

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		6th			DATE	HOUR
THEMATIC UNITS			TOPIC	Present Tenses _Verb To be/ Simple Present		
AIMS						
Be able to write sentences with verb To Be Be able to talk about routines Be able to differentiate present tenses						
LEARNING GOALS	_ To talk about school topic _ To use verb to be and simple present tenses correctly _ To differentiate between simple present and verb to be		_ To ask and answer questions _ To change sentences to the negative and interrogative forms			
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the lesson using flashcards, realia and give instructions about the uses of present tenses She is a doctor_ She works at the hospital Is he an actor? Does he work on movies? The teacher writes on the blackboard _ I am a teacher__ I teach English _ He is a student ____ He studies at school _ They are singers ____ They sing at the concerts The teacher explains the use of present with verb to be and simple present tense TO BE : AM / IS / ARE SIMPLE PRESENT : DO / DOES Neg : AM / IS / ARE + NOT DO + NOT DOES + NOT		The teacher writes some sentences on the b/b and explains to write the negative and interrogative forms She is a model..Aff She is not a model ... Neg Is she a model? ... Int _He plays soccer...Aff _He does not play soccerNeg _Does he play soccer?...Int The students practice the lesson in their notebooks or books doing the exercises supplied by the teacher		The teacher asks the students if they understood the topic and give other 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

LESSON PLAN				
SCHOOL		COURSE	TEACHER	
		6th		
			DATE	HOUR
THEMATIC UNITS			TOPIC	Present Continuous
AIMS				
Be able to use English to express specific needs of the environment Be able to use present continuous				
LEARNING GOALS	_ To talk about actions happening now _ To ask and answer questions using present continuous _ To add the ING form correctly			
DEVELOPMENT				
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES	
The teacher introduces the lesson describing himself Then writes on the b/b and explain the use of present continuos Present continuous 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 bb 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	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	
		6th			DATE	HOUR
THEMATIC UNITS			TOPIC	There is / There are _ How much / many_ Numbers		
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 use there is – There are – How much – how many To differentiate mass nouns and countable nouns To write numbers in English					
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 bb the numbers and practices 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 need? _ I need two The students do their activities in the workbook		The teacher makes a feedback to fix the lesson giving some others details The students do the activities in their workbook		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			
		6th			DATE	HOUR		
THEMATIC UNITS			TOPIC	Simple Past				
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 use auxiliary Did in negative and interrogative form						_ To differentiate regular and irregular verbs _ To ask and answer questions	
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 RegularIrregular Play : playedWrite : wrote Work: workedGo: 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	
		6th			DATE	HOUR
THEMATIC UNITS			TOPIC	Past Continuous		
AIMS						
Be able to talk about past event using past progressive Be able to differentiate past tenses						
LEARNING GOALS	<div><div><div>_ To talk about past events</div><div>_ To talk about clothes</div></div><div><div>_ To change sentences into 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 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 b/b The students copy and practice Where were you? ... I was at home What were you doing? I was watching TV Where 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 practice the dialogue in pairs The students complete the activities about clothes 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	

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SCHOOL		COURSE	TEACHER		TIME
		6th			DATE
					HOUR
THEMATIC UNITS			TOPIC	The Time	
AIMS					
Be able to tell the time in English					
LEARNING GOALS	_ To tell the time _ To write the time in English _ To ask and answer questions about time _ To use frequency words				
DEVELOPMENT					
PRESENTATION	PRACTICE	WIND DOWN		MATERIALS AND STRATEGIES	
<p>The teacher presents the class using flashcard and realia</p> <p>Then ask questions referring to the time</p> <p>The teacher writes on the b/b and explains the uses</p> <p>O'clock __ A quarter after</p> <p>Thirty / Half A quarter to</p> <p>What time is it?</p> <p>It is two o'clock</p> <p>What time do you have breakfast?</p> <p>I have breakfast at a quarter after seven a.m.</p> <p>What time do you go to bed?</p> <p>I go to bed at nine p.m.</p>	<p>The teacher writes some exercises The students copy and practice in pair telling the time</p> <p>a) 8:00</p> <p>b) 11:20</p> <p>c) 9:45</p> <p>d) 10:30</p> <p>e) 12:15</p> <p>The students practice the dialogue in pairs</p> <p>The students do the activities in their workbooks</p>	<p>The teacher makes a feedback to fix the lesson giving some others details</p> <p>The students do the activities in their workbooks</p>		<p>Books –HI, KIDS..</p> <p>Editorial E y E Book Sellers</p> <p>.Notebooks</p> <p>. Realia</p> <p>. Flashcards</p> <p>. Individual and group work</p> <p>. R.S.A.: class participation with verbal application of studied concepts</p> <p>. Role play</p> <p>. Listening</p>	

LESSON PLAN						
SCHOOL		COURSE	TEACHER		TIME	
		6th			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	_ To talk about family members _ To ask and answer about professions _ To express possession with ‘ S – S’					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the topic describing his family tree, and writes sentences on the b/b The teacher presents a wall chart of a family tree The teacher gives details about family’s members vocabulary My mother is a teacher My father is an engineer My brother Louis is a pilot My sister Ana is a nurse My grandfather and grandmother are dentists		The teacher writes and draw on the b/b the family tree and practice with the students Then the students ask and answer questions related to family members’ vocabulary What is your mother’s name? My mother is Lucia How old is your grandmother?She is 84 years old How many brothers and sisters do youhave? I have 3 brothers and 2 sisters the students practice the dialogue in pairs The students do the activities		The teacher asks the students if they understood the topic and give other details if 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	
		6th		DATE	HOUR
THEMATIC UNITS			TOPIC	Future	
AIMS					
Be able to talk about prediction Be able to recognize future actions					
LEARNING GOALS	_ To make predictions _ To use auxiliary will – won’t _ To ask and answer questions				
DEVELOPMENT					
PRESENTATION		PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES	
The teacher asks some questions in future tense about the students plans Then the teacher writes on the b/b some sentences and explains the class What will you do in ten years ? Where will you live ? Will you get married? I will study at the university I will not get married _Cardozo will play soccer in Barcelona, he will not play in Real next year		The teacher writes on the b/b sentences and explains to change them in negative and interrogative forms and also shorts answer forms _ He will live in a big city ...Aff _ He wil not live in a big city... Neg. _ Will he live in a big city?... Inte. _ Yes, he will / No, he won’t The students practice some questions and answer in pairs The students practice the dialogue in pairs The students do the activities in their workbook	The teacher makes a feedback to fix the lesson giving some others details The students do the activities in their workbook	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	
		6th			DATE	HOUR
THEMATIC UNITS			TOPIC	Can / Can't		
AIMS						
Be able to use can expressing abilities (mental and physical) and asking permission						
LEARNING GOALS	_ To ask and answer questions with can / can't					
	_ To express capacity and ability					
	_ To ask permission with can					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher uses some flashcards and realia to indicates the use of can / can't The teacher writes on the bb and explains I can speak English I can't speak Portuguese Robert can play the guitar, but he can't play the piano Can I go to the bathroom?Yes, you can		The teacher write sentences on the b/b and practice with the students to change in negative and interrogative He can swim in the river He can't swim in the river Can he swim in the river? Yes, he can / No, he can't The students practice the dialogue in pairs The students do the activities in their workbook		The teacher makes a feedback to fix the lesson giving some others details The students do the activities in their workbooks		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	
		6th			DATE	HOUR
THEMATIC UNITS			TOPIC	Comparatives		
AIMS						
Be able to compare people and things						
LEARNING GOALS	<div><div><div>_ To compare things</div><div>_ To identify antonyms</div></div><div><div>_ To use different comparatives form</div><div>_ To ask and answer questions</div></div></div>					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the topic using flashcards and realia Then write on the b/b some sentences and explains the uses of comparative form. COMPARATIVES - Juan is taller than José - José is shorter than Juan - Math book is more expensive than Science book - Science book is cheaper than Math book The teacher gives other details		The teacher writes some sentences on the b/b and shows how to make sentences in comparatives form _ ER : short adjectives _ MORE: long adjectives Irregular : Good : better Bad : Worse - Brazil is bigger than Uruguay - Messi is better than Neymar The students practice the dialogue in pairs The teacher writes some exercises The students do the exercises supplied by the teacher and the activities in their workbook		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	
		6th			DATE	HOOR
THEMATIC UNITS			TOPIC	Be going to		
AIMS						
Be able to talk about future actions Be able to recognize future tenses						
LEARNING GOALS	<div><div><div>_ To talk about plans</div><div>_ To ask and answer using going to</div></div><div><div>_ To talk about sports</div><div>_ To ask and answer questions</div></div></div>					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the class doing some questions about what are they going to do in the future And also presents some flashcards to focus the topic -What are you going to do this weekend? - I am going to visit my grandparents - Where is he going to go next year? - He is going to go to Paris - Are you going to study at the university? - Yes, I am / No, I am not The teacher shows the structure of Be going to SUBJ+VERB BE+GOING TO+MAIN VERB+OBJECT		The teacher writes sentences on the b/b and practices with the students to change them in negative and interrogative forms He is going to play soccer...Aff. He is not going to play soccer ... Neg. Is he going to play soccer?... Int. Yes, he is / No, he isn't The students practice asking and answering some questions The students practice the dialogue in pairs The teacher gives some activities The students do the activities in their workbooks		The teacher gives other details The students do their own sentences in future sentence		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	
		6th			DATE	HOUR
THEMATIC UNITS				TOPIC	Prepositions of places	
AIMS						
Be able to indicate where people and things are Be able to place people and things Be able to ask and answer using prepositions						
LEARNING GOALS	_ To use prepositions correctly _ To locate people and places _ To write sentences using prepositions					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
The teacher presents the topic with realia Then teacher writes some sentences and ask questions about some objects where are placed The book is on the table The pencil is under the table Ana is next to Mary Joseph is between Louis and Peter The cat is behind the car The school is opposite the book store The car is in front of the school Romie is in Paraguay Where is the Apple? It is on the table What is there next to the school? There is a supermarket The teacher gives other details		The teacher writes activities on the b/b and ask to the students to do The students read and write the sentences The students practice in pairs the dialogue Where are the students? They are in the classroom Is there a museum opposite the school? Yes there is. What are there behind the table? There are some chairs The students practice the dialogue in pairs		The teacher makes a feedback to fix the lesson giving some others details The students write down their own sentences		