


Código: CA-02	CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE LESSON PLAN 2024	
Versión: 1		
Fecha de revisión: 24/03/2023		


<b>PROJECT'S NAME:</b> <i>Thought Threads</i>		
<b>LEVEL:</b> Seventh	<b>CLASS:</b> A	<b>TEACHER:</b> Laura Tatiana Pinto Russi
<b>PERIOD II</b>	<b>FROM:</b> April 19th <b>TO:</b> August 9th	
	<b>KEY SKILLS:</b> Appreciating second language learning as an enriching, personal, academic and cultural habit, additional understanding and extracting the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. <b>STANDARD KNOWLEDGES:</b> Identifying the main information in short and real-life conversations according to images. How to answer multiple choice questions. Write about everyday aspects of his/her environment, How to use conditionals. How to talk about the internet. To practice words related to animals To check word formation, collocations and expressions, prepositions.	
<b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b>		<b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION?</b>
<p>Catching the main point in short, clear, simple messages and announcements.</p> <p>Recognizing the purpose of a description in narrative and concrete texts.</p> <p>Identifying specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>Writing very brief reports to a standard conventionalised format.</p> <p>Write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.</p> <p>Giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly giving reasons and explanations for opinions, plans and actions.</p> <p>Appreciating second language learning as an enriching, personal, academic and cultural habits.</p>	<p style="text-align: center;"><b>CB4: Linguistic Communication.</b></p> <p style="text-align: center;"><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Conditionals, collocations and expressions, prepositions, how to use the first conditional and second conditional.</p> <p><b>Procedimental:</b> Creation of a Junk journal, making simple diagrams to organize information; observe and follow instructions.</p> <p><b>Attitudinal:</b> Work cooperatively, develop their creativity, identify the social relationships that are created at a certain time and demonstrate a good aptitude for the fulfillment of the objective of the class.</p>	<p>The students would start to analyze themselves and they would try to organize their feelings and ideas to project those in the junk journal and identify how to express using the second language as a base.</p>
<b>STUDENT'S ROLE:</b> CREATIVE JOURNALER		
<b>CHALLENGE:</b> Become an illustrator and writer of their own journals, using the different vocabulary and grammar skills learned in the English class, where they	<b>PRODUCT:</b> Junk Journal.	<b>PROMOTION:</b> Students would share their project with their classmates and the best ones would be exposed on English Day.

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would express their ideas and emotions and will explode their creativity and imagination.		
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### LEARNING EXPERIENCE

<p><b>STAGE 1: Exploring the Art of Description.</b></p> <p><b>EXECUTION:</b> From cycle 1 to 4 cycle</p> <p><b>CRITERIUM:</b> Understand and Recognize the new vocabulary to analyze and describe pictures and everyday aspects of his/her environment (people, places, a job or study) among use of the corresponding grammar structure like adjectives and conditionals.</p> <p><b>TASK 1:</b> Apply the new vocabulary acquired to describe images and make conversations to express their ideas or explain their point of views.</p> <ul style="list-style-type: none"> <li>● The students learn how to analyze some images and would have a conversation in groups where they would develop their communicative skills. (Cycle 1) (2 hours)</li> <li>● The students would make a debate where according to some images and expression their ideas to the others, each participation would be gradable. (Cycle 1) (2 hours)</li> <li>● The student would learn with the help of the teacher how to make descriptions of images or specific things. (Cycle 1) (2 hour)</li> <li>● The students are going to find some news through the internet and they will expose the main idea and give a full description of what it is about, with the creation of a billboard. (Cycle 1 and 2) (3 hours)</li> <li>● The student would present a “Toma de contacto” where they would have to describe and give an opinion about an image and a topic. (Cycle 2) (1 hour)</li> <li>● With the use of extra texts or activities and using the corresponding reading book “Dorian Grey”, the students would reinforce their skills, using national and international festivities to illustrate them about these traditions and help them to make comparisons between those cultures and our one. Like, Mother 's day, Dia de los muertos, Québec winter carnival. (Cycle 2) (2 hours)</li> </ul> <p><b>TASK 2: Explain the use of the “Conditionals” to make the students use it in their project “Junk Journal” talking about their habits.</b></p> <ul style="list-style-type: none"> <li>● The student would understand how to use the Conditional and would be reinforced with extra activities. (Cycle 2) (2 hour)</li> <li>● With the previous knowledge the students would think and write in the notebooks about some experience of their lives that they want to talk about. (Cycle 2) (2 hours)</li> <li>● With the use of some slides, the students would make a short presentation describing that experience that they want to talk about, this presentation is gradable. (Cycle 3) (2 hours)</li> <li>● The student would start to get materials to start working on their projects “Junk Journal” (This material can be selected by their owns and also with an extra help of the teacher) (Cycle 3) (1 hour)</li> <li>● <a href="https://www.youtube.com/watch?v=oPq6i0ZWz5Y">https://www.youtube.com/watch?v=oPq6i0ZWz5Y</a></li> <li>● The student would add to the project some of their personal and basic information and they would talk about some aspects of their daily life, using decoration, and expressing by the use of creative ways. (Cycle 3) (2 hours)</li> <li>● The student would learn how to use the Conditionals, starting with the Zero, and this knowledge would be reinforced with the use of platforms and exercises. (Cycle 3) (2 hours)</li> <li>● The student would present a “Toma de contacto” to practice the knowledge. (Cycle 3) (1 hour)</li> <li>● With the previous knowledge, the students would add to their journals some habits in a creative way. (Cycle 3 and 4) (3 hours)</li> <li>● The students would reinforce their previous knowledge with the use of the corresponding reading book “Dorian Gray”, in every cycle the students would have an hour of reading and they would have to answer or make activities to see if they understand and try to identify the use of the grammar. (Cycle 4) (2 hours)</li> </ul>
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- For some classes some texts would include for the students to reinforce their previous knowledge and reinforce their reading skill with the use of international famous festivities to illustrate them about these traditions. (Cycle 4) (2 hours)

### **STAGE 2: Futurama: The Journey Beyond Time.**

**EXECUTION:** From cycle 4 to 7 cycle

**CRITERIUM:** Discover how to use the First and Second Conditional and apply it during the class sessions and to their final project, in addition to practice their communicative skills.

#### **TASK 1: Teach and put in practice the use of the First Conditional to add it to their final project to talk about their possible future.**

- The students would learn how to use the first conditional and would be reinforced with interactive and online activities (Inside-outside the classroom and using the English Lab) (Cycle 4) (2 hours)
- The student would present slides to talk about their possible future events creating a timeline to organize their ideas. (Prezi, Canva, Power point, Genially, Nearpod, etc) (Cycle 4 and 5) (2 hours)
- The student would present their slides to the classroom and the teacher, developing their speaking ability. (Cycle 5) (2 hours)
- The student would think in a creative way to add that information into the "Junk Journal" <https://www.hellobonsai.com/blog/creative-project-timeline> (Cycle 5) (1 hours)
- In groups the students would share their ideas to the others, to increase their creativity and give their opinion to the other. (Cycle 5) (1 hour)
- With the use of extra texts or activities, the students would reinforce their skills, using national and international festivities to illustrate them about these traditions and help them to make comparisons between those cultures and our one. Like, Dia de los muertos, Québec winter carnival. (Cycle 5) (2 hours)

#### **TASK 2: Show the use of the Second Conditional to talk about hypothetical or unreal situations in the present or future, make conversations and include it into the project.**

- With the teacher's explanation and examples the student would get how to use the Second conditional. (Cycle 5 and 6) (2 hours)
- With some practice activities, the student would reinforce the previous knowledge acquired. (Cycle 6) (2 hours)
- The student would make a future dream collage or vision board, to talk about their future projects. (Cycle 6) (3 hours)
- The previous collage or vision board would be added to the project.
- Next to the collage or vision board, the student would add captions using the Second Conditional. <https://www.pinterest.co.uk/supertangler/collage-ideas/> (Cycle 6) (1 hour)
- The student would present collages to the teacher and their partners, this presentation would be gradable. (Cycle 6) (1 hour)
- The students would reinforce their previous knowledge with the use of the corresponding reading book "Dorian Gray", in every cycle the students would have an hour of reading and they would have to answer or make activities to see if they understand and try to identify the use of the grammar. (Cycle 7) (2 hours)

### **STAGE 3: If pages could speak.**

**EXECUTION:** From cycle 7 to 8 cycle

**CRITERIUM:** Integrate the mixed conditional into the final project to express an unreal past condition and its probable result in the present or future.

#### **TASK 1: Learn the use of Mixed Conditional and related to an imaginary or real event from each one, to give a possible consequence.**

- With the help of the teacher, the student would learn how to use the Mixed Conditional. (Cycle 7) (2 hours)
- The student is going to practice the topic with some fun activities. (Cycle 7) (1 hour)
- The student would think or create a past event and they would give a possible future reaction. thinking in a parallel universe. (Cycle 7) (1 hour)
- The student would think that they are already old and they would give advice to themselves about some decisions that can change their lives in the future. (Cycle 7) (2 hours)
- How to make a Crystal ball [https://www.youtube.com/watch?v=p3t\\_4u1F-1s](https://www.youtube.com/watch?v=p3t_4u1F-1s)

- Into the Crystal ball, the student would make some sentences about some futures prediction, using the mixed conditional.
- The students would complement their projects with ideas and art. (Cycle 7 and 8) (6 hours)
- The student would be able to explain the information captured in each Junk Journal, using the corresponding grammar and the vocabulary acquired. (Cycle 8) (2 hours)
- The student submits the respective English Test. (Cycle 8) (2 hours)

<b>LEARNING OUTCOMES</b>			
<b>SUPERIOR (S)</b>	<b>ACCURATE (A)</b>	<b>AVERAGE (B)</b>	<b>LOW (J)</b>
<p>The student understands and recognizes the new vocabulary acquired and analyzes describing pictures of his/her everyday aspects and environment (people, places, a job or study) while using the corresponding grammar structure like the correct use of the adjectives, also the student discover how to use the First and Second Conditional and how apply it during the class sessions and to their final project, in addition to practice their communicative and creative skills. Continuing, integrates the mixed conditional into the final project to express an unreal past condition and its probable result in the present or future, exploiting their imagination and creativity. Finally, add all that previous knowledge into the final project “Junk Journal” where he/she is able to explain it, using the obtained skills (writing, speaking, listening, reading and the use of the corresponding grammar structure).</p>	<p>The student understands and recognizes the new vocabulary acquired but cannot analyze and describe pictures of his/her everyday aspects and environment (people, places, a job or study) while using the corresponding grammar structure like the correct use of the adjectives, on the other hand, the student discover how to use the First and Second Conditional but does not know how to apply it during the class sessions and into his/her final project, in addition to practice his/her communicative and creative skills. Continuing, it is complicated to integrate the mixed conditional into the final project to express an unreal past condition and its probable result in the present or future, but knows how to exploit his/her imagination and creativity. Finally, is able to add all the previous knowledge into the final project “Junk Journal” where he/she is able to explain it, using the obtained skills (writing, speaking, listening, reading and the use of the corresponding grammar structure).</p>	<p>The student understands but it is hard to recognizes the new vocabulary acquired and because of that cannot analyze and describe pictures of his/her everyday aspects and environment (people, places, a job or study) while using the corresponding grammar structure like the correct use of the adjectives, on the other hand, the student discover how to use the First but not the Second Conditional and because of that does not know how to apply it during the class sessions and into his/her final project, in addition is complicated to practice his/her communicative and creative skills. Continuing, it is hard to integrate the mixed conditional into the final project to express an unreal past condition and its probable result in the present or future, and it is not very easy for him/her to exploit his/her imagination and creativity and add all that previous knowledge into the final project “Junk Journal” where for he/she is complicated to explain it, using the obtained skills (writing, speaking, listening, reading and the use of the corresponding grammar structure).</p>	<p>The student can not understands and recognizes the new vocabulary acquired and because of that can not analyze and describe pictures of his/her everyday aspects and environment (people, places, a job or study) while using the corresponding grammar structure like the correct use of the adjectives, also the student does not discover how to use the First and Second Conditional and cannot apply it during the class sessions and to their final project, in addition to practice their communicative and creative skills. Continuing, he/she is not able to integrate the mixed conditional into the final project to express an unreal past condition and its probable result in the present or future, exploiting their imagination and creativity. Finally, cannot add all that previous knowledge into the final project “Junk Journal” where he/she is able to explain it, using the obtained skills (writing, speaking, listening, reading and the use of the corresponding grammar structure).</p>