

LESSON PLAN EXPERIENTIAL LEARNING

Teacher's name: Paula Stefani Padilla Ramos

Institution's name: ASE Foundation

Topic: *Verb to be* + Family members

Date: September 13th, 2025

1. Objectives

Learning objective: By the end of the class, students will be able to introduce themselves and family members using the verb *to be* in simple sentences.

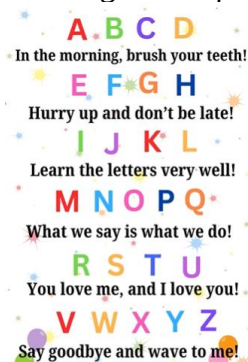
2. Reflective questions (Write the reflective questions you will ask during the experience)

- How do you usually introduce yourself?
- Why is it useful to say your name, age, and talk about your family in English?

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

Warm up activity: 20 min

1. Alphabet review with video and chant. Song: *The Alphabet Song* (English Singing, 2018).





UNIVERSIDAD
SANTO TOMÁS
—SEDE PRINCIPAL BOGOTÁ—

2. Chant: “How many fingers do you have on one hand?”, “How many colors does the rainbow have?”, “Count the fingers on both of your hands”, “Look around you: how many windows do you see?”.
3. Quick chant with numbers 1–20. Teacher asks: “How old are you?” → Students answer with support.

Phase 1: Experience a situation in a real context: 60 MIN

1. Teacher introduces the verb *to be* with simple, clear examples:

- ✓ I am Rosa. I am 34.
- ✓ She is Cecilia. She is 80.
- ✓ You are students.

Use digital resource: basic grammar booklet (Mosquera, 2018). Work until page 5.

2. Family vocabulary review.
3. Interactive practice: Online activity *Verb to Be – Affirmative and Negative* (Wordwall, 2021).

Phase 2: Error reflection and understanding the topic, creating new experiences: 40 min

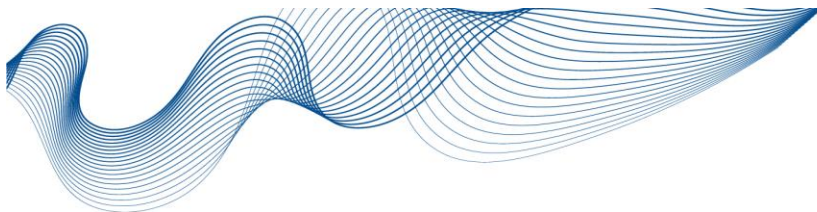
1. Review family members with printable flashcards.
2. Extend the *to be* practice to family members.
3. Complete worksheet: family vocabulary + verb *to be*.

Phase 3: Acting in a practical context: 40 min

1. Students create a mini family tree (names + ages).
2. Oral practice: each one introduces 2 family members using the verb *to be*.

Assessment and feedback: 20 min

1. Teacher listens to each introduction and provides feedback on pronunciation and sentence structure.
2. Positive reinforcement: celebrate effort and clarity, not only accuracy.



4. Materials and resources

- Whiteboard and markers.
- Printed worksheets and flashcards.
- Computer, speakers, and internet connection.
- Videos, games, and worksheets (APA references below).

English Singing. (2018, February 21). *Alphabet song for kids (ABC chant)* [Video].

YouTube. <https://youtu.be/eegWzglBMh0>

Instagram. (2025). *Alphabet chant reel*. Instagram.

https://www.instagram.com/reel/DIA1_VHzatd/?utm_source=ig_web_copy_link

Mosquera, J. (2018). *Inglés A2 cuadernillo de estudio*. ElBibliote.

<https://elbibliote.com/idiomas/cuadernillos/Ingl%C3%A9s%20A2%2001.pdf>

Pinterest. (2025a). *Family members flashcards*. <https://pin.it/i/345ObkL9z/>

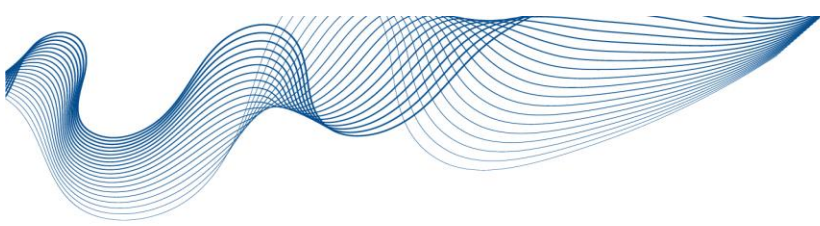
Pinterest. (2025b). *Family worksheet with verb to be*. <https://pin.it/i/2veW3xFan/>

Wordwall. (2021). *Verb to be: Affirmative and negative – personal information*.

<https://wordwall.net/es/resource/60231549/verb-to-be/to-be-aff-neg-personal-information>

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) **UNIVERSIDAD SANTO TOMÁS**
—SEDE PRINCIPAL BOGOTÁ—

<https://www.youtube.com/watch?v=v74nRbWSNqk&list=PL9kNtNc9aafneDS9DkTT2UIBZ6X7obzgy&index=1> (experiential learning cycle)