

LESSON PLAN EXPERIENTIAL LEARNING

Teacher's name: Anyi Yurani Rivera Rodríguez

Institution's name: Metropolitano del sur – Sede B

Topic: Present continuous

Date: march 28th

Students: 5th grade

1. Objectives

Learning objective:

Students will be able to use the present continuous tense (be + -ing) to describe actions happening in real-time. They will practice vocabulary related to various actions such as watching TV, cooking, climbing, and more.

Example Sentence: "I am watching TV right now".

2. Reflective questions (Write the reflective questions you will ask during the experience)

- What are you doing right now?
- How do you feel while doing it?
- What is your friend doing?
- Why is using the present continuous tense important?

3. Phases (Describe the activities you will during each phase of the experience. Be very descriptive)

Warm up activity:

The teacher begins the class with the activity "Simon Says." She explains the rules of the game and instructs the students to perform the action she mentions only if she says "Simon says." She uses the following action verbs in the present continuous, encouraging full sentences:

- Simon says: "Start jumping!" (Students jump and say: "I am jumping!")
- Simon says: "Pretend you are cooking!" (Students pretend to cook and say: "I am cooking pasta!")
- Simon says: "Act like you are playing!" (Students pretend to play basketball and say: "I am playing basketball!")

The teacher continues with various actions, ensuring that all students participate and use the correct present continuous structure in full sentences.

Phase 1: Experience a situation in a real context:

Introduction to Present Continuous

The teacher will provide a brief presentation on the structure of the present continuous tense. This presentation will include:

Explanation of Structure:

The teacher will explain that the present continuous tense is formed using the verb "to be" (am, is, are) followed by the action verb in its -ing form. For example:

- Subject + am/is/are + verb-ing



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Present Continuous Tense

Subject	Verb to be (is, am, are)	Positive + Negative -	V-ing	Complement
I	am	not	jumping	on the bed
I	am	[]	jumping	on the bed

(The grid is illustrated with a winter scene background and cartoon characters.)

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Action Verbs Overview:

The teacher will introduce a variety of action verbs that will be used later in the activity.

Visual Presentation with Context

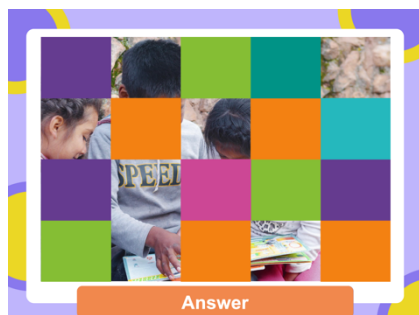
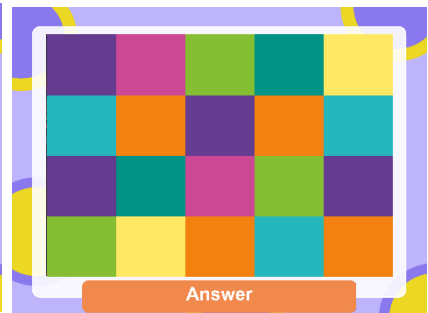
Image Display:

The teacher will display random pictures related to each action verb and its complement in a real-world context. Each image will be revealed gradually to encourage students to guess the action before seeing the complete image. For example:



How To Play

Click on the boxes to reveal the picture underneath.
Can you guess what the people are doing?



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Guessing Game:

As each image appears on the screen, students will have a chance to guess the action before the full sentence is revealed.

After some guesses, the teacher will present the complete sentence associated with the image. For instance:

- *"The children are reading a book."*

Once the presentation is complete and students have had a chance to engage with the content and practice guessing the actions, the teacher will transition to the miming activity.

This comprehensive approach ensures that students have a solid understanding of the present continuous tense and the action verbs they will use, setting the stage for an engaging and educational experience!

Miming Exercise Instructions

In this activity, the teacher will provide each group with a slip of paper containing a complete sentence in the present continuous, which they will then act out. Here are sentences for all the action verbs listed:

1. They are watching TV.
2. They are cooking pasta.
3. They are climbing a tree.
4. They are jumping on the trampoline.
5. They are running in the park.
6. They are walking to school.
7. They are swimming in the pool.
8. They are drawing a picture.
9. They are playing Football.
10. They are singing a song.
11. They are sleeping on the bed.
12. They are eating an apple.
13. They are drinking water.
14. They are doing homework.
15. They are reading a book.
16. They are studying for a test.
17. They are riding a bicycle.
18. They are dancing at the party.

- **Distribution of Sentences:**

The teacher gives each group a slip of paper with one of the above sentences. (Three sentences per group)

- **Miming Performance:**

One student from the group will act out the action described in the sentence while the other group members guess the action.

- **Response Requirement:**

Once a student guesses correctly, they must respond with the full sentence, for example, "They are cooking pasta."

- **Winning Criteria:**

The group that guesses correctly raises their hand. Both the guessing student and the performing group earn points for using the correct present continuous structure.



Phase 2: Error reflection and understanding the topic, creating new experiences:

Group Discussion:

After the miming activity, the teacher will facilitate a group discussion where students can reflect on any errors they made during the activity. The teacher encourages students to share: What they found challenging about using the present continuous tense. Common mistakes they noticed among their peers, such as forgetting to use "am," "is," or "are" correctly.

Feedback Session:

The teacher will provide constructive feedback on common errors, reinforcing the correct structure of the present continuous tense. Students will have the chance to ask questions and clarify their understanding.

Creating New Experiences

The teacher will organize a scavenger hunt where students will search for specific actions represented by images. This activity will help them practice using the present continuous tense while engaging with their classmates and surroundings.

The teacher will prepare a set of 8 images that depict various actions related to the present continuous tense. For example, the images might include:

- A person **reading**
- A person **writing**
- A person **playing**
- A person **eating**
- A person **running**
- A person **drawing**
- A person **singing**
- A person **dancing**



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Instructions to the Students:

The teacher will explain the rules of the scavenger hunt to the students. They will be divided into small groups and given the images to look for around the classroom or school.

Each group will be tasked with finding people or objects that match the actions shown in the images.

Recording Findings:

As students find each action, they will write a sentence in the present continuous tense to describe what they see. For example:

1. She is reading a book.
2. He is writing in his notebook.
3. They are playing football.
4. The dog is eating.
5. She is running in the park.
6. He is drawing a picture.
7. They are singing a song.
8. She is dancing to the music.

Phase 3: Acting in a practical context:

Worksheet Activity: Present Continuous Tense

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This worksheet is designed to help students practice the present continuous tense through three engaging sections.

Section 1: Look at the Pictures and Answer the Questions

Instructions: Look at the images provided and answer the questions below each picture using the present continuous tense.

2. Look at the pictures and answer the questions.

• What is James doing?



- ☐ A. He is flying a plane.
- ☐ B. He is driving a car.
- ☐ C. He are riding a skateboard.
- ☐ D. He is riding a bike

• What is Nina doing?



- ☐ A. She is eating food.
- ☐ B. She is sleeping.
- ☐ C. She is drinking water.
- ☐ D. She is riding a bike.

Section 2: Write the Sentences in the Correct Order

Instructions: Unscramble the words to form correct sentences in the present continuous tense.

3. Write the sentences in the correct order.

1. is/what/doing/Nico?

1. sleeping/Nico/is.



2. Pieter/doing/Valentina/and/What/are?

2. playing/They/are/game/board/a



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Section 3: Look at the Pictures and Write Sentences About What the People Are Doing

Instructions: Look at the images and write a complete sentence in the present continuous tense for each picture.

4. Look at the pictures and write sentences about what the people are doing.



Assessment and feedback:

Exit Tickets with a Traffic Light Theme

Traffic Light Concept:

- **Green Light:** "I Can Do It!"

Students who feel confident in their understanding of the present continuous tense can write a sentence using this tense on their index card.

- **Yellow Light:** "I'm Almost There!"

Students who feel they are close to understanding but may need a little more practice can write a sentence and perhaps a question they still have.

- **Red Light:** "I Need Help, Please!"

Students who are struggling can express their need for assistance and write a sentence or a specific area where they need clarification.





Feedback Focus:

The teacher will collect the exit tickets at the end of the lesson and categorize them based on the traffic light colors. In the next class, she will address common themes and questions from the yellow and red light responses, ensuring that students who need help receive the necessary support. Additionally, she will highlight some of the responses from students that were classified with a green light to reinforce correct usage of the present continuous tense and boost confidence among the students. This approach will allow the teacher to tailor instruction to meet her students' needs, fostering a positive and collaborative learning environment.

4. Materials and resources

Resource #1: Present continuous Tense

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Resource #2: What are they doing?

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Resource #3: Picture

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Resource #4: Worksheet N°3- Present continuous

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Extra material to use and understand how to plan a class with experiential learning:

<https://www.youtube.com/watch?v=aF63HHVbpQ8> (How we learn naturally)

<https://www.youtube.com/watch?v=LzupnZdSlyI> (example of an activity for experiential learning)

https://www.youtube.com/watch?v=v74nRbWSNqk&list=PL9kNtNc9aafneDS9DkTT2UIBZ6X7o_bzgy&index=1 (experiential learning cycle)