

		<b>ACADEMIA NAVAL ALMIRANTE ILLINGWORTH</b>		<b>2015 -2016</b>		
<b>PLAN MICROCURRICULAR POR UNIDAD</b>				<b>N.- DE UNIDAD</b>	<b>1</b>	
<b>1. DATOS INFORMATIVOS</b>						
DOCENTE:	ÁREA	AÑO/CURSO/NIVEL	TIEMPO		DURACIÓN	
			SEMANAS	PERIODOS	INICIO	FINAL
Lcda. Marjorie Hermida Lcdo. Jorge Erazo Prof. Anahi Jaramillo Espinoza Lcda. Martha Artencia	English	THIRD Basic Year	6	36	May 9th	May 27th
<b>2. PRECISIONES PARA LA ENSEÑANZA Y EL APRENDIZAJE</b>						
EJE CURRICULAR INTEGRADOR	EJE DE APRENDIZAJE/MACRODESTREZA		EJE TRANSVERSAL/INSTITUCIONAL			
To Use a foreign language to communicate one another and understand the environment where we live in satisfying Ss. immediate necessities	Listening / reading: gist, skimming scanning, specific info, and details, abstract. Speaking / writing: Control, semi control, freer activities		Respect and acceptance of other cultures and custom around the world			
<b>TIPOS DE INTELIGENCIA A MEJORAR:</b>	<b>Inteligencia Espacial.-</b> La capacidad que nos posibilita para percibir imágenes externas, internas, transformarlas, o modificarlas y producir o decodificar información gráfica. <b>Inteligencia Lingüística.-</b> la habilidad para emplear las palabras de manera oral o escrita de manera efectiva. <b>Inteligencia Musical.-</b> Atraídas por sonidos y melodías.					
<b>RECURSOS WEB 2.0 Para optimizar la Clase</b>	<a href="http://esl-kids.com/flashcards/bodyparts.html">http://esl-kids.com/flashcards/bodyparts.html</a> <a href="https://www.youtube.com/watch?v=h4eueDYPTIg">https://www.youtube.com/watch?v=h4eueDYPTIg</a> <a href="http://edmodo.com">http://edmodo.com</a>					
TÍTULO DE LA UNIDAD	OBJETIVO DE LA UNIDAD					
<b>My classroom</b>	Ss. will be able to identify some classroom´s objects/Using the structure for short sentences with a -an articles; +,-, Y/N? WH? Ss. will be able to interpret articles and dialogues in oral way about the classroom; ss. be able to express to friends and acquaintance their class routines, in small dialogues					

DESTREZA CON CRITERIO DE DESEMPEÑO	ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICAS E INSTRUMENTOS DE EVALUACIÓN
A. - Activate previews knowledge and attention engagement in order to connect old and new understandings and enhance the interest in the theme class.	<p>1. – Ss. will observe some pictures for them to infer the topic of the class; the pictures will be about class vocabulary.</p> <p>2. – Ss. in groups will discuss what type of activity is and discuss which article they are going to use.</p> <p>3. – Ss. will classify the objects we use inside the classroom</p> <p>4. - Ss. Will answer yes/no questions in the correct form about the new vocabulary.</p> <p>5.- Ss. Will be able to reproduce all the vocabulary they have learned in short sentences.</p>	White board, markers, eraser, flash cards, mp3 player. Dictionary, music cube, worksheets and student’s book	<p>Ss. will describe themselves and other classmates in English to produce the sentences in the foreign language.</p> <p>They will look for and find new words to achieve the final goal (composition about themselves).</p> <p>Extending vocabulary ss will be able to identify and use correctly the adjectives in sentences.</p>	<p>1.-Visual aids</p> <p>2.-Definition game</p> <p>3.- Recognition of pictures and real objects.</p> <p>4.-Choral repetitions</p> <p>5.-Peer and self-correction.</p> <p>Correct use of the grammar point in the exercises complete comprehension of the grammar reference</p> <p>Written production and oral production in groups and in a controlled, semi controlled and freeway.</p> <p>Ss will show if they achieve the objectives of the unit writing s short composition about themselves also they can perform a dialogue in pairs.</p>
I.- Introducing new vocabulary.	1. – Ss. will be exposed to a series of words, using realia, flashcards, drawings, and definitions for them to understand, recognize and use the new vocabulary for the full comprehension of the model in oral and written way.	White board, markers, eraser, flash cards, mp3 player. Dictionary, music cube, worksheets and student’s book		
M.- Model presentation. Reading skill or listening skill	Ss. Will be exposed to a Written text or spoken text presentation. This will possess enough examples of the target language of the class.	White board, markers, eraser, flash cards, mp3 player. Dictionary, music cube, worksheets and student’s	<p>Ss. Will read or listen to a text in a short period of time to understand just the gist of the sample.</p> <p>Ss will read or</p>	<p>1. - Skimming or listening for gist.</p> <p>2.- Scanning</p> <p>3. - Reading or listening for details.</p> <p>4. - Reading or listening for abstract information.</p> <p>Ss. Will work in</p>

<p>L.- Language: Noticing and discovering the grammar points or the new vocabulary</p>	<p>Ss. Will comprehend the text or the listening completely. Ss. Will not be focused on the grammar structure just the communicative part of the sample.</p> <p>1. - The teacher will ask Ss. To identify a specific form according to the function of the target language of the class.  2. - Ss. Will notice and discover the new language of the class after the full comprehension of the text.  3. - Ss. Will practice the new language points of the class in a serie of exercises in the books or in worksheets, focusing on meaning form and phonology: MFP</p>	<p>book</p> <p>White board, markers, eraser, flash cards, mp3 player. Dictionary, music cube, worksheets and student's book</p>	<p>listen again the text to understand specific information of the sample.  Ss. Will read or listen for the third time to understand details of the sample.  Ss. Will read or listen to the text to find abstract information from the sample.</p> <p>Ss. Will compare the new language found with the grammar reference of the class, then they will use it by themselves to complete the grammar exercises in the best way. They will share and compare answers.</p>	<p>groups. Questions and answers format. Full comprehension of the text. In oral or written way</p> <p>Subjective and Objective formats.</p> <p>Ss. Will work individually but after that they will compare and share answers with their friends.</p> <p>Correct use of the grammar point in the exercises complete comprehension of the grammar reference.</p>
<p>P. - Production: practicing the language learned and skills developed</p>	<p>Ss. Will have a variety of opportunities to practice the language.</p>	<p>White board, markers, eraser, flash cards, mp3 player. Dictionary, music cube, worksheets and student's book</p>	<p>Ss. Will have written production or Oral production.</p>	<p>Written production and oral production in groups and in a controlled, semi controlled and freeway. Ss will show if they achieve the objectives of the class writing different formats, letters, e-mails, essays, articles, diaries etc, also they can perform dialogues, speeches, and charades.</p>

<b>3. ADAPTACIONES CURRICULARES</b>				
<b>ESPECIFICACIÓN DE LA NECESIDAD EDUCATIVA ATENDIDA</b>		<b>ESPECIFICACIÓN DE LA ADAPTACIÓN APLICADA</b>		
<b>3. BIBLIOGRAFÍA/WEBGRAFÍA:</b> Utilizar normas APA correspondientes		<b>4. OBSERVACIONES:</b>		
Take a Ride with Annie and Pete 3; Let`s Rock for 3 <sup>th</sup> Basic Year; Yellow Pencil: Postcards (worksheets). <a href="http://www.englishexercises.org">www.englishexercises.org</a> <a href="http://www.myenglishpages.com">www.myenglishpages.com</a>				
<b>ELABORADO</b>	<b>REVISADO</b>		<b>APROBADO</b>	
<b>Lcda. Marjorie Hermida</b> <b>Lcdo. Jorge Erazo</b> <b>Prof. Anahi Jaramillo Espinoza</b>	<b>NOMBRE:</b> <b>Lcda. Martha Artiencia</b>		<b>NOMBRE:</b>	
<b>Firma:</b>	<b>Firma:</b>		<b>Firma:</b>	
<b>Fecha:</b>	<b>Fecha:</b>		<b>Fecha:</b>	