

**UNIVERSIDAD LAICA “ELOY ALFARO” DE MANABÍ”**

**FACULTAD DE EDUCACIÓN, TURISMO, ARTES Y  
HUMANIDADES**

**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**MODALIDAD:**

TRABAJO DE INTEGRACIÓN CURRICULAR

SERVICIO SOCIAL COMUNITARIO

**TEMA:**

COMMUNITY SERVICE

“UNIDAD EDUCATIVA FISCAL JOSEFA MENDOZA DE MORA”

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**MANTA – MANABÍ – ECUADOR**

**2024 - (2)**

**CERTIFICADO DE DERECHO DE AUTOR**  
**PROPIEDAD INTELECTUAL**

Título del Trabajo de Integración Curricular: TEFL in Community Service "Josefa Mendoza de Mora School".

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Fecha de Finalización:

22 de enero del 2025

Descripción del Trabajo:

El presente trabajo de investigación tiene como objetivo principal realizar planes de clase y llevarlos a la práctica dentro de un salón de clase, basados en la metodología TEFL (FMU, ECRIF, PDP and The Writing Process), los mismos que están orientados a cada destreza que se enseña del idioma inglés: adicionalmente en sus adjuntos tiene una parte descriptiva en la que se detalla la experiencia académica y profesional en cuanto a la metodología aplicada.

Declaración de Autoría:

Yo, **Delgado Cedeño Elvia Alexandra**, con número de identificación **131675386-0**, declaro que soy el autor original y **Lcdo. Gonzalo Farfán Mg.**, con número de identificación **131036038-1**, declaro que soy el coautor, en calidad de tutor del trabajo de investigación titulado "TEFL in Community Service "Josefa Mendoza de Mora School"". Este trabajo es resultado del esfuerzo intelectual y no ha sido copiado ni plagiado en ninguna de sus partes.

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Manta, lunes, 29 de julio de 2024

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|---|---|------------------------------|
|  | NOMBRE DEL DOCUMENTO:<br>CERTIFICADO DE TUTOR(A).   | CÓDIGO: PAT-04-F-004         |
|   | PROCEDIMIENTO: TITULACIÓN DE ESTUDIANTES DE GRADO<br>BAJO LA UNIDAD DE INTEGRACION CURRICULAR | REVISION: 1<br>Página 1 de 1 |

## CERTIFICO

En calidad de docente tutor(a) de la Facultad de Educación, Turismo, Artes y Humanidades de la Universidad Laica "Eloy Alfaro" de Manabí, CERTIFICO:

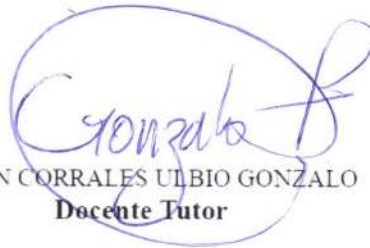
Haber dirigido, revisado y aprobado preliminarmente el Trabajo de Integración Curricular bajo la autoría de la estudiante DELGADO CEDEÑO ELVIA ALEXANDRA, legalmente matriculada en la carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, periodo académico 2024-2025(2), cumpliendo el total de **384 horas**, cuyo tema del proyecto o núcleo problémico es "*Tefl Community Service*"

La presente investigación ha sido desarrollada en apego al cumplimiento de los requisitos académicos exigidos por el Reglamento de Régimen Académico y en concordancia con los lineamientos internos de la opción de titulación en mención, reuniendo y cumpliendo con los méritos académicos, científicos y formales, y la originalidad del mismo, requisitos suficientes para ser sometida a la evaluación del tribunal de titulación que designe la autoridad competente.

Particular que certifico para los fines consiguientes, salvo disposición de Ley en contrario.

Manta, Viernes, 13 de diciembre de 2024.

Lo certifico,



FARFAN CORRALES ULBIO GONZALO  
**Docente Tutor**

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Facultad de Educación, Turismo,  
Artes y Humanidades

*Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros*

institutions, universities, and future student-teachers, emphasizing the importance of preparation, innovation, and adaptability in the ever-evolving field of education.

## INTRODUCTION

The culmination of my year-long community service as a student-teacher provided me with invaluable insights into the teaching profession, the realities of the educational system, and the challenges faced by students and educators in resource-limited contexts. This experience was not only a professional milestone but also a transformative journey of personal and academic growth. Through this curricular integration project, I aim to reflect on the lessons learned, the methodologies applied, and the outcomes achieved, while offering a comprehensive analysis of the educational context, the progress made by students, and the skills I developed as an educator.

Education is a multifaceted process that extends beyond the delivery of knowledge. It requires adaptability, empathy, and a deep understanding of students' needs and the challenges they face. My community service placement exposed me to a variety of situations that tested my resilience and creativity—from teaching in classrooms with limited resources and frequent power outages to designing lesson plans tailored to students with diverse levels of English proficiency. This journey also underscored the importance of fostering meaningful relationships with students and creating engaging, student-centered learning environments despite constraints.

In this project, I will delve into the key aspects of my teaching experience, including the diagnostic and evaluation processes, the application of teaching methodologies such as ECRIF, PDP, and the Writing Process, and the resulting academic progress of my students. Furthermore, I will reflect on the personal and professional growth that this experience facilitated, highlighting both the challenges and successes encountered along the way. This document seeks to provide not only a detailed account of my journey but also practical recommendations for educational

## **REFLECTION ON EDUCATIONAL EXPERIENCE**

### **1. What were your expectations regarding teaching in community service?**

When I started my year of community service, my expectations were filled with excitement, but also fear. I was scared of not measuring up, facing challenges I didn't know how to handle, and working with a group of students who were neither children nor adults. Even though I had previous experience with pre-professional internships, I felt uncertain about being in charge of so many lives. My biggest hope was to make a positive impact on the community, but I also feared I wouldn't be able to connect with them or meet their expectations. However, I knew this year would give me the chance to grow tremendously, both professionally and personally. And even though the fears were big, I was determined to give everything I had to leave a lasting impact on those students.

### **2. What was the reality of the educational context (infrastructure and facilities) in your social service setting?**

The reality of the educational context where I carried out my community service was very different from what I had imagined. The institution had basic infrastructure: classrooms that were neither too big nor too small, with traditional chalkboards and liquid chalk markers. There was no access to technological resources like a computer lab, projectors, or the internet, which made me feel limited in the tools I could use. However, despite these challenges, most of the students showed incredible eagerness to learn, and the teachers, with their constant support, did everything possible to motivate them. But the challenges went beyond just the infrastructure. The energy crisis the country is facing seriously disrupted the educational routine, with frequent power outages that reduced class hours, and as a result, my contact with the students was limited. This made me feel frustrated, as I couldn't provide them with the attention I had hoped for, but at the same time, it taught me a valuable lesson about resilience and the

ability to adapt. Despite everything, my commitment to them never wavered, and I tried to make the most of every moment I had with them.

### **3. What were the results of the initial diagnostic of the students' English proficiency?**

The result of the initial diagnostic of English language proficiency in the ninth-grade students showed a wide range of levels. Most students scored low, especially in the skills of listening and speaking, which were the most challenging areas. Overall, total scores ranged from 1.2 to 5.8, indicating that the ninth-grade students are at a basic or beginner level of English, with many areas requiring reinforcement. Despite some differences, the skills of reading and writing showed more balanced performance, though still with moderate scores. For the eighth-grade students, the results were similar, with many students also presenting low scores, suggesting that consistent effort is needed to improve their overall language proficiency, especially in listening comprehension and oral expression.

### **4. What were the advantages and disadvantages of planning and executing lessons using ECRIF, PDP, and the Writing Process models?**

During my community service year, I had the opportunity to use different teaching models such as ECRIF, PDP, and Writing Process. These models made the lessons more interactive and engaging for the students, but each had its own set of advantages and challenges.

For example, with the ECRIF model, which focuses on speaking, I noticed that one of the biggest advantages was the opportunity for students to improve their pronunciation and develop communication skills. However, the downside was that many



students struggled to communicate fluently because they lacked basic knowledge of English, which limited their participation and confidence in speaking.

When using the PDP model for Listening, I saw that it was very effective in helping students identify new words through images while listening to audio. This made it easier for them to associate the words with their pronunciation. However, since many students had little prior knowledge, understanding the context of the audio was difficult for them, making it hard for them to retain the information. For Reading, students found it easier to practice their reading comprehension skills, and they didn't struggle as much with identifying the context or relating words in the text. Nevertheless, some still had trouble understanding the meaning of certain words, which slowed their reading process.

Finally, with the Writing Process model, students were able to structure their ideas more clearly, which was a major advantage. But one of the challenges I faced was the limited amount of time we had for these activities, which hindered the results. Additionally, I had to carefully choose writing activities that matched the students' English level, which took extra planning time. Overall, using these different planning models helped me create lessons that were dynamic and well-structured, but they also required more preparation and resources than I initially expected, making them both rewarding and challenging to implement.

##### **5. How did your community service contribute to your personal growth?**

My year of community service was a journey of self-discovery. At first, I felt insecure and doubted my abilities, but over time, I learned to trust myself more. I realized that patience and leadership were essential qualities that helped me face each challenge. What impacted me the most was understanding the different realities of the students and learning how to adapt to their individual needs. I also gained valuable

knowledge about how to address academic underperformance, grade fairly, and communicate with parents. This experience allowed me to grow not only as a teacher but also as a person. Overall, my social service contributed greatly to my personal development and prepared me for my future career in education.

### **6. What elements of your teaching experience contributed to your professional growth?**

My teaching experience allowed me to apply all the theory I had learned in practice, improving my pedagogical skills and developing a critical perspective on the teaching-learning process. Although I had little experience, it didn't feel like starting from scratch; instead, I was able to build on what I already knew and transform it into something better. I was able to adapt certain tools I was familiar with and apply them to my new students. This experience also helped me understand the importance of flexibility and creativity in teaching, as no two classes or students are the same. I learned how to adjust my methods to meet the diverse needs of my students and how to handle unexpected challenges. Overall, this experience contributed significantly to my professional growth, giving me a clearer vision of the kind of teacher I want to be in the future. It also reinforced my passion for teaching and inspired me to continue improving.

### **7. What were your weaknesses as a student-teacher?**

One of my biggest weaknesses as a student-teacher was managing time effectively. Some activities took much longer than I anticipated, and due to frequent power outages in the country, my lessons were often cut short. This forced me to teach the same content multiple times throughout the week or, in some cases, stretch the lessons over two weeks for the students to fully grasp the material. It was frustrating, as it limited the integration of more dynamic activities that could have enhanced their learning experience. Additionally, I realized I was too permissive with my students,

allowing them to submit late assignments and often reviewing notebooks just one day before exams. This lack of strictness not only impacted my ability to maintain structure but also made me realize the importance of setting boundaries as a teacher. While these weaknesses were difficult to acknowledge, they became valuable lessons that helped me grow and improve as an educator.

### **8. What do you consider necessary to include in the academic program?**

I believe that the curriculum should include more practical experience related to classroom management and teaching strategies. It would also be incredibly valuable to have classroom practice opportunities that go beyond regular students, incorporating those who require curricular adaptations. Managing a class of 30 students while simultaneously providing support to a student with specific needs can be extremely challenging, and being trained to handle this situation would make a huge difference. Another crucial aspect is preparing future teachers with the basic knowledge of how to grade, use tools like Excel, and manage student data effectively. I also think there should be courses on how to create educational reports and conduct parent-teacher conferences, as these are essential skills that aren't often taught in theory. It would be beneficial to include subjects related to the entire educational process—how to fill out documents, handle administrative tasks, and implement more hands-on lessons in various environments and contexts. These changes would help us be more prepared and adaptable when we enter real-world teaching

### **9. What were your strongest skills during your teaching experience?**

One of my strongest skills during my teaching experience was my ability to adapt to change. Whether it was adjusting lesson plans due to time constraints or adapting to the unique needs of my students, I learned to stay flexible and make the most out of every situation. Another skill I developed was planning engaging activities and

creating educational exercises tailored to specific lessons. This allowed me to keep students interested and motivated. Additionally, I found that my ability to manage the class effectively and maintain a positive relationship with both students and teachers was a key strength. Building trust and rapport with my students helped create a comfortable learning environment where they felt supported and encouraged

### **10. What were the results of the contrast between the diagnostic test and the final test?**

During the community service year, the contrast between the initial diagnostic test and the final test results shows significant progress in the development of English skills (listening, reading, writing, and speaking) among eighth and ninth-grade students. Initially, most students were at a low A1 level, with total scores ranging from 3 to 5 points, while by the end of the period, many reached or exceeded 7 points, achieving a high A1 level, and in some cases approaching A2. The greatest improvements were observed in reading and writing, thanks to teaching strategies such as guided reading, creative writing, and contextualized exercises, while listening and speaking showed smaller but noticeable progress through interactive activities like role-playing and oral practice. These results highlight the positive impact of the methodologies implemented and the need to continue strengthening productive and auditory skills for more balanced learning.

### **CONCLUSIONS**

In conclusion, my year of community service was nothing short of life-changing. It was a journey filled with challenges, moments of self-doubt, and countless lessons that shaped me into a more confident and resilient person. Walking into a classroom with limited resources and a group of students who looked to me for guidance was daunting, but it also became the greatest privilege of my life. I witnessed their growth as

they slowly gained confidence in their English abilities, and their eagerness to learn inspired me every single day. The progress they made, particularly in reading and writing, was a testament to their determination and the connection we built through shared effort.

This experience taught me that teaching is about so much more than delivering lessons—it's about understanding the realities of your students, celebrating their small victories, and finding creative ways to overcome barriers together. Personally, I learned the power of patience, empathy, and adaptability, and professionally, I gained invaluable skills that strengthened my passion for education. The relationships I built, the smiles I saw when a concept clicked, and the lessons I learned from my students will stay with me forever. This year was not just about helping my students grow; it was also about discovering who I am and the kind of teacher I want to be—one who makes a real difference in the lives of others.

## **RECOMMENDATIONS**

Based on my community service experience, there are several key recommendations for universities, educational institutions, and future student-teachers to enhance the overall quality of education. For universities, it is essential to provide more hands-on teaching opportunities and real-world classroom experiences. Practical training in diverse contexts, including working with students who require curricular adaptations, would better prepare future teachers for the complexities of modern classrooms. Additionally, integrating courses on classroom management, administrative tasks such as grading and data management, and strategies for handling unforeseen challenges like power outages would ensure student-teachers are equipped with the necessary skills to succeed.

Educational institutions should prioritize improving infrastructure, particularly access to basic technological tools like projectors, computers, and internet connectivity, which significantly enhance lesson delivery. Institutions should also foster a culture of resilience by creating contingency plans for disruptions, encouraging collaboration among teachers, and supporting student-teachers through mentorship programs. By providing a supportive and resourceful environment, schools can enable teachers to maximize their impact on students' learning.

For future student-teachers, adaptability, creativity, and relationship-building are crucial. Teaching often involves overcoming challenges such as limited resources or time constraints, but approaching these with an open mind and innovative solutions can lead to meaningful progress. Building strong connections with students and fostering an engaging classroom environment are equally vital for ensuring their motivation and success. Lastly, future teachers should embrace the journey with patience and a willingness to grow, as every challenge offers an opportunity to learn and become a more effective educator. By addressing these areas, the educational experience for both teachers and students can be significantly improved.

UNIDAD EDUCATIVA FISCAL



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Manta, 11 de septiembre del 2024

**INFORME SEMESTRAL SOBRE EL DESEMPEÑO DEL ESTUDIANTE MAESTRO**

|  |   |
|--|---|
| <b>Nombre del estudiante-maestro:</b>                    | Elvia Alexandra Delgado Cedeño  |
| <b>Cédula de Identidad:</b>                              | 1316753860  |
| <b>Facultad:</b> Educación, Turismo, Artes y Humanidades | <b>Carrera:</b> Pedagogía de los Idiomas Nacionales y Extranjeros           |
| <b>Periodo de práctica:</b> Desde mayo de 2024           | <b>Niveles atendidos:</b> Octavo y noveno grado de Educación General Básica |

**Objetivo del informe:** Evaluar el desempeño del estudiante-maestro durante su periodo de pasantías en la Unidad Educativa Fiscal "Josefa Mendoza de Mora".

**Desempeño General:**

El estudiante-maestro, Elvia Alexandra Delgado Cedeño, ha demostrado un alto nivel de compromiso y responsabilidad en el desarrollo de sus funciones como docente en formación. Ha mostrado dominio de los contenidos curriculares, planificación eficiente de clases, y una adecuada implementación de actividades didácticas. A continuación, se detallan los aspectos evaluados:

**1. Planificación de Clases:**

La estudiante ha presentado planificaciones coherentes y alineadas con los objetivos educativos establecidos, asegurando que las actividades propuestas favorezcan el aprendizaje de los estudiantes.

**2. Desarrollo de las Clases:**

La estudiante ha utilizado estrategias metodológicas variadas y ha mantenido un adecuado control de grupo. Su interacción con los estudiantes ha sido positiva, generando un ambiente de aprendizaje propicio.

**3. Evaluación de Aprendizajes:**

Las evaluaciones aplicadas han sido pertinentes y reflejan los logros de aprendizaje esperados. La estudiante-maestro ha demostrado capacidad para retroalimentar a los estudiantes de manera constructiva.

**4. Responsabilidad y Puntualidad:**

La estudiante ha cumplido con todas las actividades encomendadas de manera responsable y puntual, demostrando una actitud profesional en todo momento.

**Conclusión:**

El desempeño de Elvia Alexandra Delgado Cedeño ha sido satisfactorio, cumpliendo con los objetivos propuestos durante su periodo de prácticas en la Unidad Educativa Fiscal "Josefa Mendoza de Mora". Se recomienda continuar su formación docente, considerando su disposición y capacidad para impartir clases de manera efectiva.



**Mgs. Marisol Carrillo Delgado**  
Sub-directora de la sección vespertina

UNIDAD EDUCATIVA FISCAL



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Manta, 12 de diciembre del 2024

**INFORME SEMESTRAL SOBRE EL DESEMPEÑO DEL ESTUDIANTE MAESTRO**

|  |   |
|--|---|
| <b>Nombre del estudiante-maestro:</b>                    | Elvia Alexandra Delgado Cedeño  |
| <b>Cédula de Identidad:</b>                              | 1316753860  |
| <b>Facultad:</b> Educación, Turismo, Artes y Humanidades | <b>Carrera:</b> Pedagogía de los Idiomas Nacionales y Extranjeros           |
| <b>Periodo de práctica:</b> Desde mayo de 2024           | <b>Niveles atendidos:</b> Octavo y noveno grado de Educación General Básica |

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- 1. Planificación de Clases:**  
La estudiante ha presentado planificaciones coherentes y alineadas con los objetivos educativos establecidos, asegurando que las actividades propuestas favorezcan el aprendizaje de los estudiantes.
- 2. Desarrollo de las Clases:**  
La estudiante ha utilizado estrategias metodológicas variadas y ha mantenido un adecuado control de grupo. Su interacción con los estudiantes ha sido positiva, generando un ambiente de aprendizaje propicio.
- 3. Evaluación de Aprendizajes:**  
Las evaluaciones aplicadas han sido pertinentes y reflejan los logros de aprendizaje esperados. La estudiante-maestro ha demostrado capacidad para retroalimentar a los estudiantes de manera constructiva.
- 4. Responsabilidad y Puntualidad:**  
La estudiante ha cumplido con todas las actividades encomendadas de manera responsable y puntual, demostrando una actitud profesional en todo momento.

**Conclusión:**

El desempeño de Elvia Alexandra Delgado Cedeño ha sido satisfactorio, cumpliendo con los objetivos propuestos durante su periodo de prácticas en la Unidad Educativa Fiscal "Josefa Mendoza de Mora". Se recomienda continuar su formación docente, considerando su disposición y capacidad para impartir clases de manera efectiva.



Mgs. Marisol Carrillo Delgado  
Sub-directora de la sección vespertina



## Listening Lesson Plan

Class: 8<sup>th</sup> Grade

Level: A1

Time: 45 min.

Topic: Possessive with s.

**Action points** – (These are two things you are working on in your teaching)

1. Engaging students in active listening exercises to help with their understanding of possessive 's.
2. Incorporating real-life examples in listening activities to build context around the possessive form.

### What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of the use of possessive 's in simple sentences (e.g., "John's book," "Sarah's dog").

By completing a listening activity and answering comprehension questions.

Then creating their own sentences using possessive 's based on what they heard.

### When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?

During the listening exercise, students will demonstrate understanding by correctly identifying relationships and ownership in sentences.

In post-listening, students will create their own sentences or correct sentences orally, using the possessive 's.

Progress will be assessed through peer-checking, a small quiz, and individual presentations of possessive statements.

### Preliminary considerations:

- a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Students already know:

- Basic personal pronouns (he, she, it, etc.)
- Family members vocabulary (brother, sister, mother, etc.)
- Some vocabulary related to personal belongings (book, pencil, etc.)

- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Students may confuse possessive 's with contractions (e.g., "he's" meaning "he is"). Differentiating between singular and plural forms when using possessive 's (e.g., the difference between "the boy's toy" and "the boys' toys").

2. How will you avoid and/or address these problem areas in your lesson?

Providing explicit examples of both possessive 's and contractions and reinforcing the difference during listening tasks.

Clear, visual explanations and comparisons of singular vs. plural possessives.

| Framework Stage     | Procedure   |   | Materials Needed   |
|---------------------|---|---|--|
|                     | Teacher will...   | Students will...  |  |
| Warm-Up<br>5 min    | Engage students by showing different classroom objects and asking "Whose is this?"<br><br>Hold up various objects and ask "Whose pen is this?", "Whose book is this?"         | Answer using simple possessive structures ("It's Maria's pen").   | Classroom objects (pen, book, bag, etc.).  |
| Pre stage<br>10 min | Introduction to possessive 's using visuals (e.g., "John's book" vs. "The boys' books").<br><br>Present examples and show visual aids (family tree, classroom items).         | Pay attention and participate in brainstorming examples.  | Family tree chart, labeled pictures of items.  |
| During<br>20 min    | Play audio, ask students to listen for specific examples of possessive 's.<br><br>Teacher guides a discussion based on the audio transcript and asks comprehension questions. | Students listen to an audio where a speaker describes family members and belongings<br><br>Listen carefully, note down possessive phrases in the audio. | Audio recording of short family and personal info.<br><br>Audio transcript, handouts for quiz/questions. |
| Post<br>10 min      | Facilitate discussion, encourage peer-correction, and help with sentence formation.<br><br>Encourage peer-correction and help with sentence formation.                        | Create sentences about family members and their belongings. Share answers with partners and present.  | Whiteboard, markers, visual prompts (pictures)   |

**Transcript of Audio:**

*"Hello, my name is Lisa. Let me tell you about my family. This is my brother, Tom. He is 10 years old. Tom's favorite toy is his car. He plays with it every day. This is my sister, Sarah. Sarah's cat is white and very soft. Sarah loves her cat very much. Over here, you can see my parents. My dad's bike is new. He bought it last week. My mom's garden is beautiful, with many flowers. Finally, this is my cousin, John. John's dog is very playful. It runs around the yard all day long."*

**Pre Stage Instructions:**

1. Look at the family tree below.
2. Write the correct possessive sentence for each person based on the family relationships and objects shown.

**Example:**

- John (brother) → **John's book**
- Sarah (sister) → **Sarah's bike**

**Family Tree:**

**Mom** → Garden

**Dad** → Bike

**Lisa** (you) → Phone

**Tom** (brother) → Car

**Sarah** (sister) → Cat

**John** (cousin) → Dog

**Activity:**

- Write a possessive sentence for each person:
  1. \_\_\_\_\_'s \_\_\_\_\_.
  2. \_\_\_\_\_'s \_\_\_\_\_.
  3. \_\_\_\_\_'s \_\_\_\_\_.

**During Stage Instructions:**

1. Listen carefully to the audio about Lisa's family.
2. Write down the possessive phrases you hear (e.g., "Tom's car," "Sarah's cat").

**Activity:**

- Fill in the chart with the possessive phrases you hear from the listening activity.

| Family Member | Possession | Possessive Phrase |
|---------------|------------|-------------------|
| Lisa          | (Own item) | Lisa's _____      |
| Tom           | Car        | Tom's _____       |
| Sarah         | Cat        | Sarah's _____     |
| Dad           | Bike       | Dad's _____       |
| Mom           | Garden     | Mom's _____       |
| John          | Dog        | John's _____      |

**Follow-Up Questions:**

Example: "Who owns the car?" (Answer: "It's Tom's car.")

**Post Stage Instructions:**

1. Write sentences using the possessive 's about your own family members or friends and their belongings.
2. Present your sentences to the class.

## Reading Lesson Plan

Class: 8<sup>th</sup> Grade

Level: A1

Time: 45 min.

Topic: Simple Past Tense

**Action points** – (These are two things you are working on in your teaching)

1. Encourage active reading and comprehension using the simple past tense.
2. Develop students' ability to recognize and use regular and irregular verbs in the simple past tense.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

Show understanding of a short text in the simple past tense

By identifying key details and answering comprehension questions

Then Recognize and categorize regular and irregular verbs in the simple past tense.

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

During the "During Reading" phase: Check students' underlining of verbs in the text and their responses to comprehension questions.

During the "post-Reading" phase: Assess their ability to classify verbs and write their own sentences using the simple past tense.

Evaluate progress through:

- Accurate identification of regular and irregular verbs.
- Correct responses to comprehension questions.
- Writing grammatically correct sentences in simple past tense.

**Preliminary considerations:**

- a.** What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Students are familiar with present tense forms of regular and irregular verbs.

Students can identify basic verbs and their meanings in context.

- b.** What aspects of the lesson do you anticipate your students might find challenging/difficult?

Difficulty distinguishing between regular and irregular verbs. Misinterpreting verb endings or spelling changes (e.g., "studied" vs. "played").

- c.** How will you avoid and/or address these problem areas in your lesson?

Provide a reference chart of regular and irregular verbs as a scaffold. Use modeling and guided practice to reinforce correct verb usage.



| Framework Stage     | Procedure   |   | Materials Needed  |
|---------------------|---|---|---|
|                     | Teacher will...   | Students will...  |   |
| Warm-Up<br>5 min    | <p>Show a series of images depicting activities (e.g., cooking, playing soccer, reading a book).</p> <p>Ask, “What did you do yesterday?” Write one or two students’ answers on the board.</p> <p>Introduce the lesson topic by saying, “Today, we will read a story about someone’s weekend and learn about past actions.</p>                              | <p>Observe the images and discuss what activities they see.</p> <p>Respond verbally with simple sentences about what they did yesterday (e.g., “I played soccer.”).</p> <p>Pay attention and ask questions about the topic.</p> | <p>Images of past events or activities (e.g., a soccer match, a person cooking).</p> <p>Whiteboard and markers.</p> |
| Pre stage<br>10 min | <p>Present a short list of regular and irregular verbs (e.g., <i>played, studied, went, saw</i>).</p> <p>Explain that these verbs will appear in the story they are about to read.</p>  | <p>Participate in identifying regular vs. irregular verbs and their meanings.</p> <p>Predict the kinds of actions described in the story.</p>   | <p>Verb reference chart (regular and irregular verbs).</p>  |
| During<br>20 min    | <p>Distribute a short text about someone’s weekend (e.g., “My Weekend”).</p> <p>Guide students in answering comprehension questions (e.g., “What did the person do on Saturday?”).</p>  | <p>Read the text silently and underline all verbs in the simple past tense.</p> <p>Answer the comprehension questions in pairs or individually.</p>   | <p>Short reading text (e.g., “My Weekend”) printed handouts.</p> <p>Comprehension question worksheet.</p>           |
| Post<br>10 min      | <p>Lead a discussion to review comprehension questions, encouraging students to share their answers.</p> <p>Distribute a chart with two columns labeled “Regular Verbs” and “Irregular Verbs.” Ask students to categorize the verbs they underlined.</p> <p>Assign students to write 2–3 sentences about their own weekend using the simple past tense.</p> | <p>Participate in the discussion and share their answers.</p> <p>Categorize verbs from the text into regular and irregular columns.</p> <p>Write sentences and share them with a partner or the class.</p>                      | <p>Verb categorization worksheet.</p> <p>Student notebooks.</p>   |

### Short Reading Text: "My Weekend"

#### My Weekend

Last weekend, I had a great time! On Saturday morning, I **went** to the park with my family. We **played** soccer and **had** a picnic. In the afternoon, I **studied** for my English test. At night, I **watched** a movie with my friends.

On Sunday, I **cooked** breakfast for my family. Then, we **cleaned** the house together. In the evening, I **read** a book and **took** a walk in the neighborhood. It was a relaxing weekend!

---

#### Comprehension Questions

1. Where did the writer go on Saturday morning?
2. What did the writer do in the afternoon?
3. Who did the writer watch a movie with?
4. What activity did the writer do on Sunday morning?
5. How does the writer describe the weekend?



## Speaking Lesson Plan

Class: 9<sup>th</sup> Grade

Level: A2

Time: 45 min.

Topic: Using "a" and "an"

**Action points** – (These are two things you are working on in your teaching)

1. Address difficulty in effectively explaining when to use "a" vs. "an."
2. Improve strategies for managing student participation during speaking activities.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

USE "a" and "an" correctly in sentences.

TO identify when to use "a" vs. "an" based on vowel and consonant sounds.

IN an "Article Relay Race"

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

1. **During the EC Stage:** Monitor responses to CCQs and check if students can identify patterns in the dialogues.
2. **During the RI Stage:** Evaluate sentences created and spoken by students for correct usage of "a" and "an."
3. **During the Fluently Use Stage:** Observe accuracy and fluency in the relay race.

**Preliminary considerations:**

a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Students are familiar with basic nouns and their singular forms.

b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Differentiating when to use "a" versus "an," especially with nouns starting with vowels or vowel sounds.

Applying the rule in spontaneous speech.

c. How will you avoid and/or address these problem areas in your lesson?

Provide clear examples and explanations of the rule for using "a" and "an."

Use visual aids and practice exercises that emphasize the sounds following "a" and "an."

Conduct focused practice sessions and provide corrective feedback during activities



| Framework Stage       | Procedure  |   | Materials Needed                                    |
|-----------------------|--|---|---|
|                       | Teacher will...  | Students will...  |   |
| Warm up<br>5 min      | Show classroom objects and ask students to name them using "a" or "an," correcting mistakes as needed.     | Respond with sentences like "This is an umbrella" or "This is a book."                    | Objects from the classroom, whiteboard and markers. |
| Encounter<br>10 min   | Read short dialogues, highlight articles, and use CCQs to confirm understanding (e.g., "Why 'an apple?'"). | Listen to dialogues, identify "a" and "an" in context, and answer CCQs.                   | Short dialogues handout, visual aids.               |
| Clarify<br>10 min     | Explain rules using examples and visual aids; guide students in a fill-in-the-blank exercise.              | Complete exercises in pairs, using "a" and "an" appropriately.                            | Page 15 of textbook                                 |
| Remember<br>10 min    | Monitor students as they write sentences using "a" and "an," offering feedback.                            | Write sentences (e.g., "I bought a pen.") and share them with a partner for review.       | Student notebooks.                                  |
| Internalize<br>10 min | Set up role-playing activities and encourage correct use of "a" and "an."                                  | Describe objects or scenarios using "a" and "an" (e.g., "This is an egg for breakfast."). | Scenario prompts or pictures.                       |

|                                |   |   |  |
|--------------------------------|---|---|--|
| <p>Fluently Use<br/>10 min</p> | <p>Prepare cards with nouns written on them. Include a mix of nouns that start with both vowel and consonant sounds.</p> <p>Divide the class into two teams. Arrange students in two lines, one line for each team.</p> <p>Place the cards at the front of the room.</p> <p>Explain that the goal is to correctly use "a" or "an" with the nouns on the cards in a relay-style race.</p> <p>Monitor the activity to ensure students are using "a" and "an" correctly.</p> <p>Provide immediate feedback and corrections if necessary.</p> | <p>On the teacher's signal, the first student from each team will run to the front, pick a card, and read the noun aloud with the correct article ("a" or "an"). For example, if the card says "apple," the student should say "an apple."</p> <p>then runs back and tags the next teammate in line, who will repeat the process.</p> <p>Continue the relay until all the cards have been used.</p> | <p>A set of cards with different nouns (both starting with vowels and consonants) written on them</p> <p>Timer</p> |
|--------------------------------|---|---|--|

## Writing Lesson Plan

Class: 9<sup>th</sup> Grade

Level: A2

Time: 45 min.

Topic: Possessive adjectives.

**Action points** – (These are two things you are working on in your teaching)

1. Use engaging activities (e.g., peer sharing, group discussions) to build enthusiasm and collaborative learning.
2. Guide students through writing stages: planning, drafting, revising, and editing, focusing on correct use of possessive adjectives.

**What are your Student Learning Objectives for the lesson?**

By the end of the lesson, SWBAT:

Write a **short paragraph** describing their family using possessive adjectives.

To **practice the use of possessive adjectives** in a personal context.

Then **share their paragraphs with a partner** for feedback.

**When/How in the lesson will I check students' progress toward the above Learning Objective? What behaviors/activities will show me whether they have mastered the material?**

1. **Preparation Stage:** Observe students' participation in brainstorming and their understanding of possessive adjectives through CCQs.
2. **Drafting/Revision/Editing Stage:** Monitor the use of possessive adjectives in drafts and peer feedback sessions.
3. **Extension Stage:** Evaluate final paragraphs for clarity, correctness, and appropriate use of possessive adjectives.

**Preliminary considerations:**

- a. What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?

Basic nouns (family members: mother, father, brother, sister, etc.).

Simple sentence structure and verb "to be."

Familiarity with adjectives.

- b. What aspects of the lesson do you anticipate your students might find challenging/difficult?

Confusion between possessive adjectives (my, your, his, her, its, our, their).

Forming complete sentences using these adjectives correctly.

- c. How will you avoid and/or address these problem areas in your lesson?

Use visual aids (charts or flashcards) that display possessive adjectives alongside corresponding nouns.

Provide sentence starters to guide them in structuring their paragraphs.

Offer examples of correct usage and encourage questions.

| Framework Stage       | Procedure   |   | Materials Needed  |
|-----------------------|---|---|---|
|                       | Teacher will...   | Students will...  |   |
| Preparation<br>10 min | <p>Introduce the topic of family and possessive adjectives by asking, "How do we describe family members as 'my,' 'his,' or 'their'?"</p> <p>Use a chart to explain possessive adjectives with examples like "my mother" or "their house."</p> <p>Check understanding using CCQs, such as:<br/>"What adjective do we use for 'the sister of Maria'?"<br/>"If the noun is 'dog,' and it belongs to me, what adjective do I use?"</p> | <p>Brainstorm family-related vocabulary.</p> <p>Take notes on the chart and copy example sentences into their notebooks.</p>      | <p>Chart or whiteboard:</p> <p>Markers</p> <p>Notebook and pens/pencils</p> |
| Drafting<br>15 min    | <p>Provide sentence starters (e.g., "My father is..." or "Her name is...") to help students structure their writing.</p> <p>Explain the task: "Write a short paragraph about your family, using at least five possessive adjectives."</p>   | <p>Draft their paragraphs independently, using the sentence starters as guidance.</p>   | <p>Sentence starter handouts, example texts.</p> <p>Paper or notebooks.</p> |
| Revising<br>10 min    | <p>Provide a peer feedback checklist to guide students in reviewing each other's work. Example questions:</p> <p>"Did they use at least five possessive adjectives?"<br/>"Is the paragraph clear and easy to understand?"</p>   | <p>Pair up and exchange their drafts.</p> <p>Use the checklist to give constructive feedback to their partner.</p>                | <p>Peer feedback checklist</p> <p>Pens/pencils</p>                          |
| Editing<br>10 min     | <p>Monitor students as they revise their paragraphs, offering support and answering questions.</p> <p>Remind students to focus on spelling, grammar, and clarity.</p>   | <p>Incorporate peer feedback to finalize their paragraphs.</p> <p>Check their own work for errors using an editing checklist.</p> | <p>Revised paragraphs</p> <p>Editing checklist</p> <p>Red pens/pencils</p>  |



|                     |  |   |      |
|---------------------|--|---|------|
| Extension<br>10 min | Invite a few students to read their final paragraphs aloud.<br><br>Provide positive feedback and highlight effective use of possessive adjectives. | Share their work with the class.<br><br>Listen to their classmates and learn from examples presented. | None |
|---------------------|--|---|------|

## Materials by Stage

### Preparation Stage

#### 1. Discussion Questions (CCQs):

- How would you say "her brother" if you're talking about María? (*Answer: her brother*).
- What possessive adjective would you use for "my father"? (*Answer: my father*).
- What is the possessive adjective for "we"? (*Answer: our*).

#### 2. Possessive Adjective Chart:

| SUBJECT PRONOUN |                   | POSSESSIVE ADJECTIVE |                     |
|-----------------|-------------------|----------------------|---------------------|
| <b>I</b>        | I have a shirt.   | <b>MY</b>            | My shirt is green.  |
| <b>YOU</b>      | You have a book.  | <b>YOUR</b>          | Your book is new.   |
| <b>HE</b>       | He has a pillow.  | <b>HIS</b>           | His pillow is soft. |
| <b>SHE</b>      | She has a dog.    | <b>HER</b>           | Her dog is small.   |
| <b>IT</b>       | It has a bone.    | <b>ITS</b>           | Its bone is old.    |
| <b>WE</b>       | We have a bird.   | <b>OUR</b>           | Our bird is noisy.  |
| <b>YOU</b>      | You have a house. | <b>YOUR</b>          | Your house is big.  |
| <b>THEY</b>     | They have a car.  | <b>THEIR</b>         | Their car is slow.  |

#### 3. Model Examples:

- My mother is a teacher.
- Her name is Laura.
- Their house is big.

### Drafting Stage

#### 1. Instructions for Students:

- Write a short paragraph about your family using at least five possessive adjectives.
- Use these sentence starters to guide you:
  - *My mother is...*
  - *Her name is...*
  - *Our house is...*

#### 2. Example Model Paragraph:

- "My family is small. My mother is a doctor. Her name is Ana. My father is an engineer. His car is blue. Our house is in the city."
- 

### Revising Stage

#### 1. Peer Review Checklist:

- Did you use at least five possessive adjectives?
- Are your sentences clear and complete?
- Did you make any grammatical mistakes with the possessive adjectives?
- Is the paragraph easy to understand?

#### 2. Example of Constructive Feedback:

- "You wrote 'her brother is a teacher,' which is correct. But in 'their dog is nice,' you forgot to include 'their.'"
- 

### Editing Stage

#### 1. Editing Checklist:

- Check the spelling of the possessive adjectives.
  - Make sure all sentences begin with a capital letter.
  - Ensure punctuation is correct.
- 

### Extension Stage

#### 1. Final Presentation Instructions:

- Choose one final, revised paragraph and read it aloud to the class.
- Listen carefully to your classmates' paragraphs and note at least one possessive adjective they used correctly.





