

LESSON PLAN FLIPPED CLASSROOM

Teacher's name: Anyi Yurani Rivera Rodríguez
Institution's name: Metropolitano del sur – Sede B
Course: 5th grade
Topic: What time is it?
Date: April 4th

1. Learning objectives:

Learning outcome:

Students will be able to tell time in English using analog clocks and will be able to ask and answer questions about time.

2. Students activities at home:

Pre-class activities: “Teacher assigns a video, reading activity etc, that students have to watch and take notes about the main topic, to participate in class”

Video Assignment



INGLES PARA NIÑOS | LA HORA EN INGLES | APRENDE INGLÉS CON AMIGO
MUMU

<https://www.youtube.com/watch?v=3cwzRNZf0w0>

In the previous class, the teacher assigned a video from YouTube that focuses on how to tell time in English. This video is designed to help students grasp essential concepts related to telling time, including:

- How to ask for the time (e.g., “What time is it?”)
- How to read the time on both analog and digital clocks.
- Key phrases for different times, such as:

On the hour (e.g., “It’s 3 o’clock.”)

Half past (e.g., “It’s half past 2.”)

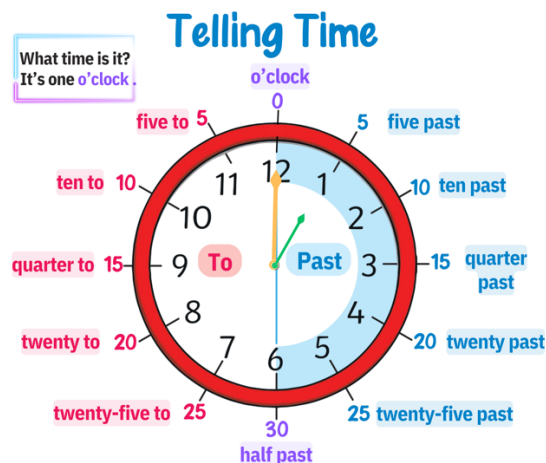


Quarter past (e.g., "It's quarter past 4.")

Quarter to (e.g., "It's quarter to 5.")

Students were instructed to watch the video at home and take detailed notes on these key phrases and how to express different times in English. This preparation will enable them to actively participate in class discussions and activities related to the topic. By focusing on these foundational elements, students will build their confidence in using time-related vocabulary in English.

Drawing Assignment:



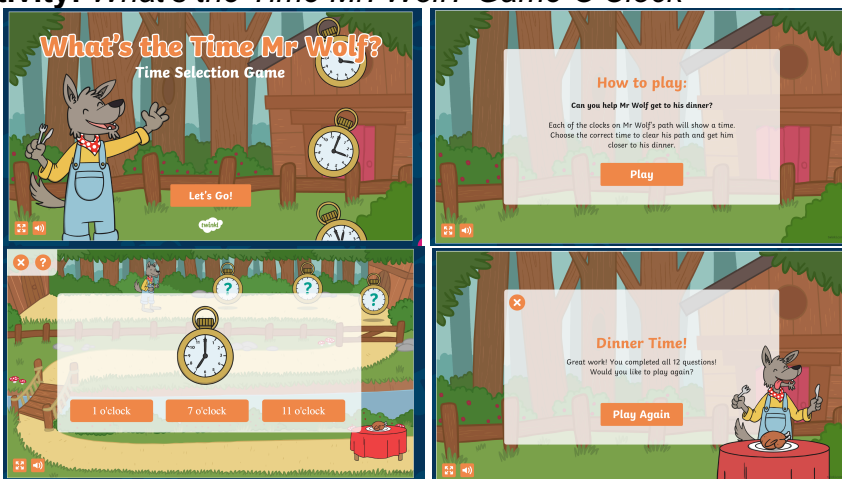
<https://acortar.link/m0vH5D>

Additionally, students will be provided with a guide image of an analog clock that they need to either draw or print. They should then paste this clock in their notebooks. This clock will serve as a template for them to practice their skills and visualize how to tell time effectively.

3. Classroom activities:

Opening activity: (Engaging activity to catch the attention from the students)

Activity: *What's the Time Mr. Wolf? Game O'Clock*

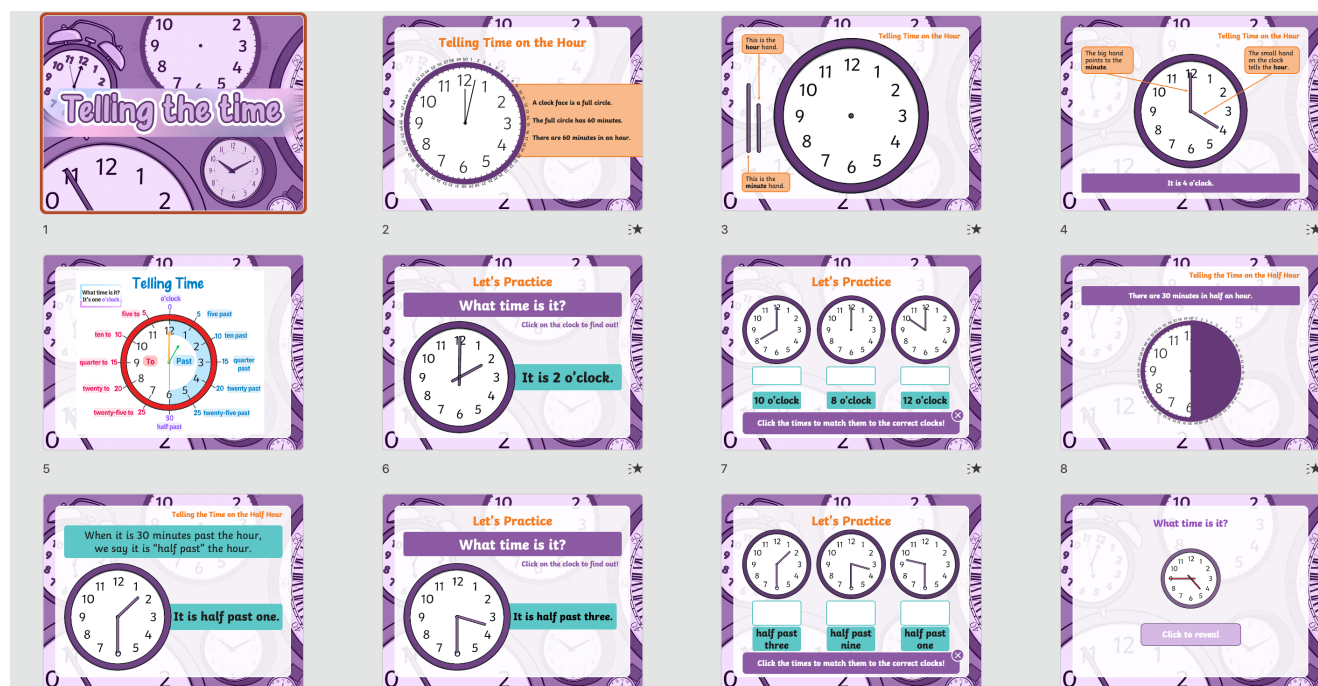


<https://www.twinkl.com.co/go/resource/tg-ga-178-whats-the-time-mr-wolf-game>



The teacher will explain to the students that they are going to play "What's the Time, Mr. Wolf?" The objective of this game is to help Mr. Wolf reach his dinner. Each clock along Mr. Wolf's path will show a different time. The children will need to choose the correct option to clear the path and allow Mr. Wolf to get closer to his dinner. This interactive game will enable them to practice and reinforce their ability to tell time in a fun and dynamic way.

Recap the topic assigned as a homework: (Explain the topic in a general way, answer the possible questions or doubts from the students)



https://docs.google.com/presentation/d/1eCwB7-HVJ_5G7cilaBifAeCJfz8o0eEV/edit?usp=sharing&ouid=100179767635635316548&rtpof=true&sd=true

The teacher will present a PowerPoint presentation that explains how to tell time in English. This presentation is designed to help students review the topic assigned as homework and ensure they have a clear understanding of it.

In the presentation, the teacher will introduce the basic components of a clock. Students will learn that the big hand is called the minute hand, while the small hand is the hour hand. The big hand points to the minutes, and the small hand indicates the hour.

The teacher will explain that a full circle on the clock represents 60 minutes, and there are 60 minutes in an hour. Additionally, students will discover that there are 30 minutes in half an hour. When it is 30 minutes past the hour, the teacher will clarify that we say it is "half past" that hour. For example, if the small hand is on the 3 and the big hand is on the 6, the correct expression would be, "It's half past 3."



To reinforce their learning, the teacher will include practical activities in the PowerPoint. One activity will involve students looking at a clock and stating the time displayed. For instance, if the clock shows 4:30, students will practice saying, "It's half past 4."

Lesson activity to practice in class: (Present the main activity to be developed by the students in class, it must be a production activity)



Worksheet #4

Name: _____ Grade: _____ Date: _____

Teacher's name: Anyi Rivera Rodríguez

Telling the Time

Write down the time each clock is showing on the line underneath.

























https://www.canva.com/design/DAGjQHRHDT8/2AO8GCEpiQ1HORQ1N2-piQ/edit?utm_content=DAGjQHRHDT8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

The teacher will provide each student with a photocopy that contains several clocks, each indicating a different time. Below each clock, there will be a line where students are instructed to write down the time that the clock shows.



This activity is designed to reinforce their understanding of how to read analog clocks. As students observe the clocks, they will practice identifying the positions of the hour and minute hands. For example, if a clock shows the small hand on the 2 and the big hand on the 12, students will write “It’s 2 o’clock” on the line below.

By completing this exercise, students will enhance their ability to tell time in English and gain confidence in expressing it accurately. The teacher will circulate around the classroom to provide assistance and answer any questions that may arise, ensuring that all students feel supported during the activity.

4. Assessment and feedback

Role-Playing Activity: Asking and Telling Time

The teacher will organize a role-playing activity focused on asking and telling the time. This exercise will help reinforce students' understanding of the topic while enhancing their speaking and listening skills in English.

The teacher will prepare a bag containing slips of paper, each with a different time written on it, along with a drawing of a clock showing that time (e.g., 5:30, 7:45, 2:15, etc.).

Students will be divided into pairs. Each student will take turns drawing a slip of paper from the bag.

After drawing a slip of paper, the first student will ask their partner, “What time is it?”

The partner will respond with the time indicated on their slip, for example, “It’s 5:30.”

Then, the partner will ask, “What time is it?” and the first student will respond with their time. This exchange will continue for a few rounds, allowing each student to practice both asking and answering.

Feedback: After the activity, the teacher will provide feedback to each pair, highlighting strengths and areas for improvement.

RUBRIC FOR ROLE-PLAYING

ASSESSMENT CRITERIA	EXCELLENT (5.0)	GOOD (4.0)	SATISFYING (3.0)	NEED IMPROVE (2.0)	INSUFFICIENT (1.0)
FLUENCY	SPEAKS SMOOTHLY AND CONFIDENTLY, WITH NO PAUSES.	SPEAKS MOSTLY SMOOTHLY, WITH MINIMAL PAUSES.	SPEAKS WITH SOME HESITATION BUT COMMUNICATES IDEAS.	FREQUENTLY HESITATES, MAKING COMMUNICATION DIFFICULT.	STRUGGLES TO SPEAK, WITH MANY PAUSES AND UNCLEAR COMMUNICATION.
ACCURACY	CORRECTLY TELLS THE TIME WITHOUT ANY MISTAKES.	CORRECTLY TELLS THE TIME, WITH ONE MINOR MISTAKE.	TELLS THE TIME WITH SOME ERRORS THAT AFFECT UNDERSTANDING.	FREQUENTLY MAKES MISTAKES THAT HINDER COMMUNICATION.	MAKES NUMEROUS MISTAKES THAT PREVENT UNDERSTANDING.
ENGAGEMENT	ACTIVELY PARTICIPATES AND SHOWS HIGH ENTHUSIASM THROUGHOUT.	PARTICIPATES WILLINGLY AND SHOWS POSITIVE ENGAGEMENT.	PARTICIPATES BUT SHOWS LIMITED ENTHUSIASM.	PARTICIPATES BUT SHOWS LIMITED ENTHUSIASM.	DOES NOT PARTICIPATE OR SHOWS NO INTEREST AT ALL.
INTERACTION	ASKS AND RESPONDS APPROPRIATELY, ENCOURAGING CONVERSATION.	ASKS AND RESPONDS APPROPRIATELY WITH SOME BACK-AND-FORTH.	ASKS AND RESPONDS, BUT LACKS DEPTH IN CONVERSATION.	STRUGGLES TO ASK OR RESPOND APPROPRIATELY.	DOES NOT ASK OR RESPOND APPROPRIATELY, HINDERING INTERACTION.

5. Resources/materials

Resource #1: Video Assignment

<https://www.youtube.com/watch?v=3cwzRNZf0w0>

Resource #2: Drawing Assignment

<https://acortar.link/m0vH5D>

Resource #3: What's the Time Mr. Wolf? Game O'Clock

<https://www.twinkl.com.co/go/resource/tg-ga-178-whats-the-time-mr-wolf-game>

Resource #4: Presentation: Telling the time

https://docs.google.com/presentation/d/1eCwB7-HVJ_5G7cilaBifAeCJfz8o0eEV/edit?usp=sharing&ouid=100179767635635316548&rtpof=true&sd=true

Resource #5: Worksheet #4

https://www.canva.com/design/DAGjQHRHDT8/2AO8GCEpiQ1HORQ1N2-piQ/edit?utm_content=DAGjQHRHDT8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Extra resources that you can use to understand how to create a lesson using flipped classroom.

<https://www.youtube.com/watch?v=BCIxiKQ73Q> (What is flipped classroom and how to use it)

<https://www.youtube.com/watch?v=tsCIHSkKcc0> (Flipped classroom learning, concepts, ideas and examples)

<https://www.youtube.com/watch?v=yzMFdDT6FSA> (Differences from traditional and flipped classroom)