



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEFL IN COMMUNITY SERVICE

TITULO:

Reading Lesson Plan In An English Teaching Learning Process

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Tutor:

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Chone – Manabí - Ecuador

2024 - 2025

TUTOR CERTIFICATION

Lic. Gabriela Mendoza Ponce, M. Sc.; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work

CERTIFICATION

The present degree work called: " Reading Lesson Plan In An English Teaching Learning Process" has been exhaustively reviewed in several work sessions. It has been concluded and it is ready for its defense.

The options and concepts expressed in this degree work are the results of the perseverance and originality of her author: Nayely Priscilla Fuentes Loor, being her sole responsibility.

Chone, January 2025



Lic. Gabriela Mendoza Ponce, M Sc

TUTOR



**UNIVERSIDAD LAICA ELOY ALFARO DE MANABI
CHONE**

DECLARACIÓN DE AUTORÍA

Quien suscribe la presente: Nayely Priscilla Fuentes Loor, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro para constancia que el siguiente trabajo de titulación: "Reading Lesson Plan In An English Teaching Learning Process", es de autoría propia y ha sido desarrollado respetando derechos intelectuales de terceros y consultando las referencias bibliográficas que se incluyen en este documento.

Responsabilidad por opiniones, investigaciones, resultados, conclusiones y recomendaciones; así como la información obtenida en este trabajo de grado, modalidad de integración curricular, es de exclusiva responsabilidad de su autora, excepto citas textuales.

Chone, enero 2025


Nayely Priscilla Fuentes Loor

C.I. 1314065184


UNIVERSIDAD LAICA ELOY ALFARO DE MANABI
CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de TEFL In Community Service sobre el tema “Reading Lesson Plan In An English Teaching Learning Process” del año lectivo 2024, elaborado por la estudiante Nayely Priscilla Fuentes Loor.



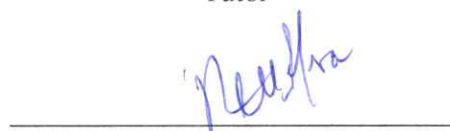
Lic. Rocío Bermúdez Cevallos, Mg
Dean



Lic. Gabriela Mendoza Ponce
Tutor



Member of the Tribunal



Member of the Tribunal



Secretary

Chone, January 2025

Dedication

I thank God for giving me strength and being my guide throughout this process. His light and wisdom have sustained me in difficult moments and have allowed me to progress with great faith and hope.

To my dear parents, thank you for your unconditional love, there are no words to tell you how much I love you, thank you for your sacrifice and mutual support. All my achievements are also yours because you have always been there, pushing me and believing in me. They are my greatest inspiration.

To my husband, my boyfriend and my biggest supporter, thank you for your patience, love and words of encouragement. You have been by my side through every challenge, always reminding me of my ability to overcome any obstacle.

This achievement belongs to all of you, for your love and support none of this would have been possible. Thank you for being my driving force and my inspiration at all times.

Acknowledgment

I want to express my sincere gratitude to the institution “Naranjos en Flor” in the Las Playita San Antonio community for opening its doors to me and allowing me to carry out my community service as an English teacher student. This opportunity has been one of my strengths in my training and I deeply appreciate the trust and support provided by each of the teachers.

I am very grateful to Ms. Vicenta Zambrano Valencia, for her trust during the time I was at her institution. For being an incredible person who spreads her joy to everyone.

Thank you to each of the teachers for their beautiful friendship.

I also want to thank my dear tutor, Ms. Gabriela Mendoza, for her patience at all times, for her support during this stage. Thank you for teaching me and being my guide during this process that has been key to my learning and growth.

This beautiful experience has been a stage of many changes in my life, and I will always carry in my heart the learning and memories of this beautiful stage. Thank you for making this community service an unforgettable experience in my life.

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Introduction

Currently, access to quality education in rural areas represents a constant challenge in Ecuador, especially in the canton of Chone, province of Manabí. In this context, the TEFL Community Service program (Teaching English as a Foreign Language with a focus on Community Service) emerges as a key tool to promote English language learning in rural communities, where resources and educational opportunities are often limited.

The TEFL program seeks not only to provide language skills to students, but also to promote cultural and social integration through community service. Through this approach, a collaborative link is created between educators, volunteers and rural educational units, strengthening the teaching of English in a practical and contextualized way.

The implementation of this initiative in the canton of Chone has a significant impact, as it responds to the need to improve communication skills in English, preparing them for an increasingly globalized world. At the same time, it fosters values such as cooperation, service and community development, thus contributing to the educational and social progress of rural areas.

The Pedagogy of National and Foreign Languages program of the Universidad Laica “Eloy Alfaro” of Manabí, through the TEFL in Community Service degree program, seeks that teacher in training strengthen the competencies of “planning and execution of the process of teaching English as a foreign language to improve the level of English language proficiency in students of public or fiscal educational institutions in the planning zone 4 of Ecuador”. (PINE-ULEAM, 2022) Under this precept, the Chone Extension empowers its students to intervene in educational practice for the purpose of transformation and organization of learning in rural localities of the canton.

The educational unit “NARANJOS EN FLOR” belonging to the Education District Chone-Flavio Alfaro 13D07, under the inter-institutional framework agreement between the university and the Ministry of Education, provides the opportunity for the university community to respond to unmet educational needs. Consequently, the challenge for the

student teachers is: How to promote English language learning based on community service in rural areas through the systematization of planning based on the TEFL model? The strengthening of social co-responsibility links allows students to contribute to an improvement in the quality of life in the community through service learning (Caldera, 2008).

General Objective:

To contribute to the strengthening of education in vulnerable communities through the TEFL model for teaching English as a foreign language.

Specific objectives:

Develop lesson plans to develop English language skills and sub-skills according to the TEFL model.

Reflect on the community service experience through theoretical and practical foundations of the English language teaching and learning process.

Systematize the community service experience through the transfer of knowledge according to the TEFL model to strengthen the methodological and linguistic competencies of the graduate profile.

EDUCATIONAL EXPERIENCE QUESTIONS

1. What were your expectations regarding community service learning?

I hoped that community service learning would improve my English teaching skills through practical experience. University studies often focus on methodologies such as classroom management and pedagogical strategies, which remain theoretical without opportunities to apply them in real-world teaching contexts for children.

During community service learning, I hoped to gain practical experience applying techniques, especially Total Physical Response and the Communicative Method, which have always caught my attention, and I wanted to test their effectiveness in real time and adapt them to students' needs and responses.

As Campozano et al. (2024) state, service learning creates a meaningful link between academic knowledge and its real-life implementation by motivating student teachers to gain a more complete understanding of their field of study. That is, I hoped that through service learning I would apply the methods I had learned during my academic training.

However, I also expected to face some challenges that would push me to grow as a teacher. For example, handling the diverse learning styles of students or managing classroom dynamics which are areas that are not fully understood through teacher-led classes.

Hume and Mondal (2023) suggest that community service learning is an approach that transcends students' professional competencies by promoting the development of critical thinking, and personal growth. Therefore, being immersed within an educational institution, I expected to reflect on my pedagogical skills by facing challenges that arise within the classroom.

In general, my expectations of community service learning were oriented towards learning from students I would be working with by putting into practice all I had learned during my teacher training process. From my point of view, Community service learning is an experience that allows me to grow as a teacher.

2. How was the reality of the educational context (infrastructure and facilities) in your educational social service?

At the institution where I did my community service learning, the infrastructure and facilities were in good condition, with classrooms that were in good condition for comfortable learning. However, one challenge I saw was the lack of technological equipment, which limited my ability to implement interactive teaching methods, such as the use of digital resources that are often helpful in language teaching as noted by (Mala et al., 2024).

Limitations in infrastructure and educational needs are a problem in many educational institutions. According to Yanchaluisa et al. (2024), the integration of technology in education is important to strengthen dynamic environments, but many institutions, especially in developing regions, face barriers to accessing the tools.

The absence of technological resources in the institution made it difficult to incorporate dynamic activities. These resources are essential in modern language teaching to promote teacher-student interaction, enhance comprehension, and create a more stimulating learning environment for students.

Additionally, beyond the lack of technology, the institution's infrastructure was not inclusive for students with disabilities. The absence of access ramps, suitable restrooms, and other resources created barriers to integration, highlighting a need for accessibility improvements, despite no current students requiring them.

The lack of infrastructure adapted to the needs of students is a challenge in education that has been pointed out by authors such as Vélez et al. (2020) and Gómez et al., (2024), who support the importance of creating inclusive educational environments that respond to the needs of students, regardless of physical limitations.

Consequently, the absence of accessible infrastructure limits the participation of students with disabilities and reduces opportunities to foster an inclusive and empathetic culture within the educational community, which is essential to promote equity and understanding among all educational members.

3. What was the result of the initial diagnosis of students' English language proficiency?

The initial diagnosis of students' English proficiency revealed a concerning reality they demonstrated a deficient level, likely due to the absence of specialized English teachers. Classroom instructors attempt to cover the basics but lack the training to implement effective, impactful methodologies.

Karima et al. (2022) state that language learning is a multifaceted process that demands customized teaching strategies, generally shaped by professional training and expertise. When educators without specialization in the subject are responsible for teaching a language, the lack of understanding of second language acquisition principles can limit students' progress.

Similarly, Phiri et al. (2024) emphasize that effective language instruction necessitates a solid understanding of the subject and the ability to design engaging activities that foster the good development of core skills like listening, speaking, reading, writing, vocabulary and grammar. When teachers lack experience in second-language instruction, students often fail to achieve the curricular objectives, resulting in significant knowledge gaps that impede their linguistic growth and limit communication skills. Thus, having specialized English teachers is crucial for guiding students toward their language mastery.

Students face challenges in achieving their goals as they struggle to learn the language without a good teacher. This is further aggravated by the lack of support at home, since many parents do not have good training in English, which limits the reinforcement of the learning acquired at school.

This creates a barrier to effective language acquisition, as young learners may struggle to retain and practice what they learn in class without adequate reinforcement from their families (Haufiku et al., 2022). Added to this is the importance for parents to learn this language, which increases the need for adequate teaching.

4. What were the advantages and disadvantages in planning and executing lessons with the ECRIF, PDP and WRITING PROCESS models?

One of the advantages of the ECRIF planning model is a lesson plan that focuses on developing speaking skills. ECRIF is practical where the teacher monitors student learning through activities, be it story, role plays, etc. Briones (2022) states that ECRIF model (Find, Clarify, Remember, Internalize, Use Fluently) encourages autonomous learning and fluent use of the language.

Despite this, planning using the ECRIF model can be a laborious process, as it requires time to design activities for each of its stages; in addition, if not applied properly, its effectiveness in the classroom is limited, especially in young groups of students, becoming a disadvantage.

On the other hand, the PDP model (Pre, During, Post) in lesson planning provides a clear structure for developing receptive skills such as listening and reading in students by activating prior knowledge and encouraging the application of what has been learned in practical contexts.

Abdallah (2020) mentions that this pedagogical methodology is beneficial in getting students to understand the content and be able to connect it with their previous experiences. However, a disadvantage of this model is that, it can limit the development of spontaneous language production, by focusing on receptive comprehension.

According to Abata and Gavilanes (2024), this difficulty is worsened when students' interest levels in learning English are low, which hinders the ability to sustain their attention during lessons, further complicating the process of effective language acquisition.

The Writing process model guides students through stages like planning, writing, revising, and refining, emphasizing writing as a systematic and interactive process (Abas & Aziz, 2018). This model has a great advantage as it encourages critical thinking, guiding students through stages such as brainstorming, drafting, revising, and editing, resulting in higher-quality texts. However, its application can be, tedious for students. In conclusion, the ECRIF, PDP, and Writing Process models present advantages that enhance learning when applied appropriately, and their selection must respond to the

lesson objectives and the specific needs of students, to obtain the possible benefit in performance for the linguistic development of students in the language.

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

My experience providing this labor has been highly meaningful, as it allowed me to engage with diverse realities and better understand the socio-economic differences among students. This taught me the importance of flexibility and adapting teaching methods to meet individual needs.

This experience helped me improve my communication skills by learning to express myself in an effective way, which has allowed me to connect with students in an environment of trust. As proposed by Santos-Rego and Regueiro (2022), this approach reinforces personal development through reflective action with the community.

Also, Drewery, M. L., & Lollar, J. (2024) emphasize that problem-solving is one of the most strengthened skills in these experiences, both for teachers and students, allowing them to adapt to unpredictable situations in the educational context.

Therefore, this skill not only enhances the ability to manage immediate challenges within the classroom but also cultivates the resilience and creativity needed to tackle diverse and complex scenarios in long-term teaching practice, ensuring effective and adaptive instruction over time.

For their part, Turk and Pearl (2021) state that service learning improves the capacity for self-regulation. Community service therefore contributes to personal growth in different areas, as it allows participants to develop critical skills such as empathy, conflict resolution, while reflecting on their role in society.

6. What elements of your teaching experience contributed to your professional training?

The work as a teacher is important because it requires a commitment to education. On one hand, working as a teacher in a rural institution implies unlimited resources, and on the other hand, adapting to the needs of students, since not everyone has enough resources. The experience helps to be empathetic with students and the community.

My teaching experience was enriched by elements that contributed to my professional development. Firstly, the opportunity to apply theoretical knowledge in a real classroom environment allowed me to improve my pedagogical skills, especially in classroom management and language teaching methodologies.

As McKeown (2020) points out, these teaching strategies are crucial to helping future educators close the gap between theory and practice. Additionally, interacting with diverse groups of students sharpened my ability to adapt lessons to different student learning styles, including those of Darling-Hammond et al. (2023), who suggest that professional development focused on content-specific pedagogies significantly improves instructional practices and student outcomes.

Finally, the community service-learning experience helped develop my reflective practice, which is essential for continued professional development. According to Santos-Rego and Regueiro (2022), continuous reflection on teaching practices is essential to refine instructional techniques and understand broader cultural contexts. This reflective approach allowed me to identify areas of improvement with different teaching methods to meet the needs of the students.

7. What were the weaknesses that you had as a student-teacher?

As a student teacher, one of the main weaknesses I faced was the challenge of classroom management. It was sometimes a little hard to manage diverse students' behaviours and maintain an effective learning environment at all times, specifically in smaller classes. According to Kraft et al. (2020), a lack of experience in classroom management often hinders new teachers, making it difficult to establish authority and maintain engagement. Additionally, my inexperience with adapting lessons to cater to all learning styles was another weakness.

Another area that needed improvement was my limited ability to effectively integrate technology into lessons. Although I was familiar with the tools available, I found it difficult to use them in ways that enhanced learning.

This is in line with the findings of Fullan (2013), who notes that new teachers often have some difficulty incorporating technology in meaningful ways. Lastly, I also had difficulty providing feedback to students.

According to Darling-Hammond et al. (2023), timely feedback is critical to student growth, and as a student-teacher, I often felt overwhelmed by the workload, which affected my ability to provide positive feedback that was constructive and meaningful.

8. What do you consider necessary to be included in the courses of the career?

To improve teacher training, several essential components must be integrated into the educational curriculum. Another critical element is differentiated instruction, as future teachers must be well prepared to address the diverse learning needs of students.

According to Villegas-Reimers (2021), differentiated instruction techniques are key to promoting equity—regardless of their backgrounds or learning styles, they have the opportunity to succeed. Educators must learn to adapt their lessons and assessments to accommodate these differences, helping students reach their full potential.

In addition, culturally responsive teaching must be prioritized. As classrooms become diverse, educators must be equipped with the skills to effectively teach students from a variety of cultural, racial, and socioeconomic backgrounds, ensuring an inclusive and equitable learning environment for all.

Ladson-Billings (2020) emphasizes the importance of teaching strategies that reflect students' lived experiences, allowing teachers to connect deeply with them. These courses would provide future educators with the tools to build inclusive environments where all students feel valued and understood.

Additionally, classroom management courses are necessary. Managing classroom behavior is one of the biggest challenges for new teachers. As Wong (2020) suggests, classroom management strategies that promote positive behavior and student engagement

should be part of every teacher's preparation. Learning how to create a supportive environment is crucial for fostering learning experiences.

9. What were your best skills in your teaching experience?

During my teaching experience, several skills proved to be my strengths, enhancing the learning environment and student engagement. By setting clear expectations and consistent routines, I created an atmosphere conducive to learning, and this helped to develop my classroom management skill.

Jones and Jones (2004) emphasize that classroom management strategies, such as establishing routines and using proximity control, are essential to maintaining focus and minimizing disruptions. These approaches helped me ensure that students were engaged.

Another of my strengths was my ability to build beautiful relationships with students. Developing trust with students allowed me to tailor my teaching to their needs, fostering a positive classroom environment. "A positive teacher-student relationship can promote students' academic achievement both directly and indirectly through subjective well-being" (Zhou, D., Liu, S., Zhou, H., Liu, J., & Ma, Y, 2023).

Lastly, I differentiated instruction for my students' diverse learning needs. Interactive activities and group work ensured that each student's learning style was addressed. Tomlinson (2014) emphasizes the importance of differentiated instruction in promoting equity, as it allows teachers to reach each student effectively.

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

In the analysis of the results, in the diagnostic test it was observed that the students presented significant deficiencies in key areas such as reading comprehension, grammar, and writing skills. These deficiencies indicated a low initial level of English language proficiency, which allowed for the design of strategies and activities to address these needs.

On the other hand, the results of the final test showed notable improvements in most of students in the different grades. An increase was observed in their ability to interpret texts, structure ideas in their writings, and use grammar rules correctly.

According to Tomlinson (2022), differentiated instruction strategies can be key to promoting progress by adapting teaching to the needs of students. In addition, Marzano (2017) highlights that constant monitoring of students' progress helps identify and reinforce areas for improvement.

Finally, this contrast reflects not only students' effort to learn but also the effectiveness of the teaching strategies implemented during the community year period. Black and Wiliam (2006) point out that formative and summative assessments, when used together, allow teachers to measure the impact of their teaching, adjust and optimize learning outcomes.

Conclusions

The development of the lesson plans made it possible to design activities to benefit the development of the four language skills, along with grammar and vocabulary at an elementary communicative level at the different levels of study.

Participation in community service facilitated the contextualization of learning according to the reality of the educational institution and contrasted them with the theoretical foundations and previous experiences.

The systematization of the experience constitutes a scientific and experiential contribution for the continuous improvement of teaching competencies and the curriculum through the articulation of the university's substantive functions.

Recommendations

It is recommended to strengthen the teaching-learning process through active methodologies that respond to the development of communicative skills in different educational contexts.

Enhance the practice opportunities provided by the degree modality so that the student teacher exercises his role in a real context, where he confronts the theoretical with the practical for his personal and professional growth.

Take into consideration the reflections and findings as products of the community educational experience to strengthen the hard and soft skills required for the professional teaching work.

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ANNEXES



Asunto: Informe de desempeño

Lcdo. Rider Mendoza Saltos, Mgs

**Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros de la Uleam Extensión Chone.**

De mi consideración:

Reciba un cordial saludo, estimado Coordinador.

Por medio de la presente, me permito dirigirme a usted para enviar el Informe de Desempeño bajo la modalidad de **TEFL in Community Service** de la estudiante **Nayely Priscilla Fuentes Llor**, con número de cédula **1314065184**, quien realizó sus prácticas desde el 08 de abril hasta el 31 de julio del 2024 (primer semestre). Este informe responde a los

puntos requeridos:

Primer Semestre (08 de abril al 31 de julio de 2024)

1. Manejo del proceso de enseñanza y aprendizaje (PEA)

En esta etapa inicial de las prácticas, la estudiante demostró una capacidad destacada para adaptarse a nuevas metodologías educativas. Implementó estrategias que promovieron la participación activa, como actividades grupales y el uso de recursos visuales y auditivos.

2. Aporte Académico

Preparó actividades dinámicas y promovió el uso del inglés en situaciones prácticas, como conversaciones simuladas y actividades grupales, lo que fortaleció la comprensión y la confianza de los estudiantes.



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3. Actitudes Docentes

Destacó su compromiso constante y entusiasmo en su rol como futura docente. Su capacidad para interactuar de manera respetuosa y constructiva con estudiantes y colegas generó un ambiente favorable para el aprendizaje, fomentando la confianza en el aula y motivando a los estudiantes a participar en actividades.

4. Contribución a la Comunidad

Desempeñó un rol clave en el fortalecimiento de la comunidad educativa al motivar el aprendizaje del inglés como herramienta de integración. Su esfuerzo se reflejó en la creación de vínculos entre los estudiantes y su entorno, promoviendo iniciativas educativas y el interés por el idioma.

Este informe tiene como objetivo aportar a la evaluación de la modalidad de titulación en servicio comunitario. Nos encontramos abiertos a colaborar en lo que sea necesario para la mejora continua de este programa.

Atentamente,

ESCUELA DE EDUCACIÓN BÁSICA
"NARANJOS EN FLOR"
LAS PLAYITAS - SAN ANTONIO
CHONE - MANABI - ECUADOR

Lcda. Vicenta Zambrano Valencia

Directora de la "Escuela Naranjos en Flor"



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LAS PLAYITAS - SAN ANTONIO - CHONE

Asunto: Informe de desempeño

Lcdo. Rider Mendoza Saltos, Mgs

**Coordinador de la Carrera de Pedagogía de los Idiomas Nacionales y
Extranjeros de la Uleam Extensión Chone.**

De mi consideración:

Reciba un cordial saludo, estimado Coordinador.

Por medio de la presente, me permito dirigirme a usted para enviar el Informe de Desempeño bajo la modalidad de **TEFL in Community Service** de la estudiante **Nayely Priscilla Fuentes Llor**, con número de cédula **1314065184**, quien realizó sus prácticas desde el 26 de agosto hasta el 20 de diciembre del 2024 (segundo semestre). Este informe

responde a los puntos requeridos:

Segundo Semestre (26 de agosto al 20 de diciembre de 2024)

1. Manejo del proceso de enseñanza y aprendizaje (PEA)

En esta etapa la estudiante demostró mayor confianza y liderazgo en el aula. Incorporó herramientas tecnológicas y juegos interactivos, que aumentaron el interés de los estudiantes en las clases.

2. Aporte Académico

Introdujo temas más avanzados, como la construcción de oraciones y pronunciación, lo que permitió que los estudiantes mejoraran su fluidez.



ESCUELA DE EDUCACIÓN BÁSICA

"NARANJOS EN FLOR"

CÓDIGO AMIE 13H01378

LAS PLAYITAS - SAN ANTONIO - CHONE

Actitudes Docentes

Su actitud y compromiso con el proceso educativo se fortalecieron. Fue capaz de gestionar situaciones desafiantes con profesionalismo, consolidando un ambiente inclusivo y respeto

mutuo.

4. Contribución a la Comunidad

La labor de la estudiante dejó una huella significativa en la comunidad educativa, promoviendo un entorno donde los estudiantes desarrollaron no solo habilidades en inglés sino enfoque y autoestima para aprender.

Este informe tiene como objetivo aportar a la evaluación de la modalidad de titulación en servicio comunitario. Nos encontramos abiertos a colaborar en lo que sea necesario para la mejora continua de este programa.

Atentamente,



Lcda. Vicenta Zambrano Valencia

Directora de la "Escuela Naranjos en Flor"

Reading Lesson Plan Form

Date: November 25 to 28 **Level:** Elementary

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

1. Real-world scenario for fluent use activity.
2. Providing enough opportunities early in the class for Ss to internalize new vocabulary

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show reading comprehension in the text “The Lost Kite”

By answering questions related to characters, places, and major events

Then drawing a favorite scene from the story.

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?

I will ask some questions during ED and MD stages.

I will monitor students in their time to read and ask if they can’t Understand a word.

I will correctly identify and underline the key elements of the text (characters, places, events).

I will give them a similar short sample.

Preliminary considerations:

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

I expect students to be familiar with short stories and simple reading activities.

I expect Most of the Ss can understand the topic that they read.

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

Few Ss will get distracted or can’t understand the topic.

Students are confused about the meaning of understanding the text.

Few Ss will feel uninterest in the topic.

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

I will help most of the students participate in their reading and answer all the questions in the activity that the reading has.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre	Show a picture of a kite and ask a question. “What do you know about kites?” “Have you ever flown a kite?”	Answer the questions about your experience.	T-Ss V	Picture
10 minutes	Early during	Read aloud the story “the lost kite”. Tom and Lucy were flying a kite While reading, pause to ask questions. “What do you think will happen now?”	The lost kite: Reading Text Listen to the reading and answer the question	T-Ss Ss-Ss VA	Reading text
10 minutes	Middle during	Give worksheets to each student, underline the names of people and places mentioned in the text. Guide the activity by asking, “Where was the kite?” “Who found it?”	Identify words Complete the individual activity and answer the question	T-Ss Ss-Ss VA	Text Worksheet
11 minutes	Later during	Ask comprehension questions. “Who lost the kite?” “How did they get it back?”	Read text again and recognize if the sentences are true or false. Answer some questions about the text	T-Ss Ss-Ss VA	True or false/questions Text.
10 minutes	Post	Tell them that they should draw their favorite scene from the story “the lost kite” in their notebook.	Draw your favorite scene from the text	T-Ss V	Notebook



Identify the words and underline the names of people and places mentioned in the text.

The Lost Kite

One windy afternoon, Tom and his sister Lucy were flying a red kite in the park. Suddenly, the wind blew too hard, and the kite flew away. Tom and Lucy ran after it. Finally, they found the kite stuck in a tree. With the help of their father, they got it back and flew it again happily.

Listening Lesson Plan Form

Date: October 21 to 24 **Level:** Elementary

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

1. Real-world scenario for fluent use activity.
2. Providing enough opportunities early in the class for Ss to internalize new vocabulary (so they can use the new vocabulary and not only known vocabulary by the end of the lesson)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

Show understanding of a “Pictionary” listening activity by identifying how to describe basic physical characteristics such as hair color, height, and other physical traits through a Pictionary activity.

Then then describe their partner while the other draws a picture of what their partner says.

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?

I will begin with a review of the vocabulary of physical characteristics to test their knowledge.

When Students give their opinions, I will help them to understand.

I will monitor students in the classroom how they are working in the activity

Preliminary considerations:

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

I expect students to learn vocabulary related to physical characteristics (tall, fat, short hair, straight hair etc.).

I expect that most of the students will be able to understand the audio.

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

Some ss will get confused with some words, which means that pronunciation can be difficult for fluency.

Some ss will be distracted and not pay attention to the audio.

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

Give students simple activities that they can understand.

Repeat the audio a second time to help them understand.

Be patient with the few students who do not want to participate and do more dynamics, until they feel confident.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Pre	Ask students how they would describe a person using physical characteristics (examples: "What does a tall person look like? What color hair does your friend have?"). Introduce key vocabulary about physical descriptions: tall, short, thin, blond, dark, blue eyes, etc Explain the rules of the Pictionary game, where they should guess physical descriptions from pictures.	Respond to teacher's questions, describing people they know. Actively participate in the introduction of vocabulary, repeating the words the teacher teaches. Listen attentively to the rules of the game and ask questions if they have doubts.	T-Ss V	Pictures
10 minutes	Early during	Explain to students that they should listen to the audio about physical descriptions of a person. Repeat the audio a second time https://youtu.be/5jWnlUnMvoM?si=-1TKh09bIqiKTU12 Give each student a card with a physical description. • Monitor the activity to make sure students follow the rules.	Listen carefully to the audio. Listen carefully to the audio again Take a card and draw the corresponding physical characteristic on the board without saying anything. The others try to guess what physical characteristic is drawn.	T-Ss Ss-Ss VA	Audio and Cards
10 minutes	Middle during	Continue the Pictionary game with more detailed descriptions (example: "a tall person with curly hair"). After guessing the description, students must describe a known or invented person using the physical trait.	Practice describing a person in pairs or individually.	T-Ss Ss-Ss VA	Cards
10	Later during	Present a completion activity in which Ss will put describe the person related to the topic. Carefully replay the audio.	Write the physical characteristics of that person on the paper you have been given. Listen to the audio again.	T-Ss Ss-Ss VA	Sheet
5 minutes	Post	Divide students into pairs for a final activity. Ask one student to physically describe a famous person or person they know, while their partner tries to draw what they hear.	Describe someone's physical characteristics, while their partner draws what is being described. Students switch roles to make sure everyone practices both describing and drawing.	T-Ss V	Notebook

Describe a Jorge...

Physical Descriptions

OLD

SHORT

FAT

TALL

SLIM

BLOND HAIR

YOUNG

SHORT HAIR

DARK HAIR

LONG HAIR

PHYSICAL APPEARANCE

height

build

age

hair type

hair length

hair color

hair style

eye color

eyebrows

24

Writing Lesson Plan

Date: December 2 to 5 Level: Elementary

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

1. Real-world scenario for fluent use activity.
2. Providing enough opportunities early in the class for Ss to carry out all the activities about writing

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE objects to count numbers.

TO identify and name numbers from 10 to 50.

IN WRITE NUMBERS correctly in numerical and letter form.

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?

I will check the students' progress by asking them questions about the material being taught.

At the end of the class, they should be able to answer the question about numbers.

Preliminary considerations:

- a. **What vocabulary/grammar/information/skills do your students already know in relation to today's lesson?**
- b. I expect students to know some numbers (twenty, thirty-one, forty-five, etc.).
- c. I expect students to identify and name the numbers 10 through 20.

I expect students to be able to write the numbers.

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

I expect students to have trouble remembering the numbers.

I expect students to have a hard time writing the numbers.

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

I will teach them how to write numbers correctly in activities.

I will help them by reinforcing counting and organizing objects based on directions.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
5 minutes	Preparation	Teacher will... Write the numbers 10 to 50 on the board. Students will... "What number is this?" "How do you read this number in English?" Then sing a song about the numbers (e.g., "Ten, one, twelve...").	Observe and repeat in chorus and answer the questions.	T-Ss VA	Board
10 minutes	Drafting	Tell students to write the numbers in their notebooks. Then, use objects (books, pencils) to have students count the numbers from 10 to 50.	Write the numbers in the notebooks to continue with the activity.	T-Ss V	Board and Notebook
10 minutes	Revising	Give a sheet of paper to each student to practice writing numbers, both in numerical form and in words.	Practice writing numbers, both in numerical form and in words.	T-Ss VA	Worksheet
10 minutes	Editing	Divide students into pairs to create a number line from 10 to 20 by placing cards in order and then call out the numbers.	Create a number line in pairs to say in correct order.	T-Ss V	Cards
5 minutes	Extension	Ask students in turn about a specific number. "Who tells me what the number after 14 is?"	Peer feedback Respond by raising hands or taking turns	T-Ss VA	

NUMBERS

1. Match numbers and words.

11	12	13	3	15	16	17	18	19	8
21	20	137	5	50	2	70	80	90	9

twelve	thirty-seven
seventy	three
seventeen	nine
twenty-one	nineteen
eleven	eighty
eighteen	two
sixteen	five
ninety	twenty
fifty	eight
thirteen	fifteen

2. Complete with the missing letters and write the number in figures next to the word.

20 2 12 1 8 90 40 14 30 3 11 15

tw_ _ _	t_ _ o
th_ _ _	_ _ le _ en
thi_ _ ty	fi_ _ t_ _ n
o_ _ e	ei_ _ t
_ o _ ty	f_ _ r _ een
ni_ _ e _ y	t_ _ ent _

3. Read the figures and write the numbers in words.

12	36
11	27
3	49
2	54
1	14
8	18
5	81

Speaking Lesson Plan

Date: December 9 to 12 **Level:** Elementary

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

1. Real-world scenario for fluent use activity.
2. Providing enough opportunities early in the class for Ss to internalize new vocabulary (so they can use the new vocabulary and not only known vocabulary by the end of the lesson)

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT

USE the vocabulary of the solar system.

TO Identify the names of the planets of the solar system.

IN In creative and collaborative activities related to space.

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?

I will maintain individual contact with students about their work.

I will check the progress of the students by asking them questions about the material being taught.

At the end of the class, students will be evaluated on the fluent use activity to see if they have learned the topic.

Preliminary considerations:

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

I expect students to know at least half of the vocabulary about the planets (Sun, Jupiter, Uranus, etc.), but not much.

I expect students to identify some of the most common images of the solar system.

I expect students to master the question "What is the name of this planet?"

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

Students may have difficulty remembering and differentiating some planets, such as Uranus, Jupiter, etc. They may also have difficulty with the pronunciation of some new words.

They may also have difficulty with the pronunciation of some new words.

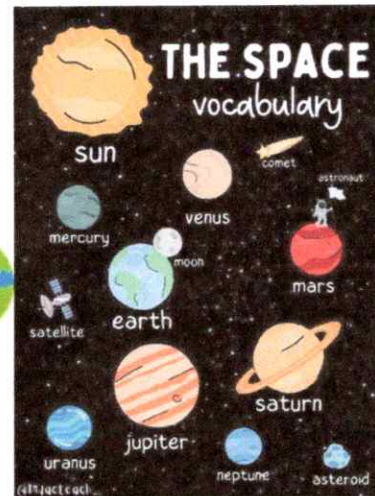
c. How will you avoid and/or address these problem areas in your lesson?

I will do repetition and practice with visual support (images of planets) to help students remember.

- I will provide model grammatical structures for students to use as a guide in their descriptions.

- More time will be given in group practice so that students can practice without pressure in front of the whole class.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
5 minutes	Encounter & Clarify	Starting with questions. "What's in the sky at night?" "Have you ever heard of the planets?" Show pictures of the solar system and name the planets while pointing to each one.	Answer the questions identifying the places	T-Ss VA	Pictures
10 minutes	Remember & Internalize	Hand out index cards with their names out of order for the children to place them on the board according to the correct planet. Show a short video about the planets to reinforce the names and basic characteristics (color, size). Ask questions from the video. "What color is Tuesday?" "What is the largest planet?"	Work individually and answer the questions.	T-Ss V	Board and video
10 minutes	Remember & Internalize	Make a game Simon says space; for example, Simon says, touch the smallest planet (Mercury). Simon says, go around like the planets around the sun. Then practice difficult pronunciations by repeating as a group, like, (Uranus or Saturn).	Take turns being the leader of the game: "Simon says". Practice pronouncing the names of the planets.	T-Ss VA	Pictures
5 minutes	Remember & Internalize	Tell students that they are to draw and paint a planet. Then they will present their drawings with characteristics in class. e.g., "This is the planet mars and it is red".	Present their planet, saying its name and a characteristic, with the teacher's help.	T-Ss V	Paper
10 minutes	Fluently use	Each group places its drawing on the board (model of the solar system). "The solar system has the Sun at its centre and eight planets orbiting it: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. The Sun's gravity keeps them in orbit, along with moons, asteroids and kites. It's amazing and part of a gigantic universe!"	Participate with the exhibition explaining what they have learned about the solar system.	T-Ss VA	Draw



NAME: NAYELY FUENTES LOOR

LEVEL: ELEMENTARY

FORM, MEANING AND USE OF DEFINITE ARTICLE (THE) AND INDEFINITE ARTICLE (A, AN)

GRAMMAR FEATURE	FORM	MEANING	USE
DEFINITE ARTICLE	The definite article "the" is used to refer to something specific that is already known to the speaker and the listener. "The cat is on the roof" (El gato está en el techo).	It indicates that something specific or well-known is being talked about. Example: "I saw the movie yesterday" (ya se sabe de qué película se está hablando).	It is used when the noun is specific and known by the speaker and the listener. Examples: "The teacher is very nice" (se refiere a un profesor específico)
INDEFINITE ARTICLE	The indefinite articles "a" and "an" are used to refer to something non-specific or when it is mentioned for the first time. Example: "A cat is on the roof." (Un gato está en el techo). "A" is used before words that begin with a consonant sound and "an" before words that begin with a vowel sound. Example: "a book", "an apple".	It indicates that something is being talked about in general or something unknown. -Example: "I want to buy a car" (no se especifica cuál coche).	It is used when the noun is not specific or is mentioned for the first time. Examples: "I saw a bird in the park" (no se sabe cuál pájaro)

FORM:

How is the structure of language formed? (Phonemes, morphemes)

This includes both written and spoken form (how it is written, pronounced)

By teaching form, we help students distinguish and pronounce according to the phonetic context.

MEANING:

What concept or idea does the language structure represent? (Semantics)

How does the idea change if I use a different structure/phrase/word?

By teaching meaning, we help students learn the language to express ideas clearly.

USE:

When, where, or why is the structure used? (It is used when the noun has already been mentioned or is known to the listener.)

In Compared to (a/an , the) refers to specific nouns Why do we use this one?

By teaching usage, we help students use it appropriately when referring to nouns already known.

EXAMPLE: FMU

Form:

Yes/No Question. Noun Clause

- Is + Subject + Noun + ...?
- Subject + verb + indefinite article + noun
- Is it a book? -> It is a book.
- Is it an apple? -> It is an apple.

- Is + Subject + Noun + ...?
- Subject + verb + definite article + noun
- Is it the book? -> It is the book.
- Is it the apple? -> It is the apple.

MEANING:

We use "a" or "an" to refer to non-specific items, while "the" is used to refer to specific items known to both the speaker and listener.

When a yes/no question is changed to a noun clause, "a" or "an" is used for non-specific references, and "the" is used for specific references.

(Note: "a" is used before words starting with a consonant sound, while "an" is used before words starting with a vowel sound. "The" can be used before any word regardless of its initial sound.)

USE:

To refer to non-specific items when introducing them for the first time.

(Does she need a book? - She needs a book.)

(Does he want an apple? - He wants an apple.)

To refer to specific items that are already known to the speaker and listener.

(Does she need the book? - She needs the book.)

(Does he want the apple? - He wants the apple.)

We use "a" and "an" for general references, and "the" for specific references.

ANTICIPATED DIFFICULTIES:

Confusion: Students may confuse when to use “a/an” and “the.”

Pronunciation: The correct pronunciation of “a” and “an” depends on the beginning sound of the following word.

COMPREHENSION CHECK:**QUESTIONS:**

- When do you use “a” and when do you use “an”?
- What is the difference between “a cat” and “the cat”?

TEACHING IDEAS:

Activity: Show pictures and ask students to describe what they see using “a/an” and “the.”

Game: Make a scavenger hunt where students must find objects and describe them using the correct articles.

SOURCES CONSULTED:

- Azar, B. S. (2002). Understanding and Using English Grammar. NY. Pearson Education. 3rd Edition.
- Cambridge Dictionary: <https://dictionary.cambridge.org/>.
- <https://www.butte.edu/departments/cas/tipsheets/grammar/articles.html>.

Photos

