

LESSON PLAN FORM Nº 1

I. DESCRIPTION

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

LEVEL 3º

NUMBER OF STUDENTS: 38

DATE: *September 3rd /2018*

HOOR: *From 6:30 to 8:30*

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

C-T'S NAME: *Luz Amparo Córdoba*

GRAMMAR TOPIC: *IMPERATIVE DON'T, LIKE/DON'T LIKE, PERSONAL INFORMATION, DATES, THERE IS/THERE ARE, HOUSE, ANIMALS, COLORS*

CONTEXTUALIZE TOPIC: *KNOWING MY SELF AND OTHERS*

SUGGESTED PERFORMANCE INDICATORS

KNOW	DO	BE	LEARN
Identifies phrases such as I like/I don't like.	Introduces himself/ herself and his/her classmates through the use of simple expressions.	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.	Recognizes some specific details in written and oral texts related to their duties.	Behaves appropriately in school.	Listens respectfully the ideas exposed by the others.
Identifies simple vocabulary related to elements of the environment in their context.	Asks and answers questions about their everyday actions.	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.
Recognizes the expressions There is/There are to describe an object or objects and the physical location.	Writes and says simple phrases with familiar vocabulary.		
	Follows and gives basic classroom instructions.		

AIMS

MAIN AIMS:

To identify students' performance regarding the contents of the suggested curriculum.

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

PERSONAL AIMS:

To meet students and let them know the teacher.

To generate a first impression in the student's.

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: Thread, foamy, printed material, one video, t.v, HDMI connector,

III. PROCEDURES

STAGE	ACTIVITIES	BASIC LEARNING RIGHT	INTERACTION PATTERNS	TIMING
PRE	<i>At the beginning of the exercise, the teacher is going to greet the students without revealing information about himself. Then, he is going to propose the students to play "Spiderweb". Thus, the teacher is going to start throwing the thread to a random student, and that person is going to say his/her name, age, and one thing he/she likes or doesn't like; after that, the student with the thread is going to throw it to any classmate that is going to reveal his/her name, age, and his/her likes or dislikes. Once all the students had presented themselves, the teacher is going to say his name, one like, one dislike, and is going to give a short commentary about his teaching practice exercise.</i> <i>After the spiderweb game, the students are going to receive a piece of foamy and a special cardboard in which they will write their names, ages and something they like. Once the students have completed the information in the cardboard, the teacher is going to provide them some glue</i>	<i>Exchanges personal information such as name, age, and where he/she comes from with classmates and teachers, using short simple sentences modeled by the teacher.</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</i>	T-S S-T	30'

	with which they are going to stick the cardboard to the foamy. The foamy and cardboard are the components of the name tags, which are bracelets, that the students are going to use during the time the practitioner is going to stay with them.	and previously studied words Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics. Describes things, places, people, and communities, in oral or written form, using simple phrases.		
WHILE	The teacher is going to play the video “Silly Symphony - The Three Little Pigs” (8 minutes length) and use it to explain the 6 class rules: Follow directions, be respectful, don’t be rude, don’t speak too loudly, be gentle and, do your best. The video is going to be paused 6 times, each time the teacher gives a short explanation of the rule that is showed on that time, and students are going to take notes of the text in the video that summarizes that rule, in this sense the video is going to be stopped in this order: Follow directions 2:05 Be respectful 2:14 Don’t be rude 3:02 Don’t speak too loudly 3:27 Be gentle 5:34 Do your best 6:49 After watching the video, the teacher is going show the students six pictures and six phrases one by one, and he is going to ask his pupils to identify the text with which each picture fits. In this sense, the students are going to help the teacher in the construction of the classroom rules poster. When each picture has its text, the teacher is going to ask a student to stick the rules to a big cardboard and then a short explanation of the rules is going to be given. After the previous activity, the teacher is going explain the use of the traffic light but taking advantage of some printed material that the students are going to cut and paste as the teacher guides them. Thus, the students are also going to build the traffic light poster. Besides, the teacher is going to talk about rewards and consequences. Additionally, this activity is going to be useful to teach		T-S S-S S-T	50’

	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 printed material. It is important to maintain the students active during the class so, each student will receive something to cut and paste that will be added to the traffic light, for example they will receive little pig faces, and little pianos, violins, and flutes that will be just decorative staff for the traffic light poster, this is done because the main pieces of the traffic light are few and not enough to maintain the entire classroom active. As the traffic light is related to houses, that feature is useful to connect the traffic light with the topic “House” in which the students’ knowledge about the house parts is going to be checked. For that, the video “let’s clean up (sin along)” is going to be played without 4 times, the first is for them to watch it, the second and third times without sound so that the teacher and the students can sing, and the third time with sound so that students can watch and listen the original video. As there are two voices in the song, teacher and students are going to assume a role the first time the song is played, and they will switch the second time. The teacher is going to encourage students by singing first and using body gestures to make them sing with him. 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 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. Note: since the dates are going to be composed of day, month, number and year, each group is going to be of 4 members. So, there will be 9			
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	<i>groups</i> <i>Before the next activity, the teacher is going to explain the use of the calendar and assign a student to change the date every day/every English class (discuss it with the cooperative teacher).</i> <i>After the dates activity, the teacher is going to give each group a picture of a land, and he is going to ask them to discuss between them the things that they see and the object's color in the picture using There is or There are. The students should write a list of colors on their books. Before finishing this activity, the teacher is going to use a slide as tool for reviewing and giving feedback regarding animals and colors in the picture.</i>			
POST	<i>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 activity aims to identify their intelligences.</i>			40'

PLAN B

If the t.v doesn't work, the teacher is going to use the material of the traffic light to tell the story of the three little pigs, he is going to help students understand y using verbal language. In the case of the song that is related to the parts of the house, the teacher will show a picture of a house and recreate the song with the students, also, the song will be played on the teacher's phone. And the lyrics are going to be given to the students.

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>

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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, communicative language teaching, suggestopedia</i>	<i>Oral questions, Written exercises. The teacher is also going to take student's participation and behavior grade them,</i>	<i>Songs, Stories.</i>

VI. ANNEXES

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