

LESSON PLAN I						
SCHOOL		COURSE	TEACHER		TIM E	
		1ST			DATE	HOUR
THEMATIC UNITS	Question words The verb to be		TOPIC	Question words		
AIMS						
Students will be able to use in different situations the question words						
LEARNING GOALS	-Identify the question words -Provide personal information -Provide short answers					
DEVELOPMEN T						
PRESENTATION		PR AC TIC E		WIND DOWN		MATERIALS AND STRATEGIES
The teacher will start greeting and introducing himself/herself: Hello, my name is... My last name is... I am ___years old... I am an English teacher. He/she will put two big word cards related to questions words; where, what, and how. Students will be asked to open their books on page 7. The teacher will read the dialogue. He/she will explain what the dialogue mention and then he/she will ask them to read aloud the question words used in the conversation. To point out, the teacher will mention the conjugation of the verb to be; As an example, he/she will write on the board information about himself/herself. The teacher will read aloud. After that he/she will		To practice students will complete page 9; they will have some questions to answer with their personal information, as well as in the second activity they will introduce a family member. On page 10, students will have multiple choices to select the correct option of the verb to be. On page 11, students will complete the questions based on the images presented next to each one. Before moving to the other page, the teacher will explain “short questions” To practice, students will have some		To wrap up, students will read aloud taking turns; one student will read the question and the other will read the answer. The teacher will ask if everything was understood.		AMAZING WORLD English A1 Listening Speaking Reading Writing Individual work Group Image association RSA

replace the pronouns with the students' help.	questions on page 12.		
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LESSON PLAN II						
SCHOOL		COURSE	TEACHER		TIM E	
		1ST			DATE	HOUR
THEMATIC UNITS	The house: Parts of the house		TOPIC	Parts of the house		
AIMS						
Students will be able to recognize parts of the house						
LEARNING GOALS	-Identify parts of the house -Use prepositions to mention where the objects are -Comprehend questions related to where the objects are					
DEVELOPMEN T						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES
A poster of a big house will be put on the board. The teacher will say “this is a big house” and the students will repeat after. She/he will show some parts of the house using some flashcards; kitchen, bedroom, bathroom, and living room. While the teacher is mentioning each vocabulary, a volunteer will pass in		The teacher will ask students to open their books on page 13; she/he will ask what they are observing in the pictures. The teacher will write on the board the articles “a – an” She/he will mention in which moments they can be used. On pages 14 until 16, the teacher will read the vocabulary twice and the students will repeat. In addition, the teacher will explain the use of prepositions and how they could be used to describe what includes each room. To practice the articles, students will complete pages 18 until 20. On pages 21 and 22, students will have some activities to practice parts of the house		To wrap up, the teacher will ask which rooms are in a house and what inside is. As homework, students will have some pictures and based on then see which preposition they could use to describe the position of the objects. Next class should hand it in to the teacher to be checked.		AMAZING WORLD English A1 Poster Listening Speaking Reading Writing Individual work Group Image association

front to place the picture in the big house. The teacher will point out the parts of the house and the students will say their names of them.		In groups, they will remember what include in each of the rooms making a list of the objects. Individually, students will draw their favorite room in their houses and then they will write what is inside of that room. Once they finished, students will read aloud what they had written (Page 24). Page 25, the teacher will ask what they are observing, and while they are mentioning, students will complete the crossword.					RSA	
LESSON PLAN III								
SCHOOL			COURSE	TEACHER			TIME	
			1ST				DATE	HOOR
THEMATIC UNITS	My family				TOPIC	My family		
AIMS								
Students will be able to recognize family members								
LEARNING GOALS	-Identify family members -Provide personal information							
DEVELOPMENT								
PRESENTATION		PRACTICE			WIND DOWN		MATERIALS AND STRATEGIES	
The teacher will put on one side of the board family member’s flashcards and on the other side word cards related to the pictures. She/he will point out each of the flashcards and mention the name of each one, in the same way, the wordcards. The teacher will ask students to open		Page 28, activity 3.1: The teacher will read aloud the sentences which are under the pictures, then she/he will ask volunteers to read the sentences. After reading, students will complete the sentences taking into account the previous information. Page 28, activity 3.2: Based on the sentences read before, students will answer			Page 30, activity 3.4: Students will select one person to draw and they will mention who that person is. Once students finished, they will past in front and show their picture.		AMAZING WORLD English A1 Flashcards Wordcards Listening Speaking Reading Writing	

their book on page 27 and students will be asked to identify the pictures; aunt, uncle, and cousin.	the questions; they will have 7 minutes to complete them. After that, students will share the answer; one student will read the question, and the other will read the answer. Page 29, activity 3.3: Students will read the vocabulary related to family members, and then they will look for it in the word search.		Individual work Group Image association RSA
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LESSON PLAN IV						
SCHOOL		COURSE	TEACHER		TIME	
		1ST			DATE	HOURL
THEMATIC UNITS	Food			TOPIC	Food	
AIMS						
Students will be able to express their likes and dislikes						
LEARNING GOALS	-Associate images with each word -Express likes and dislikes related to food					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES

<p>The teacher will put on the board a poster. She/he will point out the pictures and ask the students to repeat after her/him the vocabulary.</p> <p>Students will be asked to open their books on pages 31 and 32 to reinforce the vocabulary.</p>	<p>Page 33, activity 4.1: Students will be asked to recognize the vocabulary of each picture and then select the correct option.</p> <p>The teacher will ask students to go back to pages 31 and 32, they will have 1 minute to see the vocabulary one more time and then they will move to page 34 to write the name of the food that is encountered there.</p> <p>The teacher will draw on the board a hand with the thumb up and the other with the thumb down. She/he will explain “likes and dislikes”</p> <p>Based on the explanation, students will answer the questions taking into account the image on activity 4.4, page 36.</p>	<p>To wrap up, students will remember the vocabulary related to food and then work in groups to complete the crossword on page 35.</p> <p>The teacher will ask what they have on vertical and horizontal.</p>	AMAZING WORLD English A1 Poster Listening Speaking Reading Writing Individual work Group Image association RSA			
LESSON PLAN V						
SCHOOL		COURSE	TEACHER		TIM E	
		1ST			DATE	HOUR
THEMATIC UNITS	My school		TOPIC	My school		
AIMS						
Students will be able to mention the rooms of the school.						
LEARNING GOALS	<p>-Recognize the rooms of the school</p> <p>-Use common classroom expressions</p>					
DEVELOPMENT						

PRESENTATION		PRACTICE		WIND DOWN		MATERIALS AND STRATEGIES	
<p>The teacher will put a poster on the board of a big school.</p> <p>The teacher will ask students the question “do you like your school?”</p> <p>Students will be asked to open their books on page 37, the teacher will say to help the students to get to school.</p> <p>On page 38, they will observe which rooms are in the school while the teacher is mentioning the name of each.</p> <p>Some classroom expressions will be practiced. The teacher will read the classroom language on pages 39/40 and then the students will repeat</p>		<p>Activity 5.1, page 41: Students will observe the pictures and then name them.</p> <p>Based on the vocabulary learned, the students will complete the sentences taking into account the pictures.</p> <p>Volunteers will read aloud activities 5.1 and 5.2.</p> <p>The teacher will ask students to go on page 44 and complete the dialogue, they will work in pairs.</p> <p>After finishing, they will read aloud the dialogue.</p>		<p>The teacher will apply a “hot potato game”; the teacher will throw a little ball to a student’s hand and this person should answer quickly, then this student should pass the ball to another, and so forth.</p> <p>This game will be used to remember the vocabulary studied during the class.</p> <p>As homework, students will match the pictures with their names (page 43, Activity 5.3)</p>		<p>AMAZING WORLD</p> <p>English A1</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Individual work</p> <p>Group</p> <p>Image association</p> <p>RSA</p>	
LESSON PLAN VI							
SCHOOL			COURSE	TEACHER		TIME	
			1ST			DATE	HOUR
THEMATIC UNITS	The body Clothes Sizes			TOPIC	Let’s describe!		
AIMS							
Students will be able to describe using the vocabulary learned.							
LEARNING GOALS	-Recognize body parts -Identify vocabulary related to clothes -Recognize size vocabulary						
DEVELOPMENT							



DEVELOPMENT			
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES
<p>The teacher will write on the board the numbers 1 to 50 then she/he will say the name of each one.</p> <p>Students will be asked to open their book on page 55, she/he will read with the students the numbers.</p> <p>The teacher will ask random questions like; “how many fingers do we have?” “how many windows do you have at home?”</p>	<p>Individually, students will complete pages 56 and 57 to practice the number’s names.</p> <p>On page 58, students will read the instructions in activity 7.2 and follow them.</p> <p>Working in pairs, students will answer and resolve the math pluses based on the pictures given on page 59, activity 7.3.</p>	<p>To wrap up, students will play the game “I see...”</p> <p>Each student will say “I see 1 door!” “I see 4 windows in the classroom!”</p> <p>As homework, students will complete the missing number’s name in the colorful diamond (Page 60, activity 7.4).</p>	<p>AMAZING WORLD English A1</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Individual work</p> <p>Group</p> <p>Image association</p> <p>RSA</p>

LESSON PLAN VIII						
SCHOOL		COURSE	TEACHER		TIM E	
		1ST			DATE	HOUR
THEMATIC UNITS	Review		TOPIC	Let’s review!		
AIMS						
Students will be able to put into practice what they have learned						



<b>LEARNING GOALS</b>	-Use the vocabulary learned in a specific content -Correct pronunciation of the vocabulary learned		
<b>DEVELOPMENT</b>			
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>
The teacher will ask random questions related to different vocabulary; clothes, numbers, sizes, etc.	To remember vocabulary related to rooms of the house, the teacher will read a short text (Page 61, activity 8.1), and students will underline the vocabulary related to the house. Based on the school vocabulary, there will be another text (Page 62. Activity 8.2), in this case, there will be questions to answer according to what they have understood. After finishing the activity, the teacher will ask volunteers to give their answers aloud. On pages 63/64, students will mention the body parts, foods, house objects, and clothes vocabulary that they can remember. Activity 8.4, page 65, students will look at the pictures and write under each one the correct vocabulary. After finishing, they will count how many fruits are on the page. Students will observe the picture on page 66 and then they will answer the questions.	To wrap up, students will guess what vocabulary is formed by the unscramble words (page 67, activity 8.6) Then, they will share what words they found.	AMAZING WORLD English A1 Listening Speaking Reading Writing Individual work Group Image association RSA