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| **ELEMENTOS PARA UNA CLASE SEGÚN LA CONCEPCIÓN**  **TRIÁDICA DEL CEREBRO**. | | | |
| ASIGNATURA: Inglés | | | |
| TEMA DE LA CLASE | OBJETIVO | | |
| La articulación del inglés al contenido de otras áreas y a problemáticas de la vida escolar y familiar. | Students will understand that although each person is different, everyone is an important part of a team, and it is possible work together, respect, help each other, and so more easily achieve common goals.  Los estudiantes comprenderán que aunque sean diferentes, cada uno es una parte importante de un equipo y es posible trabajar juntos, respetarse, ayudarse y así alcanzar más fácilmente metas en común. | | |
| ACTIVIDADES | | | |
| PENSAR | | ACTUAR | SENTIR |
| 1. Students will understand the concept of “language crosscutting” and its importance in the development of communicative competence in English. 2. Students will analyze the problems of the school and they will propose some solutions. 3. Students will identify healthy and unhealthy habits in eating. | | **PERFORMANCES OF UNDERSTANDING**  \*To make small descriptions about food habits of the characters found in Charlie and the Chocolate Factory, and they should present them in an illustrated form.  \*To translate English texts such as short-trio and paired poetries, made in Spanish class.  \*Express advices and obligations based on the identified conflicts (in family, team work, group and characters of Charlie’s book).  \* To work collaboratively to make the English activities and show the activities to the project.  \*To do exhibitions to the works made, including informatics tools in it.  \*To make messages about caring for the environment and institutional culture to expose the institutional board.  \*To make collaboratively a written bulleting board, engaging topics working in English class, linked to the institutional context.  \*Students will use simple grammatical structures and vocabulary concerning food, and adjectives to write about habits, and routines to the people at school, or characters in the texts read in Spanish class.  \* Students will make advices related to the diet.  \*Students will use computer tools to present their tasks in English. | Students propose ideas for solving conflicts identified inside the team, in the school or in the characters in the Ana Frank’s book.  They identified personal qualities that will facilitate working in groups and will express it in their English descriptions. |

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| DEFINICIÓN DE RECURSOS | RECURSO 1.  Documents:  Literary books  English texts.  Dictionary | RECURSO 2.  Didactics:  cards  markers  colors  CDs  Videos  Block (white and color)  notebooks | RECURSO 3.  Humans:   * Teacher * Students |
| CANTIDAD NECESITADA | A dictionary per student  A guide text per student.  Didactic sources: depending to the interest of the teams | | |
| EVALUACIÓN DE LA ACTIVIDAD | **ONGOING ASSESSMENTS**  CRITERIAS:  \*Collaborative work performance  \*Participation and engagement in activities.  \*Identifying strengths and grammatical mistakes in writings.  \*Using ICT to develop and present activities.  \*Order and aesthetics to develop and present the tasks.  FEEDBACK:  \*Informal talking student-teacher in class or outclass.  \*The teacher will make comments and oral or written corrections for each works made by students. | | |