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Carrera de Lengua y Literatura Inglesa

"Creation and Compilation of Didactic Materials for EFL students from 5th to 7th grade at Eduardo Crespo Malo Elementary School in Barabon: Phase 2"

Trabajo de investigación previo a la Obtención de Título de Licenciada En Ciencias de la Educación en Lengua y Literatura Inglesa

Autoras:

Diana Reina Araujo Pérez

Paola Elizabeth Peralta Peralta

Director:

Mgt. Yola Indaura Chica Cárdenas

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Resumen

Este proyecto ha sido realizado con el fin de proveer a los estudiantes de la escuela primaria Eduardo Crespo Malo con material didáctico en el área de inglés debido que la institución carecía de los recursos adecuados. Para la elaboración de estos recursos se consideró el nivel y las necesidades del alumnado. El proyecto consistió de dos fases: la primera atapa trabajó con alumnos de 2 a 4 º grado e hizo hincapié en destrezas auditivas y orales. La segunda atapa trabajó con alumnos de 5 º a 7 º grado y enfatizó las destrezas de escritura y lectura. Para la realización de este proyecto las autoridades del centro educativo antes mencionado proporcionaron un aula de clase que fue adaptada como un aula didáctica de inglés. Asimismo se llevó a cabo una mesa redonda en donde se les explicó a los maestros de dicha institución como utilizar de la mejor manera los materiales entregados.

Palabras clave: materiales didácticos, escuela primaria Eduardo Crespo Malo, fases, destrezas, aula donde se imparte el idioma inglés.

Abstract

This project has been done in order to provide Eduardo Crespo Malo students with English didactic materials because that Elementary School lacked of the appropriate resources. Thus, the elaboration of these materials was performed according to the student´s needs and level.

The project consisted of two phases: Phase I dealt with students from 2th to 4th grade and emphasized in listening and speaking skills. Phase II dealt with students from 5th to 7th grade and emphasized in reading and writing skills.

For the realization of this project the authorities of the aforementioned school provided with the room which was adapted as an English classroom. Furthermore, a training was hold in order to explain how to use the didactic resources.

KEY WORDS: didactic materials, Eduardo Crespo Malo Elementary School, phases, skills, English classroom.

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Cuenca, mayo 25 del 2016.

Diana Reina Araujo Pérez

C.I: 0103884755

Dedication

I dedicate this graduation project to the most loyal companion I have ever had: God. I dedicate this to my family who supported me during my whole journey and encouraged me to persist and reach this successful completion.

Diana **Paola**

Acknowledgment

I would like to thank God who assisted me during the most difficult and fortunate moments of my life. I would like to thank my family for being there for me even in the dark moments. Thank you for the all of you who are the light which guide me for doing my best.

Introduction

Eduardo Crespo Malo Elementary School in Barabon has been considered for this graduation project because their students do not currently have English classes. This circumstance is a result of some changes in the basic education curriculum, based on Article 32 of the Constitution of the Republic of Ecuador. This article states that Foreign Language instruction will be omitted until the educational institutions are “provided with the necessary resources, appropriated didactic material, and well-qualified teachers in this area.” (Acuerdo No. 0041-14, 2014).

In addition, the educational and socio-economic situation of some schools in the countryside is also a challenge when teaching English, because these schools lack the necessary instructional materials to guarantee meaningful learning. In our country, adequate English instructional materials are not available, due to an apparent monopoly in the distribution of English materials. Books and magazines on this subject can only be found in certain places; this causes them to be expensive, so it is necessary for English teachers to create and compile materials themselves, in order to assist with the educational process.

CHAPTER I

1. Topic

"Creation and Compilation of Didactic Materials for EFL students from 5th to 7th grade at Eduardo Crespo Malo Elementary School in Barabon: Phase 2"

2. Background

The English language has become a useful tool to accomplish personal and professional goals. According to Thongma Souriyavongsa, Sam Rany, Mohamad Jafre Zainol Abidin, and Leong Lai Mei (2013), "the expansion of the English language has rapidly increased the needs to gain better communication English throughout the world because the aptitude to use English is very much needed for further studies, journeys in other countries as well as for social and professional global contacts of different kinds" (181).

However, the government saw the need to change the basic education curriculum, omitting foreign language instruction, in order to increase classroom time in another subject - Physical Education. The Ministry of Education (MinEduc) based this decision on Article 32 of the Constitution of the Republic of Ecuador. Also, MinEduc added a transitional provision which said, "It is important to be provided with the necessary resources, appropriated didactic material, and well-qualified teachers in this area" (Acuerdo No. 0041-14, 2014). Thus, English will be included in the curriculum again from the academic year 2016 – 2017 according to the Acuerdo No. 0052-14.

It is counterproductive to exclude the English Language from the basic education curriculum, because the Critical Period Hypothesis Theory states “there is an ideal window of time in a person’s life to acquire language in a linguistically rich environment, after which further language acquisition becomes much more difficult and requires more effort” (Cram101 Textbook Reviews, 2014 np.). For this reason, it is necessary to emphasize language-learning in early childhood. On the other hand, the reality of some schools in the countryside makes this goal difficult to accomplish, because these are remote areas where they lack the necessary instructional materials to guarantee meaningful learning. Such is the case of Eduardo Crespo Malo Elementary School, which was chosen to develop this project.

3. Justification

This project consisted of two phases. Phase I focused on listening and speaking skills for children between five to nine years of age, and Phase II worked on reading and writing skills with children between ten and twelve years old. The main goal of this project was to create and compile entertaining materials, in order to help students develop their English skills. It is important to mention this, as the chosen institution does not have English language instruction in its academic curriculum, and it is essential to provide the most appropriate materials to enhance the foreign language-learning process.

The reason that this issue became interesting was because, as Nuñez Pardo and Tellez Tellez (2009) pointed out “language learning materials constitute

a key factor in creating effective teaching and learning environments" (p. 173). Following Tomlinson, (qtd in Nuñez Pardo and Tellez Tellez, 2009), "these materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience, and understanding of it and, simultaneously, helping learners learn what they want and need to learn" (p. 173).

Phase I included 1st to 4th grade and Phase II included 5th to 7th grade. In both phases, it was critical to take the students' needs and levels into account. According to the Piagetian Stages of Cognitive Development, children of those ages have the following features: Stage 3 students are able to think in a logical fashion, make one thing stand for another, develop hierarchical classifications, and deal with more than one aspect of a task. Stage 4 students are able to carry out mental actions on ideas and propositions without the need to rely on concrete objects, reason by progressing from general ideas to specific ones by generating possibilities and hypotheses, and think like a scientist – capable of rational, systematic and abstract thinking(Pinter 2011, p. 10).

Piaget's theory, already mentioned, agreed with teaching children reading and writing English skills at this stage, so the aim was to develop adequate didactic materials to help students foster these skills.

The author Jayne Moon (2005) stated that when students learn English as a second language, "younger is better in the long term" (30). This means that by starting in primary school, you increase the overall time spent learning English, and in the long term achieve a higher level of proficiency than those starting later. Thus,

children need to be exposed as soon as possible to foreign languages to ensure optimal English language skill development. When selecting or creating teaching materials, it is paramount to take into consideration the multiple intelligences that students possess. Materials need to be varied to cover each one of the students' learning styles, because the same learning task may not be appropriate for all of them.

4. Objectives

4.1 General Objective:

- To design, create and select the most appropriate didactic materials for 5th to 7th grade English foreign language instruction involving reading and writing skills at Eduardo Crespo Malo Elementary School.

4.2 Specific Objectives:

- To determine the proper content, according to students' level, that will serve as the basis for creating the materials.
- To develop lesson plans and a teacher guide for the use of the material by non-trained English teachers.
- To create teaching resources using a variety of materials, with the goal of engaging the students.

CHAPTER II

2.1 Introduction

This project emphasized the creation and compilation of didactic materials for English language instruction to elementary school children. This research was divided into two phases: Phase I worked on speaking and listening skills for children in first to fourth grade, and Phase II focused on reading and writing skills for children in fifth to seventh grades.

The main goal of this project was to compile and create didactic materials for elementary school children at Eduardo Crespo Malo Elementary School. The following theoretical framework will discuss several points of view and theories related to language acquisition, reasons for teaching English to children, didactic materials, the Communicative Language approach, and the theory of Multiple Intelligences. First of all, it is very useful for children to begin learning English in their early childhood, since it contributes to their motivation and appreciation for language learning. It is beneficial for the development of children's brain, too. Additionally, when children start learning English at an early age, they learn more accurate pronunciation. Furthermore, teaching materials are instruments which help teachers and students in the educational environment. Teaching materials are the link between the fictitious reality of the classroom and the real world. In addition, in the development of didactic resources, it is necessary to consider children's multiple intelligences because students learn in various ways. Therefore, teachers´ lesson plans need to combine different strategies to gain and keep students' attention. Next, according to Larsen-Freeman and Anderson (2011), the

Communicative Approach emphasizes the use of English with communicative purposes (p. 115). The aforementioned topics are analyzed in this theoretical framework in order to select and develop adequate teaching materials.

2.2 BASIS

2.2.1 Philosophical Basis

As a starting point, it is imperative to highlight the importance of the English language. It is the most widely spoken language around the world in many areas, including trade, education, business, and politics. In today's society, people from different cultures and languages are learning English in order to succeed in this capitalist world where English is used as a *lingua franca*. In addition, Susanna Axelsson, (qtd. in Thongma Souriyavongsa et al., 2013) says, "it is the central language of communication worldwide" (p. 181).

2.2.2 Educational Psychology Basis

This research is based on Communicative Language Teaching, which emphasizes the use of the English language in real life situations (Larsen-Freeman & Anderson 2000, p. 115). Jack C. Richards (2006) mentions, "Communicative language teaching sets as its goal the teaching of communicative competence" (p. 2). What really matters for this method is to use the language to interact with people around us (parents, teachers, classmates, friends, etc.); according to Jack C. Richards (2006), Communicative Competence means: "Being able to use the language for meaningful communication" (p. 3). The development and compilation

of didactic materials will be based on this language method which emphasizes student use of English in a social context; for example, role-plays are one of the most useful techniques for using English in a communicative way; in this regard Larsen-Freeman and Anderson (2011) indicate role-plays “give students an opportunity to practice communicating in different social contexts and in different social roles” (p. 127-128).

2.2.3 Sociological Basis

Today, the educational and socio-economic situation in some Ecuadorian public elementary schools makes it necessary to develop new ways to teach English. This is especially true in rural areas, which in the past few years have neglected English language instruction, due to the lack of adequate materials and trained teachers. However, students, workers, and professionals, among others, understand the importance of being able to communicate in English due to its great expansion as a world language, and the appropriate resources to teach and learn this language will contribute to achieving this goal.

2.3 Basic Categories

The following are the basic categories which have been determined with the purpose of guiding the essential aspects of this project:

- Language acquisition
- Reasons to teach English to children

- Didactic materials
- Communicative Language Teaching

2.3.1 Language Acquisition

Human beings are programmed to acquire language; from birth they are in contact with the language. For this reason, language acquisition is fundamental when dealing with language learning. In this regard, Wolfgang Klein (1986) stated that human beings acquire language from the moment of birth; children start with babble and advance to words and short phrases. Young children do it unconsciously; they are learning a language without any thought (p. 3). When studying language acquisition methods, it is essential to bear in mind that there are different ways of acquiring a language. Thus, as mentioned above, “there are three basic kinds of language acquisition: first language acquisition (FLA), second language acquisition (SLA), and re-acquisition (RA)" (Klein, 1986, p. 3).

2.3.1.1 First Language Acquisition

In the field of Language Acquisition, Jenefer Philp, Rhonda Oliver, and Alison Mackey (2008) said that first language acquisition occurs when children acquire language without any previous experience or expectation (p. 31). Children acquire the language in the same way as they learn how to eat or walk. It comes naturally and spontaneously to them when exposed to stimuli of the tongue, because the children learn with communicative objectives. Therefore, language development in children requires constant contact with the social environment.

Vygotsky's Social Interaction Theory states, "higher mental functions (namely language and thinking) develop first in the child in interaction with another person" (Garton 1995, p. 9).

2.3.1.2 Second Language Acquisition

Jenefer Philp, Rhonda Oliver, and Alison Mackey (2008) observed that children acquiring a second language have already learned the main features of what language is (p. 32). Hence, the process of second language acquisition may be different and more complex than the first one. Consequently, people learning an additional language may do it formally or "pick it up". "They may be learning a highly localized language" (Myles & Mitchell 1998, 23). Therefore, the amount of vocabulary learned and the mastery of native-like accent may depend on the quality and quantity of language input, as well as the age of the learner. In sum, second language acquisition occurs when children spontaneously or intentionally acquire a language which is not their mother tongue. In the case of this project, the targeted secondary language is English, and we will develop a set of resources to help students in their English learning process.

2.3.1.3 Re-acquisition

According to Wolfgang Klein (1986), re-acquisition appears "when a language is re-learned after a lapse of years..." (p. 33-34). Some children forget their mother tongue when they are immersed in a second language environment, and there is a lack of first language input. Thus, they may need to re-learn their mother tongue, in other words re-acquire it.

2.3.2 Reasons to Teach English to Children

English is not just the most important foreign language, but also a useful aid to attain academic or professional goals. Therefore, everyone is conscious of the great importance of mastering this language in order to succeed in this competitive world ruled by globalization. "English is one of the most important means for acquiring access to the world's intellectual and technical resources" (Reza & Aliakbari 2001, p. 4). In recent years, Ecuador has witnessed a great increase in the number of people interested in learning English due to the importance this language has in educational, social, and professional contexts. It is well known that many scientific medical magazines and books are available almost exclusively in English. Therefore, in order to be well-qualified to enter the global workforce, Ecuadorian youth and professionals need to be able to communicate in English. In addition, receiving a scholarship now frequently depends on how well the applicants are able to communicate in English. Thus, learning English is no longer a luxury, but rather a fundamental tool to accomplish educational and professional goals.

At the same time, there is a debate about the most appropriate age to learn a second language, in this case English. Some authors, like Jane Moon and David Singleton have said that young children are faster language learners, but Anne Merritt (2013) stated that “adults can be as strong, or stronger, than children” (p.1). Thus, older learners (teenagers and adults) learn faster than children because they have more developed cognitive strategies, and also because they have a clear objective for learning English (Lightbown & Spada 2006, p. 69). However, there are

solid arguments that encourage learning the target language from early childhood. Jayne Moon (2005) expresses, "younger is better" (p. 30). This idea is supported by some theories related to second language acquisition such as Chomsky's Critical Period Hypothesis, which declared that there is a specific period during children's cognitive development in which language evolves, and beyond this stage, language development is difficult or impossible (Lightbown and Spada 2006, p. 17). Chomsky sstated "innate knowledge of the principles of Universal Grammar permits all children to acquire the language of their environment during a critical period of their development" (Lightbown and Spada 2006, p. 35).

Rebecca Isbell (2007) also claimed that there are some "prime times" in children's brain development in which some skills, such as language, are developed (p. 9). "Critical periods in brain development accommodate the development of specific skills, language being one of these" (Shiver, M.S.S.W. 2001, p. 10); "the capacity for learning a language decline or disappear at a certain age" (Winne 2007, 18). Like Rebecca Isbell (2007), there are more authors who agree with children learning a second language in primary school. All of them support the thesis that there is a specific age or stage of cognitive development in which skills like language are developed, and beyond this period, it can be difficult. Thus, the ideal starting point for foreign language learning is early childhood. For this reason, we decided to focus this project on elementary school children, because they need to start receiving English language instruction in their early childhood to take advantage of their ability to learn languages easily.

Similarly, Jayne Moon (2005) found that "children have a sensitivity for pronunciation" (p. 30). Being able to talk without a foreign accent is one of the most important aspects when talking about the accuracy of teaching English to children. When beginning to study a foreign language, one of the students' goals is to be able to talk in the target language without a foreign accent. Many teachers considered it better, and require their students to try to emulate the accent of a native speaker. When students communicate in the language being studied, they try to reproduce the local accent of the place where the language is spoken. Students work very hard and get stressed trying to accomplish this teacher requirement.

Likewise, teaching English as a foreign language in early childhood gives children other benefits as well: "Children's early phase of language learning can create positive attitudes and a lifelong interest in the language if it is done appropriately" (Moon 2005, p. 32). Consequently, if children get appropriate treatment when learning the target language, they will have positive feelings about the language and be motivated to continue their language studies as they age. To accomplish this goal in Ecuador, well-trained English teachers and appropriate didactic materials are needed. It is crucial to have trained English teachers in the Ecuadorian public school system, and be provided with appropriate resources, because children's interest in the language depends on the kind of experiences they have in their early childhood. Negative experiences may result in students who are afraid of learning English, and positive experiences may result in students

willing to learn more of it. The materials developed in this project were selected and designed to motivate students to learn the foreign language.

Annamaria Pinter (2011) said, “foreign language learning in primary school is beneficial because it helps children to learn about other cultures, develops positive attitudes about languages and motivation, and promotes language awareness" (p. 91). In effect, for her learning a foreign language consists of more than just being able to communicate using that language. Considering that language is a social product, it cannot be seen as something apart from its culture; language is a cultural expression of its people.

Finally, learning a foreign language produces positive results in children's school performance. Accordingly, Lory Jo Winne (2007) stated that “study of a foreign language in elementary school benefits students academically" (p. 25). It is well-known that children's brains are in continuous development; so if the brain receives the right stimuli, it will make connections and strengthen itself. Thus, children´s brains need to be exercised in order to make strong connections, which may help children succeed in school. Herein lies the importance of this project, to create teaching materials to help children enhance their English skills and upgrade their cognitive development, too.

2.3.3 Didactic Materials

The main goal of this project was to develop and compile didactic materials to enhance English writing and reading skills. Ecuador is a country which has seen an increased interest in learning how to communicate using English in recent

decades. However, it is not enough to desire it; it is necessary to have the appropriate means to achieve it. There are lots of centers that offer English courses here in Ecuador, and specifically in Cuenca, but these courses are more expensive than the majority of the population can afford. Therefore, they have to rely on public education. Unfortunately, Ecuadorian society is facing a difficult academic situation in all fields, and English is no exception. One of the most important problems is the lack of didactic materials to suit students' needs and levels.

2.3.3.1 Conceptualization

'Didactic material' includes all the instruments which contribute to the educational process. Among the great variety of resources that are considered didactic materials are textbooks and workbooks (both teacher and student), flashcards, handouts, copies, and realia (Lengeling et al., 2013, p. 1). Some of these materials, such as the textbooks and workbooks, are going to depend on an agreement with educational center authorities; however, others, such as copies and handouts, are the absolute responsibility of the English teacher. Thus, one of the most important responsibilities for teachers is to provide students with the most appropriate materials. This implies arduous work on the part of teachers who have to perform this task, keeping in mind that students are not all the same. Thus, the materials need to be innovative, and try to satisfy and fit students' various interests and needs. In addition, there are several assumptions about didactic materials. Óscar García Marchena (1996) says that didactic materials are instruments that contribute to attain aims and are aids to control students' discipline and attention in

class (p. 2). Didactic materials are resources which help students and teachers in the learning process. "Thanks to the didactic materials, students discover knowledge by themselves" (Różewski, Kusztina, Tadeusiewicz, & Zaikin 2011, p. 55).

2.3.3.2 The Importance of Didactic Materials

As mentioned above, there are several kinds of didactic materials, so it is important to mention that this project dealt with flashcards, smart games, pictures, and stories, rather than with books and workbooks. Materials help teachers and students in the educational process, so the materials that were developed and compiled were intended to be a complement for books that can be used at Eduardo Crespo Malo Elementary School. Pedagogic books are designed taking the characteristics and needs of the average student into account; so many times, these resources do not fulfill student and teacher expectations. Thus, it is necessary to use additional resources to complement these books in order to achieve foreign language learning goals.

A lot of research has been conducted to develop educational resources, to help students and teachers in the educational process. Teachers need to be creative and work very hard for the students to achieve meaningful learning. Lots of aspects should be considered when working on material development. English materials are essential since they complement teachers' and students' books. Carmen Álvarez and Jesús Rodríguez (2014) stated that "the development of didactic materials in local contexts has provided a chance to break the unifying of

textbooks and foster a work culture nearer to the reality of students and teachers" (p. 23). Instructional resources created by teachers are more effective, because they tend to include students' interests, culture, level, and background. These resources were specially designed to satisfy the needs of Eduardo Crespo Malo students, in order to be a complement to language learning books.

In addition, Tellez Tellez and Nuñez Pardo (2009) suggested that "teacher-developed materials boost not only effective learning settings and outcomes, but also teachers' pedagogical practice/performance" (p. 184). Well-designed resources are beneficial for both students and teachers. Teachers may feel more confident and perform more effectively, if they have the best resources to teach. Many times class development is affected because they are provided with inadequate materials.

Similarly, the objective of course materials is to support the teacher in bringing the real world into the classroom situation (Ellis and Tomlinson, qtd. in Lengeling et al., 2013, p. 3). What happens inside a classroom is very different from what actually happens in the real world. Many times, classroom situations do not prepare students for what they need to know to be able to face the real world. This aspect is very important in all subjects, but especially in English. One of the most important goals in this regard is the use of English for communication. This goal can be evidenced by students being able to get their message across, interact with native speakers, and ask and answer questions. Notebooks and workbooks available in the market cannot fulfill this need, so it is the teachers´ responsibility to

create materials to overcome this deficit. Materials are very useful, and students' motivation and interest in English may depend on their adequacy.

Tellez Tellez and Nuñez Pardo (2009) said "the effectiveness of materials used for language teaching depends largely on how meaningful, relevant and motivating they are to the learners" (p. 173). This means that content should match students' level and needs. Thus, teachers must keep the students' multiple intelligences in mind when preparing lesson plans and materials, because students do not all learn in the same way, or at the same rate. While creating and compiling teaching materials, we took into account the students' multiple intelligences, to achieve inclusive education.

2.3.3.3 Principles Related with Didactic Materials

When developing didactic materials, there are some principles which need to be considered.

- Materials should achieve impact
- Materials should help learners to feel at ease
- Materials should help learners to develop confidence (Tomlinson 2003, p. 21).

As mentioned previously, didactic materials facilitate the educational process, so their development needs to be conducted according to students' needs and interests. Materials will appeal to students' interest if they are innovative,

contain pictures, or are colorful. Materials should be as complex as students can understand, and be entertaining. Materials which cannot be understood by students may be useless and detrimental. In addition, resources can be considered a useful aid when they help students feel interested and motivated in what they are learning. Here lies the importance of this project: the materials were developed and compiled to match the necessities and particular reality of Eduardo Crespo Malo Elementary School students. We considered the students' background, needs, interests, and the reality of their social environment in the selection and creation of teaching materials.

2.3.3.4 Types of Didactic Materials

The classification of didactic resources is another issue of paramount importance for the development of this project. The kind of materials to be developed need to be clearly established. According to the Ciel Language Support Network (2000), there are three type of didactic resources:

1. Conventional resources
2. Electronic resources
3. Human resources

2.3.3.4.1 Conventional Resources:

Within this group we have the following materials:

1. published language learning materials

2. authentic materials

3. specially produced materials

The first category makes reference to materials also known as commercial resources, such as books, dictionaries, printed electronic worksheets, flashcards, audiotapes, and videos. Next, authentic materials are created with a different approach to language learning, including magazines, newspapers, games, and lectures. Then, the third category has to do with materials developed in-house because resources are unavailable, unaffordable, and/or inadequate. One of the main features of this type of material is that they can be cheap in terms of monetary cost, but in contrast, they are very time-consuming because teachers spend lots of time selecting, preparing, creating, and adapting them.

2.3.3.4.2 Electronic Resources:

Electronic resources are also known as ICTs (Information and Communication Technologies). Electronic resources involve any computer-based or digital resources. The great variety of electronic resources includes e-mails, the internet, any kind of language software, tools used on video conferencing, among others.

2.3.3.4.3 Human Resources:

The term “human resources” refers to the main actors in the educational process: teachers, students, and authorities. Taking into account the Ecuadorian educational context, English teachers and English students belong to the human

resources category. For the achievement of educational objectives, it is important that teachers be well-prepared and students willing or predisposed to learn (p. 6-12).

There are two types of didactic resources - those intended for teachers and those for students. The first provides teachers with assets to guide and help them in their approach to teaching, and the second supports students in the learning process (Padron, Dodero, Díaz, & Aedo 2005, p. 2 2).

The main purpose of this project was to create and compile specially produced materials. The creation and selection of these didactic resources was carried out by the members of this academic research group, with the purpose of solving the lack of resources in this vulnerable segment of the youth population. The supplies used in this project were cheap and easily accessible, so if there were a need to reproduce them, it would not be very complicated or expensive.

In the past, everyone who wanted to learn English had to listen to tapes or watch videos. Obtaining adequate resources which help students to improve their English skills, particularly listening and speaking skills, was not an easy task. Today, the Internet offers lots of possibilities related to language learning. The development of technology has favored a great deal to people who are interested in learning another language. In other words, accessing language learning resources is easier, and interacting with native speakers is possible.

In sum, this project aimed to develop specially produced materials, and compile certain authentic materials where they are meaningful to the achievement

of this project's goals. Technological resources will not be included, since they are expensive and not easy to access in this rural area of Cuenca. Furthermore, internet service is not fast or reliable there, and the few available computers are dated. These circumstances make it very complicated to use electronic resources.

2.3.3.5 Materials Based on the Language Learners´ Main Features

The four English skills are: listening, speaking, reading, and writing. Phase II focused on 7 to 11 year old children, and dealt with reading and writing skills. These skills are very important for children's language development. Reading and writing should not be taught as independent skills because they complement each other. Besides, according to the Institute for Writing and Rhetoric (2014), "reading and writing work best when one process fuels or informs the other" (p. 4). Learning to write also means learning to read, since they cannot exist as independent skills. In addition, Langer and Flihan (2000) suggested, "the experience and knowledge that is shared between reading and writing can strengthen a writer's ability to read and a reader's ability to write" (p. 3). Reading is a useful way to improve writing and avoid making spelling mistakes. Students who get used to reading have a wider range of vocabulary and are better writers. The decision to approach the four English skills in two phases was based on what children are able to do at every stage of their cognitive development. There are some theories which talk about the different capacities children have, segmented by age. Some of the most important authors that are worth mentioning are Jean Piaget, Lynda Scott and Lisbeth Ytreberg.

2.3.3.5.1 Piaget´s Stages of Development

Piaget declares that children go through four stages of cognitive development:

- Stage 1 0-2 years: sensory-motor stage
- Stage 2 2-7 years: pre-operational stage
- Stage 3 7-11 years: concrete operational stage
- Stage 4 11-12 and beyond: formal operational stage

During their cognitive development, children progress through the four stages mentioned above. In order to guarantee the most appropriate educational development, it is necessary to consider the stages of cognitive development and their particular features. As is well-known, a six year old child cannot perform the same activities as an older one, because they do not have the same level of cognitive development. The aim of this project was to develop materials for 5th to 7th graders, so according to Piaget´s theory they are in the third “concrete operational stage.”

In this stage, children have the following traits: They are able to combine colors and accessories, understand the meaning of symbols without words, correct or shift items mentally, understand the relationship between cause and effect, classify things based on their characteristics, and consider more than one aspect at a time while working on tasks (Pinter 2011, p. 9-10).

2.3.3.5.2 Scott and Ytreberg Young Learner Characteristics

As Scott and Ytreberg (1990) have stated, it is possible to establish some common characteristics of children which teachers have to consider while teaching. There are two groups to which children can belong:

- Five to seven year olds: level one.
- Eight to ten year olds: levels one or two.

Children will be in level one if they have not taken classes in the language before, and they will be in level two if they have already begun learning the language.

2.3.3.4.2.1 Eight to Ten Year Olds

Children between eight and ten years of age have basic concepts formed. They know the difference between fact and fiction. They rely on the spoken word and on the physical world to convey meaning. They can make decisions about their education, cooperate with others and learn from them. In the language field, children can generalize, systematize, and understand abstract ideas and symbols. Children from five to ten years old are in the process of language development and have to face several changes related to language development (p. 3-4).

2.3.3.5.3 Reading and Writing Materials

Children from eight to eleven years old can read and write in their mother tongue, or are in the process of learning to read and write. Consequently, they are able to read in the target language; however, to write in English is more complex. Reading helps strengthen and expand the language, and it is easy to present. There are several ways to introduce reading in English as a foreign language, for example:

- **Phonics**: This approach is based on letters and sounds. Children are taught the letters of the alphabet, and how to pronounce the combination of letters.
- **Look and say**: This approach is based on words and phrases and uses a lot of flashcards. The most common words are usually taught first.
- **Whole sentence reading**: Here the teacher teaches recognition of whole phrases and sentences which have meaning by themselves. Children read stories.
- **Language experience approach:** This approach is based on the child´s spoken language. The teacher writes down a sentence for the child to read which is based on what the child has said (Scot & Ytreberg p. 49-51).

There are some aspects teachers should consider when dealing with writing skills. First of all, writing is not always easy because many children take a long time to master the writing skill; what is written is not connected with the here and now, and you cannot make the same use of body language and gestures which help you

to explain meaning. Next, writing is a good thing because it adds another physical dimension to the learning process, lets pupils express their personalities, helps to consolidate learning in other skill areas, allows the conscious development of language, and is valuable in itself (Scot & Ytreberg p. 68-69).

2.3.4 Multiple Intelligences

Another aspect to be considered when developing materials is the individuality of students. Traditionally, education has considered all children the same, so classes were not planned combining several strategies to accommodate different intelligences. As some students succeeded and others did not, the ones who failed were considered less intelligent or even called lazy. These negative experiences may affect children during the entire learning process. If students are despised by teachers, year after year, they may end up believing that they are the problem. Under those circumstances, teachers need to be aware of the theory of multiple intelligences and the variety of learning styles, to make their classes meaningful for all students.

It is important to emphasize that students are not the same; they learn in different ways and at different rates. For instance, some students are going to be more visual and others are going to be more auditory. The theory that talks about the different intelligences that all human beings possess is known as Multiple Intelligences Theory. According to Howard Gardner (1993), each student has certain intelligence more developed (p. 277). Therefore, he or she pays more attention to certain aspects of the class.

As Gardner wrote in the introduction to the tenth edition of his 1983 book, "there exists a multitude of intelligences, each intelligence has its own strengths and constraints". Thus, teachers need to try to combine several teaching strategies in a lesson plan to gain students´ attention. In the same manner, Miguel Martinez (2009) affirmed, "in order to maximize learning, both hemispheres of the brain need to be used" (p. 50). As it is well known, each hemisphere of the human brain commands specific skills; for instance, the left hemisphere rules the logical part, and the right side the creative one. Moreover, right handed people are dominated by the left hemisphere, and left handed by the right one. For this reason and for others mentioned previously, not everyone learns in the same way, or has the same skills.

Teachers need to pay attention and observe students' particularities, and design lesson plans with students' learning styles in mind. Furthermore, Rita Dunn quoted by Lisa Chipongian (2000) said, "if a child is not learning the way you are teaching, then you must teach in the way the child learns" (p. 2). In the arduous process of didactic material development, the most important thing is to satisfy students' needs. It is useful to consider certain aspects like: colors, sizes, and content, because these kinds of features catch students´ attention.

2.3.4.1 The Eight Intelligences

Each child has all eight intelligences, but they have an inclination toward specific intelligences. By the time they enter school, they have established specific ways of learning which are related to certain intelligence (Armstrong, 2000, p. 32).

Some intelligences are stronger or more developed than others. Consequently, some people are excellent musicians, while others are mathematicians or writers depending on the predominant intelligence they possess.

- **Linguistic:** The capacity to use words effectively.
- **Logical-mathematical:** The capacity to use numbers effectively and to reason well.
- **Spatial:** The ability to perceive the visual-spatial world accurately and to perform transformations based on these perceptions.
- **Bodily-kinesthetic:** Expertise in using one's own body to express ideas and feelings, and facility to in using one's hands to produce or transform things.
- **Musical:** The capacity to perceive, discriminate, transform, and express musical forms.
- **Interpersonal:** The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people.
- **Intrapersonal**: Self-knowledge and the ability to act adaptively on the basis of knowledge.
- **Naturalist:** Expertise in the recognition and classification of the numerous species of an individual's environment (Armstrong, 2000, p. 6-7).

2.3.5 Communicative Language Teaching Approach (CLT)

The Communicative Approach deals with the fundamental features of language teaching. This theory emphasizes the communicative competence of EFL students. Jack C. Richards 2006, added “Communicative language teaching sets as its goal the teaching of communicative competence" (p. 2). Communicative competence means using the language for real communication, using the language in context. For example, role plays are very useful when real communication is needed. In a role play, students can pretend they are meeting new people and ask them everything they would like to know.

In Ecuadorian public schools, students do not use English for communication within the classroom, but rather to comply with a requirement and get a grade. Thus, the main goal of CLT, using English for real communication, is not applied. This happens because students do not give the target language the required importance when they study it. They tend to memorize everything, in pursuance of passing the subject and the worst of all; they do not achieve meaningful or significant learning. Therefore, these students consider English as a barrier in their school life. They need to understand how useful this language is to accomplish important goals, such as getting a scholarship. They have to realize that English is not something that exists to make their lives a nightmare, but rather to interact with other people. They can enrich their knowledge significantly by talking and sharing ideas and experiences. Students can also better appreciate songs in English because they are going to understand their content. Another way to learn is watching movies in English, because students can learn and entertain

themselves at the same time. They may learn lots of vocabulary without noticing, while doing things that they like to do. In sum, English offers countless possibilities to improve students´ life and knowledge.

2.3.5.1 Communicative Language Teaching Principles (CLT)

There are important principles to be considered when CLT is applied inside a classroom:

1. Whenever possible, authentic language should be introduced.
2. Being communicatively competent means, being able to figure out the speakers' or writers' intentions.
3. The target language should be utilized for classroom communication, not just as the object of study.
4. One grammatical function can have many different linguistic forms.
5. Students should work with language at the discourse level.
6. Games are important because they share some common features with real life scenarios.
7. Students should have opportunities to express their ideas and opinions.
8. Errors should be tolerated and seen as inevitable in the development of communication skills.
9. Teachers should promote communication.

10. Communicative interaction encourages cooperative relationships among students.

11. The social context of the statement is essential to its meaning.

12. Learning to use language forms appropriately is a very important part of communicative competence.

13. The role of the teacher is to be students' facilitator and adviser.

14. Speakers have choices on what to say and how to say it.

15. Students learn grammar and vocabulary from communicative activities.

16. Teachers should give students opportunities to work on language, and use strategies to improve their comprehension (Larsen-Freeman &Anderson, 2011, p. 119-121).

2.3.5.2 Classroom Activities in Communicative Language Teaching

1. **Authentic Materials:** The best way to expose students to every-day language is by using authentic materials, such as newspapers and menus.

2. **Scrambled Sentences:** Using scrambled sentences students have the opportunity to think, learn, and practice language structures.

3. **Language Games:** Games provide students with lots of opportunities to use the language communicatively.

4. **Picture Strip Story:** These activities are very useful to encourage students' interaction and cooperation. They work in teams in order to perform the activity.

5. **Role-play:** Role-plays are very useful, because they allow students to use the target language with communicative purposes. Students can assume different social roles and communicate appropriately in different contexts (Larsen-Freeman & Anderson, 2011, p. 126-128).

In sum, CLT aims to enhance students' communicative competence. Students will be communicatively competent when they are able to use the target language to communicate in real situations. CLT does not neglect the other aspects of language teaching, such as grammar or vocabulary, but rather attempts to develop communicative competence in cooperation with the other aspects of the language. This method differs in many ways from traditional language teaching. First of all, teachers are not seen as speakers, but rather as facilitators or guides in the classroom. Next, the target language is used for communication and not seen as an object of study. The main goal of CLT is that students learn to communicate using English. Thus, students are supposed to make some errors when learning, so they are no longer afraid of making mistakes. Additionally, authentic materials should be used whenever possible taking the students' level into account. Teachers should also give students tasks in which they can practice and reinforce the taught language in real situations. Finally, CLT activities are designed to develop the four language skills. Thus, by applying this language method, teachers can achieve well-rounded growth of students´ language skills. The aim of this plan

was to develop a set of materials which would be executed in accordance with the principles of the Communicative Language Teaching Method, and keep the students' age and competency in mind during content selection. This set of resources will include the most important topics for the English language which are used by teachers from 5th to 7th grade of Eduardo Crespo Malo Elementary School.

Chapter III

3.1 Action Plan

The main purpose of this action plan was to supply Eduardo Crespo Malo Elementary School with English teaching materials. This issue became important due to the following aspects: This school does not have this subject in its academic curriculum, and this school is located in a rural area, so they do not have the necessary financial resources to afford English materials.

One of the first steps to begin the execution of this project was to establish the English topics for each grade. After a review of elementary school books, we decided that the most relevant topics were the following:

Fifth Grade:

- Commands
- Numbers and animals
- Months of the year and seasons
- Demonstrative pronouns and the human body
- Subject pronouns and the verb to be
- Transportation and methods of transportation
- Curriculum Link: Geography and the solar system
- Colors

Sixth Grade:

- Articles: a/an/the and classroom objects
- The verb to be and professions
- Adjectives and their opposites
- Days of the week and daily routines
- The use of question words and personal information
- Numbers and mathematics
- Telling time and clocks
- Sports

Seventh Grade:

- Traffic signs and prepositions of place
- Comparative adjectives
- Action verbs and leisure activities
- Adverbs of frequency and household chores
- Countable and uncountable nouns
- How many / How much and Money
- Regular past tense verbs
- Personal introductions

After identifying topic areas, it was necessary to establish what kind of didactic materials were going to be compiled or created, the quantity needed, and the resources that would be used to fulfill this commitment. For each topic, we

developed a set of materials that included both reading and writing exercises. Supplies that were used included: colored cardboards, foam, paperboard, old books, blackboard markers, scissors, colored markers, glue, rulers, folders, and recyclable materials like plastic bottles, disposable cups, wood, newspapers, magazines, and egg trays.

The creation and compilation of educational resources were entirely the responsibility of the students in charge of Phase II of this project: Diana Reina Araujo Pérez and Paola Elizabeth Peralta Peralta. The financial resources to purchase the necessary supplies were provided by these students.

This process was developed between February and March 2016, and the implementation and roundtable took place in a classroom provided by Eduardo Crespo Malo Elementary School in the first week of April 2016.

The kit of didactic resources was designed to be used by the teachers from fifth to seventh grade at Eduardo Crespo Malo Elementary School. Since they may not be trained English teachers, the kit included an easy guide that contained lesson plans for each topic. The lesson plans were designed to focus specifically on reading and writing skills. Additionally, the activities were selected by taking all learning styles into consideration, to gain the attention of every student. The corresponding guide and lesson plans were made available in English and Spanish. We considered it necessary to create a teacher guide, in order to ensure the resources will be used appropriately.

3.2 Teacher´s Guide

The teacher has to follow these steps:

1. Talk with the director of the school to make him know about this action plan.
2. Socialize with the colleagues of Eduardo Crespo Malo Elementary School.
3. If applicable, give the students a diagnostic test.
4. Begin the English classes according to the topics for this subject. For each topic the teacher should begin the English class in the same way as he/she begins the other subject classes that is to say with a warm up where the teacher has the opportunity to start with a game, song, or tongue twister among others.

   Then, lead-in, at that moment the teacher will introduce the topic to the class; it is important that the teacher consider the previous knowledge of students about the topic to be studied in pursuance of linking it with the new one. Next, presentation, in this step the teacher will be presenting the main topic to the class and introducing the class to new vocabulary and key phrases.

   Next, construction of knowledge, after presenting the lesson and teaching new vocabulary, the teacher would want the students to put into practice everything they have studied. The teacher can do this using a controlled and guided practice. Afterwards, through free activities the teacher can test the students' knowledge on the lesson just taught; however, with this step he/she can be more flexible.

   Finally, activation, at this part of the lesson, towards the end of the lesson it's good to do a quick review to tie up the lesson and at the same

time check if students were able to grasp all the concepts taught. It is a good idea to go over the new vocabulary and key phrases taught. This also could be done in the form of a short worksheet like a word-search which students can complete in class or something.

3.2.1 FIFTH GRADE

- **Commands**

It is very important to start the first class setting some rules which students should follow inside the classroom. As this is an English class, the rules are going to consist of the more common used commands. For instance:

- Be quiet
- Close/Open de the door
- Close/Open the window
- Close / Open your book
- Raise your hand
- Come here
- Sit down
- Stand up
- Come in
- Go out
- Pay attention
- Listen carefully

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to give basic commands, (Go, Come here, Stand up, Touch your head etc.), and follow the instructions of an imperative, if one is given to them.

Materials and Resources – Whiteboard markers, whiteboard, an instruction sheet for the teacher with relevant commands, and flashcards illustrating the most common commands.

Teaching Procedures:

Step One: Explain to your students that when they are at classroom they have to follow some directions or commands with the aim of reaching order and discipline during the class.

Step Two: Go around the classroom, explaining the more useful commands using mimic

Step Three: (Classwork Activity) – Choose three students and ask them to come in front of the class and follow some commands: Sit down, Stand up, raise your right hand, touch your nose and so on.

Step Four: "Simon Says" Teacher explains the rules of "Simon Says" – and students must follow the teacher´s directions. Have all students stand up and to one side of their desk, if possible, the student who makes a mistake will be out. Run the game until only either one child is left standing, or a small group if you run out of time. After that, the teacher will show the flashcards again in order to point out the mistaken students their faults. Students can practice reading when the teacher show them the flashcards.

Evaluation/Assessment: Give students a handout with pictures and commands and make the students match the picture with its corresponding command. The teacher can do it as a class activity, or as homework. Students can practice writing when doing this kind of activities.

- **Numbers →Animals**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to recognize domestic and wild animals using numbers (1-10).

Materials and Resources – Whiteboard markers, whiteboard, an instruction sheet for the teacher with numbers and animals, animals of foami, and a plane shaped card game showing numbers: 1 to 10.

Teaching Procedures:

Step One: Begin the class playing the "Five little ducks" song. As this song talks about ducks and numbers, the teacher can ask students what other animals they know, and what kind of pets they have, how many, etc.

Step Two: Show students the animals made of foami, tell them the animals' names in English, and write them on the board. Besides, the teacher can include animal sounds to elicit students to follow them.

Step Three: (Classwork Activity) –Put some animals of foami on the board and ask students to draw them in their notebook, including their names in English.

Step Four: Give students the lyrics of "Old MacDonald's Farm" song; play the song, and students follow it using sounds and names of animals in English.

Evaluation/Assessment: Give students a handout with pictures of animals and ask students to paint and write the name of each one. The teacher can do it as a class activity, or as homework. Students can practice writing when doing this kind of activities.

- **Months of the year →Holidays**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to identify the different months of the year and to write some features of each one.

Materials and Resources – Whiteboard markers, whiteboard, sheet with months and seasons including some holidays.

Teaching Procedures:

Step One: Show students a Christmas card and ask questions about it. When is Christmas? What do they do on this holiday? What other holidays do they remember? Show them a calendar and teach them the names of the months.

Step Two: Show students a timeline which includes the most important holidays, also the teacher could ask students about their birthdays, vacation time, and special celebrations such as: Carnival, Mother´s day, Teacher´s day, Children´s day, or another special date for them.

Step Three: Introduce the new vocabulary related to the months and holidays. Remember, students need to see the written word; so, write them on the board and then practice their pronunciation three times.

Step Four: (Classwork Activity) – Give students a handout where and ask them to work on a crossword about the months of the year and words related to the months. After that students draw a train where they have to include the new vocabulary.

Evaluation/Assessment: Ask students to make a Christmas card using recycle material.

- **Demonstrative Pronouns → Classroom Objects**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to use demonstrative pronouns: “this”, “that”, “these” and “those” in conversations and form short sentences.

Materials and Resources – Whiteboard markers, whiteboard, flashcards with the demonstrative pronouns, realia.

Teaching Procedures:

Step One: Greet your students and ask them to mention classroom objects and write down on the board the objects that the students mentioned.

Step Two: Introduce the new vocabulary related with demonstrative pronouns and classroom supplies. Support yourself with the flashcards of demonstrative pronouns and with realia.

Step Three: (Classwork Activity) – Go around the class asking questions to the students about classroom supplies (could be things that they have in their pencil case, backpack, or desk). Students have to answer using demonstrative pronouns. Who is this bag? That is my bag. Who is that book? This book is from Julia.

Step Four: Give students a handout with sentences using demonstrative pronouns and ask them to make a drawing for each sentence. In pairs students are going to read the sentences and show the pictures.

Evaluation/Assessment: Give students a worksheet with a picture in which they have to locate things using demonstrative pronouns.

- **Subject pronouns →Verb to be**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to understand and identify subject pronouns with physical and oral responses.

Materials and Resources – Whiteboard markers, whiteboard, an instruction sheet for the teacher with subject pronouns and the forms of the verb to be, and flashcards illustrating the most common professions.

Teaching Procedures:

Step One: Ask students to talk about their future goals. Get started asking them about their dream job, the teacher can share personal experiences.

Step Two: Show students some flashcards regarding the most popular professions. List the most common professions on the board. Introduce the new vocabulary of the professions and the subject pronouns linked with the verb to be forms.

Step Three: (Classwork Activity) – Ask students to pretend they are older people everyone having a profession. Model the activity for the students saying: Hello my name is……. I am a teacher. Students have to say their name and profession they chose.

Step Four: Write on the board five names and ask students to write sentences using object pronouns and professions.

Evaluation/Assessment: Divide the class in groups of five people and give each group a bag with words which students can use to form sentences using the structure that they learned in class.

- **Transportation → Means of transportation**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to identify the different means of transportation and relate them to the context where students live.

Materials and Resources – Whiteboard markers, whiteboard, and means of transportations made of foami, handout showing pictures of transportation

Teaching Procedures:

Step One: Tell your students how you are feeling: tired or energetic. Explain them that you feel that way because you come to school by bus or by taxi. Ask them how they come to school in the pursuance of students mention some types of transportation.

Step Two: Introduce the new vocabulary using figures made of foami of transportation. Give students a handout with drawings of means of transportation and ask them to color them and to write the name of each item.

Step Three: (Classwork Activity) – Ask students to write short sentences about the drawings they colored in the last activity using cues giving in the sheet. Students have to read what they wrote to their classmates.

Step Four: Students put a puzzle together lest appreciate types of transportation

Evaluation/Assessment: Ask students to cut and paste the most common transportation in their town.

- **Curriculum Link: Geography→ Solar System**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to recognize the eight planets in the solar system, write and locate each of them.

Materials and Resources – Whiteboard markers, whiteboard, a mock-up of the solar system made of flex foam, and worksheets.

Teaching Procedures:

Step One: Show students the flashcards of the solar system and elicit students to tell the name of the planets they know.

Step Two: List the names of the planets on the board and practice pronunciation.

Step Three: Arrange the class in a circle and show students the mock- up of the solar system. Ask students to name the planets that teacher points out. Induce students to stablish the differences between the planets such as: size, colors, and distances, among others.

Step Four: Students complete the other half of the planet that we live “Earth”.

Evaluation/Assessment: Ask students to complete a crossword about the solar system.

- **Colors**

Level: fifth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to recognize the most important colors.

Materials and Resources – Whiteboard markers, whiteboard, objects of different colors, handout.

Teaching Procedures:

Step One: Ask students what are the colors of the Ecuadorian flag and write the colors on the board, use realia to elicit from the students other colors and list them on the board.

Step Two: Introduce the new vocabulary showing students objects of different colors. Inquire students what other objects they know that have the colors they are learning.

Step Three: Give students a handout with short sentences with blank spaces which they have to fill using the colors they have already learned.

Step Four: Play the song "Colors" that starts in this way:

Red red the apple is red

Red red the apple is red

The apple is red red red…

Evaluation/Assessment: Request students to paint a worksheet which contains several objects according to the color they are.

3.2.2 SIXTH GRADE:

- **Articles: a/an/the → classroom objects**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to use appropriately the articles to mention some objects in the classroom and to write down them.

Materials and Resources – Whiteboard markers, whiteboard, an instruction sheet for the teacher about the articles: “a, an, the”, realia (objects from real life used in classroom instruction), cardboards with the articles written on them, and word cards of the articles.

Teaching Procedures:

***Step One*:** Teacher shows a picture of a cake that is shaped like an apple and asks the students to guess what it is. Teacher tells a story: “As you know, teachers’ day is coming, so my friends prepared a cake for me. The cake was shaped like an apple as you can see.

Step Two: Teacher introduces the topic and writes “a cake, the cake, and an apple shaped cake” on the board to get attention on the articles that were used in the former step.

Step Three: (Classwork Activity) – Use the word cards to show students how articles work. The teacher introduces the grammatical rules about the use of articles. After that, the teacher can also use realia to practice with students the use of articles.

Step Four: Put the cardboards on the board and ask students to come to the board and write nouns or put pictures next to each article.

Evaluation/Assessment: Give students a handout with three word webs. The word webs are related to the articles.

- **Verb to be → Professions**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to use of the verb *to be* to write sentences about their relatives/friends using vocabulary related to common professions.

Materials and Resources – Whiteboard markers, whiteboard, word cards showing subject pronouns, large cards with written phrases about the forms of the verb "to be "and their appropriate pronoun, and flashcards illustrating the most common professions.

Teaching Procedures:

Step One: Ask students to talk about their future goals. Get started asking them about their dream job, the teacher can share personal experiences.

Step Two: Show students the flashcards regarding the most popular professions. List the most common professions on the board. Introduce the new vocabulary of the professions and the forms of the verb "to be" employing subject pronouns.

Step Three: (Classwork Activity) – Ask several students to volunteer and choose a flashcard of a profession, so that they can describe the picture. Students have to say its name and profession. For example, she is Paula. She is a doctor.

Step Four: Divide the class in groups of five people, and give each group a set of the forms of the verb "to be" and professions; and ask them to form sentences using those words.

Evaluation/Assessment: Ask students to come in front of the class and report the group work activity.

- **Adjectives → Opposites**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to identify short adjectives and opposites.

Materials and Resources – Whiteboard markers, whiteboard, word cards of adjectives and opposites, flashcards about the most common adjectives and its opposites, and handouts.

Teaching Procedures:

Step One: Show students a flashcard of a turtle and a rabbit. Ask them to look the flashcards and think in the main differences between the two animals.

Step Two: Introduce the topic to the students and explain the adjectives and their opposites to the learners. Show the flashcards to the students to help them understand adjectives and opposites. Present the new vocabulary and practice pronunciation.

Step Three: (Classwork Activity) – Give students a handout and ask them to match the pictures with the words. The pictures and the words are going to be opposites.

Step Four: Ask students to look around the classroom and search for things that can be considered as adjectives and opposites. For example, the board is big and the window is small. Students have to pass to the front of the classroom and report to their classmates about what they found.

Evaluation/Assessment: Ask students to make a drawing illustrating an adjective and its opposite.

- **Days of the week → Daily routines**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will identify the days of the week and daily routines.

Materials and Resources – Whiteboard markers, whiteboard, The Train (colored rectangles of cards with the days of the week written on each card), cardboards with daily routines.

Teaching Procedures:

***Step One*:** Ask students what day is today? When students answer the question, the teacher should show them the flashcard of that day. Ask students what day is tomorrow or yesterday, and so on. Inquire students, what do you normally do on Mondays? Students can answer on Monday I go to school at 7 o'clock, I visit my grandparents, among others.

Step Two: Introduce the topic to the students and explain them that daily routines are the things that people do every day. For example, on Mondays people get up at 6 o'clock. They take a shower at 6:30. People have breakfast at 7 o'clock. They go to their job to 7:45. They have lunch at 12:30, and so on.

Step Three: (Classwork Activity) – Give students a handout with pictures of daily routines and ask them to order the pictures.

Step Four: Give students a handout containing daily routines and ask them to write the hour in which they perform each action.

Evaluation/Assessment: Students have to make an exposition of the daily routines in which they worked in the last activity.

- **The use of question words → Personal Information**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will understand and use wh- question words: what, where, when, who, why, how.

Materials and Resources – Whiteboard markers, whiteboard, picture prompts of question words, cardboards with question words, a picture of question words made of cardboard, and handouts.

Teaching Procedures:

***Step One*:** Ask the learners to stand in a circle. Throw a skein of yarn to a learner and ask 'What's your name?' eliciting a complete answer. Gesture for this learner to throw the skein of yarn to another learner and ask the same question. Once all learners have asked and answered the question, throw the skein of yarn again with a different question, working through 'Where do you live?', 'Who do you live with?', 'What do you do?', 'When do you come to school?', 'How do you get to school?' and/or any other questions you'd like to review with your learners.

Step Two: Show students the picture prompts to explain them that question words are words used to ask for information. Test students' understanding by asking them *Wh* questions.

***Step Three*:** (Classwork Activity) – Divide the class in groups of five students and give each group a set of *Wh* question words cards and ask them to write answers to the questions.

Step Four: Give students a handout containing *Wh* questions in disorder and ask them to unscramble the questions.

Evaluation/Assessment: Ask students to write five information questions and interview a classmate. For example, what is your name? Where do you live? How old are you? When is your birthday?

- **Numbers → Addition**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will understand and write numbers from 1 to 10 and do single additions.

Materials and Resources – Whiteboard markers, whiteboard, plastic glasses showing numbers 1-10, word cards with numbers and simple additions, and handouts.

Teaching Procedures:

Step One: Play **"**The Numbers Song". First time you play the song do the gestures and encourage everyone to do them with you. Start in this way "one, one, one, this is one, one one. Two, two, two…

Step Two: Show students the glasses emphasizing on every number. Show students the word cards with the spelling of the numbers, model the pronunciation for students, and ask them to repeat each number word three times.

Step Three: (Classwork Activity) – Give students a handout containing the names and the symbols of the numbers and ask students to match the names with the appropriate symbols.

Step Four: Give students a handout containing pictures related to numbers and request them to paste sequins on them.

Evaluation/Assessment: Ask students to make five additions using the names of the numbers.

- **Telling the time →Clocks**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to tell and ask for the time.

Materials and Resources – Whiteboard markers, whiteboard, clock crafts, word cards with clocks and time phrases, cardboards with numbers, and handouts.

Teaching Procedures:

Step One: Introduce the clock and review numbers from 1 to 12. Elicit and chorus the word "clock". Then point to number 1 and elicit the number. Point to each number 1-12 in order and elicit the numbers (you can move the hour hand around as you do this).

Step Two: Put the cardboards with the numbers randomly on the classroom walls and ask students to point to number 1. Go through all the numbers 1-12. Get

everyone standing in the middle of the classroom. Shout "Touch Number 7!" Everyone should run and touch that number. Then go through the rest of the numbers.

Step Three: Teach the time vocabulary. Hold up your clock and set a time (e.g. 4 o'clock). Ask the class "What time is it?" Say "It is 4 o'clock". Move the hand to another time, and ask again (you can also ask "Please could you tell me the time?"). Go through the hours eliciting the time from the class until they have got the hang of the structure.

Step Four: Give students handouts with clocks and ask them to write the time that the clocks are showing.

Evaluation/Assessment: Ask students to make a clock using recyclable material, make sure that the clock hands can move in order to practice telling the time.

- **Sports**

Level: sixth grade

Time needed: 40 minutes

Expected Outcome – Students will be able to identify, talk about, and write of sports.

Materials and Resources – Whiteboard markers, whiteboard, a big poster with the most popular sports, flash cards of sports, and handouts of sports.

Teaching Procedures:

Step One: Teacher inquires students what is your favorite sport? What sport do you practice? The teacher has to write on the board the sports that students mention.

Step Two: Present the new vocabulary using the poster about sports. Ask students to practice the new vocabulary.

Step Three: Talk with students about famous people in sports especially in our country. For example: Jefferson Perez, Esteban Enderica, and Xavier Varela, among others.

Step Four: Give students a cross word about sports and ask them to solve it.

Evaluation/Assessment: Ask students to write sentences about the sports they like and do not like, about the sports they are good at and the ones they are not good at. Follow this structure: I like to practice … / I do not like to practice … I am good at … / I am not good at …

3.2.3 SEVENTH GRADE

- ✓ **Traffic signs →Prepositions of place**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to recognize and understand the importance of the traffic signs.

Materials and Resources – Whiteboard markers, whiteboard, cardboards of the basic traffic signs, a picture of a fender bender, word cards of traffic signs, traffic signs road map, and handouts of them.

Teaching Procedures:

Step One: Show students the image of a fender bender, and ask their opinion about the accident. Tell them that one of the reasons for car accidents is that people do not respect the traffic signs.

***Step Two*:** Introduce the topic explaining students the importance of traffic signs. Present the new vocabulary showing students the cardboards with images of traffic signs. Ask students if they know the meaning of the pictures being showed. Practice the new vocabulary with students.

***Step Three*:** Give students a handout and ask them to match the traffic signs with their meaning.

***Step Four*:** Ask students to draw a traffic light, paint it, and explain the meaning of the red, yellow, and green color.

Evaluation/Assessment: Ask students to draw a traffic signs road map.

- ✓ **Comparative adjectives**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to use comparative adjectives appropriately.

Materials and Resources – Whiteboard markers, whiteboard, flashcards of comparative adjectives, word cards of comparative adjectives, realia, word search, and handouts.

Teaching Procedures:

Step One: Show students the flashcard of an elephant and ant. Inquire students to give characteristics about the picture related to the animals. Tell students that the elephant is bigger than the ant. Ask students to give examples of animals or objects that are different. For example, the teacher and the students. Write on the board the teacher is taller than the students. Children are smaller than adults.

Step Two: Introduce the topic explaining students that comparative adjectives are used to compare two things. Introduce the new vocabulary using the flashcards.

Step Three: Divide the class in groups of five students and give them a set of word cards. Students are going to use the word cards to make comparisons and write them. Walk around the class helping students to make the comparisons.

***Step Four*:** In pairs students choose some classroom objects and write five sentences using comparatives. Teacher should walk around the class helping them. They report to the class what they have written.

Evaluation/Assessment: Give students a handout to practice comparatives using some adjectives.

- ✓ **Action verbs → Leisure activities**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will learn the vocabulary words for actions verbs to be able to describe what they like to do in their leisure time.

Materials and Resources – Whiteboard markers, whiteboard, flashcards of action verbs, realia, and handouts.

Teaching Procedures:

***Step One*:** Show students a picture of someone playing the guitar. Tell them that you enjoy doing this activity in your free time. Ask them, what they do in their free time. Write on the board the activities that students are mentioning.

Step Two: Show students the flashcards of action verbs and explain them that many people do this activities to get relaxed. Introduce the new vocabulary about action verbs and leisure time.

***Step Three*:** Give students a handout and ask them to match the pictures with its definitions.

Step Four: Give students a handout with the half part of a leisure time activity and ask them to complete it. For example. In my free time I play …… / I listen to …… music/

Evaluation/Assessment: Ask students to write sentences about leisure time activities. Give them an example sentence. For example, I like reading in my free time. I play soccer on Saturdays. I play the guitar every Friday.

- ✓ **Adverbs of frequency → household chores**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to use some of the basic adverbs of frequency using household chores vocabulary.

Materials and Resources – Whiteboard markers, whiteboard, word cards of household chores, pyramid of the adverbs of frequency made of cardboard, and handouts.

Teaching Procedures:

Step One: Show students a flashcard of a kind of housework and ask them what kind of household chores they do. Write students' ideas on the board. Question students how often they do this activities.

Step Two: Introduce the topic showing students the pyramid of adverbs of frequency and percentages. Present the new vocabulary about household chores using the word cards. Ask students about what household activities they like and what ones they do not like.

Step Three: Give students word cards of household chores and ask them to work in pairs asking and answering about how often they do household chores.

Step Four: Give students a worksheet containing adverbs of frequency and household chores. Students begin by writing their name at the top of the worksheet and complete sentences by writing true information about themselves based on the adverbs of frequency and household chores on the worksheet.

Evaluation/Assessment: Ask students to write about how often their classmates do household chores.

- ✓ **Count and Non-count nouns**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to identify and sort count and non-count nouns.

Materials and Resources – Whiteboard markers, whiteboard, word cards of count and non-count nouns, colorful cardboards of count and non-count nouns, and handouts.

Teaching Procedures:

Step One: Introduce the topic reading a short story using count and noncount nouns.

"*Last, Sunday my Mom asked to me to go to the grocery store and buy some food. She needed some items for a recipe such as: flour, sugar, eggs, milk, and cheese. Also, carrots, butter, chocolate, apples, salt, lettuce, celery, and fish. I went to the grocery and asked for all the things I needed. The storekeeper told me that he needed to know the quantity of everything I wanted to buy, but I forget to inquire my mother about that".*

***Step Two*:** Request students to mention the food items that they listened on the story and write on the board everything they say. It is expected that students making mistakes about telling items that are not on the story.

Step Three: Show the flashcards of count and non-count nouns to the students and explain them that when talking about food, liquids, fruits, and meat, among others, some things are countable and other ones are not.

Step Four: Students develop a search word and classify count and noncount nouns.

Evaluation/Assessment: Groupwork: show students a flashcard and inquire students to write on the board if it is countable or uncountable.

- ✓ **How many / How much → How to prepare a Fruit Salad**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to understand, ask, and answer questions using How many / How much.

Materials and Resources – Whiteboard markers, whiteboard, figures of the fruit salad ingredients made of foamy, cardboards with how much and how many

Teaching Procedures:

Step One: Tell students that day are going to prepare a fruit salad, question them about the ingredients to prepare the salad.

***Step Two*:** Write on the board all the items that students mention. Ask students to classify the items between count and noncount nouns.

Step Three: Introduce the topic writing on the board in one side *how many* and the other side *how much*. Explain to the students that when making questions with countable nouns they have to use *How many, but* with uncountable nouns they have to use *How much.*

Step Four: With the help of students, the teacher should write the steps for making the fruit salad, sometimes it is necessary to use gestures to elicit students' response.

Evaluation/Assessment: The teacher and students prepare the fruit salad.

- ✓ **Regular Verbs → Past tense**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to recognize and the past tense of regular verbs.

Materials and Resources – Whiteboard markers, whiteboard, list of the most used regular verbs, handouts.

Teaching Procedures:

Step One: The teacher is going to ask students what they did yesterday. Students are going to tell the teacher some of the activities they did yesterday. The teacher

has to write on the board what students say. Also, the teacher has to explain that there are two kinds of verbs: regular and irregular verbs, and that they are going to focus on regular verbs.

***Step Two*:** Introduce the topic to the students and explain to them that the past tense is used to talk about past events. Use the poster of regular verbs to teach the students that when employing regular verbs on the past tense it is necessary to add “ed” to the base form of the verb, according to the grammatical rules.

Step Three: In this step the teacher can recycle vocabulary about leisure time activities or household chores. Students are going to write five activities they did yesterday. For instance, I walked on the park. I played the guitar. I danced all night long. I learned to play the guitar, keeping in mind that they are paying attention to regular verbs.

Step Four: (Classwork activity) A student shows to the class a picture of an action and everyone says the past tense of that action.

Evaluation/Assessment: Give an extra list of regular verbs in present tense to the learners and ask them to write those verbs in the past tense.

- ✓ **Who are you → Introduce yourself**

Level: seventh grade

Time needed: 40 minutes

Expected Outcome – Students will be able to understand and give personal information about themselves.

Materials and Resources – Whiteboard markers, whiteboard, a poster of a famous singer, actor, or actress, word cards of subject pronouns, verb to be in

clouds, chart of structures of the verb to be in the present tense for introducing yourself, and handouts.

Teaching Procedures:

Step One: The teacher starts describing a picture of his /her favorite singer. The teacher can start like this: She is Taylor Swift. She is 26 years old. She is from the United States. She is a famous singer. She lives in California.

***Step Two*:** Introduce the topic to the students, and explain them the structures for giving personal information. They have to write short sentences following the formula:

Subj + Verb to be + Complement

For instance, I am an actress.

Step Three: In this step the teacher asks students to start with their personal introduction, employing the structure that the teacher mentioned above.

Step Four: (Classwork activity) Divide the class in groups of five people and give each group a bag with many words which are going to be used to form sentences.

Evaluation/Assessment: Oral presentations of the sentences that students formed in the former activity.

3.2 Materials Delivery

As stated in this action plan, the roundtable was held in the month of April. It took place in the classroom assigned by Mgt. Edison Sacaquirín, headmaster of Eduardo Crespo Malo Elementary School. Originally, this event was planned to take place in the first week of April, but due to some unforeseen issues, it took

place on April 20th-22nd. On April 14th, we planned to go to Barabon to meet with the principal, inform him that the project design was complete, ask permission to deliver the materials, and hold the roundtable. However, that day there was no bus service to Barabon, and we could not drive there because of the time needed. Instead, we called the principal and informed him about the reason for the delay. We agreed that the roundtable would be held from April 20th to April 22nd.

On April 20th at 7:30am, we arrived at the school to prepare the classroom with the educational materials, and get everything ready for the project delivery. The classroom assigned for this project was not an exclusive one, because it was the audiovisual classroom; so we began decorating the classroom walls with some materials, to assist us with the roundtable.

Next, we got together with the teachers and explained the main purpose of this project and its basis. We talked about the necessity of teaching English to children from the beginning of their formal education. We also shared opinions and doubts about the inclusion of English as a mandatory subject in the elementary school curriculum for the next academic year. The last topic of the day was the explanation of the compiled and created materials for fifth graders. We explained the topics and materials provided for the fifth grade students and gave them some ideas for using the materials within the lesson plans, teacher guides, and handouts.

We made clear to the school teachers that this project was divided into two phases: Phase I focused on 1st to 4th grade and Phase II on 5th to 7th grade.

Unfortunately, due to events beyond our control, Phase I could not deliver their materials and project jointly with Phase II. We explained to them that we had compiled the teaching materials, as well as a teacher guides in English and Spanish for each topic, lesson plans in English and Spanish, and handouts for the designed activities.

On April 21st, continuing with the roundtable discussion, we explained the topics related to sixth grade, and on April 22nd, we discussed the topics related to seventh grade. After that, we talked about the main purpose of our project with all the teachers that were present, and asked them to give their opinions and observations about the provided materials. Finally, the school principal thanked us for taking his school into consideration for the project, and gave us a document to certify our presence at the school in fulfillment of our commitment to develop teaching materials for elementary school students from 5th to 7th grade.

CHAPTER IV

4.1 Conclusions and Recommendations

4.1.1 Conclusions

After working on this project, we realized how important it is to teach English to children from the first years of their formal education. With the help of trained English teachers and an appropriate guidance on this language, children will develop confidence and a willingness to learn this important language. Despite the fact that there are many authors who disagree with the idea of teaching English to children, it has been demonstrated that it is advisable and beneficial for them.

In Ecuador, the reality of public education in rural areas of Cuenca does not allow children to get an adequate English education, due to the lack of trained English teachers and the difficulty of purchasing teaching materials. This particular situation has resulted in the necessity of general classroom teachers teaching English, although they are not academically prepared to do it.

The fact that this project was divided into two phases, each phasee focusing on two specific skills (Phase I listening and speaking and Phase II reading and writing) does not mean that the other two skills are not addressed within the lesson plans and activities. The decision to split the skills into two phases was made considering the children's ages and cognitive development stages. We concluded that Phase I would focus on listening and speaking and Phase II on reading and writing. In any English class, the four skills are developed; however, English

classes can be planned focusing on one or two skills without neglecting the other skills.

4.1.1 Recommendations

The school teachers shared their opinions and uncertainties about the work we did for Phase II during our discussions. We found the following feedback useful:

They said that it would have been preferable if both Phase I and Phase II came together to hold the workshop. They agreed that all the teachers need the teacher guides and materials to be prepared, in case they have to teach English to their students.

In addition, the teachers expressed their satisfaction with the fact that the teacher guides and the lesson plans were in both Spanish and English. Since they are not specialized English teachers, it is very important for them to have these guides in Spanish, so they can apply and use the suggested activities and materials in the best way.

They expressed their concerns that they did not know whether the school would have trained English teachers for next academic year, or if the classroom teachers would have to teach this subject. If the classroom teachers are required to teach English to their students, it would be necessary to give them some training in this field. Actually, it would be very difficult for them to teach English without having at least minimal preparation.

Finally, the teachers of Eduardo Crespo Malo Elementary School expressed that university students are a great help for elementary school teachers and their pupils, and suggested that more university students should carry out their teacher

training in elementary schools. Therefore, it would be advisable to develop projects to link the community to rural elementary schools, and to overcome some resource needs not addressed by the Ministry of Education to help teachers guide their students in an appropriate way.

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APPENDICES

Appendix 1- Lesson Plans in Spanish

GUÍA DEL PROFESOR:

El profesor tiene que seguir estos pasos:

1. Hablar con el director de la escuela para hacerle saber sobre este plan de acción.

2. Socializar con los compañeros maestros de la Escuela Eduardo Crespo Malo.

3. Si se considera necesario tomar a los estudiantes una prueba de diagnóstico.

4. Comience las clases de inglés según los temas de esta asignatura. Para cada tema el profesor debe empezar la clase de inglés de la misma manera como él o ella comienza las otras clases de la asignatura, es decir la anticipación donde el maestro tiene la oportunidad de comenzar con un juego, canción o trabalenguas, entre otros.

Luego de esto el maestro presentará el tema a la clase, es importante que el maestro considere los conocimientos previos de los estudiantes sobre el tema que se estudiará en virtud de lograr un enlace con el nuevo conocimiento. El profesor presenta el tema principal a la clase utilizando palabras claves y vocabulario nuevo.

Luego ya en la construcción de conocimiento, el maestro trabajará con los estudiantes y pondrá en práctica todo lo que han estudiado. El profesor puede hacer esto mediante una práctica guiada y controlada. Luego, a través de

actividades libres el profesor puede evaluar el conocimiento de los estudiantes en el tema estudiado; sin embargo, en esta etapa él o ella puede ser más flexible.

Finalmente, la activación, se refiere al final de la lección para lo cual es recomendable hacer un repaso de la lección y al mismo chequear si los estudiantes fueron capaces de comprender todos los conceptos enseñados. Es una buena idea repasar las frases clave y el nuevo vocabulario. Esto también podría hacerse mediante el desarrollo de actividades como por ejemplo: sopa de letras o crucigramas, y que los estudiantes pueden completar en clase.

Quinto de básica

- **Órdenes / Comandos**

Es muy importante iniciar la primera clase estableciendo algunas reglas que los estudiantes deben seguir dentro del aula en este caso quinto grado. Como se trata de una clase de inglés, las reglas van a consistir en órdenes o comandos más usados. Por ejemplo:

- Hacer silencio
- Abra/cierre la puerta
- Cerrar o abrir la ventana
- Cerrar / abrir su libro
- Levantar la mano
- Ser puntual
- Escuchar con atención
- Siéntese
- De pie

- Venga acá
- Entre

Año de Básica: Quinto

Tiempo necesario: 40 minutos

Resultado esperado: los estudiantes serán capaces de dar órdenes básicas, (ir, venga acá, de pie, toque su cabeza etc.), y seguir las ordenes que se les da.

Materiales y recursos – marcadores de pizarra, pizarra blanca, una hoja de instrucciones con los comandos pertinentes y tarjetas que ilustran los comandos más comunes.

Procedimientos de enseñanza:

Paso uno: Explicar a los estudiantes que cuando estén en el salón de clases tienen que seguir algunas instrucciones o comandos con el fin de alcanzar el orden y la disciplina durante la clase

Paso dos: Ir alrededor del aula, explicando los comandos más útiles usando mímica y gestos.

Paso tres: (Actividad en clase) – elija a tres estudiantes y les pídales que pasen al frente de la clase y lleve a cabo órdenes como: sentarse, ponerse de pie, levantar la mano derecha, tocar la nariz y así sucesivamente.

Paso cuatro: "Simón dice" el profesor explica las reglas de "Simón dice", y los estudiantes deben seguir las indicaciones del profesor. De ser posible tener a todos los alumnos parados a un lado de sus pupitres, el estudiante que comete un

error queda fuera del juego. Continuar con el juego hasta que sólo quede de pie un alumno o un pequeño si es que no hay tiempo. Luego el profesor mostrará las tarjetas otra vez para que los estudiantes noten en que se equivocaron. Los estudiantes pueden practicar lectura el momento en el que el profesor les muestre las tarjetas.

Evaluación: Entregar a los alumnos una hoja de trabajo con dibujos y comandos, pedirles que unan los dibujos con su correspondiente comando.

- **Números →Animales**

Año de Básica: Quinto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes serán capaces de reconocer animales domésticos y silvestres utilizando números (1-10).

Materiales y Recursos – Marcadores de pizarra, pizarra, una hoja de instrucciones para el profesor sobre números y animales, animales de foami y un avioncito con números del 1 al 10.

Procedimientos de enseñanza:

Paso uno: Comenzar la clase tocando la canción "Five Little ducks". Esta canción habla de patos y números, el maestro puede preguntar a los a los alumnos qué otros animales conocen, qué tipo de mascotas tienen, cuántas, etc.

***Paso dos*:** Mostrar a los estudiantes los animales de foami, decirles los nombres de los animales en inglés y anotar en el pizarrón. El profesor puede también incluir sonidos de animales para animar a que los alumnos los sigan**.**

Paso tres: (Actividad en clase) – Poner algunos animales de foami en la pizarra y pedir a los estudiantes que los dibujen en su cuaderno y escriban sus nombres en inglés.

Paso cuatro: Entregar a los estudiantes la letra de la canción "Old MacDonald's Farm" sonar la canción a lo cual los estudiantes seguirán la letra usando sonidos y nombres de animales en inglés.

Evaluación: Dar a los alumnos una hoja de trabajo con imágenes de animales y pedirles que pinten y escriban el nombre de cada uno. El maestro puede hacerlo como una actividad de clase o como tarea para la casa. Los estudiantes practicarán escritura al hacer este tipo de actividades.

- **Meses del año →Días festivos**

Año de Básica: Quinto

Tiempo necesario: 40 minutos.

Resultado esperado – Los estudiantes serán capaces de identificar los diferentes meses del año y escribir algunas de las características de cada uno.

Materiales y Recursos – Marcadores de pizarra, pizarra, tarjetas de los meses y estaciones incluyendo algunos días festivos.

Procedimientos de enseñanza:

Paso uno: Mostrar a los alumnos una tarjeta navideña y hacerles preguntas sobre la misma. ¿Cuándo es navidad? ¿Qué hacen en estas fiestas? ¿Qué otras fiestas recuerdan? Mostrarles un calendario y enseñarles los nombres de los meses.

Paso dos: Mostrar a los alumnos una línea de tiempo que incluya las fiestas más importantes, preguntar a los alumnos la fecha de sus cumpleaños, vacaciones y

celebraciones especiales tales como carnaval, día de la madre, día del maestro, día del niño y cualquier otra fecha especial para ellos.

Paso tres: Presentar el nuevo vocabulario relacionado con los meses y días festivos. Recuerde que los estudiantes necesitan ver la palabra escrita; por lo tanto, escribirla en el pizarrón y luego practicar su pronunciación tres veces.

Paso cuatro: (Actividad en clase) – Entregar a los estudiantes una hoja de trabajo en la cual van a resolver un crucigrama de los meses del año y palabras relacionadas con los mismos. Luego los estudiantes van a dibujar un tren donde debe incluir el vocabulario aprendido.

Evaluación: Pedir a los estudiantes que elaboren una tarjeta navideña utilizando material reciclable.

- **Pronombres Demostrativos → Objetos dentro del Aula**

Año de Básica: Quinto

Tiempo necesario: 40 minutes

Resultado esperados: Los estudiantes serán capaces de utilizar los pronombres demostrativos “this” “that” “these” y “those” y utilizarlos en oraciones cortas.

Materiales y Recursos: marcadores de pizarra, pizarra, tarjetas con los pronombres demostrativos, objetos dentro de la clase.

Procedimientos de Enseñanza

Paso uno: Saludar a los alumnos. Pedirles mencionar objetos dentro del aula y anotar en la pizarra lo que los estudiantes mencionen.

Paso dos: Presentar el nuevo vocabulario relacionado con los pronombres demostrativos y objetos que se encuentran dentro del aula. Apoyarse con el uso de tarjetas de los pronombres demostrativos como también con los objetos encontrados en el salón de clases.

Paso tres: (Actividad en clase) – Caminar alrededor del salón de clases haciendo preguntas a los estudiantes sobre que objetos encuentran en su cartuchera, mochila y en el pupitre.

Paso cuatro: Entregar a los alumnos una hoja de trabajo con oraciones utilizando pronombres demostrativos y pedirles hacer un dibujo para cada oración. En parejas los estudiantes van a leer las oraciones.

Evaluación: Proporcionar a los alumnos una hoja con un cuadro en el que tienen que buscar cosas usando pronombres demostrativos.

- **Pronombres Personales →Verbo to be**

Año de Básica: Quinto

Tiempo necesario: 40 minutos

Resultado Esperado – Los estudiantes serán capaces de entender e identificar los pronombres personales con respuestas físicas y orales.

Materiales y Recursos – marcadores de pizarra, pizarra, hoja de trabajo con pronombres personales y formas del verbo *to be*, tarjetas mostrando las profesiones mas comunes.

Procedimientos de Enseñanza:

Paso uno: Pedir a los alumnos hablar acerca de sus metas a futuro. Comenzar preguntando sobre el trabajo de sus sueños, el profesor puede compartir experiencias personales.

Paso dos: Mostrar a los estudiantes algunas tarjetas relacionadas a las profesiones más comunes. Enlistar las profesiones más comunes en el pizarrón. Presentar el nuevo vocabulario de las profesiones y los pronombres personales vinculados con el verbo ser o estar.

Paso tres: (Actividad en clase) –Pedir a los estudiantes que pretendan ser mayores de edad y tener una profesión. Empiece la actividad para los estudiantes de esta forma: Hola mi nombre es... Yo soy un maestro. Los estudiantes tienen que decir su nombre y la profesión que eligieron.

Paso cuatro: Escribir en el pizarrón cinco nombres y pida a los alumnos a escribir oraciones usando pronombres y profesiones.

Evaluación: Dividir la clase en grupos de cinco integrantes y entregar a cada grupo una funda con palabras las cuales van a ser usadas por los estudiantes para formar oraciones utilizando las estructuras aprendidas en clases.

- **Transportación → Medios de Transporte**

Año de Básica: Quinto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes serán capaces de identificar los diferentes medios de transporte y relacionarlos con el lugar donde viven.

Materiales y recursos– marcadores de pizarra, pizarra, medios de transporte elaborados de foami, hoja de trabajo con los medios de transporte.

Procedimientos de Enseñanza:

Paso uno: Preguntar a los estudiantes cómo se sienten: cansados o con energía. Explicar cómo se siente usted (profesor) y explicar que se siente cansado porque viene a la escuela a pie. Pregúnteles cómo llegan a la escuela con el propósito de que ellos mencionen algunos medios de transporte, propios del lugar donde viven.

Paso dos: Mostrar el nuevo vocabulario con figuras de los medios de transporte. Entregar a los alumnos la hoja de trabajo con dibujos de medios de transporte y pedirles que coloreen y escriban los nombres de cada elemento.

Paso tres: (Actividad en clase) – Pedir a los alumnos que escriban frases cortas acerca de los dibujos que colorearon en la última actividad con las palabras claves dadas en la hoja. Los estudiantes tienen que leer lo que escribieron a sus compañeros de clase.

Paso cuatro: Armar un rompecabezas para que los estudiantes descubran que medio de transporte están armando.

Evaluación: Pedir a los estudiantes que recorten y peguen los medios de transporte más comunes del lugar donde residen.

- **Geografía→ El Sistema solar**

Año de Básica: Quinto

Tiempo requerido: 40 minutos

Resultado esperado – Los estudiantes serán capaces de reconocer los ocho planetas del Sistema solar, escribir y ubicar cada uno de ellos.

Materiales y Recursos – Marcadores de Pizarra, pizarra, una lámina del sistema solar y hoja de trabajo.

Procedimientos de Enseñanza:

Paso uno: Mostrar a los estudiantes la lámina del sistema solar y pedir a uno de los estudiantes que pase al frente a decir el nombre de los planetas que conoce.

Paso dos: Enlistar los nombres de los planetas y practicar la pronunciación de cada uno de ellos.

Paso tres: Organizar la clase en un círculo y mostrar a los estudiantes la lámina del sistema solar. Pedir a los alumnos que nombren a los planetas que el profesor señala. Inducir a los estudiantes a establecer las diferencias entre los planetas tales como: tamaño, colores, distancias, entre otros.

Paso cuatro: Los estudiantes deben dibujar el planeta en el que vivimos "Tierra".

Evaluación: Pedir a los estudiantes que complete el crucigrama del Sistema solar.

- **Colores**

Año de Básica: Quinto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes serán capaces de reconocer los colores básicos.

Materiales y recursos – marcadores de pizarra, pizarra, objetos de diferentes colores y hoja de trabajo.

Procedimientos de Enseñanza:

Paso uno: Preguntar a los alumnos cuales son los colores de la bandera ecuatoriana y anotar lo que los estudiantes mencionen en la pizarra, utilizar los objetos que tienen en el aula para preguntar a los alumnos que colores tienen y anotarlos en la pizarra.

Paso dos: Presentar el nuevo vocabulario mostrando los estudiantes objetos de diferentes colores. Pedir a los estudiantes que nombren objetos que tengan los colores que están aprendiendo.

Paso tres: Dar a los alumnos una hoja de trabajo con oraciones incompletas que tienen que completar con los colores aprendidos.

Paso cuatro: Toque la canción "Colores" que comienza de esta manera:

Red red the apple is red

Red red the apple is red

The apple is red red red…

Evaluación: Pedir a los alumnos que pinten objetos contenidos en una hoja de trabajo de acuerdo al color que tienen.

Sexto de básica:

- **Artículos: a/an/the → objetos de clase**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – los alumnos serán capaces de usar los artículos de manera apropiada para mencionar algunos objetos del aula y anotarlos en su cuaderno.

Materiales y recursos– Marcadores de pizarra, pizarra, una hoja con instrucciones sobre los artículos: “a, an, the”, objetos de la vida real utilizados en la clase, cartulinas de los artículos, and pequeñas tarjetas de los artículos.

Procedimientos de enseñanza:

Paso uno: Mostrar una imagen de un pastel con forma de manzana y le pedir a los alumnos que adivinen de que se trata. Contar una historia: "Como ustedes saben, viene el día de los maestros, por lo que mis amigos prepararon un pastel para el profesor. El pastel tiene forma de manzana, como pueden ver.

Paso dos: Presentar el tema y escribir "un pastel, el pastel y un pastel en forma de manzana" explicar a los estudiantes que artículos se utilizaron con los ejemplos escritos en la pizarra.

Paso tres: (Actividad en clase) Utilizar las tarjetas para mostrar a los estudiantes cómo funcionan los artículos. El docente explica las reglas gramaticales sobre el uso de tales artículos. Después de eso, el profesor puede utilizar objetos dentro de la clase para practicar con los alumnos el uso de los artículos antes mencionados.

Paso cuatro: Colocar las cartulinas de los artículos en la pizarra y pedir a algún voluntario que pase a la pizarra a escribir sustantivos o poner fotos junto a cada artículo.

Evaluación: Entregar a los estudiantes una hoja de trabajo con un mapa de ideas. Las palabras en el mapa son relacionadas con el uso de artículos.

- **Verbo Ser/Estar → Profesiones**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes serán capaces de usar el verbo *to be* (ser – estar) y escribir oraciones de sus familiares y amigos usando vocabulario relacionado a las profesiones más comunes.

Materiales y recursos– marcadores de pizarra, pizarra, tarjetas con los pronombres personales, letreros con frases estructurales del verbo *to be* y su pronombre personal respectiva, tarjetas con las profesiones más comunes.

Procedimientos de Enseñanza

Paso uno: Pedir a los alumnos hablar acerca de sus metas a futuro. Comenzar preguntando sobre el trabajo de sus sueños, en este paso el profesor puede compartir experiencias personales.

Paso dos: Mostrar a los estudiantes el vocabulario sobre las profesiones más comunes. Enlistar las profesiones en la pizarra. Presentar el nuevo vocabulario de las profesiones y las formas del verbo "to be" con sus pronombres personales respectivamente.

Paso tres: (Actividad en clase) – Pedir la participación de los estudiantes voluntariamente que elija una tarjeta de las profesiones y describan la imagen. Los estudiantes tienen que decir su nombre y la profesión. Por ejemplo, ella es Paula. Ella es un médico.

Paso cuatro: Dividir la clase en grupos de cinco personas y entregar a cada grupo un set palabras con las formas del verbo "to be" y las profesiones, luego pedirles que formen oraciones usando esas palabras.

Evaluación: Pedir a los estudiantes pasar al frente de la clase y exponer la actividad en la que trabajo el grupo.

- **Adjetivos → Opuestos**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes serán capaces de identificar adjetivos cortos y sus opuestos.

Materiales y recursos– marcadores de pizarra, pizarra, tarjetas de adjetivos y sus opuestos, tarjetas de los adjetivos más utilizados y sus opuestos, hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Mostrar a los estudiantes el dibujo de una tortuga y un conejo. Pedirles mirar con atención las tarjetas y pensar en las diferencias principales entre los dos animales.

Paso dos: Anunciar el tema a los alumnos y explicarles los adjetivos y sus opuestos. Mostrar las tarjetas a los estudiantes para ayudarles a entender sobre los adjetivos y sus opuestos. Trabajar en la pronunciación del nuevo vocabulario y practicarlo.

Paso tres: (Actividad en clase) – proveer a los estudiantes de una hoja de trabajo para que relacionen las imágenes con las palabras, las imágenes y las palabras van a ser opuestas.

Paso cuatro: Pedir a los alumnos observar dentro del aula que objetos pueden considerarse como adjetivos y opuestos. Por ejemplo, el tablero es grande y la ventana es pequeña. Los estudiantes tienen que pasar al frente del aula e informar a sus compañeros sobre los objetos que encontraron.

Evaluación: Pedir a los estudiantes que dibujen adjetivos y sus opuestos.

- **Días de la Semana → Rutinas Diarias**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – los estudiantes identificarán los días de la semana y rutinas diarias.

Materiales y recursos– marcadores de pizarra, pizarra, un tren mostrando los dias de la semana en cada vagón, tarjetas con dibujos relacionados a actividades diarias, rutinas.

Procedimientos de Enseñanza:

Paso uno: Preguntar a los alumnos ¿Qué día es hoy? Cuando los alumnos respondan a la pregunta, mostrarles la tarjeta relacionada a ese día. Preguntar a los alumnos qué día será mañana o que día fue ayer, y así sucesivamente. Preguntar a los estudiantes, ¿Qué normalmente hacen los días lunes? Los estudiantes pueden responder de esta forma: "el día lunes voy a la escuela a la 7:00", "visito a mis abuelos", entre otros.

Paso dos: Anunciar el tema a los estudiantes y explicarles que las rutinas diarias son las cosas que realizamos todos los días. Por ejemplo, el lunes se levantan a las 6:00 am, toman una ducha a las 6:30, desayunan a las 7:00, van a su trabajo a las 7:45, Almuerzan a las 12:30 y así sucesivamente.

Paso tres: (Actividad en clase) – Entregar a los alumnos una hoja de trabajo con imágenes de las rutinas diarias y pedirles que ordenen las fotos.

Paso cuatro: Proveer a los estudiantes de una hoja de trabajo, la cual contendrá rutinas diarias y pídales que escriban la hora en que realizan cada acción que muestre la actividad.

Evaluación: Los estudiantes realizarán una exposición acerca de sus actividades diarias en base a la última actividad realizada en el aula.

- **El uso de palabras para formular preguntas → Información personal**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes entenderán el uso de las palabras para formular preguntas como: qué, cuál, dónde, cuándo, quién, cómo, por qué, etc.

Materiales y recursos– marcadores de pizarra, pizarra, imagen de las palabras para formular preguntas, cartulinas con palabras pregunta, hoja de trabajo.

Procedimientos de Enseñanza:

Paso uno: Pedirles a los alumnos que hagan un círculo. Lanzar una madeja de hilo a un alumno y preguntar '¿Cuál es tu nombre?' con el propósito de recibir una respuesta completa. Hacer señas para que el estudiante lance la madeja de hilo a otro alumno y le realice la misma pregunta. Una vez que todos los estudiantes han participado, lanzar la madeja de hilo de nuevamente con una pregunta diferente, como por ejemplo '¿Dónde vives?', '¿Con quién vives', ' ¿Qué haces?', '¿Cuándo vienen a la escuela?', ' ¿Cómo vienen a la escuela?'.

Paso dos: Mostrar a los estudiantes la imagen con las palabras para hacer preguntas y explicarles que este tipo de palabras se utilizan para pedir información. Evaluar la comprensión de los estudiantes haciéndoles preguntas relacionadas con el tema.

Paso tres: (Actividad en clase), Dividir la clase en grupos de cinco y entregar a cada grupo un conjunto de tarjetas con palabras para hacer preguntas y pedirles que escriban respuestas a las preguntas.

Paso 4: Repartir a los estudiantes una hoja de trabajo que contengan preguntas en desorden y pedirles que escriban en orden las preguntas.

Evaluación: Pedir a los alumnos que escriban preguntas para que entrevisten a un compañero. Por ejemplo, ¿Cuál es su nombre?, ¿Dónde vives?, ¿Cuántos años tiene?, ¿Cuándo es su cumpleaños?, etc.

- **Números → Suma**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes entenderán y escribirán números del 1 al 10 y realizar sumas sencillas.

Materiales y Recursos – Marcadores de pizarra, pizarra, vasos de espuma flex que muestran números del 1 al 10, tarjetas pequeñas con números y sumas sencillas, y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Poner en la grabadora la canción "La canción de los números". La primera vez que toque la canción hacer gestos y animar a todos los alumnos a que lo imiten. Comenzar de esta manera "uno, uno, uno, este es uno, uno, uno. Dos, dos, dos...

Paso dos: Mostrar a los estudiantes los vasos haciendo énfasis en cada número. Mostrar a los estudiantes las tarjetas con los nombres de los números, modelar la pronunciación para los estudiantes y pedirles que repitan cada palabra tres veces.

Paso tres: (Actividad en clase) – Dar a los estudiantes una hoja de trabajo con los nombres y los símbolos de los números y pedirles que unan los nombres de los números con los símbolos apropiados.

Paso cuatro: Dar a los estudiantes una hoja de trabajo con imágenes relacionadas con números y solicitarles que peguen lentejuelas en los números.

Evaluación: Pedir a los alumnos realizar 5 sumas usando los nombres de los números.

- **Decir la hora →Relojes**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes podrán decir y preguntar qué hora es.

Materiales y Recursos – Marcadores de pizarra, pizarra, reloj hecho a mano, pequeñas tarjetas con relojes y frases relacionadas a como decir la hora, cartulinas con números y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Mostrar el reloj a los estudiantes y repasar los números del 1 al 12. Lograr que los alumnos digan la palabra "reloj" y la coreen. Luego, señalar el número 1 y lograr que los alumnos digan el número. Señalar cada número de 1-12 con el fin de conseguir que los alumnos digan los números (puede mover las agujas para señalar las horas).

Paso dos: Poner las cartulinas con los números al azar en las paredes del aula y pedirles a los alumnos que señalen el número 1. Hacer lo mismo con todos los números del 1 al 12. Hacer que los alumnos se paren en medio del aula y decir en voz alta "toquen el número 7!" Todos deben apresurarse y tocar ese número. Luego hacer lo mismo con el resto de los números.

Paso tres: Enseñar el vocabulario relacionado a cómo decir la hora. Agarrar el reloj de foami y fijar una hora especifica (por ejemplo, 4:00). Preguntar a los alumnos "¿Qué hora es?" Decir " Son las 4:00". Mover la manecillas del reloj a otra hora y preguntar nuevamente (también se puede preguntar a los alumnos "Por favor, podrían decirme la hora"). Pasar por las horas que el tiempo de la clase hasta que tienen la caída de la estructura. Hacer lo mismo con todas las horas

motivando a los estudiantes a decir que hora fija el reloj hasta que ellos capten la estructura utilizada para decir la hora.

Paso cuatro: Repartir hojas de trabajo a los estudiantes que tendrán imágenes de relojes y pedirles que escriban la hora que muestran los relojes.

Evaluación: Pedir a los estudiantes hacer un reloj utilizando material reciclable asegurándose de que las manecillas del reloj puedan moverse con el propósito de practicar como decir la hora.

- **Deportes**

Año de Básica: Sexto

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes podrán identificar, hablar y escribir acerca de deportes.

Materiales y Recursos – Marcadores de pizarra, pizarra, una lámina ilustrando los deportes más populares, tarjetas de deportes y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Preguntar a los estudiantes cuál es su deporte favorito, que deporte practican. Anotar en la pizarra los deportes que mencionen los alumnos.

Paso dos: Dar a conocer el nuevo vocabulario usando las láminas de los deportes. Pedir a los alumnos que practiquen el vocabulario.

Paso tres: Hablar con los estudiantes sobres deportistas famosos especialmente deportistas ecuatorianos, por ejemplo Jefferson Pérez, Esteban Enderica, and Xavier Varela, entre otros.

Paso cuatro: Entregar a los alumnos un crucigrama sobre deportes y pedirles que lo resuelvan.

Evaluación: Pedir a los alumnos que escriban oraciones sobre los deportes que les gusta y sobre los que no les gusta, sobres los deportes en los que son buenos y sobre los deportes en los que no lo son. Seguir esta estructura: I like to practice … / I do not like to practice … I am good at … / I am not good at …

Séptimo de básica

- ✓ **Señales de Tránsito →Preposiciones de Lugar**

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – los estudiantes podrán reconocer y entender la importancia de las señales de tránsito.

Materiales y Recursos – Marcadores de pizarra, pizarra, cartulinas con las señales de tránsito, una foto de un accidente de tránsito, cartulinas pequeñas con las señales de tránsito, un mapa de ruta con las señales de tránsito y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Mostrar a los alumnos la imagen de un choque de coches, y pedirles su opinión sobre el accidente. Decirles que una de las razones por las que se producen este tipo de accidentes es que las personas no respetan las señales de tránsito.

***Paso dos*:** Presentar el tema explicando a los estudiantes la importancia de las señales de tránsito. Explicar el nuevo vocabulario a los alumnos con la ayuda de las cartulinas con imágenes de las señales de tránsito. Preguntarles si conocen el significado de las imágenes que se muestran. Practicar el nuevo vocabulario con los estudiantes.

***Paso tres*:** Entregar a los estudiantes una hoja de trabajo y pedirles que unan las imágenes de las señales de tránsito con su definición.

***Paso cuatro*:** Pedir a los alumnos que dibujen un semáforo, que lo pinten y que expliquen el significado de los colores amarillo, rojo y verde.

Evaluación: Pedir a los estudiantes que dibujen un mapa de ruta con las señales de tránsito.

- ✓ **Adjetivos Comparativos**

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes podrán usar adjetivos comparativos de manera apropiada.

Materiales y Recursos – Marcadores de pizarra, pizarra, tarjetas de los adjetivos comparativos, tarjetas pequeñas con adjetivos comparativos, objetos del aula, sopa de letras y hojas de trabajo.

Procedimientos de Enseñanza:

***Paso uno*:** Mostrar a los estudiantes las tarjetas de un elefante y una hormiga. Pedir a los estudiantes que den características de los dos animales que se muestran en las tarjetas. Indicar a los alumnos que el elefante es más grande que

la hormiga. Pedir a los alumnos que den ejemplos de animales u objetos que son diferentes. Por ejemplo, el profesor y los estudiantes. Escriba en la pizarra que el profesor es más alto que los estudiantes. Los niños son más pequeños que los adultos.

Paso dos: Presentar el tema explicando a los estudiantes que los adjetivos comparativos se utilizan para comparar dos cosas. Introducir el nuevo vocabulario utilizando las tarjetas con los adjetivos comparativos.

Paso tres: Dividir la clase en grupos de cinco estudiantes y darles un conjunto de tarjetas pequeñas con adjetivos comparativos. Los estudiantes van a utilizar las pequeñas tarjetas de adjetivos comparativos para hacer comparaciones y escribirlas. Caminar alrededor de la clase ayudando a los estudiantes a hacer las comparaciones.

Paso cuatro*:* En parejas los estudiantes eligen algunos objetos del aula y escriben cinco oraciones con comparativos. Caminar alrededor de la clase de ayudando a los alumnos. Los alumnos deben reportar a la lo que han escrito.

Evaluación: Dar a los alumnos hojas de trabajo para que practiquen el uso de los adjetivos comparativos.

- ✓ **Verbos de Acción → Actividades de esparcimiento**

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes aprenderán vocabulario relacionado con verbos de acción para que sean capaces de describir lo que les gusta hacer en su tiempo libre.

Materiales y Recursos – Marcadores de pizarra, pizarra, tarjetas de los verbos de acción, objetos del aula y hojas de trabajo.

Procedimientos de Enseñanza:

***Paso uno*:** Mostrar a los estudiantes una foto de alguien tocando la guitarra. Decirles que disfruta llevando a cabo esta actividad en su tiempo libre. Preguntarles qué hacen en su tiempo libre. Escribir en el pizarrón las actividades que los estudiantes mencionen.

***Paso dos*:** Mostrar a los estudiantes el vocabulario de los verbos de acción y explicarles que muchas personas hacen estas actividades parta relajarse. Explicar a los estudiantes el nuevo vocabulario sobre los verbos de acción y actividades de esparcimiento.

Paso tres: Entregar a los estudiantes una hoja de trabajo y les pedirles que unan las imágenes sobre actividades de esparcimiento con sus definiciones.

***Paso 4*:** Entregar a los alumnos una hoja de trabajo con la mitad de una actividad de esparcimiento y pedirles que la completen. Por ejemplo. En mi tiempo libre yo toco... / escucho... música /

Evaluación: Pedir a los alumnos que escriban acerca de las actividades de esparcimiento. Dar a los estudiantes oraciones de ejemplo: I like reading in my free time. I play soccer on Saturdays. I play the guitar every Friday.

- ✓ **Adverbios de frecuencia → Tareas del Hogar**

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los alumnos podrán usar adverbios básicos de frecuencia junto con vocabulario relacionado con tares domésticas.

Materiales y Recursos – Marcadores de pizarra, pizarra, cartulinas pequeñas de tareas domésticas, pirámide de los adverbios de frecuencia hecha en cartulina y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Mostrar a los estudiantes una tarjeta de un tipo de tareas domésticas y preguntarles qué tipo de tareas domésticas realizan. Escribir las ideas de los estudiantes en la pizarra. Preguntar con qué frecuencia los alumnos realizan estas actividades.

Paso dos: Introducir el tema mostrando a los estudiantes la pirámide de los adverbios de frecuencia y los porcentajes. Explicar el nuevo vocabulario sobre las tareas domésticas utilizando las tarjetas. Preguntar a los estudiantes que actividades domésticas les gusta y cuáles no les gusta realizar.

Paso tres: Dar a los estudiantes tarjetas de tareas domésticas y pedirles que trabajen en parejas preguntando y respondiendo con qué frecuencia llevan a cabo ese tipo de actividades.

Paso cuatro: Dar a los estudiantes una hoja de trabajo con adverbios de frecuencia y tareas domésticas. Los estudiantes comienzan escribiendo su nombre en la parte superior de la hoja de trabajo y completan frases escribiendo información verdadera sobre sí mismos en base a los adverbios de frecuencia y las tareas domésticas contenidas en la hoja de trabajo. .

Evaluación: Pedir a los estudiantes que escriban como sus compañeros realizan actividades domésticas.

Sustantivos contables y no contables

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes podrán identificar y clasificar sustantivos contables y no contables.

Materiales y Recursos – Marcadores de pizarra, pizarra, pequeñas tarjetas de sustantivos contables y no contables, cartulinas de colores de los sustantivos contables y no contables y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Presentar el tema a los estudiantes leyendo una pequeña historia que contiene sustantivos contables y no contables.

"Last, Sunday my Mom asked to me to go to the grocery store and buy some food. She needed some items for a recipe such as: flour, sugar, eggs, milk, and cheese. Also, carrots, butter, chocolate, apples, salt, lettuce, celery, and fish. I went to the grocery and asked for all the things I needed. The storekeeper told me that he needed to know the quantity of everything I wanted to buy, but I forget to inquire my mother about that".

Paso dos: Pedir a los estudiantes que opinen de los alimentos que escucharon en la historia y anotarlo en la pizarra. Se espera que los estudiantes cometan errores mencionando artículos que no constan en la lectura.

Paso tres: Mostrar a los estudiantes las tarjetas de sustantivos contables y no contables y explicarles que cuando se habla de alimentos, líquidos, frutas, carne, entre otros, algunas cosas son contables y otras no lo son.

Paso cuatro: Los estudiantes trabajan en una hoja de trabajo resolviendo una sopa de letras y clasificando los sustantivos contables y no contables.

Evaluación: Trabajo en grupo: Mostrar a los alumnos una tarjeta y pedirles escribir en la pizarra si es un sustantivo contable o no contable.

- ✓ **¿Cuántos?/ ¿Cuánto? → Como preparar una ensalada de frutas**

Séptimo de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes podrán entender, preguntar y responder preguntas usando ¿Cuántos?/ ¿Cuánto?

Materiales y Recursos – Marcadores de pizarra, pizarra, figuras de los ingredientes de la ensalada de frutas hechas de foami y cartulinas con ¿Cuántos?/ ¿Cuánto?

Procedimientos de Enseñanza:

Paso uno: Decir a los estudiantes este día vamos a preparar una ensalada de frutas y preguntarles si saben cuáles son los ingredientes para preparar la ensalada.

Paso dos: Escribir en la pizarra todos los ingredientes que los estudiantes mencionen. Pedir a los estudiantes que clasifiquen los ingredientes entre sustantivos contables y no contables.

Paso tres: Introducir el tema escribiendo en la pizarra en un lado ¿Cuántos? y al otro lado ¿Cuánto? Explicar a los estudiantes que al hacer preguntas con sustantivos contables tienen que utilizar ¿Cuántos? pero con sustantivos no contables tienen que utilizar ¿Cuánto?

Paso cuatro: Con la ayuda de los estudiantes, escribir los pasos para hacer la ensalada de fruta, a veces es necesario el uso de gestos para persuadir a los estudiantes a que participen.

Evaluación: El profesor y los estudiantes preparan la ensalada de frutas.

- ✓ **Verbos Regulares → Pasado**

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los alumnos serán capaces de reconocer el pasado de verbos regulares.

Materiales y Recursos – Marcadores de pizarra, pizarra, lista de los verbos regulares más usados y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Preguntar a los estudiantes que hicieron ayer. Los estudiantes le dirán al maestro que hicieron ayer. Anotar en la pizarra lo que los estudiantes mencionen. Explicar a los alumnos que hay dos tipos de verbos: regulares e irregulares y que para efectos de la clase se enfocarán en los verbos regulares.

***Paso dos*:** Presentar el tema a los alumnos y explicarles que el tiempo pasado es usado para hablar de eventos pasados. Usar la lámina de verbos regulares para enseñarles a los estudiantes que cuando se empleen verbos regulares en el tiempo pasado es necesario, de acuerdo a las reglas gramaticales, añadir "ed" a la forma base del verbo.

Paso tres: En esta etapa el maestro puede reciclar vocabulario relacionado con actividades de esparcimiento o tareas domésticas. Los estudiantes escribirán 5 actividades que realizaron el día de ayer por ejemplo: camine en el parque. Toqué la guitarra. Bailé toda la noche. Aprendí a tocar la guitarra. Tener en cuenta que deben enfocarse en los verbos regulares.

Paso cuatro: (Actividad en clase) Un estudiante muestra a la clase una foto de una acción (verbo) y todos dicen el pasado de esa acción.

Evaluación: Entregar a los alumnos una lista extra de verbos regulares en el presente y pedirles escribir el pasado de esos verbos.

- ✓ **Quién eres tú→Preséntate**

Año de Básica: Séptimo

Tiempo necesario: 40 minutos

Resultado esperado – Los estudiantes serán capaces de entender y dar información personal acerca de ellos mismos.

Materiales y Recursos – Marcadores de pizarra, pizarra, poster de un personaje famoso, pequeñas tarjetas de los pronombres personales, formas del verbo "to be" in figuras de nubes, un cuadro con las estructuras del verbo "to be" en el presente para presentarse a uno mismo y hojas de trabajo.

Procedimientos de Enseñanza:

Paso uno: Describir una foto de su famoso favorito. Se puede iniciar de la siguiente manera: Ella es Taylor Swift. Ella tiene 26 años. Ella es de Estados Unidos. Ella es una cantante famosa. Ella vive en California.

Paso dos: Presentar el tema a los estudiantes y explicarles la estructura gramatical que se usa para dar información personal. Los estudiantes tienen que escribir oraciones cortas de acuerdo a la siguiente fórmula:

Sujeto + Verbo ser/estar + Complemento

Por ejemplo, yo soy una actriz.

Paso tres: Pedir a los estudiantes que comiencen con su presentación personal empleando la estructura que el maestro les enseñó anteriormente.

Paso cuatro: (Actividad en clase) Dividir la clase en grupos de cinco personas y entregar a cada grupo una bolsa con muchas palabras que serán utilizadas para formar oraciones.

Evaluación: Los estudiantes llevan a cabo las presentaciones personales de forma oral de acuerdo a las oraciones que formaron en la actividad anterior.

Appendix 2- Lesson Plans in English and Spanish

Lesson Plans in English

LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: COMMANDS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to give, read, write, and follow basic commands.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP** Play the game "Simon Says" The teacher chooses three students and ask them to go to the front of the class and follow some commands. He/she explains the rules of "Simon Says" and the students follow the teacher´s directions. • Ask students questions about what commands they know. Copy their answers on the board.	Teacher Students The game "Simon Says"	• Students correctly follow the commands. • Students talk about the commands they know.	**Technique:** Observation Listening Questioning
CONSTRUCTION OF KNOWLEGDE	• Explain to the students that when they are at the classroom, they have to follow some directions or commands with the aim of reaching order and discipline during the class. • Go around the classroom, explaining the more useful commands using mimic. • The teacher gives students a handout with pictures and commands and make the students match the picture with its corresponding command.	Flashcards about commands Handouts of commands	• Students match the pictures with the commands correctly.	**Technique:** Listening Writing
CONSOLI DATION	• Students write five sentences about commands used at home.		• Students write 5 sentences about commands used at home.	**Technique:** Writing

English Teacher	Area Coordinator	School Director

LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: NUMBERS→ANIMALS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences about domestic and wild animals using new vocabulary related to numbers (1-10).		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Begin the class playing the "Five little ducks" song. • Ask students what other animals they know, what kind of pets they have, and how many. Copy their answers on the board.	Teacher Student CD Player	• Students sing the song. • Students answer the questions.	**Technique:** Observation Listening Speaking
CONSTRUCTION OF KNOWLEGDE	• Show students the animals made of foami, tell them the animals' names in English, and write them on the board. • **(Classwork Activity**) Put some animals of foami on the board and ask students to draw them in their notebook including their names in English. • Give students the lyrics of "Old MacDonald's Farm" song; and play the song. Students follow it using sounds and names of animals in English.	Animals made of foami Board Markers Notebook Song	• Students write the names of animals. • Students sing the song and imitate animal sounds.	**Technique:** Listening Writing
CONSOLIDATION	• The teacher gives students a handout with pictures of animals and students have to paint and write the name of each one. • Students write five sentences about the animals they have at home.	Handout with pictures of animals	• Students paint pictures of animals and write their names. • Students write sentences about animals.	**Technique:** Painting Writing

English Teacher	Area Coordinator	School Director

LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: MONTHS OF THE YEAR→HOLIDAYS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences about months of the year and holidays.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP** Show students a Christmas card and ask questions about it. When is Christmas? What do they do on this holiday? • Ask students what are the months of the year. What months they know in English. Copy their answers on the board.	Teacher Students Christmas cards Board Markers	• Students answer the teacher's questions about holidays.	**Technique:** Observation Listening Questioning Talking
CONSTRUCTION OF KNOWLEGDE	• Show students a calendar and teach them the names of the months. • Show students a timeline which includes the most important holidays. • Introduce the new vocabulary related with the months and holidays. • (Classwork Activity): The teacher gives students a handout where students work on a crossword about months of the year and words related to the months. • Students draw a train where they have to include the new vocabulary.	Calendar Timeline about holidays Crossword about the months of the year	• Students complete the crossword correctly. • Students include the new vocabulary on the drawing.	**Technique:** Listening Reading Writing
CONSOLIDATION	• The teacher asks students to make a Christmas card using recycle materials in which they have to write five sentences about Christmas.	Recyclable materials Notebook	• Students write sentences about Christmas.	**Technique:** Writing

English Teacher	Area Coordinator	School Director

LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: DEMONSTRATIVE PRONOUNS →CLASSROOM OBJECTS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to write and read sentences using demonstrative pronouns: “this”, “that”, “these” and “those”.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Greet your students, ask them to mention classroom objects, and write on the board the objects mentioned by students. • Ask students what they know about demonstrative pronouns. Copy their answers on the board.	Teacher Students Realia Board Markers	• Students mention classroom objects	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the new vocabulary related with demonstrative pronouns and classroom supplies. • (Classwork Activity) – Go around the class asking students questions about classroom supplies. Students answer using demonstrative pronouns. • Give students a handout with sentences using demonstrative pronouns and ask them to make a drawing for each sentence. • In pairs students read the sentences and show the pictures.	Realia Handouts of demonstrative pronouns	• Students answer teacher’s questions. • Students make the correct drawing.	**Technique:** Listening Writing Reading
CONSOLIDATION	• Give students a worksheet with pictures in which they have to write sentences using demonstrative pronouns.	Worksheet of demonstrative pronouns	• Students write sentences about demonstrative pronouns.	**Technique:** Writing

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LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: SUBJECT PRONOUNS→VERB TO BE	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences using subject pronouns.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP** Ask students to talk about their future goals. Get started asking them about their dream job, the teacher can share personal experiences. • Ask students what professions they know. Copy their answers on the board.	Teacher Students Board Markers	• Students talk about their future goals. • Students tell the professions they know.	**Technique:** Observation Listening
CONSTRUCTION OF KNOWLEGDE	• Show students some flashcards regarding the most popular professions. • List the most common professions on the board. • Introduce the new vocabulary of professions and subject pronouns linked with the verb to be forms. • **(Classwork Activity)** – Ask students to pretend they are older people everyone having a profession. Students say their name and the profession they chose. • Write on the board five names and ask students to write sentences using object pronouns and professions.	Flashcards of professions Board Markers	• Students pretend they are older. • Students write sentences about professions.	**Technique:** Listening Reading Speaking Writing
CONSOLID ATION	• Students write five sentences about the jobs that their relatives have.	Word cards of professions	• Students write sentences using subject pronouns.	**Technique:** Writing

English Teacher	Area Coordinator	School Director

LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: TRANSPORTATION → MEANS OF TRANSPORTATION	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences about the means of transportation they have in their hometown.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP** Tell your students how you are feeling: tired or energetic. Explain them that you feel that way because you come to school on feet or by taxi. Ask them how they come to school. • Ask them what kind of means of transport they know. Copy their answers on the board.	Teacher Students Realia Board Markers	• Students tell the kind of transport they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• **Introduce** the new vocabulary using figures made of foamy. • Give students a handout with drawings of means of transportation and ask them to color the pictures and write the name of each item. • (**Classwork Activity**) – Ask students to write short sentences about the drawings they colored in the last activity. • Students put a puzzle together lest appreciate types of transportation.	Figures of foamy Handout about means of transport. Color pencils Puzzle of means of transport.	• Students color and name the pictures. • Students write sentences. • Students work on the puzzle.	**Technique:** Listening Writing
CONSOLIDATION	• Ask students to cut and paste the most common transportation in their town and write a sentence for each one.	Magazines Pictures Scissors	• Students write sentences about the common means of transportation.	**Technique:** Writing

English Teacher	Area Coordinator	School Director

LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: CURRICULUM LINK: GEOGRAPHY→SOLAR SYSTEM	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will read and write sentences about the eight planets in the solar system.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP** Show students the flashcards of the solar system and elicit students to tell the name of the planets they know. Copy their answers on the board.	Teacher Students Flashcards Board Markers	• Students tell the planets they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• List the names of the planets on the board and practice pronunciation. • Arrange the class in a circle and show students the sheet of the solar system. Ask students to name the planets being pointed out. Induce students to stablish the differences between the planets. • Students draw the planet that we live "Earth".	Board Markers Sheet of the solar system Handouts	• Students name and stablish differences between the planets. • Students draw our planet.	**Technique:** Listening Observation Writing
CONSOLIDATION	• Students complete a crossword about the solar system.	Crossword of the solar system.	• Students complete the crossword.	**Technique:** Reading Writing

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LEVEL: 5TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: **COLORS**	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences about basic colors.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Ask students what the colors of the Ecuadorian flag are and write the colors on the board. • Use realia to elicit from the students other colors and list them on the board.	Teacher Students Board Markers	• Students tell the colors they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the new vocabulary showing students objects of different colors. • Inquire students what other objects they know that have the colors they are learning. • Give students a handout with short sentences including blank spaces which they fill using the colors they have already learned. • Play the song "Colors".	Objects of different colors. Board Markers Handouts Song	• Students name objects of different colors. • Students complete the sentences. • Students sing the song.	**Technique:** Listening Speaking Reading Writing
CONSOLIDATION	• Students paint a worksheet which contains several objects according to the color they are. • Students write five sentences about their favorite colors.	Handouts	• Students write sentences about their favorite colors.	**Technique:** Observation Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: ARTICLES: A/AN/THE →CLASSROOM OBJECTS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to use appropriately articles in short sentences orally and in writing.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Teacher shows a picture of a cake that is shaped like an apple and asks the students to guess what it is. • Teacher asks students what they know about articles. Copy their answers on the board.	Students Teacher A picture of a cake Board Markers	• Students tell what they know about articles.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Teacher introduces the topic and writes "a cake, the cake, and an apple shaped cake" on the board to get students' attention on the articles that were used in the former step. • (**Classwork Activity**) – Use the word cards to show students how articles work. Introduce the grammatical rules about the use of articles. • Put the cardboards on the board and ask students to come to the board and write nouns or put pictures next to each article.	Board Markers Word cards Pictures	• Students write the nouns near to each article.	**Technique:** Observation Listening Writing
CONSOLIDATION	• Give students a handout with three word webs about articles. They have to write five nouns for each word web.	Handouts with word webs	• Students write nouns to complete the word webs.	**Technique:** Reading Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: VERB TO BE → PROFESSIONS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences using the verb *to be* and common professions.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Ask students to talk about their future goals. Get started asking them about their dream job, the teacher can share personal experiences. • Ask students what professions they know. Copy their answers on the board.	Teacher Students Board Markers	• Students talk about their dreamed job. • Students tell the professions they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Show students the flashcards regarding the most popular professions. List the most common professions on the board. • Introduce the new vocabulary of the professions and the forms of the verb "to be" employing subject pronouns. • (**Classwork Activity**) – Ask several students to volunteer and choose a flashcard of a profession, so that they can describe the picture. • Divide the class in groups of five people and give each group a set of the forms of the verb "to be" and professions, and ask them to form sentences using those words.	Flashcards Board Markers Word cards	• Students describe flashcards about professions. • Students form sentences about professions.	**Technique:** Listening Speaking Writing
CONSOLI DATION	• Ask students to come in front of the class and report the group work activity. • Students write five sentences about the funniest professions.	Notebook Pen	• Students write sentences about professions.	**Technique:** Reading Speaking Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: ADJECTIVES → OPPOSITES	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to write sentences using adjectives and opposites.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Show students a flashcard of a turtle and a rabbit. Ask them to look the flashcards and think in the main differences between the two animals. • Ask students what they know about adjective opposites. Copy their answers on the board.	Teacher Students Picture Board Markers	• Students tell the differences between the rabbit and the turtle.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the topic to the students and explain the adjectives and their opposites to the learners. • Show the flashcards to the students to help them understand adjectives and opposites. • (**Classwork Activity**) – Give students a handout and ask them to match the pictures with the words. The pictures and the words are going to be opposites. • Ask students to look around the classroom and search for things that can be considered as adjectives and opposites. Students have to pass to the front of the classroom and report to their classmates about what they found.	Flashcards Handout Realia	• Students match the pictures with the words. • Students find things that can be considered opposites. • Students report to the class their findings.	**Technique:** Listening Writing
CONSOLIDATION	• Ask students to make a drawing illustrating an adjective and its opposite. • Students write five sentences about things at their home that can be considered opposites.	Handout Notebook	• Students write sentences about adjectives opposites.	**Technique:** Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: DAYS OF THE WEEK → DAILY ROUTINES	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will read and write sentences about the days of the week and daily routines.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Ask students what day is today? When students answer the question, the teacher shows them the flashcard of that day. • Ask students what days of the week they know in English. Copy their answers on the board.	Teacher Student Flashcards Board Markers	• Students tell the days of the week.	**Technique:** Observation Listening Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the topic to the students and explain them that daily routines are things that people do every day. • (**Classwork Activity**) – Give students a handout with pictures of daily routines and ask them to order the pictures. • Give students a handout containing daily routines and ask them to write the hour in which they perform each action.	Pictures Handouts of daily routines	• Students order the pictures. • Students complete the hours of the routines.	**Technique:** Listening Writing Reading
ACTIVATE	• Students make an exposition of the daily routines in which they worked in the last activity. • Students write five sentences of their daily routines.	Notebook	• Students write sentences about daily routines.	**Technique:** Speaking Listening Writing.

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: THE USE OF QUESTION WORDS → PERSONAL INFORMATION	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will read and write sentences using wh- question words: what, where, when, who, why, how.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Ask the learners to stand in a circle. Throw a skein of yarn to a learner and ask 'What's your name?' eliciting a complete answer. Gesture for this learner to throw the skein of yarn to another learner and ask the same question. • Ask students what they know about *Wh* questions. Copy their answers on the board.	Teacher Students A skein of yarn Board Markers	• Students play the game asking and answering questions. • Students answer what they know about *Wh* questions.	**Technique:** Observation Listening
CONSTRUCTION OF KNOWLEGDE	• Show students the picture prompts to explain them that question words are words used to ask for information. • (**Classwork Activity**) – Divide the class in groups of five students and give each group a set of *Wh* question words cards and ask them to write answers to the questions. • Give students a handout containing *Wh* questions in disorder and ask them to unscramble the questions.	Picture prompts Word cards Handouts	• Students write answers to the questions. • Students unscramble the sentences.	**Technique:** Listening Reading Writing
CONSOLI DATION	• Students write five information questions and interview a classmate.	Notebook	• Students write information questions.	**Technique:** Listening Reading Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: NUMBERS → ADDITION	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will read and write sentences using numbers from 1 to 10.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Play "The Numbers Song". First time you play the song do the gestures and encourage everyone to do them with you. • Ask students what numbers they know. Copy their answers on the board. •	Teacher Students Song Board Markers	• Students sing the song. • Students tell the numbers.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Show students the glasses emphasizing on every number. • Show students the word cards with the spelling of the numbers, model the pronunciation for students. • (**Classwork Activity**) – Give students a handout containing the names and the symbols of the numbers and ask students to match the names with the appropriate symbols. • Give students a handout containing pictures related to numbers and request them to paste sequins on them.	Plastic glasses showing numbers Word cards Handouts	• Students match each number with its definition. • Students paste sequins on the numbers.	**Technique:** Listening Reading
CONSOLIDATION	• Students make five additions using the names of the numbers.	Notebook	• Students make additions using the name of the numbers.	**Technique:** Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: TELLING THE TIME →CLOCKS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences asking for the time.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Introduce the clock and review numbers from 1 to 12. Point to each number 1-12 in order and elicit the numbers. • Ask students what they know about telling the time. Copy their answers on the board.	Teacher Students Clock Board Markers	• Students tell the numbers. • Students tell what they know about time phrases.	**Technique:** Observation Listening Speaking
CONSTRUCTION OF KNOWLEGDE	• Put the cardboards with the numbers randomly on the classroom walls and ask students to point to number1. Go through all the numbers 1-12. • Teach the time vocabulary. Hold up your clock and set a time (e.g. 4 o'clock). Ask the class "What time is it?" Say "It is 4 o'clock". • Give students handouts with clocks and ask them to write the time that the clocks are showing.	Cardboards Realia Clock Handouts	• Students point to the numbers. • Students write time phrases.	**Technique:** Listening Speaking Writing
CONSOLIDATION	• Students make a clock using recyclable material, make sure that the clock hands can move in order to practice telling the time. • Students write sentences using time phrases.	Recyclable materials Notebook	• Students write sentences using time phrases.	**Technique:** Writing

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LEVEL: 6TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: SPORTS	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will read and write sentences about sports.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Teacher inquires students what is your favorite sport? What sport do you practice? The teacher has to write on the board the sports that students mention. • Ask students what sports they know. Copy their answers on the board. •	Teacher Students Board Markers	• Students tell the sports they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Present the new vocabulary using the sheet about sports. Ask students to practice the new vocabulary. • Talk with students about famous people in sports especially in our country. • Give students a cross word about sports and ask them to solve it.	Sheet about sports Crossword	• Students talk about famous people in sports. • Students complete the crossword.	**Technique:** Listening Speaking Writing
CONSOLIDATION	• Students write sentences about the sports they like and do not like, about the sports they are good at and the ones they are not good at.	Notebook	• Students write sentences about sports.	**Technique:** Reading Writing

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LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: TRAFFIC SIGNS → PREPOSITIONS OF PLACE	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will read and write sentences about the importance of the traffic signs.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Show students the image of a fender bender, and ask their opinion about the accident. • Ask students what traffic signs they know. Copy their answers on the board.	Teacher Students Picture Board Markers	• Students talk about car accidents. • Students tell what they know about traffic signs.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the topic explaining students the importance of traffic signs. Present the new vocabulary showing students the cardboards with images of traffic signs. • Give students a handout and ask them to match the traffic signs with their meaning. • Ask students to draw a traffic light, paint it, and explain the meaning of the red, yellow, and green color.	Card boards Handouts	• Students match traffic signs with their meaning. • Students draw a traffic light.	**Technique:** Listening Reading Writing
CONSOLIDATION	• Students draw a traffic signs road map of their hometown.	Notebook	• Students draw the traffic road.	**Technique:** Writing

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LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: COMPARATIVE ADJECTIVES	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able read and write using comparative adjectives appropriately.		

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Show students the flashcard of an elephant and an ant. Inquire students to give characteristics about the picture related to the animals. • Ask students what they know about comparative adjectives. Copy their answers on the board.	Teacher Students Flashcard Board Markers	• Students talk about the two animals characteristics. • Students tell what they know about comparative adjectives.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Submit the topic explaining students that comparative adjectives are used to compare two things. • Present the new vocabulary using the flashcards. • Divide the class in groups of five students and give them a set of word cards. Students use the word cards to make comparisons and write them. • In pairs students choose some classroom objects and write five sentences using comparatives. • Students report to the class what they have written.	Flashcards Word cards Realia	• Students make comparisons using the word cards. • Students write sentences with comparisons.	**Technique:** Listening Reading Speaking Writing
CONSOLIDATION	• Give students a handout to practice comparatives using some adjectives. • Students write five sentences about comparisons.	Handouts Notebook	• Students write sentences about comparisons.	**Technique:** Reading Speaking Writing

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LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: ACTION VERBS→LEISURE ACTIVITIES	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences using action verbs and leisure time vocabulary.		

	LEARNING ACTIVITIES	RESOU RCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP:** Show students a picture of someone playing the guitar. Tell them that you enjoy doing this activity in your free time. • Ask them, what activities they do in their free time. Copy their answers on the board.	Teacher Students Picture Board Markers	• Students tell what leisure activities they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Show students the flashcards of action verbs and explain them that many people do this activities to get relaxed. • Introduce the new vocabulary about action verbs and leisure time. • Give students a handout and ask them to match the pictures with its definitions. • Students complete the half part of a leisure time activity.	Flashcards Handouts Board	• Students perform the matching activity. • Students complete the half part of the leisure time activity.	**Technique:** Listening Writing

LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: ADVERBS OF FREQUENCY → HOUSEHOLD CHORES	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences using adverbs of frequency and household chores vocabulary.		

CONSOLI DATION	• Ask students to write sentences about leisure time activities.	Notebook	• Students write sentences about leisure time activities.	**Technique:** Writing
			EVALUATION	

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	LEARNING ACTIVITIES	RESOURCES	CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY
ANTICIPATION	• **WARM UP**: Show students a flashcard of a kind of housework. • Ask them what kind of household chores they know about. Copy their answers on the board.	Teacher Students Flashcards Board Markers	• Students tell what household chores they know.	**Technique:** Observation Listening Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the topic showing students the pyramid of adverbs of frequency and percentages. • Present the new vocabulary about household chores using the word cards. • Ask students about what household activities they like and what ones they do not like. • Students work in pairs asking and answering questions about how often they do household chores. • Give students a worksheet containing adverbs of frequency and household chores. Students write sentences using their own information.	Pyramid of adverbs Word cards Handouts	• Students ask and answer questions about household chores. • Students write sentences about household chores.	**Technique:** Listening Speaking Reading Writing

LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO		**SCHOLAR YEAR**
AREA: ENGLISH	**TEACHER:**		2016-2017
TOPIC: COUNT AND NON-COUNT NOUNS		**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences using count and non-count nouns.			

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CONSOLIDATION	• Students write sentences about how often their classmates do household chores.	Notebook	• Students write sentences about household chores.	**Technique:** Writing

LEARNING ACTIVITIES	RESOURCES	EVALUATION	
		CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY

ANTICIPATION	• **WARM UP:** Introduce the topic reading a short story using count and non-count nouns. • Ask students what they know about count and non-count nouns. Copy their answers on the board.	Teacher Students Short story Board Markers	• Students read the story. • Students talk about the kinds of nouns they know.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Request students to mention the food items that they listened on the story and write on the board everything they say. • Show the flashcards of count and non-count nouns to the students and explain them that when talking about food, liquids, fruits, and meat, among others, some things are countable and other ones are not. • Students develop a word search and classify count and noncount nouns.	Board Markers Flashcards Word search	• Students complete the word search correctly.	**Technique:** Listening Speaking Writing
CONSOLID ATION	• Groupwork: show students a flashcard and inquire students to write on the board if it is countable or uncountable. • Students write sentences with countable and uncountable nouns.	Flashcard Board Markers Notebook	• Students write sentences with countable and uncountable nouns.	**Technique:** Observation Speaking Writing

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LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: HOW MANY / HOW MUCH → HOW TO PREPARE A FRUIT SALAD	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences using *How many / How much.*		

LEARNING ACTIVITIES	RESOURCES	EVALUATION	
		CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY

ANTICIPATION	• **WARM UP:** Tell students that today they have to prepare a fruit salad, question them about the ingredients to prepare the salad. • Ask students what they know about the use of *How many/ How much.* Copy their answers on the board. •	Teacher Students Board Markers	• Students tell what they think are the ingredients for the salad. • Students talk about *How many/ How much.*	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Write on the board all the items that students mention. • Present the topic writing on the board in one side how many and the other side how much. • Explain to the students that when making questions with countable nouns they have to use *How many,* but with uncountable nouns they have to use *How much.* • With students' help, the teacher writes the steps for making the fruit salad.	Board Markers	• Students help the teacher to write the recipe of the fruit salad.	**Technique:** Listening Speaking Writing
CONSOLI DATION	• Teacher and students prepare the fruit salad. • Students write questions with *How many/How much.*	Salad ingredients Notebook	• Students write questions with *How many/How much.*	**Technique:** Listening Speaking Writing

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LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: REGULAR VERBS → PAST TENSE	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences with the past tense of regular verbs.		

LEARNING ACTIVITIES	RESOURCES	EVALUATION	
		CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY

ANTICIPATION	• **WARM UP**: The teacher asks students what they did yesterday. Students tell the teacher some of the activities they did yesterday. • Ask students what they know about the past tense of regular verbs. Copy their answers on the board.	Teacher Students Board Markers	• Students talk about past activities. • Students tell what they know about the past tense of regular verbs.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the topic to the students and explain them that the past tense is used to talk about past events. • Students write five activities they did yesterday. • (**Classwork activity**) A student shows to the class a picture of an action and everyone have to say the past tense of that action.	Notebook Pictures	• Students write sentences of past activities. • Students say the past tense of verbs correctly.	**Technique:** Listening Writing Speaking
CONSOLIDATION	• Give an extra list of regular verbs in present tense to the learners and ask them to write those verbs in the past tense.	List of regular verbs	• Students write the past tense of regular verbs.	**Technique:** Reading Writing

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LEVEL: 7TH	**SCHOOL:** EDUARDO CRESPO MALO	**SCHOLAR YEAR** 2016-2017
AREA: ENGLISH	**TEACHER:**	
TOPIC: WHO ARE YOU? → INTRODUCE YOURSELF	**CLASS HOUR:** 40 MINUTES	
AIM: At the end of the lesson, students will be able to read and write sentences containing personal information.		

LEARNING ACTIVITIES	RESOURCES	EVALUATION	
		CORE INDICATORS ASSESSMENT	TECHNICAL / INSTRUMENT / ACTIVITY

ANTICIPATION	• **WARM UP:** The teacher starts describing a picture of his /her favorite famous actor or singer. • Ask students what they know about introducing themselves. Copy their answers on the board.	Teacher Students Picture Board Markers	• Students talk about famous people. • Students tell what they know about personal introductions.	**Technique:** Observation Listening Questioning Speaking
CONSTRUCTION OF KNOWLEGDE	• Introduce the topic to the students, and explain them the structures for giving personal information. • The teacher asks students to start with their personal introduction. • (**Classwork activity**) Divide the class in groups of five people and give each group a bag with many words which are going to be used to form sentences.	Board Markers Bag with words	• Students form the sentences correctly.	**Technique:** Listening Speaking Writing
CONSOLI DATION	• Oral presentations of the sentences that students formed in the former activity. • Students write their personal introduction.	Notebook	• Students write their personal introduction.	**Technique:** Speaking Reading Writing

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Lesson Plans in Spanish

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: ÓRDENES	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de dar, leer, escribir y seguir comandos básicos.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO** Jugar al juego de "Simón dice" El profesor elige a tres estudiantes y pedirles que ir al frente de la clase y seguir algunos comandos. Explicar las reglas de "Simón dice" y los estudiantes deben seguir las indicaciones del profesor. • Preguntar a los estudiantes lo que saben sobre los comandos. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Juego: Simón Dice	• Los estudiantes siguen correctamente algunos comandos. • Los estudiantes hablan de los comandos que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Explicar a los estudiantes que cuando están en el aula tienen que seguir algunas instrucciones o comandos con el fin de alcanzar orden y disciplina durante la clase. • Caminar por el aula explicando los comandos más útiles usando mímica. • El maestro da a los estudiantes una hoja de trabajo y pedir a los estudiantes unir la imagen con el comando correspondiente.	Tarjetas de comandos. Hojas de trabajo de comandos.	• Los estudiantes unen la imagen con el comando correspondiente.	**Técnica:** Escuchar Escribir

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO		
Profesor	**Jefe de área**		**Director**
ÁREA: INGLÉS	**PROFESOR:**		**AÑO LECTIVO** 2016-2017
TEMA: Números →Animales		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones sobre animales domésticos y salvajes utilizando vocabulario nuevo relacionado con los números (1-10).			

CONSOLIDACIÓN	• Los estudiantes escriben cinco oraciones sobre comandos que utilizan en casa.		• Los estudiantes escriben cinco oraciones sobre comandos que utilizan en casa.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Comenzar la clase tocando la canción "Five Little ducks". Esta canción habla de patos y números, el maestro puede preguntar a los alumnos qué otros animales conocen, qué tipo de mascotas tienen, cuántas, etc. • Copiar sus respuestas en la pizarra.	Profesores Estudiantes Canción Marcadores Pizarra	• Los estudiantes cantan la canción. • Los estudiantes responden las preguntas del profesor.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los estudiantes los animales de foami, decirles los nombres de los animales en inglés y anotar en el pizarrón. • (**Actividad en clase**) – Poner algunos animales de foami en la pizarra y pedir a los estudiantes que los dibujen en su cuaderno y escriban sus nombres en inglés. • Entregar a los estudiantes la letra de la canción "Old McDonald's Farm" tocar la canción a lo cual los estudiantes seguirán la letra usando sonidos y nombres de animales en inglés.	Animales hechos de foami. Pizarra Marcadores Cuaderno Canción	• Los estudiantes dibujan animales en su cuaderno. • Los estudiantes cantan la canción.	**Técnica:** Escuchar Escribir Cantar

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO		**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**		
TEMA: MESES DEL AÑO →DÍAS FESTIVOS		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones sobre meses del año y días cívicos.			

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• El profesor da a los estudiantes una hoja de trabajo con imágenes de animales y los estudiantes tienen que pintar y escribir el nombre de cada uno. • Los estudiantes escriben cinco oraciones sobre los animales que tienen en casa.	Hojas de trabajo con imágenes de animales.	• Los estudiantes pintan los animales y escriben el nombre de los mismos. • Los estudiantes escriben oraciones sobre animales.	**Técnica:** Pintar Escribir
ACTIVIDADES		**RECURSOS**	**EVALUACIÓN**	
			INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar a los estudiantes una tarjeta navideña y hacer preguntas al respecto. ¿Cuándo es navidad? ¿Qué hacen en esas vacaciones? • Preguntar a los estudiantes cuáles son los meses del año. Qué meses conocen en inglés. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Tarjeta navideña Pizarra Marcadores	• Los estudiantes responden las preguntas del maestro acerca de días festivos.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los alumnos un calendario y enseñarles los nombres de los meses. • Mostrar a los alumnos una línea de tiempo que incluya las fiestas más importantes. • Presentar el nuevo vocabulario relacionado con los meses y días festivos. • **(Actividad en clase)** – Entregar a los estudiantes una hoja de trabajo en la cual van a resolver un crucigrama de los meses del año y palabras relacionadas con los mismos. • Los estudiantes van a dibujar un tren donde deben incluir el vocabulario aprendido.	Calendario Línea de tiempo de días festivos Crucigrama de los meses del año	• Los estudiantes completan el crucigrama. • Los estudiantes incluyen el nuevo vocabulario en el dibujo.	**Técnica:** Escuchar Leer Escribir

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO			**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**			2016-2017
TEMA: PRONOMBRES DEMOSTRATIVOS→OBJETOS DEL AULA		**TIEMPO:** 40 MINUTOS		
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones sobre usando pronombres demostrativos: “this”, “that”, “these” and “those”. .				

CONSOLIDACIÓN	• Pedir a los estudiantes elaborar una tarjeta de navideña usando materiales reciclables en la que tienen que escribir cinco oraciones sobre la navidad.	Materiales reciclables Cuadernos	• Los estudiantes escriben oraciones sobre la navidad.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Saludar a los estudiantes, pedirles que hablen de objetos del aula y escribir en la pizarra los objetos mencionados por los estudiantes. • Preguntar a los alumnos qué saben acerca de los pronombres demostrativos. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Objetos del aula Pizarra Marcadores	• Los estudiantes mencionan objetos del aula.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Introducir el nuevo vocabulario relacionado con los pronombres demostrativos y objetos del aula. • **(Actividad en clase)** - Ir alrededor de la clase preguntando a los estudiantes sobre los materiales de clase. Los alumnos responden usando pronombres demostrativos. • Dar a los estudiantes una hoja con frases utilizando pronombres demostrativos y pedirles que hagan un dibujo para cada oración. • En parejas los estudiantes leen las oraciones y muestran las imágenes.	Objetos del aula Hojas de trabajo de pronombres demostrativos .	• Los estudiantes responden las preguntas del maestro. • Los estudiantes dibujan de acuerdo a los pronombres.	**Técnica:** Escuchar Escribir Leer

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO		**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**		2016-2017
TEMA: PRONOMBRES PERSONALES →VERBO SER/ESTAR		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando pronombres personales.			

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Dar a los alumnos una hoja de trabajo con imágenes en las cuales tienen que escribir oraciones usando pronombres demostrativos.	Hojas de trabajo de pronombres demostrativos	• Los estudiantes escriben oraciones sobre pronombres demostrativos.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Pedir a los alumnos hablar de sus metas a futuro. Comience preguntándoles acerca de su trabajo ideal, el profesor puede compartir experiencias personales. • Preguntar a los estudiantes qué profesiones conocen. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Pizarra Marcadores	• Los estudiantes hablan de sus metas a futuro. • Los estudiantes hablan de las profesiones que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los alumnos algunas tarjetas sobre las profesiones más populares. • Enlistar las profesiones más comunes. • Presentar el nuevo vocabulario relacionado profesiones y pronombres personales relacionado con las formas del verbo ser/estar. • **(Actividad en clase)** – Pedir a los estudiantes que pretendan ser mayores de edad y que tienen una profesión. • Los estudiantes dicen su nombre y la profesión que escogieron. • Escribir en la pizarra 5 nombres y pedir a los alumnos escribir oraciones usando pronombres personales y profesiones.	Tarjetas de las profesiones Pizarra Marcadores	• Los estudiantes pretenden ser personas mayores. . • Los estudiantes escriben oraciones relacionadas con las profesiones.	**Técnica:** Escuchar Leer Hablar Escribir
CONSOLIDACIÓN	• Los estudiantes escriben 5 oraciones acerca de las profesiones que tienen sus familiares.	Tarjetas de las profesiones	• Los estudiantes escriben oraciones usando pronombres personales.	**Técnica:** Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: TRANSPORTACIÓN →MEDIOS DE TRANSPORTE	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones acerca de los medios de transporte que tienen en su pueblo natal.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Preguntar a los estudiantes cómo se sienten: cansados o con energía. Explicar cómo se siente usted (profesor) y explicar que se siente cansado porque viene a la escuela a pie. • Pregúnteles cómo llegan a la escuela con el propósito de que ellos mencionen algunos medios de transporte, propios del lugar donde viven. Copia sus respuestas en la pizarra.	Profesores Estudiantes Objetos del aula Pizarra Marcadores	• Los estudiantes dicen los tipos de transporte que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar el nuevo vocabulario con figuras de los medios de transporte. • Entregar a los alumnos la hoja de trabajo con dibujos de medios de transporte y pedirles que coloreen y escriban los nombres de cada elemento. • (**Actividad en clase)** – Pedir a los alumnos que escriban frases cortas acerca de los dibujos que colorearon en la última actividad. Los estudiantes tienen que leer lo que escribieron a sus compañeros de clase. • Los estudiantes arman un rompecabezas para que descubran que medio de transporte están armando.	Figuras de foami Hoja de trabajo de los medios de transporte Rompecabezas de los medios de transporte	• Los estudiantes pintan y escriben el nombre en las fotos. • Los alumnos escriben oraciones. • Los estudiantes arman un rompecabezas.	**Técnica:** Escuchar Escribir

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO		
ÁREA: INGLÉS	**PROFESOR:**		**AÑO LECTIVO** 2016-2017
TEMA: GEORAFIA →SITEMA SOLAR		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones acerca de los 8 planetas del sistema solar.			

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Pedir a los estudiantes que corten y peguen los medios de transporte más comunes en su pueblo y escribir una oración para cada tipo.	Revistas Imágenes Tijeras Goma	• Los estudiantes escriben oraciones acerca de los medios de transporte.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar las tarjetas del sistema solar y persuadir a los alumnos que digan los nombres de los planetas que conocen. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Tarjetas Pizarra Marcadores	• Los estudiantes dicen los planetas que conocen	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Enlistar los nombres de los planetas en la pizarra y practicar la pronunciación. • Organizar la clase en un círculo y mostrar la lámina del sistema solar. Pedir a los alumnos que nombren los planetas que el profesor señala. Incentivar a los alumnos a que establezcan las diferencias entre los planetas. • Los estudiantes dibujan la mitad del planeta en que vivimos "tierra."	Pizarra Marcadores Láminas del sistema solar Hojas de trabajo	• Los estudiantes nombran y establecen las diferencias entre los planetas. • Los dibujan nuestro planeta.	**Técnica:** Escuchar Observar Escribir
CONSOLIDACIÓN	• Los estudiantes completan un crucigrama del sistema solar.	Crucigrama del sistema solar.	• Los estudiantes completan el crucigrama.	**Técnica:** Leer Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: QUINTO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: COLORES	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones acerca de los colores básicos.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Preguntar a los estudiantes los colores de la bandera ecuatoriana y anotar en la pizarra. • Usar los objetos del aula para animar a que los estudiantes nombren otros colores y enlistarlos en la pizarra.	Profesores Estudiantes Pizarra Marcadores	• Los estudiantes dicen los colores que conocen	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Presentar el nuevo vocabulario mostrando a los alumnos objetos de diferentes colores. • Preguntar a los alumnos que otros objetos conocen que tienen los colores que están aprendiendo. • Entregar a los estudiantes una hoja de trabajo con oraciones incompletas que deben llenar usando los colores que están aprendiendo. • Tocar la canción "Colores".	Objetos de diferentes colores Pizarra Marcadores Hojas de trabajo Canción	• Los estudiantes nombran objetos de diferentes colores. • Los estudiantes completan las oraciones. • Los estudiantes cantan la canción.	**Técnica:** Escuchar Observar Escribir
CONSOLIDACIÓN	• Los estudiantes pintan una hoja de trabajo que contiene diferentes objetos de acuerdo a los colores que tienen. • Los estudiantes escriben cinco oraciones acerca de sus colores favoritos.	Hojas de trabajo	• Los estudiantes escriben oraciones sobre sus colores favoritos.	**Técnica:** Observar Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: ARTÍCULOS: A/AN/THE →MATERIALES DEL AULA	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de usar de manera apropiada artículos en oraciones de forma oral y escrita.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar una foto de una torta con forma de manzana y preguntar a los estudiantes que adivinen que es. • Preguntar a los alumnos que saben acerca de los artículos. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Una foto de una torta Pizarra Marcadores	• Los estudiantes dicen que saben de los artículos.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Presentar el tema y escribir "a cake, the cake, and an apple shaped cake" on the board para captar la atención de los estudiantes en los artículos que fueron usados en la actividad anterior. • (**Actividad en clase**) Usar las tarjetas pequeñas para mostrar a los estudiantes como deben ser usados los artículos. Explica las reglas gramaticales sobre el uso de los artículos. • Colocar las cartulinas en la pizarra y pedir a los estudiantes que pasen a la pizarra y escriban sustantivos o pongan fotos cerca de cada artículo.	Pizarra Marcadores Tarjetas pequeñas Imágenes	• Los estudiantes escriben los nombres cerca de cada artículo.	**Técnica:** Escuchar Observar Escribir
CONSOLIDACIÓN	• Entregar hojas de trabajo con un mapa de ideas sobre los artículos y pedir a los alumnos que escriban cinco sustantivos para cada artículo.	Hojas de trabajo	• Los estudiantes escriben sustantivos para completar el mapa de ideas.	**Técnica:** Leer Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: VERBO SER/ESTAR →PROFESIONES	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando el verbo ser/estar y las profesiones más comunes.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Pedir a los estudiantes que hablen de sus planes a futuro. Iniciar hablando de su trabajo soñado, puede compartir experiencias personales. • Preguntar a los alumnos que profesiones conocen. Anotar sus respuestas en la pizarra.	Profesores Estudiantes Pizarra Marcadores	• Los estudiantes hablan de su profesión soñada. • Los estudiantes dicen las profesiones que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los estudiantes tarjetas relacionadas con las profesiones más conocidas. Enlistar las profesiones en la pizarra. Presentar el nuevo vocabulario de las profesiones y las formas del verbo "to be" con sus pronombres personales respectivamente. • (**Actividad en clase**) – Pedir la participación de los estudiantes voluntariamente que elija una tarjeta de las profesiones y describan la imagen. • Dividir la clase en grupos de cinco personas y entregar a cada grupo un set palabras con las formas del verbo "to be" y las profesiones, luego pedirles que formen oraciones usando esas palabras.	Tarjetas Pizarra Marcadores	• Los estudiantes describen las tarjetas de las profesiones. • Los estudiantes forman oraciones sobre las profesiones. • Los estudiantes cantan la canción.	**Técnica:** Escuchar Hablar Escribir

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO		**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**		2016-2017
TEMA: ADJETIVOS →OPUESTOS		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de escribir oraciones usando adjetivos y opuestos.			

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Pedir a los estudiantes pasar al frente e informar el trabajo en grupo realizado. • Los estudiantes escriben 5 oraciones sobre las profesiones más divertidas.		• Los estudiantes escriben oraciones sobre las profesiones.	**Técnica:** Leer Hablar Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar a los estudiantes una tarjeta de una tortuga y un conejo. Pedirles que miren las tarjetas y piensen en las principales diferencias entre los dos animales. • Preguntar a los alumnos qué saben acerca de adjetivos y sus opuestos. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Tarjeta Pizarra Marcadores	• Los estudiantes piensan en diferencias entre los dos animales. • Los estudiantes dicen que saben sobre adjetivos y sus opuestos.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Anunciar el tema a los alumnos y explicarles los adjetivos y sus opuestos. • Mostrar las tarjetas a los estudiantes para ayudarles a entender sobre los adjetivos y sus opuestos • (**Actividad en clase**) – Proveer a los estudiantes de una hoja de trabajo para que relacionen las imágenes con las palabras, las imágenes y las palabras que van a ser opuestas. • Pedir a los alumnos observar dentro del aula que objetos pueden considerarse como adjetivos y opuestos. Los estudiantes tienen que pasar al frente del aula e informar a sus compañeros sobre los objetos que encontraron.	Tarjetas Hoja de trabajo Objetos del aula de clase	• Los estudiantes unen los dibujos con las palabras. . • Los estudiantes encuentran cosas que pueden ser considerados opuestos. • Los estudiantes informan a sus compañeros sobre los objetos que encontraron.	**Técnica:** Escuchar Hablar

Profesor	**Jefe de área**	**Director**	
AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO		**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**		
TEMA: DÍAS DE LA SEMANA →RUTINAS DIARIAS		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de escribir oraciones sobre los días de la semana y rutinas diarias.			

CONSOLIDACIÓN	• Pedir a los estudiantes que dibujen un adjetivo y su opuesto. • Los estudiantes escriben 5 oraciones acerca de cosas que pueden ser consideradas opuestos.	Hoja de trabajo Cuaderno	• Los estudiantes escriben oraciones sobre adjetivos opuestos.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Preguntar a los estudiantes qué día es hoy. Cuando los estudiantes respondan a la pregunta, mostrarles la tarjeta de ese día. • Preguntar a los estudiantes qué días de la semana conocen en inglés. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Tarjeta Pizarra Marcadores	• Los estudiantes responden al profesor. • Los estudiantes hablan sobre los días de la semana que conocen en inglés.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Anunciar el tema a los alumnos y explicarles que las rutinas diarias son las cosas que la gente realiza todos los días. • (**Actividad en clase**) – Proveer a los estudiantes de una hoja de trabajo con imágenes de rutinas diarias y pedirles ordenar las mismas. • Proveer a los estudiantes de una hoja de trabajo con imágenes de rutinas diarias y pedirles escribir la hora en la cual ellos realizan cada acción.	Imágenes Hojas de trabajo de rutinas diarias	• Los estudiantes ordenan las rutinas diarias. • Los estudiantes encuentran cosas completan las horas de las rutinas.	**Técnica:** Escuchar Escribir Leer

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO		**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**		2016-2017
TEMA: EL USO DE PALABRAS PARA FORMULAR PREGUNTAS → INFORMACIÓN PERSONAL		**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando palabras para hacer preguntas: qué, cuándo, cómo, quién, donde, porqué.			

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Los estudiantes realizan la exposición de la actividad en la que trabajaron sobre las rutinas diarias. • Los estudiantes escriben 5 oraciones acerca de sus rutinas diarias.	Cuaderno	• Los estudiantes escriben oraciones sobre rutinas diarias.	**Técnica:** Hablar Escuchar Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Pedirles a los alumnos que hagan un círculo. Lanzar una madeja de hilo a un alumno y preguntar '¿Cuál es tu nombre?' con el propósito de recibir una respuesta completa. Hacer señas para que el estudiante lance la madeja de hilo a otro alumno y le realice la misma pregunta. • Preguntar a los alumnos que saben sobre las palabras que se utilizan para hacer preguntas. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Una madeja de hilo Pizarra Marcadores	• Los estudiantes responden al profesor. • Los estudiantes hablan sobre los días de la semana que conocen en inglés.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los estudiantes la imagen con las palabras para hacer preguntas y explicarles que este tipo de palabras se utilizan para pedir información. • (**Actividad en clase),** Dividir la clase en grupos de cinco y entregar a cada grupo un conjunto de tarjetas con palabras para hacer preguntas y pedirles que escriban respuestas a las preguntas. • Repartir a los estudiantes una hoja de trabajo que contengan preguntas en desorden y pedirles que escriban en orden las preguntas.	Imágenes con palabras para hacer preguntas Tarjetas Hojas de trabajo	• Los estudiantes escriben respuestas a las preguntas. • Los estudiantes ordenan las preguntas.	**Técnica:** Escuchar Leer Escribir

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO			**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**			2016-2017
TEMA: NÚMEROS → SUMA		**TIEMPO:** 40 MINUTOS		
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando números del 1 al 10.				

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Pedir a los alumnos que escriban preguntas para que entrevisten a un compañero.	Cuaderno	• Los estudiantes escriben 5 preguntas para pedir información.	**Técnica:** Escuchar Leer Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Poner en la grabadora la canción "La canción de los números". La primera vez que toque la canción hacer gestos y animar a todos los alumnos a que lo imiten. • Preguntar a los alumnos que números ellos saben en inglés. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Canción Pizarra Marcadores	• Los estudiantes cantan la canción. • Los estudiantes dicen los números que conocen en inglés.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los estudiantes los vasos haciendo énfasis en cada número. Mostrar a los estudiantes las tarjetas con los nombres de los números, modelar la pronunciación para los estudiantes. • **(Actividad en clase)** –Dar a los estudiantes una hoja de trabajo con los nombres y los símbolos de los números y pedirles que unan los nombres de los números con los símbolos apropiados. • Dar a los estudiantes una hoja de trabajo con imágenes relacionadas con números y solicitarles que peguen lentejuelas en los números.	Vasos de espuma flex que muestren los números Tarjetas Hojas de trabajo	• Los estudiantes une cada número con su definición. • Los estudiantes pegan lentejuelas en los números.	**Técnica:** Escuchar Leer

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO			**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**			2016-2017
TEMA: DECIR LA HORA → RELOJES		**TIEMPO:** 40 MINUTOS		
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones preguntando que hora es.				

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Pedir a los alumnos realizar 5 sumas usando los nombres de los números.	Cuaderno	• Los estudiantes realizan las sumas utilizando el nombre de los números.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar el reloj a los estudiantes y repasar los números del 1 al 12. Lograr que los alumnos digan la palabra "reloj" y la coreen. Señalar cada número de 1-12 con el fin de conseguir que los alumnos digan los. • Preguntar a los estudiantes que saben acerca de cómo decir la hora en inglés. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Canción Pizarra Marcadores	• Los estudiantes cantan la canción. • Los estudiantes dicen los números que conocen en inglés.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Poner las cartulinas con los números al azar en las paredes del aula y pedirles a los alumnos que señalen el número 1. Hacer lo mismo con todos los números del 1 al 12. • Enseñar el vocabulario relacionado a cómo decir la hora. Agarrar el reloj de foami y fijar una hora especifica (por ejemplo, 4:00). Preguntar a los alumnos "¿Qué hora es?" Decir " Son las 4:00". • Repartir a los estudiantes hojas de trabajo que tendrán imágenes de relojes y pedirles que escriban la hora que muestran los relojes.	Tarjetas Objetos del aula Reloj Hojas de trabajo	• Los estudiantes señalan a los números. • Los estudiantes escriben frase para preguntar y decir la hora.	**Técnica:** Escuchar Hablar Escribir
CONSOLIDACIÓN	• Pedir a los estudiantes hacer un reloj utilizando material reciclable asegurándose de que las manecillas del reloj puedan moverse con el propósito de practicar como decir la hora. • Los estudiantes escriben cinco oraciones usando palabras para preguntar y decir la hora.	Materiales reciclables Cuaderno	• Los estudiantes escriben cinco oraciones usando palabras para preguntar y decir la hora.	**Técnica:** Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SEXTO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: DEPORTES	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones sobre deportes.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Preguntar a los estudiantes cuál es su deporte favorito, que deporte practican. • Preguntar a los alumnos que deportes conocen en inglés. Anotar en la pizarra los deportes que mencionen los alumnos.	Profesores Estudiantes Pizarra Marcadores	• Los estudiantes dicen los deportes que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Dar a conocer el nuevo vocabulario usando las láminas de los deportes. Pedir a los alumnos que practiquen el vocabulario. • Hablar con los estudiantes sobres deportistas famosos especialmente deportistas ecuatorianos. • Entregar a los alumnos un crucigrama sobre deportes y pedirles que lo resuelvan.	Láminas de deportes Crucigrama	• Los estudiantes hablan de deportistas famosos. • Los estudiantes completan el crucigrama.	**Técnica:** Escuchar Hablar Escribir
CONSOLIDACIÓN	• Pedir a los alumnos que escriban oraciones sobre los deportes que les gusta y sobre los que no les gusta, sobres los deportes en los que son buenos y sobre los deportes en los que no lo son.	Cuaderno	• Los estudiantes escriben oraciones sobre deportes.	**Técnica:** Leer Escribir

Profesor	**Jefe de área**	**Director**

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: SEÑALES DE TRÁNSITO →PREPOSICIONES DE LUGAR	**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones sobre la importancia de las señales de tránsito.		

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar a los alumnos la imagen de un choque de coches, y pedirles su opinión sobre el accidente. • Preguntar a los alumnos que señales de tránsito conocen. Copiar sus respuestas en la pizarra.	Profesores Estudiantes Imagen de un accidente de tránsito Pizarra Marcadores	• Los estudiantes hablan sobre accidentes de tránsito. • Los estudiantes dicen lo que saben sobre señales de tránsito.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Presentar el tema explicando a los estudiantes la importancia de las señales de tránsito. Explicar el nuevo vocabulario a los alumnos con la ayuda de las cartulinas con imágenes de las señales de tránsito. • Entregar a los estudiantes una hoja de trabajo y pedirles que unan las imágenes de las señales de tránsito con su definición. • Pedir a los alumnos que dibujen un semáforo, que lo pinten y que expliquen el significado de los colores amarillo, rojo y verde.	Cartulinas y hojas de trabajo sobre señales de tránsito.	• Los estudiantes unen las señales de tránsito con sus significados. • Los estudiantes dibujan un semáforo.	**Técnica:** Escuchar Leer Escribir

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**Profesor**	**Jefe de área**	**Director**
ÁREA: INGLÉS	**PROFESOR:**			**AÑO LECTIVO** 2016-2017
TEMA: ADJETIVOS COMPARATIVOS			**TIEMPO:** 40 MINUTOS	
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando adjetivos comparativos de manera apropiada.				

CONSOLIDACIÓN	• Pedir a los estudiantes que dibujen un mapa de ruta con las señales de tránsito.	Cuaderno	• Los estudiantes dibujan un mapa de ruta con las señales de tránsito.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar a los estudiantes las tarjetas de un elefante y una hormiga. Pedir a los estudiantes que den características de los dos animales que se muestran en las tarjetas. • Preguntar a los estudiantes que saben sobe adjetivos comparativos. Copiar en la pizarra las respuestas de los estudiantes.	Profesores Estudiantes Tarjeta Pizarra Marcadores	• Los estudiantes hablan de dos animales diferentes. • Los estudiantes dicen lo que saben sobre adjetivos comparativos.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Presentar el tema explicando a los estudiantes que los adjetivos comparativos se utilizan para comparar dos cosas. • Introducir el nuevo vocabulario utilizando las tarjetas con los adjetivos comparativos. • Dividir la clase en grupos de cinco estudiantes y darles un conjunto de tarjetas pequeñas con adjetivos comparativos. Los estudiantes van a utilizar las pequeñas tarjetas de adjetivos comparativos para hacer comparaciones y escribirlas. • En parejas los estudiantes eligen algunos objetos del aula y escriben cinco oraciones con comparativos. • Los alumnos deben reportar a la lo que han escrito.	Tarjetas de adjetivos comparativos Objetos del aula	• Los estudiantes hacen comparaciones utilizando las cartulinas. • Los estudiantes escriben oraciones con adjetivos comparativos.	**Técnica:** Escuchar Leer Hablar Escribir

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO		**AÑO LECTIVO**
ÁREA: INGLÉS	**PROFESOR:**		2016-2017
TEMA: VERBOS DE ACCIÓN→ ACTIVIDADES DE ESPARCIMIENTO			**TIEMPO:** 40 MINUTOS
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones verbos de acción y actividades de esparcimiento.			

Profesor **Jefe de área** **Director**

CONSOLIDACIÓN	• Dar a los alumnos hojas de trabajo para que practiquen el uso de los adjetivos comparativos. • Los estudiantes escriben cinco oraciones acerca de comparaciones.	Hojas de trabajo Cuaderno	• Los estudiantes escriben oraciones sobre comparaciones.	**Técnica:** Escribir

ACTIVIDADES	**RECURSOS**	**EVALUACIÓN**	
		INDICADORES ESENCIALES DE EVALUACIÓN	**INSTRUMENTOS**

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar a los estudiantes una foto de alguien tocando la guitarra. Decirles que disfruta llevando a cabo esta actividad en su tiempo libre. • Preguntarles qué hacen en su tiempo libre. Escribir en el pizarrón las actividades que los estudiantes mencionen.	Profesores Estudiantes Imagen Pizarra Marcadores	• Los estudiantes hablan sobre las actividades de esparcimiento que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Mostrar a los estudiantes el vocabulario de los verbos de acción y explicarles que muchas personas hacen estas actividades parta relajarse. • Explicar a los estudiantes el nuevo vocabulario sobre los verbos de acción y actividades de esparcimiento. • Entregar a los estudiantes una hoja de trabajo y les pedirles que unan las imágenes sobre actividades de esparcimiento con sus definiciones. • Entregar a los alumnos una hoja de trabajo con la mitad de una actividad de esparcimiento y pedirles que la completen.	Tarjetas y hojas de trabajo sobre actividades de esparcimiento. Pizarra	• Los estudiantes unen las actividades de esparcimiento con las imágenes. • Los estudiantes completan las oraciones sobre actividades de esparcimiento.	**Técnica:** Escuchar Escribir
CONSOLIDACIÓN	• Pedir a los alumnos que escriban acerca de las actividades de esparcimiento.	Cuaderno	• Los estudiantes escriben oraciones sobre actividades de esparcimiento.	**Técnica:** Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: ADVERBIOS DE FRECUENCIA→ TAREAS DEL HOGAR		**TIEMPO:** 40 MINUTOS
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando adverbios de frecuencia y tareas domésticas.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Mostrar a los estudiantes una tarjeta de un tipo de tareas domésticas. • Preguntar a los estudiantes qué tipo de tareas domésticas realizan. Escribir las ideas de los estudiantes en la pizarra.	Profesores Estudiantes Tarjetas Pizarra Marcadores	• Los estudiantes hablan sobre las tareas domésticas que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Introducir el tema mostrando a los estudiantes la pirámide de los adverbios de frecuencia y los porcentajes. • Explicar el nuevo vocabulario sobre las tareas domésticas utilizando las tarjetas. • Preguntar a los estudiantes que actividades domésticas les gusta y cuáles no les gusta realizar. • Los estudiantes trabajan en parejas preguntando y respondiendo con qué frecuencia llevan a cabo ese tipo de actividades. • Dar a los estudiantes una hoja de trabajo con adverbios de frecuencia y tareas domésticas. Los estudiantes escriben oraciones con su información.	Pirámide de los adverbios de frecuencia Tarjetas Hojas de trabajo	• Los estudiantes preguntan y responden sobre tareas domésticas. • Los estudiantes escriben oraciones sobre tareas domésticas.	**Técnica:** Escuchar Hablar Leer Escribir
CONSOLIDACIÓN	• Pedir a los estudiantes que escriban oraciones acerca de con que frecuencia sus compañeros realizan actividades domésticas.	Cuaderno	• Los estudiantes escriben oraciones sobre tareas domésticas.	**Técnica:** Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: SUSTANTIVOS CONTABLES Y NO CONTABLES		**TIEMPO:** 40 MINUTOS
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando sustantivos contables y no contables.		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Presentar el tema a los estudiantes leyendo una pequeña historia que contiene sustantivos contables y no contables. • Preguntar a los estudiantes que saben sobre sustantivos contables y no contables. Escribir sus repuestas en la pizarra.	Profesores Estudiantes Lectura Pizarra Marcadores	• Los estudiantes leen la historia. • Los estudiantes hablan de los tipos de sustantivos que conocen.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Pedir a los estudiantes que opinen de los alimentos que escucharon en la historia y anotarlo en la pizarra. • Mostrar a los estudiantes las tarjetas de sustantivos contables y no contables y explicarles que cuando se habla de alimentos, líquidos, frutas, carne, entre otros, algunas cosas son contables y otras no lo son. • Los estudiantes trabajan en una hoja de trabajo resolviendo una sopa de letras y clasificando los sustantivos contables y no contables.	Pizarra Marcadores Tarjetas Sopa de letras	• Los estudiantes desarrollan la sopa de letras de manera adecuada.	**Técnica:** Escuchar Hablar Escribir
CONSOLIDACIÓN	• Trabajo en grupo: Mostrar a los alumnos una tarjeta y pedirles escribir en la pizarra si es un sustantivo contable o no contable. • Los estudiantes escriben cinco oraciones con sustantivos contables y no contables.	Tarjeta Pizarra Marcadores Cuaderno	• Los estudiantes escriben oraciones con sustantivos contables y no contables.	**Técnica:** Observar Hablar Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: ¿CUÁNTOS?/ ¿CUÁNTO?→COMO PREPARAR UNA ENSALADA DE FRUTAS		**TIEMPO:** 40 MINUTOS
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones usando ¿Cuántos?/ ¿Cuánto?		

ACTIVIDADES	RECURSOS	EVALUACIÓN	
		INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS

ANTICIPACIÓN	• **CALENTAMIENTO:** Decir a los estudiantes que este día vamos a preparar una ensalada de frutas y preguntarles si saben cuáles son los ingredientes para preparar la ensalada. • Preguntar a los estudiantes que saben sobre el uso de ¿Cuántos?/ ¿Cuánto? Escribir sus repuestas en la pizarra.	Profesores Estudiantes Pizarra Marcadores	• Los estudiantes dicen cuales creen que son los ingredientes de la ensalada de frutas. • Los estudiantes hablan sobre el uso de ¿Cuántos?/ ¿Cuánto?	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Escribir en la pizarra todos los ingredientes que los estudiantes mencionen. • Introducir el tema escribiendo en la pizarra en un lado ¿Cuántos? y al otro lado ¿Cuánto? • Explicar a los estudiantes que al hacer preguntas con sustantivos contables tienen que utilizar ¿Cuántos? pero con sustantivos no contables tienen que utilizar ¿Cuánto? • Con la ayuda de los estudiantes, escribir los pasos para hacer la ensalada de fruta.	Pizarra Marcadores	• Los estudiantes ayudan al maestro a escribir la receta de la ensalada de frutas.	**Técnica:** Escuchar Hablar Escribir
CONSOLIDACIÓN	• El profesor y los estudiantes preparan la ensalada de frutas. • Los estudiantes escriben cinco preguntas con ¿Cuántos?/¿Cuántos?	Ingredientes para la ensalada Cuaderno	• Los estudiantes escriben preguntas con ¿Cuántos?/¿Cuántos?	**Técnica:** Escuchar Hablar Escribir

Profesor	Jefe de área	Director

AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: VERBOS REGULARES→PASADO		**TIEMPO:** 40 MINUTOS
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones con el pasado de verbos regulares.		

	ACTIVIDADES	RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS
ANTICIPACIÓN	• **CALENTAMIENTO:** Preguntar a los estudiantes que hicieron ayer. Los estudiantes le dirán al maestro que hicieron ayer. Anotar en la pizarra lo que los estudiantes mencionen. • Preguntar a los estudiantes que saben sobre el uso de verbos regulares. Escribir sus repuestas en la pizarra.	Profesores Estudiantes Pizarra Marcadores	• Los estudiantes dicen cuales creen que son los ingredientes de la ensalada de frutas. • Los estudiantes hablan sobre el uso de ¿Cuántos?/ ¿Cuánto?	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Presentar el tema a los alumnos y explicarles que el tiempo pasado es usado para hablar de eventos pasados. • Los estudiantes escriben cinco oraciones sobre las actividades que realizaron ayer. • (**Actividad en clase**) Un estudiante muestra a la clase una foto de una acción (verbo) y todos dicen el pasado de esa acción.	Cuaderno Imágenes	• Los estudiantes escriben oraciones acerca de acciones pasadas. • Los estudiantes dicen el pasado de los verbos regulares.	**Técnica:** Escuchar Escribir Hablar
CONSOLIDACIÓN	• Entregar a los alumnos una lista extra de verbos regulares en el presente y pedirles escribir el pasado de esos verbos.	Lista de verbos regulares	• Los estudiantes escriben el pasado de verbos regulares.	**Técnica:** Leer Escribir

Profesor	Jefe de área	Director

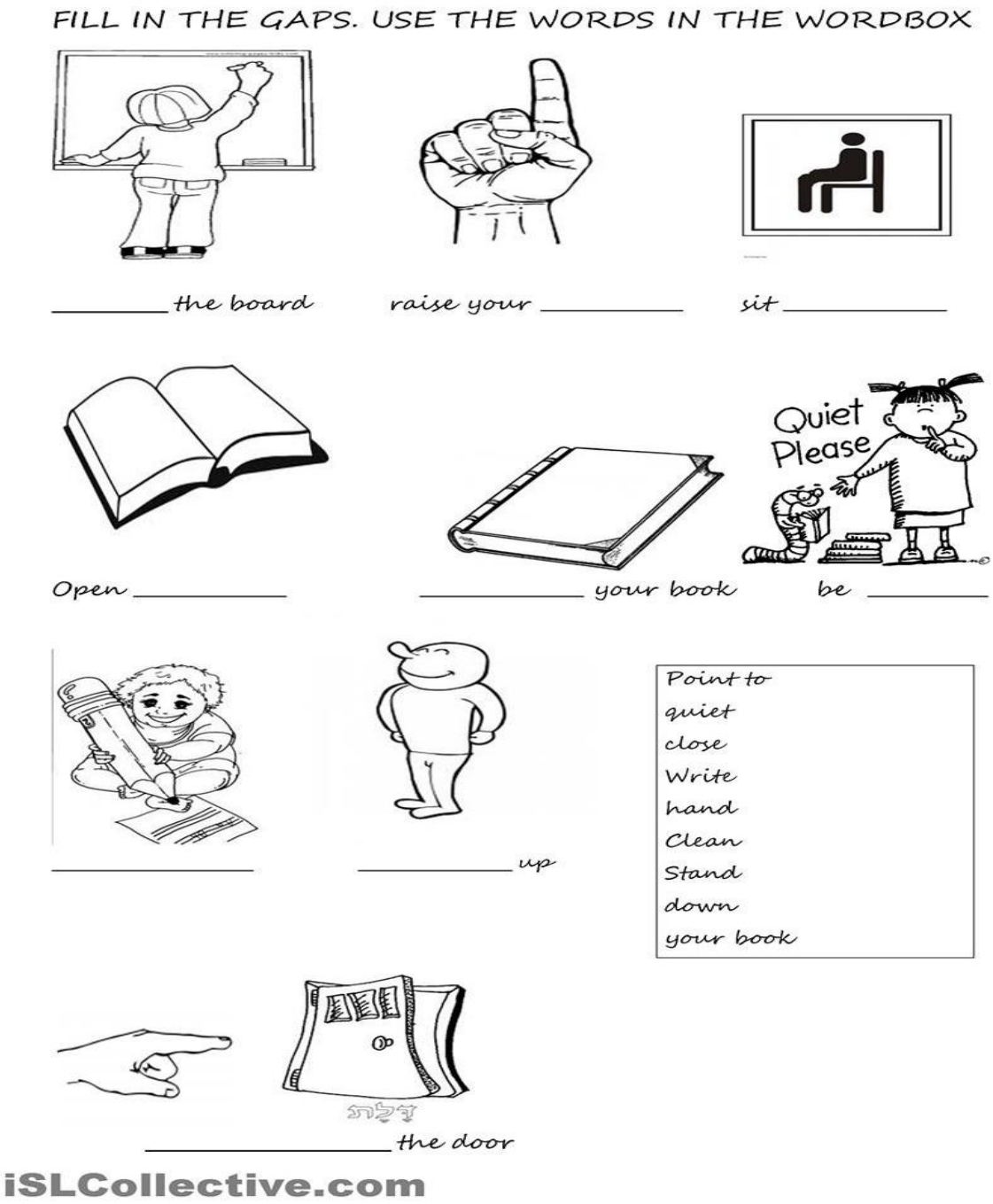
AÑO DE BÁSICA: SÉPTIMO	**ESCUELA:** EDUARDO CRESPO MALO	**AÑO LECTIVO** 2016-2017
ÁREA: INGLÉS	**PROFESOR:**	
TEMA: QUIÉN ERES TÚ→PRESÉNTATE		**TIEMPO:** 40 MINUTOS
OBJETIVO: Los estudiantes serán capaces de leer y escribir oraciones que contengan información personal.		

	ACTIVIDADES	RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	INSTRUMENTOS
ANTICIPACIÓN	• **CALENTAMIENTO:** Describir una foto de su famoso favorito. Se puede iniciar de la siguiente manera. • Preguntar a los estudiantes que saben sobre el uso de verbos regulares. Escribir sus repuestas en la pizarra.	Profesores Estudiantes Foto Pizarra Marcadores	• Los estudiantes hablan acerca de personas famosas. • Los estudiantes dicen lo que saben sobre la presentación personal.	**Técnica:** Observación Escuchar Preguntar Hablar
CONSTRUCCIÓN DEL CONOCIMIENTO	• Presentar el tema Presentar el tema a los estudiantes y explicarles la estructura gramatical que se usa para dar información personal. • Pedir a los estudiantes que comiencen con su presentación personal empleando la estructura que el maestro les enseñó anteriormente. • (**Actividad en clase**) Dividir la clase en grupos de cinco personas y entregar a cada grupo una bolsa con muchas palabras que serán utilizadas para formar oraciones.	Pizarra Marcadores Bolsa con palabras	• Los estudiantes forman las oraciones de manera adecuada.	**Técnica:** Escuchar Hablar Escribir
CONSOLIDACIÓN	• Los estudiantes llevan a cabo las presentaciones personales de forma oral de acuerdo a las oraciones que formaron en la actividad anterior. • Los alumnos escriben su presentación personal.	Cuaderno	• Los estudiantes escriben su presentación personal.	**Técnica:** Hablar Leer Escribir

Profesor	Jefe de área	Director

Appendix 3- Handouts

COMMANDS

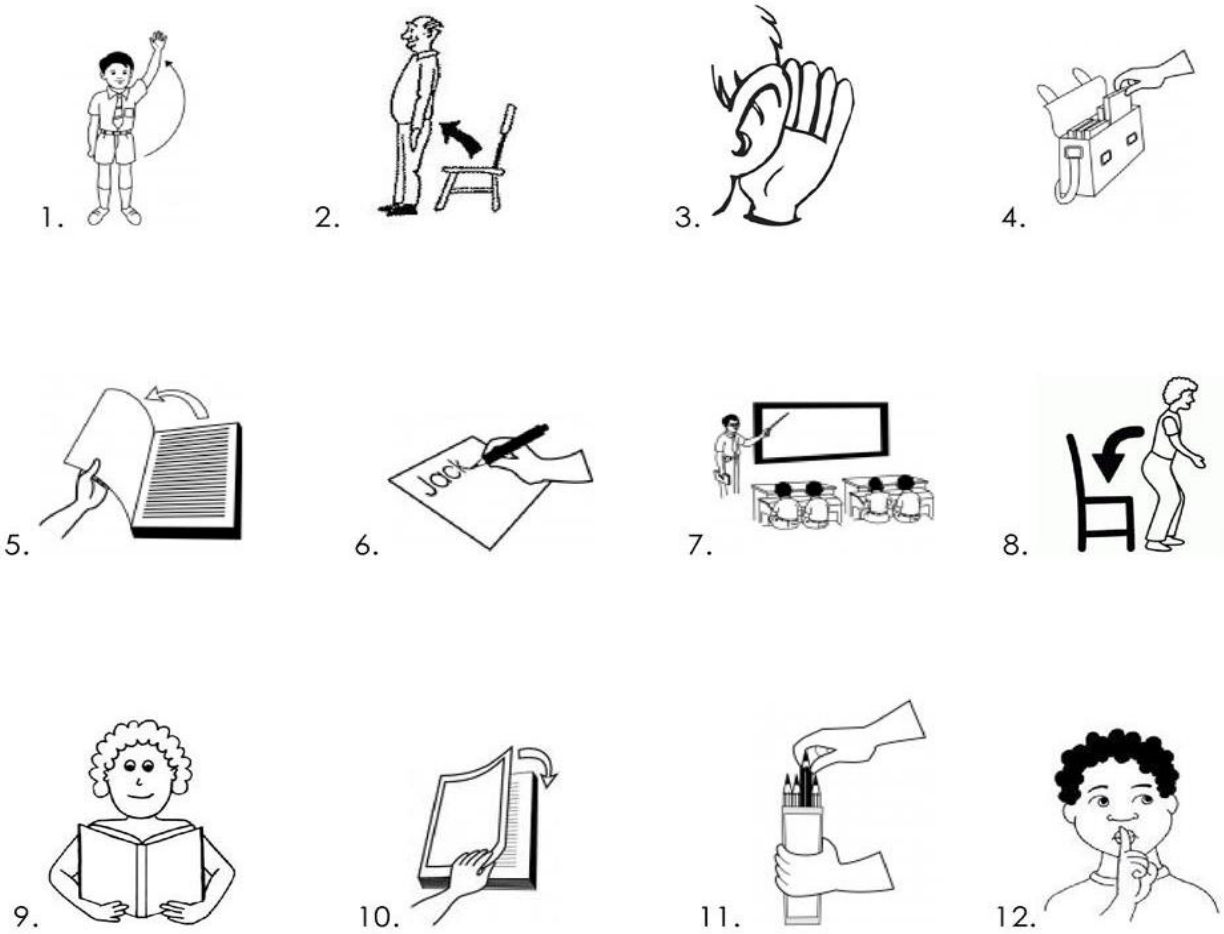


(sedaakca, 2011)

COMMANDS

Classroom Instructions

Directions: Cut the words and stick below the pictures.



Sit down.	Read the book.	Raise your hand.	Close your book.
Take out your pencil.	Write your name.	Open your book.	Silence.
Take out your book.	Listen.	Look at the blackboard.	Stand up.

iSLCollective.com

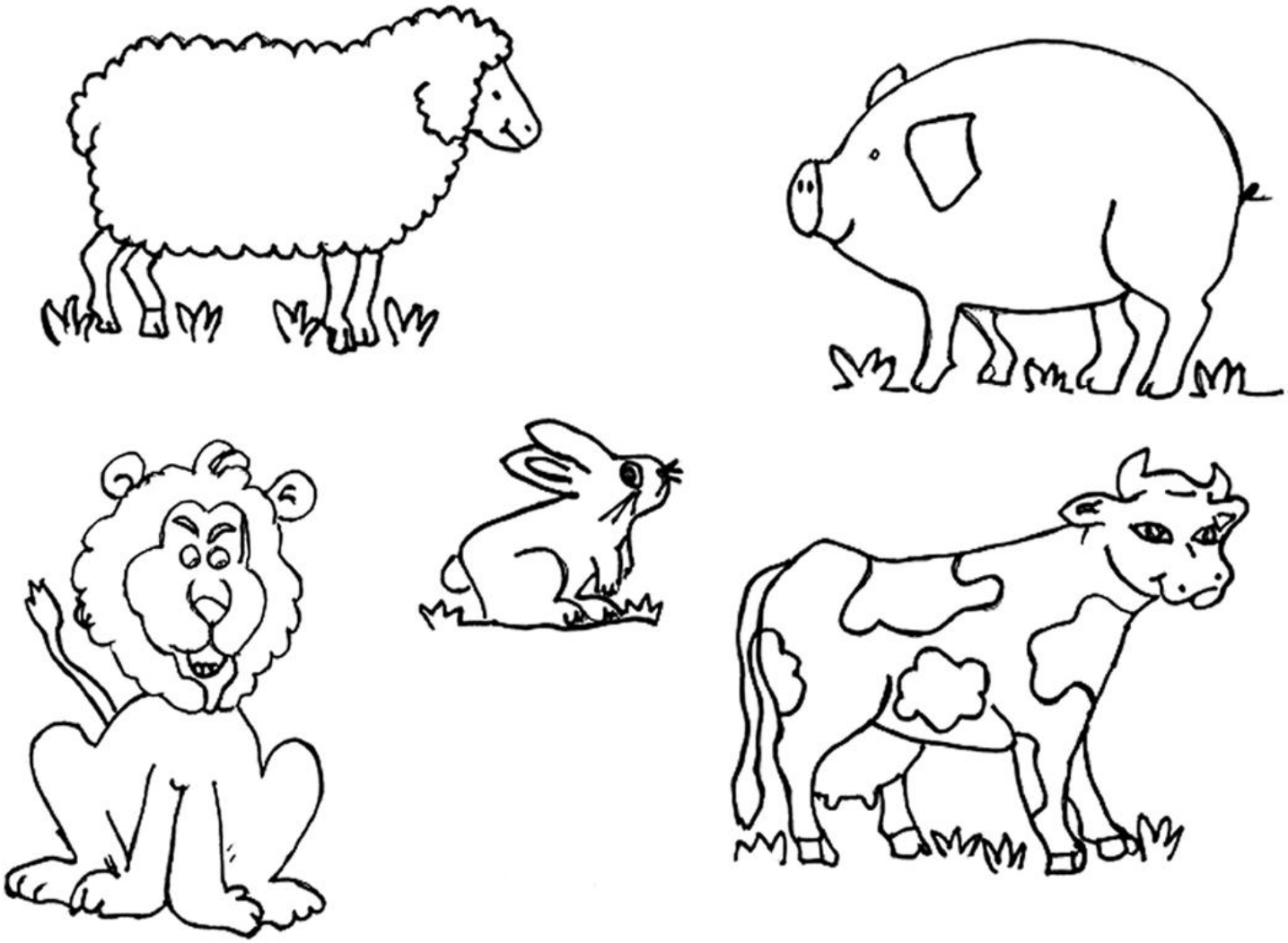
(Delmara, 2012)

Numbers →Animals

- **Paint the animals and write their names**.

(CuentosdeDonCoco.com)

*** Write five sentences about the animals you have at home.**

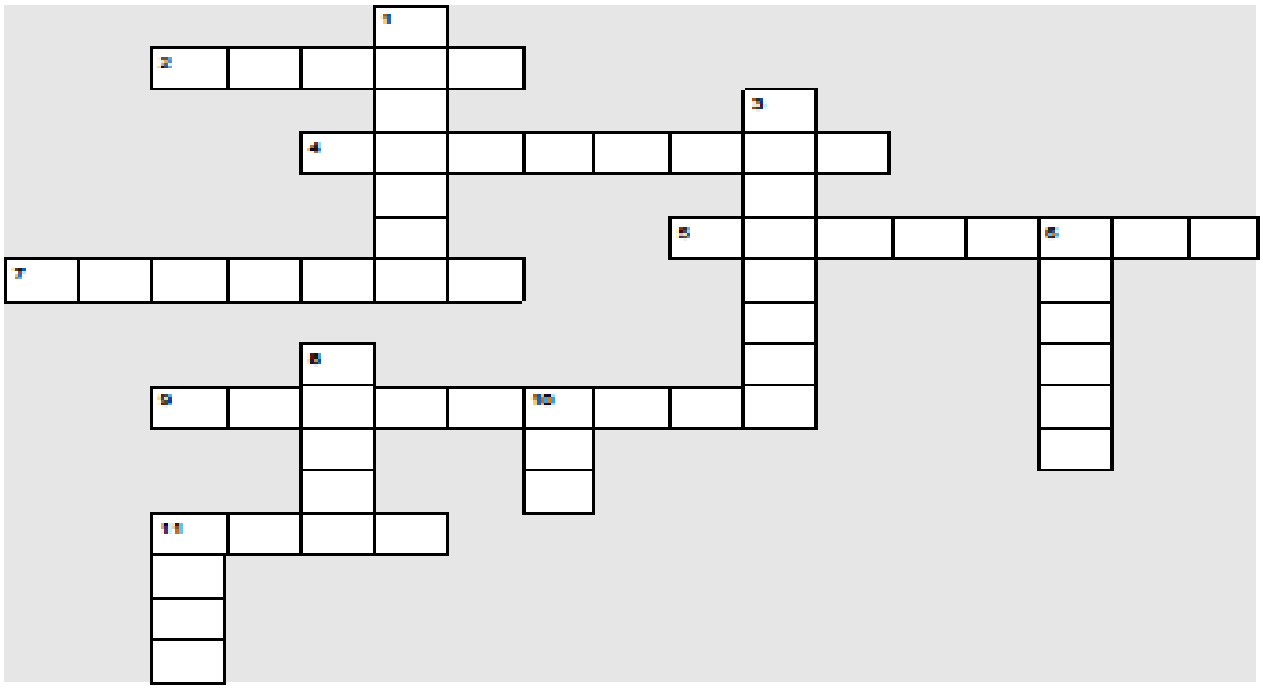


_____
_____
_____
_____
_____

MONTHS OF THE YEAR →SEASONS

Crossword

Months



ACROSS		DOWN	
2.	3rd month of the year	1.	10th month of the year
4.	11th month of the year	3.	Last month of the year
5.	The month before March	6.	The month after July
7.	1st month of the year	8.	The month before May
9.	The month after August	10.	5th month of the year
11.	7th month of the year	11.	The month after May

(Bradley'sSchoolEnglish, n d.)

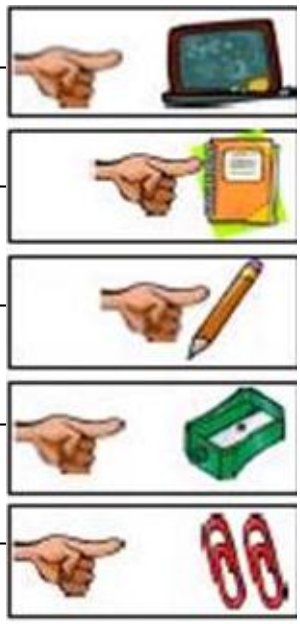
DEMONSTRATIVE PRONOUNS

- **Read the following sentences and make a drawing for each one.**

That chair is red.	These books are yours.

.	
Those pens are new.	This apple is green.

- **Write sentences using demonstrative pronouns.**



_____

_____

_____

_____

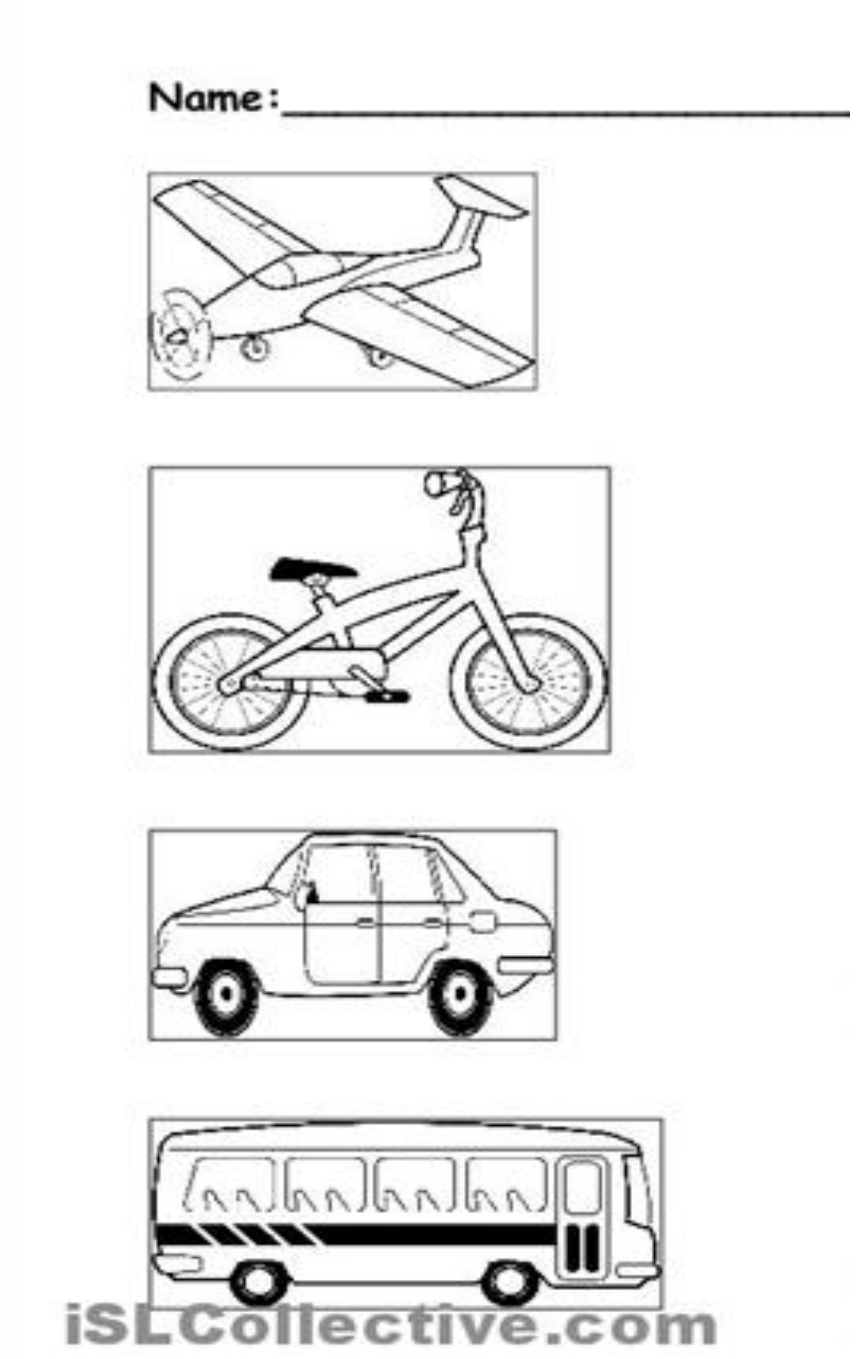
_____

(Andert, 2011)

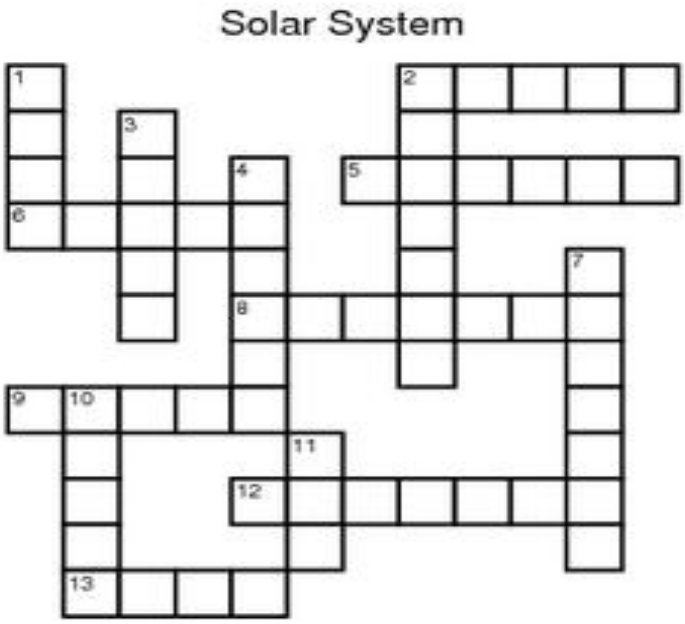
MEANS OF TRANSPORTATION

- **Color the means of transport and write the name of each item.**

(CuzyWorksheets, n d.)



THE SOLAR SYSTEM



Across

2. Once considered a planet, _____ was recently reclassified as a dwarf planet
5. This planet is known for its rings
6. _____ System
8. 8th planet from the sun
9. Planet nearest to Earth
12. Largest planet
13. Black _____

Down

1. The red planet
2. There are eight in our solar system
3. _____ Way
4. 7th planet from the sun
7. Planet closest to the sun
10. The third planet from the sun.
11. This star heats the Earth

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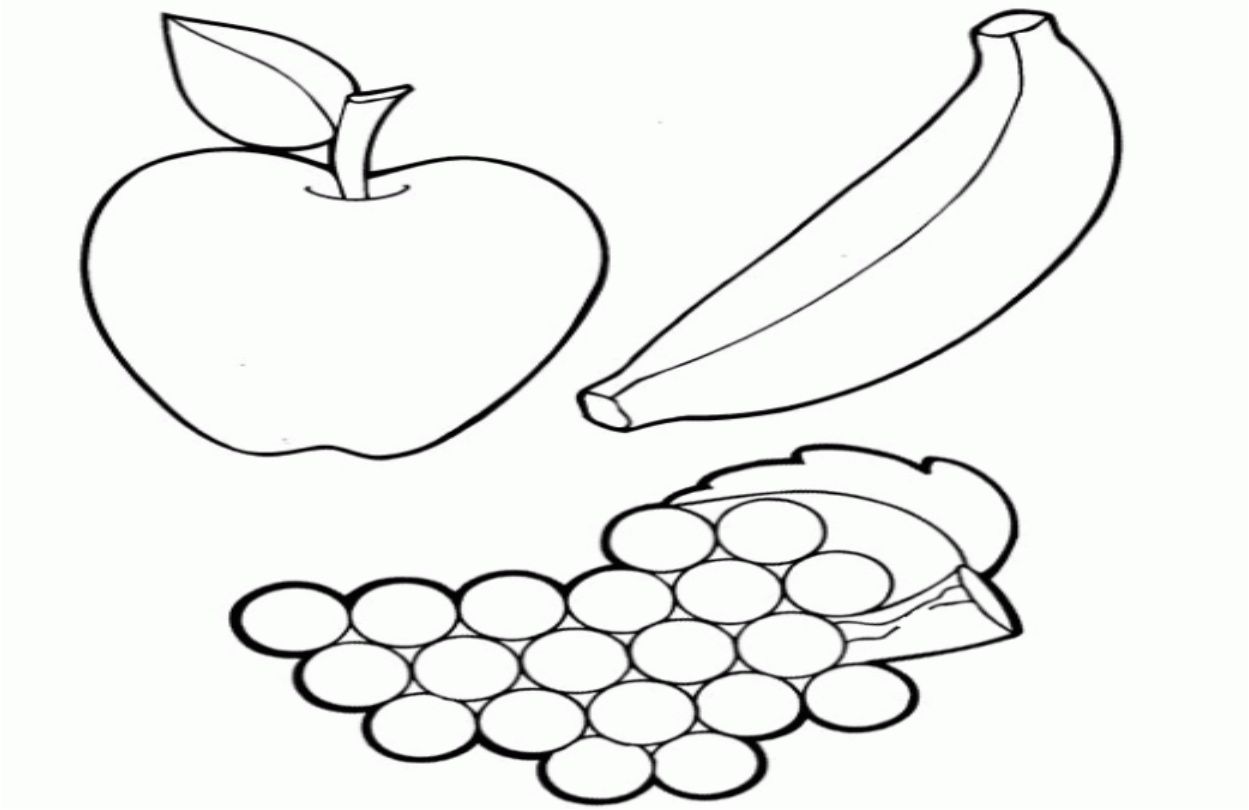
(PLANETLESSON, n d.)

COLORS

- **Fill in the blanks with colors**
  - The sky is _____.
  - The walls of our school are _____.
  - My dog's fur is _____.
  - Our teacher's hair is _____.
  - My best friend's eyes are _____.
  - The chairs are _____.
  - My eraser is _____.
- ✓ **Paint the following fruits according to the colors they are.**

(ColoreaDibujos.com, n d.)

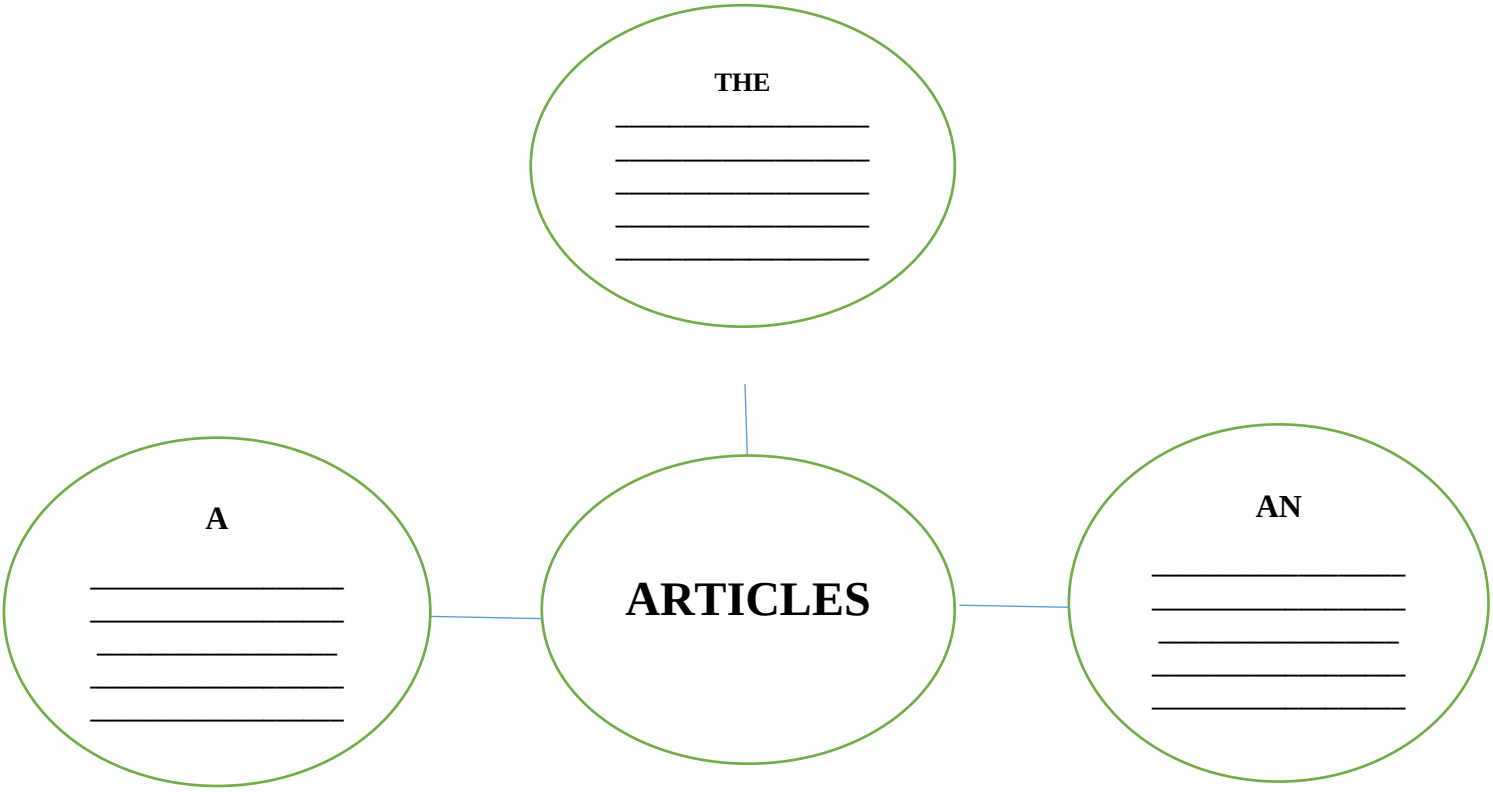


- **Write five sentences about your favorite colors.**

_____
_____
_____
_____
_____

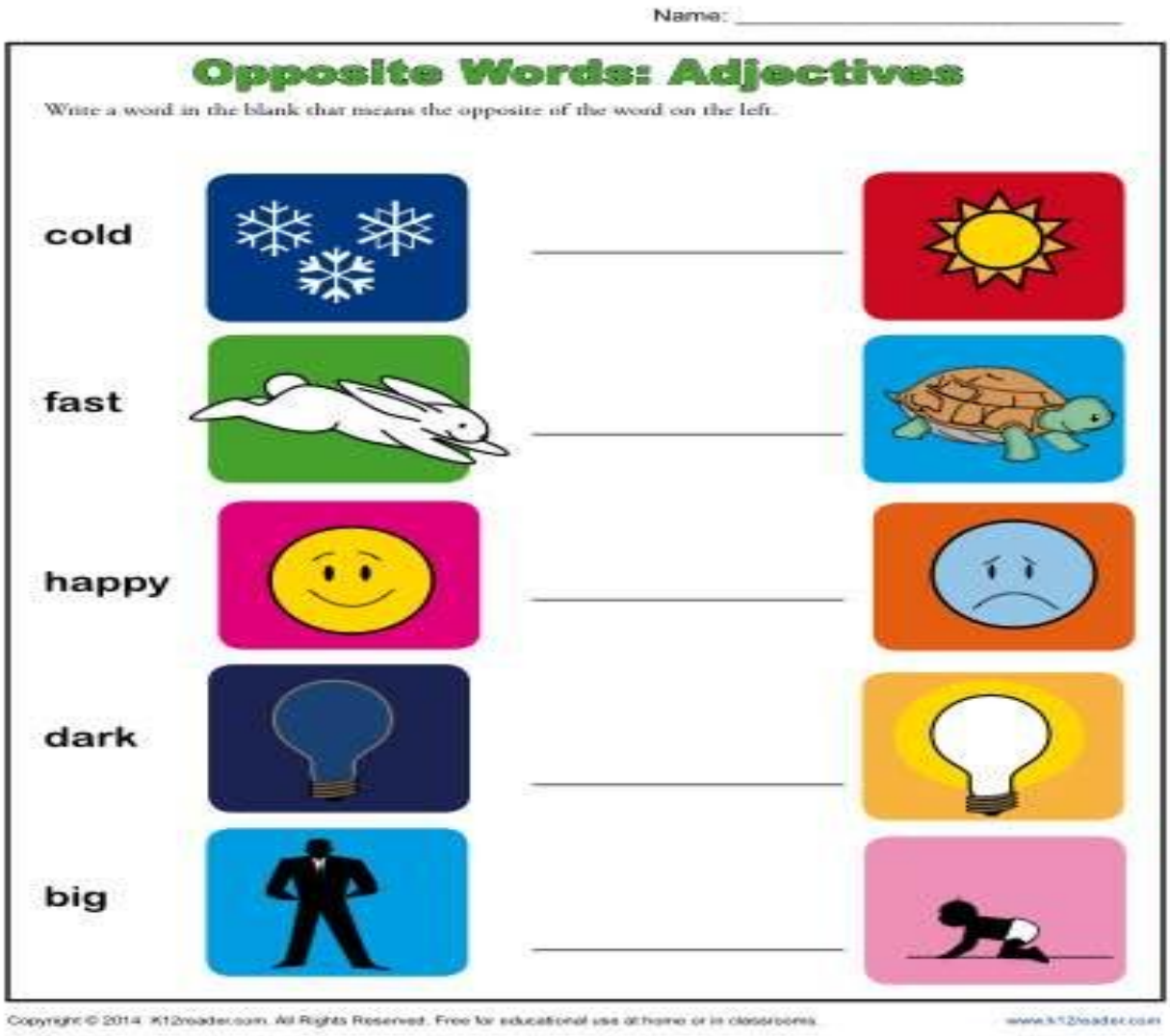
ARTICLES

- **Write five nouns for each word web**



OPPOSITE ADJECTIVES

- **Match the pictures with the words.**



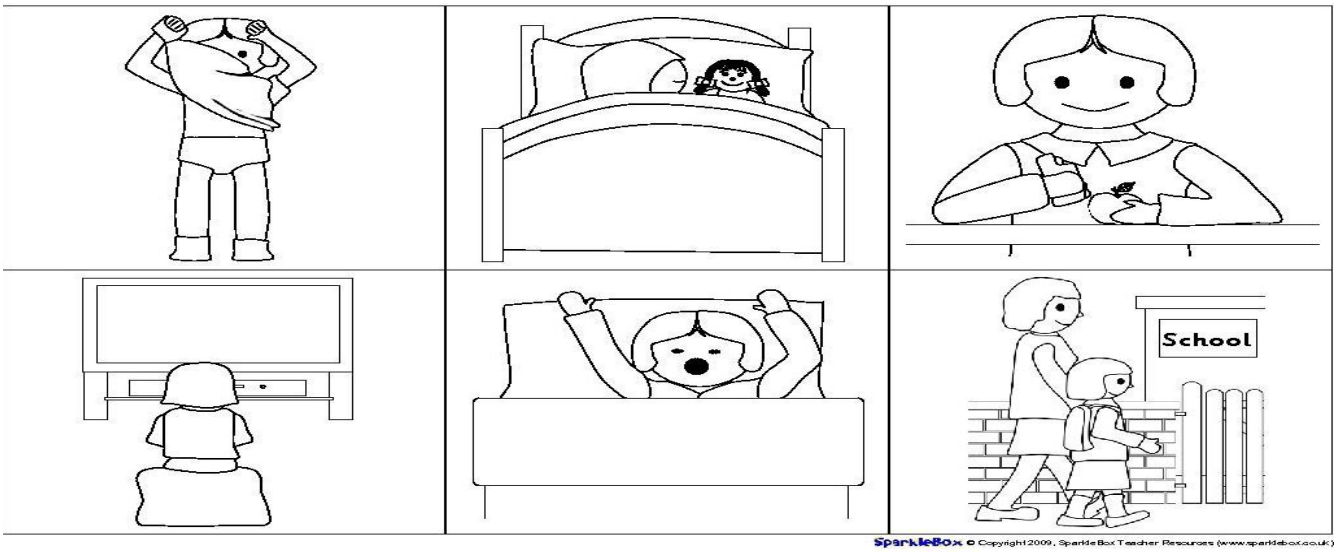
(K12Reader, 2014)

- **Write five sentences about things at your home that can be considered opposites.**

_____
_____
_____
_____
_____

DAYS OF THE WEEKS/DAILY ROUTINES

- **Order the pictures about Daily Routines and write the hour in which you perform each action.**



(SparkleBox, n d.)

- **Write five sentences of your daily routines.**

_____

_____

_____

_____

_____

- **Unscramble the following Wh questions.**

  - **is/ name/your/?/What. _____.**
  - **do/live/Where/you/?/. _____.**
  - **How/you/?/old/are/. _____.**
  - **you/do/?/study/./Where_____.**
  - **from/you/./?/Where/are_____.**

- **Write five information questions and interview a classmate.**

  - _____.
  - _____.
  - _____.
  - _____.
  - _____.

NUMBERS

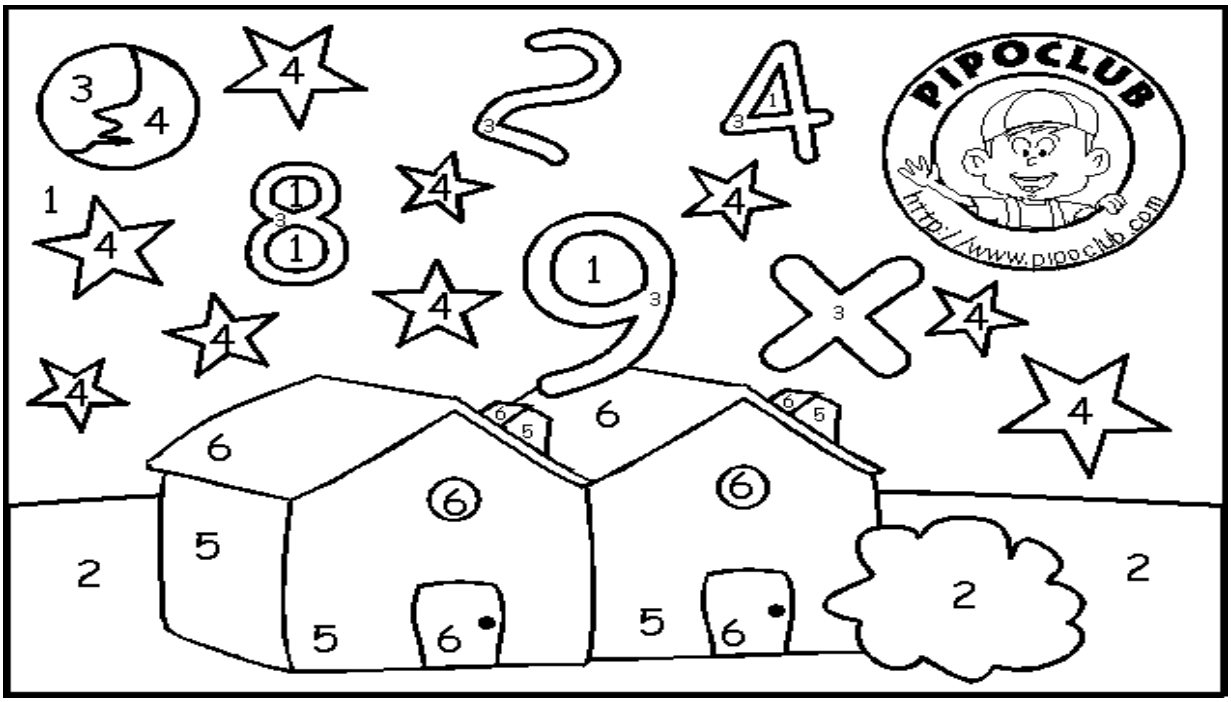
Draw a Line From the Number to Its' Name

7	One
3	Ten
5	Seven
2	Three
0	Nine
8	Five
4	Four
9	Eight
10	Six
6	Two
1	Zero

Math-Aids

(Math-Aids.Com, n d.)

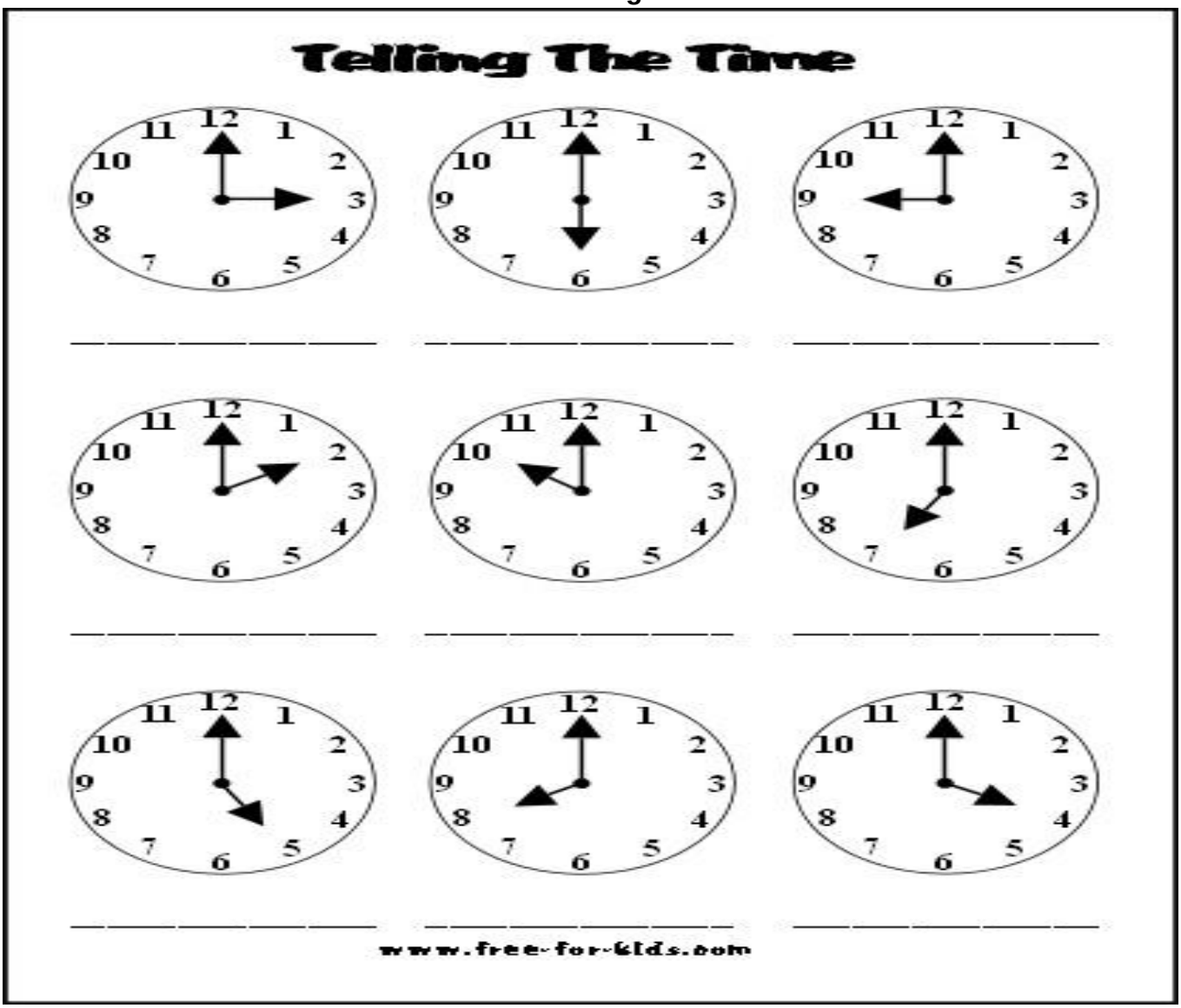
Paint the following picture and paste sequins on the numbers.



(Pipoclub.com, n d.)

TELLING THE TIME

- **Write the time that the clocks are showing.**

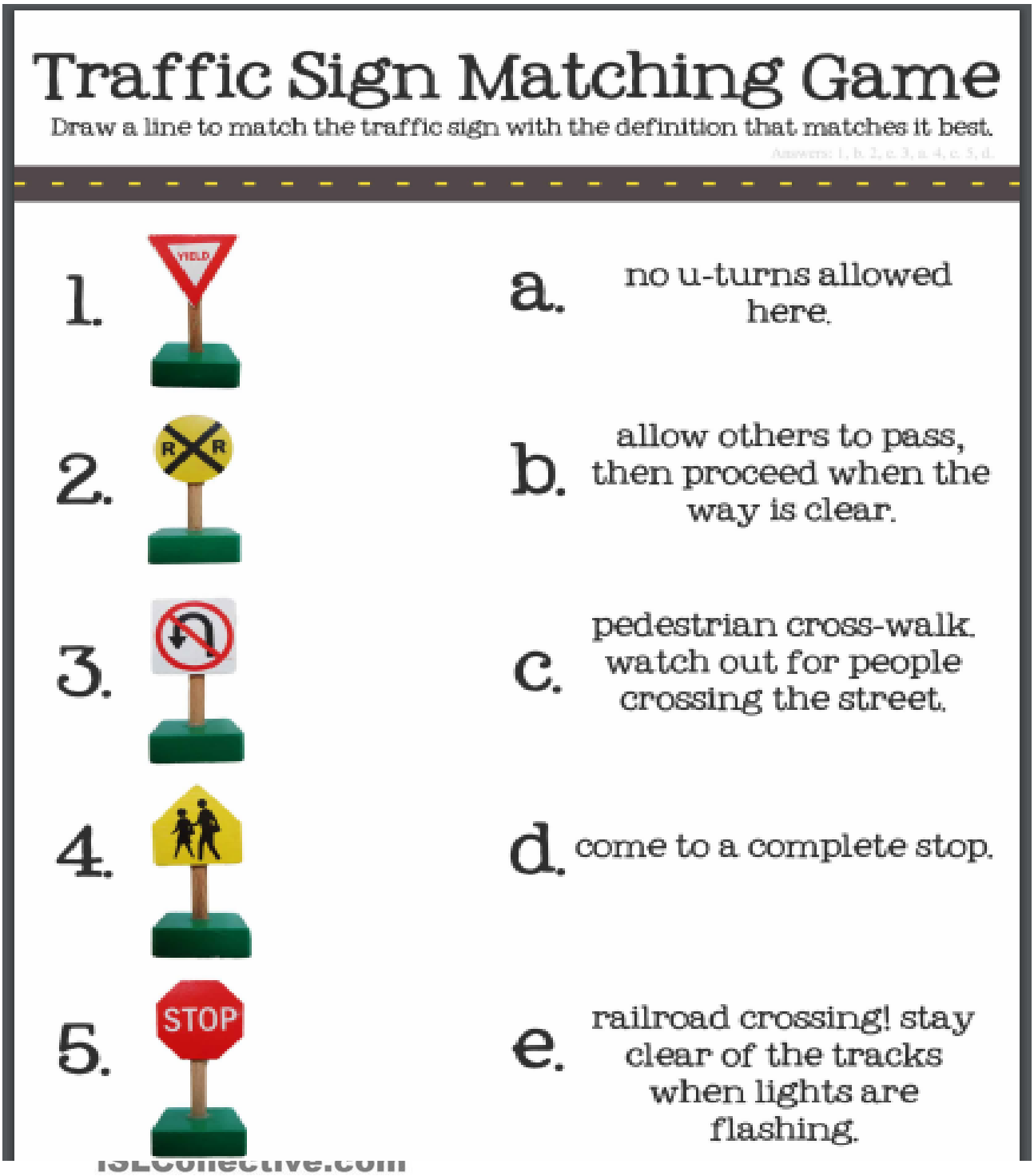


(Marsh, n d.)

Write five sentences using time phrases.

- _____.
- _____.
- _____.
- _____.
- _____.

SPORTS



(iSLCollective.com)

TRAFFIC SIGNS

(Doug, 2013)

- **Draw a traffic signs road map of your hometown**.

A **Write the comparative form of these adjectives.**

►	cold	*colder*	13	long	.....
1	big	.....	14	hungry	.....
2	careful	.....	15	nice	.....
3	expensive	.....	16	happy	.....
4	good	.....	17	difficult	.....
5	fat	.....	18	old	.....
6	famous	.....	19	beautiful	.....
7	new	.....	20	friendly	.....
8	modern	.....	21	hot	.....
9	young	.....	22	wonderful	.....
10	cheap	.....	23	bad	.....
11	delicious	.....	24	small	.....
12	rich	.....	25	sad	.....

PAGE 154 • ADJECTIVES AND ADVERBS

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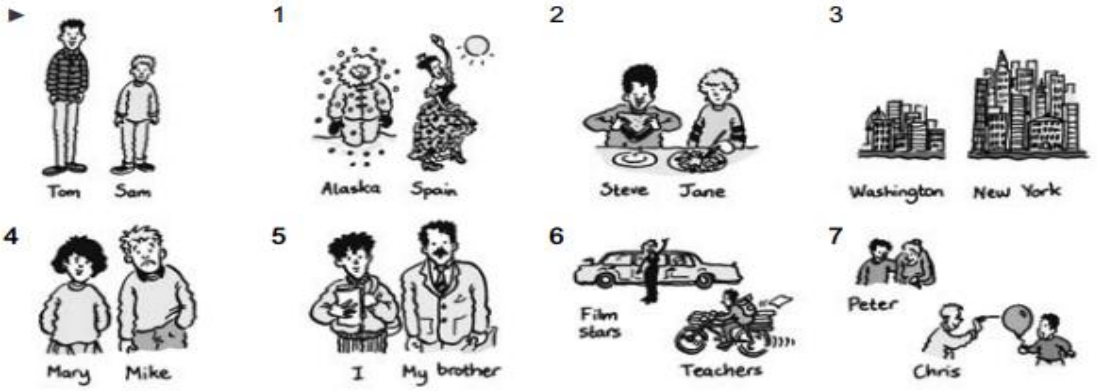
Oxford Practice Grammar Basic

PHOTOCOPIABLE © Oxford University Press

FREE from Grammar to go!

B **Write comparative sentences about the pictures using *than* and the words in brackets ( ). Use the Present Simple.**



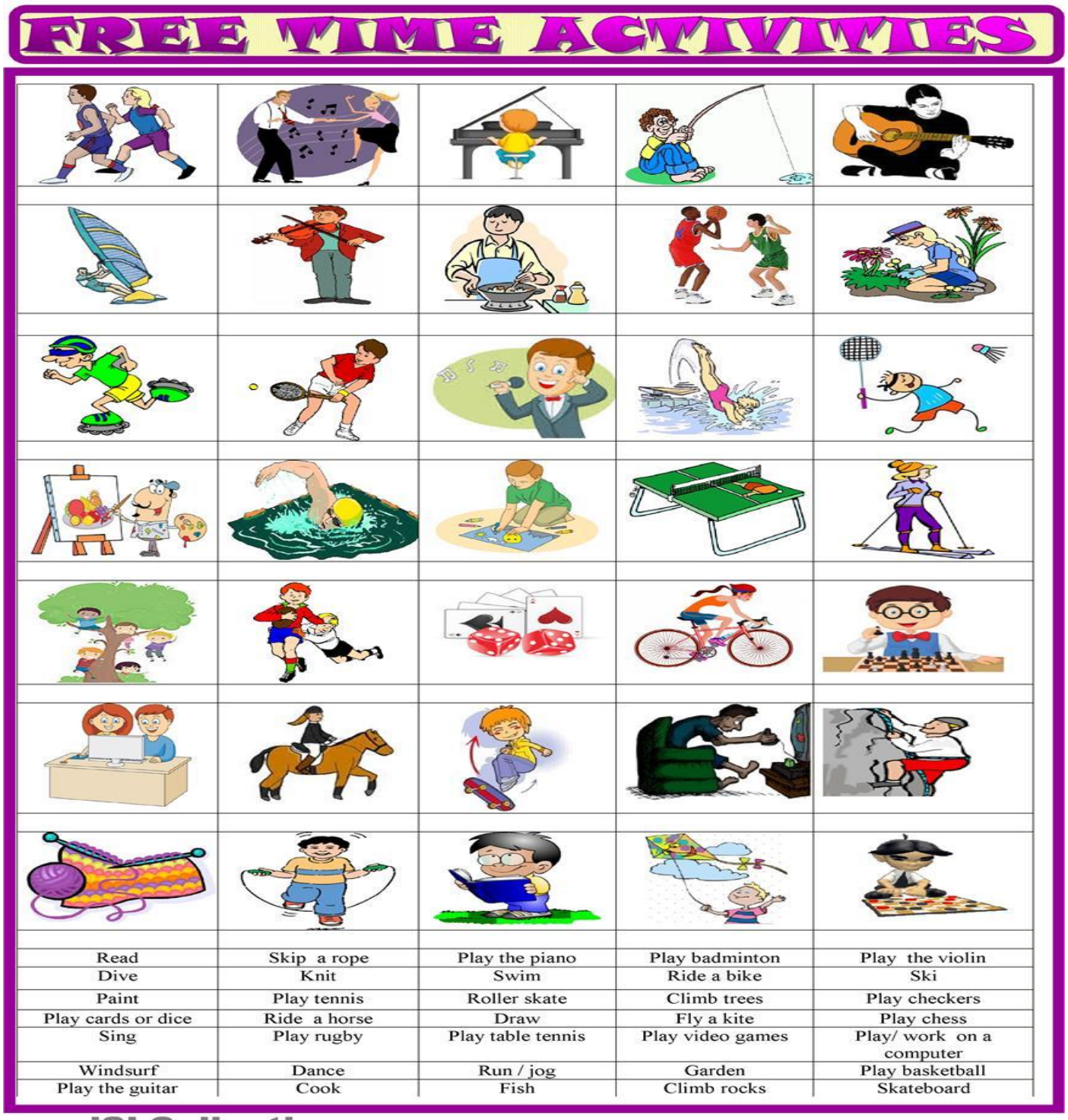
►	(be/tall)	Tom is taller than Sam.
1	(be/cold)	.....
2	(be/hungry)	.....
3	(be/small)	.....
4	(be/happy)	.....
5	(be/young)	.....
6	(be/rich)	.....
7	(be/friendly)	.....

COMPARATIVE ADJECTIVES

(Borovicka, n d.)

- **Write in your notebook five sentences about comparisons.**

ACTION VERBS/ LEISURE TIME ACTIVITIES



(sylviepieddaignel, 2015)

ACTION VERBS/ LEISURE TIME ACTIVITIES

- **Complete the half part of the following leisure time activity.**
- (sylviepieddaignel, 2015)

(anakinder, 2007)

ADVERBS OF FREQUENCY → HOUSEHOLD CHORES

- **Look at the pictures and write how often you do the following household chores**

(Gracie, 2008)

For example, I always do the dishes.

(PIC2VIRAL, 2015)

Adverbs	Frequency
always	every day / every night
usually	happens most days/nights
frequently	happens most days/nights
often	many times
sometimes	at particular occasions but not all the time
occasionally	not happening often or regularly
rarely	it is not so common
seldom	almost never
hardly ever	almost never
never	not at any time or not on any occasion

____.
____.
____.

COUNT AND NON-COUNT NOUNS

Solve the following word search and classify the hidden words between countable and non-countable nouns.

FIND THESE WORDS:

CABBAGE - ORANGES - BREAD - LEMON - ORANGE JUICE - MEAT - SUGAR
TOMATOES - POTATOES - CHEESE - PASTA - CEREAL - FISH - CARROTS - CHICKEN

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

www.welcometoenglishandfun.com

Countable

Uncountable

(ENGLISH&FUN, 2009)

REGULAR VERBS/PAST TENSE

❖ **Write the past tense of the following regular verbs.**

Present Tense	Past Tense
1. Call	1. _____
2. Change	2. _____
3. Boil	3. _____
4. Behave	4. _____
5. Ask	5. _____

6. Dance	**6. _____**
7. Enjoy	**7. _____**
8. Greet	**8. _____**
9. Help	**9. _____**
10. Opened	**10._____**

❖ **Write the past tense of the following regular verbs.**

Present Tense	**Past Tense**
11. Call	**11._____**
12. Change	**12._____**
13. Boil	**13._____**
14. Behave	**14._____**
15. Ask	**15._____**
16. Dance	**16._____**
17. Enjoy	**17._____**
18. Greet	**18._____**
19. Help	**19._____**
20. Opened	**20._____**

INTRODUCE YOURSELF/PERSONAL INFORMATION

Introduce yourself !

- Hi, my name's .....
- I'm from ..... (country)
- I live in ..... (city)
- I'm ... years old.
- My birthday is on .....
- I'm a student at .....
- My favourite subject is .....
- My favourite sport is .....
- There are ... people in my family.
- They are .....
- My father is a ..... and my mother a .....
- I would like to be a ..... because .....
- My hobby is .....
- In my free time, I also like .....
- I don't like .....
- My favourite food is .....
- My favourite drink is .....
- My favourite day of the week is ..... because .....
- My favourite month is ..... because .....
- My favourite singer (or band) is .....
- I like ..... (movies).
- My favourite place is ..... . I like it because .....
- I (don't) like travelling. I have been to .....
- The most beautiful place in my country is .....
- I study English because ---------->

Months
January
February
March
April
May
June
July
August
September
October
November
December

School subjects
English
science
maths
art
PE
physics
chemistry
music
social studies
history
geography
computer science

Hobbies - Free time activities
- reading, painting, drawing
- playing computer games
- surfing the Internet
- collecting stamps/coins/...
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/...
- listening to music
- shopping, singing, dancing
- travelling, camping, hiking

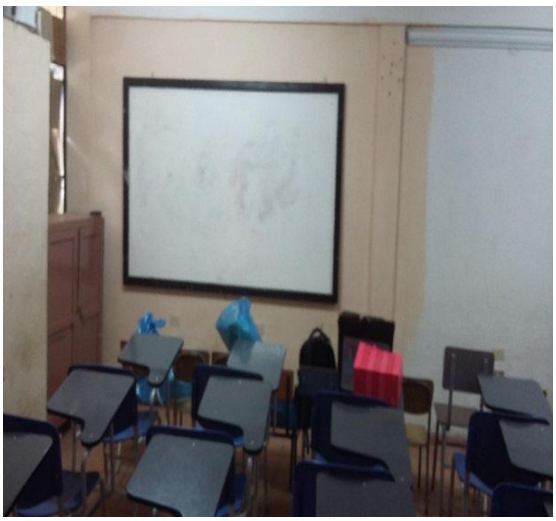
Movies
action movie
comedy
romantic comedy
horror movie
sci-fi movie
war movie
thriller
animated cartoons

Because...
- ... I like it a lot.
- ... I think it's important.
- ... there are many things to see.
- ... I have to.
- ... I can relax there.
- ... It's relaxing/popular/nice/...
- ... it's the last day of the week.
- ... I'm good at English/maths/...

(PhilipR, 2009)

Appendix 4- Delivery Material Photos

- **At the time of delivery of the classroom by the Principal**



- **C**

lassification of didactic material

FRUTAS EN INGLES
CHRISTMAS

Jan.
You use WHAT to ask about things.
You use WHERE to ask about place.
You use WHY to ask about a reason.
You use HOW to ask about manner.
You use WHO to ask about

Comparatives and Superlatives
Big
Bigger
The biggest
Mop the Floor
Clean the Windows
Water the Plants
Weed the Garden
Mow the Lawn
Set the Table

GOOD TIMES
BAD TIMES

Stand up
SIT DOWN.
Open your book
Close your book
Come to the board
Clean the board
Raise your hand
Come here
Be quiet
open
close
Father Christmas
Christmas tree
snowman
gifts
candies
reindeer
candles
angels
bells
gingerbread
snowflake
candy cane
garland
stocking
mistletoe
wreath
ornament
sled
Spring
Fall
Summer

SATURDAY
FRIDAY
THURSDAY
WEDNESDAY
TUESDAY
MONDAY

- **Roundtable with Authorities and School Teachers**

LOCATION: Eduardo Crespo Malo Elementary School is located in Barabon – La Inmaculada, it is only 25 minutes from Cuenca city.

EDUARDO CRESPO MALO