



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
EXTENSIÓN CHONE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEFL IN COMMUNITY SERVICE

TOPIC:
WRITING LESSON PLAN IN AN ENGLISH TEACHING
LEARNING PROCESS

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CHONE – MANABÍ – ECUADOR

2024-2025



TUTOR CERTIFICATION

Lic. María Valentina Loor Santos. Mgs.; professor of Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, as the tutor of the degree work

CERTIFICATION

The present degree work called: "TEFL In Community Service" 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 result from the perseverance and originality of its author(s): Jaritza Maricé Zambrano Zambrano, being her sole responsibility.

Chone, January 2025

Lic. Valentina Loor Santos, Mgs.

Tutor



UNIVERSIDAD LAICA ELOY ALFARO DE MANABÍ
CHONE

**DECLARACIÓN DE AUTORÍA Y CONSENTIMIENTO DE
DERECHOS**

Quien/es suscriben la presente: Jaritza Maricé Zambrano Zambrano estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, declaro/ declaramos para constancia que el siguiente trabajo de titulación: “TEFL In Community Service”, es de autoría propia y ha sido desarrollado respetando derechos intelectuales de terceros y consultando las referencias bibliográficas que se incluyen en este documento.

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Chone, January 2025

Jaritza Maricé Zambrano Zambrano
C.I. 1314708734




UNIVERSIDAD LAICA ELOY ALFARO DE MANABI


CHONE

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

Los miembros del Tribunal Examinador, aprueban el informe de proceso de solicitud de TEFL In Community Service sobre el tema Writing lesson plan in an English Teaching Process del año lectivo 2024, elaborado por la estudiante(s) Jaritza Maricé Zambrano Zambrano.



Lic. Rocío Bermúdez Cevallos, Mgs.
Decana



Lic. Valentina Loor Santos, Mgs.
Tutor



Miembro del Tribunal



Miembro del Tribunal



Secretaria

Chone, January 2025

DEDICATION

This is dedicated to all the people who have been part of my journey. To God and to my family, whose unwavering support and encouragement have been my foundation in this community service, my refuge in difficult times, and my source of inspiration in triumphs.

Especially to my parents for instilling in me the values of responsibility, humility, and perseverance. To my brothers, for being my first teammates and for always reminding me of the importance of unity and shared effort.

Every moment and joy, every lesson learned, and every obstacle overcome have made this project a reality. May this work serve as a testimony to the power of perseverance and the beauty of learning.

ACKNOWLEDGMENT

I want to express my sincere gratitude to everyone who made this project possible.

First of all, I thank my family, whose unconditional support and constant love have been the driving force that has driven me to overcome each challenge.

I also thank the "Miguel Solórzano" school's director, Ms. Armenia Solórzano, Mgs., and other teachers for the opportunity to apply my knowledge and enrich my learning. Thank you to the teachers and administrative staff for their willingness and guidance.

This experience strengthened my technical skills and left me with memories and lessons that I will always carry with me.

Likewise, I extend my appreciation to Lic. Valentina Llor, Mgs., for her valuable guidance and patience during this process. Her support was key to the realization of this project.

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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 foster 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 degree of Pedagogy of National and Foreign Languages of the Universidad Laica “Eloy Alfaro” of Manabí through the TEFL in Community Service degree modality seeks that the teachers in training strengthen the competencies of “planning and execution of the process of Teaching English as a foreign language for the improvement of the level of English language proficiency in the students of the fiscal or fiscal-commissioned educational institutions of the planning zone 4 of Ecuador”. (PINE-ULEAM, 2022) Under this precept, the Chone Extension empowers its students to intervene in the educational students to intervene in the educational practice with the purpose of transforming and organizing learning in rural localities of the canton.

The “Miguel Solórzano” educational unit belonging to the Chone-Flavio Alfaro Education District 13D07, under the inter-institutional framework agreement between the university and the Ministry of Education, provides the university community with the opportunity to respond to unmet educational needs. Consequently, the challenge for the student teachers is: How to promote English language learning through community service in rural areas by systematizing planning based on the TEFL model, strengthening the bonds of social co-responsibility allows the 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.

1. What were your expectations when teaching community service?

From the beginning of my experience in community service, my expectations were aligned with the possibility of generating a positive impact in vulnerable communities considering that teaching could be a transformative tool not only for students but also for me as a professional in training. I envisioned myself contributing to the development of specific skills in participants by creating collaborative learning spaces and motivating students to reach their potential. These expectations were based on constructivist theory, which suggests that learning is built through active interaction with the environment and other individuals (Piaget, 1952). This theory reinforces the idea that students should not be passive recipients of knowledge but active participants in their educational journey, engaging with their surroundings and peers to deepen their understanding.

Community teaching encourages more personal interaction between students and the teacher, which can promote more meaningful and practical learning. According to Freire (1970) "education should be considered an act of liberation that allows students to question and transform their reality". This perspective highlights the importance of participatory pedagogy in community service contexts. On the other hand, community service not only benefits students but also teachers, by providing opportunities to reflect on their own practice and improve their pedagogical skills. According to (Dewey, 1938) "practical experiences in education are essential for the development of critical skills and for connecting learning with real problems, which results in greater commitment from both the educator and the students". By integrating hands on experience into education, Dewey's theory promotes deeper learning, ensuring that both

educators and students remain engaged in the process and develop skills that are relevant beyond the classroom.

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

The reality of the educational context in social service revealed an insufficient and obsolete infrastructure that significantly limited the quality of pedagogical activities which many classrooms lacked adequate furniture and technological equipment, which made it difficult to implement innovative teaching methodologies. A lack of proper facilities can create obstacles that affect students engagement and performance, “This situation coincides with previous research that highlights that the lack of educational infrastructure can hinder effective learning and perpetuate educational inequalities” (UNESCO, 2020). Addressing deficiency in educational infrastructure is essential to ensuring that all students have equal opportunities to success.

The lack of technological resources not only affects the quality of teaching but also the teacher's ability to apply modern learning strategies. “Various studies highlight that schools with limited resources face significant barriers to implementing educational technologies” (OECD, 2018). Bridging the digital divide requires target effort to provide underfunded schools weekday necessary tools and training.

Furthermore, an inadequate physical environment directly impacts students' well-being, affecting their motivation and academic performance. According to (UNESCO, 2019) “educational spaces must be safe, accessible, and stimulating to promote effective learning and ensure the inclusion of all students.” Creating inclusive and supportive learning environments is fundamental to fostering student success. School must prioritize accessibility and safety to ensure that every student, regardless of the ground or ability can thrive

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

The initial assessment revealed a very low level of English proficiency in most students. Language acquisition is a complex process influenced by multiple factors, including access to quality education and socioeconomic conditions. Students from disadvantaged backgrounds often face greater challenges in developing proficiency in a foreign language. “Most of them showed significant difficulties in the four language skills (listening, speaking, reading, and writing) indicating the need to implement intensive and adapted teaching strategies, consistent with studies showing that socioeconomic inequalities often

negatively influence access to and quality of foreign language teaching” (Baker, 2011). To bridge the language learning gap, it is essential to implement targeted teaching strategies that address the specific needs of students facing socioeconomic barriers. Equitable access to quality language education can enhance opportunities for academic and professional success.

Implementing specific strategies to address students' language needs should include a focus on active learning in which students are meaningfully engaged in their educational process. “Studies have shown that the use of interactive technologies, such as language learning apps, increases motivation and improves English proficiency outcomes” (Kukulska-Hulme & Traxler, 2005). Incorporating digital tools into language education can make learning more accessible and effective.

Furthermore, ongoing teacher training in foreign language teaching methodologies is crucial. (Richards y Rodgers 2014), “Training in communicative approaches and access to modern pedagogical resources can significantly improve student learning outcomes in challenging contexts” .Investing in teacher training and modern instructional materials can transform language education, especially in underprivileged areas.

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

One of the advantages of ECRIF is that it is a tool that allows students to effectively structure lessons, focus on the learning process, and progress from initial knowledge to fluency in language use. Lesson planning frameworks are essential in guiding the teaching process and ensuring structured progression. The ECRIF model, known for its focus on oral interaction, presents both benefits and challenges, particularly when resources are limited. Briones Cedeño (2022) mentioned "The ECRIF framework allows for a logical and structured progression in lesson planning, enhancing oral interaction among learners. However, its reliance on visual and interactive resources poses challenges in resource-limited environments” (p. 15) While the ECRIF framework offers a solid structure for enhancing oral interaction, its effectiveness can be limited in environments with insufficient resources.

The ability to tailor instructional frameworks to the unique needs of students is a powerful way to support diverse learning styles. The PDP model is particularly valuable in teaching listening skills, especially for visually impaired learners. The PDP adapts to the individual needs and learning styles of students. According to García Mantuano (2024), “this framework is commonly used in English listening classes for its process and format

in this crucial skill for visually impaired students”. (p.16) The PDP framework's adaptability makes it a valuable tool in promoting inclusive learning, especially in developing listening skills for visually impaired students. Its focus on individual needs enhances learning outcomes by catering to different abilities and styles.

Combining teaching frameworks can provide a richer educational experience by blending different approaches to foster engagement and learning. The integration of ECRIF and PDP models holds promise but can be hindered by technological limitations. Góngora Zambrano (2024), said “The integration of ECRIF and PDP models enriches the teaching process, fostering engagement and learning. Nevertheless, the lack of technological tools can limit the potential of these frameworks, especially during phases requiring visualization and interaction.” (p. 30) While the combination of the ECRIF and PDP models enhances teaching and learning, the lack of technological tools in certain contexts may hinder their full potential.

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

Community service represented a point in my personal development, as it allowed me to strengthen key skills such as effective communication, conflict resolution, and teamwork. By interacting with students of diverse ages and socioeconomic backgrounds, I developed greater empathy and understanding of social issues, which broadened my vision of educational impact on social transformation. This process is supported by research that highlights that community service experiences promote emotional and social skills essential for professional success (Astin et al., 2000).

Participating in community service activities also strengthens resilience, allowing teachers to face challenges with greater determination and adaptability. According to (Clary et al., 1998), these experiences not only benefit the community but also develop a sense of purpose in participants, increasing their commitment to learning and social action.

“Community service helps teachers develop leadership skills in complex educational environments by promoting greater problem-solving and decision-making under pressure” (Komives et al., 2011).

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

During my internship as an English teacher, several elements contributed significantly to my professional development. Firstly, the experience of interacting directly with students allowed me to understand their different learning styles, helping me to adapt my teaching strategies. Planning and preparing lessons were also crucial, as they allowed me to develop organizational and time management skills and taught me to be flexible in the face of unforeseen situations. As pointed out by (Schön, 1983) “reflection on action allows professionals to adjust their approaches and continuously improve by adapting to the demands of the environment and the needs of students” (p. 204). This approach promotes pedagogical innovation, fosters professional flexibility, and ensures that educators are prepared to meet the changing challenges of modern educational environments.

Furthermore, observation and feedback from colleagues and mentors were key to honing my teaching skills. Desimone (2009), “Research in teacher professional development highlights that collaborative learning in teams improves self-efficacy and fosters the implementation of evidence-based practices”. Working in groups improves students' language development and organization.

Finally, the use of educational technologies in my teaching practice expanded my technical competencies which improved both teaching and learning. As mentioned by Mishra & Koehler (2006), “integrating technology into teaching requires combining pedagogical, technological, and content knowledge to design effective learning experiences” (p. 1035). Integrate technology, especially in rural areas, which means you have to improvise most of the time in classes

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

During my time as a teacher, I identified several weaknesses that impacted my teaching practice. One of the most notable was the initial difficulty in managing time effectively during class sessions, which sometimes resulted in incomplete coverage of the planned content.

Each teacher's weaknesses are different, but there is one in particular, which is time. Smith (2013) “This aspect is supported by studies that indicate that time management is a common challenge among teachers in training and that it requires constant training. This highlights the need to develop pedagogical and planning strategies that allow for optimizing the available time.

Another weakness observed was the initial lack of confidence in implementing dynamic activities. According to Bandura (1997), "self-efficacy plays an essential role in teacher performance as it directly influences the teacher's ability to try new methodologies and face educational challenges" (p. 25). In addition, the lack of experience in managing conflicts in the classroom was a major challenge. For teachers, developing effective strategies not only contributes to reducing the negative impact of conflicts but also strengthens them. According to Jones and Jones (2015), "Learning strategies for conflict management is essential to maintaining a positive and effective learning environment". Teachers who master these skills can transform conflicts into learning opportunities.

8. What do you think is necessary to include in the degree subjects?

I believe that it is essential to include subjects aimed at developing technological and digital skills in teacher training programs. These subjects should focus on the use of technological tools for teaching, as well as on the creation of interactive and attractive content for students. Selwyn (2011), said, "The importance of this inclusion is supported by studies that highlight the role of technology in improving educational outcomes and preparing teachers to face the challenges of the 21st century". This underscores the need to incorporate the effective use of technology as a priority in teacher training.

Furthermore, it would be valuable to include subjects that promote the management of cultural diversity in the classroom, helping future teachers to develop intercultural skills. According to Nieto (2010), "Inclusive education should consider cultural differences as a strength and not as a barrier to learning". This perspective fosters an educational environment where diversity is celebrated and leveraged to promote more equitable, relevant, and meaningful teaching.

Work-related stress and mental health challenges are recurring problems in the teaching profession, affecting both performance and the learning environment Jennings & Greenberg (2009), "Including courses on teacher well-being would be essential to address job stress and promote mental health" (p.595). Prioritizing teacher well-being is therefore a key investment to ensure a more balanced, effective, and sustainable education system.

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

During my teaching experience, I highlighted the ability to adapt to the needs of my students as one of my main strengths. This ability allowed me to adjust my teaching strategies based on the level and pace of learning of each group, promoting greater

participation and understanding by the students. This attribute not only encourages better interaction between the teacher and his students but also facilitates the implementation of more effective and personalized pedagogical strategies. Tomlinson (2014) "Adaptability is considered a key competence in teaching, as it contributes to the development of an inclusive and receptive environment for all students". Fostering adaptability in teachers is key to ensuring equitable and quality education in dynamic and changing contexts.

Likewise, the development of communication skills was crucial to building effective relationships with students and their families. As emphasized by Hattie (2009) "Effective communication between teachers and students is a determining factor in improving academic performance". Another key strength was creativity in lesson planning allowing for the introduction of innovative and dynamic activities in the classroom.

Creativity plays a fundamental role in the teaching-learning process, as it allows students to develop innovative skills and solve problems in original ways. According to Robinson (2011), creativity is an essential component of education as it fosters student motivation and engagement. Incorporating creativity into teaching practices encourages active participation and interest among students, strengthening their motivation to learn.

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

Comparing the results of the diagnostic test and the final test, I observed a marked improvement in their knowledge, many began to use a broader vocabulary compared to their performance at the beginning of community service. This improvement was not only reflected in the test but also in the ways of speaking in English.

The quality of education in rural areas faces multiple challenges, one of the most relevant being the insufficient training of teachers. Barrientos, Hurtado, & Jaimes (2021) "Within education in rural areas, one of the factors with the greatest influence is the poor training of teachers and their low level of English" (p. 10). Improving teacher training in rural areas is a priority to reduce educational gaps and ensure quality teaching.

Designing meaningful assessments is a key factor that directly influences student engagement and performance. Brown, 2015 "Students who engage in meaningful and relevant assessments tend to engage more fully in learning and therefore tend to achieve higher goals because they see meaning in what they are doing" (p. 4). Implementing assessments that reflect students' interests and experiences enhances student engagement and helps them visualize the purpose of their learning.

Student learning is not limited to the classroom but is conditioned by the family and school environment. Aburto Pajuelo (2019) "Learning achievement does not only depend on the intellectual or cognitive dimension of the student, but on what happens at school and home" (p. 20). Creating a supportive environment both at home and at school is essential to strengthening student learning.

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 to 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 professional teaching work.

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ANNEXES



UNIDAD EDUCATIVA
"Miguel Solórzano"
BRAVOS GRANDE – SAN ANTONIO – CHONE



San Antonio, diciembre 17 del 2024

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 **Jaritza Maricé Zambrano Zambrano**, con número de cédula **1314708734**, 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. Aunque al principio mostró inseguridad frente a grandes cantidades de estudiantes, 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.



UNIDAD EDUCATIVA
"Miguel Solórzano"
BRAVOS GRANDE – SAN ANTONIO – CHONE



San Antonio, diciembre 17 del 2024

Asunto: Informe de desempeño

Lcd. 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 **Jaritzza Maricé Zambrano Zambrano**, con número de cédula **1314708734**, 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.



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3. 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.

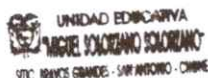
4. Contribución a la Comunidad

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,

Leda. Armenia Solórzano, Mgs.
Directora de la Escuela "Miguel Solórzano"



Listening Lesson Plan

Name: Jaritza Maricé Zambrano Zambrano **Date:** **Level:** Intermediate

Action points

Students can learn to learn English each day better.

Maintain conversations, they know what to say to the other people who are English natives.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE Identify shapes and learn colors

TO know shapes

IN Conversation when listen the shapes they know

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?

By the end of the lesson, students will be able to:

- Identify and name colors and shapes through listening tasks.
- Respond accurately to oral instructions involving colors and shapes.

Students will demonstrate understanding by pointing to, coloring, or naming the correct colors and shapes after listening.

Preliminary considerations:

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

Some basic colors (e.g., red, blue) and shapes (e.g., circle, square).

Use slow and clear instructions with repetition.

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

Differentiating between similar-sounding colors or shapes.

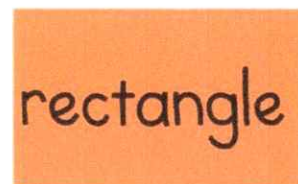
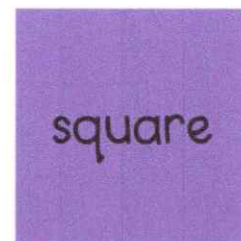
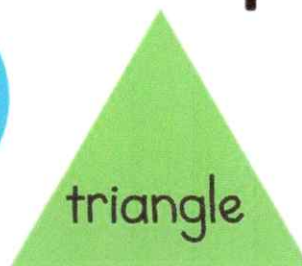
Following multiple-step instructions.

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

Provide visual aids for additional support.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre	Introduce the topic using visual aids. Play a short audio clip naming colors and shapes. https://www.youtube.com/watch?v=AM-Kj6mILC0 Write words on the board while showing pictures	Listen and repeat the words (e.g., "red, circle").	T-Ss V	Audio clip, pictures, whiteboard.
10 minutes	Early during	Play an audio story describing colors and shapes in a scene. Pause to ask "What color is the triangle?"	Listen and point to the described shapes/colors on their flashcards	T-Ss Ss-Ss VA	Audio, story.
10 minutes	Middle during	Provide oral instructions like "Draw a green square" or "Color the red circle." And other shapes. Monitor progress.	Follow instructions by drawing or coloring the correct shapes.	T-Ss Ss-Ss VA	Worksheet, crayons.
13 minutes	Later during	Play "Simon Says" with commands like, "Simon says touch a yellow triangle."	Listen carefully and respond with the correct action.	T-Ss Ss-Ss VA	Draw
5 minutes	Post	Ask students to share their drawings or describe their favorite shapes/colors. Review key vocabulary with quick questions.	Answer review questions and share their work.	T-Ss V	Worksheets.

Shapes



Lesson Plan Form

Name: Jaritza Maricé Zambrano Zambrano **Date:** **Level:** Elementary

Action points

When the student needs to spell something, they already know how to do it.

The student knows how to write when they tell him spelled words.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE in various situations

TO spells word

IN conversation

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 the EC and RI stages.

I will organize a group where students spell the words and the others write on the board.

I will give them a similar short sample.

Preliminary considerations:

- a. What vocabulary/grammar/information/skills do your students already know about lesson?**

I expect Ss will identify each letter like (A, B, C, etc).

I expect Ss to identify some words about the review.

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

I think Ss is confused some pronunciations in the letters ("W" or "Y").

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

I will help them reinforce their vocabulary with a fun activity.

Time	Framework Stage	Procedure		Intction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Encounter & Clarify	<ul style="list-style-type: none"> - Say the objective of the class - Shows different pictures of "farm animals" - Says and writes on the board and draws each animal. - Ask students about the farm animals <p>Have you heard any of these letters? Which?</p>	<ul style="list-style-type: none"> - See the images and the board - Answer the questions 	T-Ss V	Board
7 minutes	Remember & Internalize	<ul style="list-style-type: none"> - Write on the board the alphabet - Ask SS what letter they see on the board and if they can pronunciation- 	<ul style="list-style-type: none"> - Respond the questions 	T-Ss Ss-Ss VA	Board
8 minutes	Remember & Internalize	<ul style="list-style-type: none"> - show and say each name letter of the alphabet - Makes SS repeat the words 	<ul style="list-style-type: none"> - Repeat each letter 	T-Ss Ss-Ss VA	Board
5 minutes	Remember & Internalize	<ul style="list-style-type: none"> - Make an activity - Provides the instructions - Explains and models the activity. - Applies ICQ - Do you understand what you are going to do? - Monitors the SS 	Writing the alphabet and its pronunciation	T-Ss Ss-Ss VA	Sheet

15 minutes	Fluently use	<p>Hands out a sheet where the SS develops the task</p> <ul style="list-style-type: none"> - Provides the instructions <p>The teacher makes three groups of five</p> <ul style="list-style-type: none"> - Explains and models the activity. - Applies ICQ - Do you understand what you are going to do? - How much time do you have? - Monitors the SS - Check that the activity carried out by the students is correct. 	<p>SS spells three words and in the other groups one student must write the words.</p>	<p>T-Ss VT</p>	<p>Worksheet</p>



First Grade

SPELLING WORDS LIST

make

take

came

game

gate

late

black

flag

walk

all

mail

rain

chain

way

play

mail

rain

chain

way

play

day

cute

use

great

know

shout

ball

head

should

never

strike

string

splash

split

scrub

scrap

like

ride

says

were

eyes

learn

enough

air

across

Speaking Lesson Plan

Name: Jaritza Maricé Zambrano Zambrano **Date:**

Level: Elementary

Action points

Real-world scenario for fluent use activity.

Provide in-class for students to know the new vocabulary, such as greetings which is the most elementary in the live.

What are your Student Learning Objectives for the lesson?

By the end of the lesson, SWBAT:

USE appropriate greetings.

TO initiate basic conversations.

IN various types of conversations, including formal and informal settings.

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?

After introducing different types of greetings and contexts. Conduct role-playing activities where students practice initiating and responding to greetings in pairs. Pay attention to students' ability to use the correct greeting for the given context and their fluency.

Preliminary considerations:

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

I expect Ss will know at least half the greetings like (Hello, Hi, Good morning, Good afternoon, etc).

I expect Ss will identify some of the pictures of the greetings.

I expect Ss will master how to greet.

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

I expect Ss will be confused with some meanings of the new vocabulary like
(goodbye/good night)

I expect the logistics of the fluency activity (who takes which role? When do they switch?)
could be confusing.

I expect Ss will find it difficult to use “see you later” or “goodbye”.

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

I will show some samples about how the Ss should work in the roleplay and repeat the
new vocabulary and then, show a conversation using greeting.

I will help them reinforce the topic.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
7 minutes	Pre	<ul style="list-style-type: none"> - Say the objective of the class - Shows different pictures of “greetings” Ask students about the greetings What animals do you know? When do you say hello?	<ul style="list-style-type: none"> - See the images and the board - Answer the questions 	T-Ss VA	Board, pictures
10 minutes	Early during	Shows a video of farm animals. https://www.youtube.com/watch?v=gVIFEVLzP4o <ul style="list-style-type: none"> - Ask SS what greeting they see in the video and if they can write his name on the board. What is this greeting? Can you write his name on the board?	<ul style="list-style-type: none"> - See the video - Respond the questions 	T-Ss V	Video
7 minutes	Middle during	Say each name of the greetings <ul style="list-style-type: none"> - Show each greeting - Explains the meanings - Makes SS repeat the words 	Repeat the words	T-Ss VA	Board

11 minutes	Later during	<ul style="list-style-type: none"> - Hands out a sheet where the SS develops the task - Provides the instructions - Explains and models the activity. - Applies ICQ - Do you understand what you are going to do? - How much time do you have? - Monitors the SS - Check that the activity carried out by the students is correct. 	<ul style="list-style-type: none"> - Realize the activity search greetings words - Fill in the blank 	T-Ss V	Activity
10 minutes	Post	<p>With the same sheet about greetings</p> <ul style="list-style-type: none"> - T provides instructions - T models the activity - T apply ICQ questions <p>What do you have to do?</p> <ul style="list-style-type: none"> -T monitors and provides help to students 	<ul style="list-style-type: none"> - Make groups of two student - Make a role play 	T-Ss VA	Roleplay

7. WORD SEARCH

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



HELLO - BYE - GOODBYE -
 HI - GOOD MORNING.

8. READ AND LISTEN AND REPEAT.

9. Complete

1. H _ _ _ O

2. _ _ _

3. G _ _ D B Y _

4. G O O D N _ _ _ _

5. G O O _ A F _ _ _ _ _

6. G _ _ _ M _ R _ I _ G

Writing Lesson Plan

Name: Jaritza Maricé Zambrano Zambrano **Date:**

Level: Elementary

Action points

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 The farm animals' vocabulary.

TO Know farm animals.

IN The writing of what are the farm animals.

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 students' progress giving asking questions about the topic.

They should be able to write down the farm animals at the end of class.

Preliminary considerations:

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

I expect Ss will know the farm animals' vocabulary like (chicken, pig, cow, etc.)

I expect Ss to identify some words about the review.

I expect Ss will master writing a review.

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

I think Ss is confused by some names of farm animals.

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

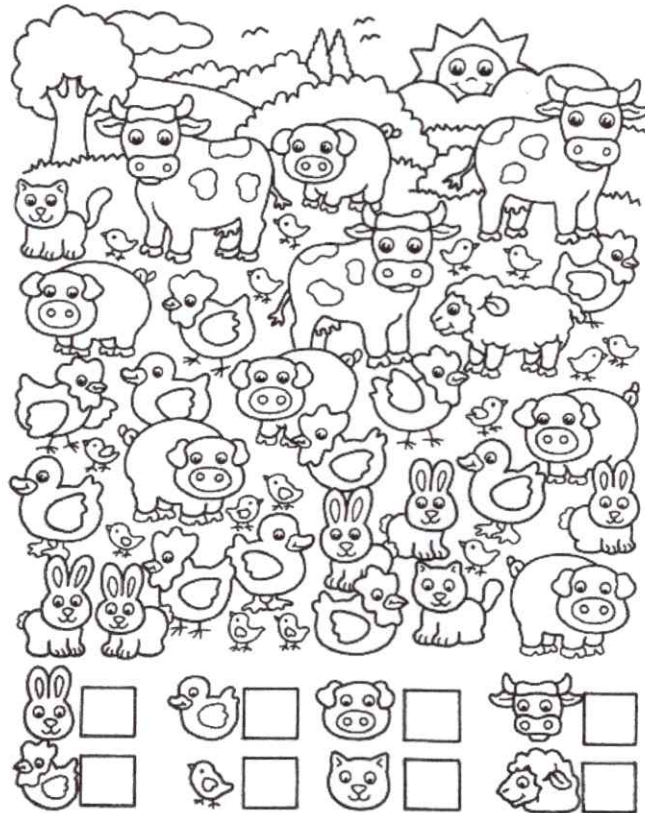
I will show some samples with the images and write the names so that they repeat after me.

I will help them reinforce their vocabulary with a fun activity.

Time	Framework Stage	Procedure		Interaction T-S/S-S VAKT	Materials Needed
		Teacher will...	Students will...		
10 minutes	Preparation	<ul style="list-style-type: none"> - Say the objective of the class - Shows different pictures of “farm animals” - Says and writes on the board and draws each animal. - Ask students about the farm animals <p>What animals do you know? What sound does this animal make?</p>	<ul style="list-style-type: none"> - See the images and the board - Answer the questions 	T-Ss VA	A board and pictures
7 minutes	Drafting	<ul style="list-style-type: none"> - Shows a video of farm animals. https://www.youtube.com/watch?v=o5kduClgF5Y - Ask SS what emotions they see in the image and if they can write his name on the board. <p>What is this animal? Can you write his name on the board?</p>	<ul style="list-style-type: none"> - Write the name on the board - See the video - Respond the questions 	T-Ss VAT	A board, marker, and pictures
8 minutes	Revising	<ul style="list-style-type: none"> - Say each name of the farm animals - Show each the farm animals - Explains the meanings - Makes SS repeat the words 	<ul style="list-style-type: none"> - Repeat the words 	T-Ss VA	Wrong sentences activity

15 minutes	Editing	<ul style="list-style-type: none"> - Hands out a sheet where the SS develops the task - Provides the instructions - Teacher say each name of the farm animal - Explains and models the activity. - Applies ICQ - Do you understand what you are going to do? - How much time do you have? - Monitors the SS - Check that the activity carried out by the students is correct. 	<ul style="list-style-type: none"> - Must paint all farm animals that they find. - Must answer the questions 	T-S VAT	Sheet
5 minutes	Extension	<ul style="list-style-type: none"> - T give a sheet about animals - T provides instructions - T models the activity - T apply ICQ questions <p>What do you have to do?</p> <p>How many minutes do you have for this activity?</p> <ul style="list-style-type: none"> - T monitors and provides help to students 	<ul style="list-style-type: none"> - Must find and circle the words hidden in the puzzle. - Answer the questions 	Ss-T VAT	Sheet

Annexes



Name : _____ Date : _____

Find and circle the words hidden in the puzzle.
The words have been placed horizontally or vertically.

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

- HORSE • CHICK • COW
- PIG • DUCK • DOG
- GOAT • SHEEP • CAT