

EDUCATIONAL SCENARIO I

1. GENERAL INFORMATION

1.1. Author

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1.2. Title

A day at the park.

1.3. Short description

The topic of the scenario is based on the description of daily activities, such as playing a game or having a picnic at the park. The topic of the scenario was chosen to introduce the Present Continuous tense to the students in a very simplistic way. The scenario is not linked to a textbook, although it follows the grammar material my mentor has made herself for the particular class.

2. Rationale

The selection of the topic was decided in order to give the students simple ideas on using in an efficient way the Present Continuous tense. Through the activities that students are introduced to, they can produce themselves sentences which describe outdoors activities, that kids of that age most probably go through during the day, such as playing basketball or riding their bikes. In that way they get to practice their knowledge of the Present Continuous, and, at the same time, learn useful sentences and phrases in the target language. The scenario follows two language learning approaches; The Direct approach and the Audiolingual method. The direct approach is used to teach students exclusively in the target language, encouraging them to think in that language. The aim of using the direct teaching is to learn through imitation and to take native variation (Luke, 2014). On the other hand, the Audiolingual approach develops habits that support the target language learning and which primarily focus on pattern drills that the teacher uses to help students practice the language (Yule, 2010). The scenario is also based on the teacher-centred technique, according to which the teacher is in charge of the classroom and delivers all the activities. The teacher acts as a facilitator, who assists students to absorb the information given and develop their skills (Issayan, 2011). The learning is guided, and thus the teacher acts as an expert, who uses their own tools and materials to impart knowledge to the learners. There are also elements of inquiry-based learning, as the teacher asks the students questions throughout the lesson (Lee, 2012). The materials used for the scenario are a PowerPoint presentation, a handout containing two activities placing emphasis on the topic and the production of the Present continuous, along with an online quiz from ThingLink website. At the beginning of the lesson, the PowerPoint material is presented to the students in order to revise the different forms and the spelling rules of the Present Continuous. The purpose of the presentation is to prepare students for the activities included in the following handout. The handout contains two activities which combine the use of the Present Continuous and the topic of the park. The value of the activities is to teach students useful everyday phrases, which they can use in a dialogue with their friends, describing activities they are doing at the time they are speaking. The quiz's purpose at the end is to practice what was learnt throughout the lesson in a fun and motivating way combined with a new digital tool.

3. Scenario implementation context

Target audience

The educational scenario is designed for a class of thirteen students of the 3rd grade in the Elementary school of the Hellenic American College of Athens. Their age is about 8-9 years old and their English level according to the CEFR is A1 (CEFR, 2020). All the students are Greek, however they are considered to be ESL (English as Second Language) students and their speaking level is quite high.

Language proficiency level

The language proficiency level the scenario is designed for is A1+ according to the CEFR. However, the Common European Framework does not apply to the level of the students accordingly, since at the specific school (Hellenic American College) the students are divided to ESL, ENL and EFL students.

Estimated duration

One teaching hour session, which is estimated to be 40 minutes.

Implementation requirements

Prerequisite skills and knowledge

Since the students are considered ESL, they are often exposed to vocabulary related to daily activities, so the purpose of the lesson is to revise the vocabulary and make it more specific at the field of “the park”. As far as grammar is concerned, they have been taught the Present Simple, the Past Simple, and they have been introduced to the Present Continuous at the previous lesson by their teacher. Students are also familiarized with digital skills, which is important for the scenario, since the students are required to take two internet quizzes by the end of the lesson.

Required materials, tools and equipment

For the implementation of the scenario, the materials needed are a computer and a projector for a PowerPoint Presentation introducing and explaining the use and the forms of the Present Continuous tense, a handout which contains two short exercises on the topic of “daily activities” with the use of the Present Continuous, and two ThingLink quizzes (ThingLink is an online application which is used to facilitate the learning process).

4.Expected Learning Outcomes

1.4. Expected learning outcomes

By the end of the lesson, students are expected to get familiar with outdoors activities vocabulary and produce meaningful phrases and sentences describing activities in their everyday life. Also, in terms of grammar, they are expected to recognize Present Continuous forms, know when to use it, and form it correctly. Moreover, students will familiarize themselves with digital applications that are used as a tool for learning. In relation to the learning process, students will have the opportunity to focus on the main topic of a short text and make decisions on using the right form of an answer. Finally, while they are taking the quizzes, they will get the chance to compare their answers to the co-students' answers and discuss them with respect to other people's decisions.

5.LEARNING ACTIVITIES

Before the activities begin, students are shown a brief PowerPoint presentation on the use, the rules and the forms of the Present Continuous, which is estimated to last 5-7 minutes.

Session 1

Activity 1

Description of the activity

The first activity is a vocabulary and grammar activity. First, the students are asked to have a look on the short text and the picture given. The picture shows a family having fun at the park. By looking at the picture, students have to fill in the gaps in the text using the verbs given above and produce their Present Continuous form.

Estimated duration

The first activity is estimated to last 10 minutes.

Expected learning outcomes

The first activity is expected to activate the knowledge students got from the previous PowerPoint presentation on Present Continuous and start producing it in order to get familiar with it. Also, the students are expected to learn useful standard phrases that the activity contains, such as have a picnic or make a sandwich.

Classroom / teaching organization

Individual activity.

Teacher's role and actions

In this stage, the teacher acts as a coordinator, encourages students to participate in the activity, and advises students towards the correct answers.

Resources – Tools

For the activity, the teacher needs a blackboard to write down the students' answers in order, and the handout in which the activity is given.

Activity 2

Description of the activity

The second activity is also a grammar activity. Students are given five pictures which show outdoor activities, and each one of them corresponds to the questions provided below. The students are required to complete the questions using Present Continuous and give an answer accordingly. If the answer is negative, students have to write what is shown in the picture, using again the Present Continuous form.

Estimated duration

The second activity is also estimated to last 10 minutes.

Expected learning outcomes

In the second activity, students are expected to get more familiar with the use of the Present Continuous tense and produce its correct forms with the verbs given. As in the previous activity, students also have the opportunity to start using phrases that describe daily outdoors activities.

Classroom / teaching organization

Individual activity.

Teacher's role and actions

In the second activity, the teacher acts as a coordinator, encourages all the students to participate, but mostly those who haven't shown much of an interest during the previous activity, and advises students towards the correct answer. Also, while the activity is taking place, the teacher asks the students why they think their answer is correct, and in that way s/he reflects on the knowledge that was gained from the PowerPoint Presentation.

Resources – Tools

For the activity, the teacher needs a blackboard to write down the students' answers in order, and the handout in which the activity is given.

Activity 3

Description of the activity

The third and last activity has the form of an online quiz in a web educational tool, ThingLink. The quiz is also based on the topic of "the park", and thus the students are given two separate pictures of parks, in which people are doing different outdoors activities, such as having a picnic or riding their bikes. On both pictures there are placed 12 tags. Each tag contains a question and two possible answers. The questions refer to what is shown in the picture and the answers use the Present Continuous tense. The answers are the same, however the difference lies on the Present Continuous form. For instance, a tag might contain the question "What is he doing?". The two possible answers may be "He is running." or "He is runing.". The students have to keep in mind the rule about the one-syllable words and the CVC rule in order to choose correctly. When the students choose their answers, they press on it and the correct answer appears on the screen.

Estimated duration

The third activity is estimated to last 10 minutes.

Expected learning outcomes

The main goal of the implementation of the last activity is to familiarise students with a new educational technological tool which improves their learning in a fun and motivating way. In addition, by the end of the activity, learners are expected to make use of the different forms of the Present Continuous and explain the spelling rules in a few words.

Classroom / teaching organization

The quiz is a group activity. Students are allowed to advice each other on the correct answer; however, the answer is given individually by one student.

Teacher's role and actions

In the last activity, the teacher acts as a guide, explaining the students how to use the quiz, and as a coordinator, encouraging them to participate and picking the student for each question.

Resources – Tools

For the implementation of the quiz, the tools needed are internet connection, an interactive white board and a projector (the tools are already provided in every classroom of the school).

IMPACT/REFLECTION

In my opinion, all the activities included in the educational scenario were appropriate for the level of the students and they were designed to fit accordingly the teaching hour. However, there was an issue with the time management, and the last activity was not introduced at the same day. My mentor suggested that I should have spent less time on picking the students that were going to say the answers each time, and that I should have opened all the files needed (PowerPoint Presentation and ThingLink quiz) before the lesson had started. Another difficulty that I encountered while the lesson was taking place is dealing with two of the students who were not paying attention. Something that I would have done differently for those two students to be more active and focused, is to move more around the class and probably allow them to speak more often. Apart from the above mentioned, the students seemed to be interested throughout the entire teaching hour, meaning that they were active, they asked questions and they were paying attention to the new information given. As far as the learning outcomes are concerned, students got to revise the useful phrases describing outdoors activities and use them effectively, as well as the different forms and rules of the Present Continuous tense. In addition, they were exposed to a new technological tool, which is appropriate for their age and they can use it individually in any case as a supplementary tool for their learning. Finally, if I were to teach the same scenario in the future, I would probably change the layout of the handout, since there was not enough space for the students to write down the answers and note everything in order on the black board, so the students can see the spelling and avoid any mistakes.

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APPENDIX

1. PowerPoint Presentation

Present Continuous

Click to add subtitle

FORM

- We form the Present Continuous with **the verb TO BE + VERB-ing**.

AFFIRMATIVE		NEGATIVE		QUESTION	
I am	playing	I am not	playing	Am I	playing?
You are		You are not		Are you	
He is		He is not		Is he	
She is		She is not		Is she	
It is		It is not		Is it	
We are		We are not		Are we	
You are		You are not		Are you	
They are		They are not		Are they	

USE

- We use the Present Continuous:
- ✓ To talk about something that is happening now, at the moment we speak.

A: What are you doing now?
B: I'm having breakfast with my family.

SPELLING RULES

- With most verbs we add **-ing**.
play - playing
go - going
do - doing
- When a verb ends in **consonant + -e** we delete the **-e** and add **-ing**.
hide - hiding
have - having
come - coming
- When a verb ends in **-ie** we delete the **-ie** and add **-ying**.
lie - lying
- When a verb ends **one vowel + one consonant** we double **the consonant**.
swim - swimming
sit - sitting
run - running

2. Handout

Name: _____
Date: _____

AT THE PARK

Activity 1
Look at the picture below. Then read and complete the sentences with the verbs missing. Use the **PRESENT CONTINUOUS**.



read, have, make,
sleep, climb, eat, sit,
cook, drink

Today, Tom and his family are at the park. Tom is _____ a sandwich. His mum _____ under the umbrella and she _____ her favorite book. Next to his mum, a rabbit _____. His dad _____. He is the best cook in the world. His sisters, Jenny and Mia, _____ a picnic. They _____ the sandwiches that Tom made for them, and they _____ soft drinks. At the back, Tom's cousins _____ a big tree.

Activity 2
Complete the questions and then answer. Use the **PRESENT CONTINUOUS**.



- _____ (they/ ride) their bikes?
_____ they _____. They _____ (surf).
- _____ (she/ play) volleyball?
_____ she _____. She _____ (play) basketball.
- _____ (they/ dance) at the party?
_____ they _____.
- _____ (they/ go) to the museum?
_____ they _____. They _____ (go) to the zoo.
- _____ (he/ sing) a song? _____ he _____.

3. ThingLink quiz



What are they doing?

They are having a picnic.

They are haveing a picnic.

What is she doing?

She is rideing her bike.

She is riding her bike.

What are they doing?

They are hiking.

They are hikeing.

What is he doing?

He is runing.

He is running.

Link: <https://www.thinglink.com/user/1705228503827350499>