

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN ASIGNATURA TRONCAL

NOMBRE DEL ESPACIO

Lenguas Adicionales: Inglés- Nivel A1.2 (A1+)

NOMBRE DEL PLAN: A DAY IN MY LIFE!

DURACIÓN 1 BIMESTRE UBICACIÓN TEMPORAL DEL PLAN 1er BIMESTRE

SINOPSIS:

¡Comenzamos con este plan de aprendizaje A1: **A DAY IN MY LIFE!**

En este plan desarrollaremos las nociones básicas para que, de manera progresiva, logren afianzar tus capacidades y una vez finalizado el recorrido, al terminar el bimestre, puedas contar un día en tu vida y en la de un/a amigo/a. Este plan va a contar con distintas propuestas que estimulen tu interés y te permitan explorar, mediante diversos abordajes, los contenidos que pensamos para esta instancia.

Algunas actividades serán grupales, otras en pares y algunas individuales. Te invitamos a que con la ayuda de tus docentes y pares, avances en este plan y no dudes en consultar tantas veces sea necesario. Equivocarse es parte del proceso así que no te sientas mal si alguna actividad te cuesta más que otra.

¡Empecemos!

Tema: A DAY IN MY LIFE!

A lo largo de este plan aprenderás a:

- Identificar información en textos breves
- Expresarte con oraciones cortas
- Formular preguntas sencillas
- Recolectar información sobre la rutina de otros
- Crear un poster para compartir con tu clase sobre tu rutina.
- Trabajar colaborativa y creativamente en grupos para compartir con el resto de la clase

Comprensión

- Identificar la idea general y las ideas principales
- Identificar información específica.
- Inferir el significado de una palabra o frase no conocida a partir del contenido del texto.

Expresión

- Utilizar el vocabulario aprendido para hablar sobre vos mismo y sobre otros.

Interacción

- Mantener un intercambio con palabras simples y expresiones no verbales, invitando a otros/as a hablar.
- Intercambiar información con tus pares a través de la formulación de preguntas y respuestas de forma respetuosa.
- Indicar que no entiende con palabras/signos sencillas/os, con la entonación y con gestos.

Mediación

- Colaborar entre pares para la búsqueda de información y para la mejora de sus producciones. Monitorear y mejorar su comunicación a partir de la reflexión metalingüística, metacognitiva e intercultural.

Actividades de comprensión de textos orales y escritos, y de expresión oral y escrita, a partir de los siguientes géneros textuales:

- Actividades de comprensión de textos escritos
 - Descripciones breves de rutinas
- Actividades de comprensión oral y expresión oral
 - Descripciones breves de rutinas
 - Videos cortos (Youtube)
- Actividades de expresión escrita y oral
 - Presentación en CANVA u otra aplicación

Producto final:

- Elaboración de una presentación (en formato papel o digital) que contenga información relevante sobre su rutina.

Contenidos y capacidades:

- Descripción de la rutina personal utilizando el vocabulario adecuado.
- Uso de la hora para expresar rutina.
- Uso de conectores temporales.
- Formulación de preguntas.
- Armado de presentaciones.

Evaluación:

- Formativa: se evaluará tu progreso a lo largo de todo el plan de aprendizaje.
- Desarrollo de la capacidad de autoevaluación.

Referencia adicional:

Fast Finishers: Estas actividades están pensadas para quienes suelen finalizar las tareas antes que sus compañeros. Si ya terminaste, podés elegir una o todas las opciones para continuar aprendiendo mientras los demás terminan.

OBJETIVOS:

En cada etapa de este plan se espera que puedas:

Punto de Partida (Starting Point)	Indagación (Inquiry)	Producción (Production)	Evaluación (Assessment)
Leer y encontrar datos básicos sobre la rutina de una persona.	Comprender y responder preguntas sencillas sobre la rutina de distintas personas.	Crear una presentación sobre tu rutina.	Elaborar una presentación siguiendo la estructura y el contenido correspondientes.
Interactuar en conversaciones cortas sobre la rutina.	Comprender el significado general de distintos tipos de textos, tanto escritos como orales.	Hacer una breve presentación oral basada en tu presentación.	Presentar oralmente la presentación realizada de manera clara y adecuada según los contenidos trabajados en esta unidad de trabajo y siguiendo los criterios pautados.
Comprender instrucciones simples.	Explorar información de tu interés.	Usar herramientas digitales sencillas para buscar información.	Identificar qué hiciste bien en tu presentación y qué puedes mejorar, con ayuda de tu profe.
Elaborar preguntas sencillas.	Expresar la rutina utilizando una serie de frases y oraciones simples.	Ayudar a tus compañeros/as a encontrar información y practicar sus presentaciones.	Trabajar de manera colaborativa.
Manifestar de manera verbal o no verbal si no comprendes.	Crear una presentación sobre una persona que elijas con información obtenida.		Reflexionar sobre tu propio desempeño, identificar tus fortalezas y debilidades y evaluar tu proceso de aprendizaje,
Comenzar a construir frases que permitan expresar tus ideas.			Evaluar tu desempeño en la presentación oral.
2 WEEKS- 8 HOURS	3 WEEKS- 12 HOURS	2 WEEKS- 8 HOURS	1 WEEK- 4 HOURS

PUNTO DE PARTIDA

En esta primera etapa, exploramos juntos diferentes propuestas en las que, en pares, de manera grupal y a veces individualmente, vas a poder desarrollar herramientas que te permitan comprender información de la rutina de diferentes personas y hacer una breve descripción de la misma.

Comenzaremos con vocabulario sencillo y algunas frases que te van a servir para acompañar las actividades. Si sentís que hay consignas o actividades que no entendés, podés intercambiar ideas con tus compañeros y compañeras pero recordá apoyarte en tus docentes, quienes estarán para acompañarte a lo largo de todo este plan.

DURACIÓN ESTIMADA DE LA ETAPA: 8 horas

RESOURCES

- Warm up game: [FIND THE PAIRS](#)
- Vocabulary: [MY ROUTINE](#)
- Game: [CHOOSE THE BEST OPTION](#)
- Activities: [MATCH](#)
- Written presentation: [COLAPINTO](#)
- Video about Colapinto: [HOW TO PREPARE MATE?](#)
- Games for fast finishers: [GAME 1](#), [GAME 2](#), [GAME 3](#) & [GAME 4](#)
- [Thinking Routine](#)

ACTIVITIES

1. Let's play "[Find the pairs](#)" with your friend. In this activity you are going to **MATCH** the verb with the image. It's a **memory game**. If they match, keep the pair and go again. If they don't match, try again. The player with the most pairs **wins!**

Some useful phrases are:

- I choose number ____.
- It is "_____".
- It is a pair /It is not a pair.

2. After playing, complete the [GRAPH](#) with the phrases from the memory game. Divide them into actions you do in the morning, in the afternoon, in the evening and at night.
3. Let's play "[Choose the best option](#)". This is a mini game for practicing daily routines vocabulary and phrases in English. The focus is on vocabulary for daily activities.
4. Let's [MATCH](#) the words and the images of routines.

5. Now, you are going to read a [short presentation](#) about Franco Colapinto. -

✓ **Identifying the main idea** - the first time, read the entire text quickly to get the main idea.

What are the main ideas in this Article about Colapinto?

Pinpoint 5 facts that you can recall:

- ★
- ★
- ★
- ★
- ★

Now listen again and answer these questions.

- What time does Franco get up?
- What does Franco have for breakfast?
- What's his favourite food?
- What sports does Franco play?

6. In pairs, watch the following video about Franco Colapinto preparing [MATE](#).

Think together and decide if these sentences are TRUE or FALSE:

- ★ Having mate is very important for Franco. ____
- ★ You need some herbs and a mate. ____
- ★ The water does not have to be very hot. ____
- ★ First, we put the water and then, the herbs. ____
- ★ You can share the mate with your family. ____

7. Individually: Take a minute to reflect on what you've learnt so far and go over this [Thinking Routine](#).

Fast finishers extra activities:

In pairs, listen to some words of vocabulary and repeat. Then, play the following [MEMORY GAME](#). Use some useful phrases.

Try these games about routines. Choose one or two to practise.

[GAME 1](#): Matching words/phrases to images.

[GAME 2](#): Completing the Alphabet game ("ROSCO") with routine vocabulary.

[GAME 3](#): Completing a crossword.

[GAME 4](#): Writing the routine vocabulary.

INDAGACIÓN

En esta etapa, nos centraremos en adquirir herramientas y capacidades específicas de la lengua adicional necesarias para llevar adelante tu producción final. Trabajaremos en la formulación de preguntas que nos ayuden a recabar información acerca de personas de tu interés y, también en esta etapa, tendrás momentos de trabajo autónomo para que explores en mayor profundidad

cuestiones que te resulten interesantes o relevantes para afianzar tus conocimientos logrando expresarte por escrito y de manera oral.

DURACIÓN ESTIMADA DE LA ETAPA 3 semanas. 12 horas

RESOURCES

- Reading and Listening Activity
- Independent Learning Guide
- Thinking Routine- [Rutina de Pensamiento](#)
- Youtube; ["How I spend my day" \(Video\)](#)
- Youtube video: ["What do you do everyday?"](#)
- Game: [Let's play Jeopardy](#)

ACTIVITIES

1.  Listening the dialogue and complete the missing words- "The interview with a swimmer"

Interviewer: Hello, Dan.

Dan: Hi.

Interviewer: Can you tell me about a typical day in your life for the school.....?

Dan: Yeah, sure.

Interviewer: So, what time do you get up?

Dan: Oh, I get up very early. I get up every day at and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

Interviewer: You get up at 5 o'clock? Wow, that's early!

Dan: Yeah. Then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: toast, bacon and eggs and orange juice.

Interviewer: What do you do after breakfast?

Dan: At 11 o'clock I go to I'm studying sports science and I have classes from 11 o'clock to 4 o'clock.

Interviewer: When do you have lunch?

Dan: I have lunch at about 2 o'clock at the university.

Interviewer: What do you do after classes?

Dan: Sometimes I go to the gym and sometimes I meet at a café.

Interviewer: What time do you have dinner?

Dan: I have dinner at 7 o'clock, then I or go online and I usually go to bed at 10 o'clock.

Interviewer: Thanks, Dan. That's a busy day!

Do this exercise while you listen. Circle True or False for these sentences.

- | | |
|--|-------------|
| 1. Dan gets up early. | True /False |
| 2. He has a small breakfast. | True/ False |
| 3. He's a student. | True/ False |
| 4. Dan has lunch at home. | True /False |
| 5. He goes swimming after classes. | True/ False |
| 6. Dan watches TV and goes on the internet before bed. | True/ False |

2. Watch the following [video](#) and pay attention to her routine. Match the action and the time.

1. I wake up...	a. ... at half past three,
2. I take a bus...	b. ... at midnight.
3. I start working...	c. ... from four to eight in the evening.
4. I finish work...	d. ... before going to bed.
5. I take a bus and go to university...	e. ... at eight o'clock.
6. I have classes...	f. ... at half past nine.
7. I read a book...	g. ... at two pm.
8. I go to bed...	h. ... at 9 o'clock.

3. Let's try and write down the information about your routine

Hello! _____

Now, you can practice reading your presentation aloud to a partner.

4. Asking for information:

Watch this [VIDEO](#) and answer: what do they do everyday?.

Can you identify the questions in the video? Let's write them down.

- _____
- _____
- _____
- _____
- _____

5. Let's play "What do you do everyday?" with your partners and teacher. Think about one or two questions you want to ask your partner.

6. Let's revise. Get in pairs or small groups. Click here to play in this [game](#). If you don't understand or don't know how to answer some questions, ask for help or go over your notes.

Independent Learning Guide – ⚡ A1.2.

Esta guía tiene el propósito de ayudarte a descubrir y poner en práctica estrategias para aprender inglés de manera autónoma conectándote con tus intereses, preferencias y ayudándote a evaluar aquellos aspectos que tenés que profundizar. Podés utilizar todos los recursos que te resulten convenientes, apropiados y atractivos. Empezá a armar tu propio archivo con el recorrido. Al final del bimestre compartilo con algún compañero/a e intercambiá experiencias.

Esta guía puede resultarte un poco más difícil, pero creemos que ya podés trabajar en actividades un poco más desafiantes. Cualquier duda, siempre contás con el apoyo de tus profes. ¡¡Adelante!!

TEN THINGS OF THE ROUTINE OF...

You are going to **choose** a person to create a presentation to share relevant information about the routine of someone you want. You will **look for** information, organize it and **create** a poster or a digital presentation to **present** in class.

You can use WH-questions to guide your research and present the information in English.

♦ Step 1: Choose a Person

You will investigate and collect information about the routine of a person you admire or find interesting (an artist, athlete, historical figure, family member, or someone from your community).

You need to find 10 relevant activities of the routine of that person to mention to your class.

♦ Step 2: Discover and Learn

Look for information in English about your person. You can watch videos, read short texts, listen to songs, or check social media posts.

Think of WH questions to guide you to collect the information.

Here you can see some examples:

- Who is this person?
- Where is she/he/they from?
- What does she/he/they do? What is his/her/their profession?
- Why is she/he/they important for you?
- What time does she/he/they get up?
- What does she/he/they have for breakfast?
- What time does she/he/they work?
- What does she/he/they have for lunch?
- What time does she/he/they finish work?
- What does she/he/they have for dinner?
- What time does she/he/they go to bed?

Write short sentences using the answers and include them in your poster.

♦ Step 3: Read an example:

Read this daily routine:: [PADLET JOHNNY DEPP'S ROUTINE](#)

♦ Step 4: Create your own presentation about your chosen person.

Practice your presentation with a partner. Ask each other questions and help out if necessary.

♦ Step 5: Present

Present your poster/ padlet about your chosen person, answering the WH-questions in English.

Before your routine, check:

- I can say the name of my person.
- I can answer 10 WH-questions.
- I wrote 10 sentences in English.
- I prepared a poster
- I practiced speaking with a partner.

Step 6: Reflect

Final Reflection:



What did you enjoy learning about?



What was difficult? How can you improve?



Do you have anything in common with the person you chose?

- We are half way through this Plan. So let's take a minute to reflect on what we've done so far. Take this [thinking routines](#)

FAST FINISHERS

- Let's be the Teacher! Create a 5-question quiz for the class." (Engage them in review and understanding assessment)
- Order the letters to find a routine word. Then, create some sentences for your partners.

I _____ my teeth every morning before breakfast. BURSH

After the shower, I usually get _____ for school .DSSERED

- Improve your speaking skill: Follow the [LINK](#) and work in pairs on the speaking activity. You will practise vocabulary connected with routine.

👍 If you like this listening activity, you can keep practising and improving your English. Choose the skill [ON THE SITE](#) you want to practise, the level, and the time you want to spend. Your teacher can help you.

PRODUCCIÓN

En esta etapa, vas a realizar un video sobre "10 things about typical day in my life". Ya aprendiste a expresar tu rutina, así que ya estás listo/a para dar un paso más y mostrar lo que sabés a otras personas.

DURACIÓN ESTIMADA DE LA ETAPA 2 semanas / 8 horas

RESOURCES

- App for presentations or any other you know how to use (Canva, Genially, Google Presentations)
- Computer
- Your notes on your personal information

10 things about my daily routine

Now you are ready to talk about your daily routine! Let's work on that and share your video with the rest of the class.

STEP 1 – THINK

 Think about ten important things you do during the day.

For example:

- ☛ wake up / get up
- ☛ brush my teeth
- ☛ get changed
- ☛ have breakfast
- ☛ walk/ take the bus to school
- ☛ start / finish school
- ☛ get home ..

USE TIME SEQUENCERS

In the morning / In the afternoon / In the evening.

USE CONNECTORS

First -Then- Later- Before(lunch)

After that,

USE TIME EXPRESSIONS

AT around 7.00 / **ON** Mondays

TIP

You can watch this video and presentation to help you get inspired: [VIDEO 1](#) and [GENIALLY Presentation](#). They are two different levels of English and they can help you with ideas to make your video.

STEP 2 – PREPARE

 Organize your answers into **10 sentences**.

 Write the sentences and show them to your teacher and classmates.
Are they correct?

STEP 3 – MAKE YOUR PRESENTATION

 You can use CANVA, GENIALLY or Google Presentations a similar app to edit your video.
You can record yourself in the video, or record your voice and use an avatar.

STEP 4 - SHARE

And you can use Padlet to post your Presentation in Google Classroom and share them in a dashboard.

- Thinking Routine - Final Reflection

 Did you enjoy learning about how to express your routine?

 What was difficult? How can you improve?

 Did you enjoy making the presentation about **a typical day in your life**? (You can share this in Spanish!)

EVALUACIÓN

A lo largo del plan y durante las distintas etapas tuvimos varias oportunidades para realizar actividades de autoevaluación y evaluación entre pares. En esta etapa te invitamos a hacer tu presentación, escuchar la devolución que te dan tu docente y compañeros/as y a realizar una autoevaluación sobre todo lo trabajado en este bimestre. ¡A pensar y seguir aprendiendo!

DURACIÓN ESTIMADA DE LA ETAPA 1 semana- 4 horas

RECURSOS

- Oral Presentation Rubrics
- Self assessment guide for the Plan

1. Rate your presentation and your classmates' with this chart.

Your teacher can help you use this chart properly.

	Very Good	Good	Not very good	Need to work harder
Content	Includes all 10 sentences correctly.	Includes 8 or 9 sentences correctly.	Includes 6 or 7 sentences correctly. Some sentences have mistakes.	Includes 6 or less sentences. There are a lot of mistakes in the production.
Clarity	Speech is clear and easy to understand.	Some parts are not very clear.	Some parts are difficult to understand.	Many parts are difficult to understand.
Creativity	Uses images, editing or avatar in a creative way.	Uses less resources, but they add to the video.	Very few resources. Needs to improve.	No extra resources, only reading.
Presentation	Shows practice and enthusiasm.	Shows practice and enthusiasm.	Shows little practice or enthusiasm.	Needs some more practice.

2. Self assessment time!

Reflect on the objectives of this unit. How do you think you did? Tick the correct box.	Yes, I can!	I'm working on it.	I need to work harder.
I can understand the most important ideas in written paragraphs.			
I can speak about a typical day in my life.			
I can watch short Youtube videos and understand the main ideas.			
I can understand written paragraphs and the specific information in them.			
I can ask questions to my partners about their daily routines.			
I can write about someone's daily routine .			
I can work in groups/pairs and share information with others.			