

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOUR
THEMATIC UNITS		TOPIC	Verb To Be / Countries and Nationalities			
AIMS						
Be able to differentiate the use of verb be according to the personal pronouns Be able to mention where is he/she from Be able to differentiate countries and nationalities						
LEARNING GOALS	. To ask and answer about countries and nationalities . To use verb to Be correctly . To change sentences into negative and interrogative form . To say where he / she is from					
DEVELOPMENT						
PRESENTATION	PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES	
The teacher presents the topic expressing some sentences with verb Be and mentioning vocabularies related to countries and nationalities The teacher shows some flags of different countries and ask and answer about them . What country is it? It is England . Where is it located? It is in Europe The teacher explains how to use verb Be with personal pronouns The teacher writes on the b/b I am from Paraguay __ I am Paraguayan She is from Portugal __ He is Portuguese They are from England _ They are English	The teacher asks and answer some questions and write on the b/b The students copy and practices in pairs -Where are you from? I am from the united States -What is Justim Bieber nationality? He is Canadian -Where are they from? They are from Brazil The students do the exercises in their workbook		The teacher asks to the students if they understood the topic and give others details if necessary The students return their homework to the teacher		Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

ESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HR
THEMATIC UNITS		TOPIC	Present Continuous- Colors - Clothes			
AIMS						
Be able to use English to express specific needs of the environment Be able to identify clothes vocabulary Be able to use present continuous						
LEARNING GOALS	<div><div><div>. To talk about actions</div><div>. To ask and answer questions</div></div><div><div>. To describe people’s clothes</div><div>. To talk about colors</div></div></div>					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher introduces the lesson describing himself as he is dressed Then writes on the b/b and explain the use of present continuos _I am wearing a red t-shirt a blue jeans and black shoes _ They are wearing black jackets, gray pants and white sneakers <i>Present continuous</i> SUJ+VERB BE+ MAIN VERB+ ING I am a teacher.... I am teaching English now The teacher explains how to add the ING Play-playing Stop- stopping Write-writing The teacher shows some flashcards and says some sentences using them . He is playing the guitar .They are singing in the concert . She is skating in the snow		The teacher writes some exercises on the b/b The students copy and practice - Where is he? – He is at the disco - What is he doing? – He is dancing The teacher explains how to make the negative and interrogative form . -He is driving his car Aff -He is not driving his car... Neg -Is he driving his car?... Int -Yes, he is..... No, he is not The students practice in pairs some uses of present progressive asking and answering about themselves What are you doing Luis? I am writing a letter for my girlfriend What is Sofia doing? She is running in the park		The teacher makes a feedback to fix the lesson giving others details The students write their own sentences with the vocabulary studied The students present a sketch as group work		Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOUR
THEMATIC UNITS		TOPIC	Simple Present / Days of the week			
AIMS						
Be able to talk about routines Be able to differentiate present tenses Be able to recognize days of the week						
LEARNING GOALS	<div><div><div>. To talk about routine</div><div>.To use the auxiliaries Do and Does</div></div><div><div>. To change sentences into the negative and interrogative form</div><div>. To ask and answer questions</div></div></div>					
DEVELOPMENT						
PRESENTATION	PRACTICE	WIND DOWN		MATERIALS AND STRATEGIES		
The teacher presents the class using flashcards and realia On Fridays I watch soccer on tv On Sundays I go to church _ What do you on weekends? _ Where do you on vacations? Then he writes some sentences on the bband explains the uses of simple present I am a teacher___I teach English everyday He is a singer___He sings at the club The teacher explains how to use Do andDoes and gives another details DO :I / YOU / WE / THEY DOES: HE / SHE / IT (s – es) I live in AsuncionHe lives in AsuncionThey go shopping____ She goes shopping	The teacher writes some sentences and explains the negative and interrogative structures Do + not: Do not (don’ t) Does + not: Does not (doesn’t) They play soccer_They don’t play soccer Do they play soccer? Yes, they do He goes to Paris__He doesn’t go to ParisDoes he go to Paris? No, he doesn’t What do you do on Sundays? I go to the church Where does Sue live? She lives in Tokyo What time do you get up on Saturdays? I get up at 09:00 a.m. The students do the activities	The teacher makes a feedback to fix the lesson giving others details The students write their own sentences with the vocabulary studied		Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening		

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOUR
THEMATIC UNITS		TOPIC	The Time			
AIMS						
Be able to tell the time in English						
LEARNING GOALS	<div><div></div><div>. To write the time in English</div><div>. To ask and answer about the time</div><div>.To differentiate the American and British style</div></div>					
DEVELOPMENT						
PRESENTATION	PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES	
<div>The teacher presents the class using flashcards and realia Then ask questions refering to the time The teacher writes on the bb and explains the uses O'clock __A quarter after Thirty / Half A quarter to What time is it? It is two o'clock What time do you have breakfast? I have breakfast at a quarter after seven a.m. What time do you go to bed? I go to bed at nine p.m.</div>	<div>The teacher writes some exercises The students copy and practice in pair telling the time a) 8:00 b) 11:20 c) 9:45 d) 10:30 e) 12:15 The students do the activities in theirworkbooks</div>		<div>The teacher makes a feedback to fix the lesson giving some others details The students do the activities in theirworkbooks</div>		<div>Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening</div>	

LESSON PLAN							
SCHOOL		COURSE	TEACHER		TIME		
		5 th grade			DATE	HOUR	
THEMATIC UNITS		TOPIC	Numbers 0- 1,000 _ There is/ There are—How much/ How many				
AIMS							
Be able to write numbers in English . Be able to recognize mass nouns and countable nouns Be able to identify numbers spelling in English							
LEARNING GOALS	. To write numbers in English . To differentiate How much / How many . To use there is and there are correctly . To talk about foods						
DEVELOPMENT							
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES	
The teacher presents the class using flashcards and say some sentences expressing numbers The teacher writes on the and explains I am 37 years old She is 16 years old Paraguay has 17 departments His house number is 52 The teacher explains uses of mass nouns and countable nouns and the there is/ there are . How many oranges are there on the table? There are five oranges How much beef is there? There is a slice of beef		The teacher writes on the b/b the numbers and practice with the students 1 one - 2 two – 3 three - 4 four - 5 five - 6 six 7 seven - 8 eight - 9 nine - 10 ten - 11 eleven 15 fifteen - 20 twenty - 30 thirty -40 forty - 50 fifty - 60 sixty -70 seventy - 80 eighty 90 ninety - 100 one hundred The teacher presents activities about foods and ask and answer questions with the students using mass and countable nouns How much coffee do you have for breakfast?._ I have two cups of coffee How many pears do you needd? _ I need two The students do their activities in theworkbook		The teacher makes a feedback to fix the lesson giving some others details The students do the activities in theirworkbook		Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOUR
THEMATIC UNITS		TOPIC	The Family			
AIMS						
Be able to identify members of the family in English Be able to mention family members						
LEARNING GOALS	<div><div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div><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ESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOUR
THEMATIC UNITS		TOPIC	Past tense of verb To Be-Seasons of the year – The weather			
AIMS						
Be able to talk about past events Be able to identify members of the family in English		Be able to talk about seasons of the year Be able to mention family members				
LEARNING GOALS	. To differentiate the use of Was/Were . To talk about actions in the past .To change sentences into negative and interrogative form . To talk about the weather and seasons of the year					
DEVELOPMENT						
PRESENTATION	PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES		
The teacher present the topic talking about past event presenting flashcards and realia Then writes on the b/b and explains Verb To Be Present : AM – IS – ARE Past : WAS / WERE I am a teacher __ I was a student She is a girl now _ She was a baby They are doctors _ They were singers What day was yesterday? Yesterday was Sunday	The teacher writes some sentences and explains the negative and interrogative forms He was a pilot . They were singers He was not a pilot . They were not singers Was he a pilot? Were they singers? Yes, he was Yes, they were No, he was not No, they were not The students ask and answer about the weather in pairs How was the weather on Sunday? On Sunday the weather was sunny and hot Was the weather cloudy last Friday? No, it was not cloudy. It was windy The students do the activities in their workbook		The teacher makes a feedback to fix the lesson giving some others details The students write sentences in past tense as homework	Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening		

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOUR
THEMATIC UNITS		TOPIC	Past Continuous			
AIMS						
Be able to talk about past events Be able to differentiate past tenses						
LEARNING GOALS	<div><div></div><div>To talk about actions in the past</div><div>To change sentences into negative and interrogative form</div></div>					
DEVELOPMENT						
PRESENTATION		PRACTICE	WIND DOWN		MATERIALS AND STRATEGIES	
The teacher presents the lesson mentioning some sentences The teacher writes them on the b/b and explains the topic SUJ+VERB BE(was/were)+ MAIN VERB+ ING I was sleeping when he came home They were running when started to rain What were you doing last Sunday? Was he singing at the concert yesterday? Yes, he was. It was a good show The teacher explains how to add the ING Play-playing Stop- stopping Write-writing		The teacher writes some exercises on the bb The students copy and practice Where were you? ... I was at home What were you doing? I was watching TVWhere was he? He was at the restaurant What was he doing? He was eating a burger Where were they? They were at the disco What were they doing? They were dancing The students do the activities in their workbook	The teacher asks the students if they understood the topic and give other details if were necessary The students return their homework to the teacher The students write their own sentences with the vocabulary studied		Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOOR
THEMATIC UNITS		TOPIC	Simple Past Tense			
AIMS						
Be able to talk about past events Be able to recognize past tenses Be able to differentiate regular and irregular verbs						
LEARNING GOALS	. To talk about past events . To differentiate between irregular and regular verbs . To use the auxiliary ‘Did’ in the interrogative and negative form . To ask and answer question in the past tense of the verb					
DEVELOPMENT						
PRESENTATION		PRACTICE	WIND DOWN		MATERIALS AND STRATEGIES	
The teacher introduces the topic mentioning some event happened in the history Then shows how to use the verbs in simple past tense Columbus discovered America in 1492 Edison invented the light bulb Brazil won the world cup Regular Irregular Play : played Write : wrote Work: worked Go: went		The teacher writes some sentences on the b/b and explains the use of Did in negative and interrogative They opened the gate They did not open the gate Did they open the gate? Yes, they did__ No, they did’nt They went to Caacupe They did not go to Caacupe Did they go to Caacupe? Yes, they did. What did you do last weekend? I visited my grandparents Where did you go last summer? I went on vacation in Paris The students do the activities	The teacher asks the students if they understood the topic and give other details if necessary The teacher gives other activities to the students		Books –HI, KIDS.. Editorial E y E Book Sellers .Notebooks . Realia . Flashcards . Individual and group work . R.S.A.: class participation with verbal application of studied concepts . Role play . Listening	

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		5 th grade			DATE	HOOR
THEMATIC UNITS		TOPIC	Future Tense			
AIMS						
Be able to talk about prediction Be able to recognize future actions						
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