BOOK Lesson 1

- Asking others to do things (Open your book. Close your book. Point to the book. Look. Listen. Write. Say *book*.)

Wh-questions with *BE* (*What's*) (What's this? It's a book/a pencil/an eraser)

STUDENT BOOK Lesson 2

- Questions about names and things (Is your name Stella? No, it isn't. Yes, it is. Is

conversation.

ORAL COMMUNICATION

CE.EFL.2.7. Listening for Information: Follow short and simple spoken texts that include familiar vocabulary and are set in everyday contexts. Identify key items of information within the text, and record or act upon them.

CE.EFL.2.9. Production - Fluency: Utterances are sometimes produced slowly but use appropriate words and phrases to express basic ideas, initiate conversations and respond to questions, including some chunks of language and short sentences.

this a board/door/window/chair/desk?? No, it isn't. It's a... Yes, it is.)

Simple phrasal verbs (sit down, stand up)

STUDENT BOOK Lesson 3

- Describing oneself and others (I'm a boy. I'm a girl. He's a boy. He's a girl.)

Describing things you see (What do you see? I see a crayon/pen/ruler.)

ACTIVITY BOOK All Lessons

- **Listen and check** sections

Listen and say sections

EFL 2.2.4 Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)

STUDENT BOOK Lesson 1

Wh-questions with *BE* (*What's*) (What's this? It's a book/a pencil/an eraser.)

STUDENT BOOK Lesson 2

Questions about names and things (Is this a board/door/window/chair/desk?? No, it isn't. It's a... Yes, it is.)

STUDENT BOOK Lesson 3

Describing things you see (I see a crayon/pen/ruler.)

ACTIVITY BOOK All Lessons

- **Listen and check** sections
- **Listen and say** sections

Listen and match sections

EFL 2.2.5 Record key items of specific information from a heard message or description, either in written form or by drawing picture. (Example: letters of the

alphabet, numbers, prices and times, days, dates and months, etc.)

EFL.2.2.11 Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases, and short sentences about people, animals, things, etc.)

STUDENT BOOK Lesson 1

- Greetings (Hello., My name's..., What's your name? Good-bye, ...)
- Asking others to do things (Open your book. Close your book. Point to the book. Look. Listen. Write. Say *book*.)

Wh-questions with *BE* (*What's*) (What's this? It's a book/a pencil/an eraser)

STUDENT BOOK Lesson 2

- Greetings (Hello. Hi.)
- Questions about names and things (Is your name...? No, it isn't. Yes, it is. Is this a board/door/window/chair/desk?? No, it isn't. It's a... Yes, it is.)

Asking others to do things. (Stand up. Sit down. Come here. Go to the board. Open the window. Close the door.)

STUDENT BOOK Lesson 3

- Describing oneself and others (I'm a boy. I'm a girl. He's a boy. He's a girl.)
- Asking others to do things (Hands up. Hands down. Be quiet, please. Work in pairs. Work in groups.)

Describing things you see (What do you see? I see a crayon/pen/ruler.)

ACTIVITY BOOK All Lessons

Listen and say sections

EFL.2.2.12 Respond to simple questions in quite a short time and initiate basic interaction spontaneously when there are opportunities to speak. Speech is produced a little less slowly and hesitantly.

READING

CE.EFL.2.11. Identify and understand individual every-day words,

READING

EFL 2.3.1 Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions

STUDENT BOOK Lesson 1

- Greetings (Hello., My name's..., What's your name?)
- Asking others to do things (Open your book. Close your book. Point to the book. Look. Listen. Write. Say *book*.)

Wh-questions with *BE* (*What's*) (What's this? It's a book/a pencil/an eraser)

STUDENT BOOK Lesson 2

- Greetings (Hello. Hi.)
- Questions about names and things (Is your name...? No, it isn't. Yes, it is. Is this a board/door/window/chair/desk?? No, it isn't. It's a... Yes, it is.)
- Simple phrasal verbs (sit down, stand up)

Asking others to do things. (Stand up. Sit down. Come here. Go to the board. Open the window. Close the door.)

STUDENT BOOK Lesson 3

- Describing oneself and others (I'm a boy. I'm a girl. He's a boy. He's a girl.)
- Asking others to do things (Hands up. Hands down. Be quiet, please. Work in pairs. Work in groups.)

Describing things you see (What do you see? I see a crayon/pen/ruler.)

ACTIVITY BOOK All Lessons

- **Read and say** sections
- **Match** sections

Read and match sections

phrases, and sentences, including instructions.

WRITING

| <p>WRITING</p> <p>EFL 2.4.3 Write simple words by hand and/or on the computer with correct use of standard writing mechanics. Example: blue, cat, dog, son, etc</p> <p>STUDENT BOOK All Lessons Vocabulary (see Scope and Sequence) EFL 2.4.4 Write simple words, phrases and sentences for controlled practice of language arts.</p> <p>STUDENT BOOK All Lessons Language Items (see Scope and Sequence)</p> <p>LANGUAGE THROUGH THE ARTS</p> <p>EFL 2.5.1 Identify key information such as events, characters, and objects in stories and other age-appropriate literary texts if there is visual support</p> <p>STUDENT BOOK All Lessons Look, listen, and say sections</p> | | <p>CE.EFL.2.18. Writing in order to perform controlled practice of vocabulary and grammar items.</p> <p>LANGUAGE THROUGH THE ARTS</p> <p>CE.EFL.2.21. Distinguish key information in stories and other age-appropriate literary texts, both oral and written.</p> | |
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| METHODOLOGICAL STRATEGIES | RESOURCES | PERFORMANCE INDICATORS | EVALUATION/ ACTIVITIES TECHNIQUES/INSTRUMENTS |
| <p>This performance criteria could be evaluated by:</p> <p>1.Mimic gestures or movements to learn and show comprehension 2.Work in small groups to greet</p> | <p>Lesson 1 Flash Cards 1–10• Star & Stella puppets• Audio CD:T1–5• Song Audio CD• Activity Book: pp. AB4–AB7 • Optional: box</p> | <p>COMMUNICATION AND CULTURAL AWARENESS</p> <p>• I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short</p> | <p>Lesson 1 Warm-Up (5 minutes): Preview the greeting song from the lesson’s Sing activity. As the song plays, use gestures to introduce the words.</p> <p>Lesson 2 Warm-Up (5 minutes):</p> |

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| <p>and say their names</p> <p>3. Write their names—first using letter cards, then writing the letters</p> <p>4. Use real objects to name classroom objects</p> <p>5. Recognize basic phonemes of the alphabet using letter cards and listening to the audio</p> <p>6. Recognize words and match words to pictures</p> <p>7. Use simple resources such as flash cards to learn vocabulary</p> <p>8. Unscramble words to write short sentences</p> <p>9. Create and use puppets</p> <p>10. Sing songs and recite chants</p> <p>11. Move to the rhythm of a song or chant</p> | <p>or bag, book, pencil, eraser</p> <p>Lesson 2</p> <p>Flash Cards 11–18 • Star & Stella puppets • Audio CD: T6–10 • Song Audio CD • Activity Book: pp. AB8–AB11 • Optional: Flash Cards 1–7</p> <p>Lesson 3</p> <p>Flash Cards 19–26 • Star & Stella puppets • Audio CD: T11–15 • Song Audio CD • Activity Book: pp. AB12–AB15 • Optional: Flash Cards 8–16, crayon, pen, ruler.</p> | <p>dialogues or conversations.</p> <p><u>ORAL COMMUNICATION</u></p> <p>Learners can understand short and simple spoken texts well enough to be able to pick out key items of information and record them in drawings, or physically act upon them. Ref • I.EFL.2.7.1.</p> <p>• I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, and respond to simple questions using appropriate words, phrases, and short sentences. Responses may be slow though pauses do not make the interaction tedious or uncomfortable for participants.</p> <p><u>READING</u></p> <p>I.EFL.2.11.1. Learners can understand familiar words, phrases, and short simple sentences and can successfully complete the simple accompanying task.</p> <p><u>WRITING</u></p> <p>Learners can draw symbols and letters to show that they know how to use simple grammar or vocabulary items. [Ref. • I.EFL.2.18.1.</p> <p><u>LANGUAGE THROUGH THE ARTS</u></p> <p>I.EFL.2.21.1. Learners can recognize, through pictures or other media such as ICT, key aspects of</p> | <p>Preview the introducing song from the lesson’s Sing activity. As the song plays, use the Star and Stella puppets as well as gestures to clarify meaning.</p> <p>Lesson 3 Warm-Up (10 minutes): Preview the classroom instructions song from the lesson’s Sing activity. As the song plays, use actions to clarify the instructions. Encourage learners to perform the actions as they sing along.</p> <p><u>COMMUNICATION AND CULTURAL AWARENESS</u></p> <p>ACTIVITY</p> <ul style="list-style-type: none"> • Use small role plays to check that learners can greet and introduce themselves. <p>TECHNIQUE Observation</p> <p>INSTRUMENT Checklist</p> <p>ACTIVITY</p> <ul style="list-style-type: none"> • Use pair work to give and follow classroom instructions. <p>TECHNIQUE</p> |
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| | | <p>a story or literary text (orally).</p> | <p>Observation</p> <p>INSTRUMENT</p> <p>Checklist</p> <p><u>ORAL COMMUNICATION</u></p> <p>ACTIVITY •Have learners work in pairs to ask and answer questions about classroom objects.</p> <p>TECHNIQUE Observation</p> <p>INSTRUMENT</p> <p>Rating scale</p> <p>ACTIVITY •Ask learners to act out the actions in the song for Lesson 3.</p> <p>TECHNIQUE Quiz</p> <p>INSTRUMENT</p> <p>Sampling song</p> <p><u>READING</u></p> <p>ACTIVITY</p> |
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| | | | <ul style="list-style-type: none">•Check word recognition by asking learners to point to a word and say it. <p>TECHNIQUE Observation</p> <p>INSTRUMENT Data collection</p> <p>ACTIVITY<ul style="list-style-type: none">•Check word recognition by asking learners to match words and pictures with a line.</p> <p>TECHNIQUE</p> <p>INSTRUMENT</p> <p><u>WRITING</u></p> <p>ACTIVITY<ul style="list-style-type: none">•Check spelling skills by asking learners to unscramble the letters in a word.</p> <p>TECHNIQUE</p> <p>INSTRUMENT</p> |
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| | | | <p>ACTIVITY</p> <ul style="list-style-type: none">• Check writing skills by asking learners to label a picture. <p>TECHNIQUE Observation</p> <p>INSTRUMENT</p> <p>Participation Chart</p> <p><u>LANGUAGE THROUGH THE ARTS</u></p> <p>ACTIVITY</p> <ul style="list-style-type: none">• Check vocabulary comprehension by asking learners to act out classroom instructions. <p>TECHNIQUE Interview</p> <p>INSTRUMENT</p> <p>Questionary</p> <p>ACTIVITY</p> <ul style="list-style-type: none">•Have learners listen to a song or chant about classroom objects and draw something they hear. <p>TECHNIQUE Observation</p> |
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| | | | INSTRUMENT Participation Chart |
| 3. ADAPTED CURRICULUM | | | |
| Specification of Educational Needs | | Specification of the adapted material to be applied | |
| Struggling Learners Below Level Learners | | Face students when speaking. Speak clearly and slowly. Pause frequently. • Preview the lesson by having learners look at the pictures and think about what they will learn. • Initially use whole group for instruction, then divide learners into small groups or pairs. • Use pictures and flash cards to help learners connect meaning. Have learners create their own flash cards. • Use props, real classroom objects, and gestures. • Provide word walls for learners to reference. • Have learners draw pictures to illustrate meaning. Learners share pictures to contribute to conversations. • Ask learners to add pictures or drawings to a book activity. | |
| CLIL COMPONENTS | | Science: Look at the map of outer space - the home of Star and Stella | TRANSVERSAL AXES Respect, etc |
| PREPARED BY: | | REVISED BY: | APPROVED BY: |
| Teacher: | | Coordinator: | Viceprincipal: |
| Signature: | | Signature: | Signature: |
| Date | | Date | Date |

*Información tomada de la planificación curricular anual.