**Anexo N° 4**

**Worksheet for Autonomous Learning**

**English**

This worksheet is an instrument for autonomous learning and for organizing the different linguistic tasks according to the pace of each student.

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| **Educational Regional Office:**  |
| **Name of the school:**  |
| **Teacher´s name:**  |
| **Subject/ Module:**  |
| **Student’s name:**  |
| **Level:**  **Group:**  |
| **Due date to present the worksheet/ Fecha de entrega de la ficha:**  |

1. **I prepare myself to carry out the activities in this self-study worksheet.** Pautas que debo verificar antes de iniciar mi trabajo.

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| **Materials I will need and use**  Materiales o recursos que voy a necesitar  | The teacher recommends the resources that are needed.  Necessary materials or elements found at home, and resources such as readings, videos, worksheets and use of educational digital platforms.  |
|  **Conditions of the workplace** Condiciones que debe tener el lugar donde voy a trabajar  |  Include important recommendations for students.  |
| **Estimated time to complete this worksheet**  Tiempo en que se espera que realice la plantilla  |   The time allotted to complete the instrument Worksheet for Autonomous Learning |

1. **Expected learning goal.**  Voy a recordar lo aprendido.

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| **Instructions**/ Indicaciones | The instructions must be precise for the activity(ies) to be carried out.  |
| **Activities**       Actividades   |  Diagnose what learners already know about the topic.Propose strategies to introduce the new topic. Plan activities that scaffold learning gradually and progressively. Use drawings, maps or diagrams that allow the student to review and/or learn. Include different ways of representing information.  Apply the principles of Universal Design for Learning. |
|  **Questions to reflect and answer.**  Preguntas para reflexionar y responder  | Prepare a series of questions that allow the student to reflect on what he/she already knows about the topic and respond to prior knowledge.  |

1. **I practice what I have learned in class.** Pongo en práctica lo aprendido o el conocimiento nuevo.

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| **Instructions**  / Indicaciones  (Detallo la descripción de la o las actividades que el estudiante debe desarrollar)  I detail the description of the activity or activities that the student must develop  | The teacher must consider the pedagogical approach of the curriculum. Please, take into consideration the following: 1. Write precise indications that specify:
2. What do students have to do?
3. How can they do it?
4. Where do they have to do it?
5. What resources and materials do students need?
6. Follow what is suggested in the scope and sequence, for each week, which is present in the teacher's guide.
7. Develop the competence of learning to learn (planning, self-regulation and evaluation) with the Worksheet for Autonomous Learning as a means to do it.
8. Include all the elements of the planning template (assessment strategies, goals and evaluation indicators) in the pedagogical mediation.
9. Propose activities that allow students to solve a problem by applying the information and presenting a solution.
10. Promote interaction with family members when possible. Ask students to observe objects in their surroundings and name them in English. (If there are readings assigned, you must include them in the worksheet).
11. Depending on the possibilities of your students, communicate and accompany them through Microsoft Teams, WhatsApp or other means in virtual sessions.
12. Develop activities in real or synchronous time, for example: video calls, WhatsApp calls or TEAMS meetings.
13. Create asynchronous activities, pre-recorded videos with explanations that support the teacher mediation proposed while the student does his work at home. For example, videos from Aprendo en Casa, Educ@tico, the GESPRO Collection, AprendizUp.
14. Use distance education strategies, that is, in physical or printed media, which are sent to students so that they can work with them at home.
15. Remember the importance of keeping contact with parents, legal guardians and the entire student population of the different offers and modalities of the national education system in such a way that it allows you to explain what your means of communication will be and how the organization of the remote work will be.
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|  **Instructions or questions for self-regulation and self-assessment**  Indicaciones o preguntas para auto regularse y evaluarse  | Promote self-regulation in activities by writing guidelines that are carried out during the process, for example: * I read the instructions and the tasks requested.
* I underline the words I do not know and look for their meaning.
* I "go back" to some instructions in case I have not understood what to do.
* I followed all instructions and did all the activities proposed in the worksheet.
* I look for assistance when I need it. (teacher, classmate, relative, etc)

 Generate reflection on what has been done by asking questions such as: * What did I know about these topics before and what do I know now?
* What can I improve about my work?
* How can I explain to another person what I learned?

Adapt the questions according to the population’s age. Include them in both languages English and Spanish. |

1. Evaluación / **Assessment**

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| **Evaluation matrix**  | Include the necessary rubric for the evaluation by the student at the end of the work done.  Remember that the rubric must be in accordance with the guidelines of the Learning Assessment Regulations.  |

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| Al resolver la ficha, yo puedo… | Imagen que contiene lámpara, luz, dibujo  Descripción generada automáticamente | **Yes** **Achieved (logrado)**  | Imagen que contiene lámpara, luz, dibujo  Descripción generada automáticamente | **In procress** **(en proceso)**  | Imagen que contiene dibujo, lámpara, luz  Descripción generada automáticamente | **Not yet achieved (no logrado todavía)**  |
| reconocer, en inglés, los diferentes recursos que encuentro en los parques nacionales. |  |  |  |
| pronunciar correctamente en inglés al menos 4 recursos de los parques nacionales  |  |  |  |
| comprender la mayor parte del texto en inglés sobre Manuel Antonio  |  |  |  |

1. Realimentación a la persona estudiante/ **Feedback to the student**

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| The teacher makes the observations that correspond to the work carried out by the student |
| * **Two positive observations about what was done.**
 | * **Two aspects to improve.**

a. b. |