



## Lesson Plan Sample # 2





- ✓ Level: First Grade
- ✓ Unit 6: Play Time
- ✓ Week: 4
- ✓ Integrated Mini Project



Term: III	Level: First Grade	Unit: 6	Week: 4					
Domain: Socio-interpersonal	Scenario: Playtime	Theme: Show Me How to Play						
Enduring Understanding: Our playtime is filled with fun games and activities played with people we like.								
Essential Question: What makes playtime special?								
<table><tr><td>Dimensions</td></tr><tr><td>1. Ways of thinking ( x )</td></tr><tr><td>2. Ways of living in the world ( x )</td></tr><tr><td>3. Ways of relating with others ( x )</td></tr><tr><td>4. Tools for integrating with the world ( x )</td></tr></table>				Dimensions	1. Ways of thinking ( x )	2. Ways of living in the world ( x )	3. Ways of relating with others ( x )	4. Tools for integrating with the world ( x )
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4. Tools for integrating with the world ( x )								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Prepositions (on, in, under, in front of, near, behind, up, down)</u></p> <ul style="list-style-type: none"><li>– Throw the jacks <u>on</u> the table.</li><li>– Kick the ball <u>in</u> the net.</li><li>– Stand <u>in front of</u> the net.</li></ul> <p><u>Imperative sentences</u></p> <ul style="list-style-type: none"><li>– Turn right/left.</li><li>– Stand up., Sit down.</li><li>– Look at me.</li></ul> <p><u>Frequency adverbs:</u> (always, sometimes, never)</p>	<p><b>Function</b></p> <ul style="list-style-type: none"><li>– Giving and following instructions</li></ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"><li>– and</li></ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"><li>– Developing teamwork skills, persistence, perseverance</li></ul> <p><b>Sociocultural Idioms/phrases</b></p> <ul style="list-style-type: none"><li>– Showing social interaction manners and politeness when taking turns and following rules</li><li>– If at first you don't succeed, try, try again.</li></ul>						

<ul style="list-style-type: none"> <li>- I _____ play soccer on Monday</li> <li>- She _____ walks to school.</li> <li>- He _____ stand up.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <p><u>Actions Verbs:</u></p> <ul style="list-style-type: none"> <li>- play, throw, kick, catch, run, ride, jump, turn, start, stop</li> </ul> <p><u>Adverbs:</u></p> <p>Move to the right, move to the left</p> <p style="text-align: center;"><b>Phonemic Awareness</b></p> <p>/u/ (umbrella, uniform)</p>			
<b>Assessment Strategies &amp; Evidences of Learning</b> (Diagnostic, Formative, Summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b>
<b>Learner ...</b>	<b>Learner can</b>	<p><b>Pre-teaching</b></p> <p>Teacher greets the students and checks attendance by calling out names and asking students to respond with "I like games." Teacher shows Essential Question and goals for the day.</p> <p>Teacher:</p> <ul style="list-style-type: none"> <li>- <b>Warm up</b></li> <li>- Uses the video found here that introduces actions and imperatives <a href="https://youtu.be/fuZktwZKYNE">https://youtu.be/fuZktwZKYNE</a> .</li> <li>-</li> <li>- <b>Activation of prior knowledge</b></li> <li>- Activates prior knowledge by using an adaptation of the game Mother, May I? and calling it "Teacher, May I?" Rules are that all students are</li> </ul>	<p>3 minutes</p> <p>12 minutes</p>



<p><b>R.PA.3</b> Identifies the short vowels in spoken word.</p>	<p><b>R.PA.3.</b> identify the short vowels /u/ in spoken word if attached to a picture.</p>	<div data-bbox="1019 239 1366 590">  </div> <div data-bbox="1500 279 1747 526">  </div> <div data-bbox="1052 694 1355 997">  </div> <div data-bbox="1433 646 1803 1021">  </div> <ul style="list-style-type: none"> <li>Students <b>repeat</b> chorally and individually turn left, turn right, go straight, stop as teacher models the commands and shows the appropriate sign.</li> </ul> <p style="text-align: center;"><b>Task rehearsal</b></p> <ul style="list-style-type: none"> <li>Students form teams of four and practice observing the directions by using toy cars on a map (if toys are available). If toys are not available,</li> </ul>	<p>25 minutes</p>
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		<p>teams can use the illustrations of cars and the map found in the resource section following the lesson plans.</p> <p style="text-align: center;"><b>Task completion</b></p> <ul style="list-style-type: none"> <li>Students individually follow the instructions given by the teacher and the team watches and assesses.</li> </ul> <p style="text-align: center;"><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>Teacher gives out green and red pieces of paper (or flags if possible) and students use green to indicate that he/she succeeded or red to indicate that he/she will need to try again.</li> </ul> <p style="text-align: center;"><b><u>Phonemic Awareness</u></b></p> <p><b>Pre-task: Identification of sounds</b></p> <ul style="list-style-type: none"> <li>Teacher shares goals with the students.</li> <li>Teacher reviews past unit sounds to activate students' background knowledge.</li> <li>Teacher shows pictures (see resource section following lesson plans) and/or realia and models the initial sound of words beginning with /u/ -- umbrella, uniform. Teacher exaggerates the sound. At this point, it is not recommended to print the words on the pictures. The goal is to make the students hear, notice and distinguish the initial sounds of the words when they are heard.</li> <li>Teacher can use these videos to get additional ideas. <ul style="list-style-type: none"> <li><a href="https://youtu.be/9rxBj_RPsHg?list=PLwc8ozSnDgeeEuktPPBhd75vqixE7PZgk">https://youtu.be/9rxBj_RPsHg?list=PLwc8ozSnDgeeEuktPPBhd75vqixE7PZgk</a></li> <li><a href="https://youtu.be/QOzFfOP0tpY">https://youtu.be/QOzFfOP0tpY</a></li> </ul> </li> <li>Students repeat suggested sounds using the pictures that follow the lesson plans and the sentence: Use your umbrella and keep your uniform dry.</li> </ul> <p style="text-align: center;"><b>Task rehearsal</b></p> <ul style="list-style-type: none"> <li>Students repeat the letter sound and the words right after the teacher.</li> <li>Students form two circles, one inside the other. The two circles face one another so that pairs are formed. The teacher shows the picture</li> </ul>	15 minutes
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<p><b>S.P.1.</b> Names some common activities in familiar environments.</p> <p><b>W.3.</b> Says words for teacher to write.</p>	<p><b>S.P.1.</b> name some common activities in familiar environments.</p> <p><b>W.3.</b> dictate words for teacher to write.</p>	<p>and the students in the inside circle repeat the word for 30 seconds and then the students on the outside circle repeat the word for 30 seconds. The inside circle shifts to the next person and the next word is practiced.</p> <p style="text-align: center;"><b>Task Completion</b></p> <ul style="list-style-type: none"> <li>Students stand when they hear the word in a list of words beginning with other letters. They then repeat the word aloud and point at the appropriate picture.</li> </ul> <p style="text-align: center;"><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>Teacher then says: We are going to assess this activity. Raise your arm if you think you were excellent. Raise your arm if you think you need to practice.</li> </ul> <p style="text-align: center;"><b>Post Task</b></p> <ul style="list-style-type: none"> <li>Use the worksheets found at <a href="http://www.enchantedlearning.com/Uisfor.shtml">http://www.enchantedlearning.com/Uisfor.shtml</a>.</li> </ul> <p style="text-align: center;"><b><u>Oral Production (Speaking)</u></b></p> <p><b>Pre-task: Talking about rules of games</b></p> <ul style="list-style-type: none"> <li>Teacher shares the speaking goal with students.</li> <li>Teacher introduces vocabulary using the book from the previous lesson about sports around the world and pointing to the photos where the following rules are applicable.  <a href="https://www.storyjumper.com/book/index/15833712/Sports-Around-the-World#">https://www.storyjumper.com/book/index/15833712/Sports-Around-the-World#</a> <ul style="list-style-type: none"> <li>Keep your helmet <u>on</u> your head.</li> <li>Kick the ball <u>in</u> the net.</li> <li>Stand <u>in front of</u> the net..</li> </ul> </li> <li>Teacher models <u>on</u> by tapping top of head, <u>in</u> by placing fingers of one hand inside cup formed by other hand, and <u>in front of</u> by placing one hand in front of the other.</li> </ul>	
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		<p><b>Task rehearsal</b></p> <ul style="list-style-type: none"> <li>Students work in pairs and say the appropriate rule and demonstrate the Total Physical Response action as the Teacher shows the photos from the book.</li> </ul> <p><b>Task completion</b></p> <ul style="list-style-type: none"> <li>Teacher shows pages of book and tosses a ball to individual students who say the rule. Student then tosses the ball to another student.</li> </ul> <p><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>Teacher asks students Nod for yes and Shake head for no if they feel that the class succeeded at the goal.</li> </ul> <p><b><u>Written Production</u></b></p> <p><b>Pre-task: Pre-writing</b></p> <ul style="list-style-type: none"> <li>Teacher shares the goal with students.</li> <li>Teacher displays pictures used throughout the unit and says the word as each is placed on the wall.</li> <li>Students repeat the words.</li> </ul> <p><b>Task rehearsal</b></p> <ul style="list-style-type: none"> <li>Students work in pairs and identify 3 words for teacher to write.</li> </ul> <p><b>Task completion</b></p> <ul style="list-style-type: none"> <li>As teacher calls on each student, students dictate a word for the teacher to write.</li> </ul> <p><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>Teacher writes the words Needs work, Good, or Excellent on the board and tells the class his/her assessment of their work.</li> </ul>	
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Integrated Mini-Project			Time
<p>Phase: _____</p> <ul style="list-style-type: none"><li>– <b>Planning</b> and <b>creating</b> collaboratively a mini-book with pictures and sentences about their favorite games and activities using recyclable materials.</li><li>– <b>Rehearsing and briefly describing</b> the mini-book to the class in a poster exhibition.</li><li>– <b>Participating</b> in individual assessment.</li></ul> <p>****See Integrated Mini- Project using ABCmouse Aprende Inglés attached to this document****</p>			<b>120-200 minutes</b>
Reflective Teaching			
What worked well	What didn't work well	How to Improve	
Enduring Understanding Reflection			

## Teaching Strategies using ABCmouse Aprende Inglés

<b>Level:</b> 1st grade	<b>Unit:</b> 6	<b>Week:</b> 4	<b>Scenario:</b> Playtime
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### Warm up

- Teacher introduces actions and imperatives using a video song.
- Teacher uses a TV screen or video projector to sing the following song:  
“[Teacher Says](#)” – Level 2- Lesson 107- part 1- ABCmouse AI app.



### Activation of prior knowledge

- Teacher will activate prior knowledge of actions and imperatives using TPR activities
- Teacher plays the game “Teacher says” as a variation of “Simon says”. Teacher stands in front of the class and students should follow instructions such as: Teacher says: raise your hands, move to the right, move to the left, put your hands behind your head/ on the table, place yourself behind/ in front your seat, turn right/left, stand up, sit down, kick, catch, run, ride, jump, stop

## Oral Comprehension (Listening) & Oral Production (Speaking)

### Pre-task:

Teacher will introduce the words: hamster, maze, turn left, turn right, go straight, stop, using the [Hamster Maze Game from ABCmouse AI app / Ticket Town](#)



- Teacher projects the game, models how the hamster can go up or down, turn left, turn right, or go straight to get his food. Teacher models the correct pronunciation and asks students while projecting the game. (Should the hamster turn left or right to get his food? Should the hamster go straight? / Students help teacher get the hamster's food by saying: turn left, turn right, go straight, stop while they see what is the teacher doing in the maze.
- Students repeat chorally and individually: turn left, turn right, go straight, stop, as teacher models the commands and shows how to complete the Hamster Maze on the board / TV.

### Task rehearsal

- Students divide themselves in two groups. Each group will select one student to complete the Hamster Maze at the classroom computer. Teacher allows the student selected in each group to use the computer while projecting the game. The rest of the group should say the actions and imperative directions to be taken in order to complete the maze.
- Students guide their classmate by saying: turn left, turn right, go straight, stop, go up/ down

## Task completion

- Students work in pairs. In a blank paper sheet, one student draws a hamster in the upper left corner of the paper. His/ her classmate draws a hamster's food plate at the bottom of the page. One student says directions such as: turn left, turn right, go straight, stop, go up/ down to guide his/her classmate drawing a hamster maze until getting the food. One student draws following directions, the other one says the directions. Then, students exchange roles.

## Task assessment

- Teacher gives out green and red pieces of paper (or flags if possible) and students use green to indicate that he/she succeeded or red to indicate that he/she will need to try again.

## Integrated Mini-Project: Hamster Maze

**Purpose:** Planning and creating collaboratively a Hamster Maze using recycling materials.

### Step #1: Creating a hamster craft.

- Students make their own hamster pet craft using toilet paper rolls and cotton balls.  
(See illustrative image)
- Each student name his/ her Hamster and present his/her "pet" to the class.

Example:

Good morning! / afternoon

This is my hamster.

His/ Her name is \_\_\_\_\_



Hamster pet craft (illustrative)

- Students will save the hamsters craft for the next lesson.
- Homework- family integration:
  - ✓ Students take home his/her Hamster Pet. They play with family members moving the hamster and saying instructions such as: turn left, turn right, go straight, stop.

**Step #2:** Creating a hamster maze.

- Students work in groups to make a hamster maze using recycled cardboards, glue, tape, toilet paper and paper towel rolls. They cooperate with each other to get the hamster maze done. Groups will be formed by 5 or 6 kids working together guided by the teacher. One maze will be done per each group.
- Teacher will help students make their maze. Save the mazes for the next lesson.



Hamster maze craft sample

- Teacher projects the [Hamster Maze Game from ABCmouse AI app](#) and ask students to use their hamster crafts to move in the same way the hamster in the screens moves.
- Teacher reinforces the use of prepositions and imperatives while moving the hamster. Teacher says: put your hamster in front of, behind, in, on, turn left, right, go straight, up, down.
- Students repeat what the teacher says and does.
- Homework- family integration:
  - ✓ Students use [ABCMouse AI app](#) at home. Ask parents to help their children downloading the app in a device they have available at home. Students play [Hamster Maze Game at Ticket Town](#) and share with family members what they have learned at school.

### **Step #3:** Creating Hamster's Food.

- Teacher will show a real photo or a flashcard about hamster's food.
- Teacher models how to make "hamster's food" using playdough.
- Students will make playdough hamster food and put it at the end of the maze they did the previous lesson.
- Students will use their hamster craft as well as the maze they did to go up and down, turn left and right, go straight, etc, until they get the hamster's playdough food. Teacher will encourage students to say the prepositions and imperatives they have learned while playing in the maze.

### **Variation:**

- In case there are devices available in the classroom to play with the app. Divide the class in two groups. Group #1 create Hamster's Food and Group #2 play in pairs with [ABCmouse AI App/ Ticket Town/ Hamster Maze Game](#).
- Teacher will remind students how to log in and find the Hamster Maze Game ([ABCmouse AI App/ Ticket Town](#))
- Students will play the game in pairs taking turns. While they play, teacher encourages them to say the prepositions and imperatives they have learned while completing the virtual maze.
- In this variation mode, students switch groups after 20 minutes.



**Step #4:** Individual assessment.

- Students do a short oral presentation in front of the class using their “Hamster Pet” and one of the mazes they previously did.
- Teacher provides instruction on including prepositions and imperatives they have learned in their oral presentation.

Example:

Good morning! / afternoon

This is my hamster.

His/ Her name is \_\_\_\_\_

He/ she can move up and down / in front of/ behind.

He/ She can go straight, turn left, and turn right to get his/her food.

*(Students move their hamster as they do the presentation)*

- Teacher uses an oral performance rubric to assess each student.