


Código: CA-02
Versión: 1
Fecha de revisión: 24/03/2023

**CA-02 LEARNING RUBRIC AND LEARNING EXPERIENCE  
LESSON PLAN 2024**



<b>PROJECT'S NAME:</b> <i>Have you watched this movie?</i>		
<b>LEVEL:</b> THIRD (3rd)	<b>CLASS:</b> A	<b>TEACHER/S:</b> Alejandro Martínez Aguilar
<p align="center"><b>PERIOD III</b></p> <p><b>From:</b> August 12th <b>To:</b> November 30th</p>	<p><b>KEY SKILLS:</b> Appraise your learning by giving and receiving suitable feedback using English through writing and speaking techniques assertively with classmates.</p> <p><b>STANDARD KNOWLEDGES:</b> How to use the new vocabulary about outdoor activities, clothes, and music. How to highlight the essential information in a text with different strategies. How to answer questions and write about outdoor activities and abilities. How to ask basic questions using the grammar and vocabulary necessary to maintain a short conversation. To identify the value of other cultures from information and knowledge taken from different sources. To highlight other cultures' values through my written and oral brief productions.</p>	
<p align="center"><b>WHICH ARE THE COMPREHENSIVE SKILLS WE WANT THE STUDENTS HAVE?</b></p> <p>Using visuals made it easier to determine how an oral scenario or story should be told, by interpreting the title, photos, and keywords to infer a story.; composing a sentence or two using an example. Taking part in quick role plays by memorizing the dialogue and comprehending the plot. Recognizing the existence of cultures other than my own.</p>	 <p><b>CB2: Relational, Communal, and Social.</b></p> <p align="center"><b>WHAT TO LEARN FROM THE TERESIAN SKILLS?</b></p> <p><b>Conceptual:</b> Vocabulary outdoor activities, clothing and music. Highlight relevant information in texts. Answer and write questions about activities and abilities. Grammar and vocabulary to make questions. Communicate oral and written beliefs.</p> <p><b>Procedural:</b> Write, read, communicate ideas, listen to, take notes, read, think, summarize, paraphrase, comprehend, build, make questions, answer.</p> <p><b>Attitudinal:</b> Demonstrate listening skills to enhance empathy and be comprehensive.</p>	<p align="center"><b>WHICH IS THE SCENERY OR PROBLEMATIC SITUATION? (PROBLEMATIC)</b></p> <p>Hey! Dear students! Are you ready to deal with the following situation? The Teresian School's community is looking to watch the best movie around the world, but they don't know how to do it. So, third-grade students have to find a nice place, context, and moment to present a promotion hall, their flyers about their favorite movies to invite the public to watch and appreciate it as they have done. Students and teachers can listen and understand some interesting features about their movies, find out similar opinions and share among attendances proper ones to establish good relationships with others.</p>

<b>STUDENT'S ROLE:</b> Promoter		
<b>CHALLENGE:</b> Hey, promoters! You are going to organize a hall exhibition in which you will share your likes about movies with others by expressing the emotion of watching them. The idea is first you will describe your favorite movie in a Hall Gallery created by you; then, you will prepare a flier in which you decorate that piece of cardboard adding decorations that let others know about the movie. When we will have had the little posters, you will be in a hall showing to other students your work.	<b>PRODUCT:</b> Flier	<b>PROMOTION:</b> Gallery Hall in a Break.

### LEARNING EXPERIENCE

<p><b>STAGE 1: <i>Which movie genre do I like?</i></b></p> <p><b>EXECUTION:</b> From Cycle 1 to Cycle 3</p> <p><b>CRITERIUM:</b> Examine social statements regarding general activities to contest what individuals do in society.</p> <p><b>TASKS:</b></p> <p><b>1. Understand vocabulary by reading lectures and listening to songs and stories, so that you can internalize concepts when communicating with others.</b></p> <ul style="list-style-type: none"> <li>*The student rereads the chapters of the Reading Plan Book, each of these parts is underlined and creates an original definition of highlighted words; by listening to the audio on pages 70, 71, and 72 from the book Kid's Zone. (Cycle 1, hours 2)  <a href="https://www.youtube.com/watch?v=xuYKf_rqz_s&amp;pp=ygUdYSBzZWxmaXNoIGdpYW50IGhhcHB5IHJIYWRIcnM%3D">https://www.youtube.com/watch?v=xuYKf_rqz_s&amp;pp=ygUdYSBzZWxmaXNoIGdpYW50IGhhcHB5IHJIYWRIcnM%3D</a></li> <li>*The student actively communicates ideas in a discussion round table to gain new words from their counterparts, answering questions and practicing speaking within the conversations on pages 74 and 76; so, they expressed their ideas with different words when discussing the same concept. (Cycle 1, hours 2)</li> <li>*The student is responsible for choosing the best answer to questions regarding a narrative that is presented in writing to enhance their Reading Comprehension in a written task, using the tense controlled in class, the student constructs coherent sentences regarding the concept of the audio files listened to in class (Kid's Zone 3, pgs. 87 and 89). (Cycle 1, hours 2)</li> </ul> <p><b>2. Identify sentence structures that describe details of movie genres</b></p> <ul style="list-style-type: none"> <li>* The student uses the Kid's Zone Book; the learner uses the statement on page 72 from the book Kid's Zone 3, to categorize word definitions to fill in the blanks when describing movie characters; then, by couples, the students will give feedback among them by group, using flashcards as a speaking aid to help him or her pronounce simple sentences concerning everyday routines by listing specific expressions, and by listening to the audios on pages 75 and 77 from the book Kid's Zone. (Cycle 2, hours 1). (Cycle 2, Hours 2)  - <a href="https://docs.google.com/document/d/194L_aLDUDzTC4yhakS6zIRf9hwajpZz/edit?usp=sharing&amp;oid=100963552204251899621&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/194L_aLDUDzTC4yhakS6zIRf9hwajpZz/edit?usp=sharing&amp;oid=100963552204251899621&amp;rtpof=true&amp;sd=true</a></li> <li>* The students write the keywords to ensure proper usage in sentences in front of each image, reading aloud the comments made by peers regarding the concepts on recycled paper; then, by couples, the students will give feedback among them by group. (Cycle 2, Hours 2)</li> </ul>
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\* Working in collaboration with partners, the student drafts an outline outlining the roles that each will play in the project's growth. These roles are then stated in the notepad with the assistance of fellow students; then, by couples, the students will give feedback among themselves by group. (Cycle 2, Hours 2)

**3. Talk confidently with others about the real behaviors of society in everyday situations.**

\*Using conversational tactics, the student plays "Who Wants to be a Millionaire?" with peers and corrects their faults to improve their oral presentation of the present tense. (Cycle 3, Hours 2)

\*The student shares with the class information about their favorite movie, including their primary trait and customary behaviors, using flashcards with boxes; then, by couples the students will give feedback among themselves by group, writing sentences and assertions by conjugating action verbs by the book's subject matter. (Cycle 3, Hours 2)

\* The student revises a speech to include the movie descriptions and makes appropriate suggestions for generating cogent points to discuss in the project; then, by couples the students will give feedback among them by group, checking the sentences about his/her favorite movie descriptions to examine the task completed. The student offers feedback on the work of their companions as well as useful suggestions for enhancing the paraphrases they wrote about a video in English and writing a reflection to improve weaknesses. (Cycle 3, Hours 2)

**STAGE 2: A normal day, is it common?**

**EXECUTION:** From Cycle 4 to Cycle 6

**CRITERIUM:** Compare appropriate conclusions on how to set up the materials and present a diagram to the public.

**TASKS:**

**1. Compare people's activities to distinguish between plans for needs and plans for immediate decisions.**

\*The student rereads the Reading Plan Book's Chapters #4 and #5, underlining challenging terms and providing appropriate word definitions, being focused on written English communication skills by mentioning crucial components of correct work to fix errors. (Cycle 4, Hours 2)

The video is at [https://www.youtube.com/watch?v=xuYKf\\_rqz\\_s&pp=ygUdYSBzZWxmaXNoIGdpYW50IGhhcHB5IHJlYWRlcnM%3D](https://www.youtube.com/watch?v=xuYKf_rqz_s&pp=ygUdYSBzZWxmaXNoIGdpYW50IGhhcHB5IHJlYWRlcnM%3D)

\*The teacher tells a short tale to the class, and they match the columns with the information the character learned in a song's lyrics, filling in the words to a song about going out with friends. <https://www.youtube.com/watch?v=FAf2RgtQdk>. (Cycle 4, Hours 2)

\*The student creates an assessment of their competence to show how well they execute the four English development abilities. The student offers feedback on the work of their companions as well as useful suggestions for enhancing the paraphrases they wrote about a video in English and writing a reflection to improve weaknesses (Cycle 4, Hours 2)

**2. Categorize movie genres action, comedy, animated, horror, thriller.**

\*Using recycled paper, the student drafts the poster that will be exhibited and pastes it into the notebook. The samples below will serve as a guide for the student, answering questions and practicing speaking within the conversations given on pages 82 and 84. from the book Kid's Zone, requesting feedback from peers on how to repair sentences. Based on the partners' suggestions, the student subsequently revises their sentences. (Cycle 5, Hours 2)

\*The student successfully constructs everyday actions by filling in the blanks with "have got" and the Present Simple and Continuous. The Kid's Zone Book activities are located on pages 85 and 86; then, by couples, the students will give feedback among them by group. (Cycle 5, Hours 2)

\*Through an assessment that gauge's proficiency in language skills, the student shows how to use and comprehend English by matching columns, filling in the blanks, and selecting the right answers. The student offers feedback on the work of their companions as well as useful suggestions for enhancing the paraphrases they wrote about a video in English and writing a reflection to improve weaknesses (Cycle 5, Hours 2)

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**3. Explain original statements used in the term to create strong sentences about descriptions of families and people.**

- \*The student plays the game "100 Colombian say!" with classmates, using conversational methods to engage them in an oral activity (participation points) while utilizing the Present and the Past Tense, using flashcards and a made chart, the student shares with the class information about the movie chosen, including their primary trait and typical activities. (Cycle 6, Hours 2)
- \*The pupil uses the terminology to offer comprehensive suggestions, including the way of answering questions and practicing speaking within the conversations given on pages 88 and 90, arguing about concepts presented in pictures and films regarding preferences when discussing common interests in sports and hobbies. (Cycle 6, Hours 2)
- \* The student completes phrases using precise language that describe household chores and duties that families perform at home to communicate agreements and disagreements. (Cycle 6, Hours 2)

**STAGE 3: *This is my favorite movie!***

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

**CRITERIUM:** Assess the effort put forth in giving language related to person descriptions in various tenses.

**TASKS:**

**1. Debate-determined situations with complex words, developing a high-speed difficulty in audio files.**


- \*The student reproduces brief remarks they find online when communicating feelings and emotions about movies through suggestions with partners and offering assistance by pointing out potential errors among them; offering feedback on the work of their companions as well as useful suggestions for enhancing the paraphrases they wrote about a video in English and writing a reflection to improve weaknesses. (Cycle 7, Hours 2)
- \*Using an individual worksheet, the student learns how to write positive, negative, yes/no, and -Wh inquiry expressions in the present tense. (Cycle 7, Hours 2)
- Provide an interactive worksheet on simple tension, by answering questions and practicing speaking within the conversations given on pages 91 and 92.
- \*Use the notebook's corresponding columns to establish actual information about my movie genres' likes and dislikes, interests, and jobs or vocations, creating an eye-catching poster that exposes and details the attributes and explanations; then, by couples, the students will give feedback among them by group. (Cycle 7, Hours 2)

**2. Write strong paragraphs about leisure activities using real-life action verbs to express vocabulary learned in real life using discussion debates by pronouncing correctly words.**

- \*The student utilizes worksheets, the learner watches videos, and sings songs while practicing pronunciation techniques utilizing the vocabulary that has been checked, assembling the movie flier as a finished project by utilizing relevant materials and components. (Cycle 8, Hours 2)
- \*Compile enough materials in a draft for a genuine design plan that incorporates them into a home that people would ideally be able to live in, using appropriate discourse to communicate to others the salient aspects of their families in frank ways, utilizing language spoken aloud as the finished product; then, by couples the students will give feedback among them by group. (Cycle 8, Hours 2)
- \*To get practice, the student listens to prepared speeches made by other pupils about their favorite movie, using appropriate discourse to communicate to others the salient aspects of their favorite movie in frank ways, utilizing language spoken aloud as the finished product; then, by couples the students will give feedback among them by group. (Cycle 8, Hours 2)

**LEARNING OUTCOMES**

<b>SUPERIOR (S)</b>	<b>ACCURATE (A)</b>	<b>AVERAGE (B)</b>	<b>LOW (J)</b>
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<p>The student revises social statements regarding general activities, interpreting society's thoughts; comparing appropriate conclusions on how to set up the materials and present a scheme to the public while assessing the effort put forth in giving language related to movie descriptions using a wide range of vocabulary within the project performance in the way of showing appropriation of movie's features.</p>	<p>The student sets up a role in the discourse to talk about general activities, interpreting society's thoughts, comparing appropriate conclusions on how to set up the materials and present a scheme to the public, and assessing the effort put forth in giving language related to movie descriptions with the vocabulary given in class appropriately without mistakes; based on the aspects got, the individual completes the project by demonstrating the allowance of movie's characteristics.</p>	<p>The student determines the performance to be performed by interpreting society's thoughts, comparing appropriate conclusions on how to set up the materials and present a scheme to the public, and evaluating the effort put forth in providing language related to movie by repeating only the words given by the teacher; based on the aspects obtained, the individual completes the project by demonstrating the allowance of movie descriptions.</p>	<p>The student records ideas held by society, contrasting conclusions regarding the organization of the materials; but the plan for a public presentation is not clear nor defined. The student required a significant effort to provide language associated with movie descriptions; so, the student didn't acquire the minimum words needed for communicating ideas; based on the information gathered, the individual didn't finish the project nor exhibit the allowance of a movie.</p>
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