

Discover Your Free Time: Sports and Activities in Action!

Lengua Extranjera | Inglés | Diseño Universal para el Aprendizaje

Descripción

This lesson plan is designed to engage secondary school students (aged 12-15) in exploring the exciting world of free-time activities using the English language. Students will learn how to categorize sports and activities using the structures "Play + game," "Go + verb-ing," and "Do + activity." They will develop their ability to use a timetable to talk about when they do these activities, enhancing their speaking and writing skills in authentic contexts.

The relevance of this lesson lies in its connection to students' daily lives, as free-time activities are a universal aspect of youth culture and personal interests. By learning vocabulary and grammatical structures related to hobbies and sports, students gain practical communication skills to describe their routines, make plans, and discuss preferences with others.

The lesson incorporates the Universal Design for Learning methodology, offering multiple modes of representation, expression, and engagement to support diverse learning needs. Through collaborative and individual tasks, multimedia resources, and reflective activities, students actively construct knowledge and build confidence in using English in meaningful ways.

Objetivos de Aprendizaje

- Identify and categorize free-time activities using "play + game," "go + verb-ing," and "do + activity" structures.
- Use a timetable to describe when different activities take place.
- Create spoken and written texts describing their free-time routines.
- Engage in conversations to share preferences and ask about others' activities.
- Reuse previously learned vocabulary related to sports and hobbies.

Recursos Necesarios

- Printed worksheets with sports and activities vocabulary and timetables (enough for each student)
- Flashcards illustrating various sports and free-time activities (set of 30 cards)
- Projector and computer for videos and presentations
- Short video clips showing people doing different free-time activities (3-5 minutes each)
- Whiteboard and colored markers
- Online interactive quiz platform (e.g., Kahoot or Quizizz) access for the classroom
- Audio recordings of dialogues using the target structures
- Notebooks or exercise books for writing tasks
- Timer or stopwatch for timed activities

Requisitos Previos

- Basic knowledge of present simple tense.
- Familiarity with some common sports and free-time activity vocabulary.
- Previous exposure to using "like" and "prefer" to talk about hobbies.
- Ability to read and understand short descriptive texts in English.
- Experience working in pairs and groups for speaking activities.

Actividades

Sesión 1: Introduction and Categorizing Free-Time Activities

Fase de Inicio

Tiempo estimado:

15 minutes

Propósito de la sesión:

Docente: Introduce the lesson's theme and explain that students will learn how to talk about the activities they do in their free time using specific English structures and vocabulary.

Estudiantes: Prepare to explore their own free-time activities and participate actively.

Activación de conocimientos previos:

- **Docente:** Asks: "What free-time activities do you enjoy? Can you name any sports or games in English?"
- **Estudiantes:** Think and share aloud a quick list of activities they know, either in whole class or in pairs.

Motivación y enganche:

- **Docente:** Shows a short video clip (2 minutes) of young people playing various sports and doing activities, then asks students: "Which activities did you recognize? Which would you like to try?"
- **Estudiantes:** Watch attentively and express interest or curiosity about the activities.

Contextualización:

Docente: Explains: "Talking about free-time activities helps you make friends and talk about your day. Today, you'll learn how to use new phrases to do this clearly and confidently."

Estudiantes: Listen and relate the topic to their own lives.

Fase de Desarrollo

Tiempo estimado:

140 minutes

Presentación del contenido:

Docente: Presents three categories of free-time activities with examples on the board:

- *Play + game*: play football, play chess
- *Go + verb-ing*: go swimming, go cycling
- *Do + activity*: do yoga, do karate

Uses flashcards and images to illustrate each category and plays audio recordings of short dialogues using these structures in context.

Actividades de aprendizaje activo:

1. Categorizing Sports and Activities

- **Objetivo:** Identify and classify free-time activities correctly.
- **Instrucciones:**
 - **Docente:** Distributes printed worksheets with a mixed list of activities and blank columns labeled "Play + game," "Go + verb-ing," and "Do + activity."
 - **Estudiantes:** Work in pairs to read each activity and write it under the correct column.
 - **Docente:** Circulates, offering help and asking guiding questions like "Why do we say 'go swimming' instead of 'play swimming'?"
 - **Producto:** Completed worksheet with categorized activities.
 - **Tiempo:** 35 minutes

2. Timetable Matching Game

- **Objetivo:** Use a timetable to say when activities happen.
- **Instrucciones:**
 - **Docente:** Shows a timetable on the board with different activities and times (e.g., Monday 4 pm – play basketball).
 - **Estudiantes:** In groups of 3-4, receive their own timetable worksheet. They ask and answer questions to find out when their classmates do certain activities, using the structures learned.
 - **Docente:** Monitors and models example questions: "When do you go swimming?" "I go swimming on Saturdays at 10 am."
 - **Producto:** Oral interaction notes and completion of a partner's timetable worksheet.
 - **Tiempo:** 50 minutes

3. Creating a Personal Free-Time Timetable

- **Objetivo:** Write a timetable about their own free-time activities using target grammar.

- **Instrucciones:**

- **Docente:** Guides students to write a simple timetable of their free-time activities during the week on a blank template.
- **Estudiantes:** Complete the timetable individually, then share with a partner by describing their activities and times.
- **Docente:** Provides vocabulary support and corrects common errors as students share.
- **Producto:** Completed personal timetable and oral descriptions.
- **Tiempo:** 55 minutes

Diferenciación:

- **Para estudiantes avanzados:** Encourage them to add reasons why they like or dislike activities using "because" in their oral descriptions.
- **Para estudiantes que necesitan apoyo:** Provide a vocabulary list with pictures and sentence starters (e.g., "I play ___ on ___.") and allow use of bilingual dictionaries.

Transiciones:

After the categorizing activity, the teacher invites students to use that knowledge to understand the timetable game, emphasizing the connection between vocabulary and time expressions. Following the game, the teacher links the activity to creating personal timetables to practice speaking and writing in an integrated way.

Fase de Cierre

Tiempo estimado:

25 minutes

Síntesis:

- **Docente:** Leads a whole-class activity where students write three things they learned about free-time activities and share them aloud.
- **Estudiantes:** Write and orally share key points (e.g., "I learned to say 'go cycling'," "Timetables help me talk about when I play sports," etc.).

Reflexión metacognitiva:

- What new words or expressions did you learn today?
- How can you use a timetable to talk about your free time with friends?
- Which type of activity (play, go, do) is easiest or hardest for you to remember and why?

Retroalimentación:

Docente: Provides positive feedback on students' efforts and corrects common mistakes gently. Highlights improvements and encourages continued practice.

Transferencia:

Docente: Explains that in the next session, students will use their timetables and vocabulary to create dialogues and write short paragraphs about their free-time activities.

Tarea o reto:

- Students prepare a short oral presentation or drawing about their favorite free-time activity to share in the next session.

Sesión 2: Using Time and Language to Talk About Free-Time Activities

Fase de Inicio

Tiempo estimado:

15 minutes

Propósito de la sesión:

Docente: Reviews key vocabulary and grammar from the previous session to prepare students to create dialogues and written descriptions.

Estudiantes: Participate in a quick warm-up to recall structures and vocabulary.

Activación de conocimientos previos:

- **Docente:** Conducts a quick quiz game using Kahoot or Quizizz with questions about categorizing activities and using timetables.
- **Estudiantes:** Respond individually via devices or on paper.

Motivación y enganche:

- **Docente:** Shows a funny short video/dialogue where two teens talk about their free-time activities but make mistakes using "play," "go," and "do." Asks students to listen carefully and correct the errors.
- **Estudiantes:** Watch and listen, then discuss corrections in small groups.

Contextualización:

Docente: Emphasizes that accurate use of these phrases helps avoid misunderstandings in real conversations with friends and family.

Estudiantes: Connect learning to real communication needs.

Fase de Desarrollo

Tiempo estimado:

140 minutes

Presentación del contenido:

Docente: Briefly reviews the grammar rules and examples for “play + game,” “go + verb-ing,” and “do + activity” with students’ input. Models a sample dialogue using a timetable.

Actividades de aprendizaje activo:

1. Dialogue Creation and Role Play

- **Objetivo:** Use the target language in speaking to describe free-time activities and ask about times.
- **Instrucciones:**
 - **Docente:** Assigns students to pairs. Each pair receives a timetable template.
 - **Estudiantes:** Create a dialogue based on their or fictional timetables, practicing asking and answering about activities and times using correct structures.
 - **Docente:** Provides sentence starters and monitors progress, encouraging correct use of grammar.
 - **Producto:** Written dialogue script and oral role play presentation to another pair or small group.
 - **Tiempo:** 50 minutes

2. Writing a Short Paragraph

- **Objetivo:** Write a short text describing their weekly free-time routine using the new language.
- **Instrucciones:**
 - **Docente:** Gives a paragraph frame that includes sentences with “play,” “go,” and “do” activities and time expressions.
 - **Estudiantes:** Write individually, then exchange with a peer for feedback focusing on correct use of target structures.
 - **Docente:** Circulates, offering support and corrective feedback.
 - **Producto:** Completed paragraph and peer feedback notes.
 - **Tiempo:** 50 minutes

3. Interactive Quiz and Vocabulary Reinforcement

- **Objetivo:** Reinforce vocabulary and grammar through a fun, competitive quiz.
- **Instrucciones:**
 - **Docente:** Launches an interactive quiz (Kahoot/Quizizz) with sentences to complete, multiple-choice questions, and matching activities.

- **Estudiantes:** Participate actively responding to questions individually or in teams.
- **Producto:** Quiz scores and group discussion of answers.
- **Tiempo:** 40 minutes

Diferenciación:

- **Para estudiantes avanzados:** Challenge them to add more complex time expressions (e.g., “every weekend,” “twice a week”) in their dialogues and writing.
- **Para estudiantes que necesitan apoyo:** Allow use of vocabulary banks and sentence starters during writing and speaking tasks; pair them with supportive peers.

Transiciones:

The teacher smoothly moves from dialogue writing to oral practice by inviting students to read their dialogues aloud. Then, the transition to writing consolidates the spoken language. The quiz at the end refreshes and cements vocabulary and grammar before the lesson closes.

Fase de Cierre

Tiempo estimado:

25 minutes

Síntesis:

- **Docente:** Facilitates a collective mind map on the board titled “Free-Time Activities We Talk About,” adding student contributions of vocabulary, grammar, and time expressions learned.
- **Estudiantes:** Contribute ideas and listen to peers’ summaries.

Reflexión metacognitiva:

- Which of the three structures (play + game, go + verb-ing, do + activity) do you feel most confident using now?
- How will you use this language in your daily life or with your friends?
- What was the hardest part of today’s activities and how did you overcome it?

Retroalimentación:

Docente: Gives specific praise, highlights progress, and addresses common errors encountered during the lesson, encouraging continuous practice.

Transferencia:

Docente: Invites students to apply the knowledge by talking about and writing their weekend plans at home or with friends, reinforcing learning beyond the classroom.

Tarea o reto:

- Prepare a short video or audio recording describing your free-time activities and when you do them, using the target structures, to share in the next class or submit online.

Evaluación

Tipo de evaluación:

- Diagnostic: Initial oral questions and brainstorming in Session 1 (Fase de Inicio).
- Formative: Observation during pair and group activities, peer feedback in writing tasks, and teacher feedback during dialogue creation and speaking tasks in both sessions.
- Summative: Final written paragraph and oral role play dialogue performance in Session 2 (Fase de Desarrollo and Cierre).

Criterios de evaluación:

- Correctly categorize free-time activities using the appropriate structures (play + game, go + verb-ing, do + activity).
- Accurately use a timetable to describe when activities take place.
- Demonstrate ability to produce coherent spoken dialogues using target language.
- Write clear, grammatically correct paragraphs describing free-time routines.
- Engage actively and respectfully in peer interactions and feedback.

Instrumentos sugeridos:

- Observation checklist during pair and group activities.
- Rubric for written paragraph assessing grammar, vocabulary, coherence, and task fulfillment.
- Peer-assessment forms for dialogue tasks.
- Self-assessment questionnaire for reflection questions.
- Portfolio collection of worksheets, dialogue scripts, and written paragraphs.

Evidencias de aprendizaje:

- Completed categorization worksheets.
- Oral dialogue role plays recorded or observed.
- Written personal timetables and paragraphs.
- Participation in quizzes and collaborative activities.
- Reflections and self-assessment responses.