



Problem based learning – lesson plan

Institution's name:	ASE Fundation	Date:	September 27th, 2025
Teacher's name:	Paula Stefani Padilla Ramos	English course:	A1.(II) Adul.
Topic:	Describing and introducing my family using the verb <i>to be</i> and adjectives.		
Learning objective:	By the end of the class, students will be able to describe and introduce family members using the verb <i>to be</i> and basic adjectives in simple oral and written sentences.		
Problem design			
Introduction to the problem:	<i>Design and describe the scenario, the context of the problem...</i> Students live in a globalized world where communication in English is often necessary to interact in social, academic, or work contexts. When meeting new people, it is important to introduce oneself and describe one's family clearly.		
Set the problem question to be solved:	<i>Propose a problem question that must be solved by the students at the end of the lesson...</i> How can we use simple technology to create a short, clear English introduction that describes our family members (name, age, and relationship) so an English speaker can understand them?		
Activity process to solve the problem			
Warm up activity:	<i>Present the vocabulary related to the problem's topic</i> ☐ Quick card game: review alphabet, numbers, and verb <i>to be</i>. ☐ Review of the family tree (homework). ☐ Group feedback and corrections on common errors.		Time: 30 min
	Stage 1:		Time:



Establish the plan to solve the problem:	<i>What do you know about the problem? What do you need to know about the problem?</i> Question: What do you already know about introducing your family in English using simple sentences? What do you still need to learn to make your presentation clear with an application? 1. Brainstorming (5–10 min): Students share words, phrases, or structures they already know related to family (<i>mother, father, sister</i>), the verb <i>to be</i>, numbers.. 2. K-W Chart (Know / Want to know): Teacher writes contributions on the board in two columns: • <i>Know</i>: vocabulary, grammar, or tools they already can use. • <i>Want to know</i>: what they still need to learn (adjectives, pronunciation, how to use a picture application. (CANVA)) 3. Link to the problem: The teacher reminds students that this information will help them later create a digital family collage or presentation.	
	Stage 2 – Analysis & Quiz (30 min) <i>Analysis of the problem then look for information to create new content, strategy or hypothesis to solve the problem.</i> 1. Mini quiz (Listening and written) to review: • Alphabet & numbers (Dictation) • Verb <i>to be</i> (affirmative, negative, questions)	Time: 30min



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	• Family vocabulary 2. Teacher provides immediate feedback. 3. Students identify areas of difficulty.	
	Stage 3: <i>Present the proposal created to solve the problem.</i> 1. Quick Review of Adjectives (10 min): • Teacher shows 6–8 common adjectives (happy, tall, young, old, kind, funny, smart, serious). • Students practice with examples (e.g., <i>She is tall and funny</i>). 2. Family Collage Presentation (30 min): • Each student presents their collage (digital or on paper) and introduces 2–3 family members using sentences with <i>verb to be + adjective</i>. • Teacher support the use of digital resources.CANVA	Time: 60 min
Assessment and feedback:	Stage 4: <i>Describe step by step the way you are going to assess and give the feedback to the students...</i> Formative assessment: • Observation during quiz, pair activities, and collage preparation. • Oral corrections and group feedback. Summative assessment:	Time: 20 min



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- Family collage presentation evaluated with rubric (1–5).

Criteria	1 (Needs)	2	3	4	5 (Excellent)
Use of verb to be	Frequent errors, meaning unclear	Some errors	Generally correct, some slips	Mostly correct	Accurate and consistent
Vocabulary	Very limited	Basic, repetitive	Adequate use	Varied use	Wide range,
Pronunciation	Difficult to understand	Sometimes unclear	Understandable with effort	Mostly clear	Clear, confident
Participation	Very passive	Limited	Participates when asked	Active most of the time	Fully engaged, collaborative
Task completion	Not finished	Partially done	Completed with support	Completed with minor errors	Fully completed, accurate

Resources or materials:

- Whiteboard and colored markers
- Board eraser
- Notebooks (for the quiz)
- Pens or pencils (students)
- Cards for the *Quick Card Game* (letters, numbers, pronouns, and some adjectives)
- Wi-Fi teacher's hotspot
- Students' cell phones (fully charged)
- Teacher's laptop
- Materials for collage: CANVA

Extra resources to implement problem based learning:

<https://www.youtube.com/watch?v=RGoJIQYGpYk&t=40s> (steps to create a PBL lesson)

<https://www.youtube.com/watch?v=kWTMkTC-MIk> (problem based learning)

<https://www.youtube.com/watch?v=jC4Vaf2MrN0> (example of PBL – from minute 5)