

Explore and Express: Mastering Technology, Feelings, and Music in English Grammar

Lengua Extranjera | Inglés | Diseño Universal para el Aprendizaje

Descripción

This six-session plan is designed to engage secondary students aged 12-15 in learning English vocabulary related to technology, feelings, and music, alongside mastering important grammar points such as the simple present, present continuous with adverbs of frequency, simple present and present continuous for future expressions, and the simple past tense. Students will actively explore these topics through interactive and meaningful activities that connect English learning with their everyday experiences, such as using technology, expressing emotions, and enjoying music. The plan employs the ERCA methodology (Engage, Reflect, Create, Apply) to ensure deep understanding and retention, while also integrating the Universal Design for Learning principles to support diverse learners by providing multiple ways to represent and express knowledge, and motivate engagement. By the end of the program, students will confidently use the targeted vocabulary and grammar structures in speaking, writing, and comprehension, enhancing their communication skills for real-life situations and future learning success.

Objetivos de Aprendizaje

- Identify and use vocabulary related to technology, feelings, and music in spoken and written English.
- Apply the simple present and present continuous tenses correctly, including their use with adverbs of frequency and for future expressions.
- Demonstrate understanding and correct use of the simple past tense in describing past events.
- Create sentences and short paragraphs integrating vocabulary and grammar structures accurately.
- Reflect on their language learning process using the ERCA methodology to improve self-awareness and autonomy.

Recursos Necesarios

- Printed vocabulary flashcards for technology, feelings, and music (30 cards total)
- Whiteboard and markers
- Projector or screen to show presentations and videos
- Short videos (2-3 minutes) demonstrating simple present, present continuous, and simple past usage
- Worksheets for grammar exercises and sentence creation (1 per student per session)
- Audio clips of popular songs (clean and appropriate content)
- Tablet or computer with internet access (optional, for digital quizzes or games)
- Sticky notes and colored pens for interactive activities

- Rubrics for self and peer assessment

Requisitos Previos

- Basic knowledge of English alphabet and simple vocabulary.
- Familiarity with simple sentence structures in English.
- Previous introduction to present simple and past simple tenses (basic level).
- Ability to participate in group discussions and activities.
- Basic listening and speaking skills in English.

Actividades

Sesión 1: Getting to Know Vocabulary and Present Simple Basics

Fase de Inicio

Tiempo estimado:

10 minutes

Propósito de la sesión:

Docente: "Today, we will start by learning exciting words about technology, feelings, and music, and practice the simple present tense to describe routines and facts." **Estudiantes:** Listen attentively and get ready to share ideas.

Activación de conocimientos previos:

- **Docente:** Shows images of common technology devices, faces showing emotions, and musical instruments.
- **Pregunta detonadora:** "Can you name these things in English? How often do you use technology or listen to music?"
- **Estudiantes:** Respond orally in pairs or whole class.

Motivación y enganche:

Docente: Shares a fun fact: "Did you know that over 4 billion people use the internet every day? Let's learn how to talk about technology and feelings to share your own experiences!"

Contextualización:

Docente: Connects vocabulary learning to students' daily lives, e.g., "You use technology at school and home; music helps you relax or have fun; feelings help us understand ourselves and others."

Fase de Desarrollo

Tiempo estimado:

45 minutes

Presentación del contenido:

Docente: Presents vocabulary in thematic sets using flashcards and images, writes examples on the board. Introduces simple present tense rules briefly.

Actividades de aprendizaje activo:

- **Activity 1: Vocabulary Matching**

Objetivo: Identify and associate vocabulary words.

Instrucciones: Students receive mixed flashcards (word and image) and work in groups of 3-4 to match correctly.

Organización: Grupos de 3-4

Producto: Set of matched flashcards

Tiempo: 15 minutes

Rol docente: Circulate, ask questions like "How do you say 'computer' in English? Can you use it in a sentence?"

- **Activity 2: Simple Present Sentence Building**

Objetivo: Apply simple present tense to create sentences.

Instrucciones: Using vocabulary flashcards, students write 3 sentences about daily routines or facts (e.g., "I use my phone every day.")

Organización: Individual

Producto: Written sentences on worksheet

Tiempo: 15 minutes

Rol docente: Support students needing help, check sentence structure.

- **Activity 3: Frequency Adverbs Introduction**

Objetivo: Incorporate adverbs of frequency with simple present.

Instrucciones: Teacher explains adverbs: always, usually, sometimes, never. Students choose one and add to their sentences (e.g., "I usually listen to music.").

Organización: Individual / pairs

Producto: Updated sentences

Tiempo: 15 minutes

Rol docente: Model examples, ask questions to check understanding.

Diferenciación:

- Para estudiantes que terminan antes: Create a short dialogue using vocabulary and simple present sentences with frequency adverbs.
- Para estudiantes que necesitan más apoyo: Use sentence starters and provide illustrated vocabulary sheets.

Transiciones:

Docente: "Now that you know some vocabulary and how to talk about routines, next session we will add more grammar and express actions happening now."

Fase de Cierre

Tiempo estimado:

5 minutes

Síntesis:

Docente: Leads a quick group mind map on the board including vocabulary learned and simple present uses.

Reflexión metacognitiva:

- "What new words did you learn today?"
- "How do we use the simple present to talk about routines?"
- "Which adverb of frequency do you use the most?"

Retroalimentación:

Docente: Gives verbal feedback praising effort and correct sentence formation.

Transferencia:

Docente: "For next class, think about what you are doing right now and how to say it in English!"

Sesión 2: Present Continuous and Expressing Current Actions

Fase de Inicio

Tiempo estimado:

10 minutes

Propósito de la sesión:

Docente: "Today we will learn how to talk about actions happening now using the present continuous tense."

Estudiantes: Get ready to describe what is happening around them.

Activación de conocimientos previos:

- **Docente:** Shows a short video clip with people doing different actions (e.g., someone playing guitar, typing).
- **Pregunta detonadora:** "What are the people doing in the video? Can you describe it in English?"
- **Estudiantes:** Answer orally in pairs.

Motivación y enganche:

Docente: Shares a challenge: "Can you describe what your classmates are doing right now in English? Let's try!"

Contextualización:

Docente: Connects grammar to real-life use, e.g., "You can describe what you or your friends are doing anytime in English."

Fase de Desarrollo

Tiempo estimado:

45 minutes

Presentación del contenido:

Docente: Explains structure of present continuous (subject + am/is/are + verb+ing). Uses examples related to technology, feelings, and music.

Actividades de aprendizaje activo:

- **Activity 1: Action Charades**

Objetivo: Use present continuous to describe actions.

Instrucciones: Students act out actions from vocabulary cards, classmates guess and form sentences ("She is playing the guitar.").

Organización: Groups of 4

Producto: Oral sentences

Tiempo: 15 minutes

Rol docente: Monitor participation, prompt correct sentence forms.

- **Activity 2: Sentence Transformation**

Objetivo: Convert simple present sentences to present continuous.

Instrucciones: Students receive simple present sentences and rewrite them in present continuous to describe current actions.

Organización: Individual

Producto: Written sentences

Tiempo: 15 minutes

Rol docente: Provide feedback on grammar accuracy.

- **Activity 3: Frequency Adverbs with Present Continuous for Future**

Objetivo: Practice present continuous to express future plans with frequency adverbs.

Instrucciones: Students write sentences about future activities using present continuous and adverbs (e.g., "I am always meeting friends on Friday.").

Organización: Pairs

Producto: Written sentences

Tiempo: 15 minutes

Rol docente: Guide sentence structure and vocabulary use.

Diferenciación:

- Para estudiantes avanzados: Create a short paragraph describing a future plan using present continuous and frequency adverbs.
- Para estudiantes con dificultades: Use sentence frames and visual cues, e.g., "He/She is _____ing now."

Transiciones:

Docente: "Next, we will explore how to talk about things that already happened using the past tense!"

Fase de Cierre**Tiempo estimado:**

5 minutes

Síntesis:

Docente: Uses a quick quiz game on the board to review present continuous sentences.

Reflexión metacognitiva:

- "How do you form the present continuous tense?"
- "When do we use it to talk about the future?"
- "Which new words did you use today?"

Retroalimentación:

Docente: Provides positive reinforcement and corrects common errors gently.

Transferencia:

Docente: Encourages students to describe their evening plans in English at home.

Sesión 3: Exploring Simple Past Tense with Technology and Music**Fase de Inicio****Tiempo estimado:**

10 minutes

Propósito de la sesión:

Docente: "Today, we will learn how to talk about things that happened before using the simple past tense."

Estudiantes: Prepare to share past experiences related to technology and music.

Activación de conocimientos previos:

- **Docente:** Asks: "What did you do yesterday? Did you use technology or listen to music?"

- **Estudiantes:** Share answers orally in pairs.

Motivación y enganche:

Docente: Shows a short story with pictures about a day in the life of a teenager using past tense verbs.

Contextualización:

Docente: Connects the past tense to telling stories about personal experiences.

Fase de Desarrollo

Tiempo estimado:

45 minutes

Presentación del contenido:

Docente: Explains simple past tense regular and irregular verbs with examples related to technology and music (e.g., "I watched a video", "She went to a concert").

Actividades de aprendizaje activo:

- **Activity 1: Past Tense Verb Sorting**

Objetivo: Recognize regular and irregular verbs in past tense.

Instrucciones: Students sort verbs into regular and irregular groups using cards.

Organización: Pairs

Producto: Sorted verb lists

Tiempo: 15 minutes

Rol docente: Guide and explain differences.

- **Activity 2: Story Completion**

Objetivo: Use simple past tense to complete a short story.

Instrucciones: Students fill in blanks in a story about a music concert using correct past tense verbs.

Organización: Individual

Producto: Completed story worksheet

Tiempo: 15 minutes

Rol docente: Support vocabulary and verb forms.

- **Activity 3: Past Experience Sharing**

Objetivo: Practice speaking using simple past.

Instrucciones: Students interview a partner about their last weekend technology or music activity and report to the class.

Organización: Pairs

Producto: Oral reports

Tiempo: 15 minutes

Rol docente: Observe pronunciation and grammar, offer feedback.

Diferenciación:

- Para estudiantes avanzados: Write a short paragraph about a memorable past event using at least five past tense verbs.
- Para estudiantes con dificultades: Use verb lists and sentence starters (e.g., "Yesterday, I...").

Transiciones:

Docente: "Next time, we will combine all these tenses and vocabulary to create your own stories and descriptions!"

Fase de Cierre

Tiempo estimado:

5 minutes

Síntesis:

Docente: Leads a quick verbal quiz: "Tell me one thing you did yesterday using the past tense."

Reflexión metacognitiva:

- "What is the difference between present and past tense?"
- "Which verbs did you find easy or hard to use?"
- "How can you remember irregular verbs?"

Retroalimentación:

Docente: Provides constructive feedback and encouragement.

Transferencia:

Docente: Assigns students to think about a weekend activity to share in the next session.

Sesión 4: Integrating Vocabulary and Grammar in Context

Fase de Inicio

Tiempo estimado:

10 minutes

Propósito de la sesión:

Docente: "Today we will practice using all the grammar tenses and vocabulary we have learned by creating dialogues and short stories." **Estudiantes:** Prepare to collaborate and create.

Activación de conocimientos previos:

- **Docente:** Shows a mind map on the board linking vocabulary and grammar tenses from previous sessions.
- **Pregunta detonadora:** "How can we use these words and tenses to tell a story or describe a scene?"
- **Estudiantes:** Share ideas.

Motivación y enganche:

Docente: Presents a challenge: "Create a story with your group using at least two grammar tenses and five vocabulary words."

Contextualización:

Docente: Explains the importance of telling stories and describing events clearly in English.

Fase de Desarrollo

Tiempo estimado:

45 minutes

Presentación del contenido:

Docente: Reviews briefly grammar structures and vocabulary to prepare students for creation.

Actividades de aprendizaje activo:

• **Activity 1: Group Story Creation**

Objetivo: Integrate vocabulary and grammar in writing.

Instrucciones: In groups of 4, students create a short story or dialogue incorporating vocabulary and grammar tenses.

Organización: Grupos de 4

Producto: Written story or dialogue

Tiempo: 30 minutes

Rol docente: Facilitate ideas, correct errors gently, encourage creativity.

• **Activity 2: Story Presentation**

Objetivo: Practice oral skills and peer learning.

Instrucciones: Groups present their stories to the class.

Organización: Plenaria

Producto: Oral presentations

Tiempo: 15 minutes

Rol docente: Provide positive feedback, highlight good grammar and vocabulary use.

Diferenciación:

- Para estudiantes avanzados: Add descriptive adjectives and complex sentences.
- Para estudiantes con dificultades: Use story templates and vocabulary lists.

Transiciones:

Docente: "Tomorrow, we will review and reflect on what you learned by doing fun activities and tests!"

Fase de Cierre**Tiempo estimado:**

5 minutes

Síntesis:

Docente: Summarizes key points from students' stories highlighting vocabulary and grammar use.

Reflexión metacognitiva:

- "Which grammar tense did you enjoy using the most?"
- "What new vocabulary helped your story?"
- "How did working in a group help your learning?"

Retroalimentación:

Docente: Gives verbal praise and constructive suggestions.

Transferencia:

Docente: Suggests students practice telling stories about their daily life at home.

Sesión 5: Review and Practice through Interactive Activities**Fase de Inicio****Tiempo estimado:**

10 minutes

Propósito de la sesión:

Docente: "Today's goal is to review and practice what we've learned with games and exercises." **Estudiantes:** Prepare to participate actively.

Activación de conocimientos previos:

- **Docente:** Quick oral quiz: "Say a sentence about technology or music using present or past tense."
- **Estudiantes:** Respond individually or in pairs.

Motivación y enganche:

Docente: Announces a team competition to practice vocabulary and grammar.

Contextualización:

Docente: Emphasizes the importance of practicing to improve fluency and confidence.

Fase de Desarrollo

Tiempo estimado:

45 minutes

Presentación del contenido:

Docente: Sets up stations with different activities focusing on vocabulary and grammar.

Actividades de aprendizaje activo:

- **Activity 1: Grammar Relay Race**

Objetivo: Reinforce grammar tenses usage.

Instrucciones: Teams race to complete sentences on cards correctly.

Organización: Groups

Producto: Completed sentence sets

Tiempo: 20 minutes

Rol docente: Monitor accuracy and timing.

- **Activity 2: Vocabulary Bingo**

Objetivo: Review vocabulary recognition.

Instrucciones: Students mark vocabulary words as teacher calls their definitions or shows images.

Organización: Individual with group support

Producto: Bingo cards marked

Tiempo: 15 minutes

Rol docente: Facilitate and manage game rules.

- **Activity 3: Write and Share**

Objetivo: Produce written sentences using target grammar and vocabulary.

Instrucciones: Write 3 sentences about a past, present, and future activity.

Organización: Individual

Producto: Written sentences

Tiempo: 10 minutes

Rol docente: Give feedback and support.

Diferenciación:

- Para estudiantes avanzados: Add an extra sentence using an adverb of frequency.
- Para estudiantes con dificultades: Use word banks and sentence starters.

Transiciones:

Docente: "Next session we will reflect on all your learning and prepare for a final project!"

Fase de Cierre

Tiempo estimado:

5 minutes

Síntesis:

Docente: Summarizes team winners and highlights key learning points.

Reflexión metacognitiva:

- "Which activity helped you learn the most?"
- "Which vocabulary word do you remember best?"
- "How confident do you feel using these tenses now?"

Retroalimentación:

Docente: Provides positive group feedback and individual encouragement.

Transferencia:

Docente: Suggest students use English to describe daily routines and past weekend activities at home.

Sesión 6: Final Application and Reflection with ERCA Methodology

Fase de Inicio

Tiempo estimado:

10 minutes

Propósito de la sesión:

Docente: "Today, we will apply everything you have learned by creating your own stories and reflecting on your progress." **Estudiantes:** Prepare to create and self-assess.

Activación de conocimientos previos:

- **Docente:** Quick review questions on vocabulary and tenses.
- **Estudiantes:** Participate actively answering questions.

Motivación y enganche:

Docente: Explains the ERCA methodology: "We will Engage, Reflect, Create, and Apply what you know." Motivates students to be proud of their progress.

Contextualización:

Docente: Connects learning to real-life goals like communicating with friends or in future studies.

Fase de Desarrollo

Tiempo estimado:

45 minutes

Presentación del contenido:

Docente: Guides students through ERCA steps with prompts and examples.

Actividades de aprendizaje activo:

- **Activity 1: Engage and Reflect**

Objetivo: Self-assess vocabulary and grammar knowledge.

Instrucciones: Students complete a self-assessment checklist and answer reflection questions:

- What grammar tense do you use best?
- Which vocabulary topic do you like the most?
- What was difficult?

Organización: Individual

Producto: Completed checklist and written reflection

Tiempo: 15 minutes

Rol docente: Support and encourage honest reflection.

- **Activity 2: Create a Personal Story**

Objetivo: Apply vocabulary and grammar creatively.

Instrucciones: Write a short story or diary entry using vocabulary and at least three grammar tenses.

Organización: Individual

Producto: Written story or diary

Tiempo: 20 minutes

Rol docente: Provide feedback and language support.

- **Activity 3: Apply and Share**

Objetivo: Practice oral communication.

Instrucciones: Share stories with a partner and discuss.

Organización: Pairs

Producto: Oral presentations

Tiempo: 10 minutes

Rol docente: Facilitate discussion and correct gently.

Diferenciación:

- Para estudiantes avanzados: Include additional descriptive language and complex sentences.

- Para estudiantes con dificultades: Use graphic organizers and sentence frames.

Transiciones:

Docente: "Great work today! Let's summarize everything we learned."

Fase de Cierre**Tiempo estimado:**

5 minutes

Síntesis:

Docente: Facilitates a collective mind map or summary chart on board highlighting vocabulary, grammar, and skills developed.

Reflexión metacognitiva:

- "How has your ability to use English improved?"
- "What will you keep practicing?"
- "How can you use English in your daily life?"

Retroalimentación:

Docente: Provides personalized verbal feedback and acknowledges progress.

Transferencia:

Docente: Encourages students to continue practicing English regularly and use it to express feelings, talk about music, and technology at home or with friends.

Tarea o reto:

Docente: Assign: Write a short paragraph about your plans for next weekend using present continuous for future and adverbs of frequency.

Evaluación**Tipo de evaluación:**

- Diagnóstica: Sesión 1 – Activación de conocimientos previos y participación oral.
- Formativa: Durante todas las sesiones – observación directa, actividades escritas y orales, autoevaluación al final.
- Sumativa: Sesión 6 – Creación y presentación de historias, reflexión escrita y oral.

Criterios de evaluación:

- Uso correcto de vocabulario relacionado con tecnología, sentimientos y música.
- Aplicación adecuada del simple present y present continuous con adverbios de frecuencia.

- Uso correcto del simple present y present continuous para expresar acciones futuras.
- Empleo apropiado del simple past para narrar eventos pasados.
- Capacidad para reflexionar sobre su aprendizaje y aplicar la metodología ERCA.

Instrumentos sugeridos:

- Lista de cotejo para observación directa durante actividades orales y escritas.
- Rúbrica para evaluar historias escritas y presentaciones orales.
- Cuestionarios de autoevaluación y reflexión.
- Portafolio con productos escritos y actividades realizadas.

Evidencias de aprendizaje:

- Sentencias y párrafos escritos que integran vocabulario y gramática.
- Presentaciones orales y diálogos en clase.
- Reflexiones escritas sobre el proceso de aprendizaje.
- Participación activa y correcta en juegos y actividades interactivas.