



**PROJECT'S NAME:** *What do you want to be?*

<b>LEVEL:</b> Fourth	<b>CLASS:</b> A	<b>TEACHER/S:</b> ALEJANDRO MARTÍNEZ
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<p style="text-align: center;"><b>PERIOD II</b></p> <p><b>FROM:</b> April 22nd <b>TO:</b> August 9th</p>	<p><b>KEY SKILLS:</b> Argue about jobs and occupations to share insights, thoughts, and feelings about the dream job to have or perform when the child turns into an adult for personal improvements; using suitable vocabulary, which could be noticed in the society; the student communicates these ideas, orally, written in academic paragraphs about the main topic.</p> <p><b>STANDARD KNOWLEDGES:</b> Use the new vocabulary in written and oral activities. Apply regular and irregular verbs in the past when speaking in English. How to identify countable and uncountable nouns in a social dialogue. How to pronounce the new vocabulary correctly. How to identify present and past tense in a text. Carry out the use of verbs in the simple past in an academic paragraph. Maintain the student activity books updated by doing the points. Perform a good participation in the Weather roulette activity. Recognize the best strategy for writing sentences using countable and uncountable nouns based on different contexts. Apply communicative strategies for carrying a well participation in a Spelling Bee event. Perform oral expositions and activities in and out of the classroom. Make Simple and Complex questions with the Wh form for giving strong statements. Accomplish conversational activities when sharing proper ideas about Traveling around the city. Identify the value of other cultures from information and knowledge taken from different sources. Highlight other cultures' values through my written and oral brief productions.</p>
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<p style="text-align: center;"><b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b></p> <p>Complying with basic instructions from/to the teacher. Identifying suitable vocabulary about verbs and different verbal tenses. Recognizing vocabulary about shopping, places in the city, and the weather. Identifying intermediate missing words in songs of different music genres. Identifying old and new vocabulary in physical/virtual texts and dialogues. Using pictures in a story to understand the narration by communicating ideas about the main idea of a text. Writing short sentences using correct grammar tenses depending on determined contexts. Using regular and irregular verbs to describe situations in the past by using corporal movements and realia. Describing in a short text an autobiography using verbs in the past and vocabulary viewed in class. Applying communicative strategies for making proper insights about</p>	 <p style="text-align: center;"><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>CB2: Relacional</b></p> <p><b>Conceptual:</b> Jobs, leisure time, tasks, activities, working live, personal time appropriation, society advances, important roles of women and men in history, conversational strategies.</p>	<p style="text-align: center;"><b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b></p> <p>Hey! We are in a weak moment in our society because most teenagers don't know what to be in the future. After all, they don't know the opportunities to have while performing and working in a specific role. By giving them different resources, opportunities, development, and advantages of jobs people could have, the world could change its critical thinking beginning with the teenagers of our school.</p>
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Versión: 1		
Fecha de revisión: 24/03/2023		

<p>holidays, travels, or trips. Performing good participation with Spelling vocabulary words in informal dialogues. Demonstrates communicative skills when speaking to others about actions in verbal tenses using regular and irregular verbs.</p> <p>Performing oral presentations talking about historical events. Recognizing elements from different cultures by establishing similarities and differences with my culture.</p>	<p><b>Procedimental:</b> Graphic designs, descriptive charts, concept maps, taking notes, paraphrasing methods, summarizing paragraphs.</p> <p><b>Attitudinal:</b> Respect for others' opinions and work, class participation, commitment to the activities and personal work, responsibility, and commitment to the dates given by the teacher.</p>	
<p><b>STUDENT'S ROLE:</b> Motivational profession promoter.</p>		
<p><b>CHALLENGE:</b> Some students in the school don't know what they could be in the future; so, the idea is to promote on them a clear idea about what a person could be in the future. The idea is to create a path to know the opportunities Teresian kids have in the world to enhance attitudes toward living daily. They need someone who tells them which conveniences they could get by developing a career; and then, being a professional for personal improvements.</p>	<p><b>PRODUCT:</b> Physical Mosaic about Jobs</p>	<p><b>PROMOTION:</b> English Day: The students will present a stand, a poster with the dreams to be in the future, by performing one of the characterizations selected to other students, who will listen to them and give their appreciation about the works shown.</p>

### LEARNING EXPERIENCE

<p><b>STAGE 1: Describing jobs and professions.</b></p> <p><b>EXECUTION:</b> From Cycle 1 to Cycle 3</p> <p><b>CRITERIUM:</b> Describe jobs and occupations in society for contributing to the world economy.</p> <p><b>TASKS:</b></p> <p><b>1. Comprehend vocabulary reading lectures, by listening to songs and stories to appropriate concepts in communication to others.</b></p> <ul style="list-style-type: none"> <li>* The student reads Chapters #3, 4, and #5 in the Reading Plan Book by developing the worksheets inside the book and underlining difficult words to present them in well-elaborated definitions using proper words by groups sharing ideas among them. (Cycle 1, hours 2)</li> <li><a href="https://www.youtube.com/watch?v=gop3nKPQLvw&amp;list=OLAK5uy_nG14NxFtmZBJA3AzcBZ_czwrrrKICsqsk">https://www.youtube.com/watch?v=gop3nKPQLvw&amp;list=OLAK5uy_nG14NxFtmZBJA3AzcBZ_czwrrrKICsqsk</a></li> <li>* The student chooses the best answer for questions about a story presented in a paper to improve Reading Comprehension in a worksheet as independent work for receiving feedback on the reading comprehension questions. (Cycle 1, hours 2)</li> <li>* The student reads the stories in the Kid's Zone Book (pgs. 22, 24, 26, 28, 36, 40, and 42) and answers the questions about the stories presented sharing them in groups for receiving partners' feedback. (Cycle 1, hours 2)</li> </ul> <p><b>2. Organize words in a sentence and in questions for stating actions people normally do.</b></p> <ul style="list-style-type: none"> <li>* The student classifies word definitions to fill the gaps using the expression "Let's" (listening points on pgs. 23 and 25) when describing people using the Kid's Zone Book. (Cycle 2, hours 1)</li> </ul>
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- \* The student differentiates the modal verbs (Must/Mustn't) used for saying obligations and the quantitative "There is/There are" for mentioning the actions people have to do in a job or profession. (Completing the sentences on pgs. 27, 37, and 39) (Cycle 2, hours 1)
- \* The student lists specific expressions for pronouncing simple sentences about jobs and professions with online support by making a self-assessment on this performance. (Cycle 2, hours 2) [Professions and jobs - Recursos didácticos \(wordwall.net\)](#)
- \* The student recognizes vocabulary about jobs and professions by stating actions people do when working in different jobs throughout summarizing and taking notes of a video. (Cycle 2, hours 1) <https://www.youtube.com/watch?v=83KqjHk4nH0&pp=ygUOdG9wIG5vdGNolGpvYnM%3D>
- \* The student comments about classmates' sentences for giving feedback about the ideas written using recycled paper. (Cycle 2, hours 1)

**3. Converse clearly with other people about real actions society does in ordinary and routine situations.**

- \* The student uses conversation strategies to involve classmates in an oral game (participation points) using the Present Tense when playing "A Telephone Gossiper". (Cycle 3, hours 2)
- \* The student shares with the class the descriptions written about the jobs and professions they found in their family by giving determined characteristics and being supported by flashcards with a chart created. (Cycle 3, hours 4) [\(39\) Kids and teens share dream jobs - Video 1 - YouTube](#)

**STAGE 2: Am I ready to perform a role-play character as a real employee?**

**EXECUTION:** From Cycle 1 to Cycle 3

**CRITERIUM:** Formulate strong statements for arguing about images videos about general activities to argue about the jobs people do in society.

**TASKS:**

**1. Comprehend vocabulary reading lectures, by listening to songs and stories to appropriate concepts in communication to others.**

- \* The student reads Chapters #4 and #5 in the Reading Plan Book by underlining difficult words and presenting their definitions with proper words. (Cycle 4, hours 2) [https://www.youtube.com/watch?v=gop3nKPQLvw&list=OLAK5uy\\_nG14NxFtmZBJA3AzcBZ\\_czwrrrKICsqsk](https://www.youtube.com/watch?v=gop3nKPQLvw&list=OLAK5uy_nG14NxFtmZBJA3AzcBZ_czwrrrKICsqsk)
- \* The student chooses the best answer for questions about a story presented in a paper to improve Reading Comprehension in a worksheet. (Cycle 4, hours 2) [Reading comprehension exercises A2 \(agendaweb.org\)](#)
- \* The student reads the stories in the Kid's Zone Book (pgs. 22, 24, 26, 28, 36, 40, and 42) and answers the questions about the stories presented. (Cycle 4, hours 2)


**2. Recognize sentences for projecting in the future to manage certain and uncertain when commenting about my life project.**

- \* The student classifies word definitions to fill the gaps using Quantifiers (pg. 37, 39, 41, and 43) when describing people using the Kid's Zone Book. (Cycle 5, hours 2)
- \* The student lists specific expressions for pronouncing simple sentences about daily routines using flashcards as speaking support. (Cycle 5, hours 1) [https://docs.google.com/document/d/194L\\_aLDUDzTC4yhakS6zIRf9hwajpZz/edit?usp=sharing&oid=100963552204251899621&rtpof=true&sd=true](https://docs.google.com/document/d/194L_aLDUDzTC4yhakS6zIRf9hwajpZz/edit?usp=sharing&oid=100963552204251899621&rtpof=true&sd=true)
- \* The student recognizes jobs and occupations while watching and describing the actions presented in a video. (Cycle 5, hours 1) [\(39\) Life Vest Inside - Kindness Boomerang - "One Day" - YouTube](#)
- \* The student states classmates' sentences for giving feedback about the ideas written using recycled paper. (Cycle 2, hours 2)

**3. Converse clearly with other people about real actions society does in ordinary and routine situations.**

- \* The student uses conversation strategies to involve classmates in an oral game (participation points) using the Present Tense when playing "Who Wants to be a Millionaire?". (Cycle 6, hours 2)
- \* The student communicates to the class about their family by telling them their main characteristic and the actions they normally do by completing flashcards with a chart created and being supported by watching videos. (Cycle 3, hours 4)
  - [\(39\) Kids' Best Answers to Job Interview Questions - YouTube](#)
  - [\(39\) Kids Tell Us One Thing They've Learned This Year - YouTube](#)
  - [\(39\) My dream job \(Kids speak out Pt 3\) - YouTube](#)

**STAGE 3: This is the one I want to be!**

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**EXECUTION:** From Cycle 7 to Cycle 9

**CRITERIUM:** Value the work done to present to others the projection established by taking into account likes and dislikes.

**TASKS:**

**1. Report comments and descriptions in audio files and videos, with suitable concepts according to the English level.**

\* The student summarizes people's speeches about their jobs by showing interests and likes for the future. (Cycle\_ 7\_Hours\_2\_)

**2. Formulate strong paragraphs about leisure time activities with action verbs in real situations to express the vocabulary acquired in real contexts.**

\* The student produces affirmative and negative statements in the Present Simple and the Present Continuous (for the future), within the use of the modal verb will, through an independent worksheet about jobs and professions. (Cycle 7, Hours 2) [Finding a job | LearnEnglish Teens \(britishcouncil.org\)](#)

\*The student establishes real facts about jobs and professions by matching columns in the notebook. (Cycle 7, Hours 2)

\*Design a creative poster in which the descriptions and characteristics are exposed and simply detailed. (Cycle 8, Hours 2)

\*Construct a creative speech and performance to talk about jobs and professions to convince others in their professional decision. (Cycle 8, Hours 2)

\* Identify accurate vocabulary by comprehending the stories in the Reading Plan Book and establish a brief and clear, but original summary. (Cycle 8, Hours 2)

**3. Argue about jobs' features by pronouncing correctly the words given in role-play performances.**

\*The student performs pronunciation strategies with the vocabulary checked by repeating play speeches in videos about jobs. (Cycle 9, Hours 2)

[\(39\) Kids' Best Answers to Job Interview Questions - YouTube](#)

[\(39\) Kids Tell Us One Thing They've Learned This Year - YouTube](#)

[\(39\) My dream job \(Kids speak out Pt 3\) - YouTube](#)

\*The student listens to other classmates' speeches prepared about their family descriptions as a practice mode. (Cycle 9, Hours 2)

\*Show and explain to others the poster created by giving determined details based on my family's information through the Rehearsal for the Project Presentation on English Day. (Cycle\_ 9\_Hours\_2\_)

LEARNING OUTCOMES			
SUPERIOR (S)	ACCURATE (A)	AVERAGE (B)	LOW (J)
The student justifies oral communications using a second language accurately by describing detailly jobs and occupations in society for contributing to the world economy; then, the student formulates strong statements for arguing about images videos about general activities to argue about the jobs people do in society; consequently, the learner values the work done to present to others the projection established by taking into account jobs and professions in current time.	The student construct sentences Grammarly correct by using a second language accurately by mentioning the jobs and occupations in society for contributing to the world economy; then, the student plans construct sentences by mentioning general ideas about images videos about general activities to argue about the jobs people do in society; consequently, the learner develops the work done to present to others the projection established by taking into jobs and professions.	The student illustrate sentences with the words got in classes by mixing the mother tongue and the second language without mistakes when communicating the ideas about the jobs and occupations in society; then, the student generalize plans construct sentences by mentioning general ideas about images videos about general activities to argue about the jobs people do in society; consequently, the learner thinks about planning the work done to present to others the projection established by taking into account likes and dislikes.	The student memorizes vocabulary and images noticed in classes; but, doesn't have clear the definitions of them because this learner just repeats the ideas mentioned in the sessions. The student labels elements seen in the city and only writes sentences using the words; consequently, the learner thinks about planning the work done to present to others the projection established by taking into account likes and dislikes.