

2010

Community helpers



Janette Barría Cortés

Escuela María

Henríquez

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Formato de planeación de la Actividad de Aprendizaje

Nombre	Janette Barría Cortés		
País o Región	Provincia de Panamá, región San Miguelito	Sede	Ciudad del Saber

Áreas de contenido:

(ENGLISH AND SOCIAL STUDIES)

Nombre de la actividad de Aprendizaje

The real heroes of my community



Ficha técnica de la Actividad de Aprendizaje

Título: Community helpers

Autor(es): Janette Barría Cortés

Contacto: (correo electrónico)
janethbarria@educapanama.edu.pa



Descripción: Think of people who make your community a better place. These will be people who have occupations that make life better for all around them. The policemen and policewomen who keep our communities safe, the doctors and nurses who help us all stay healthy, the teachers who help students learn, the fireman who risks his life to save others; these are people in professions that directly impact the lives of others.

The people in professions or occupations that deliver a service that makes our lives easier or better are the community helpers. Through this collaborative project in groups of six students will learn about the role of our community helpers and how their work can make a difference in the life of every citizen.

Nivel escolar: Básica General (Primaria)

Grado: 3rd grade

Objective: Plan a Chat Show in which students will ask questions and exchange information about the role of the community helpers in making our neighborhoods better.

Resources :

❖ Textbook

- ❖ Computer
- ❖ Camera

Aplicaciones: (herramientas tecnológicas que requiere utilizar el alumno en el desarrollo de la actividad)

- ❖ Internet
- ❖ Microsoft Word
- ❖ Camera
- ❖ Movie Maker

Fuentes de consulta (utilizados por el maestro en la elaboración de la actividad)

Libros:

Time for Learning 3 Villalba Z. Violeta A., Educar Editores S.A, Edición 2010. Bogotá, Colombia.

In. http://www.teach-nology.com/worksheets/soc_studies/comm/vocab/

<http://www.kstoolkit.org/Chat+Shows>

<http://www.microsoft.com/spain/windowsxp/using/moviemaker/default.mspx>

Tiempo (número de sesiones requeridas para la aplicación, se recomiendan 4 de 45 min cada una)

Ubicación en el programa de estudios

Clave: Occupations

Fecha de creación: 21 de noviembre de 2010

Fecha de actualización:

Nombre del archivo de esta Actividad de Aprendizaje

COMMUNITY HELPERS-Ficha- Tecnica-Janette Barria

Título	COMMUNITY HELPERS
Grado	6 Grade
Objetivos	<ul style="list-style-type: none"> ✚ Identify the community helpers of my neighborhood. ✚ Do a research about the work they do. ✚ Write a short job description of the work community helpers perform and other professions or occupations. ✚ Write a formal letter of invitation for important professionals or community workers of your area. ✚ Learn about planning a Chat - Talk Show. ✚ Write two questions that you would like to ask the guest speaker during the chat-talk show. ✚ Write a short outline or steps that you need to follow to conduct a successful chat-talk show. ✚ Edit the video you have prepared with your group conducting the chat-talk show.
Situación de aprendizaje	<p>Anette, Luis and Laura live in the Community of Maria Henriquez in La Cabima, Province of Panama. During the National Anthem, the principal announces that this week a doctor will come to the school to do a general check up. On their way to class they talk:</p> <p>Annette: The doctor came last year... what is a general check up? I don´t like injections</p> <p>Luis: You are right... we are going to get injections again!!!!</p> <p>Laura: I won´t come to school.... I don´t like doctors.....</p>
Pregunta generadora	What is the role of our community helpers?
Producto principal	A Role Play activity in which students will participate in a chat - talk show pretending to be community workers and professionals in different areas. The Chat Show will be videotaped for later class discussions.

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Actividad 1:

- In your neighborhood ask six persons what is their profession or occupation. Write down the profession or occupation in your notebook. Then, look in your textbook and write down in English a brief description of the occupation. If you can't find a proper description in the book you can access this website.

http://www.teach-nology.com/worksheets/soc_studies/comm/vocab/

- In groups of three, students will exchange information and discuss the role and work of the community workers.
- Students will choose one community worker job's description to present a short oral presentation during the Chat Show.
- Students will choose three community workers that they would like to invite to class to learn about their jobs.

Actividad 2:

- In class, with the teacher students will write a letter addressed to one member of the community, inviting him or her to participate in a "Chat -Talk Show". Use the Microsoft Word program to type the letter.
- The students will write two to three questions they would like to ask the guest speaker in English and Spanish. Watch the link below to learn more about the Chat -Talk Show.

<http://www.kstoolkit.org/Conversatorio>

Watch this link. <http://vimeo.com/11333240>

Actividad 3: YOUR CHAT- TALK SHOW LIVE

- By now you have enough information about your favorite community worker so get ready to share your knowledge during the chat- talk show with the guest speaker and your classmates. Give your best performance.

Producto Principal: VIDEO OF YOUR CHAT SHOW

✚ Now it is time to edit the video of the chat-talk show.
Remember you can't take more than 5minutes.

Here is a tool you can use or you can use any editing tool you wish
<http://www.microsoft.com/spain/windowsxp/using/moviemaker/default.aspx>

Anexo 3

Criterios de evaluación
Rúbrica para una actividad de aprendizaje

Criterios	4 Correcto y completo	3 Intermedio alto	2 Intermedio bajo	1 Incompleto e incorrecto
Aplicación de contenido (Identificación y manejo de los conceptos tratados en la lección)	Shows complete and thorough understanding of concepts.	Shows partial understanding of concepts.	Shows little understanding of concepts.	Shows no understanding of concepts.
Estructura (Organización de la información)	Shows a logical and structured sequence of each and every aspect of the project.	Shows a good degree of logical and structured sequence in each and every part of the project	Shows little logical and structured sequence in each and every part of the project	Does not respond. Did not complete task at all.
Presentación (Entrega y/o exposición del producto, incluyendo creatividad e innovación)	Uses images that portray a good sequence and enhances the content of the project showing creativity.	Uses the text and images are displayed in an attractive way but lacks creativity.	The text shows little congruency with the content and it is shown in a very sloppy manner.	Does not respond. Did not complete the project.
Investigación (Análisis, selección de información, fuentes consultadas)	Completes all written task, including the research and letter writing process. Uses different sources for information	Partially completes all written task, including the research and letter writing process. Uses a few sources of information.	Completes the written task but the work is sloppy.	Does not respond. Did not complete the project.
Trabajo colaborativo (Participación y tipo de tareas)	Always participates actively during group and class activities, gives ideas Strives to get excellent results.	Participates most of the time, may give ideas but does not strive for excellent results.	Shows little or occasional participation. Does not show much interest during group activities.	Does not respond. Did not complete the project.
Herramientas de andamiaje (Mapas conceptuales, cuadros comparativos, diagramas, etc.)	The students make a great effort to prepare and complete the editing process of the video project.	The students completed the video but the work is a bit sloppy.	The students show little interest in editing the video	Does not respond. Did not complete the project.