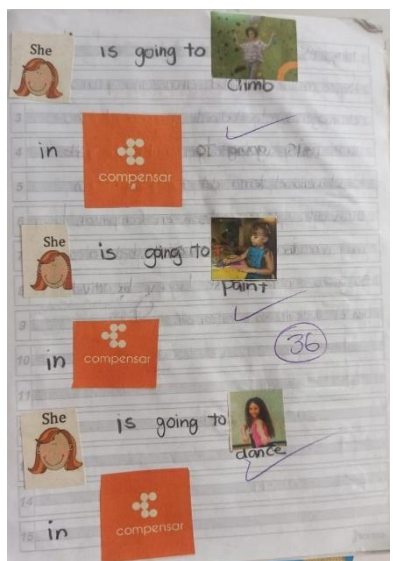


FIELD DIARY N°5

FIELD DIARY No 5		
TTEACHER'S NAME: Alejandra Cepeda Escobar		
OBJECTIVES OF THE CLASS WITH STUDENT PIAR		
To understand the meaning and uses of going to in affirmative form		
GUIDING QUESTIONS:		
What are the better methodologies and pedagogical material to teach a grammar topic to PIAR students?		
INSTITUTION: Instituto pedagogico campestre. (IPC).		
POPULATION: PIAR student in 3rd grade.		
DATE: May 7th	START TIME: 10:00am	END TIME: 10: 45 am
The class is held in third grade with 11 students. One of them is a PIAR student, an 11-year-old student with Down syndrome, who is in third grade. According to the curriculum plan and the DBAs, the student has a lower level of English proficiency, according to the directives. Additionally, the student's oral communication in his native language (Spanish) is challenging to understand, a barrier that, as the student's teacher, is important to consider.		The topic of going to is explained in its affirmative form, in this case the structure of the topic is not copied, images are used, emphasizing the meaning of "going to" and the verbs, images of the place "compensar" are used, a place where the student carries out activities on weekends, a place that the student talks about and comments that he likes to attend, talking about the activities he does there, this was used with the purpose of generating motivation in the student, working again on the verb "tobe" and the personal pronouns.

	 
STUDENT-TEACHER INTERVENTION	QUESTION OR CONCERNS ARISING FROM THE EXPERIENCE
The student appears motivated; the images capture his attention; he answers	How could pedagogical materials impact the

most of the questions asked during class correctly. The explanation is also personalized. Additionally, the discussion about "compensar" really caught his attention. He focused and participated, talking about what he does there and the activities he likes to do there.	student's motivation?
ACTIONS ON WHAT HAS BEEN EXPERIENCED	AUTHORES
Additionally, talking about his reality, the activities he normally does on weekends and the place where he does them, which is a place the student likes to attend, has changed the way the class was developed. The change in materials used and strategy, which used a Pictionary, completing the sentences with images, relating vocabulary to the image and the activity focused on vocabulary and the meaning of 'going to', something that the student managed to understand a little.	Añamuro, R. (2018) mentioned '<i>Materials play a vital role, but it must be kept in mind that not all materials are geared toward classroom teaching, nor are they of much use to students. The best way is for the teacher to properly classify the educational materials. (P. 12).</i> Reference: Añamuro Machaca, R. (2018). El uso adecuado de los materiales educativos en la Institución Educativa Primaria N° 70659 de Rinconada Cariguita. Universidad San Ignacio de Loyola.