

LESSON PLAN FORM N° 7

I. DESCRIPTION

I.E.: *INSTITUCIÓN EDUCATIVA JORGE ELIECER GAITÁN SEDE EL BOLIVAR*

LEVEL 3°

NUMBER OF STUDENTS: 38

DATE: *UNKNOWN*

HOUR: *From 6:30 to 8:30*

S-T'S NAME: *Cristian Andrés Cupitra Vargas*

C-T'S NAME: *Luz Amparo Córdoba*

GRAMMAR TOPIC: *Simple present tense (implicit), vegetables and meat, adjectives (fat, weak, strong, happy).*

CONTEXTUALIZE TOPIC: REGOGNIZE MY FEEDING HABITS

SUGGESTED PERFORMANCE INDICATORS

KNOW	DO	BE	LEARN
Recognizes words and expressions of the rules to prevent health problems. Identifies vocabulary and expressions about the causes and symptoms of common diseases in the community.	Participates in a short conversation about common diseases.	Recognizes his /her responsibility in the prevention of diseases in their community.	Interprets information and draws simple conclusions.

AIMS

MAIN AIMS:

To provide the students useful vocabulary related to food and health.

To introduce vocabulary in a contextualized way that leads to the learning of functional language.

PERSONAL AIMS:

To generate a learning environment using ICT.

To motivate students to be active participants of the educational process.

ANTICIPATED PROBLEMS

Students struggle to understand what the teacher says, students get bored, the t.v doesn't recognize the computer.

II. MATERIALS:

Video, flashcards, complementary printed material for the word wall, worksheet, t.v, HDMI connector.

III. PROCEDURES

ACTIVITIES	INTERACTION PATTERNS	TIMING	BASIC LEARNING RIGHTS
PRE	T-S S-T	30	<i>Exchanges ideas and simple opinions with classmates and teachers, following models or using images.</i> <i>Understands and describes details in short, simple texts related to familiar topics, based on images and known phrases.</i>
<i>The teacher is going to play the video “Teen titans go- Vegetables” (10 minutes length), this video contains subtitles in English. The teacher is going to make some pauses during the video to point out the vocabulary that is going to be used during the next section of this class. At the end of the video, the teacher is going to generate a space for the students to reflect upon the situations reflected on the video that are related to food and health.</i>			
WHILE	T-S S-S S-T	30	<i>Exchanges ideas and simple opinions with classmates and teachers, following models or using images.</i>
<i>The teacher is going to distribute some material related to vegetables and meal that is going to be used for a word wall. This material is going to be given to work in pairs, the material is composed by a sheet with a pale picture and a message or word, and some pieces of a puzzle that responds to the picture of the sheet. In pairs, the students must organize the pieces of the puzzle and stick them into the sheet they received. Once the pairs finish, they must stand up and go to the board that is going to be divided in two: Vegetables and meats; the students must stick their sheets in the corresponding side of the wall depending on the topic reflected on the worksheet.</i>			
POST		30	
<i>The teacher is going to give the students a worksheet that responds to the topic worked in this class. At the end of the class, the students must handle the worksheet.</i>			

PLAN B

If the t,v is not working, the teacher is going to use the sheets of the word wall to tell the story by himself. If the students get bored, the teacher is going to use some catchy strategy to make them move, the strategy could be “bow and arrow”, “cachets inflados” or any other. If some students don't understand what the teacher says, he is going to ask for the help of a volunteer to explain the necessary elements to the struggled students.

REFERENCES

Ministerio de educación nacional de Colombia. (2016). *Suggested Curriculum*. Retrieved from:

http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/dbacurriculo/cartillas_mallas_aprendizaje/Suggested%20English%20Curriculum.pdf

Smith, Mark K. (2002, 2008) *'Howard Gardner and multiple intelligences', the encyclopedia of informal education*. Retrieved from: <http://www.infed.org/mobi/howard-gardner-multiple-intelligences-and-education>.

Richards, J. & Rodgers, T. (2008). *Approaches and methods in language teaching*. Retrieved from: <https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf>

IV. METHOD, EVALUATION AND STRATEGIES

METHOD	ASSESSMENT	TEACHING STRATEGIES
<i>Blended Learning (Video)</i> <i>Total Physical Response (Word wall & Puzzle)</i>	<i>Students' behavior is going to be graded using the traffic light and considering the classroom rules.</i> <i>The worksheet is going to be gathered and graded from 1.0 to 5.0 depending on the students' performance.</i>	<i>Video</i> <i>Word Wall</i> <i>Worksheet</i>

V. ANNEXES

The document with the puzzles format and complementary material for the word wall are going to be attached to this message.

Video: Teen titans go- season 2 episode 16: Vegetables (<http://movies123.fm/watch/GbgwByWd-teen-titans-go-season-2/episode-16.html>)

Worksheet:



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English language teaching program

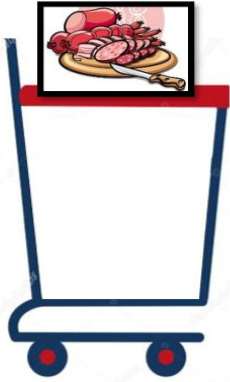


1. Find the words worked in today's class and organize them in the correct box

Words:

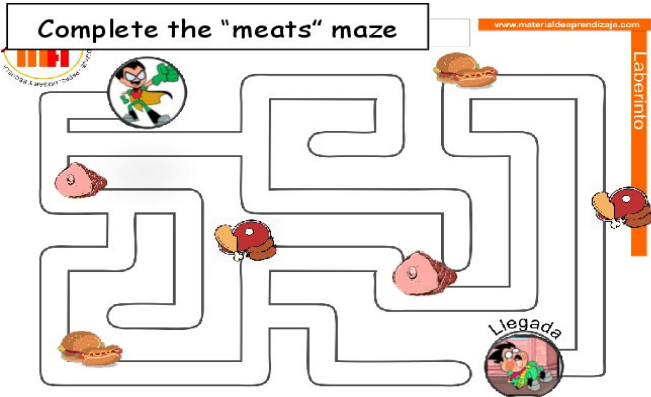
BROCCOLI
BURGER
CARROT
FAT
LETTUCE
MEAT
POTATO
SAUSAGE
SPINACH
STEAK
STRONG
VEGETABLES
WEAK

B	U	R	G	E	R	F	X	C	H	E	M	P	L
A	Y	C	F	A	T	L	Q	M	S	A	U	P	Y
O	V	Q	S	T	R	O	N	G	N	K	H	E	U
O	E	A	R	V	E	G	E	T	A	B	L	E	S
B	R	O	C	C	O	L	I	E	A	B	F	U	Q
P	O	T	A	T	O	P	G	V	X	E	A	I	K
L	E	T	T	U	C	E	C	E	L	U	J	Y	O
J	L	D	O	S	R	A	A	R	A	D	K	I	E
R	C	H	E	H	O	F	M	C	A	R	R	O	T
U	I	Z	C	S	O	W	E	A	K	A	O	M	D
A	A	L	S	A	U	S	A	G	E	A	C	O	E
I	I	F	X	H	A	I	M	E	A	T	T	W	R
O	F	L	E	H	S	T	E	A	K	P	L	I	Q
Z	X	A	W	S	P	I	N	A	C	H	G	E	I



Your name: _____

Complete the "meats" maze



Complete the "vegetables" maze

Nombre: _____

