


| LESSON PLAN I | | | | | |
|---|--|--------|--|---|-------|
| SCHOOL | | COURSE | TEACHER | | TIM E |
| | | 1ST | | | DATE |
| | | | | | HOOR |
| THEMATIC UNITS | Ordinal and cardinal numbers | | TOPIC | Ordinal and cardinal numbers | |
| AIMS | | | | | |
| Students will be able to identify ordinal and cardinal numbers | | | | | |
| LEARNING GOALS | Recognize ordinal numbers Identify cardinal numbers | | | | |
| DEVELOPMEN T | | | | | |
| PRESENTATION | PRACTICE | | WIND DOWN | MATERIALS AND STRATEGIES | |
| <p>The teacher will write the date on the board and she/he will ask what is the difference with the numbers.</p> <p>The teacher will explain that there are two kinds of numbers; ordinal and cardinal.</p> <p>She/he will put on the board a big poster to explain the numbers and at which moment they could be used.</p> <p>The teacher will mention to students that they have the list of numbers on pages 7 to 9.</p> <p>The teacher will count the numbers with the students in order to practice their pronunciation of them.</p> | <p>To practice the cardinal numbers, students will be asked to open their books on page 10 and check which of the list are cardinal numbers.</p> <p>On page 11, activity 1.2, students will write the numbers’ names.</p> <p>Based on what the students have practiced, they will write the names of the ordinal numbers presented on page 12.</p> <p>Activity 1.4, page 13, the teacher will explain how they should complete the exercise; she/he will write on the board the first sentence and complete it together.</p> <p>“a. Today is November fourteenth __ Cardinal number __ Ordinal number”</p> <p>On page 14, activity 1.5, students will follow some instructions and according to them, they will paint the correct picture.</p> <p>The teacher will put on the board an analog clock and she/he will explain how to tell the hour.</p> <p>Based on the explanation, students will complete activity 1.6, page 15 by matching the digital clocks with analog clocks.</p> <p>To more practice, in pairs, students will tell the time taking into account the information below each analog clock (page 16, activity 1.7).</p> | | <p>To wrap up, the teacher will draw on the board three positions and one start to review the ordinal numbers;</p> <div></div> <p>On the other side, she/he will put the analog clock on the board again and the teacher will ask students what time is.</p> <p>As homework, students will have activity 1.8 on page 17; they will answer the questions paying attention to the pictures next to each one.</p> | <p>AMAZING WORLD</p> <p>English A1</p> <p>Poster</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> | |

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| LESSON PLAN II | | | | | | |
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| SCHOOL | | COURSE | TEACHER | | TIM E | |
| | | 1ST | | | DATE | HOUR |
| | | | | | | |
| THEMATIC UNITS | Seasons of the year | | TOPIC | Seasons of the year | | |
| AIMS | | | | | | |
| Students will be able to recognize the seasons of the year | | | | | | |
| LEARNING GOALS | Identify the seasons of the year Recognize holidays on the calendar | | | | | |
| DEVELOPMEN T | | | | | | |
| PRESENTATION | PRACTICE | | | WIND DOWN | MATERIALS AND STRATEGIES | |

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| <p>The teacher will show students flashcards related to the seasons and volunteers will put them on the board.</p> <p>Under each picture, the word cards will be put. The teacher will tell students the name of each picture and then she/he will read the words.</p> <p>Memory game; the teacher will take off the word cards and put them on another side, she/he will count until ten and then volunteers will pass in front to return them back in their order.</p> | <p>The teacher will ask students to open their books on page 19, they will name aloud the seasons they are observing.</p> <p>Taking into account the previous class, students will observe the calendar and circle the different holidays (pages 19 to 22).</p> <p>The teacher will ask students when the seasons are, and mention how they find them in the calendar.</p> <p>Students will be asked to complete which season is correct based on the pictures (page 23, Activity 2.1)</p> <p>The teacher will ask students to go to activity 2.3, on page 25 to practice the month's name. Once they finished, they will share the answers orally.</p> <p>On page 25, activity 4, students will observe the full calendar and complete each month with its name, then they will color the day that starts each season.</p> <p>The teacher will ask students which question words they remember. To practice them, students will answer the questions on page 26, activity 2.5.</p> <p>The teacher will show students some invitation and greeting cards. She/he will show what includes inside each one.</p> <p>Then, on the board, the teacher and students will write together one example.</p> <p>To practice writing invitation and greeting cards, students will have different cards in activity 2.6, on pages 28 and 29.</p> | <p>Students will have a moment to draw the seasons and color them.</p> | <p>AMAZING WORLD</p> <p>English A1</p> <p>Flashcards</p> <p>Wordcards</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> |
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| LESSON PLAN III | | | | | | |
|--|---|--------|---------|-----------|--------------------------|------|
| SCHOOL | | COURSE | TEACHER | | TIM E | |
| | | 1ST | | | DATE | HOUR |
| | | | | | | |
| THEMATIC UNITS | Professions | | | TOPIC | Professions | |
| AIMS | | | | | | |
| Students will be able to identify professions. | | | | | | |
| LEARNING GOALS | Identify the profession’s vocabulary in a specific context. | | | | | |
| DEVELOPMEN T | | | | | | |
| PRESENTATION | PRACTICE | | | WIND DOWN | MATERIALS AND STRATEGIES | |

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| <p>The teacher will ask students to open their books on pages 30 to 32 to practice the vocabulary section related to professions and their work places.</p> <p>Students will repeat the pronunciation of each word after the teacher.</p> | <p>On page 33, activity 3.1, students will number the vocabulary according to the pictures.</p> <p>Activity 3.2, page 34, students will observe carefully the places, and based on them, students will cite which professions can work there.</p> <p>On page 36, activity 3.4, to practice the vocabulary learned, students will complete a crosswork based on the clues (images).</p> | <p>Students will play word search, above the game, they will have the words that they should find inside.</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> |
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| LESSON PLAN IV | | | | | | |
|---|--|--------|---|--|-------|------|
| SCHOOL | | COURSE | TEACHER | | TIM E | |
| | | 1ST | | | DATE | HOOR |
| | | | | | | |
| THEMATIC UNITS | Sports | | TOPIC | Sports | | |
| AIMS | | | | | | |
| Students will be able to identify sports vocabulary | | | | | | |
| LEARNING GOALS | Identify the sports vocabulary in a specific vocabulary. | | | | | |
| DEVELOPMEN T | | | | | | |
| PRESENTATION | PRACTICE | | WIND DOWN | MATERIALS AND STRATEGIES | | |
| The teacher will ask students to open their books on pages 37 and 38 to observe the vocabulary section. The teacher which sports they like and which ones they are practicing. | Based on the pictures, students will select the correct option taking into account the pictures (Page 39, activity 4.1). On page 40, activity 4.2, students will practice the sports vocabulary, based on the clues, they will guess which word they should write. The teacher will ask a volunteer to read the vocabulary section on page 41. After reading, students will work in pairs to complete the sentences with sports vocabulary in activity 4.3 (pages 41 and 42). | | Students will check orally the answers from activity 4.3. | AMAZING WORLD English A1 Listening Speaking Reading Writing Individual work Group Image association RSA | | |

| LESSON PLAN V | | | | | | |
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| SCHOOL | | COURSE | TEACHER | | TIM E | |
| | | 1ST | | | DATE | HOOR |
| | | | | | | |
| THEMATIC UNITS | Animals | | TOPIC | Animals | | |
| AIMS | | | | | | |
| Students will be able to identify animals’ vocabulary. | | | | | | |
| LEARNING GOALS | Recognize animals’ vocabulary Describe the animals | | | | | |
| DEVELOPMEN T | | | | | | |
| PRESENTATION | | PRACTICE | | WIND DOWN | MATERIALS AND STRATEGIES | |
| The teacher will present the vocabulary related to animals (pages 43 to 45) Students will play word search, the teacher will use a stopwatch. Students will have 5 minutes to find the vocabulary in the box (Activity 5.1, page 46) | | Students will identify the animals from page 47 and select the vocabulary. On the other page, students will write the name of the images of animals. The teacher will ask volunteers to pass in front and write the name of the animals from activity 5.3. The teacher will read the text from page 49, and according to the information, students will classify the animals that fly, live in the water, live on the land, and wild animals. Taking into account the previous information, students will answer the questions on page 50, activity 5.5. | | The teacher will give a piece of paper to each student. They will draw their favorite animal. As homework, students will describe wild animals, paying attention on the pictures on page 51, activity 5.6. | AMAZING WORLD English A1 Paper Listening Speaking Reading Writing Individual work Group Image association RSA | |

| LESSON PLAN VI | | | | | | |
|--|---|---|---------|---|---|------|
| SCHOOL | | COURSE | TEACHER | | TIM E | |
| | | 1ST | | | DATE | HOUR |
| | | | | | | |
| THEMATIC UNITS | Doing | | TOPIC | What are you doing? | | |
| AIMS | | | | | | |
| Students will be able to express actions that are performed at the moment using the present continuous | | | | | | |
| LEARNING GOALS | Comprehend the use of gerund “ing” in the present continuous Identify negative sentences Identify affirmative sentences | | | | | |
| DEVELOPMENT | | | | | | |
| PRESENTATION | | PRACTICE | | WIND DOWN | MATERIALS AND STRATEGIES | |
| The teacher will explain on the board the Present Continuous; *Plural *Singular *Affirmative/Negative *Short questions Students will have extra information in their book (pages 52 and 53) | | The teacher will read once the two texts on pages 54 and 55. She/he will ask volunteers to read again the texts. Based on the texts, students will work in pairs and complete activities 6.1 and 6.2. Students will share aloud their answers to the previously completed activities. Students will have some review activities of Present Simple. They will work in pairs and when they finish the activities, the answers will be read aloud (Pages 56 and 57). | | To wrap up, students will listen to the song “if you’re happy and you know it” and then they will sing alone. | AMAZING WORLD English A1 Speaker Listening Speaking Reading Writing Individual work Group Image association RSA | |

| LESSON PLAN VII | | | | | | |
|---|---|--|---------|---|--|------|
| SCHOOL | | COURSE | TEACHER | | TIM E | |
| | | 1ST | | | DATE | HOOR |
| | | | | | | |
| THEMATIC UNITS | There is/are Can/can't | | TOPIC | There is/are Can/can't | | |
| AIMS | | | | | | |
| Students will be able to use there is/are in a specific context Students will be able to use can/can't in a specific context | | | | | | |
| LEARNING GOALS | Comprehend the use of there is/are Identify the use of can/can't | | | | | |
| DEVELOPMEN T | | | | | | |
| PRESENTATION | | PRACTICE | | WIND DOWN | MATERIALS AND STRATEGIES | |
| The teacher will draw a chart where students can observe easily the difference between “there is and there are”, she/he will explain their uses and in which moments they should be applied. (Page 60) | | Students will open their books on page 61, activity 7.1 to put into practice what the teacher explained before by completing the sentences using there is/there are. On page 62, students will observe the vocabulary of different actions; the teacher will explain the uses of the modal verbs “can/can’t” On page 63, the teacher will read the dialogue “a phone call”, then they will ask 2 volunteers to read the conversation. Based on the dialogue, students will write questions, and then answer aloud (page 62) Activity 7.2, page 64, students will work in pairs by taking turns to answer the questions. The teacher will read the poem on page 65, then the students will read it all together. | | To wrap up, students will think what they could do to save the world (activity 7.3 on page 66). As homework, students will complete activity 7.4, on page 67; thy will paint the symbols about friendship, peace and justice, also complete the sentences under the images with the vocabulary mentioned before. | AMAZING WORLD English A1 Listening Speaking Reading Writing Individual work Group Image association RSA | |

| LESSON PLAN VIII | | | | | | |
|---|--|--------|---------|---|--|------|
| SCHOOL | | COURSE | TEACHER | | TIME | |
| | | 1ST | | | DATE | HOOR |
| | | | | | | |
| THEMATIC UNITS | An amazing world | | TOPIC | An amazing world | | |
| AIMS | | | | | | |
| Students will be able to put into practice what they have learned. | | | | | | |
| LEARNING GOALS | Use the vocabulary learned into practice. | | | | | |
| DEVELOPMENT | | | | | | |
| PRESENTATION | PRACTICE | | | WIND DOWN | MATERIALS AND STRATEGIES | |
| The teacher will ask students what they can remember about the previous classes. She/he will mention that all the vocabulary and topics they were developing will be reviewed. | The teacher will read the 3 short paragraphs, then some volunteers will read them as well. On page 69, activity 8.1, students will answer the questions based on the paragraphs read before. On page 70, activity 8.2, students will draw and paint their school, then they will name the objects inside. On page 71, activity 8.3, students will observe the picture and read the questions. They will answer them below the image. On page 72, activity 8.4, according to the pictures, students will be asked to describe them using the vocabulary learned. On pages 73 and 74, activity 8.5, the teacher will write a question on the board, and explain again the structure. Students will be asked to put in order the unscrambled questions and answer them. Once they finished, the activity will be checked aloud. The teacher will ask which vocabulary related to family members they can remember. Students will complete activity 8.6, page 75, they will observe “Bryan’s family” and complete the sentences using the family members’ family; mother, father, sister, etc. The teacher will read a poem “we see leaves”. Students will complete the questions taking into account the text (page 76, activity 8.7) To remember how to tell the time, the teacher will put an analog clock on the board and practice the expressions to tell the time (Page 77) Students will practice telling the time on page 78, activity 8.8. They will have analog clocks and they will write what the time is. The teachers will read the dialogue “My nice town” on page 79. Students will ask to practice the conversation in pairs. Based on the definitions, students will guess what vocabulary can be formed from unscrambled words (page 80, activity 8.9). Students will listen to “Animal Rhymes”, the teacher will ask which animals are mentioned in the song. | | | To wrap up, the teacher will read a short poem “Peace is many things”, students will draw how peace is represented “page 82, activity 8.11) | AMAZING WORLD English A1 Listening Speaking Reading Writing Individual work Group Image association RSA | |

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| | After singing, students will paint the images. | | |
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