

# **ESCUELA NORMAL DE EDUCACIÓN PREESCOLAR**

**School year 2023-2024**



**Student's name:**

**Miranda Aily Correa Escobedo #5**

**Dulce Ximena González Hernández #10**

**Montserrat Salazar Rodríguez #21**

**Ashanti Uresti Cerda #24**

**Inglés. Comunicación básica**

**English level A1 BASIC COMMUNICATION**

**Evidencia Integradora**

**Final Learning Evidence**

## **COMPETENCIAS:**

Se comunica de forma oral y escrita en las lenguas nacionales, tiene dominios de comunicación en una lengua extranjera, hace uso de otros lenguajes para la inclusión; es capaz de expresarse de manera corporal, artística y creativa y promueve esa capacidad en el estudiantado.

**SALTILLO, COAHUILA DE ZARAGOZA**

**(Worth 50% of the grade)**  
**TWO activities TASK**

**A. A sketch. Worth 20%**

**Aim:** Discuss work and free-time clothes and colors; the weather and what people are wearing; cities and time zones; people's activities; transportation and family; daily and weekly routines

**Materials:** Computer and a software; Language Summary Vocabulary and expressions at the end of this file.

**In teams of five:**

1) Brainstorm Ideas: Think about everyday situations, funny scenarios, or cultural differences you find interesting, considering the topics from the course: Discuss work and free-time clothes and colors; the weather and what people are wearing; cities and time zones; people's activities; transportation; daily and weekly routines

2) Develop Family Characters: Create characters for their sketch. They should think about who the characters are, what they want, and how they will interact with each other. Give your characters distinct personalities and backgrounds.

3) Write the Dialogue: Use simple language to keep the conversation natural. Include greetings, introductions, requests, common phrases and vocabulary and expressions from the units 4-6 (see them at the end of this file). **Color the language according to the topic. Each character has to speak at least 12 times, twice for each topic.**

4) Add Stage Directions: Instruct students to add stage directions to their script. This includes actions, movements, and expressions that will help convey the meaning of the dialogue. Emphasize the importance of clear and descriptive stage directions. Example: 'Katy enters the room'.

5) Practice Pronunciation and Intonation: Before performing practice. Focus on word stress, sentence stress, and intonation patterns to help improve your spoken English.

6) Rehearse the Sketch: Focus on their delivery, timing, and expression. Give each other feedback to help improve your performance.

7) Perform the Sketch (during class if possible): Have fun and use gestures and facial expressions to enhance your performance.

## My daily routine during winter

Characters:

1. Nadia (Mother)
2. Nicole (Older daughter)
3. Cassandra (middle daughter)
4. Tony (youngest son)
5. Noah (Nicol's boyfriend)

[work and free-time clothes and colors](#)  
[the weather and what people are wearing.](#)  
[cities and time zones](#)  
[people's activities](#)  
[transportation and family](#)  
[daily and weekly routines](#)

### Is a Monday for the morning...

**Nadia:** Is a [cloudy and cool](#) day and I'm get up at [6:30 am](#) to make de lunch for my children and getting Tony ready to school. At [7:40 am](#) I'm get to ready go to work in the office.

I'm wearing a [white blouse, black pants, black shoes, gray coat](#), and a [dark blue scarf](#) because [it's cold outside](#) and I [drive the car at 9:00 am](#) to go to office in the [downtown](#).

**Nicole:** I'm wake up at [7:00 am](#) get ready to go to school at [8:00 am](#). [I'm wearing a blue sweater, blue jeans and back boots](#). We live near from school, so my siblings and I walk to go.

**Cassandra:** I'm waking up at [7:00 am](#) too, [I'm wearing a black blouse, white jacket, black pants, light green sneakers and a white hat](#). When I finish getting ready, I wait for Nicole to go to school because Cristopher is the first in finishes.

**Tony:** My mom wakes me up and helps me get ready for school. I Almost always finish before my sisters.

**Nicole:** When [I finish wearing like every weekday, I help my mother make breakfast for my brothers](#) and her and always the first one to come down to eat breakfast is Tony, and sometimes it is necessary to yell at my mom to let her know that it is time to eat breakfast.

**Nadia:** I don't forget my agenda with the activities the kids have this week.

**Tony:** Mom don't forget my [American game](#) on [Thursday at 4:00](#).

**Nicole:** Don't forget my [art exhibition](#) on [Saturday at 5:00](#).

**Cassandra:** much less my afternoon [violin rehearsals](#) today and [Friday at 3:00](#).

**Tony:** CASSANDRA, NICOLE! We have to go now because [we have to walk to school](#).

**Cassandra:** When we get to school, everyone takes their classes. Just like [every Monday and Thursday at 8, I take my music classes](#) with my friend Lucy.

**Nicole:** Every day we return to our house at 2 o'clock pm

**Tony:** Every week my schedule is very, although this week even more since on Mondays and Wednesdays at 4 pm I have training, but this week also on Tuesday since I play on Thursday in the downtown a little far from my house and normally Nicole, she takes me by car.

**Nadia:** Everyday go to eat to my home at 2:30 pm, but before I drive my friend Irma to her home.

**Cassandra:** My sister, my mom and I take turns cooking the food. It's my turn on Mondays and Tuesdays, my sister's turn on Wednesdays and Thursdays, and my mom's turn on Fridays and Saturdays, and on Sundays we order fast food.

It's 6 in the afternoon and someone knocks on the door.\*

**Nicole:** Oh, It's my boyfriend Noah! and brought my brother back to the house.

On winters, Noah goes to my home on weekends to watch movies and usually we wearing pajamas and hoddies.

**Noah:** Hi, Nicki! I drives your brother to your home, but I go to my home now. See you later!

I study in the mornings during the week and work Monday and Wednesday afternoons training American children from 7 to 8 years old.

When I don't work I like to visit my girlfriend or be with my parents

**Tony:** Everyday eat dinner at 9 pm and go to bed at 10:30

**The end, tanks you for your attention!**

## **B) Songs and rhymes ALBUM. Worth 30%**

**Aim:** Develop tools and resources to engage young learners and make learning fun.

**Materials:** Computer and a software; song lyrics, visuals (printed and written in the Album), audio recordings of songs or links, props or pictures related to the song themes (e.g., toothbrush for "Brush Your Teeth") and musical instruments (optional)

### **Plan**

**A. INDIVIDUAL WORK.** Write simple answers for the following questions:

1. Do you know any songs or rhymes for children?

Miranda: Yes
Dulce: Yes
Monse: Yes
Ashanti: Yes

2. Why do teachers use rhymes or songs with young learners? (purposes)

Miranda: Because they help children improve their language, their creativity and at the same time identify different letters and their sounds, showing that it is also a form of communication.
Dulce: Improve communication skills, Increase creativity, develops language and reasoning and exercise your memory
Monse: so that children remember what they learned

Ashanti: so that students acquire learning more easily

3. What do you consider to be one of the most important teacher characteristics in a successful early child music program?

Miranda: be patient, understanding and have great empathy towards children, as well as being fun and trustworthy.

Dulce: In-depth knowledge of music theory and the ability to play an instrument or sing professionally. The ability to encourage, motivate and inspire students. Patience and understanding

Monse: be colorful, visually attractive to children and educative

Ashanti: that has learning for the students and that is of interest to them

4. How necessary is it to accompany the singing of young children?

Miranda: A lot, since it is a way for them to see the different more fun and dynamic activities, it is a way in which children can understand and learn in a different way.

Dulce: It helps them pronounce and understand the letters better.

Monse: very necessary to be able to learn quickly

Ashanti: for them to be able to move around and not be arithmic

5. After watching and analyzing the YouTube videos (links found after this question), can you learn something from them? What's interesting for you about the videos?

Miranda: Letting children be free to invent and express themselves in different ways, music is important for the development of children and has taken place since ancient times.

Dulce: It is important to give children the freedom to express themselves the way they want. Music is important for good development in children.

Monse: Children learn through songs and rhythms, that is why it is important to apply them in classrooms.

Ashanti: that children find songs, rhythms and games interesting and that through these, although people may not believe it, they learn

## B. WATCH AND ANALYZE

The Importance of Music in Early Childhood

<https://www.youtube.com/watch?v=dukCnle2eO4>

How to teach Kids | from a Prague kindergarten

<https://www.youtube.com/watch?v=NIk1-ck4c6Q>

ESL Teaching| Kindergarten Teaching in China | 3-4 years old | Letter I - big I, small i

[https://www.youtube.com/watch?v=5\\_g9HEi2Yr0](https://www.youtube.com/watch?v=5_g9HEi2Yr0)

## RESOURCES:

30 Nursery Rhymes for Kids with Lyrics

<https://bilingualkidspot.com/2018/04/23/popular-nursery-rhymes-for-kids-english/>

### Prepare.

#### A. TEAM WORK. (5 people)

1. Choose a song. (Different from other teams)
2. Learn the lyrics.
3. Make up accompanying motions.
4. Decide the method you want to use to present the song.
5. Prepare material (visuals) to teach the meaning of the song.
6. Prepare **music with no words** for your performance. (optional)

### Present.

#### A.

1. Ask a classmate to record your presentation.
2. Introduce the theme of the song.
3. Introduce new vocabulary. Use props or visuals to reinforce understanding.
4. Teach the lyrics and actions to the song to your classmates. Encourage! Motivate!
5. Assess:
  - Informally assess students' participation and engagement during the songs.
  - Observe students' ability to follow along with the lyrics and actions of the songs.
  - Monitor students' pronunciation and use of vocabulary during the song.
6. Reflect on your performance as teacher.

By repeating the words and seeing the images it is easier to remember them to relate them to their meaning.

It is an easy song to learn new words.

You can also learn numbers and manage the group.

**B.** Place the link to your video recording on this file. Include cover page, instructions, answers to the questions, your visuals, rubrics and your VIDEO LINK.

Save as a PDF file and upload on the ESCUELA EN RED Learning evidence project activity.

### Instructions.

This activity has the purpose of controlling the group within the classroom, therefore the song should be applied when the students are restless, instruments such as maracas can be used or they can simply applaud themselves (the use of rhythm and learning can also be handled of the same)

<https://youtu.be/ZhODBFQ2-bQ?si=t-5cWOVRfLFAq4Ed>

### HOW TO PRESENT A SONG TO CHILDREN

The method you choose to present a song to children will depend on the mood and the nature of the song itself.

1. **Phrase-wise method.** Introduce the song with a brief story, discussion, or question. Sing one phrase and ask children to repeat. Then sing two phrases and so on.
2. **Whole-song method.** Present the whole song in a variety of ways, rhythmic moving, dancing, playing instruments, or dramatizing to make repetition interesting and meaningful.
3. **Combination of phrase-wise and whole-song method.** The teacher sings and presents the whole song, but asks the children to respond to the easiest part of it—with voices, hands, or an instrument.
4. **Teaching songs from recordings.** The whole-song method is used, responding to the music rhythmically, dramatically, and with instruments. The teacher can use his own voice to clarify the words after several playings.



<https://youtu.be/XwknHcrs5T4?si=nHMSTY3NasKdU7IY>

C. Place your learning evidence such as visuals, the lyrics and your video link in a CANVA slide in the following link to create a Song ALBUM.

[https://www.canva.com/design/DAGEfxqALgM/Vjyv04CJD5q9E5FbWTQ72Q/edit?utm\\_content=DAGEfxqALgM&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGEfxqALgM/Vjyv04CJD5q9E5FbWTQ72Q/edit?utm_content=DAGEfxqALgM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

# 4

# Language summary

## VOCABULARY

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### Nouns

#### **Clothes**

belt  
blouse  
boot(s)  
cap  
coat  
dress  
glove(s)  
hat  
(high) heels  
jacket  
jeans  
pajamas  
pants  
raincoat  
scarf  
shirt  
shoe(s)  
shorts  
skirt  
sneakers  
socks  
suit  
sweater  
swimsuit  
tie  
T-shirt

### Seasons

spring  
summer  
fall  
winter

#### **Other**

disaster  
free time  
home  
problem  
taxi  
work

### Adjectives

#### **Colors**

beige  
black  
(dark/light) blue  
(dark/light) brown  
(dark/light) gray  
(dark/light) green  
orange  
pink  
purple  
red  
white  
yellow

### Weather

cloudy  
cold  
cool  
hot  
humid  
sunny  
warm  
windy

#### **Possessives**

my  
your  
his  
her  
our  
their

#### **Other**

all  
dry  
favorite  
new

#### **Pronouns**

##### **Possessives**

mine  
yours  
his

hers  
ours  
theirs  
whose

#### **Verbs**

ask  
rain  
snow  
wear

#### **Adverb**

today

#### **Prepositions**

around (the world)  
at (home)

#### **Conjunction**

and  
but  
so

## EXPRESSIONS

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### **Talking about preferences**

What are your favorite colors?

My favorite colors are . . .

### **Asking about and describing clothing**

What color is/are . . . ?

It's/They're . . .

Are you wearing . . . ?

Yes, I am.

No, I'm not. I'm wearing . . .

### **Talking about the weather**

It's snowing/raining/ . . .

It's cloudy/cold/hot/sunny/ . . .

### **Making a contrast**

. . . , but . . .

### **Getting someone's attention**

Hey!

Look.

### **Asking about a problem**

What's the matter?

### **Expressing distress**

Oh, no!

### **Making a suggestion**

Let's . . .

### **Agreeing with a suggestion**

Good idea!

### **Expressing pleasure**

Great!



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# Language summary

## VOCABULARY

### Nouns

#### Meals

breakfast  
lunch  
dinner

#### Other

basketball  
bike  
boss  
cheese  
coffee  
job  
messages  
movie  
report  
soccer  
social media  
spaghetti  
time zone

tomato sauce  
vacation

### Adjectives

hungry  
same

### Verbs

call  
check (messages)  
cook  
dance  
do  
drive  
eat  
get (hungry/married)  
get up  
go (to work)  
have (breakfast/lunch)  
help

listen to music  
make (coffee)  
message  
play (soccer/basketball)  
read  
remember  
ride (a bike)  
ring  
run  
sleep  
study  
swim  
take (a walk)  
visit  
watch (a movie)  
work  
write (a report)

### Adverbs

#### Times

at night  
in the afternoon  
in the evening  
in the morning

#### Clock times

6:00 A.M./6:00 P.M.  
midnight  
noon  
a quarter after (six)  
a quarter to (six)

#### Other

(right) now  
there  
why

#### Conjunction

so

## EXPRESSIONS

### Talking about the time

What time is it?

It's ... A.M./P.M.

It's ... o'clock (in the morning/...).

It's ... after ...

It's a quarter after ...

It's ... -thirty.

It's a quarter to ...

It's ... to ...

### Talking about current activities

What are you doing?

I'm ...

Are you ... -ing?

Sure.

Yes, I am.

No, I'm not. I'm ... -ing.

### Pausing while messaging

Oh, wait.

Be right back.

### Talking on the phone

Hello?

Hi, ... This is ...

### Checking information

Right?

That's right.

Oh, really?

### Apologizing

I'm really sorry.

That's OK.

### Giving a reason

..., so ...

### Expressing a positive opinion

I love ...

Oh, that's good.

Lucky you.

### Wishing someone well

Congratulations

Good luck

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# Language summary

## VOCABULARY

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### Nouns

#### Transportation

bike  
bus  
car  
motorcycle  
subway  
train  
taxi/cab

#### Family

brother  
child (plural: children)  
daughter  
father/dad  
husband  
kid(s)  
mother/mom  
parents  
sister  
son  
wife

#### Places

apartment  
hotel  
house  
park  
restaurant  
room  
school  
suburbs

### Days of the week

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
weekday  
weekend

### Other

bed  
blog  
businesspeople  
drums  
homework  
job  
lights  
noise  
pet  
routine  
schedule  
survey  
tourist  
travel agency

### Pronouns

#### Object pronouns

me  
us

### Determiner

a lot of

### Adjectives

alone  
busy  
professional  
public  
retired  
strange

### Verbs

exercise  
live  
meet  
need  
pay  
see (family/friends)  
serve  
start  
stop  
take (a taxi/cab; the train/subway)  
use

### Adverbs

#### Times

all day  
at night  
early  
every day  
late  
weekly

### Places

downtown  
far (from here)  
here  
near (our house)

### Other

also  
sometimes  
then  
together  
when

### Prepositions

at (9:00/noon/midnight/  
night)  
by (bus/car)  
in (the morning/the  
afternoon/the  
evening)  
on (Sundays/weekdays/  
weekends)  
with (our parents)

## EXPRESSIONS

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### Talking about routines

What time do you ... ?

At ...

When do they ... ?

On ...

Does he ... ?

Yes, he ... every morning.

What do you do on ... ?

On ..., I ...

### Idioms

early bird

night owl

### Responses

Sure.

Yeah.

### Asking for more information

What else ... ?

► **RUBRICS for song or rhyme presentation 30%**

Information organization	It has a logical and clear sequence	Some parts are in disorder	It has no sequence
Pronunciation	Correct	Understandable	Wrong
Voice tone	Makes changes to emphasize	Changes occasionally	Does not make changes
Voice volume	Adequate all the time	Occasionally adequate	Not adequate
Eye contact	All the time	Occasionally	There wasn't any
Use of gestures and body movement	Adequate all the time	Sometimes	Does not do any
Enthusiasm	Generates enthusiasm	Generates enthusiasm sometimes	Does not generate any enthusiasm
Location	The team occupies a position to visually dominate the group	The team occupies a position to visually dominate the group sometimes	The team does not occupy a position to visually dominate the group
Preparation	Knows the song lyrics and body movements by heart	Knows only some the song lyrics and body movements	Does not know the song lyrics and body movements by heart

► **WRITING EVALUATION CRITERIA /10pts (20%)**

Punctuation and spelling	1	2	
Correct use of simple grammatical structures	1	2	3
Sufficient vocabulary from the lesson	1	2	3
Follow instructions and organization	1	2	

FOLLOWING INSTRUCTION and ORGANIZATION:	The text includes complete answers to all required questions. It includes greetings and leave takings. It has a logical sequence.
Sufficient vocabulary from the lesson:	It contains a variety of words including new vocabulary correctly.

► **GRADING**  
 EXCELLENT: 10  
 VERY GOOD: 9  
 GOOD: 8  
 FAIR: 7  
 POOR: 6

PUNCTUATION	GRADE
25	10
20-24	9
15-19	8
10-14	7
5-9	6