

PRESENTATION-PRACTICE-PRODUCTION LESSON PLAN

Lesson Number: 1

Institution: Colegio Metropolitano del Sur Sede B

Pre-service teacher's name: Anyi Yurani Rivera Rodríguez

Grade/ Level: 5°

Date of implementation: 14/03/2025 **Duration:** 2 hours

Learning objective:

By the end of the lesson, students will be able to identify and name parts of the body in English through individual and group activities.

Learning outcome:

Students will be able to use descriptive phrases correctly in sentences, such as "It is a small head," to describe the parts of their monster.

Warm up

Procedure

Time

In class, the teacher begins by presenting two videos of animated songs that deal with body parts. While the videos are playing, students are invited to move to the rhythm of the music, thus promoting mobility and active participation of all. As the music plays, the teacher instructs students to sing the body parts that are mentioned, for example, when the song says "shoulders," students should touch their shoulders at the same time as naming them. Not only does this dynamic make learning more fun, but it also helps students associate words with corresponding actions.

10 minuts

Video #1



Head Shoulders Knees & Toes (Learn It) | Follow Along | Super Simple Songs

Video #2



Las Partes Del Cuerpo | Inglés Para Niños | Planet Pop | Canciones Para Aprender Inglés

Stage 1: Presentation	
Procedure	Time
The teacher begins by introducing the vocabulary of the parts of the body: eyes, ears, mouth, hand, feet, head, nose, legs, shoulders, knees. Vocabulary Presentation: Show pictures for each part of the body.  Guided Repetition: Invite students to repeat phrases such as "They are ears," "It is a mouth," and "They are hands" after the repetition. Active Practice: Students repeat the phrases to become familiar with the vocabulary and use of the verb 'to be'. Action Commands: After this, the teacher introduces the vocabulary by having the students pay attention to commands such as "touch your eyes", "touch your mouth", "touch your shoulders", among others. This allows them to identify and point out body parts while following instructions. Review of Pronouns: Before moving on, the teacher makes a brief review of the pronouns that will be used when describing the parts of the body. Explains when to use "they" to refer to plural parts (e.g., "They are shoulders") and "it" to refer to a single part (e.g., "It is a mouth"). This review ensures that all students understand the difference and correctly use pronouns in their sentences. Link Flashcards: https://goo.su/sjqzD5f (Own creation)	30 minuts

Stage 2: Practice	
Procedure	Time
Activity # 1: In this part of the lesson plan, the teacher organizes a game of Bingo to reinforce the vocabulary of the parts of the body. The steps of the activity are described below: Game Explanation: The teacher explains to the students that they will be playing Bingo using pictures of the body parts. It tells them that they must be attentive to the instructions and that the goal is to be the first to complete a line. Card Delivery: The teacher gives each student a sheet with images of different parts of the body. Each Bingo card has a unique arrangement of these images.	35 minuts

- **Development of the Game:** The teacher begins to name the parts of the body out loud, for example, "head" or "hands". Students should check to see if they have the body part mentioned on their card.
- **Marking the Images:** If a student has the corresponding image on their card, place a small bean grain on it as a marker.
- **Bingo Winner:** The first student to complete a line, whether horizontal, vertical, or diagonal, must shout "Bingo!" to indicate that they have won. The teacher checks your card to confirm the winner.



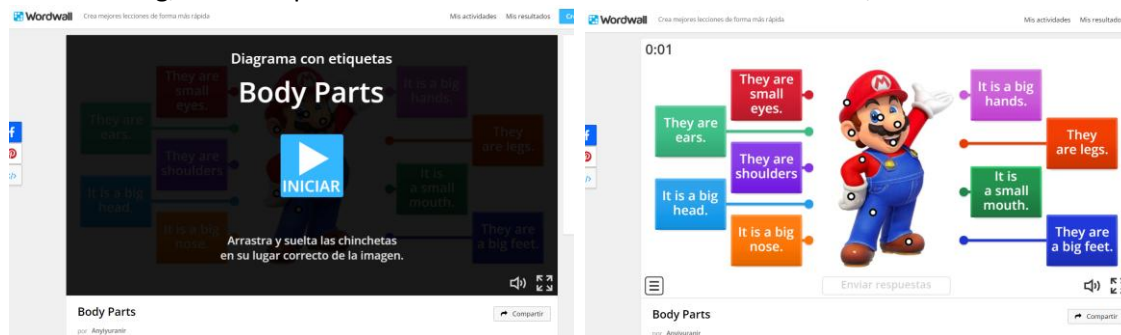
Link Bingo: <https://goo.su/9UU30V> (Own creation)

Activity #2:

The teacher presents an image of Mario Bros on the board and asks the children who want to participate in labeling Mario's body parts to come to the front. It also offers them the option of doing so from their seats.

- **Image Presentation:** The teacher shows the image of Mario Bros, capturing the attention of the students.
- **Invitation to Participate:** She encourages children to come to the board if they wish to participate. Those who prefer to stay in their seats can also participate by raising their hands.
- **Body Part Labeling:** Students who approach the board can label Mario's body parts using phrases such as:
 "It is a big head".
 "They are small ears".
 "It is a big nose".

While labeling, students practice the structure of the verb 'to be' in a fun, visual context.



Link wordwall: <https://wordwall.net/es/resource/79062613/body-parts> (Own creation)

Stage 3: Production

Procedure	Time
In the production part, the teacher organizes the students into five groups. The steps of the activity are detailed below: • Delivery of the Sketch: The teacher gives each group a sketch of a blank monster, which will serve as a basis for the students to draw. • Creating the Monster: Students should use their creativity to draw the body parts they have learned, such as the head, eyes, ears, nose, etc. Each group will work together to design their own monster, incorporating the body parts in a fun way. • Oral Presentation: Once the groups finish their drawings, each group will come to the front to present their monster. During the presentation, students will be required to orally name body parts using phrases such as: "It is a big head", "They are small ears", "It is a long nose".	45 minuts

Assessment and evaluation (How the student will be evaluated through the activities proposed)

In the lesson on body parts, formative and summative assessment strategies will be used to ensure that students achieve learning outcomes. During the warm-up, a formative assessment will be applied using a checklist to observe the active participation of the students as they sing and touch the body parts. In the presentation of vocabulary, guided repetition with immediate feedback will be encouraged to assess pronunciation and comprehension. In the Bingo activity, the performance of the students in the identification of the parts of the body will be observed, also as a formative evaluation. In Mario Bros. tagging, immediate feedback will be provided to assess accuracy and engagement, ensuring the correct use of the verb "to be." Finally, in the group production, a summative evaluation will be applied through a rubric that will evaluate creativity, collaboration and use of vocabulary during the presentation of their monsters.

REPORT RUBRIC					
ASSESSMENT CRITERIA	EXCELLENT (5.0)	GOOD (4.0)	SATISFYING (3.0)	NEED IMPROVE (2.0)	INSUFFICIENT (1.0)
CORRECT USE OF PHRASES (EJ. "IT IS A BIG HEAD")	ALL PHRASES ARE CORRECT AND APPROPRIATE.	MOST OF THE SENTENCES ARE CORRECT.	SOME SENTENCES HAVE ERRORS, BUT YOU UNDERSTAND THE MEANING.	SEVERAL SENTENCES HAVE ERRORS THAT MAKE IT DIFFICULT TO UNDERSTAND.	MANY PHRASES ARE INCORRECT AND THE MESSAGE IS NOT UNDERSTOOD.
CLARITY AND FLUIDITY IN PRESENTATION	THE PRESENTATION IS VERY CLEAR, FLUENT AND EASY TO UNDERSTAND.	THE PRESENTATION IS MOSTLY CLEAR AND FLUID.	THE PRESENTATION HAS SOME INTERRUPTIONS, BUT IT IS UNDERSTANDABLE.	THE PRESENTATION IS CONFUSING AND HAS MANY INTERRUPTIONS.	THE PRESENTATION IS VERY CONFUSING AND DIFFICULT TO FOLLOW.
CREATIVITY IN MONSTER DESIGN	THE MONSTER IS VERY CREATIVE AND ORIGINAL.	THE MONSTER IS QUITE CREATIVE.	THE MONSTER HAS SOME CREATIVE ELEMENTS.	THE MONSTER IS NOT VERY CREATIVE.	THE MONSTER LACKS CREATIVITY AND ORIGINALITY.



Resources / APA References (Write the resources references according to APA rules)

Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés – Eco Web 2.0. (n.d.). Retrieved October 1, 2024, from <https://eco.colombiaaprende.edu.co/2021/08/04/estandares-basicos-de-competencias-en-lenguas-extranjeras-ingles/>

Las Partes Del Cuerpo. (2021). [Video]. In YouTube. <https://www.youtube.com/watch?v=ryCJytKHOTc>

Mallas de Aprendizaje de Inglés: Para Transición a 5° de Primaria – Eco Web 2.0. (n.d.). Retrieved October 1, 2024, from <https://eco.colombiaaprende.edu.co/2021/10/29/mallas-de-aprendizaje-de-ingles-para-transicion-a-5-de-primaria/>

Super Simple Songs- Canciones infantiles en inglés. (2013). Head Shoulders Knees & Toes (Learn It) [Video]. In YouTube. <https://www.youtube.com/watch?v=IMQcwNZVUO8>