Planeación semanal

4th Grade Daily Routines: Week Lesson Plan

Componentes de lenguaje o habilidades

- Speaking
- Listening
- Sentence Construction
- Role Play

Objetivos de aprendizaje

- Identify and use simple present tense structures
- Differentiate between third person singular and other pronouns
- Engage in role plays describing daily routines

Vocabulario

- get up
- have breakfast
- go to school
- do homework
- go to bed
- in the morning
- at noon
- in the afternoon
- in the evening
- at night

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Recursos o materiales para la semana

- Simple Present Tense Structure Charts
- Role Play Cards

Posibles dificultades
Dificultad:
Understanding the addition of '-s' or '-es' in third person singular.
Recomendaciones para acompañar a los estudiantes:
Provide visual charts and repetitive verbal practice emphasizing the pattern. Use common verbs like 'go', 'do', and 'watch' for daily routines examples.
Dificultad:
Pronouncing the '-s' ending in verbs for third person singular
Recomendaciones para acompañar a los estudiantes:
Use audio repetition with focus on listening exercises where students repeat sentences after you or audio clips.
Evaluación informal
Recomendaciones para evaluar:

- Monitor students' ability to construct sentences using the correct form of the verb.
- Observe participation in role play activities for correct use of pronouns in conversation.

Aspectos a observar:

- Students independently using the correct third person singular form during role plays and sentence construction activities.
- Active participation in pairs for role-playing activities.

Referencias
Educational resources compiled from British Council and curriculum guidelines for EFL lessons.
Routine Flashcards
Descripción:
Students sort illustrated flashcards of daily routine actions into morning, afternoon, and evening categories.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Vocabulary building

Recursos o materiales para la actividad:

- Routine Flashcards

Fuente:
En clase
Paso a paso:

- Distribute flashcards among students proportionally.
- Team students up to sort actions into time categories (morning/afternoon/evening).
- Allow each group to present sorted sequences briefly aloud to class.
- Provide constructive feedback and correct category organization if needed.

Recursos adicionales:

- undefined
  - Propósito: undefined- Instrucciones para el docente: undefined- Material para el estudiante: undefined- Formato de impresión: undefined- Tiempo estimado: undefined- Materiales: undefined

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide clear visual aids for understanding.

Introduction to Simple Present
Descripción:
The teacher introduces the simple present tense with a focus on routine actions using verbs like 'go', 'play', 'eat'.
Duración aproximada:
15 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Grammar awareness

Recursos o materiales para la actividad:

- Simple Present Tense Structure Charts

Fuente:
En clase y recursos del profesor
Paso a paso:

- Introduce the simple present tense with a focus on verbs like 'go', 'play', 'eat'.
- Use a chart to show the 's' or 'es' addition in third person singular verbs.
- Model various sentences such as 'He plays in the park.' and 'I read in the evening.'
- Ask students to repeat sentences, focusing on pronunciation.

Recursos adicionales:

- undefined
  - Propósito: undefined- Instrucciones para el docente: undefined- Material para el estudiante: undefined- Formato de impresión: undefined- Tiempo estimado: undefined- Materiales: undefined

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Focus on repetitive drills for better understanding.

Sentence Construction
Descripción:
In pairs, students create three sentences about their own daily routines, using simple present structures.
Duración aproximada:
30 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Speaking
- Sentence Construction

Recursos o materiales para la actividad:

- Sentence Starter Cards

Fuente:
En clase
Paso a paso:

- Group students into pairs and distribute sentence starter cards.
- Guide them to use cards to form sentences about daily routines.
- Monitor the pairs as they construct sentences like 'I have breakfast at 8 a.m.' and 'She goes to school in the morning.'
- Provide feedback on sentence structure, especially focusing on third person singular usage.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide starters such as 'I wake up at...' or 'He goes to...'.

Sharing Session
Descripción:
Pairs share one sentence they've constructed with the class, focusing on accurate tense usage.
Duración aproximada:
10 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Peer Feedback

Fuente:
En clase
Paso a paso:

- Invite pairs to share one of their sentences with the class.
- Provide positive feedback on clear pronunciation and proper use of simple present tense.
- Encourage students to suggest corrections constructively when necessary.
- Thank all students for their active participation.

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Homework: Daily Routine Journal
Descripción:
Students maintain a daily routine journal for the week, writing two sentences per day using simple present tense.
Duración aproximada:
Home Activity
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Writing
- Reflection

Fuente:
Tarea
Paso a paso:

- Introduce the concept of a Daily Routine Journal and demonstrate examples.
- Ask students to write two sentences about their routines at home each day.
- Encourage sentence construction using targets from the lesson.
- Collect journals at week's end to provide feedback.

Mime the Routine
Descripción:
Students mime an action for their routine while others guess the action using simple present tense.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Action recognition

Fuente:
En clase
Paso a paso:

- Invite one student to the front to mime a routine action, e.g., brushing teeth.
- Ask: 'What does he/she do?'
- Encourage others to guess using a full sentence, e.g., 'He brushes his teeth.'
- Rotate students mimes to ensure broad participation.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Use gestures and very common actions for mimes.

Pronouns and Verb Forms
Descripción:
Review pronouns and their corresponding verb forms in the simple present tense.
Duración aproximada:
15 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Grammar awareness

Recursos o materiales para la actividad:

- Pronoun and Verb Form Charts

Fuente:
En clase
Paso a paso:

- Revisit pronouns and their verb forms in simple present: e.g., 'I eat', 'He eats'.
- Provide visual charts for different pronouns and verb forms.
- Encourage students to practice forming sentences using these pronouns.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Focus on regular verbs before introducing less common forms.

Role Play: My Daily Routine

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Descripción:
Students perform a role play discussing daily routines with a partner, using key vocabulary and structures.
Duración aproximada:
25 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Speaking
- Listening
- Role Play

Recursos o materiales para la actividad:

- Role Play Scenario Cards

Fuente:
En clase
Paso a paso:

- Distribute role play cards to each pair that describe scenarios of daily routines.
- Lightly guide students to prepare their dialogues using the scenario cards as prompts.
- Students engage in role play, taking turns describing their routines one by one.
- Circulate to facilitate with any issues in verb forms and provide corrective feedback when needed.

Recursos adicionales:

- undefined
  - Propósito: undefined- Instrucciones para el docente: undefined- Material para el estudiante: undefined- Formato de impresión: undefined- Tiempo estimado: undefined- Materiales: undefined

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Provide scenarios with very familiar routine actions.

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Quick Check-in
Descripción:
Group up small pairs for discussions about what verbs worked well and what didn't when using the simple present tense.
Duración aproximada:
6 minutos
Tipo de interacción:
Grupo pequeño
Componentes de lenguaje o habilidades:

- Reflection
- Speaking

Fuente:
En clase
Paso a paso:

- Organize students in small groups to exchange thoughts about verb usage.
- Facilitate open dialogue about which verbs were most comfortable to use.
- Encourage suggestions on improving sentence sophistication.
- Provide key takeaways on usual tense errors.

Visual Learning Task
Descripción:
Students draw a comic strip featuring characters performing their daily routines in simple present tense.
Duración aproximada:
Optativo durante tiempo libre
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Creative Expression
- Writing

Fuente:
Tarea creativa
Paso a paso:

- Instruct students to create a simple comic strip depicting their or a character's daily routine.
- Ensure dialogues are present with accurate sentence formations using simple present tense.
- Collect and review to ensure sentence accuracy and creative expression.

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Use a very limited set of verbs and actions to avoid confusion.

Routine Charades
Descripción:
Selected students act out daily routine actions while others guess using target language.
Duración aproximada:
5 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Listening
- Speaking

Fuente:
En clase
Paso a paso:

- Select students one by one to act out a daily routine silently.
- Prompt initials with questions such as: 'What does she do in the morning?'
- Encourage peers to express answers verbally using target sentences like 'She has breakfast.'
- Rotate roles for maxiParticipationm participation.

Review: Simple Present Tense Structures
Descripción:
Consolidate structures of simple present with emphasis on third person singular.
Duración aproximada:
15 minutos
Tipo de interacción:
Grupo completo

Componentes de lenguaje o habilidades:

- Speaking
- Grammar awareness

Recursos o materiales para la actividad:

- Simple Present Rules Posters

Fuente:
En clase
Paso a paso:

- Review simple present structures focusing on rules for third person (e.g., she runs).
- Use posters to reinforce memory of patterns and correct formation.
- Introduce additional common verbs, practicing together orally, e.g., 'She watches TV.'

Recursos adicionales:

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Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Repeat frequently and format examples for clear understanding.

Peer Interviews: Routine Habits
Descripción:
Students interview a peer about their daily routine, recording responses with simple present tense structures.
Duración aproximada:
30 minutos
Tipo de interacción:
Por parejas
Componentes de lenguaje o habilidades:

- Speaking

- Listening

Recursos o materiales para la actividad:

- Question Prompt Cards

Fuente:
En clase
Paso a paso:

- Distribute question prompt cards to stimulate discussions.
- Guide pairs to take notes while peers answer questions.
- Employ example questions such as: 'Do you go to school in the morning or afternoon?'
- Ensure students ask follow-up questions using the simple present tense.

Recursos adicionales:

- undefined
  - Propósito: undefined- Instrucciones para el docente: undefined- Material para el estudiante: undefined- Formato de impresión: undefined- Tiempo estimado: undefined- Materiales: undefined

Recomendaciones de ajuste por nivel de inglés:

- Pre A1: Use very simple and common question words, repeating if necessary for understanding.

Gallery Presentation
Descripción:
Pairs present summaries of their interviews to the class, emphasizing regular verbs and third person forms.
Duración aproximada:
10 minutos
Tipo de interacción:
Grupo completo
Componentes de lenguaje o habilidades:

- Speaking
- Listening

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Fuente:
En clase
Paso a paso:

- Invite students to assemble small gallery spaces to represent interview summaries.
- Guide them to summarize a peer routine by observing simple present usage: 'Juan wakes up at 7.', 'Ana and her sister play at 4 p.m.'
- Provide group feedback focusing on presentation delivery and correct grammar application.
- Conclude lesson emphasizing collective achievements.

Reflection Journal: Week 1
Descripción:
Students keep a brief journal of their progress and areas to improve on routine discussions in the simple present tense.
Duración aproximada:
Optativo durante tiempo libre
Tipo de interacción:
Individual
Componentes de lenguaje o habilidades:

- Reflective Writing
- Planning
- Vocabulary recall

Paso a paso:

- Encourage maintaining a reflective journal about what they learned this week.
- Instruct students to identify which routines were easiest/hardest to convey.
- Provide reflection feedback on additional practices for underrepresented tenses during upcoming lessons.