

<i>Institution: Centro Escolar Susana Rodríguez viuda de Duke.</i>		<i>Teacher in charge: Mario Cárdenas</i>		
<i>Practitioner: Mario Cárdenas</i>		<i>Subject: English</i>	<i>Grade: 7th</i>	
<i>Date: 26/10/2022</i>	<i>Topic: The alphabet.</i>		<i>Objective: SWBAT to identify the letters of the alphabet by listening and practicing the pronunciation in order to spell their names and last names.</i>	
<i>Grammar structure /Vocabulary: The letters of the alphabet.</i>		<i>Language Skills: Writing, Speaking, Reading, Listening.</i>		
Time	Stage /Activity	Teacher's Activities	Students' Activities	Resources
5'	Introduction (Warm up)	<ul style="list-style-type: none"> Teacher starts the class by presenting a quote and asking for a participation. 	<ul style="list-style-type: none"> Students pay attention and participate. 	MARKERS PROJECTOR BOARD COMPUTER
25'	Development	<ul style="list-style-type: none"> Shows a presentation with the letters of the alphabet and a drawing representing each letter. Says the pronunciation of the letters. 	<ul style="list-style-type: none"> Students copy the alphabet on the notebook and write a word representing each letter. Students listen carefully and repeat each letter. 	
25'	Practice	<ul style="list-style-type: none"> Teacher dictate some words. Teacher gives incomplete words. 	<ul style="list-style-type: none"> Students copy the words on the notebook, then check in pairs. Students listen and complete the word with the right letter. 	
25'	Assessment	<ul style="list-style-type: none"> Teacher explains the activity of spelling one name and last name. 	<ul style="list-style-type: none"> Students make two lines back to back, take the notebook and write one name and last name. Students of line A dictate their name and last name, students of line B copy the names and last names. Then exchange roles. Check names. 	
10'	Closure (Wrap up)	<ul style="list-style-type: none"> Teacher says one word to the first student of each line. 	<ul style="list-style-type: none"> Students make two lines. And the first student of each line repeat the word to the next classmate in secret, the last student of each line write the letter on the board. 	
Notes	<i>Homework: Students draw one image per each letter of the alphabet.</i>			

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Date: 26/10/2022	Topic: Simple greetings.	Objective: SWBAT to identify formal and informal greetings by reading and listening in order to use them in a short dialogue.		
Grammar structure /Vocabulary: Simple greeting, Simple present.		Language Skills: Writing, Speaking, Reading.		
Time	Stage /Activity	Teacher's Activities	Students' Activities	Resources
8'	Introduction (Warm up)	<ul style="list-style-type: none"> Review vocabulary of the previous class, by dictating some words. 	<ul style="list-style-type: none"> Students copy the words on the notebook. 	MARKERS PROJECTOR BOARD COMPUTER
23'	Development	<ul style="list-style-type: none"> Writes some formal and informal greetings on the board. 	<ul style="list-style-type: none"> Students copy them on the notebook. Listen and repeat the greetings. 	
25'	Practice	<ul style="list-style-type: none"> Teacher gives student some greetings. Teacher says FORMAL or INFORMAL. 	<ul style="list-style-type: none"> Students translate the greeting into Spanish, then share answer with their classmates. Then give the greetings to another classmate. Students listen and who has a greeting stand up when listen FORMAL or INFORMAL depending on the greeting he/ she has. 	
26'	Assessment	<ul style="list-style-type: none"> Teacher provides some questions to ask personal information. Gives examples of possible answers and model a dialogue. 	<ul style="list-style-type: none"> Students work in pairs and create a short dialogue using the formal or informal greetings and some of the questions presented by the teacher. 	
8'	Closure (Wrap up)	<ul style="list-style-type: none"> Teacher passes in front some students to act out their dialogue. 	<ul style="list-style-type: none"> Students pass in front to act out their dialogue. 	
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<i>Date: 26/10/2022</i>	<i>Topic: The numbers from 0 to 90.</i>		<i>Objective: SWBAT to differentiate numbers from 0 to 90 by writing and listening them in order to exchange phone numbers.</i>	
<i>Grammar structure /Vocabulary: Numbers from 0 to 90.</i>			<i>Language Skills: Writing, Speaking, Reading, Listening.</i>	
Time	Stage /Activity	Teacher's Activities	Students' Activities	Resources
5'	Introduction (Warm up)	<ul style="list-style-type: none"> Explains True or False. Says one number in English. 	<ul style="list-style-type: none"> Students say True is the number is right or False is the number is wrong. 	MARKERS BOARD
28'	Development	<ul style="list-style-type: none"> Write some numbers on the board and write some names of numbers. Gives students a slip of paper some of them with the numbers and other with the spelling. Gives the pronunciation of the numbers. 	<ul style="list-style-type: none"> Students read the information on the board and pass in front to paste the number or spelling where is missed. Students repeat numbers. 	
26'	Practice	<ul style="list-style-type: none"> Teacher gives pieces of paper. Writes some numbers on the board. Say one number aloud. Checks numbers and spelling. 	<ul style="list-style-type: none"> Students read the slip of paper, and stand up to match the pairs. Number and Spelling. Students make two groups and choose someone to pass in front to write the spelling of the number on the board. Work in groups and make two lines, the first member of each line is going to pass in front to write the numbers. 	
26'	Assessment	<ul style="list-style-type: none"> Teacher says one phone number. Writes the question to ask the phone number. 	<ul style="list-style-type: none"> Students write their own phone number on the notebook, then stand up and ask three classmates their phone numbers. 	
5'	Closure (Wrap up)	<ul style="list-style-type: none"> Writes number and spelling on the board. 	<ul style="list-style-type: none"> Students pass and match the pairs of numbers and spelling. 	
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<i>Date: 26/10/2022</i>	<i>Topic: Family members.</i>		<i>Objective: SWBAT to use the correct words of family members by listing families ties in order to create their own family trees.</i>	
<i>Grammar structure /Vocabulary: Possessive adjectives, Simple present.</i>		<i>Language Skills: Writing, Speaking, Reading.</i>		
Time	Stage /Activity	Teacher's Activities	Students' Activities	Resources
5'	Introduction (Warm up)	<ul style="list-style-type: none"> Plays hangman with family members. Check words. 	<ul style="list-style-type: none"> Students work in group and choose one leader to pass in front. The leader passes in front and write letters to guess the words. 	MARKERS BOARD PROJECTOR COMPUTER COLORS
15'	Development	<ul style="list-style-type: none"> Presents some flashcards with the most common family members. Says pronunciation. 	<ul style="list-style-type: none"> Students listen and repeat. Copy words on the notebook. 	
10'	Practice	<ul style="list-style-type: none"> Presents an incomplete tree diagram of Mike. Gives an example of how complete it with family ties. 	<ul style="list-style-type: none"> Students read family ties and complete the tree diagram. 	
10'	Assessment	<ul style="list-style-type: none"> Teacher gives students an example of how create their own tree diagram. 	<ul style="list-style-type: none"> Students draw a tree diagram and write the names of family member and family ties. Stand up and introduce their family t0o another classmate. 	
5'	Closure (Wrap up)	<ul style="list-style-type: none"> Write some family members in wrong order. 	<ul style="list-style-type: none"> Work in pairs and unscramble the words. 	
Notes	HOMEWORK: To investigate common commands in English.			