

Programación Educativa Individual (PEI) para Inglés



Despacho Viceministerio Académico

Transformación curricular, una apuesta por la calidad educativa.

Circular
DVM-AC-011-2021

Para: Direcciones regionales de educación
Supervisiones de centros educativos
Direcciones de centros educativos
Personal docente, técnico docente y administrativo docente
Población estudiantil y comunidad educativa

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Fecha: 2021.04.28
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Asunto: Actualización del Anexo 3 de la circular DVM-AC-003-2013: La Programación Educativa Individual en el contexto de la Transformación Curricular

Fecha: 28 de abril del 2021

REPÚBLICA DE COSTA RICA
MINISTERIO DE EDUCACIÓN PÚBLICA
Despacho Viceministra Académica

CIRCULAR
DVM-AC-003-2013

De: Dyaláh Calderón,
Viceministra Académica.

Para: Directores (as) Regionales de Educación.

Jefes(as) de Asesorías Pedagógicas.

Asesores Pedagógicos de Educación Especial.

Directores(as) de Centros Educativos.

Comités de Apoyo de Centros Educativos.

Asunto: Lineamientos sobre apoyos curriculares y de acceso para la atención de las necesidades educativas del estudiantado en la Educación General Básica y Educación Diversificada.

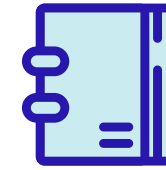
Fecha: 06 de febrero de 2013.

Lineamientos que rigen los apoyos curriculares

Partimos de la circular DVM-AC 003-2013, (excepto el anexo 3) la cual establece los lineamientos sobre apoyos curriculares y de acceso para la atención de las necesidades educativas del estudiantado.

Sin embargo, en cuanto al diseño de la programación educativa individual, se hace un cambio según la circular DVM-AC-011-2021, en el contexto de la transformación curricular

Consideraciones para el diseño de la PEI en la asignatura de inglés



No debe diseñarse un documento aparte para la PEI



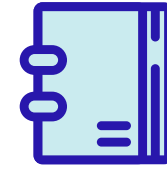
La PEI se concreta en el mismo planeamiento didáctico.



Se debe partir de un diagnóstico para conocer las habilidades y aprendizajes que tiene el estudiante. Se debe partir de lo que el estudiante puede hacer, intereses, preferencias, etc.



Consideraciones para el diseño de la PEI en la asignatura de inglés



Un estudiante podría requerir la adecuación en un área (por ejemplo en listening) y en otra no (por ejemplo en reading)



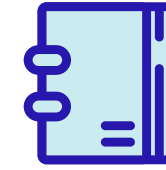
Se considera el enfoque accional de la asignatura



Los aprendizajes y actividades para el estudiante con adecuación significativa en particular irán en una clave de color



Consideraciones para el diseño de la PEI en la asignatura de inglés



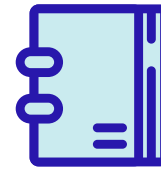
Se presenta en la plantilla de planeamiento didáctico de inglés, según la periodicidad establecida (cada seis semanas)

Plantilla Planeamiento

Term:	Level:	Unit:	Week:
Domain:	Scenario:	Theme:	
Enduring Understanding:			
Essential Question:			
New Citizenship:			
Dimensions			
1. Ways of thinking ()			
2. Ways of living in the world ()			
3. Ways of relating with others ()			
4. Tools for integrating with the world ()			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames Vocabulary Phonology		Function Discourse Markers	Psycho-social Socio-cultural
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	
Learner...	Learner can		
Mini-Project			Time



Consideraciones para el diseño de la PEI en la asignatura de inglés



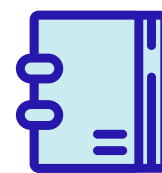
En la columna de assessment strategies, debajo del aprendizaje esperado que se trabajará con el grupo, se va a establecer el indicador que aplicaría para el estudiante en particular. Dicho indicador se escribe con una clave de color.

Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
<p>L.1. Recognizes simple information about a place.</p> <p>Indicator of learning for the student Carlos:</p> <p>Recognizes names of community helpers by matching them with pictures.</p>	<p>L.1. simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.</p> <p>Aprendizaje esperado general</p> <p>Indicador de aprendizaje que se trabajaría con el estudiante</p>	<p>Pre-task</p> <p>Task-rehearsal</p> <p>Task completion</p> <p>Task assessment</p>	

Cuando el docente lo considere necesario, puede incluir algún indicador o indicadores de aprendizaje previos que se relacionen con la temática por desarrollar.

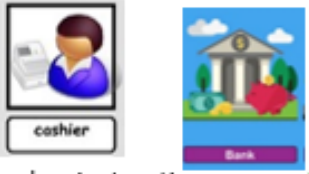




Consideraciones para el diseño de la PEI en la asignatura de inglés



En la columna de estrategias de mediación se marca de color las actividades que se desarrollarán con el estudiante.

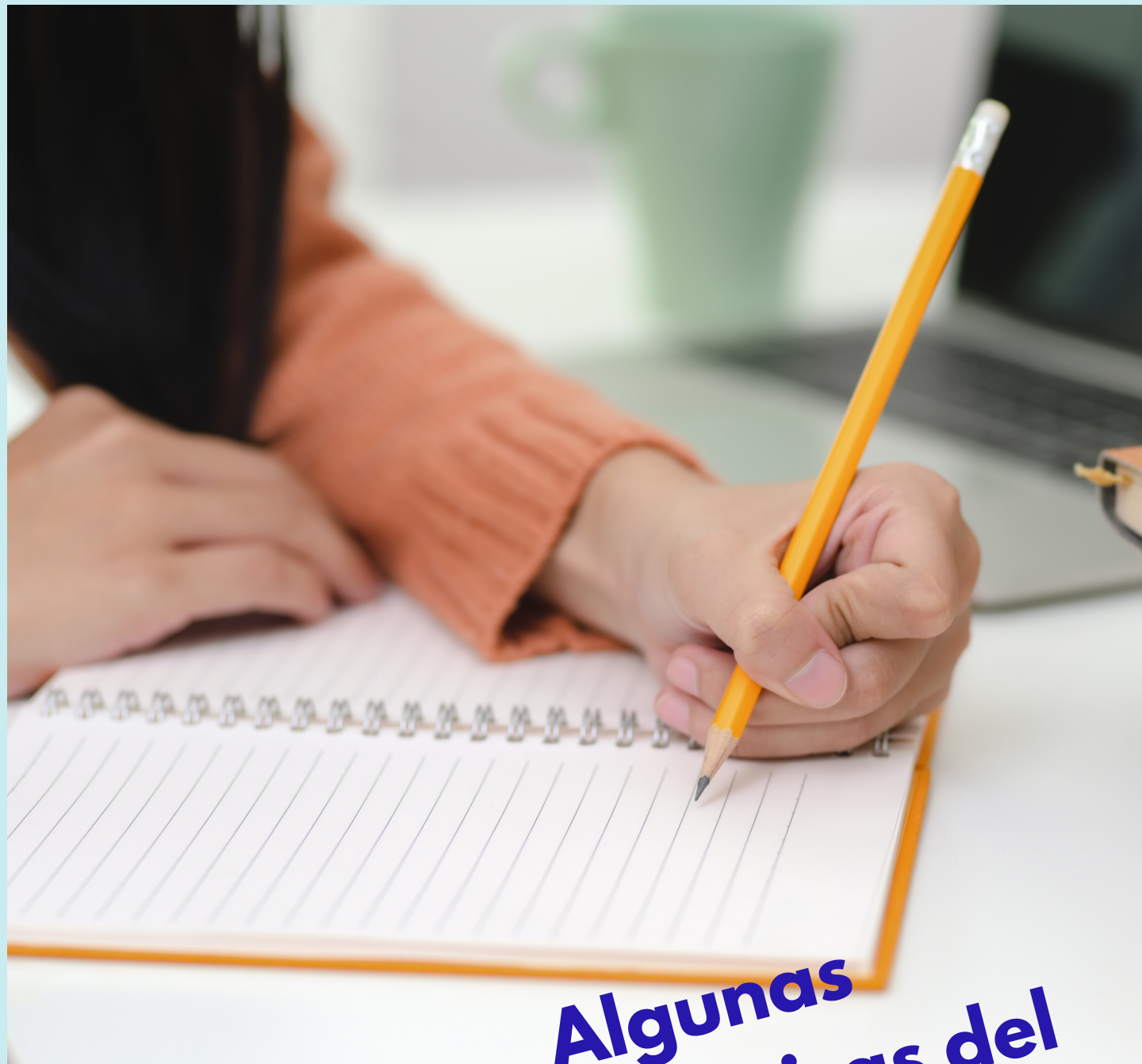
Habrán actividades en las que todos los estudiantes pueden participar y en algunos casos, habrá actividades que se desarrollarán únicamente con el estudiante con adecuación significativa

<p>L.1. Recognizes simple information about a place.</p> <p>Indicator of learning: Recognizes names of community helpers by matching them with pictures.</p>	<p>L.1. understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.</p>	<p>Pre-task Teacher introduces the essential question and the goal of the lesson. Teacher reviews community helpers and places in town by showing pictures and using the sentence frames. Pronunciation is emphasized.</p> <p>Task-rehearsal The learners play "Flyswatter". Teacher divides the class in two teams and each one has a flyswatter. The teacher sticks pictures on the board and says a sentence, for example "This is a supermarket". in groups has learners to identify the different places in town or the community helpers. The first learner who hit the correct picture wins a point. The student is only asked to identify community helpers in this game.</p> <p>Task completion Learners receive a worksheet with different community helpers and places in town for students to identify them, by listening to the teacher: Teacher said: Number 1. This is Ana. She is a cashier at the National bank.</p>  <p>Learners listen and match the correct pictures according the teacher instructions. The student only identifies community helpers in this worksheet (not the workplace)</p>  	
		<p>Task assessment The teacher posts pictures of community helper and work places all over the class. Learners will be alert to what the teacher says and then point at the picture the teacher said The student is expected to point to community helpers only</p> <p>Teacher should promote self and peer assessment in the classroom. https://www.youtube.com/watch?v=1wwo09Lb9hw https://www.youtube.com/watch?v=CkFWbC91PXQ</p>	



Ejemplo





Algunas características del estudiante

Nombre de la estudiante: Carlos

Edad: 10 años

Nivel: Tercer año

Desempeño de la estudiante:

- Es un estudiante con problemas de memoria a corto plazo.
- Puede asimilar tres o cuatro ítems de vocabulario nuevo. Sin embargo, se debe repasar constantemente y con la ayuda de material concreto y/o imágenes.
- Se le dificulta la comprensión auditiva.
- Comprende vocabulario con la ayuda de imágenes.
- Se le dificulta formar oraciones de forma oral; sin embargo, produce palabras aisladas.
- Le gusta socializar y trabajar colaborativamente
- Aprende mejor con la ayuda de juegos, videos e imágenes.



Planeamiento

Unit 3 May I help you?

Term: I	Level: Third Grade	Unit: 3	Week:1																				
Domain: Socio-interpersonal	Scenario: May I help you?	Theme: Is He the Cashier or the Clerk?																					
Enduring Understanding: People provide goods and services to meet the needs of my community.																							
Essential Question: How do people in my community meet their needs?																							
<table border="1"> <tr> <th colspan="4">Dimensions</th> </tr> <tr> <td colspan="4" style="text-align: center;">1. Ways of thinking (x)</td> </tr> <tr> <td colspan="4" style="text-align: center;">2. Ways of living in the world (x)</td> </tr> <tr> <td colspan="4" style="text-align: center;">3. Ways of relating with others (x)</td> </tr> <tr> <td colspan="4" style="text-align: center;">4. Tools for integrating with the world ()</td> </tr> </table>				Dimensions				1. Ways of thinking (x)				2. Ways of living in the world (x)				3. Ways of relating with others (x)				4. Tools for integrating with the world ()			
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Learn to Know	Learn to Do	Learn to Be and Live in Community																					
Grammar & Sentence Frames <u>Singular common nouns</u> This is a <u>bakery</u> . He is a ____ (baker/ butcher). I can buy shoes at the <u>shoe store</u> . <u>Simple present tense regular verbs</u> The mechanic <u>repairs</u> cars. The butcher <u>sells</u> meat. The chef <u>cooks</u> food. <u>Noun as modifier</u>	Function Identifying community helpers. Discourse Markers and, but, because This store sells shoes <u>and</u> clothes.	<p style="text-align: center;">Psycho-social</p> <ul style="list-style-type: none"> - Expressing appreciation and gratitude towards community helpers <p style="text-align: center;">Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Responding to peer/adult initiated greetings and farewells. - The store is open 24/7. 																					



Planeamiento

This is a shoe store.
This is a clothing store.
This is a food market.

Phonemic Awareness
ob: job, rob, mob
ip: dip, hip, rip, tip
ig: big, pig, fig, dig
in: pin, bin, tin, win, fin

Vocabulary





Community helpers:

Baker, butcher, salesman/woman, cashier, hair dresser, mechanic, chef, farmer, waiter, waitress

Clave de color:
Celeste para Carlos







Planeamiento

Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p style="text-align: center;">Pre-teaching Warm Up:</p> <p>Teacher has learners to watch a video about community helpers https://youtu.be/TiZoHudqFq8 and places https://youtu.be/EfD2k9beP-4</p> <p style="text-align: center;">Activation of prior knowledge:</p> <p>Teacher shows pictures of places in town such as supermarket (Maxi Palí), drugstore (Fishel), bakery (Musmani), school, bank, central market, shoe store, clothing store. Teacher says: This is a Musmani Bakery. María is a baker. This is Scotia Bank. Carlos is a clerk.</p> <p style="text-align: center;">Modeling</p> <p>Teacher displays picture cards of places in town while he/she models vocabulary and sentence frames such as:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>This is a Church.</p>  </div> <div style="text-align: center;"> <p>Francisco is a priest.</p>  </div> </div> <p style="text-align: center;">Clarifying</p> <p>Teacher shows learners the picture of a school and asks: Is this a church or school?</p>  <p>Teacher shows a picture of a baker and asks: Is she a teacher?</p> 	<p style="text-align: center;">15 minutes</p> <p style="text-align: center;">17 minutes</p> <p style="text-align: center;">30 minutes</p> <p style="text-align: center;">40 minutes</p> <p style="text-align: center;">25 minutes</p>






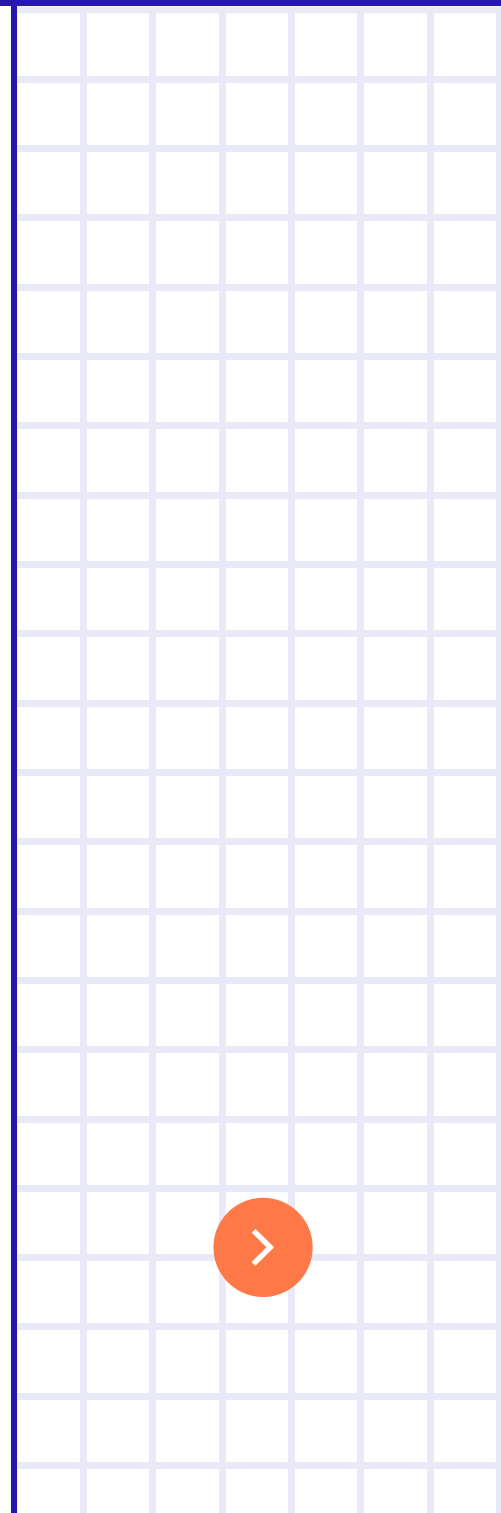
Planeamiento

<p>L.1. Recognizes simple information about a place.</p> <p>Indicator of learning: Recognizes names of community helpers by matching them with pictures.</p>	<p>L.1. understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.</p>	<p>Pre-task Teacher introduces the essential question and the goal of the lesson. Teacher reviews community helpers and places in town by showing pictures and using the sentence frames. Pronunciation is emphasized.</p> <p>Task-rehearsal The learners play "Flyswatter". Teacher divides the class in two teams and each one has a flyswatter. The teacher sticks pictures on the board and says a sentence, for example "This is a supermarket". in groups has learners to identify the different places in town or the community helpers. The first learner who hit the correct picture wins a point. The student is only asked to identify community helpers in this game.</p> <p>Task completion Learners receive a worksheet with different community helpers and places in town for students to identify them, by listening to the teacher: Teacher said: Number 1. This is Ana. She is a cashier at the National bank.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Learners listen and match the correct pictures according the teacher instructions. -The student only identifies community helpers in this worksheet (not the workplace)</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
		<p>Task assessment The teacher posts pictures of community helper and work places all over the class. Learners will be alert to what the teacher says and then point at the picture the teacher said. -The student is expected to point to community helpers only Teacher should promote self and peer assessment in the classroom. https://www.youtube.com/watch?v=1wwo09Lb9hw https://www.youtube.com/watch?v=CkFWbC91PXQ</p>	



Planeamiento

<p>R.1. Identifies previously encountered high-frequency words.</p> <p>Indicator of learning:</p> <p>R.1. Identifies community helper words like (police officer, doctor, firefighter, etc) in a reading text about community helpers and community services by underlining the words.</p>	<p>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.</p>	<p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. Learners watch a video about community helpers and play the game Community helper's trivia. https://www.youtube.com/watch?v=it2q1cHsH6E</p> <p style="text-align: center;">Task-rehearsal</p> <p>Learners read a text "Community Helpers" To do so, the teacher reads and students echoes it back. The teacher uses Community Helpers pictures related to the text.</p> <p style="text-align: center;"><u>Community Helpers Text</u></p> <p>Who are the helpers in my community? Let's meet some of them. All of them are important helpers This is a police officer. She lives in our community and works at a police station. This is a construction worker. He lives in our community and works at a building. This is a doctor. She lives in our community and works in a hospital. This is a teacher. He lives in our community, and works in a school.</p> <p>Learners complete the following sentence frames: A _____ works in a _____.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>The student completes the following sentence frame: This is a _____</p> <div style="text-align: center;">  </div>	
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Planeamiento

Task completion

Individually, learners read the text again in order to solve a matching exercise.

The matching exercise consists of two main parts. The top part is a town layout with the following elements and empty boxes for labeling:

- Top left: A red firehouse labeled "FIREHOUSE" with an empty box.
- Top middle: A red fire truck with an empty box.
- Top right: A blue house with an empty box.
- Top far right: A person walking with an empty box.
- Middle left: A hospital building with a red cross on top and an empty box.
- Middle middle: A blue car with an empty box.
- Middle right: A blue mailbox with an empty box.
- Bottom left: A school building with an American flag and the word "school" written on it, with an empty box.
- Bottom middle: A green grocery store with an empty box.
- Bottom right: A yellow school bus with an empty box.





The bottom part is a grid of eight community helper professions, each with an icon and a label:

- librarian (icon of a person with books)
- teacher (icon of a person at a blackboard)
- groceries (icon of a shopping basket with an apple and cheese)
- fireman (icon of a person in a yellow fire suit)
- police man (icon of a person in a blue uniform with a hat)
- family (icon of a group of people)
- mail carrier (icon of a person in a blue uniform with a mail bag)
- doctor (icon of a person in a white lab coat)

The student will read and identify only the community helper picture with a number.



Planeamiento

<p>SP.2. Provides basic information about community and community helpers using visuals.</p> <p>Indicator of learning:</p> <p>SP.2. Gives the name of community helpers in short presentation using visuals aids.</p>	<p>S.P.2. provide basic information about familiar things and ideas</p>	<p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. Teacher reviews the sentence frames: <i>This is a <u>bakery</u>. He is a _____ (baker). I can buy shoes at the <u>shoe store</u>. The mechanic <u>repairs</u> cars. The butcher <u>sells</u> meat. This is a <u>shoe store</u>.</i> To do so, the teacher uses pictures.</p> <p>The student only reviews this sentence frames: <i>This is a <u>baker</u>.</i></p> <p style="text-align: center;">Task-rehearsal</p> <p>Learners rehearse vocabulary about community helpers, places in town, goods and services, using the ideas of sorting mats community workers in the following link. https://www.themeasuredmom.com/sorting-mats-for-community-workers/ with sentence frames, pictures, and later share with classmates.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Task completion</p> <p>Learners prepare a short speech using a collage. They have to follow the following structure: <i>This is a <u>library</u>. He is a <u>librarian</u>. I can read books at the <u>library</u>. The librarian <u>borrow</u>s books.</i></p> <p>The student will use the sentence frame: This is <u>Juan</u>. He is a <u>teacher</u>.</p>
		<p style="text-align: center;">Task assessment</p> <p>Learners sit in circles of six. Each team will get a pre-planned line for the beginning of a story. This sentence frame can be something like:</p> <p>This is Carlos. He is a  _____ He works in a _____. The next participant can complete the story by selecting a _____ community helper and service in their community. Each person take a turn adding onto the story. The last person in the circle will complete the ending.</p> <p>The student will refer only to the name of the community helper: This is  <u>Carlos</u>. He is a _____</p>

