

UNIVERSIDAD DE LA AMAZONIA

EDUCATION SCIENCES FACULTY
ENGLISH LANGUAGE TEACHING PROGRAM
TEACHING PRACTICE I

LESSON PLAN FORM N° 2

I. DESCRIPTION

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

LEVEL 3°

NUMBER OF STUDENTS: 38

DATE: *September 11th /2018*

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

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

C-T'S NAME: *Luz Amparo Córdoba*

GRAMMAR TOPIC: *LIKE/DON'T LIKE, DATES, HOUSE, ANIMALS, COLORS, ADJECTIVES (GOOD, BAD)*

CONTEXTUALIZE TOPIC: *Understanding rules and good behavior*

SUGGESTED PERFORMANCE INDICATORS

KNOW	DO	BE	LEARN
Identifies phrases such as I like/I don't like.	Recognizes some specific details in written and oral texts related to their duties.	Shows a respectful attitude toward their peers and the environment.	Connects the sound of a word or phrase with a picture as an aid in remembering.
Understands the meaning of phrases expressed through the use of imperative Don't.	Writes and says simple phrases with familiar vocabulary.	Behaves appropriately in school.	Listens respectfully the ideas exposed by the others.
Identifies simple vocabulary related to elements of the environment in their context.	Follows and gives basic classroom instructions.	Recognizes his/her responsibility to take care and to keep the school clean.	Respects cultural differences and works easily with his/her classmates even if they belong to a different culture.

AIMS

MAIN AIMS:

To help students differentiate between good and bad actions

To provide the students with some vocabulary and expression for describing thing or people.

To identify students' intelligences considering Gardner's multiple intelligences theory.

PERSONAL AIMS:

To show the students the consequences of misbehaving during the class

To create an interesting educational environment helped by the ICT

To encourage group work

ANTICIPATED PROBLEMS

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

II. MATERIALS: *Printed material (Game),music, slides, t.v, HDMI connector, dices and parqués pieces.*

III. PROCEDURES

STAGE	ACTIVITIES	BASIC LEARNING RIGHT	INTERACTION PATTERNS	TIMING
PRE	<i>The teacher is going to greet the students and check the assistance by giving each student his/her name tag.</i> <i>The teacher is going to ask two or three students about the story that was played the las class. After that, the teacher is going to ask some students about their favorite character in the story. Then, the teacher is going to show some slides with the description of animals and objects that appear in the story of the three little pigs. Each slide got a clean space which is going to be used for writing students' additional descriptions of the characters. Students must take notes.</i>	<i>Expresses simple ideas about topics he/she already knows, using simple words or phrases.</i> <i>Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words</i> <i>Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.</i> <i>Describes things, places, people, and communities,</i>	T-S S-T	<i>15'</i> <i>+</i> <i>20</i> <i>Total:</i> <i>35</i>
WHILE	<i>As the calendar is one of the available materials, it is going to be used to develop an activity that involves numbers, months and days of the week. The activity consists on asking the students to make a circle, then each student is going to receive either a month, day or number. Next, a random date is going to be shown on a slide. After that, the students that possess the exact</i>	<i>Describes things, places, people, and communities,</i>	T-S S-S S-T	<i>10'</i> <i>+</i> <i>5'</i> <i>+</i> <i>35'</i> <i>+</i> <i>5'</i>

	information of the date, are going to place in the center of the classroom. Those students that form any date are going to be part of a group for a posterior activity. The groups are going to be composed by 3 people, in accordance to the elements composing the dates showed in the slide. There must be 12 groups of 3. The teacher is going to explain the use of the calendar and assign the role of “date inspector”. The next activity is a board game, each group is going to receive a piece of paper with a game like a “parqués” but that had been adapted to work with characters of the three little pigs, besides they are going to receive a dice. First, the teacher is going to tell the students that they can play throwing the dice and advance through the game. Students must play for 20 minutes. After the 20 minutes, the teacher is going to ask the students to organize the sequence of the three little pigs based on the pictures that are printed on the board game. After that, students must identify good and bad actions based on what the pictures show. The teacher is going to pass giving each group a grade for student’s job. After the previous activity, the teacher is going explain the use of the traffic light. Besides, the teacher is going to talk about rewards and consequences. Additionally, this activity is going to be useful to teach some words: Brick house, Wooden house, cabin, and wolf because the teacher is going to make the students repeat the words while he shows the traffic light.	in oral or written form, using simple phrases.		Total: 55 Accumulated: 90’
POST	Finally, each student is going to receive a worksheet with different questions about their likes, they must answer with “yes, I like” or “no, I don’t like”. This worksheet will contain pictures as well, students are free to color the pictures before handing the worksheet to the teacher. This		T-S S-T	25’ + 5 Total: 30’

	<i>activity aims to identify their intelligences.</i> <i>The teacher is going to give student's a homework: Make a drawing of the three little pigs and identify the name of each object and animal on that drawing.</i>			Accumulated: 120'
--	---	--	--	----------------------

PLAN B

If the t.v doesn't work, the teacher is going to use the material of the traffic light to describe each object, he is going to describe the objects helped by body language. Also, if the tv is not working during the activity to form groups, the teacher is going to check the slides on his smartphone.

IV. REFERENCES

Wesgain, K. (n,d). *Three little pigs*. Retrieved from: <https://prekinders-wpengine.netdna-ssl.com/wp-content/uploads/2015/10/3-pigs-sequencing.pdf>

Newlookchick. (2008). Silly Symphony - The Three Little Pigs [Youtube Video]. Retrieved from: <https://www.youtube.com/watch?v=Olo923T2HQ4>

Oxford University Press ELT. (201). Let's Clean Up (Sing-along) [Youtube Video] Retrieved from: <https://www.youtube.com/watch?v=Lte1uo5hLVw>

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>.

V. METHOD, EVALUATION AND STRATEGIES

METHOD	ASSESSMENT	TEACHING STRATEGIES
<i>Total Physical Response (Board Game)</i> <i>Communicative language teaching (Slides with descriptions)</i> <i>Suggestopedia (music in the background during the board game)</i>	<i>Oral questions. (Descriptive Slides)</i> <i>Checking students notes. (After the descriptive slides)</i> <i>Written exercise (Multiple Int. test)</i> <i>The teacher is also going to take student's participation and behavior grade them,</i>	<i>Slides</i> <i>Board Game</i> <i>Group work</i> <i>Music in the Background</i> <i>Worksheet</i>

The document with the annexes is going to be attached to the message.