



Código: CA-02	<b>CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE LESSON PLAN 2024</b>	 <b>COLEGIO TERESIANO</b> <b>BOGOTÁ</b> <small>COMPANIA DE SANTA TERESA DE JESUS</small>
Versión: 1		
Fecha de revisión: 24/03/2023		

**PROJECT'S NAME:** *Look at my toy!*

<b>LEVEL:</b> First	<b>CLASS:</b> A-B	<b>TEACHER/S:</b> Lorena Soto
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<b>FIRST TERM</b>	<p><b>FROM:</b> January 17th <b>TO:</b> April 19th</p> <p><b>KEY SKILLS:</b> Develops and participates with self-confidence in the activities proposed in class, trying to use the language and the vocabulary learned in class, interacting with the others and their environment, maintaining the respect and assertive communication.</p> <p><b>STANDARD KNOWLEDGES:</b> Greetings and commands, vocabulary: School and classroom supplies, toys, colors, animals, in the garden, numbers 1-5, how to use the sounds a/e/i, written form of classroom objects, vocabulary from images and words with a/e/i, pronouns, expressions of surprise and to show something.</p>
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<p><b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b></p> <p>Recognizing and extracting key information from authentic audio tracks. Identifying speakers and their roles in a conversation. Understanding the main idea of a story whether presented by the teacher or in a video. Responding to simple comprehension questions related to listening or reading exercises. Copying and transcribing words that I understand and use frequently in the classroom. Providing answers to greetings and farewells. Using everyday expressions to communicate needs inside the classroom. Asking for repetition or clarification when an instruction is not clear. Identifying and reading aloud instructions. Identifying expressions of surprise. Identifying and representing with drawings the main characters of a story. Connecting words to pictures. Identifying that there are other cultures different from mine.</p>	 <p><b>CB2 Relacional</b> <b>CB4 Lingüística</b></p> <p><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Greetings and commands, vocabulary: School and classroom supplies, toys, colors, animals, in the garden, numbers 1-5, how to use the sounds a/e/i, written form of classroom objects, vocabulary from images and words with a/e/i.</p> <p><b>Procedimental:</b> Reading short texts, writing short sentences and some vocabulary, making relations with words and draws, listening to audios, watching videos, round tables, participating in class.</p> <p><b>Attitudinal:</b> work in teams, responsibility, respect, empathy and assertive communication.</p>	<p><b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b></p> <p>The development of a portrait of their favorite toy is proposed, since it is based on their interests and are everyday elements, which allow the student to recognize its characteristics much better. That is why it is proposed that students become artists so that they can relate what they observe and illustrate it in detail.</p>
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<b>STUDENT'S ROLE:</b> Artist		
<b>CHALLENGE:</b> Considering the different knowledge worked during the term, the students will be artists and they are going to paint a portrait of his/her animal toy. Also, they are going to write a description of its characteristics.	<b>PRODUCT:</b> Portrait of an animal toy.	<b>PROMOTION:</b> At the end of the term in the green classroom, second graders will go to the art gallery to look at the pictures that the students made and also to listen to the description about them.

### LEARNING EXPERIENCE

<p><b>STAGE 1: My favorite toy</b></p> <p><b>EXECUTION:</b> From Cycle 1 to cycle 3</p> <p><b>CRITERIUM:</b> Describe orally and in writing different toys and give information like the color and other characteristics of it.</p> <p><b>TASKS:</b></p> <p><b>1.1 Recognize the vocabulary (toys and colors) that is named in different songs and audios.</b></p> <ul style="list-style-type: none"> <li>Start with the previous knowledge and answer questions orally like how are you? What is your name? What is your favorite color? (Cycle one- 2 hours)</li> <li>Listen to the song, work in the notebook and make a drawing about him/herself and complete the sentence "I am ____ and I am beautiful, special, funny..." <a href="https://www.youtube.com/watch?v=lrqkjS1cV24">https://www.youtube.com/watch?v=lrqkjS1cV24</a> (Cycle one- 2 hours)</li> <li>Work in the book from page 4 to page 6 to review the vocabulary learned. (Cycle one- 2 hours)</li> <li>Listen to a song about the colors and answer the question about which is your favorite color? <a href="https://www.youtube.com/watch?v=zxlpA5nFLY">https://www.youtube.com/watch?v=zxlpA5nFLY</a> (Cycle two- 2 hours)</li> <li>Work in the book from page 10 to page 11 to review the vocabulary learned about the use of it is and the name of the colors. (Cycle two- 2 hours)</li> <li>Listen to a song about the sound of the letter "a" and talk about the words that you remember, write the vocabulary on the notebook and make the draw of the things. <a href="https://www.youtube.com/watch?v=oDVAhDyHZaA">https://www.youtube.com/watch?v=oDVAhDyHZaA</a> (Cycle two- 2 hours)</li> <li>Work in the book page 12 to practice the vocabulary learned. (Cycle two- 2 hours)</li> <li>Look at the video and talk about the favorite toys of the kids. <a href="https://www.youtube.com/watch?v=3mLEOISTlI8">https://www.youtube.com/watch?v=3mLEOISTlI8</a> (Cycle three- 2 hours)</li> <li>Listen to the teacher's presentation about her favorite toy and then ask some questions about it. (Cycle three- 2 hours)</li> </ul> <p><b>1.2 Read pictures and short sentences and understand the vocabulary (toys and colors) that is in simple texts.</b></p> <ul style="list-style-type: none"> <li>Read the list of adjectives and write in the notebook. (Cycle one- 2 hours)</li> <li>Work in the book to review the vocabulary learned from page 7 to page 9. (Cycle one- 2 hours)</li> <li>Look at the name of the colors in the rainbow and color. (Cycle two- 2 hours)</li> <li>Look at the story and talk about the mixed colors, answer the question "Which color mixes you know?" <a href="https://www.youtube.com/watch?v=OhnTYI2jH2Q">https://www.youtube.com/watch?v=OhnTYI2jH2Q</a> (Cycle two- 2 hours)</li> <li>Play in starfall and practice the vocabulary learned. <a href="https://www.starfall.com/h/word-machines/">https://www.starfall.com/h/word-machines/</a> (Cycle three- 2 hours)</li> <li>Work in the book from pages 14 and 15, and read the dialogue of the kids about his/her favorite toy. (Cycle three- 2 hours)</li> </ul> <p><b>1.3 Write simple words and short sentences to describe toys.</b></p> <ul style="list-style-type: none"> <li>Write in the notebook the vocabulary about toys and color it with the colors like the teacher says. (Cycle one- 2 hours)</li> <li>Write in the notebook "My favorite color is ____" and then draw three things that have these colors. (Cycle two- 2 hours)</li> </ul>
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- Work in extra material from Activity book, Hamilton House page 8 and 9; and color the toys with the correct color, and complete the sentences, for example: It is a red plane. (Cycle two- 2 hours)
- Look at the letters and build words with cvc and write it in the notebook. (Cycle three- 2 hours)
- Write the words and color the object that the cvc says. <https://co.pinterest.com/pin/208080445276192907/> (Cycle three- 2 hours)
- Write in the notebook “Hello, I am \_\_\_\_\_. Look at my \_\_\_\_\_. It’s my favorite toy. (Cycle three- 2 hours)

**1.4 Make oral descriptions about his/her toys, giving information like color and name of the object.**

- Show to the classmates the draw and say, for example “I am lorena and I am funny” (Cycle one- 2 hours)
- Let’s talk about toys, which toys in english do you know, work with flashcards and say the name of the toys. (Cycle one- 2 hours)
- Play on wordwall and say the name of the toy that you see. <https://wordwall.net/es/resource/18982656/toys-big-surprise-1> (Cycle one- 2 hours)
- Play on wordwall and answer the question about “What is this?” <https://wordwall.net/es/resource/11208515/colors/colors> (Cycle two- 2 hours)
- Show your favorite toy and say the previous dialogue. (Cycle three- 2 hours)
- Homework: Come to the class with my favorite toy and write the name of my toy in english. (Cycle three- 2 hours)

**1.5 Develop volitional competitions.**

- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)
- Participates in class and also respects the opinions of his/her classmates. (All the cycles)

**STAGE 2: How is your favorite animal?**

**EXECUTION:** From Cycle 3 to cycle 6

**CRITERIUM:** *Employ the vocabulary learned (colors, name of the animals) to make short descriptions orally and in writing of some animals.*

**TASKS:**

**1.1 Name the vocabulary (animals and colors) that is mentioned in audios, videos and explanations.**

- Listen to a song about the animals and then name the animals that you hear. [Let's Go To The Zoo | Animal Song for Kids \(youtube.com\)](#) (Cycle three - 2 hours)
- Watch a video about the colors and then name the colors that you heard. [Kids vocabulary - Color - color mixing - rainbow colors - English educational video \(youtube.com\)](#) (Cycle four - 2 hours)
- Listen to a song about the pronouns he and she and identify when we use he and she. [He - She | Core Vocabulary Song \(youtube.com\)](#) (Cycle four - 2 hours)
- Listen to a song and identify the shadows of the animals. [What Is It? Song | Animals | English Pattern Practice for ESL | ESL for Kids | Fun Kids English \(youtube.com\)](#) (Cycle five - 2 hours)

**1.2 Order the words and use the vocabulary to write short sentences, using the correct structure of the sentences.**

- Write in the notebook the vocabulary about animals and then make the draw of each one(mouse, cat, duck, frog) (Cycle three - 2 hours)
- Write in the notebook the name of the colors ( brown, black, white and purple) (Cycle four - 2 hours)
- Write in the notebook two short sentences “He is happy and she is sad” and then make a draw. (Cycle four - 2 hours)
- Organize the words and write sentences in the correct order. (Cycle four - 2 hours)
- Listen to a song about the sound of the letter “e” and talk about the words that you remember, write the vocabulary on the notebook and make the draw of the things. [CVC Words | Letter e | Consonant Vowel Consonant | Phonics Song | Jack Hartmann - YouTube](#) (Cycle four - 2 hours)
- Build an animal using plasticine and in a piece of paper write the description of the animal, for example He is a dog, he is brown and yellow. (Cycle five - 2 hours)

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**1.3 Recognize from reading short texts, sentences, dialogues and other writing strategies, the vocabulary learned in class.**

- Work in the book pages 18 and 19 to review the vocabulary about animals. (Cycle three - 2 hours)
- Color the ice popsicles considering the colors that are mentioned in the instruction. [Pinterest](#) (Cycle four - 2 hours)
- Work in the book page 22 to practice the vocabulary learned. (Cycle four - 2 hours)
- Organize the letters and build the word that corresponds to the picture. [Pinterest](#) (Cycle four - 2 hours)
- Work in the book pages 24 and 25 to read the descriptions about some animals. (Cycle five - 2 hours)

**1.4 Answer the questions, trying to use some words of the language, making simple descriptions about his/her favorite animal trying to tell the features of it.**

- On a piece of paper make a drawing of your favorite animal and then show it to the classmates and say my favorite animal is... (Cycle three - 2 hours)
- Play in wordwall the use of pronouns. [He or She? - Cuestionario \(wordwall.net\)](#) [SHE, HE or IT ? - Cuestionario \(wordwall.net\)](#) (Cycle four - 2 hours)
- Play in starfall and practice the vocabulary learned. <https://www.starfall.com/h/word-machines/> (Cycle four - 2 hours)

**1.5 Develop volitional competitions.**

- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)
- Participates in class and also respects the opinions of his/her classmates. (All the cycles)

**STAGE 3: How many things can you count in the garden?**

**EXECUTION:** From Cycle 6 to cycle 9

**CRITERIUM:** *Produce orally and in writing short sentences to describe different elements like toys, animals and places.*

**TASKS:**


**1.1 Use the vocabulary learned to participate in class and to answer the questions.**

- Play a game to practice the correct way to write the name of the numbers. [Numbers - Anagrama \(wordwall.net\)](#) (Cycle six - 2 hours)
- Roundtable to remember the use of that and those. (Cycle six - 2 hours)
- Listen to a song about the sound of the letter "i" and talk about the words that you remember, write the vocabulary on the notebook and make the draw of the things. [Descubre hasta dónde puede llevarte Dubái \(youtube.com\)](#) (Cycle seven - 2 hours)
- Play in starfall and practice the vocabulary learned. <https://www.starfall.com/h/word-machines/> (Cycle seven - 2 hours)

**1.2 Practice the vocabulary learned and write short sentences using the correct structure.**

- Write in the notebook the difference between that and those. (Cycle five - 2 hours)
- Work in an extra material and write the correct word in the spaces [Pinterest](#) (Cycle six - 2 hours)
- Work in pairs and prepare two examples using that and those with the things that are in the garden of the school. (Cycle six - 2 hours)
- Write the numbers from one to ten. (Cycle six - 2 hours)
- Work in the book page 36 to write the name of the numbers that are in the pictures. (Cycle six - 2 hours)
- Create 4 sentences using that and 4 sentences using those. (Cycle six - 2 hours)
- Work in the book page 32 to practice the vocabulary learned. (Cycle seven - 2 hours)

**1.3 Recognize vocabulary from audios, videos, teacher instructions and try to repeat the words that he/she understands.**

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- Listen to a song about the garden and identify the vocabulary about animals. [IN THE GARDEN](#) | Nursery Rhymes in ENGLISH | Green Family Kids Songs | Green Family (youtube.com) (Cycle five - 2 hours)
- Color the pictures with the animals that you heard in the video. [Pinterest](#) (Cycle five - 2 hours)
- Watch a video to know the difference between that and those. [UKG ENGLISH TERM 1 11 USAGE OF THAT AND THOSE \(youtube.com\)](#) (Cycle five - 2 hours)
- Listen to a song about the numbers to review the vocabulary. [How Many Fingers? | Kids Songs | Super Simple Songs \(youtube.com\)](#) (Cycle six - 2 hours)

**1.4 Identify some animals, objects and places from reading short descriptions.**

- Work in the book pages from 27 to 29 and read the vocabulary learned. (Cycle five - 2 hours)
- Count the number of beans in each pot and circle the correct number. (Cycle six - 2 hours)
- Read the pages 30 and 31 and develop the activities to review the use of those. (Cycle six - 2 hours)
- Read the words and write the word in the correct picture. [Pinterest](#) (Cycle seven - 2 hours)

**1.5 Develop volitional competitions.**

- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)
- Participates in class and also respects the opinions of his/her classmates. (All the cycles)

**STAGE 4: Look at my toy!**

**EXECUTION:** From Cycle 9 to cycle 10

**CRITERIUM:** Illustrate and describe animal toys, using the vocabulary learned during the term, considering the use of the pronouns with the verb to be and the correct structure in a sentence.

• **TASKS:**

- **1.1 Develop the portrait, being clear about the draw that she or he makes and having a good structure in the description.**
- Look at your animal toy and draw it. (Cycle eight- 2 hours)
- In a piece of paper write the description about your toy and give information about the name, color, type of animal and number of parts. (Cycle eight- 4 hours)
- Show your description about your animal toy. (Cycle nine - 2 hours)

**1.2 Develop volitional competitions.**

- He/She communicates assertively, being respectful of his/her classmates and other people around him/her. (All the cycles)
- Take advantage of the time in class to take notes and to develop completely the activities proposed. (All the cycles)
- Has a disposition in the different activities that are proposed, working as a team or individually. (All the cycles)
- Participates in class and also respects the opinions of his/her classmates. (All the cycles)

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LEARNING OUTCOMES			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
<p>The student illustrates and describes different toys orally and in writing and gives information such as color and other characteristics of the same, using the vocabulary learned about colors, names of animals, toys and places, using pronouns with the correct verb maintaining the structure in the sentences. He/she achieves the proposed objectives for the portrait of a toy animal and provides ideas to contribute to it. The student stands out for participating in class, being assertive, respectful, helping his classmates and working independently.</p>	<p>The student draws and recognizes different toys orally and in writing and names their characteristics, using the vocabulary learned about colors, names of animals, toys, and places, using pronouns with the correct verb to be, maintaining the structure in the sentences. He/she works hard to achieve the goals set for the portrait of animal toys. He/she participates in class, making his/her point of view known, being respectful and assertive; he/she develops class activities individually and in groups trying to help his/her classmates.</p>	<p>The student records and names some characteristics orally and in writing about toy animals; use some of the vocabulary learned about colors, names of animals, toys and places. The student achieves the main objective related to the construction of the portrait by following the teacher's instructions and making use of the given grammar, pronouns, verb to be and sentence structure. He/she performs all the tasks designed for each stage, with a good attitude, being assertive, respectful and working individually and in groups.</p>	<p>The student has difficulties registering and naming some characteristics orally and in writing about toy animals; does not use the vocabulary learned about colors, names of animals, toys and places. Therefore, failing to achieve the main objective related to the construction of the portrait. He/she presents difficulties to follow the teacher's instructions and make use of the grammar, pronouns, verb to be, and sentence structure provided. He/she does not perform all the tasks designed for each stage, needing constant support when working as a team and individually.</p>