



Instituto Latinoamericano  
de la Comunicación Educativa  
Organismo Internacional

# MANUAL OF SUCCESSFUL PRACTICE FOR TEACHING ENGLISH IN MEXICO CITY

December 2020



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# Introduction

This manual was created by Mexican English Teachers for Mexican English Teachers. It was designed especially thinking about the characteristics of all the kids that live in one of the biggest cities in the world, with all the diversities and parallel digital cultures that exist, and even that, they are learning a second language that will increase their abilities for life.

This book allows teachers to take ideas to reproduce, recreate or simply take as a model to give classes that look for a better education based on the characteristics of a Successful Practice, they are effective, sustainable, possible, inclusive, reproducible, adaptable, collaborative, and innovative.

The manual is divided between 30 Successful Practices, 10 designed for Preschool, 10 for Elementary School, and finally, 10 for Junior High all of them immersed in a specific category: Classroom Management, Developing Specific Skills or Applying different methods. The process to choose only thirty has been a great challenge because they are the product of a great effort between Instituto Latinoamericano de la Comunicación Educativa and Programa Nacional de Inglés Ciudad de México to train teachers in innovative fields.

This booklet is the final product of forty intensive training hours divided between two online courses. Training A. Online Course to identify best practices for teaching English and Training B. Online Course to identify, analyze, and systematize successful practices for teaching English.

December 2020

# **A) PRESCHOOL**



# 1 Laura Shely Sandoval Castro

Developing Specific Skills.

## Bee Healthy

**Bee Healthy**

**Category:**  
Developing specific skills  
(Writing)

**Objective:** By the end of this successful practice students will be able to create an illustrated recipe book according to their pre-writing abilities

1. Starting: Review previous knowledge about recipes, healthy-unhealthy food, family habits
2. Development: Pre write, Draft, Revise, Edit
3. Closure: Review spelling and publish their work on a healthy food fair

<b>School:</b> Jardín de niños Profr. Tadeo de la Garza Gutiérrez	<b>Grade:</b> 3rd	<b>Group:</b> A, C
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**Teacher:** Laura Shely Sandoval Castro

**Social Practice:** Follow the steps to prepare a recipe

<b>Competencies</b> ▶Explore and recognize recipes. ▶Listen to the reading of a recipe. ▶Practice the pronunciation of words.	<b>Unit:</b> 8	<b>Environment:</b> Educational and Academic
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**Final product:** Illustrated recipe book

**Profile**

The preschool “Profr. Tadeo de la Garza Gutiérrez is located in Alcaldía Azcapotzalco, Mexico city near the borders with Tlalnepantla municipality, Estado de México. The school has some students whose residence is located in Estado de Mexico, 3rd graders ages are between 5 and 6 years old. The total members in the community are 136 children.

I attend two 3er graders groups, the children ages are between 5 and 6 years old. From both groups there are 25 girls and 16 boys. Four children have language development problems; one girl has a Cleft Palade and attends to language therapy. Another girl has cognitive cognitive and physical disability, she has Down syndrome. Two boys need to be supported with strategies to maintain a longer attention span.

According to their ages, most of them has a kinesthetic learning style, they enjoy activities that demand movement and rhythm. Some parent’s commented that, games and musical activities are meaningful for the children and it is easier for them to learn a former language with this strategies. In addition to kinesthetic characteristics, my students can learn and enjoy visual resources such as games, talking flashcards, storytelling and virtual memory games; as far as I have been able to observe during online classes. At least 5 children have auditory characteristics according to home works and videos that shows their performance on listening activities. I have not detected children with analytic learning style.

Children are motivated to learn English because they play and have fun with games, graphic activities and music that I usually use for the online classes and digital distance learning.

My students are able to recognize that they are learning a different language, they identify some familiar words in context. They can respond to greetings, farewell and some courtesy expressions in the target language. They follow some instructions with a bit of help of visual prompts. They can identify and name some traffic and public signs in Spanish and repeat the model in English.

Most of them show difficulties in listening activities so this will be a good opportunity to improve that skill along with the usage of digital resources. There is a girl who has Down syndrome, she needs shorter and concrete activities, specially using tactile materials and visuals because of her short attention span.

Most parents help their children with English activities and some of them know the language so they speak with them using English increasing the learning opportunities at home.

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**Category of best practice chosen and justification**

Developing specific skills: Writing

Objective: By the end of this successful practice, students will be able to create an illustrated recipe book, according to their pre-writing abilities.

I believe this unit can be used to achieve many purposes, including the ones established in Spanish curriculum.

Pre-writing skills can be developed with the usage of pictures on a text, the final product for unit 8 includes the usage of pictures and written words that might begin with the student's names. In addition, graphic organizers, common labels on realia, illustrated steps for a recipe, etc help the ss to develop critical thinking and apply it to real life situations.

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**Define your case study taking in consideration the new elements.**

I believe that education is the way to transform communities. The preschool where I work on is located on an area with a high rate of delinquency.

Nevertheless, most families are aware about the

importance of education as a way to improve their way of living. As teachers we can make a difference by showing our students and their families that education is not only for academic places but for everyday life.

Right now, we are facing one of the most difficult health problems in twenty first century with the appearance of a new disease: COVID-19. For the last 8 months we have learned that is necessary to change our lifestyles for a healthier lifestyle. In Mexico, SEP has decided to implement a new subject called "Vida saludable" in order to help children to prevent common diseases such as obesity and other complications.

As teachers, we can make small but meaningful contributions to this public health problem. We are models and have the power to design projects that impacts both academically and socially.

For Cycle 1 exists a Social Practice where students follow instructions to prepare a recipe. I would like to implement a successful practice by introducing the importance of healthy food and healthy lifestyles, taking into account Mexico's regulations about unhealthy food labelling on different products available in supermarkets and small food stores; also it will be great to talk about different kinds of recipes using fresh products such as fruits or vegetables.

It is also a great opportunity to develop listening, writing and speaking abilities, awareness about healthy food and it's benefits; and last but not least the chance to include families and the school community in the process.

This successful practice is thought to be implemented for an offline class, once it is safe for us to return schools.

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**Challenges:**

- ▶ To design graded activities for students whose learning is different from the rest.
- ▶ Student's behavior after being at home for months.
- ▶ To determine collaborative work
- ▶ Achieve meaningful learning for life, not only language but awareness about healthy lifestyles.
- ▶ Participation of the whole school community, 1st and 2nd graders students, teachers, head teachers, families, etc.

## Implementation:

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

## Starting: 7 sessions 1 hour each

- ▶ Previous knowledge about food habits in families using the activity: What is your favorite food? Use flashcards of healthy and unhealthy food <https://www.eslflashcards.com/set/countable-food/> and <https://www.eslflashcards.com/set/uncountable-food/> ask children to show food preferences answering the question: Do you like...? Ss will answer participating on a whole group game, where ss needs to jump left (No I don't) or right (Yes I do). Student's make a worksheet where they can classify food they like and food they do not like. **(Appendix 1)**
- ▶ Present different illustrated recipes to wake ss awareness about the unit (e.g Peanut Butter <https://www.pinterest.com.mx/pin/290411875942672236/> Sandwich, Veggie Boots, Fruit Kebab, Banana Muffins, Moon Pears, Plum pie) Show the structure of a recipe through the presentation of a giant recipe sheet. In collaborative teams, ask students to play with different jigsaw puzzles where they need to identify: title, ingredients and steps to prepare a recipe. (Pre-writing activity). Students cut and paste a recipe with the order that corresponds. **(Appendix 2)**
- ▶ T. makes a table as a graphic organizer on the board and encourage ss to help on the classification of healthy and unhealthy food using flashcards <https://www.eslflashcards.com/set/countable-food/> and <https://www.eslflashcards.com/set/uncountable-food/> T. encourages ss to justify why some food can be healthy or not. (Use of L1 is allowed) Build collaborative teams, T provides a dice to each team with illustrated recipes (Ham sandwich, Pizza, Fruit salad, Cupcakes, Banana Pancakes, Fruit skewers, Jicapops, chicken salad). SS role the dice and according to the picture, SS will discuss if that recipe is healthy or unhealthy (use of L1 is allowed). **(Appendix 3)**
- ▶ Ss in collaborative teams choose an illustrated recipe from the dice and decide the ingredients the will need to prepare it. Need to choose from a series of cutouts the ingredients to prepare the recipe and make a mind map, putting the recipe picture on the center and paste the ingredients around. Each team paste their graphic organizer on the board so the other students can take a look and compare their own creations. **(Appendix 4)**
- ▶ With the whole group, T elicits the ingredient's names

using flashcards and playing lottery; T uses big cards with the names of the ingredients and SS cardboards will have the picture.

- ▶ T explains to ss that they will prepare the recipe and they will need to shop the ingredients. Using the graphic organizer as an example, SS make a shopping list by drawing the ingredients on a list using bullets, images and text. SS will draw the pictures next to a bullet, after SS will match their drawings with its corresponding written name based on the initial letter or sound of words. T will say the word and ss will need to search. (Cutouts of words will be available for each student)
- ▶ Play to supermarket: SS play to supermarket using realia, teams make shopping according to their lists; products will be labeled with their written names (for students to compare words on their shopping lists as happens in real supermarkets) and unhealthy food labelling according to Mexico's new regulations. Teams will show their products and T will ask to observe the unhealthy food labelling asking ss to do some brainstorm about the meaning of labels, T clarifies SS ideas about labelling. According to the quantity of ingredients that shows unhealthy food labelling, students will decide if their recipes are healthy or unhealthy. **(Appendix 5)**

### **Development: 3 sessions 1 hour each**

- ▶ Healthy recipes are chosen to work with them (Expected recipes Ham Sandwich, Banana Pancakes, Fruit salad, Fruit skewers, chicken salad, jicapops)
- ▶ Pre-writing: Elicit the written names of titles for ss recipes. T presents an activity where ss play with a mobile alphabet, to complete written words of recipe's titles, on the other hand T explains activity where teams will need to solve a jigsaw puzzle with the preparation image. T. provides models and big worksheets where ss are encouraged to complete titles in collaborative teams and solve a jigsaw puzzle of the recipes picture. T. divides teams in two and organizes ss to take turns, ss vote in teams to assign a coordinator for the activity, half team will work with the title; second half team will work on the jigsaw puzzle with the preparation picture according to their abilities. SS paste the title of their recipe on a big piece of cardboard located on the board

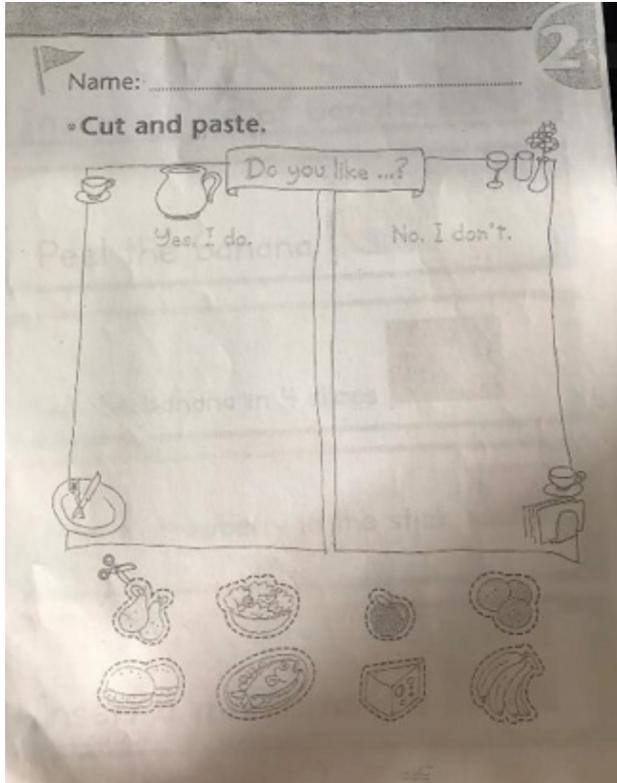
and the preparation picture under the title.

- ▶ **Drafting:** In collaborative teams, ss work with the steps of the recipes. T. provides illustrated steps of the recipes. The steps will be illustrated, ss add color to illustrations, they will decide the logical order in collaborative teams. On teams competition, Ss put the recipe's steps on a piece of cardboard using pritt tak. First team in finishing is the winner, food badges are delivered to ss after the activity. **(Appendix 6)**
- ▶ **Revising:** T presents and reads aloud team's recipes and encourages ss to give group feedback about the order of the steps with help of visuals and no-verbal language
- ▶ **Editing:** Collaborative teams make changes on the steps organization and paste the steps with glue stick or glue.

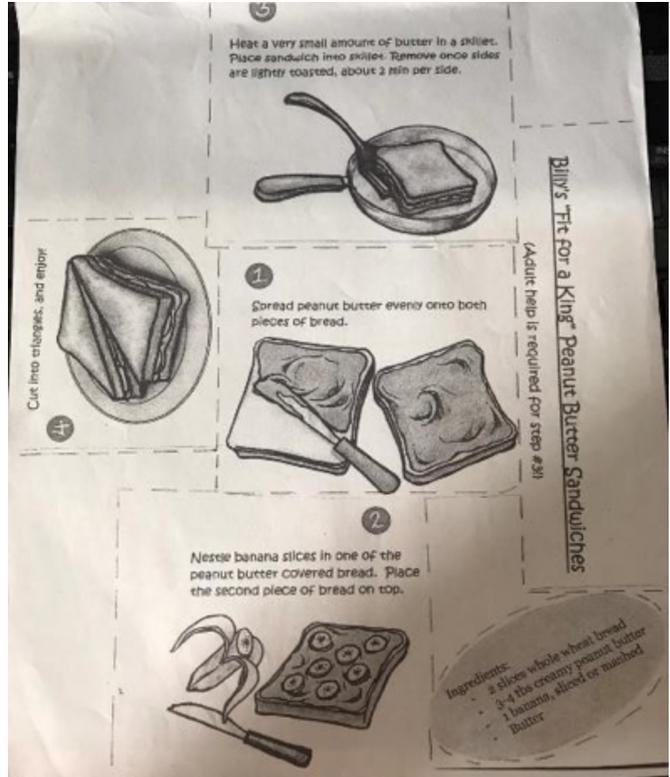
### **Closure: 4 sessions 1 hour each**

- ▶ T. Review spelling and some phonics on words such as ingredients, step numbers and verbs (e.g. add, cut, mix) through a worksheet ss are asked to identify some words through initial sound letters and recognition of some word by it's names and image. T ask ss to play and show their individual worksheets with other classmates. T. plays music, when music stops ss choose a pair. T. express a word and ask them to point the word-picture that T. asked. T. expects that ss compare their word. T. models the word asked and compare with ss initial answer. Ss evaluate their work showing thumb up if they were right or thumb down if they were wrong. **(Appendix 7)**
- ▶ Teams prepare their recipes with real ingredients in the classroom with parents participation. Ss are encouraged to express in turns, tittle, ingredients and steps. T. assigns some parents to take pictures of the recipes book and receive information to create a digital recipe book with the app Book Creator. T. ask for the help of some parents who has a PC.
- ▶ **Healthy food fair:** Parents prepare the presentation of their preparations on a fair for the school community. With T guidance, parents organize stands where they can show their prepared dishes. Recipe books will be on the exhibition stand as well as real ingredients and food samples. Ss and parents are encouraged to show the ingredients and explain steps in English. Attendants will be able to take home a photocopy of the recipe (the

ones who don't have a smartphone, internet access or PC) created on Book creator and will provide the link to review the digital version of the recipes.



Appendix 1



Appendix 2



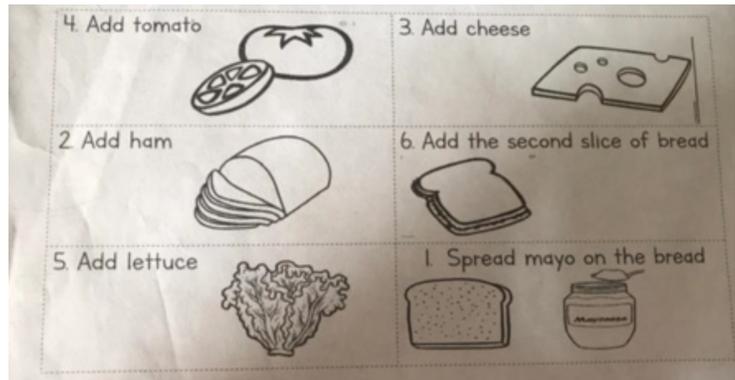
Appendix 3



Appendix 4



Appendix 5



Appendix 6



Appendix 7

## Results

According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.

This is an offline practice, I do not have results.

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: Observation guide

When will you use it? For the starting of my successful practice. Expected learning outcome: Explore and recognize recipes.

What do you want to assess? and why? I want to assess previous knowledge about recipes and healthy food, to observe if my ss are engaged with the social practice and if it is relevant for them. I add an special assessment format for the students that presents physical and cognitive disabilities Anecdotal record with achievements.

**a. Observation guide**

Observation guide

Grade:	Group:	School's name:
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Social practice: Follow the steps to prepare a recipe Expected learning outcome: Explore and recognize recipes.

Assessment criteria		
Previous knowledge :  1. Not familiarized with topic, recipes and healthy or unhealthy food 2. Knows some elements of recipes as a text organizer and healthy or unhealthy food. 3. Knows about the recipes as a text organizer and healthy and unhealthy food. 4. Has a large knowledge of the topic. Shared ideas about the knowledge he/she has about recipes as a text organizer and healthy or unhealthy food.	Student is interested and engaged:  YES  NO	Participation:  1. Did not take part in all of the activities. Did not do much of the work. 2. Did most work assigned and took part in all activities. 3. Took part in all activities. Did the work that was assigned. 4. Shared many ideas. Took part in all activities and completed all work. Took risks by trying new things.

Student's names	Previous knowledge	Interest and engagement	Participation
1.			
2.			
3.			
4.			

**b. Anecdotal record**

**Student's name:**

**Expected Achievements**

- ▶ Identifies and express favourite food through verbal or not verbal language
- ▶ Understands and participates in the solving of a jigsaw puzzle.
- ▶ He/She is interested and engaged in activities according to his/her possibilities.
- ▶ Identifies topic
- ▶ Can say the names of some food and grocery products.

**Student's performance record**

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**Rubric 2.**

Type of rubric: Rubric

When will you use it? For the closure of my successful practice

What do you want to assess? and why? I would like to assess my students performance at the end of my succesful practice, the achievements they made and some extra observations for those students that presents some physical or cognitive disability.

Final Rubric

Grade	Group:	Unit: 8	
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Social Practice: Follow the steps to prepare a recipe

Expected learning outcomes:

- ▶ Explore and recognize recipes.
- ▶ Listen to the reading of a recipe.
- ▶ Practice the pronunciation of words.

Enviroment: Educational and Academic

Assessment criteria:

Great work!		Almost there		Starting to get it		Try again	
A		B		C		D	
Ss can...							
Student's names	Identify the product to be obtained from a recipe based on its illustrated steps.	Identify the order of steps and locate the list of ingredients.	Follow steps in a recipe while it is read aloud.	Identify repertoire of words necessary for this social practice of the language	Compare eating habits and make healthy choices.	Collaborate and help each other on different kinds of activities.	Additional comments and observations

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I spend a lot of time trying to figure out how to transform an usual practice to be meaningful for children; sometimes it seemed impossible for me trying to be innovative now that we are having online classes.

However, I linked some activities that I have already done with new ideas and taking in consideration how students might feel once we return to face to face classes. They need to have fun, interact with materials and resources they do not have at home and are available in schools; they can learn about healthy food and make changes in their families lifestyles in order to be healthier.

I would like to be included in the final manual because the materials and resources are easy to obtain and adapt in different contexts. Other teachers might feel certain to create appropriate materials according to the special characteristics of their students. In addition, I believe this successful practice will help us to increase awareness about some serious health problems we have in Mexico, and make a small but significant contribution for school communities.◆

# 2 Martha Eugenia Romero GarcíaLópez.

Developing Specific Skills.

## Tongue Twisters

# TONGUE TWISTER

DEVELOPING SPECIFIC SKILLS: LISTENING AND SPEAKING

Learn a Tongue twister with letter "f"

WARM UP

Greating and chanting

STARTING

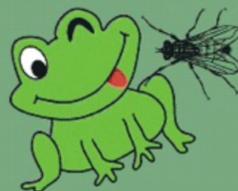
Learning purpose, model and audio of tongue twister, by teacher, instructions to develop activity for the students.

DEVELOPMENT

Students Say: tongue twister with team mates.

CLOSURE

Each team gives new words with letter "f".



# TONGUE TWISTERS



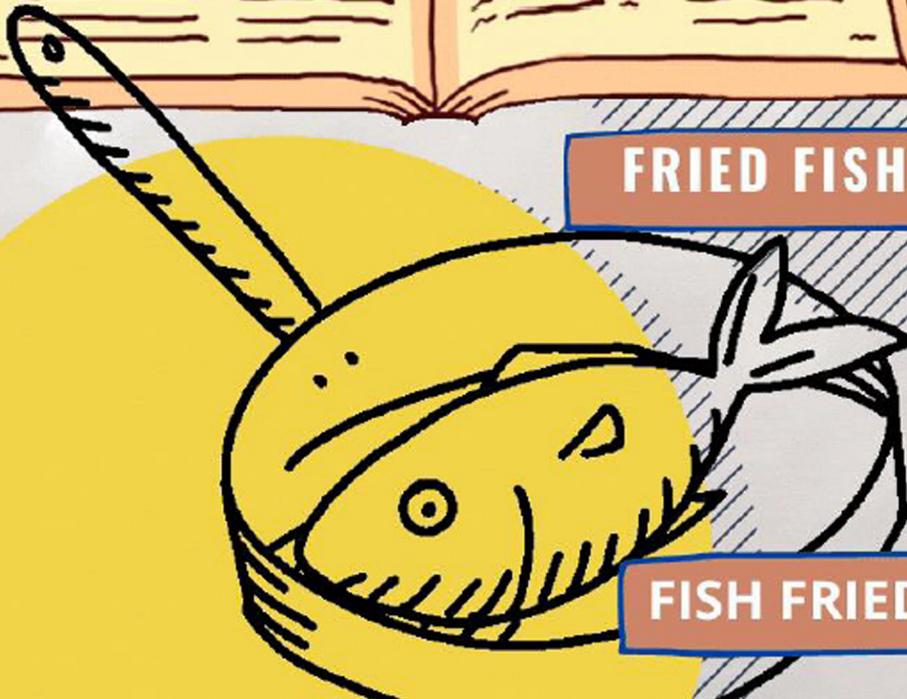
**FRESH FRIED FISH**



**FISH FRESH FRIED**



**FRIED FISH FRESH**



**FISH FRIED FRESH**

**School:** Jardín de Niños Cuauhximalpan

**Grade:** Preschool 3rd grade

**Group:** A & B

**Teacher:** Martha Eugenia Romero GarcíaLópez

**Social Practice:** Participate in the reading and writing of rhymes and stories in verse (PRONI) Participate in listening and speaking of tongue twisters (Suggested for social practice for a successful practice)

**Competencies:**

Listen to rhymes and stories in verse (PRONI)  
Listen to tongue twisters and say (speak) the tongue twisters (suggested competencies for successful practice)

**Unit:**

1B (PRONI)  
3A (suggested unit for successful practice)

**Environment:**

Literary and Ludic (PRONI)  
Literary and Ludic (suggested environment for successful practice)

**Final product:**

Deliver in the classroom a new tongue twister with new words with the letter “f” and make a quick drawing (fast finishers).

For the rest of the group draw of the comprehended word of the original tongue twister.

As a homework: Audio recording by the child of the tongue twister and matching words with pictures or drawings of the tongue twister.

Students can use the application of Flipgrid.

(<https://flipgrid.com>) to record the video in an image in the virtual session in an online class or remote learning.

**Profile:**

Jardín de Niños Cuauhximalpan is located in Contadero, Cuajimalpa de Morelos, Ciudad de México. The school is a small community integrated by 123 students from the range of 3 to 5 years old. The school includes one first grade, two second grades and two third grades. The school day for students is between 9:00 am to 2:00 pm, Monday to Friday face to face classes.

The staff is composed by a principal who is currently teaching the first grade, two teachers for second grade, two teachers for third grade and four specialist teachers that give the pupils music class, physical education, pedagogical support and English as a second language; there is also a cleaning lady.

The community lives in Cuajimalpa ´s town hall, in the suburb of Contadero. Most of the infants are taken care by their grandparents because their parent ´s work. Their families have access to mobile phones in a pre- paid modality and limited WIFI or internet, which limits the time of use and data, they use WhatsApp and now Google meet. The use of WhatsApp is a way of communication and delivery for the homework of their youngsters for the English teacher and Google meet is use for virtual lessons with the specialist teachers; that includes the English classes.

**Category of best practice chosen and justification**

**Developing Specific Skills**

- ▶ Listening
- ▶ Speaking
- ▶ Reading
- ▶ Writing

For the early learner it is very important to communicate, by saying a tongue twister which is a language game used cross-linguistically in order to help children develop clear speech and practice pronunciation of difficult words. The tongue twisters are fun to say and their use is related to the acquisition of complex linguistic mechanisms relevant to the development of the morphological system and the vocabulary of preschool children. The children can also relate to their mother tongue and content of the Spanish language taught by their teachers. Tongue twisters are great for pronunciation and the student combines and blend sounds and words. The tongue twisters build reading and language skills and it is a literacy workout. Because tongue twisters challenge the capacity to enunciate individual sounds in each word without tripping up, they force to pay attention to the precise sounds in each word. Mastering the individual sounds in a word is a critical skill for reading success. At the phonological level, tongue twisters reinforce comprehension and production of complex segments, consonant clusters, syllabic structures and accentual patterns of the target language. At the morphological level, tongue twisters help students comprehend internal structures, acquire word formation mechanisms, and therefore, contribute to vocabulary development.

Children learn to associate sound with each letter and begin to make letter blends which leads them to reading words.

The child will go from the simple learning objectives such as name, memorize, order, arrange. (remember), paraphrase (understand), apply, modify (apply) and generate, produce (analyze).

They develop the cognitive domain so they can experience the world around them.

**Define your case study taking in consideration the new elements.**

To provide the children of Jardín de Niños Cuauhximalpan from the third grade of preschool with a cellphone or tablet devices and earphones and teach them songs, phonic awareness, rhymes, short animated stories, games, make some science experiments, etc. Everything with a visual animated aide because now a day's children are open to new technologies where they discover visual content as a learning experience. It provides the children to recognize image and word, and word and image (oral and written). They can proclaim the language.

The great advantage that I have now with the COVID pandemic is that I work with smaller groups and I can give them more time to practice the language by sharing words that they already know, learning new words by listening and looking; engage in taking turns and be respectful and kind to their classmates and to the teachers. Learn to use the mobile phones of their parents or care takers (grandparents) to turn on the microphone, turn it off, hang up to get out of the session or meet reunion (video conference by google meet). The time of the sessions online is thirty minutes, so it gives the teacher a great advantage because of the age of the children that are at preschool and their attention span is short, they engage in the lesson with flow.

Since 63% of the students do not know a word of English at the beginning of the school year the best way to introduce the language is first by single words, next small phrases and then a small rhyme, tongue twister and a song paragraph, etc.

Repetition is vital because they don't have the feedback of the spoken English language environment at their homes or in the city such as: music, songs, movies, games and video games, that now are so available and can become very familiar for them to play. Everything in their surroundings is based in their mothers' tongue language.

The first experience with another language is in my class and that is a handicap because in other context there are students which are more exposed to the English language, for example tourist destinations and the northern border of Mexico.

I could have had imagine that in the capital of Mexico City that is such an important place for visitors and for daily life they would have an interaction with the English language, but it´s not so.

Their parents do not know the language and therefore they do not challenge their children to learn it, as for them is not an important issue for their offspring to learn it.

There is a need to engage the parents and let them acknowledge the importance for their children to learn English as a second language because it will enable them to have a skill of the 21st century and not being left behind. We live in a globalized world that is extremely connected and children must know how to understand different points of view and communicate with other people and the way to do it is through English because it has become a universal language. It is proven that by different studies that learning a second language comes easier in the early stages of life and therefore for children, they learn and grasp it better and more natural. That makes it a greater relevance for children to learn it in preschool.

The last year (2019-2020) I taught the children the tongue twisters and it helped them to speak and have fun at the same time. They got to explore the tongue twister and identify the purpose, listen to the reciting of the tongue twister, find the meaning of the words with the support of visual aids, practice the pronunciation, give intonation and rhythm of the tongue twister (doing with the language) by recording their voices in the mobile phone provided by the parents and in that way, they produced the spoken language.

Knowing about the language the repertoire of words necessary for this social practice of the language. And show the will to express oneself in English (Being through the language). Also sending pictures via mobile phone of a drawing of the word they liked the most of the tongue twister.

The internal factors that are relevant is that the 63% of the students who lack the knowledge of the English language at the beginning of the school year have the opportunity to learn it through the virtual classes by google meet reunions and have another input through the TV program “Aprende en Casa II Preescolar Inglés” which reinforces their learning.

Working with small groups gives the pupils more time to practice the target language.

The students can learn the language by listening, singing, playing, moving, speaking; learn the phonological awareness, phonics and sight words, learn the digital technology by using the mobile phones (turn on the microphone to speak, turn off the microphone to listen while other is talking, turn on the camara, hang the telephone to log out of the session), respect and take turns.

**Challenges**

Overcome that many student’s families may not have the monetary resources to continue to buy the pre-charged service for the use of WhatsApp in their mobile phones and have no access to free internet, because the service is not available everywhere. Also, that they will not be able to connect to video conferences, print and send the suggested product.

They might go through overwhelming times and economic priorities change for those of more relevance like providing food, shelter (pay the rent, light service), and health services and medicines for their families; use the money to pay the public transportation to go to work or look for a job.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your**

Virtual classes-online through Whats App and Google Meet. The implementation needs to take in consideration that the intended audience is for preschool students of the third grade (five years old) and that the attention span is very short, they get easily distracted and can become restless or bored, they learn by playing and doing.

Remember letter “f”. Meaning or use of the letter “f”. Apply words with the letter “f”. Analyze all the words they could use and the vocabulary. Evaluate if they comprehend the words with the letter “f”. Create a new tongue twister using the letter “f”.

**students and include pictures.**

**Learning objective:** Students will learn a tongue twister with the letter “F”. Identifying the sounds /f/ in fresh, fried and in fish, and reproduce with adequate phonetics and pronunciation as accurate as possible.

They will listen, repeat and have a pronunciation practice. (speak)

Teacher begins with an easy tongue twister with the letter “F”. “Fresh fried fish, fish fresh fried, fried fish fresh, fish fried fresh”.

2 minutes warm up

Teacher greets Students with moving hands in front hello! in the back hi! gets Students attention and engage to begin the class by chanting with movements of the hand swim, swim, swim like a fish. The whole class follows the movements.

### **Starting:**

5 minutes for explaining learning objective.

Teacher ask Students if they can tell her what is the beginning letter of fish?

Students should respond “f”. Teacher makes the sound /f/ and names the letter “f”.

Teacher says that they are going to learn to say a tongue-twister with the letter “f”; can you tell me if frog, flower, friend, fruit begins with the letter “f”?

Teacher checks comprehension with Yes and No answers.

### **Development:**

10 minutes for practice production.

Teacher reads and models the tongue twister for the students, then plays an audio record of the tongue twister for the students to listen.

Teacher demonstrates to the class that a tongue twister is not easy to pronounce in a fast and correct way.

Teacher tells Students that they are going to repeat the sentence bit by bit after the teacher beginning with

the first part:

Teacher: fresh

Student: fresh

Teacher: fried fish

Student: fried fish

Teacher: fresh fried fish

Student: fresh fried fish

Teacher ask Students to repeat the whole tongue twister slowly and then faster.

Teacher gives the instruction that the Students are going to work in teams of three students to take turns. to take turns repeating the tongue-twister as fast as possible without mistakes.

Teacher ask Students to identify which sounds are repeated in the tongue-twister.

**Closure:**

3 minutes

Teacher ask students: Can you tell other words with the same letter as “f “?

Then teacher gives the instruction that in each team every student has to give a new word with the letter “f “and make a new tongue twister, they can make a quick drawing of each word (collaboration) this is for the fast finishers.

If a team hasn't finish each student only draw the comprehended word.

Teachers says goodbye to students. Students say bye to teacher.

**Materials:**

Computer, mobile phone, internet, Power point flashcards, digital flashcards, poster, realia, learning apps, paper or notebook, colored pencils or crayons, timer.

**Results**

**According to your assessment tools make the final analysis of**

Students will have fun in participating in the tongue twisters enabling to improve their speech, pronunciation, language speed and confidence.

The students learn by doing-producing the record of

**your practice. Include quantitative or qualitative analysis.**

the tongue twister in a mobile device or by using the flipgrid app.

They are motivated by being able to repeat, record and send their tongue twister.

Teacher will also make a contest in one group for the tongue twisters. Then it can be played between the two classrooms groups. It could be played as the game of the musical chairs with a variation.

The students that can't say the tongue twister will continue playing and one chair is taken off (microphone off silenced by teacher) since it is a virtual class, the winner is the final student that can accurately say the tongue twister. It can also be played in small groups of five children per class with different tongue twisters.

Effective- Make the learners environment realistic.

Sustainable: With resources to do the activity

Possible: To carry out in a timely manner and due form.

Inclusive: Draw and reproduce words.

Reproducible: Generate more words. Or with different letters.

Adaptable: Apply to other classrooms.

Collaborative: Work with other students.

Innovative: Sing in a game the tongue twister.

Related: Ludic and literary environment

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: Performance Criteria Rubric as a Formative assessment. When will you use it? At the end of the session of the tongue twister.

What do you want to assess? and why?? Assess their performance by reproducing with adequate pronunciation of the tongue twister with the letter “f” as part of the student continuous learning process.

PERFORMANCE ASSESSMENT RUBRIC

PRONUNCIATION WITH ACTIVITY TONGUE TWISTERS LETTER “F”

Students Name:		Group and grade:		Date:
	<b>4 Excellent Wow! Always</b>	<b>3 Very Good Yes! Mostly</b>	<b>2 Good Yes, but sometimes</b>	<b>1 Poor needs support No! no yet</b>
<b>SKILLS</b>				
<b>VOICE:</b>				
<b>Projection-</b> Speak out loud	Always the student speaks out loud	Mostly the student speaks out loud	Sometimes the student speaks out loud	The student does not speak out loud, can barely be heard
<b>Articulation-</b> Ar-tic-u-la-te Say your words clearly	Always the student can articulate and say the words clear	Mostly the student can articulate all the words and says most of them	Sometimes the student cannot articulate more than one word or say the words clearly	The student cannot articulate the words and say them clearly
<b>Pacing-</b> Not too fast, Not to slow	Always the student keeps the pace	Mostly the student keeps the pace	Sometimes the student keeps the pace	The student goes to slow and rarely keeps the pace
<b>Expression-</b> Say your words with energy, be alive!	Always the student says the words with energy	Mostly the student says the word with energy	Sometimes the student says the words with energy	Rarely the student says the word with energy
<b>BODY:</b>				
<b>Posture-</b> Confident and controlled (chin up, back up)	The student is always confident	Most of the time the student is confident	Sometimes the student is confident	Not all the time the student is confident
<b>Eye Contact-</b> Eyes scan audience, up and around	The student always makes eye contact with the audience	The student most of the time makes eye contact with the audience	Sometimes the student makes eye contact with the audience	Not all the time student makes eye contact with the audience

## Scale

20-24 = 4

19-16 = 3

15-12 = 2

11- 8 = 1

## Observations:

### Rubric 2.

Type of rubric: Performance Rubric as an Evaluative assessment.

When will you use it? At the end of pupils recorded product of the tongue twister with the letter “f” or other letters.

What do you want to assess? and why? Assess their performance reproducing with adequate pronunciation of the tongue twister with the letter “f” as to identify the pupil’s level of achievement, and order according to merit.

#### PERFORMANCE ASSESSMENT RUBRIC

#### PRONUNCIATION OR FLUENCY IN AUDIO RECORDING WITH ACTIVITY TONGUE TWISTERS LETTER “F” OR OTHER LETTERS.

Students Name:		Group and grade:		Date:
Category	<b>4 Excellent independent results</b>	<b>3 Very Good little guidance</b>	<b>2 Good some guidance</b>	<b>1 Poor needs more guidance</b>
<b>Accuracy Students self monitors and self corrects</b>	The student is 90% accurate and self corrects.	The student is 80% not accurate and self- correct.	The student is 70% not accurate and self- correct.	The student is 60% not accurate and self- correct.
<b>Fluency Students speaks fluently the words with the letter “f”</b>	Student speaks fluently or pronounces 10 or more words	Student speaks fluently 8 or more words	Student speaks fluently 6 or more words	Student speaks 4 or more words
<b>Expression Vocal Variety Student speaks with feeling</b>	Expression was often used, and it conveyed the emotion appropriately	Expression was often used but emotion did not convey appropriately	Expression was rarely used, or the emotion conveyed appropriately	Expression was not used to convey the emotion
<b>Clarity</b>	Student speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Student can speak distinctly all (100-95%) the time but mispronounces one word.	Student can speak distinctly most (94-85%) of the time but, mispronounces more than one word	Student often mumbles or cannot be understood or mispronounces more than one word

<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals		Student does not seem at all prepared to present
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**Scale:**

18-20 = 4

17-15 = 3

14-12 = 2

11- 9 = 1

**Observations:**

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I felt honored and grateful doing the manual for a successful practice. I learned through different stages how to build up the manual. Each of the live sessions with the ILCE Team provided me with valuable information on how to design a successful practice. I had to take into account every aspect of teaching: SWOT analysis, define a profile, chose a practice, Blooms taxonomy, 21st century skills, planning a lesson, the characteristics for a successful practice, designing a rubric for grading, the infinite possibilities for choosing an app to engage the students into their learning, etc. Additional I got to consider the tutorial feedback and I had an amazing experience sharing the poster created to share with peers the successful practice and also got to learn from all the people involved. ♦

# 3 Vicente Gatica Pascacio.

Developing Specific Skills.

## Have fun at home

**PARTS OF THE BODY**  
CATEGORY: DEVELOPING SPECIFIC SKILLS  
3 RD PRESCHOOL. UNIT 2A

**Objectives :**  
By the end of this practice students of group 3B will be able to :  
-Compare and complete names of parts of the body.  
-Recognize written names of parts of

**Vocabulary**  
EYES,NOSE  
EARS,MOUTH,HANDS,LEG  
S,FEET,ARMS,ETC  
ACTIVITIES AND MATERIAL  
LUDIC,ATTRACTIVE,ACCE  
SIBLE,MEANINGFUL, EASY  
TO DO...

Warm Up. How many fingers do we have? sing the song shoulders,knees and toes

1-Starting :Introduce vocabulary .  
2-Development: Spell words and teach alphabet, exercises completing words on a crossword,word search, and memory game  
3-Closure: Checking the spelling by teacher and show their jobs to classmates.

*Video content:* A teacher and a student are in a classroom. The teacher is pointing to a whiteboard with a grid of letters. The student is pointing to the letter 'h' in the first row, second column. The whiteboard grid is as follows:  
x h a n a s  
m o f g c e  
s f e e t r  
y r m s u x

<b>School:</b> Jardín Octavio Paz	<b>Grade:</b> Third	<b>Group:</b> B
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**Teacher:** Vicente Gatica Pascacio

**Social Practice:** Identify information about her/his physical appearance

<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>- Recognize the names of body parts.</li> <li>- Compare and complete written names of body parts.</li> <li>- Participate exploring questions about body parts</li> </ul>	<p><b>Unit:</b></p> <p>2 A</p>	<p><b>Environment:</b></p> <p>Family and Community</p>
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<p><b>Final product:</b></p>	<p>A human body poster with names.</p> <p>A body crossword puzzle Completed with missing letters.</p> <p>A word search game with names of body parts</p>
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<p><b>Profile:</b></p>	<p>A group of 35 students in preschool, the group is really participative and have been doing a good job since the beginning. Most of the students have fine motor skill developed.</p>
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<p><b>Category of best practice chosen and justification</b></p>	<p>Developing specific skills Pre-writing.</p> <p>I chose this skill because I strongly believe that this is the best age to start developing writing it helps young learners to develop habilities specially the fine motor, what is more pre- writing brings more benefits I will say, when young students produce their first letters they try to compare, pronounce and imitate their sounds in the second language so they develop intonation and pronunciation as they try to write letters.</p> <p>Designing activities where they can play while learning is the best way to teach writing and students do not get bored, this is what a did in this practice.</p>
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<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>The time for this practice will be for a week .The activities will be done one them on Monday, one on Wednesday and the third one on Friday.</p> <p>This practice was designed to be done in any situation face to face class, on line, homework.</p> <p>The work sheets needed for the three activities were</p>
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	<p>designed to be printed, copy and draw by the parents.</p> <p>By the end of this practice students of 3 rd B will be able to identify written names, complete words, mention some letters.</p>
<p><b>Challenges:</b></p>	<ul style="list-style-type: none"> <li>▶ Every student in the group is going to participate in the activities</li> <li>▶ Students do the activities by themselves without parent´s help</li> <li>▶ Access to the information</li> <li>▶ Parent´s Digital habilities</li> </ul>
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.</b></p> <p><b>Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.</b></p>	<p><b>Starting:</b></p> <p>To start with, I recorded a short video for those students that cannot connect to live sessions this facilitate the explanation about how to do the work. In both, live sessions or video I do greeting I do a quick warm up activity about how many fingers do we have on one hand and then I count each finger one by one after this I present vocabulary while I sing and dance after that I show some flash cards of different parts of the body and repeat their names. Also I show a poster of the alphabet and sing it. To develop each step takes five minutes.</p> <p><b>Development:</b></p> <p>In my whiteboard I make a crossword game with some missing letters, I model how to complete words and make some questions about what letter should I use in order to complete the word. Later I let the students to complete their personal crosswords. To do the main work it takes about twenty minutes.</p> <p><b>Closure:</b></p> <p>At the end of activity they send me or show me their works so I can check each one I evaluate the spelling and give feedback. This part takes about seven minutes.</p>



## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

The practice was really successful most of the students of group 3rd B showed interest in each proposed activity also most of them had access to the information to the didactic material such work sheets. They were able to do the works in an accurate way. The suggested activities were designed to be meaningful, easy to do, adaptable and ludic. The final results prove that at the end of this practice more than 90% of students are able to complete words and identify names and say at least two letters from the alphabet.

I CAN	Yes I Can 	I Can do it with help 	No I Can 
I can complete names of parts of the body	✓		
I can identify written names of body parts		✓	
I can say some letters of the alfabeth			✓

**E) Asssment Tools.** Include the assessment tools that were designed.

### Rubric 1.

Type of rubric: Checklist

When will you use it? At the end of it

What do you want to assess? and why? The performance of students at writing and completing some words.

- *Insert a chart to create your rubric* -

Hello! What Can you do?... Name: \_\_\_\_\_

### Rubric 2.

Type of rubric: Checklist

When will you use it? At the end of the practice

What do you want to assess? and why? The performance of each student of the group during the learning. In order to know if these teaching practice was successful if not what to change in the next.

- Insert a chart to create your rubric -

**NOVEMBER ASSESMENT SOCIAL PRACTICE OF THE LANGUAGE:**

**IDENTIFY INFORMATION ABOUT PHYSICAL APPEARANCE**

<b>School:</b> JARDÍN DE NIÑOS. OCTAVIO PAZ	<b>School year:</b> 2019- 20	<b>Grade and Group:</b> 3 B
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**Teacher:** VICENTE GATICA P.

Student´s names	Explore questions about body parts			Identify body parts names in written cards			Point to different body parts		
	On its Own	With Little help	Difficult	On its Own	With Little help	Difficult	On its Own	With Little help	Difficult
	*			*			*		
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	*				*		*		

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I would like to be included because I strongly believe that what I proposed is and will be useful and meaningful for everyone, teachers, students, school and parents.

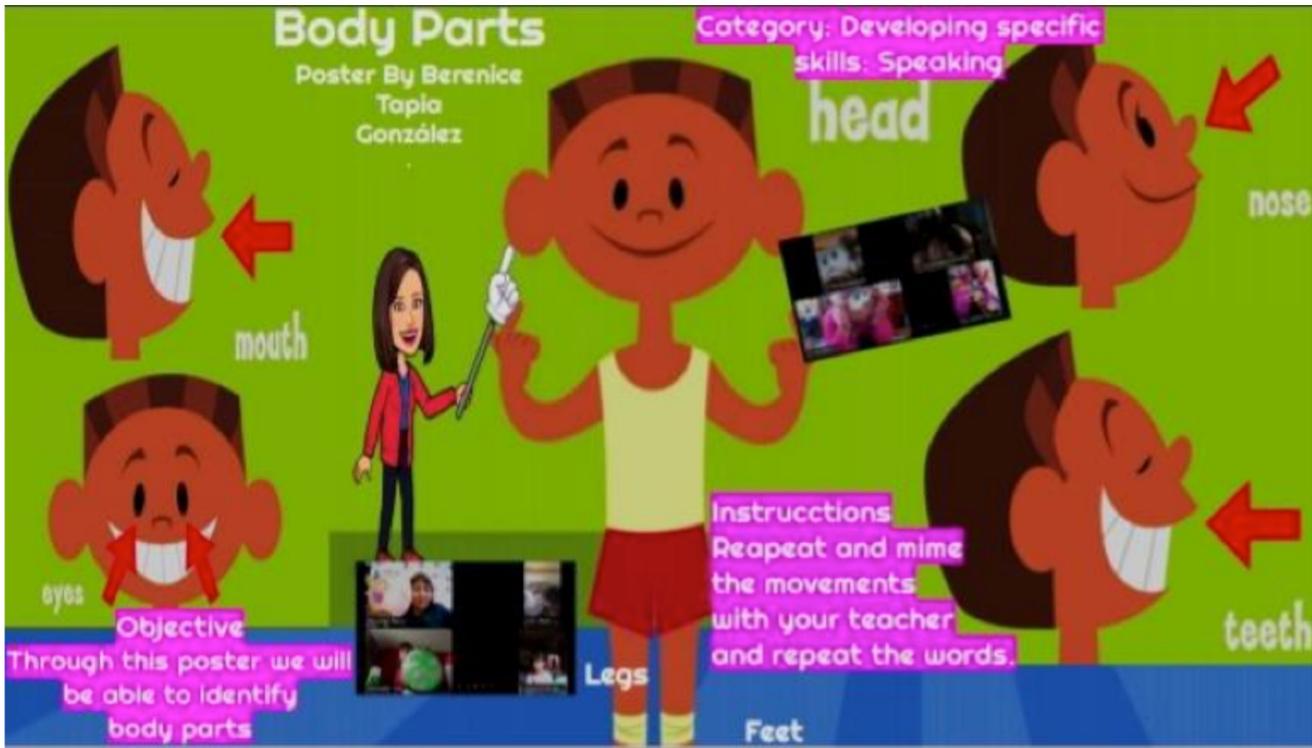
What I propose is to make English lessons more ludic and funny no matter the context including games, videos, more body language to explain vocabulary I know there are a variety of teaching materials but if there is something that you cannot find, dare to create your own didactic resources. Make your own videos like short lessons explaining what's the work about. Upload youtube videos and send them to your students, in this way all of them can access to information to do activities anywhere and anytime.

It will be fascinating to do activities in a funny way with games of completing words and others because kids learn playing, doing and experiencing. Is an excellent idea to use all the available resources while teaching English. Because of the context and the pandemic I noticed that it was necessary to do something more so I made a blend of my own videos presenting lexis, work sheets, live sessions, hand make material in order to make teaching-learning process more effective I have been doing this since the beginning of school year and has been successful.◆

# 4 Berenice Tapia González.

Developing Specific Skills.

## Body parts



<b>School:</b> Nahui Ollin	<b>Grade:</b> 3rd graders	<b>Group:</b> A
<b>Teacher:</b> Berenice Tapia González		
<b>Social Practice:</b> Identify information about physical aspect		
<b>Competencies:</b> Managing information  Creativity and innovation	<b>Unit:</b> Unit vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, legs, nose, hair, hands, feet.  5 session topic	<b>Environment:</b> Familiar and community
<b>Final product:</b>	Names of parts of the body for a poster (in this case we are going to change the poster for an inexpensive toy to learn body parts)	
<b>Profile:</b>	A bilingual (Nahuatl and Spanish) class of 35 students from Milpa Alta, Mexico city. All students are learning English to further their performances in elementary school.  Oswaldo and Ariadna are strong speakers but often inaccurate. Azul is accurate but is often reticent to speak.	

There are some kids that show some disability and they will be considered during the learning process in order to help them.

**Category of best practice chosen and justification**

- ▶ Visualization
  - ▶ TPR
  - ▶ Inquiry-based instruction
  - ▶ Project design
  - ▶ Classroom Management
  - ▶ Technology, as available. is used to facilitate teaching and learning.
  - ▶ Visualization
  - ▶ TPR
  - ▶ Inquiry-based instruction
  - ▶ Project design
  - ▶ Classroom Management
  - ▶ Technology, as available. is used to facilitate teaching and learning.
  - ▶ Visualization
  - ▶ TPR
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  - ▶ Project design
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  - ▶ Visualization
  - ▶ TPR
  - ▶ Inquiry-based instruction
  - ▶ Project design
  - ▶ Classroom Management
  - ▶ Technology, as available. is used to facilitate teaching and learning.
- Visualization  
 TPR  
 Inquiry-based instruction  
 Project design

	<p>Classroom Management</p> <p>Technology, as available it is used to facilitate teaching and learning.</p> <p>Developing specific skills: Speaking</p> <p>► Speaking</p>
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>Among the places that are located in a very high hill in Milpa Alta municipality. There is a big problematic situation that most of the people have to face every single day.</p> <p>Rural areas face a common challenge, their capacity to create high quality, sustainable jobs. That's why most of the people try to find a job in the city downtown or some of the families came across with small commercial activities in the surroundings.</p> <p>Because of these features this pretty nice community doesn't have the necessary services, for instance, electric light, internet connection, television, gadgets to work online. Most of them have got basic mobile phones that are not enough to get in touch with their teachers in this pandemic situation.</p> <p>An advantage that is being found out is that the town is based in a bilingual community (Spanish and Nahuatl) that gives a big toehold in the ESL students' learning.</p>
<p><b>Challenges:</b></p>	<p>Names of body parts will be recognized by the students. identification of body parts on a product toy.</p> <p>Students will participate in the exploration of questions and answers about the human body.</p> <p>Students' oral production will be corrected in the cases that are most needed.</p> <p>Online class session but it can be applied on a face to face, in case where students can have the zoom app or internet connection there will be a video which will be delivered using other channels of communication, most of the students have email addresses or whatsApp.</p>
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Be very descriptive. Divide into Starting point-</b></p>	<p><b>Starting:</b></p> <p>Warm up: (Online session) The teacher shows the students the name of the body parts through a song "Head Shoulder Knees and toes" with oral production the students will be able to repeat (drill) each one of them in a simple and</p>

**development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

attractive way with the use of TPR and a stuffed animal or doll, making funny movements with their body.

**Development:**

On the back wall, the teacher will place images of several little ones pointing out the parts of the body according to the lyrics of a song in English "My body". A short video with the phrases of this song will be presented.

Let´s play with a spinner about names of the face´s. While it is spinning students will try to guess the best answer.

<https://wordwall.net/es/resource/4043851/ruleta-con-partes-de-la-cara>

**Product:**

Showing a Mr. Potato Head, the teacher will place the body parts by mentioning one by one while doing it, in addition to the students they will have at hand an inflated balloon, a ball, or even a plastic plate and cut out body parts made of paper taken from a model, that the teacher will have previously sent to the students, which will be drawn, not printed, then, the students will place these on the ballon (or the object they decided to used), following the teacher indications, through repetition and observation. Teacher will elicit students any time when she is showing the body part "What body part is this, my friends?" students will answer.

**Closure:**

It will conclude with a summary using an animated video with a song to reinforce this learning. Students will be asked to make a short video in which they identify the parts of the body on their globe while pointing and mentioning them. Students will keep the balloon with the Mr. Potato body parts for the following classes. students will practice at home with their families.

## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

TPR and placement of body parts names are helping students to learn through the drilling.

With the correct motivation students will learn and get a communicative approach to the topic.

Oral production must be as clear as possible.

### Body Parts Rubric

Instrument that will show formative assessment.	
<b>Proficient 33 Points</b>	Participates in carrying out activities by identifying body parts. Shows participation in carrying out activities by identifying parts of the body.
<b>Emerging 25 Points</b>	Little participation in activities where the students identify the parts of the face.  Actively participates in carrying out activities by identifying parts of the body.
<b>Beginning 17 Points</b>	Identifies some parts of his/her body by its name in English.
<b>Beginning 17 Points</b>	Shows difficulty recognizing the name of the parts of the face in English.
<b>Proficient 33 Points</b>	Identifies all parts of its body by its name in English.
<b>Emerging 25 Points</b>	Participates in carrying out activities by identifying body parts.
<b>Beginning 17 Points</b>	Difficulty recognizing body parts in English.

### Grading students with disabilities It may involve

1. Attempting to apply the same grading system used for general education students to students with disabilities.
2. Developing a grading system for a special class.
3. Individualizing an existing grading system to meet the needs of a particular student.
4. Ask for help to the Special staff from UDEEI at the schools.

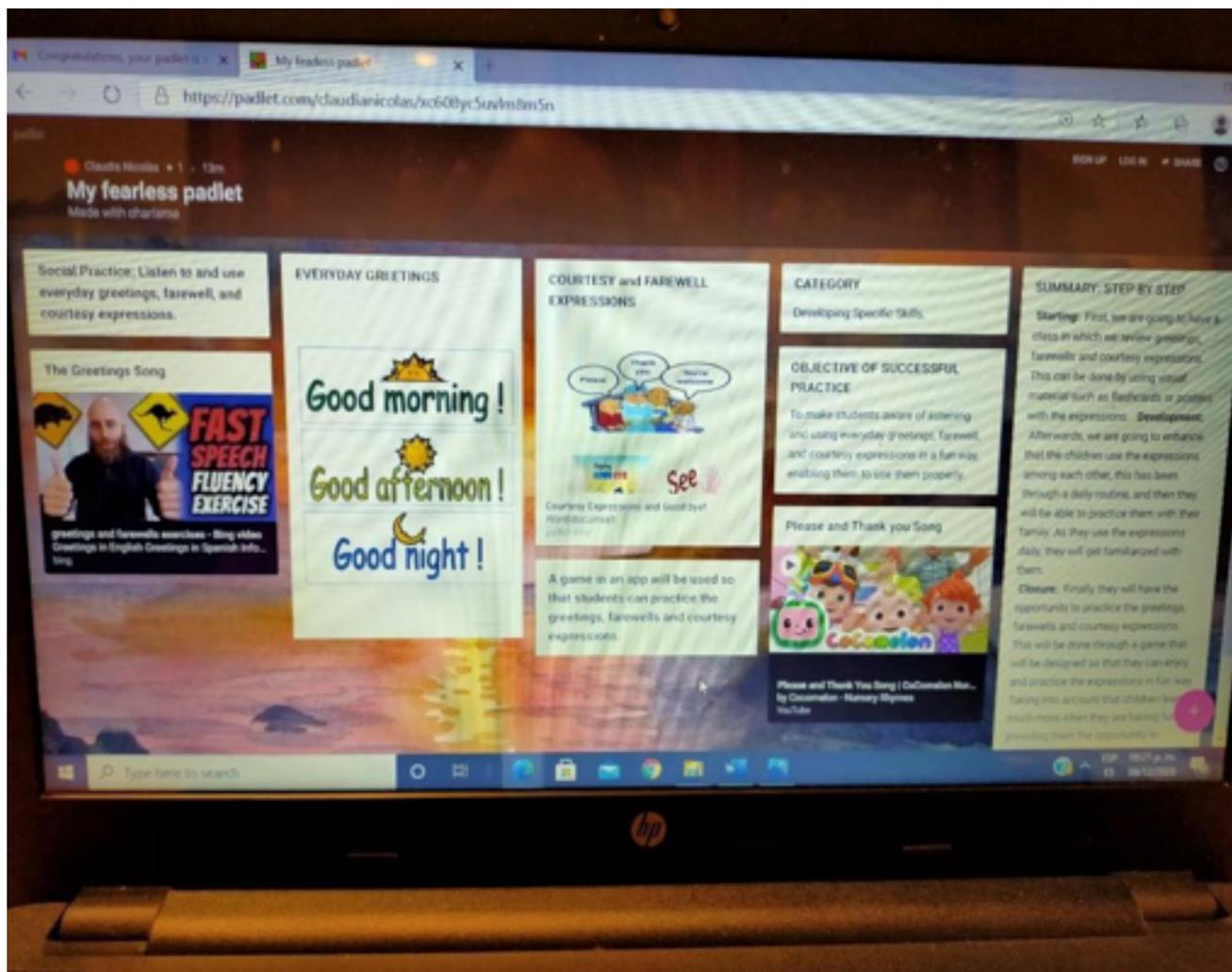
## Observation Guide

Actions to evaluate Student's Name and group	Record Yes	Record No	Record Sometimes	Observations
1 Joins a work team in the development of activities raised, about body parts.				
2 Actively participate in the team work providing criteria of solution to the proposed activity.				
3 Has an attitude of respect and tolerance with other members of the team.				
4 Deliver the product of the body parts activity with the criteria established for its elaboration or realization.				
5 Timely delivery of the body parts product of the assigned activity.				
6 Deliver the reflection report about the body parts learning process. Created by the teacher.				

# 5 Claudia Nicolás González.

Developing Specific Skills.

## Listen to and use everyday greetings, farewell, and courtesy expressions



**School:** J.N. FEDERICO  
FROEBEL

**Grade:** 3RD GRADE  
PRESCHOOL

**Group:** 3A, 3B, 3C.

**Teacher:** Claudia Nicolás González.

**Social Practice:** Listen to and use everyday greetings, farewell, and courtesy expressions.

<b>Competencies:</b> Explore and respond to greetings, farewells, and courtesy expressions.	<b>Unit:</b> 1	<b>Environment:</b> Familiar and Community.
<b>Final product:</b>	To develop a game through one of the many free applications available to enable students to practice the use of everyday greetings, farewell and courtesy expressions.	
<b>Profile:</b>	I decided to use Unit 1, for this work, because the topic is one which we use in our life from kids to adults.	
<b>Category of the selected successful practice:</b>	Developing Specific Skills.	
<b>Define your case study taking in consideration your tutor's feedback.</b>	<p>Jardín de Niños Federico Froebel is a big school with a lot of happy children willing to learn many things, the context is that most of them live with their parents or with their relatives: aunts, uncles and grandparents. There are some children who come from a kind of orphanatory called Casa de las Mercedes. Even though most of them have technological devices to work with, there are some others who do not have them.</p> <p>Nevertheless, the community sometimes is complaining about everything without taking into account all the efforts that are being made to have things work as properly as they can be.</p> <p>Due to this issue, I would like to work with an on-line resource for this school, that may be used during this pandemic that we are living as in face to face classes, whenever we have the possibility to return to school.</p> <p>These are the reasons why I would like to implement the successful practices in this school.</p>	
<b>Challenges:</b>	The main challenges are that:  1. The parents who do not know how to use technological devices will need extra help.	

	<p>2. At the beginning it will be difficult for kids to get engaged using the application, but once they know how to use them they will enjoy the activities.</p>
<p><b>Implementation:</b></p>	<ol style="list-style-type: none"> <li>1. To develop a game in which students can practice the greetings, farewell and courtesy expressions.</li> <li>2. I will start by choosing an application that will be suitable for this activity.</li> <li>3. The expected learnings are that students are able to practice the greetings, farewell and courtesy expressions in a fun way.</li> <li>4. The difficulties that I may face are: <ul style="list-style-type: none"> <li>▶ Perhaps it will be necessary to pay for the license so that many students can use it.</li> <li>▶ It will take certain period of time for students to get engaged in the activities.</li> </ul> </li> <li>5. The cognitive level that I will reach: <ul style="list-style-type: none"> <li>▶ Remembering: recall facts and basic concepts.</li> <li>▶ Understanding: Making sense of what they have learnt.</li> </ul> </li> <li>6. The advantage is that it could be used in an on-line / face to face class.</li> <li>7. I believe that this successful practice will benefit the kids: <ul style="list-style-type: none"> <li>▶ It will reinforce the previous knowledge that they have in a practical and fun way.</li> <li>▶ It will enable the students to use the technological applications with different devices such as tablets, laptops and mobile phones.</li> </ul> </li> </ol>
<p><b>Expected results:</b></p>	<p>The expected results are that students practice the greetings, farewell and courtesy expressions and get used to use them in a practical and fun way.</p>

**A) Assessment Tools.** Include the assessment tool that was displayed.

**Rubric 1.**

Type of rubric: Simple.

When will you use it? At the end of reviewing the topic and material used.

What do you want to assess? and why? I want to assess the knowledge that the children have acquired in a simple and effective way through the everyday practice, in a routinary way.

B) Only one rubric was used for this Successful Practice.

GREETINGS, FAREWELLS AND COURTESY EXPRESSIONS.

	YES	NO	IN THE PROCESS OF LEARNING IT	OBSERVATIONS
RECOGNIZES GREETINGS, FAREWELLS AND COURTESY EXPRESSIONS				
THE STUDENT CAN SAY GREETINGS, FAREWELLS AND COURTESY EXPRESSIONS.				
THE STUDENT CAN TRACE OR WRITE SOME LETTERS OF THE EXPRESSIONS.				
THE STUDENT CAN SING ANY OF THE SONGS.				
THE STUDENT CAN ANSWER WHEN SOMEBODY TELLS HIM/HER ANY OF THE GREETINGS, FAREWELLS AND COURTESY EXPRESSIONS.				

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I was very motivated in developing this Successful Practice, because I was able to use new applications that I had not been able to use until this moment to create an attractive successful practice for children to work with in off-line and on-line classes.

I would be delighted to be included in the final manual, because it would inspire me to continue improving my work in helping children acquire the knowledge of learning a second language in public schools.

H) Fill the format with the information that you have developed during the two workshops. Consider all the feedback given by your tutor, if everything was ok, just copy-paste your information.◆

# 6 Fernanda Monserrat Salazar Arellano.

Developing Specific Skills.

## Feelings and emotions

### FEELINGS AND EMOTIONS

**Objective:**

These activities help students to know, identify and manage emotions in daily action and relate them to the English language.

**Category:**

- Listening
- Speaking

**Video call (Google Meet)**

- Small groups 10 - 11 students
- 30 minutes

**What happens in the video call?**

- Warm up with emoticons faces (like those on WhatsApp) that represent some emotions.
- A presentation with images that will be shared in the video call of "Google Meet (30 minutes)" with the story: Paula and her multi color hair.
- A drawing and activity book (p. 65-66)
- The extra activity in the classroom.

**Note:**

An explanatory video is made for the students who did not enter the video call, it is shared on WhatsApp or in the classroom as material.

FDA SALAZAR

**School:** Kindergarten  
Antonio I. Delgado

**Grade:** 3rd

**Group:** A (N.S. 31)

**Teacher:** Fernanda Monserrat Salazar Arellano

**Social Practice:** Playful and literary

**Competencies:** Language and communication

**Unit:**  
4b (Activity book: Yes, we can!)

**Environment:**  
Feelings and Emotions

**Final product:**

- ▶ The teacher asks the students: How did Paula feel? What emotion does each color represent? How did you feel hearing the story? Etc.
  - ▶ The student develops a graphic evidence where the students draw his mood, at the end students will show the class his drawing and will mention his mood in Spanish and English.
  - ▶ Page 65-66 is answered. (Pages are answered if all students have the book)
  - ▶ To reinforce what was seen in the video call, an activity is left in the classroom in which the students will play to match the audio of the emotion with the corresponding image. (It will be requested as proof that the students with the support of their tutor record a 1-minute video where they are observed playing the indicated game, that they pronounce the words they hear and that they manage to relate the audio with the corresponding image, at the end of the game the parents will take a capture or photo of the result obtained. The video and the image will be uploaded to the classroom.)
- <https://learnenglishkids.britishcouncil.org/word-games/emotions-and-feelings-1>

**Profile:**

At the end of the lesson, students 3A PRONI program will be able to express, know and identify their feelings and emotions by creating and explaining their drawings. They can even continue to know and identify the emotions and feelings in the game of the page of British Council.

**Category of best practice chosen and justification**

- The following activities help to reinforce the skills of: Listening and speaking:
- ▶ Warm up with emoticons faces (like those on WhatsApp) that represent some emotions.
  - ▶ A presentation with images that will be shared in the video call of "Google Meet (30 minutes)" with the story:

	<p>Paula and her multi color hair.</p> <ul style="list-style-type: none"> <li>▶ A drawing and activity book (p. 65-66)</li> <li>▶ The extra activity in the classroom.</li> </ul> <p>NOTE:</p> <ul style="list-style-type: none"> <li>▶ Listening: it is important because it helps students to become familiar with the sounds of the vocabulary pronunciation and this can be implemented using visual resources such as videos and images.</li> <li>▶ Speaking: It is important because it helps students to be proactive and express themselves.</li> </ul>
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>A video call is made in a small group (10 – 11 students) in the “Google Meet” application (30 minutes) to practice the vocabulary seen in the program: Aprende en Casa II, in case a student cannot enter the session, the teacher make an explanatory video, where the vocabulary seen in class and in the Classroom activity is mentioned, the video is shared in WhatsApp groups or as material together with the Classroom activity.</p>
<p><b>Challenges:</b></p>	<ul style="list-style-type: none"> <li>▶ Problems with the Internet connection.</li> <li>▶ Low student attendance (in the first video calls).</li> <li>▶ They do not follow and do not respect the rules of video calls.</li> <li>▶ Not all students have the book, or the book has not yet arrived at school.</li> </ul>
<p><b>Implementation:</b></p>	<p>Starting: (7 minutes)</p>
<p><b>Now describe the implementation step by step. Make it very descriptive. Divide between Starting point-development and closure.</b></p> <p><b>Mention how much time you will need to develop each step of the successful practice. If it is possible, implement your practice with your students and include pictures.</b></p>	<ul style="list-style-type: none"> <li>▶ The teacher in English and in Spanish greets the students, mentions the rules of video calls (palettes with images of the rules will be displayed) and tells them today we are going to learn a warm-up called: Hello, hello, how are you? (The warm-up steps are shown, vocabulary is pronounced in English and Spanish. Each time an emotion or feeling is mentioned, a face will be displayed to represent it, and the students can relate the vocabulary to the image.)</li> <li>▶ Students are going to be asked to perform the movements and repeat the words after the teacher.</li> <li>▶ Hello students! How are you? (Hola alumnos, ¿Cómo están?), thumb up if you are happy or thumb down if you are sad (pulgar arriba si estas feliz o pulgar abajo si</li> </ul>

estas triste), pay attention, remember to activate your camera and turn off the microphone, you will only activate the microphone when you go to participate, to ask to speak remember to raise your hand (presta atención, recuerda activar tu cámara y apagar el micrófono, solo activarán el micrófono cuando vayan a participar, para pedir hablar recuerda levantar la mano.)

- ▶ Today we are going to learn a warm-up called: Hello, hello, how are you? (El día de hoy aprenderemos un warm up llamado: Hola, hola ¿Cómo estás?

Hello, hello... how are you? – Hola, hola ¿Cómo estás?

Fine, fine... thank you! – Bien, bien. Gracias

Hello, hello... how are you? – Hola, hola ¿Cómo estás?

Oh, oh... sad... - oh, oh...Triste.

Hello, hello... How are you? – Hola, hola ¿Cómo estás?

No, no... I am angry! – No, no.... Estoy enojado...

### **Development: (16 minutes)**

- ▶ The teacher will tell a story in English and Spanish (“Paula and her multi color hair”), the images will be shown so that the students can relate the vocabulary they hear with the images they see. At the end of the story some questions will be asked related to Paula’s story.
- ▶ The teacher asks the students: How did Paula feel? What emotion does each color represent? How did you feel hearing the story?
- ▶ The students together with the teacher practice the pronunciation of the vocabulary of the story:
  - Feliz - happy (rosa – pink)
  - Triste - sad (azul – blue)
  - Enojado - angry (rojo – red)
  - Miedo - scared. (negro – black)

### **Closure: (7 minutes)**

- ▶ Students draw a picture of how they feel and explain it at the end.
- ▶ Students answer some pages of the activity book. (p. 65-66)
- ▶ The teacher mentions that in the classroom they will have an activity with which they will be able to continue practicing the vocabulary seen and that it is important

- that they do so, and they can continue practicing the vocabulary with the explanatory video.
- At the end of the class, we say: goodbye teacher and friends!

## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

I consider that when analyzing my practice, I observe that it is adequate since it has different activities that help to practice listening and speaking, likewise, all these activities help to identify and properly handle emotions and feelings.

Let us remember that at this level, PRONI preschool students learn faster through listening and speaking skills, in addition, it is good to help them in a timely manner so that they begin to identify and regulate their emotions for their daily life.

**Assessment Tools.** Include the assessment tools that were designed.

### Rubric 1.

- Type of rubric: "Rubric to evaluate the didactic situation"
- When will you use it? This rubric is used when the student is presenting his drawing and talking about his emotions and feelings, as well as in the activity assigned to him/her in the classroom to verify that he/she knows, identifies, and can pronounce the vocabulary in English.
- What do you want to assess? and why? It will be evaluated that students can identify emotions and feelings, as well as that they can express how they feel.
- Insert a chart to create your rubric -

Feelings and Emotions				
<b>FORMULA:</b> The outstanding, satisfactory, basic and insufficient performance levels were established, assigning the numbers 2, 3, 4 and 5. Understanding as 5 the highest value achieved in expected learning and 2 as the lowest. To obtain the student's performance level, the performance level value is added and then divided by the number of quality indicators present in the rubric and the final result on the scale indicates the level of achievement achieved with respect to the expected learning .				
	<b>Excellent (5)</b> 5 Points	<b>Satisfactory (4)</b> 4 Points	<b>Basic (3)</b> 3 Points	<b>Insufficient (2)</b> 2 Points
<b>Emotional awareness</b>	Become aware of the interaction between the emotions addressed and the actions.	Identify and name the emotions addressed.	Identify the emotions addressed.	Perceive some of the emotions addressed.
<b>Emotional regulation</b>	Accept and express emotions appropriately.	Express your emotions appropriately.	Try to express some emotions appropriately.	Show difficulty expressing emotions.
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> Print Rubric</span> <span> Edit Rubric</span> <span> Copy Rubric</span> <span> Delete Rubric</span> </div>				
Quick Rubric URL: <a href="http://www.quickrubric.com/r#/qr/fda/feelings-and-emotions2">http://www.quickrubric.com/r#/qr/fda/feelings-and-emotions2</a>				<a href="#">View My Rubrics</a>

## Rubric 2.

- Type of rubric: “Rubric to evaluate the identification and pronunciation of the vocabulary of emotions and feelings in the video call”
- When will you use it? This rubric is used during the video call.
- What do you want to assess? and why? The participation of the students will be evaluated, that is, that they manage to know, identify, and pronounce the vocabulary, manage their emotions in their daily actions and relate it to the English language.
- Insert a chart to create your rubric

Performance levels				
Quality indicator	Insufficient (2)	Basic (3)	Satisfactory (4)	Excellent (5)
Recognize and manage to pronounce emotions and feelings.	Recognizes emotions and feelings in English with difficulty but cannot pronounce them.	Recognizes emotions and feelings but cannot express properly.	Recognize some emotions and feelings in English, sometimes can say some moods ...	Recognizes all emotions and feelings, can identify moods, and express them.
<b>Score</b>				

Student name	Insufficient (2)	Basic (3)	Satisfactory (4)	Excellent (5)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				

23				
24				
25				
26				
27				
28				
29				

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

Entering this course was a unique experience that gave me many lessons.

During the practice design process at the beginning, it was a bit difficult to define which theme to use and which kindergarten to choose, as each of the schools I have has different characteristics and needs.

I chose the topic of emotions because I consider it important that the preschool students of the PRONI program recognize their emotions and that they can also identify them in English.

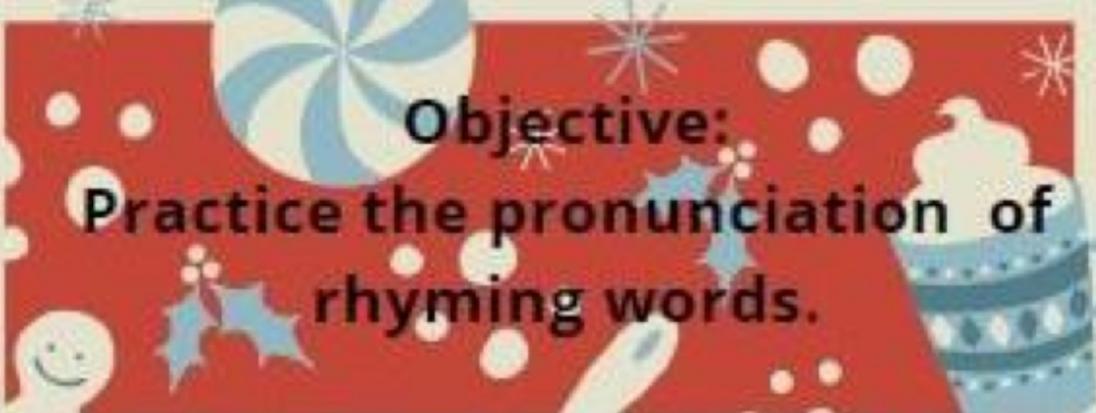
In the development of this practice, I took some ideas from other practices that I did to complement this successfully, likewise, the opinions of my tutors were timely and helped me to make improvements to have a successful practice in the end.

I would love for my practice to be included in the manual because it is a good option to teach emotions and feelings in a different way, as well as it would be a professional growth and development in my way of teaching. Apart from the fact that it would be an honor to have this opportunity in my first school year in public schools, in addition to sharing this practice and knowledge acquired with all my classmates, it is and would be an honor for me to be able to help my classmates like all of you have helped me in this course.♦

# 7 Julia Guadalupe Alba Munguia.

Developing Specific Skills.

## “My Christmas Rhymes”



**Objective:**  
Practice the pronunciation of rhyming words.



### My Christmas Rhyme

**DEVELOPING SPECIFIC SKILLS**

**LISTENING AND SPEAKING**



1. Starting:  
Present the vocabulary
2. Development:  
Drill x3
3. Closure: Record an audio repeating words identifying through flashcards.

<b>School:</b> J.N. La Pastora	<b>Grade:</b> 3rd.	<b>Group:</b> A
<b>Teacher:</b> Julia Guadalupe Alba Munguia		
<b>Social Practice:</b> Listen to rhymes and stories in verse.		
<b>Competencies:</b> Listen to rhymes and stories in verse	<b>Unit:</b> 2	<b>Environment:</b> LITERARY AND LUDIC
<b>Final product:</b>	TEXT WITH CHILDREN'S RHYMES	
<b>Profile:</b>	<p><b>AGE.</b> Students between 4 and 5 years old</p> <p><b>LOCATION.</b> My school is a Kindergarten located in Mexico. My school is at CDMX.</p> <p>We work on PRONI's Curriculum</p> <p>Myschool is located at GAM, in the La Pastora neighborhood. Low class.</p> <p><b>NUMBER OF MEMBERS IN THE COMMUNITY.</b> It has 6 groups: 1 of 1st grade, with 20 students; 2 of 2nd. Grade with 30 students and 3 of 3rd. Grade with 25 students.</p> <p><b>SPECIFIC CHARACTERISTICS.</b> My director is a good leader in my point of view.</p> <p>I have good communication between the members of the collegiate.</p> <p>The majority are large families. Parents maximum schooling: secondary school. Bad fed.</p> <p>Parents do not have good turnout. Most of them have poor communication resources with the teachers.</p> <p>Approximately 15% had sent online activities.</p> <p>Nevertheless they do their maximum effort.</p> <p>Absenteeism is another difficult situation that stops the class' rhythm.</p>	

**Category of best practice chosen and justification:**

## **LISTENING AND SPEAKING**

### **JUSTIFICATION**

Because of the general purpose of the subject Foreign Language.English in Cycle 1 is that the students develop skills, knowledge, attitudes and learning approaches in order to participate and interact in Social practices of the written and speaking language. Language comprehension involves the ability to respond to basic communication and personal needs in regular and familiar contexts suitable to this stage of language awareness and contact.

Listening comprehension involves understanding and paying attention to oral texts of personal interest.

Use personal experience as a motivation to listen and identify body language in oral exchanges.

Speaking implies the ability to reproduce sound and rhythmic patterns from rhymes, songs, and children poems.

**Define your case study taking in consideration the new elements.**

Getting 100% students engagement in distance learning by using different tools, in order not to stay out .

I have already checked the materials are available through:

- ▶ Whatsapp
- ▶ Facebook
- ▶ Classroom
- ▶ E-mail
- ▶ Online sessions

**Challenges:**

Achieve 100% students :

- ▶ Show curiosity and interest in learning about English and using it.
- ▶ Appreciate and enjoy literary and cultural expressions in English.
- ▶ Not limited by lack of access to technology.

TOPIC:	CHRISTMAS RHYMES	TIME
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step.</b></p> <p><b>Make it very descriptive.</b></p>	<p>The activity will be divided into 3 steps.</p> <p><b>1. Send instructions and information through digital media.</b></p> <ul style="list-style-type: none"> <li>▶ Whatsapp</li> <li>▶ Facebook</li> <li>▶ Classroom</li> <li>▶ E-mail</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▶ Read carefully everything that parents and students have to do.</li> <li>▶ Firstly, open Genially link, in order to learn and repeat the new vocabulary.</li> <li>▶ Secondly, open Flipgrid to watch the video and try to identify the words that are highlighted in the Genially activity.</li> </ul> <p>Students have to record the words that they listen to and try to repeat.</p> <ul style="list-style-type: none"> <li>▶ Read the story to identify the words that rhyme.</li> <li>▶ Answer the Quiz to assess and register the progress.</li> <li>▶ Replay the video as many times as they need to sing the song and share with their families.</li> </ul>	<p><b>Unlimited</b></p> <p><b>During a week</b></p>
	<p><b>2. Online session.</b></p> <ul style="list-style-type: none"> <li>▶ Each group will be divided into 3 teams. 10 students approximately for each team</li> <li>▶ The objective is to prompt and elicit one by one students, about the content on the materials.</li> <li>▶ Answer questions and clarify about how to complete the activities in which they have problems to understand.</li> <li>▶ Role play: by choosing someone to ask questions about the rhyming words.</li> <li>▶ Peer correction.</li> </ul>	<p><b>30 minutes</b></p>
	<p><b>1. Compilation and feedback.</b></p> <ul style="list-style-type: none"> <li>▶ Check all the students' activities</li> <li>▶ Send feedback to everyone.</li> <li>▶ Keep in a personal folder in DRIVE</li> </ul>	<p><b>Undefined</b></p> <p><b>Around 20 min by student</b></p>

<b>Divides between Starting point-development and closure.</b>	<b>Starting:</b>	<b>5 min</b>
	<ul style="list-style-type: none"> <li>▶ Greetings.</li> <li>▶ Sing a song of greetings.</li> <li>▶ Trigger questions about the topic.</li> </ul>	
	<b>Development:</b>	<b>20 min</b>
	<ul style="list-style-type: none"> <li>▶ Flashcards with the vocabulary. (3 min)</li> <li>▶ Drill: x 3 (3 min)</li> <li>▶ Identify the rhyming words clapping when listening to a similar sound on each word. (10 min)</li> <li>▶ Sing the son: "Jingle bells" (4 min)</li> </ul>	
	<b>Closure:</b>	<b>5 min</b>
	<ul style="list-style-type: none"> <li>▶ Feedback : Asking "Did you like the class?"</li> <li>▶ Farewell : sing " Goodbye song"</li> </ul>	
<b>Mention how much time you will need to develop each step of the successful practice.</b>	<p>During the online session I need to double the time:</p> <ul style="list-style-type: none"> <li>▶ Starting ; 10 minutes</li> <li>▶ Developing : 40 minutes</li> <li>▶ Closure: 10 minutes</li> </ul>	
<b>If it is possible, implement your practice with your students and include pictures.</b>		

**Resources:**

<b>Genially</b>	<a href="https://view.genial.ly/5fc42a72295ceb0d0e30cd76/horizontal-infographic-review-merry-christmas">https://view.genial.ly/5fc42a72295ceb0d0e30cd76/horizontal-infographic-review-merry-christmas</a>	
<b>Flipgrid</b>	<a href="https://flipgrid.com/0156c6ce">https://flipgrid.com/0156c6ce</a>	
<b>BookCreator</b>	<a href="https://read.bookcreator.com/RKqtlqGFQLQNTUKLDsCdSkbT0NZ2/37rB3ZxPTae213e0qLEpHg">https://read.bookcreator.com/RKqtlqGFQLQNTUKLDsCdSkbT0NZ2/37rB3ZxPTae213e0qLEpHg</a>	
<b>Edmodo</b>	<a href="https://new.edmodo.com/quiz-edit/24791362?group_id=36876069#questions">https://new.edmodo.com/quiz-edit/24791362?group_id=36876069#questions</a>	
<b>You Tube</b>	<a href="https://www.youtube.com/watch?v=eQ34DSTjsLQ&amp;list=PLTzV7bt6gF8UFGwN5iUTLcU-ErtROJ8SR&amp;index=56">https://www.youtube.com/watch?v=eQ34DSTjsLQ&amp;list=PLTzV7bt6gF8UFGwN5iUTLcU-ErtROJ8SR&amp;index=56</a>	

## Results

<b>According to your assessment tools make the final analysis of your practice.</b>		
<b>Include quantitative or qualitative analysis.</b>		

**Assessment Tools.** Include the assessment tools that were designed.

### **Rubric 1.**

Type of rubric:

When will you use it?

I use this kind of rubric as a summative assessment.

It is useful to get a diagnosis of each student according to the activity and the individual needs, learning styles and preferences.

What do you want to assess?

I want to assess how confident every student feels about learning a foreign language. I want to assess the impact that my activities cause in the students' interest.

...and why?

The reason is because the purpose of PRONI Cycle 1, is to sensitize about the existence of a foreign language.

- Insert a chart to create your rubric -

**JARDIN DE NIÑOS LA PASTORA**

JARDIN DE NIÑOS LA PASTORA

CYCLE 1	GRADE: 3°	GROUP	UNIT: DIAGNOS TIC	TEACHER: JULIA GUADALUPE ALBA MUNGUIA
---------	--------------	-------	----------------------	--

SOCIAL PRACTICE OF THE LANGUAGE:

SPECIFIC ACTIVITY WITH THE LANGUAGE:

ENVIRONMENT:			PRODUCT			
STUDENT'S NAME	PROMPTS	COMPLETE ANSWER	SHORT ANSWER	NO RESPONSE	ANSWER IN SPANISH	TEACHER'S COMMENTS
1						
2						

**ASSESSMENT CRITERIA**

NEEDS GUIDANCE (N)	ATTEMPTS TO USE THE LANGUAGE (A)	SATISFACTORY USE OF THE LANGUAGE (S)	INDEPENDENT USER (I)
6-7	8	9	10

NOTES:

**Rubric 2.**

Type of rubric:

When will you use it?

I use this kind of rubric as a formative assessment.

It is useful to grade each student according to the activity and the individual progress.

I try to use it every session in order to get an individual record and keep the evidence in a portfolio.

What do you want to assess?

I want to assess how confident every student feels about learning a foreign language. I want to assess the impact that my activities cause on the students' interest.

...and why?

Because the purpose of PRONI Cycle 1, is to sensitize about the existence of a foreign language.

To adapt or reorganize the class pacing.

To create new activities that cover the students needs according to their learning style. -

Insert a chart to create your rubric -

NAME:				ORAL TEST:	
TEACHER:				UNIT:	GRADE:
PART	PROMPTS	COMPLETE ANSWER	SHORT ANSWER	NO RESPONSE/ ANSWER IN SPANISH	COMMENTS

**BOTH OF THEM**

J.N.LA PASTORA				09DJN0925Y			
JULIA GUADALUPE ALBA MUNGUIA				UNIDAD 2 A- B			
FECHA:				GRUPO:			
EVALUACIÓN CONTINUA TRABAJO EN EL LIBRO				PAGINAS:			
MARCADORES		1 = EN PROCESO		2 = CON APOYO		3 = ADQUIRIDO	
NOMBRE	PÁGINA	FECHA	GRAFÍAS	CONTEO	REMAR-CADO	IDENTIFI-CACIÓN DE LETRAS	COLOREA-DO
MARIANA							
ANGEL							

WHAT DID I LEARN IN THIS SOCIAL PRACTICE?

---

**NUMBER THE FOLLOWING ACTIVITIES ACCORDING TO HOW WELL YOU LEARNED THEM.**

1= VERY WELL 5=NOT VERY WELL

---

**POSTER PRESENTATION FEEDBACK**

	
1. I understand it.	
2. I like the graphics.	
3. It is creative.	
4. It is useful.	
5. It is complete.	

NOTES: DATE:

---

NAME	NOTES	ACTION PLAN

### NOTES FROM OBSERVATION

SOCIAL PRACTICE:

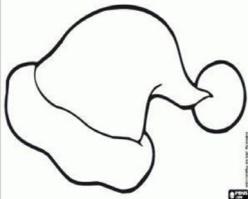
SPECIFIC COMPETENCE:

### TEACHER OBSERVATIONS

NAME:	NAME:	NAME:	NAME:

### ASSESSMENT OF A SUCCESSFUL PRACTICE

FORMATIVE	DESCRIPTION
Christmas Rhymes	<ul style="list-style-type: none"> <li>▶ Identify words that rhyme.</li> <li>▶ Identify the first letter in a word.</li> <li>▶ Recognize directionality of writing.</li> <li>▶ Associate the word with the image.</li> </ul>
happy                      snappy	
toy                            enjoy	
heart                        smart	
green                        clean	
led                            red	
Drill	
Phonics Videos	<a href="https://www.youtube.com/watch?v=zhUHBu iFB8AA">https://www.youtube.com/watch?v=zhUHBu iFB8AA</a> <ul style="list-style-type: none"> <li>▶ Play the video x3</li> <li>▶ 1st. Listen</li> <li>▶ 2nd. Repeat</li> <li>▶ 3rd. Correct and check</li> </ul>

SUMMATIVE		DESCRIPTION	
Name:		<ul style="list-style-type: none"> <li>▶ Look for the word and circle.</li> <li>▶ Match the word with the image.</li> <li>▶ Describe what you see and color</li> </ul>	
q w s a n t a h n h b g t r e l f s g p t n			
k a r e d g r e e n f e s                      a			
Santa	elf		
			
red	green		
			

BOTH OF THEM							
J.N.LA PASTORA				09DJN0925Y			
JULIA GUADALUPE ALBA MUNGUA				UNIDAD 1 A- B			
FECHA:		GRUPO:		ELVIA SARAI HERNANDEZ CEDILLO			
EVALUACIÓN CONTINUA TRABAJO EN EL LIBRO				PAGINAS:			
MARCADORES		1 = EN PROCESO		2 = CON APOYO		3 = ADQUIRIDO	
NOMBRE	PÁGINA	FECHA	REPITE LAS PALABRAS	RESUELVE CON SUS PROPIOS MEDIOS	REMAR-CADO	IDENTIFI-CACIÓN DE LETRAS	COLOREA-DO
MARIANA							
ANGEL							

NAME:				ORAL TEST:	
TEACHER:				UNIT:	GRADE:
PART	PROMPTS	COMPLETE ANSWER	SHORT ANSWER	NO RESPONSE/ ANSWER IN SPANISH	COMMENTS

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

Nowadays the pandemic situation, at first made me feel doubtful about my professional practice. Secondly, I revealed my deficiencies in the use of technology.

But thinking about my students' emotional situations, their lack of opportunities in their real context, encouraged me to face my own fear and try to do my best for them. I think this was the trigger to develop the best planning and efficient activities. Despite the fear, I feel very satisfied due to my job and the results for instance.

I would like to be included in the final manual, because I think I have good ideas, and these could be adaptable, affordable and applicable in any context.

If I have the opportunity to contribute in the final manual I could share and learn in pairs with my colleagues in benefit of the students' learning.

I will be very pleased to take part in this important national project.

Classroom Management ♦

# 8 Damián Inocencio Ramírez Trejo.

Developing Specific Skills.

## “My emotions storybook”

**Jardín de Niños  
"Piltzintli"**  
Invites you to create your own  
**"EMOTIONS STORY BOOK"**

**CATEGORY:  
CLASSROOM MANAGEMENT**

**OBJECTIVE: THAT STUDENTS PARTICIPATE IN KNOWING THEIR OWN EMOTIONS  
AND HOW TO REACT POSITIVELY WITH THEIR PAIRS.**

**SUMMARY**  
(3 SESSIONS/30 MINUTES EACH ONE)

- **SESSION 1. BEGINNING: PRESENTATION (VOCABULARY).**
- **SESSION 2. DEVELOPMENT: PRESENTATION OF TWO STORIES**
- **SESSION 3. CLOSURE: MAKE YOUR OWN STORYBOOKS**

**STORY BOOKS:**  
"THE COLOR MONSTER" (BY ANNA LLENAS)  
"BABY TURTLE'S TALE" (BY ELLE J. MC.GUINNESS)

Presented by Teacher Damián I. Ramírez Trejo.

**MATERIALS:  
SHEETS, COLORS, AND LOTS OF IMAGINATION**

**ON LINE OR  
FACE TO FACE SESSIONS.**

<b>School:</b> JARDÍN DE NIÑOS "PILTZINTLI" JARDÍN DE NIÑOS "RAFAEL RAMÍREZ	<b>Grade:</b> Grade: 3rd Preschool Grade: 3rd Preschool	<b>Group:</b> C <b>Group:</b> C
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**Teacher:** DAMIÁN INOCENCIO RAMÍREZ TREJO.

**Social Practice:** Listen to stories to relate them with feelings.

<b>Competencies:</b> Listens and follows the reading of stories.	<b>Unit:</b> 4B	<b>Environment:</b> Ludic and Literacy.
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**Final product:** Illustrated text with moods.

**Profile:** The school community is basically based on preschoolers, in a range of 4-6 years old children, who live in a location where most of the people have low financial resources. One of the schools where I work (Jardín de Niños "Piltzintli"), has a population of approximately 280 members; the other one (Jardín de Niños "Rafael Ramírez"), has a population of approximately 210 members. Both branches, include students on 2nd and 3rd grade. Even though, i, as an English Teacher, work specifically with 3rd grade. Most of the parents work during the week until late, (even, father and mother at the same time), so, basically another relative take care of the students. They also take physical education classes.

Besides. Students have eating services as a plus. That is why they stay at school seven hours a day.

**Category of best practice chosen and justification** Classroom Management

**Define your case study taking in consideration the new elements.**

**SWOT**

**STRENGTHS.** We have full human resources, who are available all the time and we are eager to learn in order to promote students' knowledge.

**OPPORTUNITIES.** The community is aware of the good service, as teachers, we offer to students. Besides both schools have eating service for students, which give opportunities to parents for working time.

**WEAKNESSES.** The access to internet at school or at students' home.

Materials at school are not available.

	<p>Students' attendance or participation is low. Students' behavior. They tend to misbehave at school time.</p> <p><b>THREATS.</b> Parents' participation. Because of work, other children's school levels at home, or parents are not used to be in touch with ITC's., or even with the English language.</p> <p>My groups need to be in a positive classroom climate in order to motivate students as well as parents to be more attentive and participative in in development of the acquisition of a second language. They need to be aware of the paramount importance of English as a second language in this changing and challenging world.</p>
<p><b>Challenges:</b></p>	<p>Avoiding Disrupting Class by Talking.</p> <p>Active learning, with all the attendant noise and movement of students doing and talking.</p> <p>Heterogeneous classrooms where individual needs are met through individualized activities, no segregation.</p>
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.</b></p> <p><b>Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.</b></p>	<p><b>OBJECTIVES:</b> That students participate in knowing their own emotions and how to react positively with their pairs.</p> <p>That students watch an on-line lecture and participate by themselves without the assistance of their parents.</p> <p>Expected Learning Outcomes: Listens and follows the reading of stories.</p> <p>Materials: Digital or Physical Flashcards of emotions</p> <p>Story books "Baby Turtle's Tale, (McGuinness, Elle J; Caron, Romi, 2009)", and "Color Monster, (Llenas, ana; 2018)".</p> <p>Possible difficulties: That students couldn't be connected online because of different reasons.</p> <p>That students wouldn't understand the emotions presented. Problems with the internet connectivity.</p> <p>I'm considering implementing this proposal in an on-line or face-to-face session, the materials can be digital and/or Physical.</p> <p>THEME: "MY EMOTIONS STORY BOOK".</p>

Steps:

Sessions: 3 (30 mins each)

### **Starting:**

Session 1

Beginning. 5 minutes.

- ▶ Brainstorm to detect sts' previous background or knowledge. (greetings and courtesy expressions).

Development. 15 minutes.

- ▶ Presentation of new vocabulary (oral and written, e.g., happy, sad, scared, surprised, angry, calm, etc.).  
[https://drive.google.com/drive/folders/1Jz14qEoH5rV\\_oc-5zfqqNxeNgplJio5i?usp=sharing](https://drive.google.com/drive/folders/1Jz14qEoH5rV_oc-5zfqqNxeNgplJio5i?usp=sharing)
- ▶ Sts practice orally. Closure. 10 minutes
- ▶ Sts look for visual resources to represent each emotion.

### **Development:**

Session 2

Beginning. 10 minutes.

- ▶ Word Game (Alphabet Soup, with greetings and courtesy expressions). Development. 10 minutes.
- ▶ I present the storybook orally.
- ▶ Sts raise their hands when they listen to each word presented above.
- ▶ Sts mention by turns the words they listen to.
- ▶ I present the storybook again "Baby Turtle's Tale" with graphic supports (Physical or digital).

Closure. 10 minutes.

- ▶ Sts mention what they think about the story, how they feel, what would they do in that case, etc.

### **Closure:**

Session 3

Beginning. 10 minutes.

- ▶ Brainstorm previous knowledge
- ▶ I present the second storybook "Color Monster".  
Development. 10 minutes

- ▶ Sts create a storybook with images and text they made by themselves.

Closure. 10 minutes.

- ▶ Sts present their creations to the class.
- ▶ Sts talk about how they feel by doing their own storybook.
- ▶ Sts present their storybook to their families.

**Bibliography:**

“Baby Turtle´s Tale, (McGuinness, Elle J; Caron, Romi, 2009)”. “Color Monster, (Llenas, ana; 2018)”.

[https://drive.google.com/file/d/1MqwVQneQaPO4W\\_J7A4I9frpfcZMELCJT/view?usp=sharing](https://drive.google.com/file/d/1MqwVQneQaPO4W_J7A4I9frpfcZMELCJT/view?usp=sharing)

**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

I expect students do not only learn English, but also, be involved in their own learning by a Challenge Based Learning Method.

Besides I expect that some other teachers could use part of this sequence in order to improve their students´ behavior, based on the didactic strategy above mentioned.

**E) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric:

When will you use it?

What do you want to assess? and why?

- Insert a chart to create your rubric -

## FORMATIVE ASSESSMENT

Expected Learning

Outcomes: Listens and follows the reading of stories.

	<b>ADVANCED</b>	<b>BASIC</b>	<b>IN PROGRESS</b>
WRITTEN EXPRESSION	I can write names of emotions	I can write some emotions with some help	I can't yet write names of emotions
WRITTEN UNDERSTANDING	I can read names of emotions	I can read some emotions with some help	I can't yet read names of emotions
ORAL EXPRESSION	I can say names of emotions	I can say some emotions with some help	I can't yet say names of emotions
ORAL UNDERSTANDING	I can listen and understand names of emotions	I can listen and understand names of some emotions	I can't yet understand names of emotions
ATTITUD TO THE LANGUAGE	I usually participate in the language activities	I sometimes participate in the language activities	I rarely participate in the language activities
MULTI MODAL	I express myself with resources like body language or visual aids	I sometimes use other resources to communicate	I can't express myself with other resources
SOCIAL ATTITUDE	I understand and respect people's personalities	I sometimes react positively towards others	I don't tolerate other people's personalities

### Rubric 2.

Type of rubric:

When will you use it?

What do you want to assess? and why?

- Insert a chart to create your rubric -

## SUMMATIVE ASSESSMENT

Expected Learning

Outcomes: Listens and follows the reading of stories.

PROJECT: "My emotions storybook"		
LEVEL 4	ADVANCED	I can listen and follow the reading of stories; besides I can express a story
LEVEL 3	SATISFACTORY	I can listen and follow the reading of stories
LEVEL 2	IN PROGRESS	I can understand some key points in a story
LEVEL 1	NOT SATISFACTORY	I can not listen or follow the reading of stories

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

At first, I felt a bit confused since I didn't know what to start with, but little by little when I was reading about the topics and attending the sessions on line, I discovered the importance of being in continuous development. That's how I got the main ideas to prepare my productions.

I would like to be included in the final manual, because I consider that my work fully fits the requirements to improve any practice. I would like to share the knowledge I acquired during this course, in order to help other teachers to improve their practices as well as we create new practices that transform English learning methods in Mexico.◆

# 9 Armando Bonilla Vera.

Classroom Management.

## Rules for online classes.

**The rules for Online Classes**

Activate previous knowledges by playing a silent video with different rules for online classes

Play the home-made video "rules for online classes" to present the vocabulary to the class.

Ask students and parents which the most important rule for online classes is for them

Rank the rules for online classes in order of importance

Play a piece of beat-box music style and use the ranked rules to create a rap song

Sing the "Rap of the Rules for Online Classes"

CLASSROOM MANAGEMENT

PROMOTE RESPECT FOR ESTABLISHED RULES

ENGAGE PARENTS IN THEIR KIDS LEARNING

**Based on Aprende en casa II program**

Week 11 Theme:  
Los señalamientos  
Del área de estudio

Expected Learning Outcome:  
Participa en la elaboración de señalamientos del salón.

Emphasis:  
Participa en la elaboración de un señalamiento del salón.

**School:**  
CAI 12 "JESÚS REYES  
HEROLES"  
JN "REPÚBLICA DE  
VENEZUELA"  
JN "PROFRA. EMMA  
OLGUÍN HERMIDA"

**Grade:** PRESCHOOL 3rd

**Group:**  
IIIB  
3ºA & 3º B  
3º A, 3º B, 3º C, & 3º D

**Teacher:** ARMANDO BONILLA VERA

**Social Practice:** "SEÑALAMIENTOS DEL ÁREA DE ESTUDIO"  
Based on "APRENDE EN CASA II" program, week 11.

<p><b>Competencies:</b> LEARNING OUTCOME:</p> <p>Participa en la elaboración de señalamientos para el salón.</p>	<p><b>Unit:</b> Emphasis:</p> <p>Participa en la elaboración de señalamientos para el salón.</p>	<p><b>Environment:</b> Academic and formative</p>
<p><b>Final product:</b></p>	<p>Signals with the “Rules for online classes” Signals with the “Rules for online classes”</p>	
<p><b>Profile:</b></p>	<p>“3 different contexts, 1 common problem.”</p> <p>The biggest problem I can detect at this moment is that some children do not respect rules for online classes. Educators and specialists have explained the importance of respecting rules, but they seem not to care about it. Some of them enjoy interrupting other speakers or distracting their classmates, others do not turn the camera on, so we do not know whether they are doing the activities, and some others are eating or playing while the rest of the class is trying to pay attention and follow instructions. It is not a general problem, but it is really frustrating to see how parents promote and celebrate this behavior.</p>	
<p><b>Category of best practice chosen and justification</b></p>	<p><b>Classroom management</b></p> <p>I chose this successful practice category because classroom management has to do with established rules that need to be followed to create a respectful learning environment. Nowadays we are working virtually due to the COVID-19 pandemic, and the rules for online classes are a good excuse to promote respect not only for the online classes, but for all the established rules in our society among preschoolers and their families.</p>	
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p><b>CASE STUDY:</b></p> <p>Questions to analyze:</p> <p><b>1. What do parents and students most want from a public school giving English classes?</b></p> <p>It is difficult to say what parents expect from a public school giving English classes because most of them had bad experiences when studying English at secondary or high-school. That provokes that parents reject working on English activities or help children learn the language. On the other hand, some parents think that their children will go to primary school speaking English as</p>	

natives, and do not understand that in public education preschools PRONI's main objective is that students get familiarized with a language different from their mother tongue as well as respond to basic communication needs in daily contexts.

**2. What do parents and students most want from a public school?**

Sadly, most of the parents think that preschool is the place where can take children and leave them in order for educators and specialists to take care of them. Currently, in moments of home confinement, some parents escape from their responsibilities by sitting children in front of the computer, tablet or cellphone and make them attend the online classes. Some other parents think that their children do not need to take online classes as long as they keep on receiving the scholarship given by the government.

**3. What do the school's worst critics say about the school?**

Usually parents think that educators and specialists do nothing but taking care of their children. It is sad to see how parents react in open classes when their children show what they can do and how much they know.

**4. How can we convince students and parents that by respecting the rules for online classes, their learning and attention improve?**

It is definitely a great challenge. I am thinking about using different techniques, on one way for children to assimilate what I want them to learn and the meaning of specific rules for online classes and on the other way create a peaceful and respectful learning environment.

**Challenges:**

**What can I do to impact in this case study?**

1. Convince students and parents that by respecting the rules for online classes, their learning and attention will improve.
2. Make students and parents think about the benefits that respecting rules bring by modeling such respect.
3. Provoke the sense of practicing how to respect rules in a vivid way.
4. Deal with different kinds of parents' or families' beliefs,

customs, traditions and ideas in a respectful and tolerant way.

5. Be empathetic and understand that we all are learning and getting adapted to distance learning and teaching.
6. Get parents involved in their kids' English classes
7. Set the rules and verify that everybody respects them when we are connected.
8. Use rap style music to catch students and parents attention.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

In the previous class, students were sent 8 images with the Rules for Online Classes. They were asked to decorate them and keep them ready to use them during this class.

**Starting:**

**Setting Context:** (15 minutes)

Show Students and parents a silent video in which rules for online classes are presented.

Ask Students and parents to think about what each rule means and why it is important to respect them.

Ask Students and parents to choose the rule that they consider as the most important.

Use the video "Rules for Online Classes" to teach 7 rules for online classes' in English.

Ask Students and parents to look and listen to the video presented. Video available on: <https://photos.app.goo.gl/cT8bykFisCneiMmS8>

Play the video one more time and ask Ss and parents to show their signals when they listen to each rule for online classes.

**Development:** (10 minutes)

Ask Students and parents "What's the most important rule for you?"

Ask 7 different students which rule is the most important for them and why.

**1. Closure:** (25 minutes)

Ask Students and parents to rank them depending on the importance they have in the class. Example:

What goes first, BE ON TIME or CAMERA ON?

What is after BE ON TIME, RAISE YOUR HAND or ALWAYS BE WITH AN ADULT? ...

After ranking the rules for online classes, play a short piece of beat-boxing rhythm and include, with the help of the class, the rules for online classes to create a rap. Guide students and parents so that they can rank the rules for online classes in the following order:

1. Be on time / 2. Always be with an adult / 3. No food. No drinks / 4. No distractors/ 5. Camera on / 6. Microphone off / 7. Raise your hand to participate.

Ask children to wear sunglasses and baseball caps to look like professional Rappers.

Play video “RAP OF THE RULES FOR ONLINE CLASSES” and sing with students and parents. Video Available on: [https://photos.google.com/u/1/photo/AF1QipPUVCRRzKqm1VghH-Y\\_2DVZRU2BnVjhcbmCNOJ1](https://photos.google.com/u/1/photo/AF1QipPUVCRRzKqm1VghH-Y_2DVZRU2BnVjhcbmCNOJ1)

**2.** (5 minutes)

Ask Students and parents what we did in the class and to tell the class why following rules is important.

Share the video with the class, ask Students and parents to play it and sing it as many times as needed.

HOMEWORK: Invite students and parents to read or listen to the book “Basic Rules for Online Classes” available on: <https://read.bookcreator.com/1EC7qWga7YZKBUgZk7Vxpkt1saE2/zvK9nQj9SQ6ATEh25ZNvbw>

**Results**

**According to your assessment tools make the final analysis of your practice.**

It was a really attractive practice. Children had fun, and learned rules for online classes.

When pronouncing the rules, now they do it with a special rhythm, intonation and fluency, I did not imagine that singing a simple RAP could help them improve their pronunciation.

**Include quantitative or qualitative analysis.**

During classes students and parents have shown themselves more respectful as far as it concerns to online rules

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: FORMATIVE

Allows teacher to monitor student learning and check understanding. When will you use it? During the class.

What do you want to assess? and why?. Students' previous knowledge about respecting established rules, how they appropriate of the rules presented and their participation in ludic activities.

- Insert a chart to create your rubric -

Rubric:			
SCHOOL:		Group:	DATE:
NAME:			
Does the child...			
<b>Points→</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Know what rules are and the consequences if not respecting them?</b>	Yes. He /she is conscious.	He/she has an idea.	Not at all.
<b>Stay focused the entire time?</b>	Completely	Partially	Distracted
<b>Participate during the class?</b>	Actively	Only when asked directly	Passively
<b>Complete the assignments?</b>	With autonomy	With a little help.	Under supervision and with help of an adult
<b>TOTAL</b>	<b>OF 12 POINTS</b>		

**Rubric 2.**

Type of rubric: SUMMATIVE

This allows Teacher to make further improvements in future iterations, evaluate the effectiveness of some teaching techniques, and realize whether students have met the learning outcomes

When will you use it? At the end of the lesson

What do you want to assess? and why? How pertinent the activities were for preschoolers, how music helped students reach the objectives and whether getting parents involved into preschoolers' classes brings benefits for them or not.

- Insert a chart to create your rubric -

Points→	3	2	1
<b>Were the suggested activities pertinent for students to work on them?</b>	Yes.	More or less.	No.
<b>How difficult was it for children to complete the assignments?</b>	Easy	More or less.	Difficult
<b>Did suggested activities help children meet the expected learning outcome?</b>	Completely	Partially	Not at all.
<b>Did the suggested activities promote team-working between parents and students?</b>	Yes.	More or less.	No.
<b>Was the use of music attractive for children and parents?</b>	Yes.	More or less.	No.
<b>TOTAL</b>	OF 15 POINTS		

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

It all started when I realized that during this school term, in all of the groups I work with, students and parents did not respect the rules for online classes. It’s true that we are all getting adapted to a new way of teaching because of the pandemic, but it does not mean that we are allowed to disrespect rules and disturb others when being connected.

I first thought about a way to impact and convince students and parents that respecting rules help people improve concentration and learning. Then I focused on strategies that allowed me to get parents attention and engage them on their kids’ learning. Finally, I realize that if I could reach these couple of goals, I would have everything I needed to create a peaceful learning environment.

This is how the idea that by composing a rap and get it sung by students and parents could be a new way for students to learn and appropriate of the rules for online classes.◆

# 10 Maribel Hernández Valdivia.

Developing Specific Skills.

## Household

IN ENGLISH CLASS



**WE  
ARE  
A  
TEAM**



**WE  
TRY  
OUR  
BEST**



**WE  
CREATE  
AND  
SPEAK**



**School:** CASI EL ROSAL

**Grade:** 3rd

**Group:** A & B

**Teacher:**

**Social Practice:** RECOGNIZES INFORMATION ABOUT HOUSEHOLD OBJECTS

**Competencies:**

- ▶ EXPLORE INFORMATION IN ILLUSTRATED MATERIALS.
- ▶ SHARES INFORMATION
- ▶ EXPLORES HOW TO WRITE WORDS

**Unit:**

Unit: 2ND TRIMESTER

**Environment:**

FAMILIAR AND COMMUNITY

**Final product:**

ILLUSTRATED INVENTORY WITH HOUSEHOLD OBJECTS

**Profile:**

3rd GRADE PRESCHOOL

THE THIRD GRADE STUDENTS FROM CASI EL ROSAL ARE FIVE YEARS OLD, MOST OF THEM LIVE IN A VULNERABLE ZONE.

CASI EL ROSAL IS LOCATED IN THE SOUTH OF MEXICO CITY, IT IS A TRADITIONAL PLACE IN A LOCATION OF MAGDALENA CONTRERAS, BUT IT IS ALSO A VERY POOR ZONE, WHERE MOST OF THE FAMILIES HAVE MORE THAN THREE CHILDREN, A LARGE NUMBER OF SEPARATED FAMILIES WITH A LOW ECONOMICAL SITUATION.

ACTUALLY, FAMILIES ARE FOCUS ON THEIR NEEDS MORE THAN ON THEIR CHILDREN'S SCHOOL EDUCATION IN THIS PANDEMIC TIME. ON THE OTHER HAND, THEY DON'T HAVE HIGH EXPECTATIONS ABOUT ENGLISH LANGUAGE BECAUSE THEY DON'T HAVE ALMOST ANY KNOWLEDGE ABOUT THE LANGUAGE OR IN OTHER CASES THEY DON'T HAVE THE KNOW HOW OF USING THE BASES OF A COMPUTER OR ANY PROGRAM.

IN THE WORST CASE, THEY HAVE JUST ONE DEVICE, WHICH IS NOT ENOUGH FOR ALL THE STUDENTS IN THE FAMILY.

FINALLY, THE BIGGEST PROBLEM, IS THE FACT THAT MOMS WHO ARE IN CHARGE TAKING CARE OF THEIR CHILDREN, ARE EXPERTS ONLY IN SOCIAL NETWORKS, BUT THEY DON'T KNOW HOW TO USE APPS FOR EDUACTION, THIS SITUATION MEANS A LOW PARTICIPATION IN THIS NEW NORMAL LIFESTYLE.

<p><b>Category of best practice chosen and justification</b></p>	<p>According to the application of theory to methods and materials, the language acquisition occurs best when language is used for the main purpose “communication”</p> <ul style="list-style-type: none"> <li>▶ DEVELOPING SPECIFIC SKILLS</li> <li>▶ APPLYING DIFFERENT METHODS</li> </ul>
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>Starting, can be productive for my practice and mainly for my students, as soon as I develop different kind of strategies to engages</p> <p>SUCCESSFUL PRACTICE FOR AN INCLUSIVE PRESCHOOL CLASS TO MAXIMIZE THEIR EFFORTS AND INVESTMENTS TO LEARN SKILLS AND REINFORCE KNOWLEDGE THROUGH A BALANCE OF THE THREE BASIC MODELS OF INSTRUCTION (SEPARATED, SIMULATED AND INTEGRATED)</p> <p>EMPHASIZE ON STRATEGIES FOR THINKING AND DOING, OR PROBLEMS SOLVING IN ORDER TO GET SUCCESSFUL PRACTICES.</p>
<p><b>Challenges:</b></p>	<p>TO FACILITATE CONNECTIONS AND RELATIONSHIPS THAT INVOLVE BETWEEN CLASSMATE AND MYSELF IN THE PROCESS OF THEIR LEARNING TO HELP THEM TO UNDERSTAND THAT I’M THERE TO TAKE CARE OF THEM, BESIDES MY TEACHING WORK.</p> <p>TO MAKE KIDS LOVE TO LEARN AND BELIEVE THAT AS INDIVIDUALS, THEY CAN USE DIFFERENT TOOLS TO GET NEW KNOWLEDGE EVERY SINGLE DAY IN THEIR CONTEXT IF THEY USE THE EXPERIENCE AS A COMMUN PRACTICE EM THEIR COMMON LIFE.</p>
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.</b></p> <p><b>Mention how much time you will need to develop each step of the successful practice If possible,</b></p>	<p><b>Starting:</b> 15 MIN.</p> <p>BEFORE SHOW STUDENTS FLASH CARDS OF THE CINDERELLA CHARACTERS, HAVE THEM RECOGNIZE AND TALK ABOUT WHAT THEY KNOW ABOUT THEM, POINT TO THE OBJECTS IN THE FLAS CARDS AND ASK QUESTION... WHAT IS THAT? HAVING STUDENTS READ MODELS FOR WRITING THEN, ENGAGING STUDENTS IN PREWRITING ACTIVITIES (DRAWINGS)</p> <p><b>Development:</b> 25 MIN</p> <p>INTRODUCE “CLEANING DAY “OF CINDERELLA STORY IN</p>

**implement your practice with your students and include pictures.**

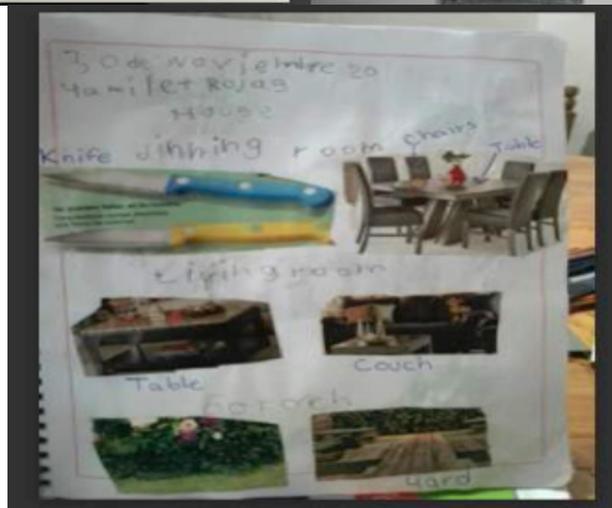
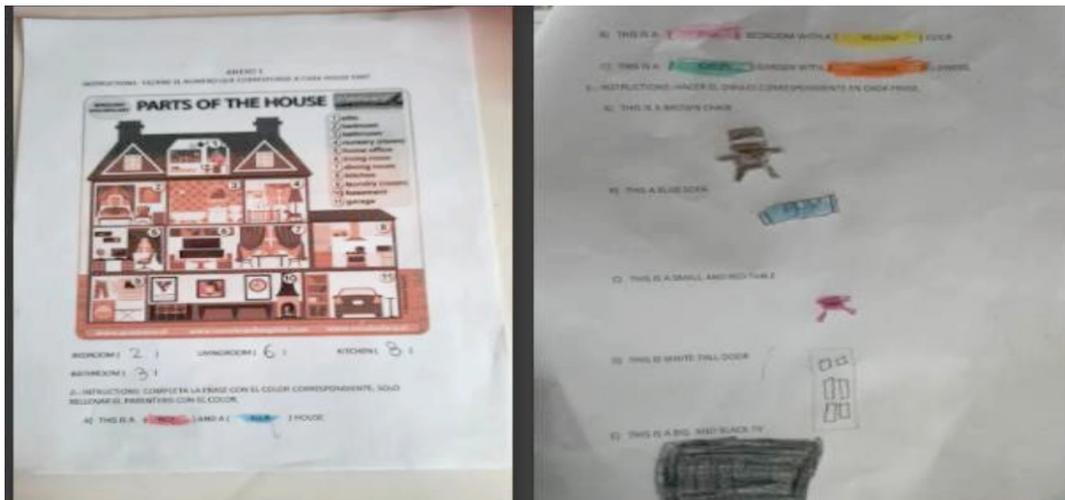
**Implement your practice with your students and include pictures.**

THE BOOK FICTION STUDENTS CAN SEE THE ILLUSTRATIONS, THE GROUP DISCUSS WHAT THEY THINK THE STORY IS ABOUT.

TO HELP STUDENTS FIND A REAL PURPOSE TO WRITE, AS I READ THE STORY ALOUD THE GROUP ADD GESTURES WITH THE TEACHER FOR THE CLEANING HOUSE OF CINDERELLA, AT THE END OF THE STORY, KIDS SHOULD MAP FREE IDEAS IN A BRAIN MAP WHAT ARE THEY GOING TO WRITE ABOUT BY WORKING IN PAIRS, TEACHER ASKS QUESTION ABOUT WHAT THEY LISTENED DOING A MEMORY SEARCH.

**Closure:** 15 MIN.

FINALLY, SOME VOLUNTEERS SHOW THEIR BRAIN MAP AND PRESENT DIFFERENT PARTS OF THE HOUSE. THE REST OF THE GROUP MAKES A CHECKLIST TO GET INFORMATION FOR THE HOUSEHOLD INVENTORY IN WHICH THEY ARE GOING TO WORK NEXT CLASS. SAY GOODBYE.



## Results

**According to your assessment tools make the final analysis of your practice.**

- ▶ ACCORDING TO THE INFORMATION THAT I GOT FROM THE RUBRICS, MY STUDENTS LEARNED ABOUT 12 WORDS FROM 15. THEY FOLLOWED ALL THE INSTRUCTIONS, AND PAY ATTENTION TO THE READING.
- ▶ MOST OF THE GROUP PARTICIPATE BY REPEATING VOCABULARY AND ANSWERING QUESTION ABOUT THEIR HOUSEHOLD.
- ▶ THEY LIKED TO MAKE COLLABORATIVE WORK, I SAW THAT THEY WERE INVOLVED IN THE TOPIC WHEN THEY HAD TO INTERCHANGE INFORMATIONS ABOUT THEIR HOUSES.



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QUANTITATIVE	
I 'M DOING WELL	11 STUDENTS
I 'M LEARNING	9 STUDENTS
I 'M TRYING	5 STUDENTS

**Assessment Tools.** Include the assessment tools that were designed.

### Rubric 1.

Type of rubric:

When will you use it?

What do you want to assess? and why?

- Insert a chart to create your rubric -

**Rubric**

<b>TEAM WORK</b>			<b>NUMBER:</b>
<b>Criteria</b>	<b>I'm doing Well</b>	<b>I'm learning</b>	<b>I'm trying</b>
Recognizes information about household			
Listend to and follow directions			
Collaborative work			
Identify rooms in the house			

**Feedback**

---



---

**Suggestions**

---



---

**Rubric 2.**

Type of rubric:

When will you use it?

What do you want to assess? and why?

- Insert a chart to create your rubric -

**Rubric Show & Tell**

**Listening**

<b>Skill</b>	<b>EXCELLENT</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>
Eyes stay on the presenter			
Ask questions that are on topic			
Shows active listening (not playing or talking with others)			

**Speaking**

<b>Skill</b>	<b>EXCELLENT</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>
Stay on Topic			
Uses a loud and clear voice			
Makes eye contact with audience			



EXCELLENT



SATISFACTORY



NEEDS IMPROVEMENT

**Feedback**

What do I think I can do best?

**F) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I THINK IT WAS A VERY IMPORTANT EXPERIENCE FOR MY PRACTICE, I LEARN NEW THINGS ABOUT IMPLEMENTATION AND TOOLS, IT MEANS A LOT FOR MY PERSONAL DEVELOPMENT.

IT WAS ALSO DIFFICULT TO GET INVOLVED 100% IN THE PROCESS OF THE COURSE BECAUSE OF MY WORK AND SOME FAMILY PROBLEMS, BUT IT WAS AWESOME. NOW, I SUPPOSE THAT GOT NEW SKILLS TO, BECAUSE I THINK IT IS NECESSARY TO REFRESH THE KNOWLEDGE.

- INTERACTION BETWEEN STUDENTS (THEY CAN SHARE FEW INFORMATION ABOUT HOUSEHOLD AND THEIR CONTEXT WITHOUT PARENTS HELP)
- MAKE MY BEST IN ORDER MY STUDENTS DEVELOP MORE CURIOSITY AND INTRINSIC MOTIVATION TO LEARN AND PRACTICE.
- MAKE PARENTS TO GET MORE INVOLVED AND INTERESTED IN THE TOPICS.
- TO ENCOURAGE MY STUDENTS TO DEVELOP LITERACY WITH DRAWINGS AND THE IMITATION WRITING
- STUDENTS INTERNALIZE MOST OF THE VOCABULARY AS MUCH AS THEY CAN WRITE IT.
- USE OF SPELLING
- HELP MY STUDENTS TO DEVELOP MORE SPEAKING SKILLS.◆

# **B) ELEMENTARY**



# 11 Verónica Bautista Silva

Developing Specific Skills

## Reading using pictograms and images. Deliverable Product 3

# My neighborhood

Category:  
**READING**

Let's read!

**OBJECTIVE:**

By the end of the reading, the students will be able to identify and read short sentences about the places of their neighborhood.

**STEPS:**

1. Look at the the images.
2. Listen and read the text.
3. Practice the vocabulary.

<b>School:</b> Escuela Primaria República de Brasil.	<b>Grade:</b> 6th Elementary school.	<b>Group:</b> A,B,C.
<b>Teacher:</b> Verónica Bautista Silva.		
<b>Social Practice:</b> Reading and Vocabulary. “Reading using pictograms and images.”		
<b>Competencies:</b> Phonemics awareness. Comprehension of vocabulary and general texts. Memory and attention. Fluency.	<b>Unit:</b> Places	<b>Environment:</b> My neighborhood.
<b>Final product:</b>	Decoding, fluency and vocabulary skills to reading comprehension.	
<b>Profile:</b>	Mexican students. Elementary public school. Basic English knowledge.	
<b>Category of best practice chosen and justification</b>	<p>Category: Reading and Vocabulary.</p> <p><b>Justification:</b></p> <p>The objective is the creation of texts with pictograms and images, using them as a technique to encourage the reading skill, getting the students’ attention and leading them to reading in a fun way. This practice will be applied to children from 9 to 12 years old.</p> <p>With this project, the students will have the opportunity to have more English material to read, with me as I guide or reading by themselves.</p> <p>The goal is to create unique texts, print them in color and add them to our library at school. Now, in virtual classes, I am able to adapt the activities, so the students can have the opportunity to continue learning in the best way they can. We created a virtual library in Google Classroom.</p> <p>My texts are made, not only taking into account my student’s lifestyle, environment, community, neighborhood, but our Mexican culture and traditions. So, my students can feel more familiar with the context of the text they are reading.</p>	

The text is simple, because I want to achieve real results. My goal is that students acquire vocabulary with the correct meaning, use and pronunciation. With the constant practice of the reading skill, the texts could be more complex little by little.

**Define your case study taking into consideration the new elements.**

This project is:

**Innovative;** even if this kind of texts with pictograms and images already exist in English, it is a new experience for the students. Besides, they are new and unique texts because I create them from scratch. I created the texts using Word, but now, in order to take advantage of this new way of distance learning, I created them using Book Creator, so I can seize this great digital book-making tool to enrich my student's learning. The students can listen to my voice while they follow the reading; this is a great advantage when they practice they reading by themselves.

I also used a virtual roulette (using an App called Ruleta de decisiones -¡Elige! I can create new and personalized roulettes. Of course, in English) It is a very simple App and easy to use. In this practice, I used the roulette to practice vocabulary.

**Effective:** Students loved the images used in the text "My neighborhood". They were excited about reading something different and attractive, they learned the vocabulary so fast and they all wanted to participate. In general, the students showed very good results when they were asked to read by themselves. Some of them were shy, so I offered my help by reading line by line and they repeated after me. In that way, they felt more confident.

**Sustainable:** This project can be applied at school, in live virtual classes or when students want to read and practice in their free time.

At school, they can have access to them by just going to our library, so they don't have to print them. Or, during the class the text can be written on the blackboard and the images can be printed and placed in the corresponding order.

When using it in virtual classes, I share my screen so the

students can see the text.

Besides, the students will have the text as a recording on Classroom and WhatsApp, and we don't need to print it. In this way, they can have access to the book whenever they want. So, this project would be environmentally friendly too.

This practice has all the characteristics to be able to continue being useful at all times and for years. That is to say, the texts can be used now or in the following generations.

**Possible:** This practice is perfectly doable; the activity is guided during the class, they don't need any extra material but the one they see on the screen and the gadgets they use to access the virtual session. So, this practice can be done according to our current situation and means to study and work.

**Inclusive:** This activity is practiced during virtual classes. And, as I mentioned, the students can practice whenever they want by accessing to Google Classroom or WhatsApp. So, the reading is available for everybody, even for those students who couldn't attend to the class for some reason. Besides, as the book is recorded, the students don't have to spend money using the Web. They can have access to the recording just by saving it on their cellphones.

As I created the book using Book Creator, all the text has my voice recorded, so they can listen to the correct pronunciation. In this way, they can be guided through the reading at all times. And they can watch the video as many times as they need.

**Reproducible:** As I explained before, the text can be reproducible with or without internet connection. So, it represents a great advantage for everybody. The practice has all the necessary instructions to fulfill it.

**Adaptable and collaborative:** The practice can be shared with other teachers and they can adapt it to their classes. This practice can be part of other teachers' reading material.

Students can add some pages in the book if requested by the teacher.

**Challenges:**

I take into account that my students are Mexican and they study in a public school. 99.9% of them don't take any other private English classes.

Many of their families don't speak English. So, they don't have much or any help when learning the language.

Some students don't attend to virtual classes on time because of diverse family problems and/or organization.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

**Time for the activity: 45 minutes. VIRTUAL CLASS (MEET)****Starting:** (5 minutes)

I show the cover of the book while I read the title and ask the students to look at the images.

We start looking at the vocabulary from page 2 to 7. Each page has an image with a recording of the pronunciation of what they are looking (no words, images and pictographs only). In that way, they identify the name of what they are looking at, the meaning and the pronunciation of each of them, all at the same time. In some cases, they are not able to listen to the recording, so I say the name of the image out loud. They are asked to repeat after they listen to me, image by image.

**Development:** (35 minutes)

*STEP 1. VOCABULARY REVIEW:* I choose "victim or volunteer" to say the vocabulary while I show the images and pictographs. For example; I show them an image of a school (which is actually a picture of our school), I say the word and then the student repeats after me. If I identify a mistake in pronunciation, I repeat the word once again. Two or three students participate and then we continue with part number two.

*STEP 2. READING THE TEXT (repeating after me):* The following page shows an image of a boy reading with the title: "Now...let's read" (Page 8). I explain to the students that from that point, we are reading the text with images and pictographs, but first, they listen to me.

I read the whole text, line by line out loud while they follow the text. I do it slowly, so they can identify the image, decode its meaning and listen to the pronunciation carefully.

After reading the whole text, I go back to the beginning of the reading (page 9) so that the students are asked to read some lines after me (two pages per student). Three students will be chosen to participate.

*STEP 3. READING BY THEMSELVES:* Now, I choose “victim or volunteer” so that one or two students can read the whole text without any help (unless they ask for it).

During the whole process, I fill the checklist in order to measure the results and give feedback after the class.

**Closure:** (5 minutes)

*REVIEW VOCABULARY:* I use a roulette in order to reinforce the vocabulary not only orally, but written. First, I say the instructions, so the students are asked to write on the chat the name of the image that they see in the roulette. These are the steps: 1. I spin the roulette. 2. When the roulette stops, an image comes out, so all the students have to write the name of that image on the chat. I see what they write and if I see a mistake I let them know, I write the correct word and we continue spinning the roulette. I spin it several times in order to practice all the vocabulary.

*NOTE:* This reading is programmed to be used in more than one class, so that every student has the opportunity to participate, we can practice the vocabulary and students can improve their reading skill.

**RUBRIC.** These are the elements that I have in my rubric:

The student:

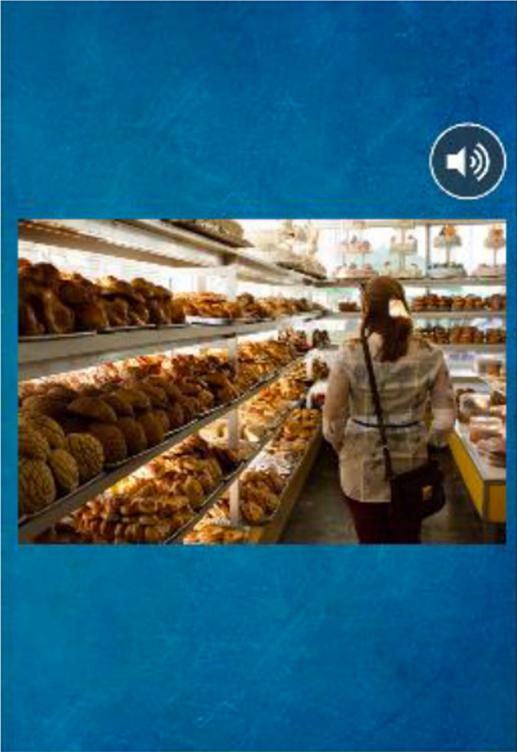
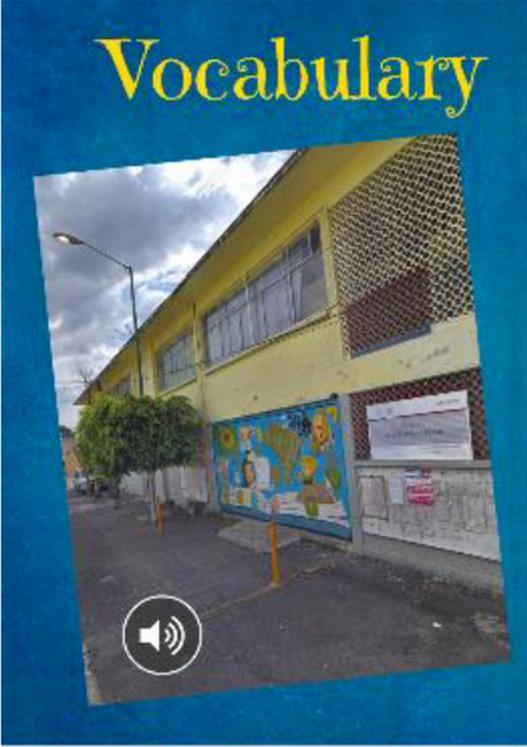
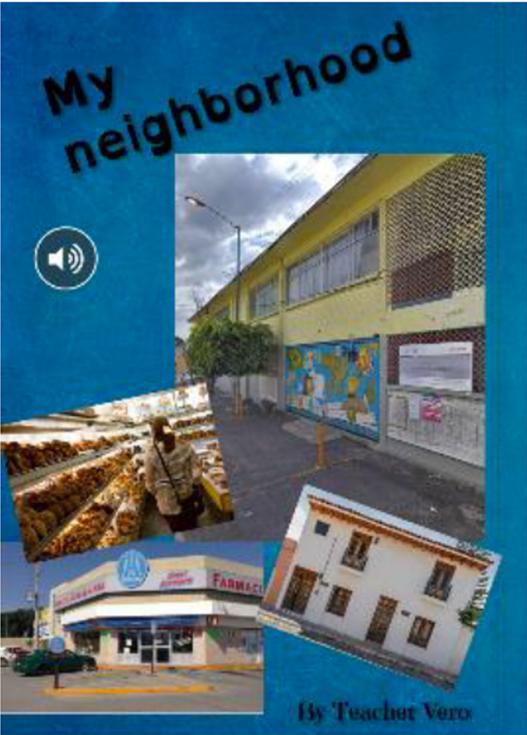
- ▶ with expression (intonation)
- ▶ with phrasing (pausing and punctuation marks)
- ▶ rate (not too fast, not too slow)
- ▶ the words accurately. (vocabulary)
- ▶ The student knows the meaning of the vocabulary. This is the link to the book (Book creator)

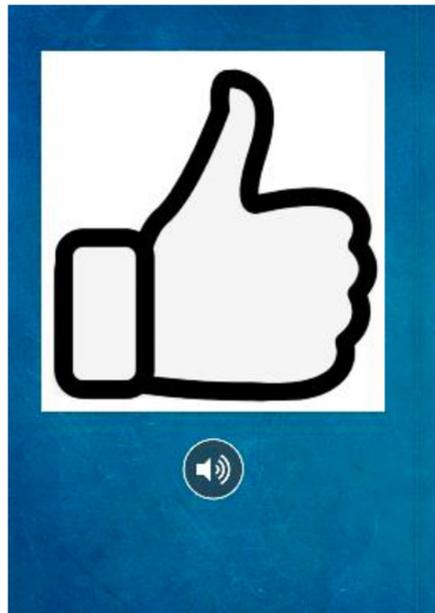
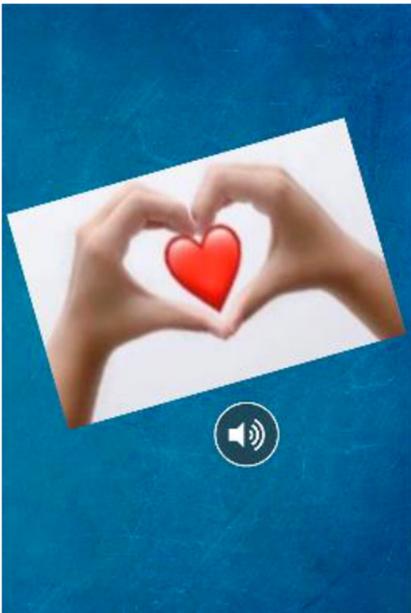
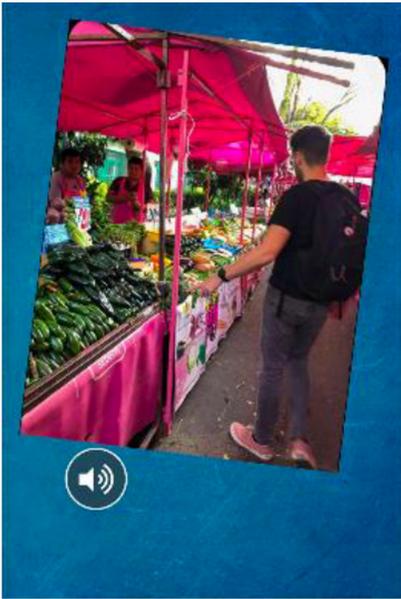
[https://app.bookcreator.com/library/-MNB1aY8cz\\_sfNtfqFkx/](https://app.bookcreator.com/library/-MNB1aY8cz_sfNtfqFkx/)

This is the invitation code:

S R V S M N H

Starting:





Development:



Today,

I'm going to show you  
my neighborhood.



I  my 

It is República de  
Brasil.



It is near my 



The  is

next to the 



The  is

in front of my 



I  to go

to the   
every weekend.



I   
my neighborhood!



## Closure:

These are the pictures of a virtual class given to 6B.

I used the roulette I created to review the vocabulary.

**Ruleta de decisiones - ¡Elige!**  
Treebit Technologies

ABRIR

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**Previsualización**

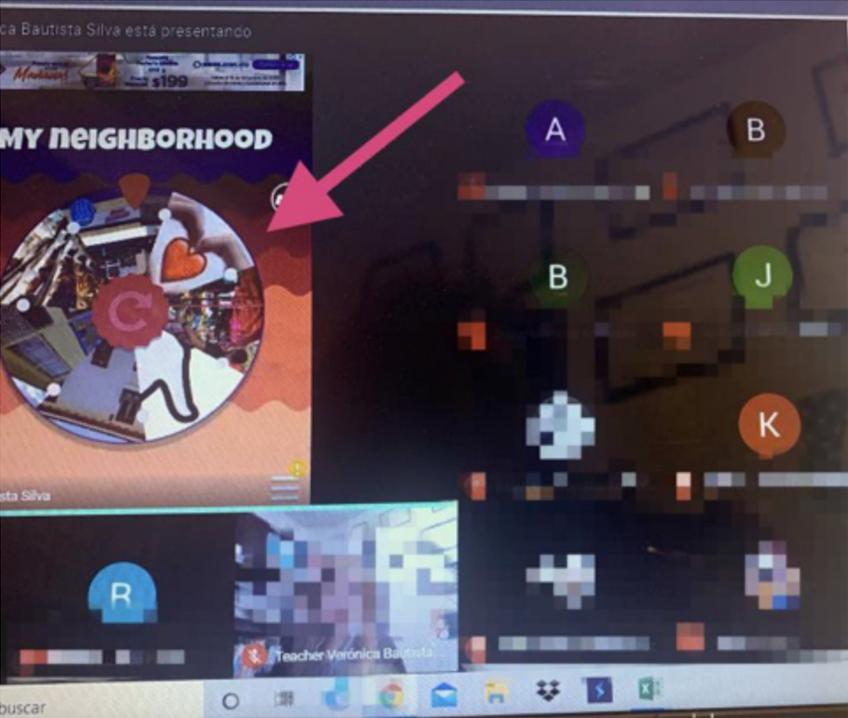
Apps para iPad y iPhone

And this is the roulette:

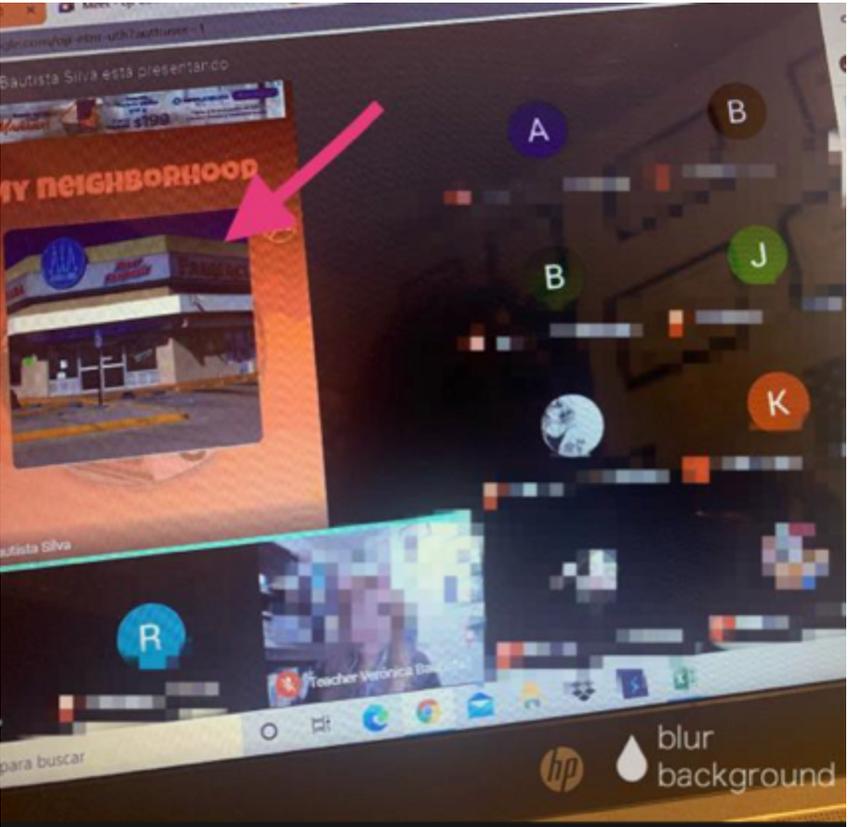


First, I explained the instructions (the students were asked to write on the chat the name of the image that they saw in the roulette).

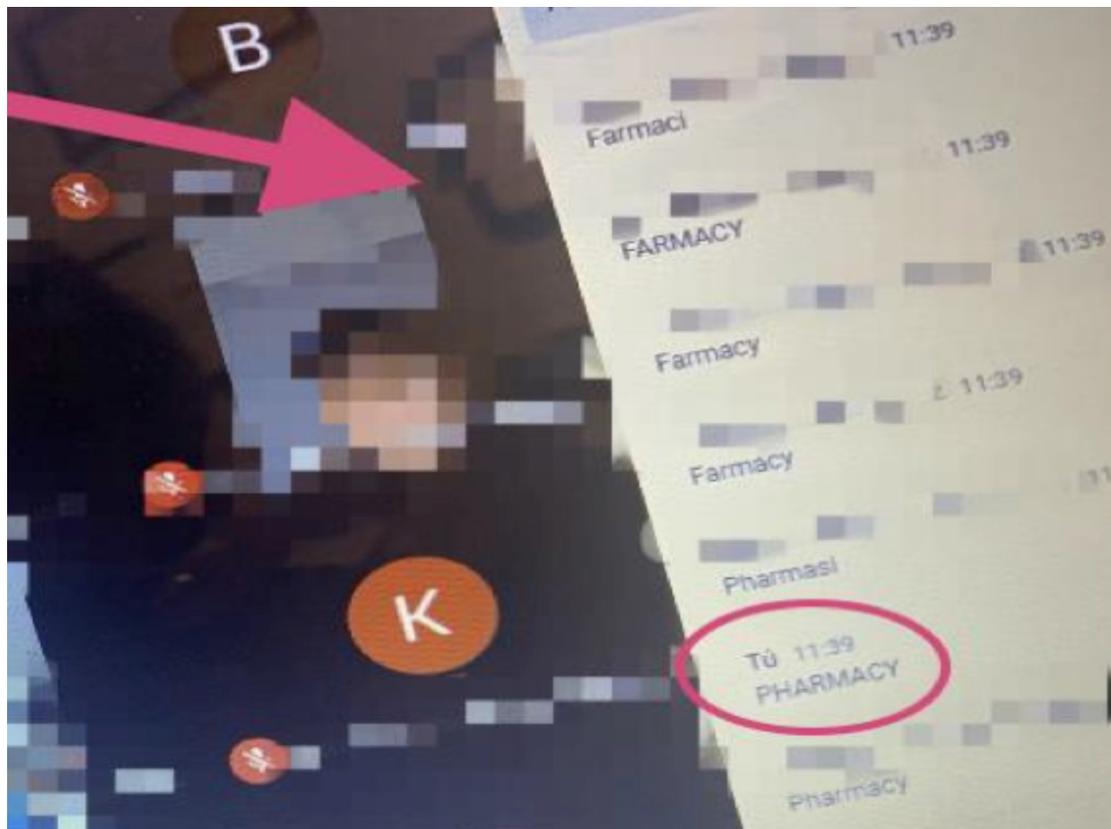
So, I spun the roulette.



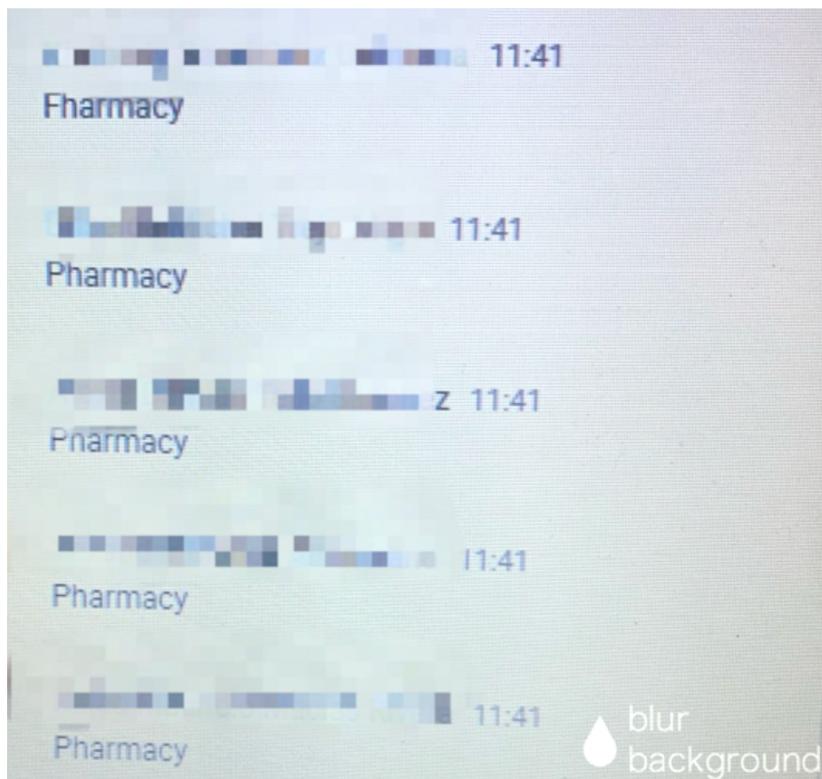
One of the words that came out in the roulette was *pharmacy*.



As we can see, most of them wrote it with some mistakes. So, I told them to see how I wrote it, in that way they could recognize their own mistakes.



Then, we continued spinning the roulette. After doing the same process with other words, pharmacy came out again. But this time, most of them wrote it correctly.



I let them know the few mistakes that I found and I wrote the word on the chat again, so they could reinforce the knowledge of correct word.

I used the Checklist to measure the students' development of the reading. I sent the checklist to every student through Google Classroom. This is the checklist of two students:

December 14, 2020.

**Reading:** My neighborhood.

**Student's name:** \_\_\_\_\_ 

I CAN...	☺	☺☺	☺☺☺
... READ WITH EXPRESSION (Not like a robot) 		✓	
... READ ACCURATELY (I don't skip or add words) 			✓
... READ WITH PACE (Not too fast, not too slow) 			✓
... READ WITH PHRASING (Pausing and punctuation) 			✓
... REMEMBER VOCABULARY 		✓	
... PRONOUNCE CORRECTLY 		✓	

TEACHER'S COMMENTS:

 Keep trying! You can do it! ☺

December 14, 2020.

**Reading:** My neighborhood.

**Student's name:** \_\_\_\_\_ 

I CAN...	☺	☺☺	☺☺☺
... READ WITH EXPRESSION (Not like a robot) 			✓
... READ ACCURATELY (I don't skip or add words) 			✓
... READ WITH PACE (Not too fast, not too slow) 			✓
... READ WITH PHRASING (Pausing and punctuation) 			✓
... REMEMBER VOCABULARY 			✓
... PRONOUNCE CORRECTLY 			✓

TEACHER'S COMMENTS:

 Kaled, very good job! Keep it up! blur  
backaru

## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

### Qualitative analysis.

Qualitative analysis is like a puzzle; the more pieces, the more reliable the picture.

According to the results obtained from the virtual class given applying this practice, this is my analysis:

Number of students: 11

Boys: 5

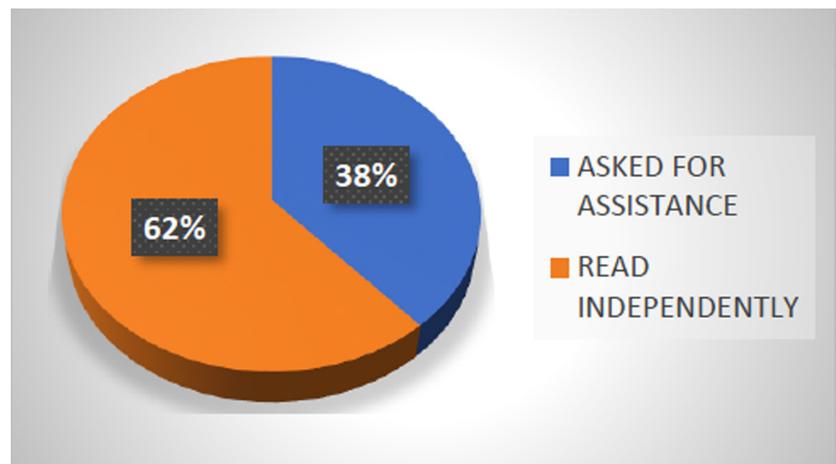
Girls: 6

Most of the students remembered the vocabulary and read with pausing, punctuation and pace.

In general, all the students had a good pronunciation. There are few outstanding cases of excellent pronunciation.

After reviewing observation during the practice, I noticed the percentage of the students who relied on me when they were asked to read the text by themselves and the ones who didn't; those who did it independently.

I realized that during the reading, the students payed special attention to the class and they were focused on the reading and on their classmates' participation.



At the end of the practice, I asked the students how they felt doing this activity; they said that they really loved it, that they found it fun and that they wanted to do more activities like this, so I had the opportunity to collaborate with my students. That is to say, I could include them as an active part of the process, which is very important for their confidence and willingness to participate and continue learning.

After the reading, I sent them the checklist individually, so they could see their performance. I added some comments in their checklist; some expressions for giving positive and/or encouraging feedback.

As a result of all these elements, I believe that my practice was successful; the students achieved the goal having fun and expecting more activities like this.

**Assessment Tools.** Include the assessment tools that were designed.

### **Rubric 1.**

Type of rubric: **Checklist**

**When will you use it?** I will use this checklist during the reading activity. While a student is reading the text, I can fill the list according to the student's development. Using a checklist is very useful, because it is organized in order to be clear, easy to read and to understand for the students. This

kind of checklists allows teachers and students to see which requirements of the reading are strong, medium or weak in a very practical way. I will use it in this practice because a checklist ensures that all the elements that are deemed are important. It allows the information to be recorded in a relatively short space of time and the categories are organized to be well understood.

I also added a box of "Teacher's comments" so I can write useful expressions for giving positive and/or encouraging feedback, such as Well done! Great job! Keep it up! Excellent! You are on the right track! You are doing well! One more time and you'll have it! You are getting better! Keep trying! etc.

**What do you want to assess? and why?** I want to assess expression, accuracy, pace, phrasing, vocabulary and pronunciation because all these aspects are very important as a whole when reading. At the end of the activity, the students will be able to know their strongest abilities and the ones they have to work on and improve. I consider this checklist offers a common framework for decision making as a teacher, because I can realize the

average of the results in a practical way. So, I will be able to think of ways to improve the weakest abilities and to continue working on the strongest ones.

- Insert a chart to create your rubric -

<h1>Reading</h1> <p><b>Student's name:</b> _____</p>				
I CAN...				
... READ WITH EXPRESSION (Not like a robot) 				
... READ ACCURATELY (I don't skip or add words) 				
... READ WITH PACE (Not too fast, not too slow) 				
... READ WITH PHRASING (Pausing and punctuation) 				
... REMEMBER VOCABULARY 				
... PRONOUNCE CORRECTLY 				

TEACHER'S COMMENTS:



## Rubric 2.

Type of rubric: **Single point rubric**

**When will you use it?** I will use it in the same practice; while the students are reading the text, I can be taking notes and writing comments in each student's rubric. I will only use it in case I want to focus on proficiency rather than ranking. Since this kind of rubric provides a space to offer feedback, I can focus on writing comments for specific elements.

**What do you want to assess? and why?** As I will use it for the same practice, I want to assess expression, accuracy, pace, phrasing, vocabulary and pronunciation because, as I explained, all these aspects are very important as a whole when reading. In this case, using a single point rubric, I will write feedback using simple language, taking into account that my students are from Elementary school and it would be better for them if I use short and simple sentences. I will specify the key problem areas and how he or she can still improve, what they did really well and where they might work harder.

As I did in the Checklist, I added a box of “Teacher’s comments” so I can write useful expressions for giving positive and/or encouraging feedback, such as Well done! Great job! Keep it up! Excellent!

You are on the right track! You are doing well! One more time and you’ll have it! You are getting better! Keep trying! etc.

<b>Reading</b> <b>Student's name:</b> _____		
<b>WEAK</b> 	<b>CRITERIA</b>	<b>STRONG</b> 
<b>FLUENCY</b>		
	<b>I CAN READ WITH EXPRESSION</b> I don't sound like a robot. 	
	<b>I CAN READ ACCURATELY</b> I don't skip or add words. 	
	<b>I CAN READ WITH PACE</b> I sound like I'm having a natural conversation. Not too fast, not too slow. 	
	<b>I CAN READ WITH PHRASING</b> I read making pausing and respecting punctuation. 	
	<b>I CAN PRONOUNCE CORRECTLY</b> I have the correct intonation of words. 	
<b>VOCABULARY</b>		
	<b>I REMEMBER THE WORD</b> I can identify the words when I see or read them. 	
	<b>I UNDERSTAND THE WORD</b> I know the meaning of the words. 	
<b>TEACHER'S COMMENTS:</b> 		

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

Designing my successful practice was an outstanding experience. Every step of the process was worth it!

During the course, I was given more and more tools in order to have ideas to improve my successful practice. My tutors gave me great feedback on my deliverable products; so every time I received them, I felt more enthusiastic about the project. All the team was very supportive and I am thankful for that.

This new experience of teaching through virtual sessions, gave me the opportunity to take advantage of the system. That is to say, learning technological tools, searching different ways to make the classes attractive and successful. And that's what this course provided me; I could turn my practice into a more innovative one.

I really loved when we were able to share our poster with other teachers; it is always satisfying to share and receive knowledge, ideas and opinions. Besides, our tutor gave great feedback to all of us.

I would like my practice to be included in the final manual because it has a lot to offer to the students' learning. It is a practice created with technological tools and according to our Mexican students, culture and life environment. That is why students find it attractive and interesting.

I had the opportunity to apply my practice to the students on a class, and I have to say that all the students were really pleased and happy.

At the end of the day, this is what is all about; encouraging the students to learn despite the challenges they may face... encouraging to enjoy learning.◆

# 12 Teresa Rangel Pérez.

Developing Specific Skills.

## “Effective Communication of 5th grade students through a social practice”

**EFFECTIVE COMMUNICATION OF 5TH GRADE STUDENTS**  
MISS TERESA RANGEL



**CATEGORY**  
DEVELOPING SPECIFIC SKILL: SPEAKING 



**OBJECTIVE**  
TO IMPROVE EFFECTIVE COMMUNICATION OF STUDENTS OF 5TH GRADE BY USING ADVERTISEMENTS



**STEPS**

1. PURPOSE OF ADVERTISEMENTS AND HOW THEY ARE MADE.
2. BY USING DIFFERENT KIND OF ADVERTISEMENTS STUDENTS WILL ANSWER QUESTIONS RELATED TO THEM.
3. STUDENTS WILL DESIGN AN ADVERTISEMENT BY USING ANY DIGITAL PLATFORM. THE AD WILL BE SOCIALIZED WITH THE CLASS ANSWERING QUESTIONS RELATED TO IT.

**School:** "Unidad Modelo"

**Grade:** 5th

**Group:** "B"

**Teacher:** Teresa Rangel Pérez

**Social Practice:** Participating in commercial transactions

**Competencies:**

Participating in commercial transactions

**Unit:**

Unit 1

**Environment:**

"Familiar and community"

**Final product:**

To prepare a digital advertisement and try to sell the product to the class.

**Profile:**

The group involved in the research is the 5th grade "B" with 27 students from 10 to 11 years old at the public primary school "Unidad Modelo", which is in Iztapalapa in Mexico City. One of the students is blind and she is learning the Braille alphabet in another institution, in my class she can learn what she listens since I do not know the Braille system, but I give time apart to her and as she is only an auditory learner, she can understand most of what I say in the target language. I was the teacher at the group last school year, and we have a special environment in which the good behavior of the students relates to the enthusiasm and motivation they have for learning more. According to the MCER, the students are in the A1 level of it. The school is in the Unidad Modelo, Iztapalapa and the students come from different social contexts, some of them live around the school and they have a medium economic and social context but most of the half come from other neighborhoods and their social context is quite lower.

It is a mixed group, with the half of it with enough inner motivation and the support of their parents, but, on the other hand we have some students that are motivated enough but they do not have any support from their families and their social level is lower than the others. This group is really fond with technology and during this lockdown and with the classes on-line we have not had any problem with our classes, and they feel more comfortable to participate by using the chat or by asking for a turn to participate.

**Category of best practice chosen and justification**

Developing specific skill

Speaking

- ▶ The teacher will create a comfortable atmosphere in the classroom by giving the students confidence while they are in the English class. Emotions are related to the learning processes.
- ▶ All the students must speak in the target language.
- ▶ They must express their feelings, likes, dislikes and emotions, ask questions when they do not understand something.
- ▶ The purpose is the effective communication not accuracy, according to their A1 level of the MCER.
- ▶ Watch videos in English and in the on-line class answer questions related to them.
- ▶ Listen to music in English to develop their listening skill, which is important, to develop a better pronunciation and intonation to make them speak better in the target language.
- ▶ Practice games on-line related to different topics to improve their listening skill which is related to pronunciation and intonation. (British Council Kids)

**Define your case study taking into consideration the new elements.**

My case study is related to the students of 5° "B" at the Primary School "Unidad Modelo" in Iztapalapa. It is a group of 27 students which include a blind girl. They have studied English for 4 or 5 years, but they do not have enough confidence to speak in the target language. This research is about the effective communication of children that learn English as a second language. During all my teaching practice I have realized that there is a problem with effective communication in English among young learners in public elementary schools. Despite having meaningful classes and learning about English, they still have problems when they try to communicate something. Some of them feel insecure when they speak because they think they do not speak with accuracy and for that reason they cannot communicate their feelings, emotions, likes or dislikes. Approximately the 50% of the group can communicate their necessities in English, hesitating, with problems with grammar structures, problems with pronunciation and intonation, fewer problems with vocabulary but good interaction with the interlocutor.

30% of the group do not feel confident when they speak but according to their performance in the class, I have realized they know enough about their level of English (A1) but they feel ashamed or they have a low self-esteem and for that reason they cannot speak in the target language. The other 10% are the ones that do not participate, do not deliver homework, do not have interest in the subject matter. The last 10% includes the blind girl, who is interested in the subject matter, and a boy who has cognitive and emotional problems. My question research is: How do thirty 5th graders students of an elementary public-school practicing activities through communication activities about social situations will improve their speaking skill and their fluency subskill?

### Challenges:

The main challenges I have with this research are:

- ▶ We are not in a classroom and even we have on-line classes it is more difficult to have enough time for the participation of all the students.
- ▶ The weekly on-line class lasts only 30 minutes.
- ▶ Not all the students are connected in the on-line class.
- ▶ The lack of body language in an on-line class.
- ▶ It is difficult to move around because of the static cameras we have in our gadgets.
- ▶ To impact more in a group who was really motivated in our face to face classes.
- ▶ To continue with the motivation my students had in face to face classes.
- ▶ Working with all the **learning styles** and impact over the students that learn more with one of them:

**Verbal:** the students who have this verbal learning style are not going to have problems because they can communicate with the others in the Zoom class, but maybe they can feel bored in the Classroom platform.

**Aural:** This kind of students can take advantage from the videos I send by the Classroom platform, in the videos they can use their listening skill, with the sounds included on them and they can read the articles I send by the same platform.

**Visual:** For the visual learners both platforms can be attractive, in Classroom I always try to send videos with attractive images for them and in Zoom I always include colorful images.

**Solitary:** The solitary students can analyze the videos, readings and other kinds of work sent by Classroom, maybe they will not enjoy the classes by Zoom.

**Social:** These kinds of students will enjoy the Zoom classes because they will interact with all the class.

**Logical:** The extracts of readings sent by Classroom or the word games can be a good example of the exercises that this kind of students can advantage of to to learn more.

**Physical:** This is my biggest challenge in the on-line classes. For this topic, related to advertisements and with the research I am presenting about digital advertisements and effective communication, but as a warm-up I can use a game in which I can ask about different products they have in the Kitchen and the students can run to the kitchen to take and show them to the class.

- ▶ This group is about to pass to the pre-teen stage, and it is going to make them about change physically and emotionally.
- ▶ The main challenge will be to make them feel motivated enough to speak in the target language according to their level, A1.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

**Three weeks**

**Starting:  
Week 1**

**Classroom platform class 1.** (45 minutes)

I will send to my students a list of words related to advertisements that I am sure they know to recycle vocabulary.

List of words

- ▶ telephone
- ▶ e-mail address
- ▶ cost
- ▶ adjectives such as: big  
Small  
Short  
Colors  
Etc

- ▶ cheap
- ▶ expensive
- ▶ toys
- ▶ junk food
- ▶ health

During the first stage of my practice my students will watch videos related to classified advertisements, (suggested by me).

[https://www.youtube.com/watch?v=zpCPU\\_Tfqiw](https://www.youtube.com/watch?v=zpCPU_Tfqiw)

<https://www.youtube.com/watch?v=77hxjK1P7mE>

After watching the videos students will reflect about the characteristics of an advertisement through asking the following questions.

1. What is the main topic of the first video?
2. Can you mention 3 of the toys announced on the first video?
3. Have you ever played with one of the toys of the first video?
4. Do you know the game of the second video?
5. Would you like to play it?

### **Zoom class 1** (30 minutes)

- ▶ Greetings
- ▶ Recycle of the previous knowledge. The teacher the students about the vocabulary they remember about advertisements, The one I sent by classroom or the one they learnt on the videos) During this part of the class students will participate by doing a brainstorm related to words used in an advertisement.
- ▶ The teacher will introduce what is the purpose of advertisements and how they can be made, explaining that they can be formed with a photo, with a video or they can be done by using different kinds of platforms used to design them.

Advertisements can be designed with visuals and phrases related to it.



Or just the image can say everything.



It can be a drawing

The whole class will reflect about the advertisements they have seen on TV, in the streets, in magazines, etc.



## Development:

### Classroom platform class 2 (45min)

During this stage I will upload pictures like this to the students and I will ask questions such as: (They will record the answers).



1. What is this advertisement about?
2. How much does the hamburger cost?
3. Is the advertisement related to Mac Donald's or Burger king?

**SEGA GENESIS**  
GENESIS 16-BIT SYSTEM  
The new home system with the power of the 16-bit technology. Features high-resolution arcade quality graphics. Real music scores, sounds and more to enjoy. For more information or price info, please visit the store of a new era. Almost 3000 games included with the system. Other games will accompany Genesis, Super Mario, Super Thunder Strike, Fantasy Legends Baseball, Thunder Force II, and Clock & Clock.

**16 BITS OF POWER!**

**\$189<sup>99</sup>**

**BACHMANN**  
HO or N SCALE TRAIN SETS  
Choose from "HO" or "N" scale sets and build from CND 70 Series locomotives with operating headlights, open Quad Hopper, scale Prop-Die-Set Car and Trailers. 2 pieces in all. Limited stock. 15. Limited power pack and instructions.

**\$15**

**CHERRY MERRY MUTTIN DOLL**  
6 1/2" dolls have either hair and party pants costume, each has a fragrance like her name. Each doll has a note hidden to help her in the kitchen.

**\$6<sup>99</sup>**

**KAY-BEE TOY STORES**  
VHS TAPES  
Other feature the most well known and well liked characters and stories of all time. Each of all ages can enjoy the excitement of these favorite cartoon characters at home and anytime.

**SAVE 45%**

**\$3**

**SUPER HYPER BUGGIES**  
The fastest 1/18 scale motorized racing car available. Six Super Hyper 4WD vehicles to choose from. Each features 1 or 2 wheel drive system and off-road bodies. Batteries required, not included.

**\$5<sup>99</sup>**

**BANDAI**  
SUPER HYPER RACE SET  
The fast racing people available for the racing fanatic. 1/18 scale motorized racing cars. The Super 4WD racing set comes with over 12 hrs of track. Set includes 1 car. Batteries required, not included.

**\$34<sup>99</sup>**

There are KAY-BEE Toy Stores in all 50 states. Check the white pages of your phone book for one near you.

**The Citadel,  
Chapel Hills Mall, Pueblo Mall**

Limited quantities on some items. Sales taxes limited to stock on hand. Most items sold at the lowest price. Not responsible for typographical errors.

1. How much the Super Hyper Buggies cost?
2. Is it for boys or girls?
3. Is it cheap or expensive?
4. Where can you buy it?



What is the advertisement about?  
 Is it the cereal for children, for adults or both?  
 Where can I buy the cereal?  
 How much do you think it cost?

**Zoom class 2** (30 minutes)

- ▶ Greetings
- ▶ (Recycling previous knowledge)The teacher will ask the students about what kind of advertisements they know.  
 Digital, TV advertisements, magazine advertisements, spectacular advertisements, etc.
- ▶ The teacher will show different advertisements and she will ask about them. e.g.



What is the advertisement about?

- ▶ How many kinds of Cheerios are there?
- ▶ Are they good for children?
- ▶ Are they good for adults?



These are spectacular advertisements.

- ▶ Are they colorful?
- ▶ What are they about?
- ▶ Where do you think they are located?

After that the teacher will show some advertisements and the students will ask about them.



Expected questions from the students

- ▶ Is it about Coke?
- ▶ Is the advertisement new or old?
- ▶ Is the bottle made of glass?
- ▶ Etc.



- ▶ Is the advertisement about a shampoo?
- ▶ Where can I buy it?
- ▶ How much does it cost?
- ▶ Etc.

### Closure

#### Classroom platform class 3 (45min)

- ▶ Students will design in power point or any other platform an advertisement about the topic they choose, and they will socialize it in the next Zoom class. They must consider the advertisements they have seen in the previous classes.

Characteristics of the Digital advertisement.

- ▶ Creative
- ▶ Use of attractive images

- ▶ Context
- ▶ Target audience

**Zoom class** (30 minutes)

- ▶ Greetings
- ▶ TPR exercise. The teacher will ask about different products they have in the kitchen, students will run to them, take the product and show it on the camera.
- ▶ Students will share their advertisements and the other students will ask about them, the owner of the advertisement will answer the questions about his/her advertisement.

**Note:**

If a student hesitates about the question the teacher will help them by saying for example This is an advertisement, it is about cereals, what color is the cereal´s box?

For the visual students this part of the research is easy for the reason that students do not have to figure out about the answers, they have in front of them the pictures, with the images, colors and locations asked.

**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

In my humble opinion I consider I need more time to develop the research because developing an effective communication must be the target since kindergarten. It will be paramount to my planning to include the rubrics I used here to get better results each time.

The use of technological devices such as computers, tablets, cell phones and the internet was the most important part during this practice since the classes were totally virtual. The students felt comfortable by using technology because during all these months they have learnt how to use it and when they are in front of a new challenge (to make a digital advertisement) they enjoy looking for information about how to do it.

Basically, the qualitative analysis about my practice is related to the observation and the use of a checklist, included in this paper, it can help my students to improve their work without giving them a grade, just by telling them what they need to include on it. This checklist will be used during all the practice, as a formative assessment.

At the end of the practice, in the last virtual class in which students present their digital advertisements, the analysis will be quantitative because the practice must be evaluated with a summative assessment. It is important to send the rubric before the last class considering students preparation to it.

There is a rubric included bellow in which there are grades to give: excellent, very good, good and needs improvement.

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric:

When will you use it?

What do you want to assess? and why?

- Insert a chart to create your rubric -

**CHECKLIST 1**

<b>Type of rubric</b>	Checklist. Advertisement steps.
<b>When you will use it?</b>	During the three steps of the practice. Formative assessment.
<b>What do you want to assess? and why??</b>	I will assess the most important parts of my practice, from the beginning to the end of it. The assessment will be during all the practice in order to monitor and help the students during the learning process, giving them feedback to make them feel confident and motivated to learn more. The students can identify their strengths and weaknesses and work on them with my help.



# Advertisements Steps Checklist

- Vocabulary related to ads
- Recording ads answers
- Asking questions about ads
- The ads design
- Creativity
- Attractive images
- Context
- Target audience
- Presentation of the ad

**Teacher name:** Miss Teresa Rangel Pérez

**Student name:** \_\_\_\_\_

**Rubric 2.**

Type of rubric:

When will you use it?

What do you want to assess? and why?

Insert a chart to create your rubric

**RUBRIC 2**

<b>Type of rubric</b>	Oral presentation rubric
<b>When you will use it?</b>	By the end of the practice, when students socialize their advertisements and answer the questions of the intended audience. Summative assessment.
<b>What do you want to assess? and why??</b>	I will assess:  Vocabulary and grammar; range control. Pronunciation; Stress and intonation.  Interaction:Reception/Responding, support required.I will assess I will qualitatively assess and measure the knowledge my students have acquired during their practice. I will take into account the results in order to help the ones that need more attention, maintaining mantaining or improving the results of the best ones. The results of this practice will help me to analyze my own teaching practice to improve it, changing the points of it that did not fit well and to continue with the ones that had better results.

CATEGORY	Excellent	Very Good	Good	Needs Improvement
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>▶ It's mostly intelligible.</li> <li>▶ Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Is mostly intelligible although some sounds may be unclear.</li> <li>▶ The student has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sometimes may be difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Most of the times is difficult to understand.</li> </ul>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>▶ Uses vocabulary appropriate for the audience.</li> <li>▶ Extends audience vocabulary defining words that might be new to the majority of the audience.</li> <li>▶ Uses the vocabulary required to deal with all test tasks.</li> <li>▶ Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>▶ Responds at word, phrase or longer utterance level.</li> <li>▶ Can join ideas with some simple linkers (e.g. and, but, then, when)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.</li> <li>▶ Uses the vocabulary required to deal with most test tasks.</li> <li>▶ Produces some simple structures but makes some basic mistakes which may obscure meaning.</li> <li>▶ Generally responds at word or phrase level but may also produce some longer utterances.</li> <li>▶ Can join ideas with a few simple linkers (e.g. and)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.</li> <li>▶ Uses the vocabulary required to attempt some test tasks.</li> <li>▶ Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>▶ Generally responds at word level but may also produce phrases.</li> <li>▶ Can join words with simple linkers (e.g. and)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uses several (10 or more) words or phrase that are not understood by the audience.</li> <li>▶ Uses incomplete and incorrect sentences.</li> <li>▶ Impossible to join word with simple linkers.</li> </ul>
<b>Interaction</b>	<ul style="list-style-type: none"> <li>▶ Almost always listens to, shares with, and supports the efforts of others in the group.</li> <li>▶ Tries to keep people working well together.</li> <li>▶ Responds appropriately to instructions, questions and visual prompts and very little support is required.</li> <li>▶ Is able to ask for support if required.</li> <li>▶ Almost always responds promptly although there may be hesitation and some pausing mid-utterance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Usually listens to, shares with, and supports the efforts of others in the group.</li> <li>▶ Responds appropriately to instructions, questions and visual prompts although some support is required.</li> <li>▶ Is able to ask for support if required.</li> <li>▶ Often responds promptly although there may be hesitation and pausing mid-utterance.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</li> <li>▶ Responds appropriately to some instructions, questions and visual prompts although frequent support may be required.</li> <li>▶ May attempt to ask for support if required.</li> <li>▶ There is hesitation and pausing mid-utterance, responses may be delayed or halting.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</li> <li>▶ Most of the times support is needed.</li> <li>▶ Hesitation and pausing the times.</li> </ul>

Oral Presentation Rubric : Effective Communication (Advertisements)

Teacher Name: Ms. Rangel Perez

Student Name:

**F) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

**Significance**

Based on this research I realized that confidence and self-esteem in children are the foundations to speak English, apart from developing the other learning skills such as; listening, reading and writing to finish with speaking. As an English teacher I would be glad if my students and other students are able to have an effective communication in different social situations according to their English level.

**Personal Learning**

My personal learning about this research has been to focus on the correct methodologies to reach my goals. I have changed completely the form to see and plan my classes, nowadays they are totally directed to different strategies such as games, role-playing, exercises based on social situations (everyday situations) in which students are able to express their likes, feelings, and emotions. I have learnt that it is more important to know how to socialize the language rather than to know a lot of grammar. Of course, grammar is important for having an effective communication and it is mandatory to know grammar but not at this level (A1) and when we refer to effective communication. The globalization in which we live requires us to have high communication skills to be ready for being in touch with people all over the world in English by using different electronic devices. I started using all the applications I learnt during this course to maintain my classes fresh through the kind of videos, games, posters, and other tools made with them.

**Contribution**

The contribution I have done to the institution I work for, is to take into account more the speaking skills of the students by giving them the tools to improve it. Moreover, next school years, with the groups I will have to teach I am going to use the same method and I hope to have better results than this year, it will be more complex with classroom classes, but they can be adapted and I will have the opportunity to share what I have learnt during this courses with my colleagues and lead my students to get the A1 Movers certification.

Despite of having a syllabus to follow I will make some changes to continue with my plan about effective communication because I need to create new strategies to make my students be fluent in English

I would feel really flattered if my practice is included in the final manual because I have worked very hard during the courses, I have made research about the topic I chose and I have practiced with all the digital tools you provided.

Furthermore, I strongly believe that the speaking skill is not the main goal in our classes, because most of the times the class goes very fast and we do not have enough time to practice with all the participants. My research can be adapted to any of the social practices

we have, it is adaptable and sustainable, and it could be performed at any level. It is possible because any teacher can look for the material, videos, digital tools, on the internet. It is inclusive because the practice covers all the learning styles, but it can be used with blind students (in my class there is a blind student) because it has enough listening exercises (videos and the class by itself) and it can be adapted to students with any disability such as autism or ADHD. There is collaborative work because students interact with each other during the process and I consider it innovative thanks to being totally on-line by using different digital applications. An on-line synchronic class by Zoom once a week in which students watch videos related to the topic and participate by answering questions made by the teacher or other students, learning new vocabulary and expressions. An asynchronous class on the Classroom platform in which they watch videos, answer questions related to it, record their answers, play games, or do any kind of exercises related to the topic that lasts 45 minutes approximately.

Taking this into consideration my last goal after developing these studies is to inspire other teachers to continue improving and modifying my successful practice according to the needs they might have in their own contexts.◆

# 13 Octavio Romero Cantoriano.

## Developing Specific Skills.

### Amazing animals.

## Amazing animals

### Developing specific skills

**Objective:** To have a learning environment that encourages inclusion, collaborative work and develops digital skills through learning the English language.

**Social practice of the language:** Ask questions to obtain information on a nature topic

**Language target:**

- What is it? It's a cat.
- What color is it? It's orange.
- Can a cat fly? No it can't.
- Can a cat jump? Yes it can.
- Can a cat swim? No it can't.

**This successful practice has three parts:**

- Explore illustrated material.
- Questions writing
- Project.

**Learning Process Flowchart:**

- Starting activity.
- Brain storming
- Song
- Origami
- Development activity.
- Explore: Illustrated books Webpages
- Answer questions.
- Design a poster
- Complete written questions.
- Write questions & answers.
- Brain break activity.
- Closing activity.
- Self-Assessment

**During the process.**

- Focus in students with special education needs.
- Accomplish formative assessment.
- Give feedback.

**School:** Wifrido Massieu

**Grade:** 1st

**Group:** A, B, C.

**Teacher:** Octavio Romero Cantoriano

**Social Practice:** Ask questions to obtain information on a nature topic.

**Competencies:**

Formulate questions to obtain information about a topic of nature.

**Unit:** 4

**Environment:**

Academic and educational.

**Final product:**

Illustrated informative poster.

**Profile:**

Located in Iztapalapa, Mexico City, Wilfrido Massieu Elementary School is in an urban environment, thanks to this, it was built of brick and concrete slab, it has water, electricity, drainage, telephone and Internet services. It provides educational service to a population of 530 students from first to sixth grade, distributed in 18 groups, three for each grade. It is accessible to public and private transport. It is surrounded by apartment buildings, from which most of the students come. All of them come from families with differences in education as well as in their work as we have laborers, professionals, construction workers and merchants, this means a big difference in the income of each family, the time devoted to helping students with schoolwork, and the types and places for recreation.

Eighty-nine students integrate the first grade who are between 6 and 7 years old; most of them have studied English during preschool, in addition to liking the subject. They are in the preoperational stage of development, and still need structure and routine, but also like surprises within that routine. My students enjoy creating, drawing making things and playing games that reinforce language elements we are working on. They are learning to read and write and love it when they can do those things in the target language. I take advantage of that every time that I can. It is a good age to introduce and practice partner work and cooperative learning. It is important to keep in mind that they need to feel successful and their imagination and language take on great importance.

Attending school at this age gives me the opportunity to stimulate, guide and collaborate in development student's cognitive (process by which we learn to use language memory, perception, problem solving and planning skills.

	<p>Ourschool population is diverse, they present different levels of development in literacy, as well as special educational needs. In this aspect, there is a student who presents cognitive disability and another with muscular dystrophy (this means that muscles of the body, progressively weaken). In addition to cognitive development, both require integration, activities that allow them, like their classmates, to develop their motor skills, coordination, laterality, as well as the opportunity to achieve the expected learning.</p>
<p><b>Category of best practice chosen and justification</b></p>	<p>Developing specific skills.</p>
<p><b>Define your case study taking into consideration the new elements.</b></p>	<p>In the “family context survey” applied to first grade parents, 87% agree that they would like to make learning the English language fun for students, focused on speaking and writing it, in addition to that they are in a safe environment, therefore, in those school cycles, our efforts were focused on achieving a harmonious coexistence and combating school backwardness, however, although we have made some progress, these have not impacted in the expected way.</p> <p>Contrary to these results, when applying a SISAT assessment, we realized that 40% of our students are at risk of not achieving the expected learning. After arduous discussions, we realized that, if we became an inclusive school, we not only created a harmonic environment, respectful and collaborative work, but we also fought and prevented school backwardness. Likewise, we identify and eliminate the barriers our students encounter, mainly those related to the educational system and the methods used to evaluate their progress. One factor in our favor is the use of ICT. The same survey shows us that 95% of families have at least one cell phone at home and internet access. The creation of didactic games, the use of educational pages, as well as eBooks, all of them free, constitute tools that can help us reinforce learning, combat school backwardness, as well as bring knowledge to those students who cannot attend regularly to the school.</p> <p>Focusing on first grade groups, we locate those students who have a disability, risk of marginalization, exclusion or poor performance due to the various levels reached so far in literacy and the lack of resources caused by the economic</p>

situation of their family.

For this to happen, it is necessary to encourage the participation and belonging of all students and teachers, to establish a relationship in which they are accompanied to achieve autonomy, maturity and freedom. If we do a correct classroom management, we can present attractive activities, in which students listen to the language, are given the opportunity to express their knowledge and integrate movements (singing, clapping, tapping instruments, walking, etc.) and from this form develop the four language skills (speaking, listening, reading and writing). Small actions such as the following can be decisive not only to include all students, but also to motivate those with special educational needs: 1) Personalize the greeting, farewell and questions; 2) The instructions should be clear and accessible, complementing them with images, gestures or mimicry, ask them questions to make sure they understood. 3) Encourage socialization and collaborative work, as far as possible, allow them mobility in the classroom to express their needs. 4) Motivate them to participate in the oral and written expression activities, asking them questions to suggest the answer, giving them the opportunity to recognize, copy, compare and correct. 5) Give them time to finish activities. 6) Use ICT as a means of complementary learning. 7) Formative evaluation that provides feedback to students, to make them aware of their achievements and the aspects to improve. Carrying out these actions will cause a change in our classrooms to the point of turning our school into a learning community, which is enriched by internal exchanges, as well as relationships with the environment.

**Challenges:**

Achieve to be an inclusive school.  
Reduce school backwardness.  
Train autonomous students.  
Develop in students, digital skills.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-**

**Session 1**

**Amazing animals.**

**Expected learning:** Explore illustrated materials about living things.

**Language target:** Can a dolphin fly? Yes, it can/No it can't.

**development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

Vocabulary: Animals (kangaroo, koala, elephant, snake, pelican, shark, etc.).

**Resources and support materials.**

Audio player.

Cards with animal pictures (snake, koala, shark, pelican, elephant, kangaroo).

Illustrated dictionary, English activity book or Book of “Knowledge of the environment 1st grade Pages 47, 48 and 49 or the National Geographic’s webpage: <https://kids.nationalgeographic.com>

Songs:

Animal song <https://www.youtube.com/watch?v=wCfWmInJI-A>

“Good morning” <https://www.youtube.com/watch?v=-0o79IMmAYE>

See you later alligator <https://youtu.be/UQfvAlmr5g0>

**Routine activities. 5 minutes.**

1. Greeting. (Brain break). Sing “Good morning” <https://www.youtube.com/watch?v=-0o79IMmAYE> Personalize the greeting for students with special educational needs (disability, school backwardness, etc.).

3. Do breathing exercises (Settling activity).

**Starting Activity. 10 to 15 minutes.**

**Aim: Students and teacher sing the “Animal song” in order to activate previous knowledge and awaken the interest of the students on the subject.**

The teacher models the actions slowly (jump, swing, shake, fly, sleep, wake up), while singing, later, inviting and motivating the students to sing and dance.

*The movements must be according to the age of the students, to avoid hurting themselves. Model in a personal way those students who find it difficult and motivate so that everyone participates.*

The teacher asks what animals they heard in the song and what ability they have. Place an image of each animal, write the skill or action it performs, also use mime to represent it.

**Development Activity. 25 to 30 minutes.**

**Main aim: Explore illustrated materials about living things in order to identify characteristics (size, color, parts, etc.).**

The teacher shares the *National Geographic Kids* webpage link by chat.

Note: If you don't have access to the webpage, the teacher shows a book and ask the students, what is it? Mention two of its parts: Cover and back cover.

The students locate the pages (these may vary according to the book used).

The students observe and compare animals, look at their color, size, number of legs and imagine the animals' abilities.

The teacher asks the students some of the next questions: *What animal do you see? Is it big or small? What color is it? Is it yellow or blue? Can the koala fly? How many legs does the kangaroo have?*

Students answer the questions, in case they use L1 to express the name or ability of the animal, the teacher models the pronunciation in English and motivate students to repeat. *Nominate students with special educational needs and personalize these questions by reinforcing them with pictures, gestures, and mime. If necessary and according to the student's needs, the teacher formulates forced alternative questions, initiates or models the answer.*

**Formative Assessment.**

**Instrument: Teacher's diary (observation guide).**

The teacher models the questions and words (pronunciation, intonation and fluency), listens to the students: the feedback consists of modeling again, showing, reformulating and/or prompting the word or expression and giving the students the opportunity to get better. During the activity, check that they understand, provide examples,

monitor and take notes (in the teacher's diary), of the ideas that do not agree and can use them to provide feedback.

The questions that we will use as indicators to assess expected learning are: *Do students show interest in the materials? Do they participate by mentioning what they observe?*

### **Evidence of learning.**

Students' oral expression

Photography of vocabulary and dialogue activities

### **Closing activity. 5 to 10 minutes.**

The students mention the names of the animals as well as their characteristics.

Sing the song "Animal song".

### **Routine activity.**

1. Sing "See you later alligator" <https://youtu.be/UQfvAlmr5g0>.

*Show and model different forms of farewell to students. Personalize the greeting for students with special educational needs (disability, school backwardness, etc.).*

**Complementary online activities:** Practice the vocabulary and dialogue:

Vocabulary I (Memory Game I): [https://es.educaplay.com/recursos-educativos/7638213-animals\\_memory\\_game.html](https://es.educaplay.com/recursos-educativos/7638213-animals_memory_game.html)

Vocabulary II (Memory Game II): [https://es.educaplay.com/recursos-educativos/7641476-animals\\_memory\\_game\\_ii.html](https://es.educaplay.com/recursos-educativos/7641476-animals_memory_game_ii.html)

Dialogue (Can an elephant fly?): [https://es.educaplay.com/recursos-educativos/7646086-can\\_an\\_elephant.html](https://es.educaplay.com/recursos-educativos/7646086-can_an_elephant.html)

### **Session 2.**

#### **A little cat face.**

**Expected learning:** Explore question and answer writing.

**Language target:** Can a cat fly? Yes, it can/No it can't

## **Resources and support materials.**

Audio player.

Cards with Animal Pictures (snake, koala, shark, pelican, elephant, kangaroo).

1 square-shaped white sheet.

Colors

Interactive worksheet: <https://www.liveworksheets.com/qq1415361fi>

Songs:

Animal song <https://www.youtube.com/watch?v=wCfWmInJI-A>

Good morning” <https://www.youtube.com/watch?v=-0o79IMmAYE>

See you later alligator <https://youtu.be/UQfvAlmr5g0>

## **Routine activities. 10 minutes.**

1. Greeting. (Brain break). Sing “Good morning” <https://www.youtube.com/watch?v=-0o79IMmAYE> *Personalize the greeting for students with special educational needs (disability, school backwardness, etc.).*

3. Do breathing exercises (Settling activity).

4.- *Sing and dance “Animal song”, perform the actions mentioned in the song (jump, swing, shake, fly, sleep, wake up)* <https://www.youtube.com/watch?v=wCfWmInJI-A>

The movements made during the song, must be according to the age of the students, to avoid hurting themselves. The teacher encourages everyone to participate.

## **Starting activity. 15 to 20 minutes.**

**Aim: Using origami, make the figure of one animal to identify characteristics (size, color, parts, etc.).**

It is necessary for an adult to accompany the student.

The teacher shows how to make a cat’s face according to the attached instructions.

This activity serves to strengthen attention, following

instructions and motor skills.

The instructions given by the teacher must be clear, if it is necessary to repeat or model them, in addition to being able to be expressed in L1, the important thing is that students understand what they must do. Make sure all students are doing the activity, if it is necessary, the teacher must collaborate with those students who require it.

**Development Activity. 25 to 30 minutes.**

**Main aim: Participate in drag and drop game to explore question and answer writing.**

The teacher shares the next live worksheets:

<https://www.liveworksheets.com/mx1433584yq> <https://www.liveworksheets.com/id/qq1415361fi>

In the first, students identify the action carried out by the animals in each figure, and place it on the corresponding word.

This activity was designed to support students with special educational needs.

In the second one, the students are going to find some questions about the cat (*What is it? Is it big or small? What color is it? Can a cat fly? Can a cat run? Can a cat swim?*), Students must identify which words are missing in each question or answer.

The teacher can help them saying the question and asking What word is missing?

Encourage students to read the question and answer it, in case they use L1 to respond, the teacher models English pronunciation and encourages students to respond in L2. Maybe students need help to drag and drop words, it could be provided by an adult (and guided by the teacher).

When the activity finishes, the teacher shares his or her email by chat and students must send the worksheet.

**Evidence of learning.**

Worksheets in which the students identify actions and complete the questions and answers.

### **Formative Assessment.**

**Instrument: Teacher's diary (observation guide), checklist.**

The formative evaluation consists of verifying if the students relate the written word with that expressed by the teacher when completing the questions.

The questions that we will use as indicators to assess expected learning are: *Can you identify the missing word? Do they carry out the activity autonomously?*

### **Self-assessment.**

**Instrument: Checklist.**

In the second session, at the end of the development activity, students carry out a self-evaluation, with the aim of assessing their achievements, as well as the aspects in which they must work more.

Using a checklist, students read the statements and select the face that shows how they feel about their abilities.

The teacher can use this information to give feedback and to plan new activities that help students to achieve the expected learning.

It can also be applied at the end of the unit of study and students can compare results.

### **Closing activity. 5 to 10 minutes.**

Students mention some of the questions they answered.

Sing the song "Animal song".

1. Sing "See you later alligator" <https://youtu.be/UQfvAlmr5g0>.

*Show and model different forms of farewell to students. Personalize the greeting for students with special educational needs (disability, school backwardness, etc.).*

**Complementary online activities:** Crossword and dialogue. Crossword: [https://es.educaplay.com/recursos-educativos/7686140-animals\\_crossword.html](https://es.educaplay.com/recursos-educativos/7686140-animals_crossword.html)

Dialogue (Can a parrot swim): [https://es.educaplay.com/recursos-educativos/7662278-can\\_an\\_elephant.html](https://es.educaplay.com/recursos-educativos/7662278-can_an_elephant.html)

### **Project.**

#### **My favorite Animal.**

#### **Expected learning:**

Explore illustrated materials about living things. Explore question and answer writing.

**Language target:** Can a fox fly? Yes, it can/No it can't

#### **Resources and support materials.**

Explore Illustrated material: <https://youtu.be/IU3t91UUgFO>

Poster examples: <https://youtu.be/ZOeeCvoWjgk>

#### **Main aim: Design a poster to write questions and answers about living things.**

Students design a poster on a cardboard in which they write questions about an animal of their choice. The poster must have a title, image, at least 4 different questions, in addition to being written with good spelling.

With the collaboration of an adult:

Watch the next videos: <https://youtu.be/IU3t91UUgFO>

<https://youtu.be/ZOeeCvoWjgk>

1. Select your favorite animal.
2. Choose a title of the project. It can be "Amazing Animals" "My favorite animal" "Fantastic Animals" or one that you like.
3. Illustrate or select images for your poster.
4. Write questions and answers (You can use information from the previous activities.
5. Check the questions and answers.
6. Organize the information and design the poster considering the necessary spaces.
7. Practice reading aloud.
8. Write your name at the bottom.

#### **Summative Assessment.**

##### **Instrument: Analytic Rubric.**

*The project consists of developing a poster, for this, it is necessary that the students explore illustrated material,*

*either physical or virtual. The poster will contain questions and answers written by the students about their favorite animal.*

*The evaluation will focus on the written work and we will use a rubric.*

*The objective is to identify the accuracy in the achievements, assign a grade and obtain information to design activities that strengthen the abilities of the students.*

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**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

**E) Assessment Tools.** Include the assessment tools that were designed.

**Observation Guide.**

Type of assessment: Direct observation. When will you use it? In every English class.

What do you want to assess? and why? It is necessary to assess the performance of the students during class in order to obtain information that encourages reflection in the teachers about their practice, as well as allowing them to design activities that motivate students and help them strengthen their skills.

**Formative assessment**

**Observation Guide.**

Write a text that answers the following questions:

**General features:**

1. How many students were attended?
2. Were they interested and participated in the activities?
3. What words or expressions did they find difficult to use?
4. Who required additional support?
5. Who showed autonomy in carrying out the activity?

**In case students scatter:**

1. Why did this dispersal occur?
2. How did you get them interested and integrated into the activities again? Students with

Special Educational Needs:

1. Did they understand the topic?
2. Did they participate in the activities?
3. What accomplishment did they show?

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**Checklist.**

When will you use it? In the second session, at the end of the development activity, students carry out a self-evaluation.

Using a checklist, students read the statements and select the face that shows how they feel about their abilities.

What do you want to assess? and why? The aim of assessing their achievements, as well as the aspects in which they must work more.

The teacher can use this information to give feedback and to plan new activities that help students to achieve the expected learning.

*It can also be applied at the end of the unit of study and students can compare results.*

# Checklist

## Unit 4. Amazing animals. Self-assessment.

Name: \_\_\_\_\_ Group: \_\_\_\_\_

Instrucciones: Selecciona y colorea la carita que represente tu aprendizaje.

I like to explore illustrated material.



I can recognize the name of animals.



I participate asking questions.



I participate completing questions.



## Rubric.

Type of rubric: **Analytic.**

When will you use it? When the project is finished.

What do you want to assess? and why? The project consists of developing a poster, for this, it is necessary that the students explore illustrated material, either physical or virtual. The poster will contain questions and answers *written by the students* about their favorite animal.

The evaluation will focus on the written work and we will use a rubric.

The objective is to identify the accuracy in the achievements, assign a grade and obtain information to design activities that strengthen the abilities of the students.

### Project: Poster about amazing animals and their abilities.

	<b>Great work! 4 points.</b>	<b>Almost there. 3 points.</b>	<b>Starting to get it. 2 points</b>	<b>Try again. 1 point.</b>
<b>Appeal and Organization</b> <b>Required Elements:</b> <ul style="list-style-type: none"><li>▶ Title</li><li>▶ Images.</li><li>▶ 4 or more questions.</li><li>▶ Author</li></ul>	The poster has an attractive format and has all the elements.	The poster is not attractive but contains all the elements.	The poster may or may not be attractive, but in addition, it lacks one of the elements mentioned.	The poster format is confusing, missing items requested, contains unsolicited information, and/or was created by an adult.
<b>Writing-grammar</b> Structure of the questions: What is it? It's a cat. What color is it? It's orange. Can a cat fly? Yes, it can. Can a cat swim? No, it can't. Can a cat jump? Yes, it can.	There are no mistakes in the structure of the questions and answers.	There are two mistakes in the grammatical structure of the questions and answers.	There are three or four mistakes in the grammatical structure of the questions and answers.	There are five or more mistakes in the grammatical structure of the questions and answers, or they were written by an adult.
<b>Spelling</b>	There are two spelling mistakes in the poster.	There are 3 spelling mistakes.	There are 4 spelling mistakes.	There are five or more spelling mistakes.

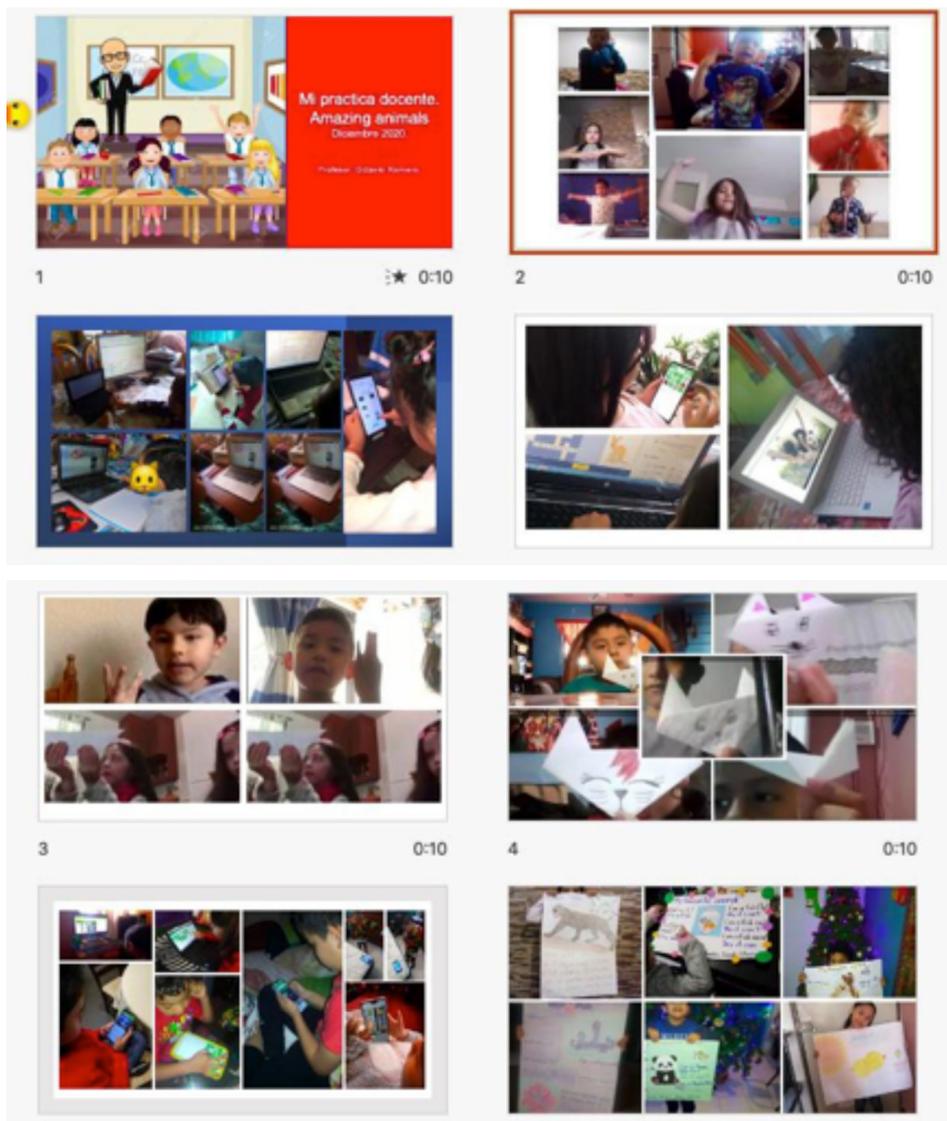
**F) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I have worked for several school cycles to improve my class plan to have a better teaching performance and ensure that my students achieve the expected learning. This course helped me to consolidate the work I had done up to this point and clarify how to develop evaluation instruments.

I learned about tools that not only enrich my work, but that when used well give us the opportunity to serve students with special educational needs.

I would like this practice to be in the handbook because it contains small actions that, as part of a routine, can greatly support all my students. In addition, it will be able to help us to be ready to face eventualities.

I think this will be the richest training we have ever had, based on real experiences. I would like to share with my colleagues the way that I develop my teaching practice and learn from their experience.◆



# 14 Gabriela Soriano Galicia.

Developing Specific Skills.

## Making Videos and Using Free Apps to Create Fun English Classes Online

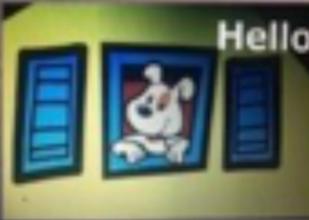
**MAKING VIDEOS AND USING FREE APPS TO CREATE FUN ENGLISH CLASSES ONLINE**  
Gabriela Soriano Galicia

**CATEGORY: DEVELOPING SKILLS**

**OBJECTIVE: GREETINGS, FAREWELLS AND COURTESY EXPRESSIONS**

**WEEK 1**

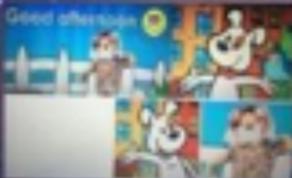
Video created with Screencastify: Bingo and Birdie greet people in their neighborhood. They also say goodbye.



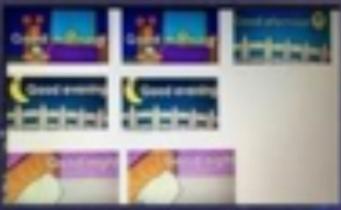
Matching columns game to review expressions. Created with Educaplay.



Bingo invites students to greet the neighbors



Song "The Greetings Song". Students sing by reading the images.



Puppet for the online class



Students' evidences on the Tic-Tac-Toe played at home and drawing of the winners.



# MAKING VIDEOS AND USING FREE APPS TO CREATE FUN ENGLISH CLASSES ONLINE

WEEK 2 AND 3

Gabriela Soriano Galicia

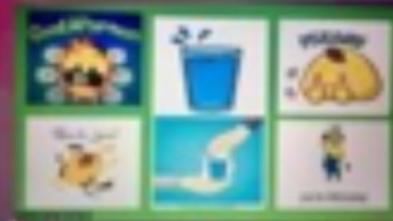
VIDEO WITH GAMES  
TO REVIEW THE  
VOCABULARY



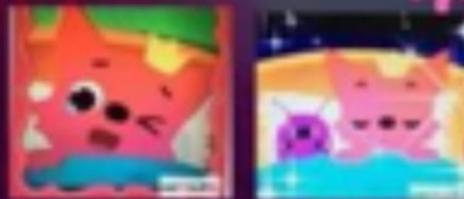
STORY OF  
SUNSHINE TO  
PRESENT  
COURTESY  
EXPRESSIONS



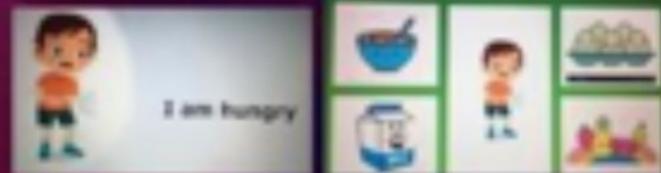
STUDENTS READ  
THE IMAGES



USING CHATTERPIX  
TO MAKE  
SUNSHINE TALK



STORY OF DAVID TO  
PRACTICE THE VOCABULARY  
AND ALL THE EXPRESSIONS.



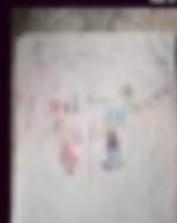
DAVID'S BROTHERS  
AND SISTERS TO TALK  
ABOUT WHAT THEY ARE  
HAVING FOR  
BREAKFAST.



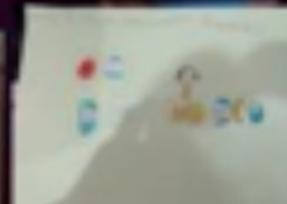
STUDENTS' EVIDENCES  
OF THEIR  
MEMORY GAME



STUDENTS' EVIDENCES  
USING FAREWELL  
EXPRESSIONS



STUDENTS' EVIDENCES  
OF THEIR  
BREAKFAST



<b>School:</b> Octavio Paz	<b>Grade:</b> 1st	<b>Group:</b> A, B and C
<b>Teacher:</b> Gabriela Soriano Galicia		
<b>Social Practice:</b> Listen to and use every day greetings, farewell, and courtesy expressions		
<b>Competencies:</b> Understand and respond to greetings, farewell, and courtesy expressions	<b>Unit:</b> 1	<b>Environment:</b> Familiar and Community
<b>Final product:</b>	Illustrated cards with courtesy expressions	
<b>Profile:</b>	<p>“Octavio Paz” primary school is located in Av. Muyuguarda s/n, San Lorenzo La Cebada, Xochimilco. It belongs to the “Jornada Ampliada” program and has a schedule from 08:00 to 14:30. It has 254 girls and 287 boys between 5 and 12 years old, making a total of 541 students. Among them, there are 20 students with learning barriers and 52 students with a learning gap.</p> <p>According to a diagnostic survey performed at the beginning of the school year, most of the students that attend to this school live nearby (La Cebada, San Marcos Norte, Barrio 18, Huichapan, Las Peritas) and some in certain parts of Xochimilco like Santa Cruz Alcapixca, Caltongo and División del Norte. Some of them come from other states of Mexico and, the majority belongs to families with low income and a poor education. Most of them have only finished their primary or secondary education and a few have gotten a major. Consequently, the jobs that parents have are, for instance, as shop assistants, clerks, servers, maids or taxi drivers and they spend most of their time working outside. They do not have time to spend helping their children at home or they do not have the knowledge to help their children solve the doubts they may have when doing their homework. 14 parents do not know how to write or read. Most of the parents in our community consider that learning English is not a priority and have already sent that message to their children.</p>	
<b>Category of best practice chosen and justification</b>	Developing specific skills	
<b>Define your case study taking into consideration the new elements.</b>	I have been asking my learners to watch the TV program “Aprende en Casa 2” that is being broadcasted every week. I watch it either and, after watching it, I plan my class. I create a Power point presentation where I include songs,	

stories, vocabulary and grammar (depending on the topic of the class) and I use "Screencastify" to record some videos using the material I created. I send them to my learners along with a set of activities they have to work with while watching the videos and they send me their tasks already answered 5 days later. The activities include the four skills. My learners read, listen, write and speak.

The evidences I have been receiving are showing they are really doing their best answering and, the most important thing, they are enjoying it and developing their autonomy. All the activities provide everything they need: vocabulary, examples, images and, even the answers to the activities for them to self-evaluate their tasks. I start with a controlled activity, then a semi- controlled activity and, a free activity at the end. This free activity is used for the online class I have with them every week so that they can present it to the classmates. For those who do not have access to technology I have been adapting activities by sending them photographs, audios and files so they have the opportunity to do the task either.

The community has given a good response to the new way in which classes have been given. I have received very good comments from my learners and I have seen they feel motivated to work. Even parents have told me they are also learning English. That has really motivated me to keep on working like that.

For this successful practice, I would like to work with the category of "Developing specific skills". I am using videos and free apps to create activities that are developing the four skills.

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**Challenges:**

The use of technology has to be done carefully so as not to leave anyone behind. A complete diagnostic has to be performed in order to assure the implementation of different tools to reach every student according to their possibilities. Some students have access to a computer, others do not. Some students have internet, others do not. Some students have a smart phone, others do not.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

This social practice will be developed in three weeks.

**Starting:**

The learner receives two videos edited using the app "Screencastify". The first video presents Bingo, a dog, and Birdie, his friend. They live in the same neighborhood. They introduce themselves by using the expressions "Hello, my name is...", "Hi, my name is..." and "Nice to meet you".

They mention they love walking around their neighborhood and they always greet the people they find on their way. If they find them in the morning, they use the expression "Good morning", in the afternoon they say "Good afternoon", in the evening, "Good evening" and at night, before going to sleep they say "Good night". Whenever they finish their conversations, they say "Bye" or "Good bye".

The second video presents a matching columns game created with the app "Educaplay". Learners will play along with the teacher in order to practice the greetings and farewells. They will see the image and match it with the audio.

In the third video, Bingo and Birdie invite the learners to walk around the neighborhood greeting the people and saying good bye. Then, they are invited to sing along with them using The Greeting Song. (<https://www.youtube.com/watch?v=gVIFEVLzP4o&list=RD3ZYAZ5ee4xA&index=23>).

At the end of the video, learners are asked to practice the expressions presented by playing tic-tac-toe three times with their family and by singing the song with them. As evidence, they will have to draw the tic-tac-toe game and draw who the winners of the game were.

Students will present their drawings in the online class talking about who the winner of the tic-tac-toe games was. We will sing "The Greetings Song" and we will remember the story of Bingo and Birdie. We will make a puppet with a sock and we will practice the song again using our puppet. I will introduce my puppet saying: "Hello, my name is..." and then I will ask my learners to introduce their puppets too. We will practice the greetings and farewells with the puppets and the song.

Learners who do not have access to online classes will receive a video with the activities and the song used in the class so that they can practice at home.

**Development:**

For the next session, students will watch three more videos edited with “*Screencastify*”. The first one with games where they can practice the vocabulary related to the greetings they saw in the previous session. At the end of the video, the learners will be asked to make a memory game with the help of their family and to play with them. I will send them a sample they can print or use as a guide to create their own memory game. As evidence, they will send the tic-tac-toe they played and the drawing of who the winner was each time they played.

In the second video, I will present the story of “Sunshine” a little girl who lives in a farm. Students will listen to the story and will be asked to help me by answering some questions that involve the use of the greetings they have just learned. For example: Sunshine lives in a farm. Every morning the roosters wake her up saying... (students are asked to say the expression they would use) and then I give them the answer: “Good morning”. Learners will walk along with Sunshine greeting her friends in the forest and, when the day is over, they say “Good night” to Sunshine so that she can go to sleep. At the end of the story, learners are asked to watch the video that has the song of this story in youtube: <https://www.youtube.com/watch?v=7CuZr1Dz3sk>. The name of the video is “Good Morning | Word Power | PINKFONG Songs for Children”. Learners are invited to practice by singing along with their family.

In the next video, I will present the vocabulary “milk, fruit and water” and we will review the greetings and farewells we have just seen. Learners will be told that every morning Sunshine wakes up and has breakfast. Learners are invited to suggest what they think Sunshine has for breakfast: water, milk or fruit. I present the answer and tell them that, as she is very young, she needs help. She asks Birdie for help with the next conversation:

Sunshine: - Milk please. Fruit please.

Birdie gives her some milk and some fruit so Sunshine says: "Thank you" Birdie answers: "You ´re welcome"

After having breakfast, Sunshine walks around the farm greeting her friends. When she comes back, she is thirsty so we practice the expressions again saying that Sunshine needs water. Finally, when Sunshine wants to go to sleep, we practice the conversation again saying that Sunshine wants some milk.

At the end of the video, learners will be asked to practice the vocabulary and the expressions at home with the help of their parents. Whenever they want something they have to say "please" and "thank you". Their parents will have to answer saying "you ´re welcome". If they want milk, fruit or water, they have to use the word in English too. As an evidence, learners will have to draw 3 examples where they show what they asked for using those expressions.

In the online class, students will talk about the moment they used the expressions or the vocabulary learned previously. They will mention if they drank milk, water or ate fruit. We will play memory game with the vocabulary and we will practice the conversation with a role-play. For the latter activity, I will have a puppet of Sunshine using "[Chatterpix](#)". With this app, it seems that Sunshine is speaking so I will record my voice to make her talk. As a special activity, I will ask learners to choose a toy and to record their voices saying the expressions and using this app. I will send parents a tutorial to teach them how to download the app and use it. I will tell them that if it is possible they can use the app, if not they can only record their kids´ voices.

Students that do not have access to online classes will receive a video with the activities so that they can do them at home.

This activity will be evaluated using the rubric "Greetings, Farewells and Courtesy Expressions. Oral presentation"

**Closure:**

The students will watch three videos made with “Screencastify”.

In the first video, I will review the vocabulary with some games. Then, we will review the conversations presented in the last class by reading pictures. For example: a picture of good morning, a picture of some milk, a picture of please, a picture of a hand giving milk and a hand receiving it and a picture of thank you.

In the second video I will introduce David and I will tell my learners a story related to him: He wakes up in the morning and feels hungry so he has something for breakfast. With this story, I review the vocabulary (fruit, milk and water) and present the words “eggs” and “cereal”. Then I use a song I created to practice the vocabulary and the courtesy expressions. Students review how to ask for things using those expressions.

In the third video I will present David and his brothers and sisters with a photograph of each one having breakfast.

I analyze the photographs along with my students in order to practice saying what they had. Next to the photograph, learners will see four pictures related to what they may have for breakfast. I will mention the options and I will ask learners to circle, along with me, the things they see David's brothers or sisters are having. At the end of the video, I will ask my learners to draw themselves having breakfast and to draw the things they had that were part of the vocabulary we had just seen.

In the online class, the students mention what they had for breakfast, we sing the song from the second video and practice it.

Students that do not have access to online classes will receive a video with the activities and the songs used in the class for them to do at home.

At the end of the three weeks, I will use the Rubric “Evidences sent by the learner” to evaluate the students’ performance on the topic.

## Results

**According to your assessment tools make the final analysis of your practice.**

**Include quantitative or qualitative analysis.**

In general, the learners demonstrated they had enough practice to be able to say the greetings, farewell and courtesy expressions with a good volume, intonation and pronunciation.

They also show they understand when to use each expression. They were able to greet me when we began the online classes and to use the farewells when we finished.

In the video they sent using Chatterpix, they used the expressions adequately. During the online classes, they could answer to my questions using these expressions.

In the evidences the learners sent, they show a lot of interest in performing the tasks as well as parents' support. That has also been an achievement since, as I mentioned in the challenges, parents did not use to give much importance to this subject and now they are participating a lot.

The following are some of the photographs they sent as an evidence of their activities:



In the photographs above we can see the learners are practicing by playing Tic- Tac-Toe. Since they cannot write yet, they drew. Besides, they are playing with their family. In this case, Julissa and her mother played together.



In this photograph we can see how parents are participating in the activities. Perla´s mother created this Tic-Tac-Toe board. I loved it.



In this evidence we can see how creativity is being promoted. Zuleyka is a student that has shown artistic talent since the very beginning. Her drawings are always colorful and full of life.

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

**Type of rubric:** Rubric to assess the learner’s progress on greeting, farewells and courtesy expressions orally.

**When will you use it?** In the third week, after having presented and practiced the greetings (hello, hi, good morning, good afternoon, good evening and good night), the farewells (good bye, bye) and the courtesy expressions (please, thank you and you're welcome) along with some vocabulary (milk, water, fruit, eggs, cereal).

**What do you want to assess? and why?.** We have been practicing the expressions and the vocabulary with many activities. Learners have been having the opportunity to listen the correct pronunciation and intonation and to understand in which situations each expression is used. With this rubric, I have the intention to assess their progress so as to get to know which expressions need to be reviewed.

<b>“Greetings, Farewells and Courtesy Expressions. Oral presentation.”</b>		
<b>Great Job!</b>	<b>Almost there</b>	<b>Starting to get it</b>
<p>The learner can use the greetings, courtesy and farewell expressions correctly.</p> <p>The learner’s voice has an excellent volume to be heard clearly. The learner’s intonation in each expression is excellent. The learner pronounces all the words correctly,</p>	<p>The learner can use most of the greetings, courtesy and farewell expressions.</p> <p>The learner has a good volume to be heard. The learner’s intonation in each expression is good. The learner pronounces most of the words correctly.</p>	<p>The learner has some troubles using the greetins, courtesy and farewell expressions correctly. The learner’s voice has a poor volume and it is difficult to be heard clearly. The learner’s intonation in each expression is poor. The learner does not pronounce most of the words correctly.</p>

## Rubric 2.

**Type of rubric:** Rubric to assess the evidences that learners send.

### When will you use it?

Every week.

**What do you want to assess? and why?** I want to assess if learners fulfill the activities specified in the videos, if they understand the topic and if they have the support of their parents. Since they are first graders, they need some help to write certain words or to practice the songs and conversations.

"Evidences sent by the learners"		
Great job!	Almost there	Starting to get it
The learner sends the evidence with all the characteristics that were specified in the videos.	The learner sends the evidence with most of the characteristics that were specified in the videos.	The learner sends the evidence with a few characteristics from the ones specified in the videos.
The learner shows he/she handles the topic that was presented.	The learner shows he/she almost handles the topic that was presented.	The learner shows he/she needs support on the topic that was presented.
The learners' evidence shows the support from the family.	The learners' evidence shows some support from the family.	The learners' evidence shows a little support from the family

### F) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.

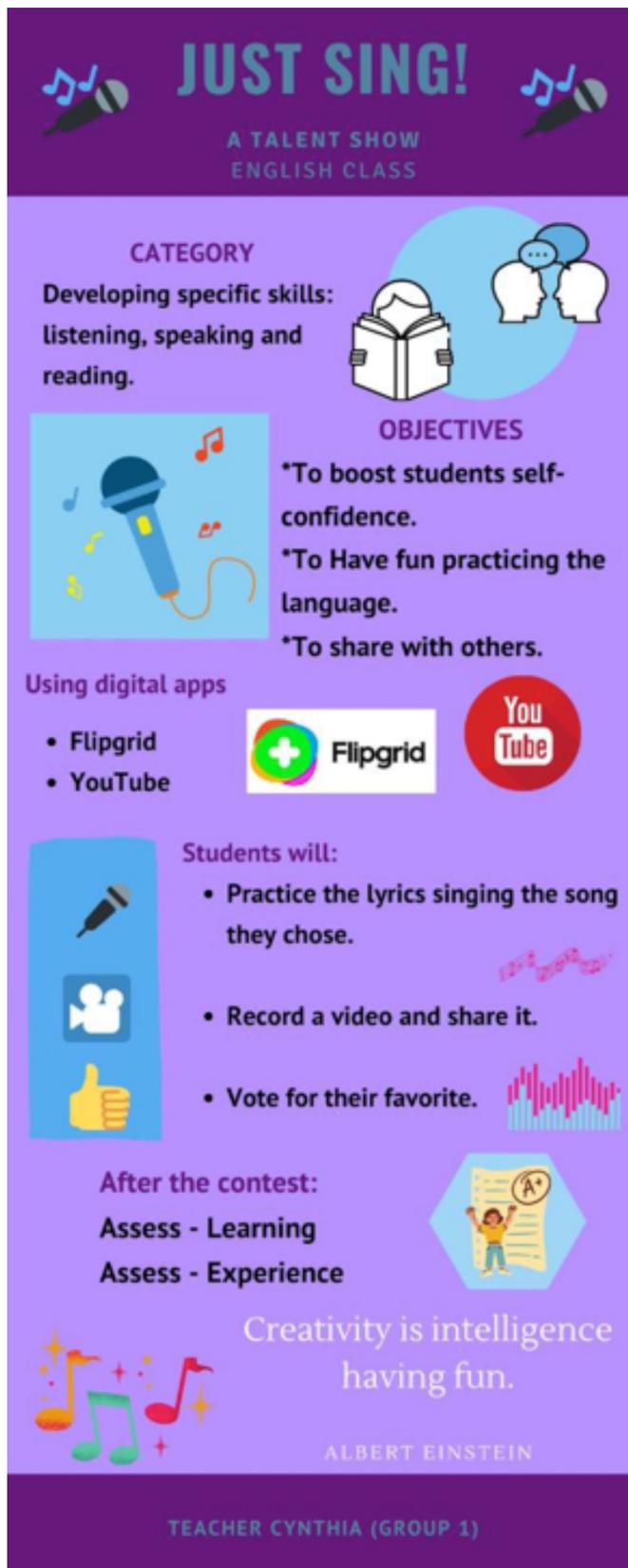
The situation we are facing right now implies a change in the way we teach and implies adapting our activities not only to the learner's context but also to distance learning. This is not an easy task but sharing our successful practices can be a very useful tool to do it. Because of that reason, I would like to be included in the final manual. I am sharing what has been working to me so that my colleagues can get ideas about the apps they may use and the way in which they can use them. I want them to realize it is possible to use technology, it is possible to use apps and it is possible to give funny lessons.

When designing my Successful Practice, I felt I could make a difference. I felt it was an opportunity to give a real example about what teachers are doing in Mexico. Most of the times, the examples that are being given are taken from the experiences teachers from other countries share and, consequently, we may feel those proposals are far from our reality. By participating in a manual created by Mexican teachers, we can help our colleagues feel motivated and willing to dare to try new things.◆

# 15 Cynthia Iliana Martínez Olvera.

Developing Specific Skills.

## Just Sing!



**JUST SING!**  
A TALENT SHOW  
ENGLISH CLASS

**CATEGORY**  
Developing specific skills:  
listening, speaking and  
reading.

**OBJECTIVES**  
\*To boost students self-  
confidence.  
\*To Have fun practicing the  
language.  
\*To share with others.

Using digital apps

- Flipgrid
- YouTube

**Students will:**

- Practice the lyrics singing the song they chose.
- Record a video and share it.
- Vote for their favorite.

**After the contest:**  
Assess - Learning  
Assess - Experience

Creativity is intelligence  
having fun.

ALBERT EINSTEIN

TEACHER CYNTHIA (GROUP 1)

<b>School:</b> ESCUELA PRIMARIA INSURGENTE MORELOS	<b>Grade:</b> 4th	<b>Group:</b> B
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**Teacher:** Cynthia Iliana Martínez Olvera

**Social Practice:** Sings Songs

<b>Competencies:</b> To listen to lyrics of songs. To identify parts of songs lyrics. To participate singing songs.	<b>Unit:</b> Any moment	<b>Environment:</b> Literacy and Ludic
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**Final product:** Flipgrid Video (Performing a song in English).

**Profile:**

I teach English at Insurgente Morelos Elementary School, located in 5 de Febrero Avenue in Gustavo A. Madero, is situated next to some low-income neighborhoods such as Martín Carrera and La Villa, with not much access to a lifestyle of quality, in a crowded area of the city and close to La Basílica de Guadalupe, the second most important catholic church on the planet, so usually there's a lot of movement around it.

Our school belongs to the 223 zone that includes 6 elementary schools, we have the 5th place among them, the first 4 are private. We work full time (from 8:00 am to 4:00 pm). My school attends children between ages of 5 and 13 years old, who study the primary level.

Last year we had a total of 285 students and this school year due to the pandemic we work remotely with 270 kids. Most children came from single parents, who have to work lots of hours to provide, mainly selling retail or working in the informality. Most parents don't have more than a bachelor's degree, many just have primary studies, some don't even know how to write or read, and a few don't speak Spanish.

**Category of best practice chosen and justification**

Developing Specific Skills (listening, speaking and reading).

Because of their context, they don't have a lot of exposure to English language and therefore, they often feel insecure and refuse to try reading and/or speaking English. So, I believe this activity will also promote their self-confidence, enrich their vocabulary and motivate them to practice more while it improves their trans media skills.

So, the main purpose of this practice is to give my students a fun and meaningful activity to develop their listening,

speaking and reading skills. By taking advantage of the current situation due to the social distancing and online classes, to promote the technological tools for learning, taking into consideration that they are digital citizens and they feel a natural curiosity for social media.

**Define your case study taking into consideration the new elements.**

Our school is important to the community, because we offer assistance to families, we are a full time primary school, the only public one in our zone, besides academic education and physical activities we provide a safe place for children to be at for 8 hours a day and meals for a low cost.

This kids' world is very small, they aren't exposed to a lot of cultural, recreational or academic experiences other than the ones that our school provides, a very few of them have practiced a sport, an art discipline, or have tried to learn another language. Probably not just because they lack economic resources, but also because their parents didn't have it either, so is not a necessity, some don't even consider that having a career is a priority.

That makes my job as an English teacher a little bit harder, because children know their families' and some of their teachers do not speak or like English language. So they don't see a reason for it and therefore, they don't even try to learn it. For some the only practical use they see on speaking English is to be able to communicate with migrant family members that went to the US.

Although most of my students have a resistance to learning the language and think it's too complicated and not worth it, there are a few that have the idea of a better job in the future if they speak English and some other that have a real interest in learning it because they like it.

Maybe due to the difficulties of their environment some of them tend to be rebellious and hostile, and that leads to having class management issues or discipline problems with disruptive students, which makes it harder for children that actually want to learn, to be able to concentrate and make the most of the class.

My school joined the PRONI in 2018, but in the first 2 years they didn't have a teacher with enough hours for the whole

school until now. So the upper graders haven't had much practice with English language, and because the program and the books are supposedly at a higher level, they often feel frustrated. On the opposite side, younger kids are more receptive to new things, they react better to the challenge, try harder and seem to enjoy the experience more.

That's why, for this case I'll concentrate in Cycle 2, with the purpose of making that gap thinner, between the ones that have already been exposed to the English language and the ones that have not. And show all of them that practicing English is fun and that learning another language can improve their minds and eventually their lives.

**Challenges:**

- ▶ To gain principal's and parents' confidence in the project.
- ▶ To design offline activities for children who don't have technological resources or internet access.
- ▶ To build up students' confidence so they participate in the activities.
- ▶ Making a safe and positive environment in the class so they feel confident enough to produce the language.
- ▶ Encourage students to be open and receptive to new experiences.
- ▶ Keep students motivated to practice.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure. Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

In face to face classes we work for 45 minutes 3 times a week. In online classes we work for 40 minutes once a week. But it doesn't really matter if are online classes or not, this project will be done within a month.

**Starting:**

I'll Organize a Talent Show (**Just Sing!**), in which my students will participate singing songs.

I designed previously 2 posters about the Contest to grab the students' attention, one for digital media, and another to print and paste at school (when we go back).

I'll invite them to participate.

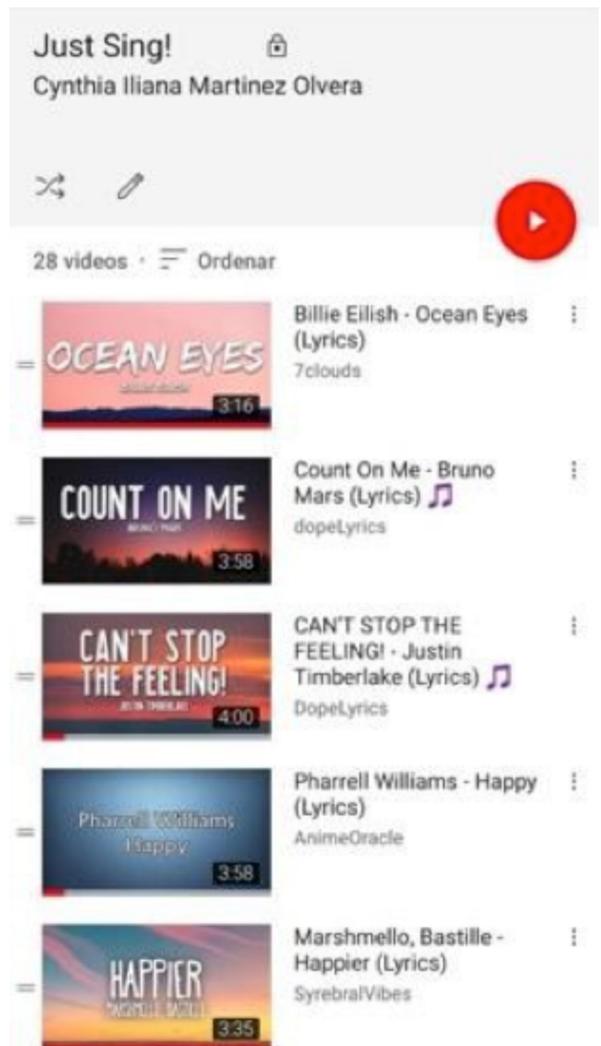


The 1st class I'll present some grammar structure or vocabulary from previous knowledge (Personal Pronouns). Engaging students by playing a popular song that mentions that specific grammar or vocabulary.

I'll play the song again by presenting a video with the lyrics.

**Development:**

I posted some videos of songs previously selected (with lyrics) on my YouTube channel.



At the end of the 2nd class. I'll explain that the Talent contest will be developed at Flipgrid, where they can record, edit, animate and upload their video performing the song.

I'll present Flipgrid app as an easy and safe way to share their videos and vote for their favorites, but most important an excuse to be creative and have fun. And for those who don't have a proper device to do it at home, I will explain how they can do it on a PC (maybe even on TIC's class, when we go back to school).

As homework I'll assign students to choose a video from my list on YouTube and watch it while they listen and read the lyrics at least once a day for a week.

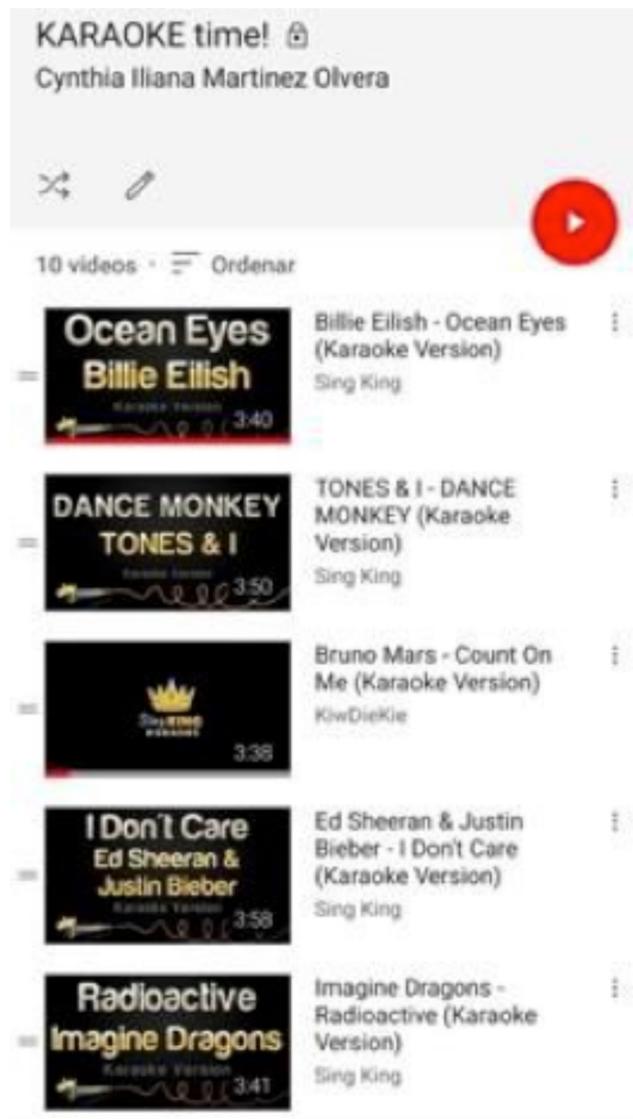
I'll give them the Checklist so they keep in mind what's expected from them and their video performances.



For the 3rd class. After a week of practicing the song, the students will switch to a Karaoke version of the song and record a video of themselves singing. I will make emphasis on the importance of being creative (they could wear a costume, make the scenography, use props, adding effects, or anything that can imagine).

All the students will share their videos on Flipgrid.

The class will vote for their favorite one on the app and the winner will get an extra point at the trimester.



Flipgrid Help

Discussion Actions

Dec 1, 2020

## Personal Pronouns (subject-object)

0 responses • 0 views • 0 comments

Can you identify the different Personal Pronouns (PP)?  
Which ones are subjects? and Which ones are objects?

Los invito a practicar Inglés mientras nos divertimos cantando.  
Escoge una canción de mi canal.  
[https://www.youtube.com/playlist?list=PLzhoFdc\\_TpCMnrWRPMDIU7iCdzwD\\_-WE](https://www.youtube.com/playlist?list=PLzhoFdc_TpCMnrWRPMDIU7iCdzwD_-WE)  
Practica cantarla una semana y luego sube un video de ti cantándola.

[Show more](#)

Join Code: [aac95dba](#)

Responses (0) Search Responses

Start the discussion!

**Closure:**

After deciding watching all the performances the class will decide who's the winner.

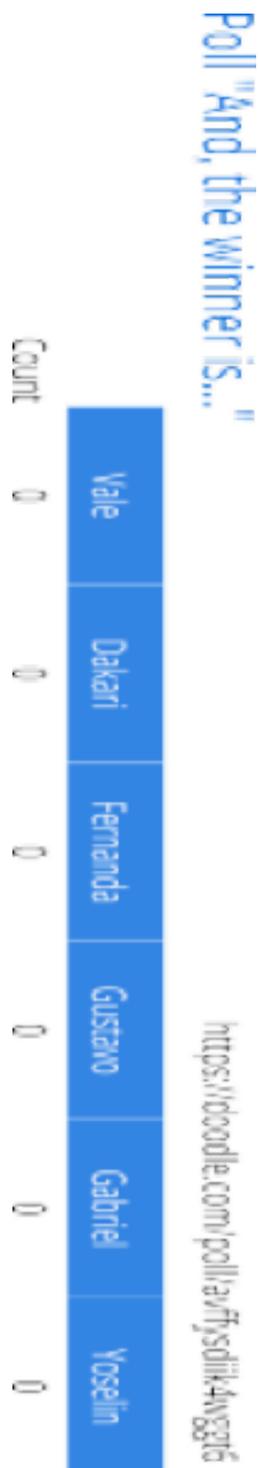
At the end, we'll have 3 different evaluations (probably using Google forms if the activity is online)

The first one about the production and presentation of the product (video) If they use the tools, and the level of creativity (Rubric 1).

The the second test is about about the level of improvement in the use of the grammar structure or the vocabulary, to assess if they can difference the sounds that are similar, different or the same in Spanish and English. If they are able to read better. If they are capable of recognizing the meaning of some phrases, grammar structures or words (Rubric 2).

And another for them to self-evaluate how was the experience. If they enjoy the practice, if they are more comfortable speaking English, if they think they learn new things (words, structures, etc.) if they understand better the sounds of some letters or the pronunciation of English language, if they like to use an app, if they feel practicing English is easier and more enjoyable with this tool.

These tests are intended to provide hetero evaluation<sup>1</sup> and self evaluation about the activity, so they gain confidence and interest on learning English.



<sup>1</sup> Sí existe ese concepto. Aquí incluimos una fuente referencial: <https://repository.unilibre.edu.co/handle/10901/15616?show=full&locale-attribute=en>

1:27

docs.google.com/forms/d/

### Just Sing! self-evaluation

Preguntas    Respuestas    Puntos totales: 0

## Self-Evaluation

Answer honestly about your experience during the practice JUST SING! Talent Show.

How much did you enjoy the activity?

1    2    3    4    5

Loved it                        Hated it

### About learning the song

	It was e...	It was fun	It was b...	It was di...
Chosin...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practici...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recordi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### About using the apps

|           | It was ...               |
|-----------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Using ... | <input type="checkbox"/> |
| Using ... | <input type="checkbox"/> |
| Using ... | <input type="checkbox"/> |

### About being creative (choose as many as you want).

- I just sang the song
- I recorded the video using flipgrid
- I edited my video (adding visual effects) on flipgrid
- I prepared a choreography
- I prepared an scenario
- I used a costume
- I used accessories
- I used props

### About sharing our videos

- I was supportive with my classmates
- I had fun
- I didn't care about other videos
- I felt embarrassed
- I enjoyed their videos

### About learning

	It's so muc...	It improve...	It's the same
My vocabul...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grammar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pronun...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My reading...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My listenin...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My confide...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### About the English Class

- It's fun
- It's very difficult, I don't like it
- It's boring
- It's not so difficult, I like it

## Results

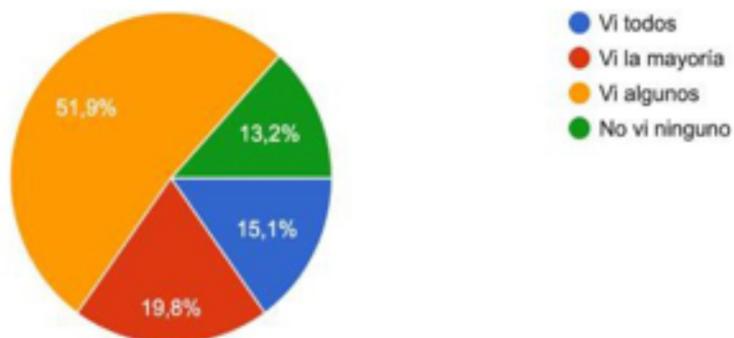
**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

I don't have concrete results about my practice because I agree with my principal that we will wait after the winter's break to start developing the practice.

But I did some research among the students (a pool with Google Forms) about our recent use of YouTube to practice English vocabulary.

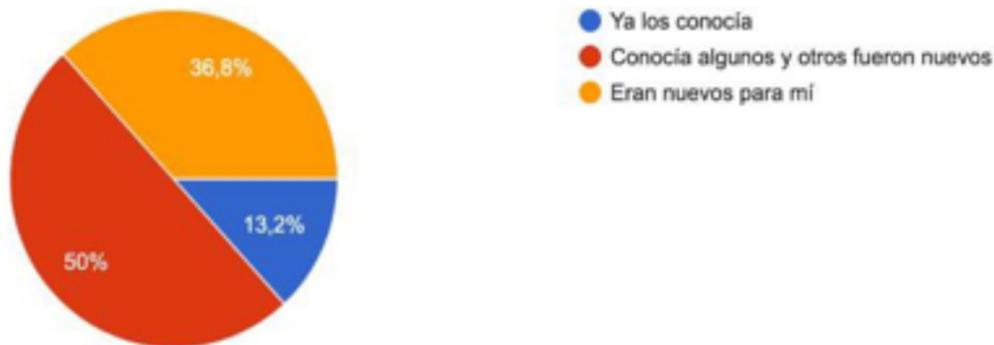
### 2.- Respecto a los videos en YouTube sugeridos para la práctica de la asignatura de inglés.

106 respuestas



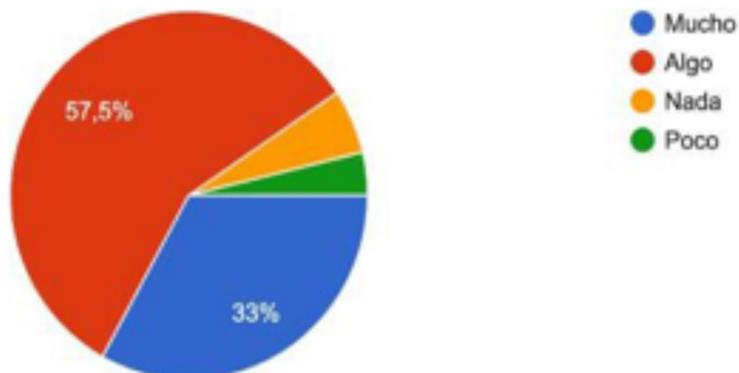
### 3.- Respecto a los temas de los videos propuestos

106 respuestas



### 5.- ¿Qué tanto te ayudaron las canciones a practicar el vocabulario en inglés?

106 respuestas



The 13.2% did not watch the videos on YouTube. Mainly because lack of interest.

But more of the 90% of the students that watched the videos, felt that practicing with videos on the YouTube App was helpful for their learning of English language.

So I believe I can predict that:

- ▶ Because of the Contest the level of interest about practicing English language will increase, in most of the cases.
- ▶ During the practice the students will be excited to use digital apps and interact like in social media.
- ▶ Recording the video will allow them to express their creativity.
- ▶ After the practice I'll be able to measure the improvement on their use of vocabulary and grammar. And also, assess if they can speak with better pronunciation and fluency.
- ▶ I'll assess their progress about listening and reading.
- ▶ After the Just Sing! Talent Show the students will feel more confident on the use of English language, because they will notice their own improvement in the 3 skills that we want to develop.

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: Analytic When will you use it?

After the students deliver the video. What do you want to assess? and why?

The general performance of students. The use of the technological tools. How well do they prepare the presentation. If they improve pronunciation and fluency and the level of creativity they put on the product.

**Just Sing!**

	Great work!	Almost there	Starting to get it	Try again
<b>Presentation</b> Confidence 4 points	Made lots of eye contact. Sang clearly and looked very confident.	Made some eye contact. Sang clearly and looked confident.	Made some eye contact. Voice was too soft. Seemed uncomfortable.	Spoke too softly. Did not stand up straight. Did not look at the audience.
<b>Use of Media</b> Quality 4 points	Used the app to create the video. Combined text, graphics, and sound effects to make the presentation interesting.	Used the app's tools to include some visual or sound effects in the presentation.	Used little graphics and sounds.	Used the app only to share the video.
<b>Preparedness of Presentation</b> Being prepared 4 points	Student is completely prepared and has obviously rehearsed.	Student is very prepared but not well rehearsed.	Student is somewhat prepared with an obvious lack of rehearsal.	Student does not seem at all prepared to present.
<b>Pronunciation</b> Fluency 4 points	Presentation flows well. Excellent oral communication. Minimum mispronunciation.	Presentation flows well. Very good oral communication. Occasional mispronunciation does not interfere with comprehension.	Inconsistent flow of presentation. Limited oral communication. Mispronunciation at times interferes with comprehension.	Presentation is unorganized. Often mumbles or cannot be understood. Mispronunciation prohibits comprehension.
<b>Creativity</b> Make a show 4 points	Student prepared a scenography, choreography, costume and/or props for the video presentation.	Student improvised some scenography, dance, use accessories and props for the video presentation.	Student dance, use accessories or props for the video presentation.	Student did not prepare a scenography or choreography, did not use a costume, accessories or props for the video presentation.

Created at Rubric-Maker.com

## Rubric 2.

Type of rubric: Analytic When will you use it?

After the students deliver their products. What do you want to assess? and why?

I want to assess students' improvement in the language. If they can recognize sounds of letters, specific words or phrases. If they can understand and use grammar structures.

Level of Improvement			
Improvement on the skills of English Language			
	<b>Excellent!</b> <i>5 Points</i>	<b>Good enough</b> <i>3 Points</i>	<b>Not good</b> <i>0 Points</i>
<b>Listening</b>	Students can recognize the sound of letters, identify words and phrases.	Students can recognize some words or phrases.	Students can not recognize words, sound of letters or phrases.
<b>Speaking</b>	Students can use words and phrases with better pronunciation and fluency.	Students start to use some words and a few phrases.	Students don't use words or phrases in English.
<b>Reading</b>	Students can read more fluent and they understand better the text.	Students start reading and understand some parts of the text.	Students read but don't understand the text.
<b>Grammar</b>	Students can identify specific grammar structures and use them on similar contexts.	Students identify some grammar structures.	Students can not use or recognize any new grammar structures.

This rubric was created with **Quick Rubric** and can be found at - <http://www.quickrubric.com/r#/qr/cynthiaimo/level-of-improvement>

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

The entire course has been a great adventure. Like a journey to a fantastic place where after many challenges I proved my worth. I know it may sound too romantic or even dramatic, but that's how it feels.

I've been an English teacher for 15 years now, but it was until recently that I enter to SEP, and between the bureaucracy and the general apathy something happened to me. After months of constant frustration because students' lack of interest, parents and even from some other teachers, and been told not to every idea or suggestion I just lost enthusiasm.

At the beginning of the course, I felt very stressed and I wasn't even sure that I wanted to continue. But I listen to Nelly and once I stopped complaining or making excuses and started trying to make it possible everything changed.

And when I say everything, I don't mean only my experience in the course, I mean I reconnect with the teacher that I was before and always wanted to be, a fun, committed, innovator, enthusiastic and caring teacher.

The course was so well led that at the second session I knew what I wanted to do for my successful practice, and although it was a lot of work it was totally worth it. So, when I found out that I've passed to Course B, I was very excited, and at the very first session all the content just blew my mind, since then I've been learning so much and discover so many tools that will help my classes and my students.

All the topics are so updated, I loved to learn about new technologies and new ideas for teaching, the vision that we can take successful practices from other countries and really adapt them to our own context and transform our reality was very enlightening.

Specially during this second course I had wonderful guidance from my tutor Javier, his feedback about my work was very helpful and his disposition meant a lot to me. He was always so kind. He made realized that I need to question myself about how can I help students with disabilities and that I have to start preparing for that (read, investigate, and learn about it), just because of that, I feel I've grown as a teacher and I'm very grateful to him for it.

Nelly and Yol provided me with so much inspiration and the motivation I needed to keep on trying, to keep on learning and be the best teacher my kids could have. And, I guess I would like to be selected for the manual to do the same for other teachers, to help them see that there are other ways to teach, that just to follow the program and answer the book, that we should do better, so we can make a difference.

So, How was my experience? AMAZING!◆

# 16 Carlos Cruz Fernández.

Developing Specific Skills.

## Follows and Interprets Instructions.



### My first

# Abc

e-Book  

**CATEGORY:** Speaking Skills 

**Objective:**

 **SMILE** This successful practice puts forward an activity to master the understanding and spelling of the English Alphabet based on the following inputs:

 **SPEAK UP** An opportunity to rehearse the phoneme-grapheme correspondence and grapheme-phoneme variations including word-specific rehearsal for spelling.

 **MUSIC** A fun scaffolded drilling of the short and long vowel sounds, along with consonants, using flipped classroom videos that provide both stimuli and motivation to integrate a second voice into the student's own language.

 **DRAWING** A creative way to introduce children to digital skills literacy by allowing them to create their first E-Book with the assistance of their guardians using a free online App.

 **CARING** A rubric to assess language, behavior, and digital skills, while providing written and oral formative feedback.

**FLIPPED CLASSROOM:**  
REHEARSE THE ABC SOUNDS AT HOME:  


**INCLUSIVE TEACHING FOR LEARNERS WITH A HEARING LOSS.**  


**CREATE YOUR E-BOOK IN 6 SIMPLE STEPS:**

1. Log-in to [app.bookcreator.com](http://app.bookcreator.com) with your Institucional SEP's E-mail account .
2. Click into New Book. Select your book's size and shape. Pick the one you like. Be as creative as possible!
3. Choose a background for each page. Make sure to include your full name, school name and group in the cover.
4. Add Illustrations and record your voice for each of the 26 letters of the Alphabet with the insert sound feature.
5. For each letter, include a sample word and a representative picture. For each vowel, you must provide a recording of the short and long sound.
6. Save your work and upload your shareable link

 **2** 

<b>School:</b> General Donato Guerra	<b>Grade:</b> 1st grade of elementary school	<b>Group:</b> A, B & C
<b>Teacher:</b> Carlos Cruz Fernández		
<b>Social Practice:</b> Follows and Interprets Instructions		
<b>Competencies:</b> Explores Rhymes and Stanzas	<b>Unit:</b> 5 PRONI/Aprendizajes Clave	<b>Environment:</b> Literary Expression
<b>Final product:</b> <b>Alphabet E- Book with Phonemes</b>	Cycle 1 (1st): Understands rhymes and stanzas; Reads Rhymes and Stanzas	
<b>Profile: The class profile is addressing a “large multilevel” group.</b>	This proposal addresses a “large multilevel” class with a different English knowledge backgrounds who have seldom had an opportunity to practice both Speaking for fluency and Speaking for accuracy.	
<b>Category of best practice chosen and justification</b>	<p>Activities to develop Speaking Skills:</p> <p>This proposal puts forward activities to develop a thriving Speaking practice based on the following inputs:</p> <ul style="list-style-type: none"> <li>▶ Introduction to the alphabet/long vowel sound and relative/short vowel sounds of alphabet ´s letters.</li> <li>▶ Scaffolding of the practice of phonics combined with multiple skills such as reading, writing and listening.</li> <li>▶ Flipped classroom with drilling practices through videos that provide both stimuli and motivation to integrate a second voice into the student ´s own language ethos.</li> </ul>	
<b>Define your case study taking into consideration the new elements.</b>	<p>My case study focuses on taking to the forefront the subject of Pronunciation as an organic component of English speaking skills in English Language Teaching. In my case study, I contend that</p> <p>Pronunciation as a subject has been regarded as sub-skill or an embedded part of any Speaking skill. However, Speaking should be regarded as a key stone of the phonological competencies being taught to the students whether this is done following diverse Second Language Acquisition Approaches, Methods and Techniques.</p> <p>The main objective of this practice is to provide a working basis for Mexican students to develop mastery in the oral</p>	

production of English utterances from the early stages of their elementary education by integrating an appropriate comprehension and acquisition of vowel and consonant sounds.

**Challenges:**

- ▶ There is a major trend in the fossilization of the teaching of the English Alphabet, commonly referred to as the ABC's, based on an Only-Alphabet-Sounds teaching methods which has been widespread by English Teachers for generations among many preschoolers and students of the 1st Cycle in SEP schools of Mexico City.
- ▶ In terms of the first cycle, few students have had time to integrate L2 through the perception and production of English Consonants and Vowels with a focused practice based on Pronunciation nuances of the English Language by Mexican speakers. This case has been previously raised as contentious aspect in L2 development by Catalan Speakers by Foresti (2017).
- ▶ Phonology and phonic competencies are not usually taught or explained in the current curricula of English Language Teaching programs of SEP nor at Escuelas Normales.
- ▶ The technical input to raise phonological awareness may be restricted to highly specialized knowledge-based courses since most Mexican teachers acquire phonological teaching methods at specialized courses such as Cambridge based courses like TKT, CELTA, DELTA amid the curricula of Escuelas Normales.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and**

The successful practice demands a change in the focus of how English first sounds are taught by acknowledging a twofold approach toward teaching the English Alphabet Sounds and, hence, words, based on the recognition of two primordial sounds: the relative or short vowel sound of words and the alphabet or long vowel sound of words.

1. Steps: Amending the National English Program in Mexico to address the early teaching of the English Alphabet sounds with a focus on short and long vowel sounds.
2. Training of Teachers to become proficient at teaching pronunciation methods and skills that are compatible and complement Communicative Language Teaching practices

## include pictures.

that have become a main referent for the PRONI program.

3. Training students to become proficient at pronunciation with challenging drills through the 1st, 2nd, 3rd and 4th cycle that will refine their phonological competencies. It is important to note that students will be able to continue working through their final products with a clearer idea of how words, sentences and paragraphs are spoken and produced.

### Digital Tools

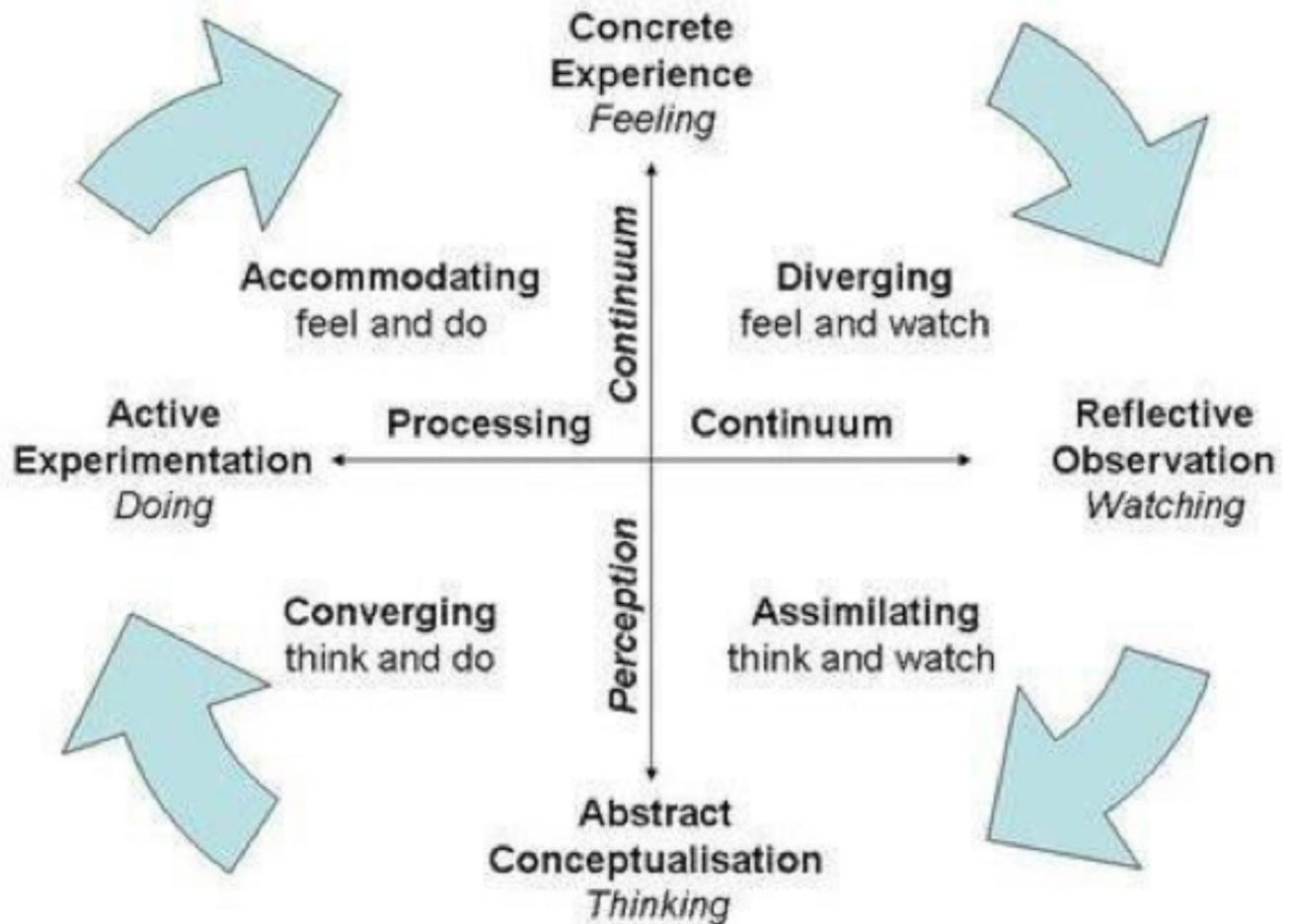
- ▶ App.bookcreator.com
- ▶ YouTube
- ▶ Google Classroom
- ▶ Telegram Phone App

### Theoretical Framework

For this project my lesson plan is based on Kolb's Model of Experiential Learning in which "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). Based on this tenet, concrete experience is the source of learning & development of a L2 cultural mindset and competence. This process is part of a more complex learning cycle that Kolb developed into four sequenced stages:

1. Concrete Experience: a new experience or situation is encountered, or a reinterpretation of existing experience.
2. Reflective Observation of the New Experience: of particular importance are any inconsistencies between experience and understanding.
3. Abstract Conceptualization: reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
4. Active Experimentation: learners applies their idea(s) to the world around them to see what happens.

As presented by McLaud (2017), this framework of analysis provides several useful techniques that can be applied effectively in the classroom for SLA purposes:



Source: McLeod, Saul (2017), *Simply Psychology Magazine*, "Kolb's Learning Styles", Consulted on November 10th, 2019, Available on: <https://www.simplypsychology.org/learning-kolb.html>

#### **4 STAGES OF IMPLEMENTATION:**

##### **STARTING POINT**

- ▶ Stage 1 Concrete Experience :
  - Individual work: learning by doing, having a hands-on experience via flipped classroom drilling practices that teach both short and long vowel sounds and alphabet sounds.

##### **DEVELOPMENT**

- ▶ Stage 2 - Reflective Observation:
  - Peer to peer feedback: reviewing and reflecting on the experience. Students will develop and audio file spelling the words of the English Alphabet along

with the voice of her mother, father or tutor. Both will provide feedback to each other.

- ▶ Stage 3 Abstract conceptualization
  - Self-evaluation: concluding, learning from the experience. Students will be able to develop a graphic sign for each letter of the English Alphabet with self-guided creative designs using the BookCreator App. When they are done they will be asked to insert an audio file for each letter. They will be able to insert her and his mother voice in this project.

#### **CLOSURE**

- ▶ Stage 4 Active Experimentation
  - Practice for fluency: trying out what you have learned. Students can produce a video or a presentation in which they show mastery of the English Alphabet before the whole classroom in a special session designed to showcase the advancements of their E-Books with a transmedia content.

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#### **Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

#### **QUALITATIVE ANALYSIS**

1. The focus of this implementation has a bottom-up approach and relies on the scaffolding of class activities that will contribute towards the mastery of fluency and accuracy of English as a Second Language throughout their entire Educación Básica period of education in Mexico City.
2. A change in the pronunciation focus of English Language Teaching from the early years of Elementary education expects a growth in student's confidence and better understanding of words which will incrementally produce lower affective filters towards English language classes. The overall effect strives to build new perspectives among the intrinsic motivations of the students and completion of English language studies in their lifetime.

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McLeod, Saul (2017), Simply Psychology Magazine, "Kolb's Learning Styles", Consulted on November 10th, 2019, Available on: <https://www.simplypsychology.org/learning-kolb.html>

**Assessment Tools.** Include the assessment tools that were designed.

### **Rubric 1.**

Type of rubric: Formative. When will you use it?

During the development of the project. What do you want to assess? and why?

The aim of this tool is to assess the learner's progress in naming the letters of the alphabet by following these criteria:

naming the letters of the alphabet in order

using letter names to distinguish between alternative spellings of the same sound, i.e. short or relative vowel sound and long or alphabet vowel sounds.

## Chart of Rubric 1.

**ESCUELA PRIMARIA**

**“GENERAL DONATO GUERRA CCT.09DPR5017W”**

**CICLO ESCOLAR 2020-2021**

Teacher: Carlos Cruz Fernández

Unit 3: Plan Aprende en Casa II & III

Classroom:

1st Grade – Group: A, B, C

Class: English

Student´s Name:

### Evaluation Criteria

Actual Rating: \_\_\_\_\_

### SPEAKING PRACTICE FLUENCY

10 points	8-9 points	7-6 points
There are no hesitations, pauses are made only when convenient.  Alphabet letters are spelled in the right order.	There are some hesitations and unnatural pauses. There are some spelling mistakes and letter misplacements.	There are more pauses than actual speech. The spelling of the Alphabet is at an early stage, which requires reinforcement of graphemes and phonemes of vowel and consonants at home.

### ATTITUDES TOWARDS ACCURACY

10 points	8-9 points	7-6 points
Shows a great sensitivity to analyze materials on their own or with assistance of guardians. Demonstrates real interest to incorporate new concepts and ideas into practice.	Shows little sensitivity to explore materials on their own or with assistance of guardians. Shows little interest to try out new original ideas within the practice.	Does not show sensitivity to explore materials on their own or with assistance of guardians. Does not take into consideration the suggestions made regarding the lesson.

Source: Rubric 1 designed by Carlos Cruz Fernández adapted from Department for Education (2014) The national curriculum in England: complete framework for key stages 1 to 4. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4> (Accessed: 04 December, 2020)

## Rubric 2.

Type of rubric: Summative. When will you use it?

At the end of the Unit in which we will be assessing the “Unit Product” which is set to be an E-Book of the English Alphabet with Letters and Sounds” using App.bookcreator.com

What do you want to assess? and why?

At Unit 3 I want to consolidate the Young Learner’s ability to spell and read the letters of the English Alphabet. In this regard, the underlying aim will take a close look at the following aspects:

How Young Learners segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).

Young Learners recognize the varieties in phoneme-grapheme correspondences (which underpin spelling) and the less variable grapheme-phoneme correspondences (which underpin reading). Young Learners will reach a clearer understanding of words that rhymes by using the stanzas of an original or quoted poem.

By following this practice, Young Learners will be able to consolidate Aprendizajes Esperados for Unit 3.

## Chart of Rubric 2.

### ESCUELA PRIMARIA

“GENERAL DONATO GUERRA CCT.09DPR5017W”

### CICLO ESCOLAR 2020-2021

Teacher: Carlos Cruz Fernández

Unit: Plan de Aprendizaje en Casa

Classroom:

1st Grade – Group: A, B, C

Class: English

Student’s Name:

### Evaluation Criteria

Actual Rating: \_\_\_\_\_

### SPEAKING FLUENCY OF THE RECORDING IN THE E-BOOK

10 points	8-9 points	7-6 points
Letters and words are spelled in a phonically plausible way with no hesitations.	Letters and words are spelled in a phonically plausible way, even if sometimes incorrectly.	Letters and words are spelled in a phonically plausible way, oftentimes incorrectly.
Phonemic variations between vowels and consonant sounds are properly acknowledged.	Phonemic variations between vowels and consonant sounds require further rehearsal at home.	Phonemic variations between vowels and consonant sounds were seldom rehearsed at class and home.

**ATTITUDES TOWARDS ACCURACY**

<b>10 points</b>	<b>8-9 points</b>	<b>7-6 points</b>
Shows a great sensitivity to analyze materials on their own or with assistance of guardians. Demonstrates real interest to incorporate new concepts and ideas into practice.	Shows little sensitivity to explore materials on their own or with assistance of guardians. Shows little interest to try out new original ideas within the practice.	Does not show sensitivity to explore materials on their own or with assistance of guardians. Does not take into consideration the suggestions made regarding the lesson.

**DIGITAL SKILLS**

<b>10 points</b>	<b>9-8 points</b>	<b>7-6 points</b>
Show outstanding ability to make use of websites and online resources suggested in the unit.  There are few mistakes in the performance or at least they do not stop communication.	Shows adequate ability to make use of websites and online resources suggested in the unit. During the performance most of the times communication can be achieved.	Shows very little ability to make use of websites and online resources suggested in the unit. During the performance communication is not achieved properly.

**CREATIVITY**

<b>10 points</b>	<b>9-8 points</b>	<b>7-6 points</b>
Presents a clear and well-exposed E-Book covering the main aspects of what the assignment is about.  Color and multimedia is integrated into the final product.	Presents an E-Book with some aspects of what the assignment is about.  Some color and multimedia is integrated into the final product.	Presents an E-Book with few or none of the aspects of what the assignment is about.  Neither color nor multimedia is integrated into the final product

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I believe this Successful Practice should be highly considered among the English as a Second Language (ESL) curriculum in Mexico City and at the national level because it consolidates the Young Learner´s ability to spell and read the letters from the English Alphabet with a user-friendly and innovative project that motivates their digital literacy. In this regard, the underlying aim will take a close look at the following aspects:

How Young Learners segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s).

Young Learners recognize the varieties in phoneme-grapheme correspondences (which underpin spelling) and the less variable grapheme-phoneme correspondences (which underpin reading).

Young Learners will reach a clearer understanding of words that rhymes by using the stanzas of an original or quoted poem.

Young Learners will be able to gain tremendous awareness of the digital tools available to develop a sense of self by experiencing both design and sound recordings in the Internet and technological platforms that go well beyond traditional classroom physical tools.

This Successful Practice is intended to make use of all the most suitable digital tools available to engage the learners in acquiring a second language by showing a way in which they receive pronunciation guidelines to express their first utterances from the English Alphabet. At the end of the lesson, learners will be expected to verbalize what they have learned and be able to share with the class an e-Book with their own voice recordings that will be able to reveal how they felt about their interaction with technology, their performance and overall learning experience with a new tongue.♦

# 17

Alejandra Arana López de los Ríos

Developing Specific Skills

## Family Members and abilities

**FAMILY MEMBERS AND ABILITIES**

**CLASSROOM MANAGEMENT:**  
CREATING A POSITIVE FAMILIAR AND COMMUNITY ENVIRONMENT

**DEVELOPING SPECIFIC SKILLS**

**OBJECTIVE:**  
GIVE AND RECEIVE INFORMATION ABOUT ONESELF AND FAMILY MEMBERS' ABILITIES

**FORM**

**NOUN + CAN + ACTION VERBS IN INFINITIVE FORM + COMPLEMET**  
Dad can drive his car along the avenue.

**PERSONAL PRONOUNS**

**SHE** **HE** **IT**

**LANGUAGE TARGET**

Grandfather can read a book.      Sister can jump the rope.  
Mother can cook soup.              Brother can run very fast.  
Father can drive a car.              Grandmother can knit a sweater.

**THIS SUCCESSFUL PRACTICE INCLUDES**

**FLIPPED CLASSROOM**

Watch a video related to the use of "CAN" to denotate ability.  
**Yes, I can! (Animal Song for children)**  
Super simple songs - YouTube

**Yes, I Can! | Animal Song F...**

**ORAL & VISUAL**      Singing and Acting out song

**PRODUCTION through peer interaction**

**Metacognitive REFLEXION**

**ORAL QUESTIONS**      **WRITTEN PRODUCTION through handouts**

**KINAESTHETIC ACTIVITY**

<b>School:</b> Somalia	<b>Grade:</b> 2nd	<b>Group:</b> A –B
<b>Teacher:</b> Alejandra Arana López de los Ríos		
<b>Social Practice:</b> Give and receive information about oneself and family members' abilities		
<b>Competencies:</b> Understand one´s own and family members' abilities	<b>Unit:</b> 4A	<b>Environment:</b> Familiar and Community
<b>Final product:</b>	Illustrated Bar Graph of Abilities	
<b>Profile:</b>	Learners are sensitive to the existence of a language other than their mother tongue and are familiar with it; react and respond to basic and personal communication needs in routine contexts.	
<b>Grammar structure chosen from the course book</b>	Model “ Can “ Personal Pronouns Family members vocabulary Action Words  Learners need to be acquainted with the foreign language and become capable of using it in everyday situations.	
<b>Reason for choosing this structure</b>	Learners need to focus attention on target pattern and to develop grammar and speaking skills. Learners should feel confident in class by being given clearer instructions.	
<b>Sources used</b>	<ul style="list-style-type: none"> <li>▶ Activity book</li> <li>▶ White board</li> <li>▶ White board Markers</li> <li>▶ Colors</li> <li>▶ Flash cards made by the teacher <a href="http://images.search.conduit.com">http://images.search.conduit.com</a></li> <li>▶ Handout</li> </ul>	
<b>Category of best practice chosen and justification</b>	<p><b>Flipped classroom:</b> I decided to use flipped classroom to have a successful practice due to the fact that:</p> <ul style="list-style-type: none"> <li>▶ learners take ownership for learning.</li> <li>▶ it promotes learner-centered learning and collaboration.</li> <li>▶ lessons and content are more accessible.</li> <li>▶ it emphasis on co-operative learning.</li> <li>▶ it gives more time to explore the content.</li> <li>▶ it can be more efficient</li> </ul> <p>Learners will watch a video related to the use of “Can” to denote ability (268) Yes, I Can!   Animal Song For Children   Super Simple Songs - YouTube</p>	

**Define your case study taking into consideration the new elements.**

There are thirty-eight elementary learners in the class. They have three-hour lessons every week as part of their school curriculum. I have been teaching them in these three hours for nearly three months. They don't use a school English Course-book, so I have chosen different texts. The learners get along well so they interact and participate cheerfully.

**Main aim:**

Learners need to be acquainted with the foreign language and become capable of using it in everyday situations. In this class they will learn the use of "Can" to denote ability by expressing ideas about family members. There are no formal

grammar explanations due to the fact that students are expected to acquire the form and structure of the language while they work with it.

**Subsidiary aim:**

To focus learners' attention on target pattern and to develop grammar and speaking skills.

**Personal aim:**

To make learners feel confident in class by giving them clearer instructions.

## Implementation:

Now describe the implementation step by step. Be very descriptive. Divide into Starting point- development and closure.

Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.

Language analysis			
Form	Meaning	Phonology	Challenges / Assumptions:
<p>Model “ Can “ Noun +can+action verbs in infinitive form + complement.</p> <p>Personal Pronouns “ He “ “ She” “ It “</p> <p>Grandfather can <u>read</u> a book. Mother <u>can</u> <u>cook</u> soup. Father <u>can</u> <u>drive</u> a car. Sister <u>can</u> <u>jump</u> the rope. Brother <u>can</u> <u>play</u> soccer. Grandma <u>can</u> <u>knit</u> a sweater.</p>	<p>The modal auxiliary “Can” is used to show ability in present tense in affirmative form</p> <p><b>the father of one of your parents. the mother of one of your parents. your male parent. your female parent.</b></p> <p><b>a boy who has the same parents as you. a girl who has the same parents as you. a very young dog.</b></p> <p>to look at and understand words in a letter, book, newspaper etc.</p>	<p>Can /kæn/ Family members: Grandfather / 'græŋ ,fɑ:ðər / Grandmother / 'græŋmʌðər / Father / 'fɑ:ðər / Mother / 'mʌðər /</p> <p>Sister / 'sɪstər / Brother / 'brʌðər / Puppy / 'pʌpi/ Personal Pronouns: He /hi:/ She /ʃi:/ It /ɪt/ Action Words : read /ri:d/ knit /nɪt/ drive /draɪv/ cook /kʊk/</p>	<p>Learners already know vocabulary related to “The Family” and actions.</p> <p>Anticipated problems Students might mispronounce the family member words, actions, and modal auxiliary. “Can “ . /kæn/ Family member vocabulary When the word ends in “r” students have to omit it while pronouncing it.</p> <p><b>Solutions</b> <b>Teacher will ask a dominant learner to answer first and then ask a quieter learner.</b> <b>Teacher will listen to learners who pronounce words easily.</b> <b>Teacher will ask them to repeat the words for their mates.</b> <b>Modelling.</b> <b>Choral and Individual drilling.</b></p>

Puppy can run  
very fast

**Action verbs  
vocabulary:**

Read a book  
Knit a sweater  
Drive a car  
Cook soup  
Play soccer  
Jump the rope  
Run very fast

to make something such  
as a piece of clothing using  
wool and sticks called  
knitting needles.

to control a vehicle so that  
it moves somewhere. to  
prepare food and heat it so  
that it is ready to eat.

to take part in a sport or  
game.

to move your body off the  
ground using your legs.

to move quickly to a place  
using your legs and feet.

play /pleɪ/

jump /dʒʌmp/

run /rʌn/

Stage	Stage aim	Procedure	Interaction	Time
Warm- up	Engage learners' attention and get them into the English atmosphere through listening to a chant in order to help them feel at ease.	<p>Kinesthetic Activity. "Hi, hello Chant"; The Numbers chant; Body Chant " Lockstep: the learners stand in orderly rows.</p> <p>Teacher greets learners with a chant. Teacher asks learners to listen carefully.</p> <p>Teacher models actions and learners act them out following the rhythm of the chant.</p>	T - S	5 min.
Lead-in	<p>For the learners to reactivate their prior knowledge of the vocabulary related to the Family Members.</p> <p>For learners to review actions:</p> <ul style="list-style-type: none"> <li>▶ Drive a car</li> <li>▶ Knit a sweater</li> <li>▶ Cook soup</li> <li>▶ Jump the rope</li> <li>▶ Run very fast</li> <li>▶ Read a book</li> <li>▶ Play soccer</li> </ul>	<p>Oral and visual presentation:</p> <p>Teacher shows flashcards to the whole group in order to review the family members. Teacher asks volunteers to answer the following questions.</p> <p>Who is he? Who is she? Who is it?</p> <p>To elicit the action jumping the rope the teacher pretends to be jumping the rope and asks. What action is this?</p> <p>Learners listen to the action three times. Then they are asked to repeat it chorally and individually at random. Follow the same procedure with the other actions.</p>	T - S	10 min
Practice	To set the context for learners to be introduced to the new form in meaningful way and present model to students	<p>Teacher writes the personal pronouns "He", "She", "It" in three columns on the board. Teacher says the words and does choral and individual repetition to check the correct pronunciation.</p> <p>Teacher shows the "Family Members" flashcards to the whole group and asks volunteers to classify and paste them where they correspond. Choral and individual repetition.</p>	<p>T - S</p> <p>T - S</p>	<p>5 min</p> <p>5 min</p>

		<p>Teacher shows “Action” flashcards to the whole group and pastes them on the board. Teacher models: Grandfather can read a book. He can read a book.</p> <p>Teacher does choral and individual repetition to check the correct pronunciation. Follow the same procedure with the other actions.</p> <p>Teacher breaks the group into pairs to put students in the situation where they practice the same exchanges. Can_____? Yes, she /he / it can.</p> <p>Teacher gives very clear instructions, models as necessary and then, simply, monitors students ‘productions.</p>	S - S	5 min
Production	<p>To recycle :</p> <ul style="list-style-type: none"> <li>▶ Family Members</li> <li>▶ Actions</li> <li>▶ “ Can “</li> </ul>	<p>Teacher delivers handout to students and asks them to take out their colors. Teacher tells the students to circle in red the picture that shows that :</p> <p>“ Grandfather can read book”</p> <p>Students raise their hands when they have finished. Follow the same procedure with the other pictures.</p>	T - S	10 min
Closure	<p>To make students aware of their own learning processes</p> <p>To make students feel relaxed and motivated.</p>	<p>Teacher asks students meta-cognitive questions that would lead students to reflect upon if it was easy or difficult and if they liked the class.</p> <p>Teacher will model a chant and students will listen and act it out.</p> <p>Goodbye song. (268) Goodbye Song for kids   The Singing Walrus - YouTube</p>	T - S	5 min

## Board plan

He

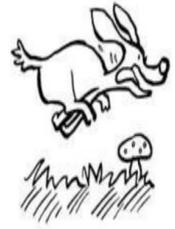
ABILITY

She

ABILITY

It

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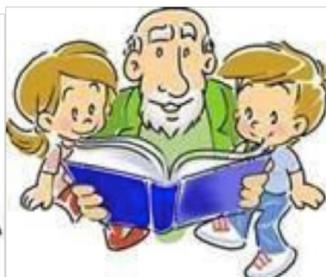
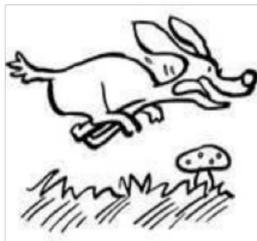


Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Actions and Family Members Practice

Listen to your teacher and follow the instructions given :



## Results

According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.

### FINAL ASSESSMENT RUBRIC ANALYSIS OF MY TEACHING PRACTICE

CRITERIA	5 Strong	3 Medium	1 Weak
Purpose	The language analysis describes the implementation step by step, making it so descriptive including a starting point, development and closure, and it mentions the time needed to develop each step to make the practice a really successful one.	Much of the language analysis describes the implementation step by step, making it so descriptive including a starting point, development and closure, and mentioning the time needed to develop each step, but there are a few places that are questionable.	It is difficult to tell what the language analysis describes. It does not show any implementation following a step by step.  It is not descriptive as it does not include a starting point, development and closure.  The time needed to develop the activities is not mentioned.
Covers the Right Content	The content of the language analysis aligns directly with the content standards/ learning targets it is intended to teach.	Some features do not align well with the content standards/ learning targets it is intended to teach.	The language analysis does not seem to align with the content standards/learning targets it is intended to teach.
Criteria are Well Organized.	The language analysis includes the social practice and the specific competency.  It is divided into easily understandable steps as needed.  The vocabulary and the grammar structure reflects the complexity of the learning achievement.  The contents are included considering the doing with the language; knowing about the language, and being though the language.	The language analysis includes the social practice and the specific competency.  The steps needed to follow the practice can be easily understood. The vocabulary, the grammar structure and the contents are included, but the achievement is questionable.	The language analysis includes the social practice and the specific competency, but they are not very clear.  It is not easily understandable as it does not follow a step by step order. The vocabulary and the grammar structure do not reflect the learning achievement, and the contents are not mentioned.

Materials	The board plan and the handout are attractive in terms of design, layout, and neatness.	The board plan and the handout are acceptably attractive in terms of design, layout, and neatness.	The board plan and the handout are very poorly designed. They are not attractive.
TOTAL			

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

**Type of rubric:** Developmental Rubric

**When will you use it?** During the process, to communicate what I expect learners to achieve as they move through the program.

**What do you want to assess? and why?** I want to assess if learners identify one's own and others people's personal information and abilities. To assess if learners complete questions using one or more words, and if learners write personal information to answer questions; because is a competency learners should achieve during Cycle I. I will use the developmental rubric to help students see how they are moving on a path toward excellence.

- Insert a chart to create your rubric -

## DEVELOPMENTAL RUBRIC

<b>School and CCT:</b>	Somalia 09DPR2231T	<b>Level :</b>	Primary
<b>Social Practice of the Language:</b> Give and receive information about oneself and others			
		<b>Grade and Group:</b>	2nd. A-B
<b>Specific Competency:</b>	Understand personal information		
<b>Teacher:</b>	Alejandra Arana López de los Ríos		
<b>Achievements:</b>	<p>Identify one´s own and others people´s personal information and abilities.</p> <p>Complete questions using one or more words.</p> <p>Write personal information to answer questions.</p>		

<b>Aspects</b>	<b>Comprehension: Auditory Expression: Oral multimodality</b>	<b>Comprehension: Reading Production: Written Multimodality</b>	<b>Comprehension: Reading Production: Oral Multimodality and Attitudes towards language and communication</b>
<b>Descriptor key</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Achievement descriptor (defines what will learners demonstrate to conclude this school term)</b>	<p>Explore information about data, likes or personal preferences.</p> <ul style="list-style-type: none"> <li>▶ Listen and acknowledge questions for information.</li> <li>▶ Check the question and answer writing.</li> </ul> <p>Follow the out loud reading.</p>	<p>Find out information on specific topics through various strategies to offer and receive information about oneself and others. Identify the structure for giving and receiving information about personal data, tastes or preferences and about others.</p> <p>Participate in a collaborative way in the preparation, organization and correction of personal business cards.</p>	<p>Behave ethically in the use of one´s own and others´ personal information.</p> <p>Show a respectful attitude towards other´s in the use of the target language.</p>

## Scale

6	7 - 8	9	10
<p>Does not participate in any planned activities.</p> <p>Does not recognize words and their meaning.</p> <p>Neither does offer nor receive information about himself and others due to the lack of interest.</p>	<p>He rarely participates in planned activities.</p> <p>He is able to spell and write some of the words related to offering and receiving information from one himself and others, but requires constant monitoring.</p> <p>Identifies the meaning of some words when comparing them with Spanish.</p> <p>Most of the time to the mother tongue.</p> <p>Sometimes he shows interest in the use of English.</p>	<p>Sometimes participates with interest in planned activities.</p> <p>Identifies the meaning of some words using contextual clues.</p> <p>Recognizes the elements of giving and receiving information about data, likes or personal and others preferences but requires additional support in his own production.</p> <p>Shows difficulties when pronouncing words in English but makes an effort.</p> <p>Respects rules and tries to work in a collaborative way in the elaboration of personal business cards.</p>	<p>Participates most of the time in planned activities.</p> <p>Identifies and understands the meaning of most of the words.</p> <p>Looks up and selects words to ask questions.</p> <p>Shows interest in the use of English.</p> <p>Works in a collaborative way in the selection of questions making presentation cards.</p> <p>Shows a sense of solidarity by supporting his companions to carry out the activities.</p>

Use the scale of value from 6 to 10 to evaluate the level of achievement of the descriptors A, B and C, specified in the rubric.

Rubric	Descriptor Key		
Name	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

## Rubric 2.

**Type of rubric:** USE OF LANGUAGE RUBRIC

**When will you use it?** During the process to reduce errors and ensure consistency and completeness in carrying out a duty.

**What do you want to assess? and why?** I want to assess if learners identify one's own and others people's personal information and abilities. To assess if learners complete questions using one or more words, and if learners write personal information to answer questions; because is a competency learners should achieve during Cycle I. Using the Use of Language Rubric makes the grading clearer to students.

### USE OF LANGUAGE RUBRIC

**Lesson Plan Section :** Production / Use of language

**Aimed subskills /language items to be evaluated:** Learners show evidence of general and specific comprehension using "Can" as an ability by circling the options named by the teacher.

**Testing technique:** Circling the correct options in a handout.

**Interaction:** Teacher – learners

**Time:** 10 minutes

**Level of difficulty (according to Bloom's Taxonomy):** Level 3

**Number of items: 5 Scoring:**

5

Advanced	Proficient	Partially proficient	In the process
Learner identifies the family members correctly. Learner circles all the items named by the teacher.	Learner identifies most of the family members.  Learner circles 4 / 3 items named by the teacher.	Learner identifies some of the family members.  Learner circles 2 /1 items named by the teacher.	Learner does not identify any family member.  Learner did not circle any item named by the teacher.
_____/ 100%	_____/ 90%	_____/ 80%	_____/ 70 % - 60%

## **Mention why you would like to be included in the final manual.**

December 14, 2020. Dear sirs,

I strongly believe “Taller en línea para identificar, analizar y sistematizar las mejores prácticas de la enseñanza del idioma inglés” has given me a different point of view regarding education.

It has helped me to develop strong strategies to tackle the key challenges of teaching English as a foreign language to primary students, such as developing the learners’ listening and speaking abilities in large classes.

As an English teacher, it is highly important to me to share with other teachers the importance of the permanent developing and improving of teaching skills, to continue refreshing and enhance practical teaching experience as it is the key to a successful English teacher.

By the way, being included in the final manual will help me to continue producing high quality resources and taking part in the creation of new schemes of work. Having communication with parents, learners, and with the teaching administration. Meeting students, parents and other educators on a constant basis to discuss learner progress.

Working in accordance with school behaviour policy to set high standards and expectations for learners. Tracking progress through assessment and reporting within own teaching groups. Monitoring the progression of learners in teaching groups.

Considering my educational background and strong curriculum development skills, I will deliver confidence, passion and knowledge to enable each learner to reach his or her full potential.

Taking part in the school quality assurance. Attending and contributing to school meetings and weekly briefing. Working as a team supporting school teachers in spreading and sharing good practices.

To sum up, this will help me to continue interrogating other instructors and interpreting relevant data to use as achievement tools, and continue having been engaged in the self-review processes together with the school management.

This is a sincere intent of interest and I would greatly appreciate the opportunity to be included in the final manual. Thank you for your consideration, and I look forward to hearing from you in the near future.

Alejandra Arana López de los Rios. Escuela Primaria Somalia 09DPR2231T

Classroom Management◆

# 18 Mario Javier Baldo Palmeros

Classroom Management.

## Should the sale of tropical fish be banned?



ENGLISH VIRTUAL CLASS TOPIC:

# SHOULD TROPICAL FISH SALES BE BANNED?

A special debate on ocean conservation

DECEMBER 10 /2020 1:30PM  
6º ENGLISH VIRTUAL CLASS  
TOPIC: DEBATE  
TEACHER MARIO BALDO PALMEROS

ENTER AT [HTTPS://ZOOM.US/ES-ES/MEETINGS.HTML](https://zoom.us/es-es/meetings.html)  
MEETING ID:772-8959-3829  
ACCESS CODE:ENGLISH

The main objective is to awaken the awareness of all of us young an adults, about events related to the environment on climate change.

<b>School:</b> ESCUELA DE PARTICIPACIÓN SOCIAL #3 09DIX00311	<b>Grade:</b> 6°	<b>Group:</b> A
<b>Teacher:</b> MARIO JAVIER BALDO PALMEROS		
<b>Social Practice:</b> DEBATE AN ENVIROMENTAL ISSUE		
<b>Competencies:</b> Students will read an article about the sale of tropical fish.	<b>Unit:</b> 2 "B"	<b>Environment:</b> FAMILIAR AND COMMUNITY
<b>Final product:</b>	Students will analyze the information given and discuss their opinion based on facts from the article.	
<b>Profile:</b>	Grade Level: 6 th Subject: English/Language Arts, Environmental Length of Time: 30-40 Minutes	
<b>Category of the selected successful practice:</b>	Cooperative learning is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.	
<b>Define your case study taking in consideration your tutor's feedback.</b>	<p>The differentiation in groups:</p> <p>I believe that a differentiation in the groups is important, since heterogeneity is present everywhere and we cannot serve all students in the same way, because their needs are different. Personally, it seems to me a difficult competence to obtain and apply, since the number of students does not allow us to give them a very differentiated attention considering distance learning, this problem is also influenced by the little time we have with them. The virtual accompaniment that I carry out or the use of the Classroom platform are the only way of differentiation that I apply in my teaching practice. I hope to learn a little more about these topics, as I think I really need them.</p>	
<b>Challenges:</b>	It is important that within the educational process we always seek to create situations of cognitive conflict based on real events, places or people, since they will help children to become more interested. Within the cognitive process, outlining in my planning some examples of products and scenarios proposed by me, which has given me better results, because the students realize that everything seen	

in school is applicable to everyday life. That is because all the treats involved in our daily bases are economical, healthy issues or critical family matters wich are the most common topics around the principal office and students situations.

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**Implementation:**

Students will analyze a controversial environmental topic. Students will compare and contrast different opinions about a controversial topic and make a fact-based opinion about the environmental subject.

Materials Needed

- ▶ A pencil
- ▶ The worksheet “Debate Organizer”
- ▶ Article from Time For Kids - “Should Tropical Fish Sales Be Banned?”

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**Expected results:**

- ▶ The teacher will lead a conversation about pets.
- ▶ Ask students if they have pets, what kind, where they live. Give them time to discuss with partners and then with the class.
- ▶ Ask students if they ever learn anything from their pets. Give them time to discuss with partners and then with the class.
- ▶ Ask students if they ever wish they could own an exotic animal. Give them time to discuss with partners and with the class.

**Body of Lesson**

- ▶ Pass out the debate worksheet and have students independently answer the question at the top of the worksheet, “Should tropical fish sales be banned” and write their response in the space provided.
- ▶ Pass out the article, “Should Tropical Fish Sales Be Banned.”
- ▶ Have students read the article silently to themselves while “talking to the text”
  - Talking to the text: Have students write directly onto the article any questions that they have and circle any words or phrases that they don’t understand. If they don’t have questions and understand all words, have them write questions and circle words and phrases as if they were a student in the grade below.
- ▶ Have students share some of their<sup>o</sup> questions with their partner.

- ▶ Discuss the questions that students have come up with.
- ▶ In partners or in groups, have students complete the 2 top boxes of the graphic organizer, citing specific examples from their text and any points that their classmates made during the class discussion.
- ▶ Partner students and set the timer for 3-5 minutes to interview each other and write the partner's opinion in the top part of the 3rd box of the graphic organizer.
- ▶ Partner students again and set the timer for 3-5 minutes to interview each other and write the partner's opinion in the bottom part of the 3rd box of the graphic organizer.
- ▶ Have students return to their seats and complete the 4th box of the graphic organizer.

**Closing.**

Call on students to discuss their opinion. Ask students what the strongest point was that made them believe their opinion. Ask students what the strongest point against their opinion was.

**A) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric.

**Public Awareness Campaign : "Should Tropical Fish Sales Be Banned?"**

Teacher Name: **MARIO JAVIER BALDO PALMEROS**

Student Name: \_\_\_\_\_

CATEGORY	EXCELLENT	GREAT EFFORT	WELL DONE	GOOD
Brainstorming - Problems	Students identify more than 4 reasonable, insightful barriers/problems	Students identify at least 4 reasonable, insightful barriers/problems that need to	Students identify at least 3 reasonable, insightful barriers/problems that need to	Students identify fewer than 3 reasonable, insightful barriers/problems
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage	Students identify fewer than 3 reasonable, insightful possible solutions/strategies

When will you use it?

At the very end of the lecture and debate.

# BRAINSTORMING - PROBLEMS

- Many fisherman
- Harms fishes
- Marine life harm
- No concience
- Chemicals use
- Empty reef
- Bad for tourism

The illustration at the bottom of the slide depicts an underwater scene. The top half is a light blue gradient representing water. The bottom half is a tan gradient representing sand. A white wavy line separates the two. On the sand, there are two red starfish of different sizes on the left and a red crab on the right.

# BRAINSTORMING - SOLUTIONS

- New protection laws
- First aids for the reef
- More care for fishes
- Longer reproduction seasons
- No more aquarium catch
- Make the reef safe again
- Teach the best fishing practices.



## **Rubric 2.**

Type of rubric:

When will you use it?

What do you want to assess? and why?

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

The main objective is to awaken the awareness of children about events related to the environment or climate change, in this case it is about the well-known exploitation of fish in the reefs which considers a topic that can contribute much to the development of a more extensive vocabulary and improves class management according to what has already been seen before in the categories that we were shown in the first virtual classes.

For the rubric I focused on brainstorming problems and solutions as indicated in the checklists to reinforce preservation ideas and raise awareness in children around their ecological environments.

Finally, at the time of implementation, the best teaching strategies will be reflected in the debates about whether or not to continue with this type of fishing, which will improve the linguistic and reading comprehension aspects of children as well as a constant improvement of their target searches on the internet.

Applying different methods. ♦

## Dinosaur Exhibition

# DINOSAUR EXHIBITION

*Fifth and sixth graders learnt in an eight -hour session  
how to work in a cooperative way to reach their  
achivements.*

## *Applying Different Methods*

### *Starting*

*Teacher will introduce the topic  
Checking Previous knoeledge about some museums using  
different virtual tools and introducing the  
topic to look for some information aboutt that  
topic*

### *Development*

*Students will work in a cooperative way each  
member of the team will have a role during the  
sessions in order to ask other members of the  
team to do a specific task in orther to reach  
specific knowledge of the topic.*

### *Closure*

*Students will invite their community to come to  
the exhibition about the topic they have chosen  
and prepared during the sessions*

<b>School:</b> Francisco Hernandez Mercado	<b>Grade:</b> 5th grade	<b>Group:</b> A
<b>Teacher:</b> Briseida Gallegos Cruz		
<b>Social Practice:</b> Look for and select information about a specific topic of interest to make cards and set up an exhibition		
<b>Competencies:</b>	<b>Unit:</b> 2	<b>Environment:</b>
Researching and selection of information		Academic and Educational
<b>Final product:</b>	Report cards for the exhibition	
<b>Profile:</b>	<p>To begin with, I am going to talk about my school. Its name is Francisco Hernández Mercado and it is located in an urban zone which belongs to Cuauhtepac Barrio Bajo, Carmen ´s Colony inside the Gustavo A. Madero town hall. The community who lives near school has all services such as street lighting,water,sewer system, garbage collection, paved roads and small stands to buy essential items, internet, electronic supplies like cell phones,however,we can´t say that they are in good conditions most of the services need maintenance also the community has some deficiencies such as no secure public transportation because there is not enough buses so the people take “taxis piratas” but sometimes is not so secure and in order to find a library they have to go very far away to find one.</p> <p>The majority of the population of my school are employees and taxi drivers, cashiers or unemployed people and it means they do not earn enough money so they are worried for something else or some priorities and the school is not a priority for them. In my school there are 152 students and I am the only English teacher in my community so that means I am the only person who are in charge of all students from first grade to sixth grade, so that means I can choose any group I am going to work with fifth grade in fifth grade are 24 students 14 are girls and 10 are boys the rate age is 9 to 10 years the only problem is they do not have enough money to buy different English materials such as dictionaries, books because the English material is too expensive for them and sometimes some of them do not bring the necessary material to work with.</p>	
<b>Category of best practice chosen and justification</b>	Applying Methods	

**Define your case study taking into consideration the new elements.**

Taking in consideration our weaknesses, the biggest problem is speaking in my school because they cannot express what they want in English.

Some threats are: English Class is not as important as Spanish because it wasn't considerate in the report card until last year, another threat is that my students do not have enough money to buy English material as you know all English material is expensive, they do not have enough time at home to go to the internet because they do not have money or because they go home until four O'clock also they just have three-hour English Class a week so for me is not enough time to practice or because my principal asks me to do many extra activities and I cannot finish all the PRONIS program and they do not take in consideration the students have just three hours of English Class a week and I do not practice the speaking Skill enough however I do not complain about this I will try to make my best in order my students learn another language so I will take in consideration my opportunities and strengths and I am able to say they do not love English but the like it and I am going to take advantage of this also I am going to take advantage of all the didactic material that I have at school to prepare my lesson plan to my **"Buenas prácticas en la enseñanza del idioma inglés"**

I would like to improve the cooperative learning in order they help each other to look and select information with the material and the resources we have at school and during the school time so they do not worry about money or time and sometimes they get mad because their classmates do not bring the material or the written information asked before and if they work with cooperative learning they will learn to cooperate each other and every student will be responsible for the task assigned.

**Challenges:**

One of the challenges to work in a different way is that you begin without any background of this so it is difficult to explain to your students what you want, work in teams or groups of four or five is difficult you have to ask them to choose the correct person to work with but in this case they have to take in consideration their abilities of their partners and for me is a challenge because they usually want to work with the brilliant person or the best student

in the classroom and they do not want to work with the students that do not work all the time or the student that do not bring the task or the material because they forget it all the time.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

**SESSION 1**

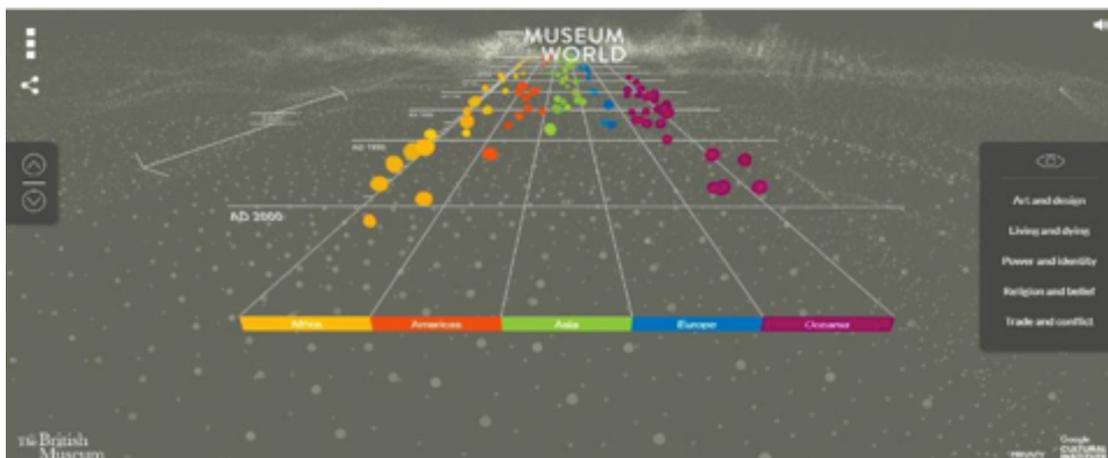
**Starting:** Teacher will start asking about museums E.g. How much do they know about them and How many museums have they visited before and What have they seen there in the museum in order to check previous knowledge about museums (10 minutes)

**Development:** Teacher will start introducing some virtual museums in Mexico City in order students remember some of the names of the museums they have visited before. Once the Students have visited some virtual museums Teacher will ask some names of the museums and the type of exhibitions and students named some of these museums that they consider where interesting for them and teacher will write their names on the board (History and Anthropology museum, Chapultepec Museum) and the type of exhibitions they can see in those museums they have chosen (different cultures, prehistoric animals, insects, stones, paintings etc.)

(35 minutes)

**Closure:** Once the teacher has written the name of the exhibitions the teacher will asks students to vote for one topic of the exhibitions that they consider is an interesting topic to talk about or research for. (15 minutes)

<https://britishmuseum.withgoogle.com/>



## SESSION 2

**Starting:** At the beginning of the session teacher will ask students to work in groups of four people but the team will have special characteristics, the team will have both genders and every person will have an ability or skill (drawing, responsible, sociable, etc.) Once they have chosen the team teacher will ask them to classify each student depending on their abilities in the following roles Group leader, Supplies Manager, Time Keeper, Volume Monitor but before this teacher will give them the differences and the duties between each role in order students know who is the best for each role. Teacher will give a badge for each member of the team depending the role given to him/her. (20 minutes)

**Development:** Once all students have a team and it was assigned one of the roles Teacher will ask them about a museum exhibition what are the elements they have to take in consideration to make an exhibition?

Students are able to say the elements in Spanish if they do not know how to say them in English teacher will help them to translate the words in English Teacher will write them on the board (name of the museum, topic of the exhibition, date, place, type of exhibition and exhibition cards) students will write them on a paper bond (this material has to be asked a class before) the Group leader will distribute the work between the other members of the team the time keeper will take the time for this activity and will tell them two minutes before the time is over , the Volume Monitor will check they are doing the work without shouting or making a lot of noise and the supplies will will check everybody is cooperating and doing what was assigned by the Group Leader teacher will give a photocopy with words that complete the elements of the exhibition. In teams the students will cut the Photocopy and will complete the elements of the museum exhibition (30 minutes).

**Closure:** One of the members will come to the front will the paper bond and will show their finished work teacher will ask Students if the elements to take in consideration are in the correct place. (10 minutes)



### SESSION 3

**Starting:** In this session we will review the elements to prepare an exhibition using the paper bonds of the last class (3 minutes) Teacher will ask about and exhibition card What is an exhibition card? and what is it useful for? teacher will ask each team chose two different animals, insects, cultures, etc. to look for depending on the topic they have chosen and in teams they decided what is the most important to research. (10 minutes)

**Development:** We will go to the computers room to look for some information about the animals they have chosen (its name, place where they lived, era etc.) the Group Leader will give them something to investigate in the computer(they have to decide what are the most important for each animal) the Time Keeper will give each member of the group a specific time to look for the information and the Volume Monitor will check they are doing the job as quiet as they can and the supplies manager will check everybody is working in their task.

(the students can ask teacher to borrow a bilingual dictionary or picture dictionary or they can take the dictionaries when they need because the dictionaries are in a bookcase (40 minutes)

**Closure:** Teacher will be checking every team and will be solving doubts about the investigation or helping them translating some of the information and giving feedback of the work. (10 minutes)



#### SESSION 4

**Starting:** During this session before students share their information to the other teams Teacher will check each information that every team has about their investigated animals and will ask them to draw a chart and complete with the information of their animals. Name, size, color, weight, place etc. (15 minutes)

**Development:** Once each team is ready and have finished their assigned job students will share the information with the other teams to fill in a chart of everybody´s information.

The group leader will ask each member share the information to the other teams' members. The supplies manager will check everybody is working and filling their

charts and the time keeper will assign the time to each member of the team in order to fill in the charts and the volume monitor will supervise every member of the team is working in silence or not doing a lot of noise. While they are filling in the chart I will check the students are doing correctly or I will give them some suggestions of their work. (30 minutes)

**Closure:** Teacher will check students' work and will check the information is written correctly and the use of correct punctuation (15 MINUTES)



Dinosaur Data File									
Name	Period	Found	Diet	Length	Height	Weight	Animal Classification	When it live	Other information

### SESSION 5

**Starting:** Teacher will review the information that the students have by asking some questions in simple past tense Where did it live? What did it eat? Was it a plant eater or meat eater? Etc. How much did it weight?

When did the anthropologists find this animal? In this way teacher will introduce the simple past tense. (15 minutes)

**Development:** I will introduce the simple past of some verbs related to the information they have gathered about their topic last class (eat, live, be, locate etc.) but using the information of the chart then I will write a paragraph and

students will complete the paragraph with the information that they have in the chart about their animal and that they will include in the exhibition E.g. This was a T-Rex. This dinosaur was located in Asia. It was carnivorous etc. Then in teams the group leader will ask the other members to make their own paragraph with their information, the time keeper will assign the time to finish the paragraph while the volume monitor will ask the other member work in silence or not to make a lot of noise and once the time which was established by the time keeper finishes the supplies manager will show the work to me.

**Closure:** I will check the spelling mistakes that they have to correct if there are some if they have not made any mistakes the group leader will ask every member to agree about the material they will need to make the exhibition. (small cards, photocopy of the animal or if they choose dinosaurs I will lend my cards of dinosaurs)

#### Simple Past Tense

It's name \_\_\_\_ (be) Oviraptor. It \_\_\_\_ (appear) in the upper Cretaceous Period. The arqueologists \_\_\_\_ (find) it in Mongolia. It was an omnivore dinosaur. It \_\_\_\_ (eat) hard fruit and eggs. It \_\_\_\_ (height) 1 meter tall. It \_\_\_\_ (length) 2 meters long. It \_\_\_\_ (weight) from 20 to 30 kg. It \_\_\_\_ (live) 75 or 85 million years ago. Its curved upper and lower jaw, \_\_\_\_ (can) crush even hard objects.

#### Dinosaur Data

It's name was Oviraptor. It appeared in the upper Cretaceous Period. The arqueologists found it in Mongolia. It was an omnivore dinosaur. It ate hard fruit and eggs. It heighted 1 meter tall. It lengthed 2 meters long. It weighted from 20 to 30 kg. It lived 75 or 85 million years ago. Its curved upper and lower jaw, could crush even hard objects.

## SESSION 6

**Starting:** Teacher will ask each team choose an element of the exhibition (name of the museum, date, type of exhibition etc.) in order to prepare the poster to decorate the classroom for the exhibition, The supplies manager will check if everybody has the material to begin working on the exhibition (small cards, world map, picture of the animal, markers, cards and foamy letters and bright foamy) \*Students do not have to worry about bright foamy a foamy letter patterns because I will share my material that I have in the locker)

The group manager will ask two students work together with the same animal or topic chosen and will organize how to work in order to prepare the material for the exhibition, for example who is going to color the maps, who is going to copy the information in the cards, etc. the supplies leader will check everybody is working in the project, the time keeper will assign the time to prepare all the work and will tell the members when there is five minutes before the class is over and the volume monitor will ask to work as quiet as possible. (15 minutes)

**Development:** The students will work in pairs and will prepare their material that they will use for the exhibition they will prepare the exhibition cards where they will copy paragraph that they will use to tell the visitors the information of the animals and also they will use a paper bond or card board to write the information of the chart and they will illustrate it using an image of the animal and a map in order to localized it on the map. Finally, they will prepare all together the elements of the museum which was assigned by the teacher at the beginning of the class.

\*Students do not have to worry about bright foamy a foamy letter patterns because I will share my material that I have in the locker) (40 minutes)

**Closure:** Teacher will ask students to practice the information they wrote on the exhibition cards as students work in pairs they will divide the information of the animal and will practice it for the next class and teacher will give enough time to complete the assigned task . (5 minutes)

## SESSION 7

**Starting:** Teacher will ask students to complete the task assigned last class. (3 minutes)

**Development:** Teacher will review the students work as punctuation, spelling, pronunciation and intonation of the information of the exhibition cards. Students can go with the teacher for checking their pronunciation or their work done(40 minutes)

**Closure:** Students will come to the front to practice the exhibition of the animals using the exhibition cards and the paper bond for giving the animal explanation in the exhibition.(17 minutes)



## SESSION 8

**Starting:** Students will decorate the English classroom the group leader will give the members of the team a specific task to do during the exhibition the supplies manager will tell the members of the team when is going to their participation during the exhibition ,the time keeper will tell how much time do they have to participate during the exhibition and how much time do they have to decorate the place assigned to the exhibition and the volume monitor will supervised the members of the team doing the tasks and not making a lot of noise during the exhibition. (15 minutes)

**Development:** Teacher will invite the school community to come and visit the exhibition making an invitation This is a museum exhibition before coming into the museum teacher will explain them that it is a museum and in a museum we follow some rules after giving the rules they will come into the museum and their classmates will give them the explanation of the topic of each animal they have chosen. (40 minutes)

**Closure:** Once they have finished the exposition teacher will give feedback or self-evaluation of the exposition. (5 minutes)



## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

It depends on what I am going to evaluate and what am I going to evaluate is the way students work in a cooperative work so I think the most important thing to evaluate is a qualitative analysis of a product or performance according to indicators that are typically represented on a rating scale or rubric.

The assessment has to be during the sessions I have to monitoring the students contribution as a team consistently and actively works to reach their goals learning and if they show sensitivity to the feelings and contribution of all group members and encourage their contribution, Students work alone and look for the information they need as a group without telling them what they have to do and finally they work and share the information with other members of the team helping each other as a team identifying the necessary changes and doing their work without asking to do it.

In the second rubric the self-evaluation check list is because I want students be aware about their weakness and they be aware the results of their quantitative grades

**E) Assessment Tools.** Include the assessment tools that were designed.

### **Rubric 1.**

Type of rubric: Cooperative learning Rubric

When will you use it? I will use it during the sessions

What do you want to assess? and why? I want to assess how do students work in a cooperative way and if they reach the purpose of the assessment

- Insert a chart to create your rubric –

## Cooperative Learning Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Contribution to group goals</b>	Works toward group goals only when prompted.	Works toward group goals with occasional prompting.	Works toward group goals without occasional prompting; accepts and fulfill's individual role within group.	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within group.
<b>Consideration of others</b>	Needs occasional reminders to be sensitive to the feelings of others.	Shows sensitivity to the feelings of others.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skill of all group members and encourages their contribution.
<b>Working and sharing with others</b>	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	helps the group identify necessary changes and encourages group action for change; always does the assigned work without having to be reminded.

**Signatures and comments:**

## Rubric 2.

Type of rubric: Self-Evaluation check list

When will you use it? I will give my students at the end of the exhibition to evaluate the work done during the sessions

What do you want to assess? and why? rubric the self-evaluation check list is because I want students be aware about their weakness and they realize if they missed something during the sessions and their work could be better if they have done what they were asked so the next time they could improve their work.

- Insert a chart to create your rubric -

**THE BEST ANSWER THAT SUITS THE WAY OUR TEAM WORKED IS...**

- I listened to others and shared my ideas. I did my work.
- I used my time wisely and had all my work done on time.
- I came to class ready to work.
- Made lots of eye contact. Spoke clearly and looked very confident.
- We encourage each other and we cooperated with each other
- We used quiet voices in our communication

HECHO EN CANVA

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I think it was a great experience but I think we need more time in order to achieve what you really want for the practice. In my case I was really frustrated when you told me It was too much reading and the rubrics were not so good I think in that case I need more time or maybe a special session to introduce rubrics or to create them I am not so good under-pressure because I have improved this practice for years and I really need time to create my own rubrics and I have to investigate more about them because it was new for me and it was very difficult

.The most exhausting thing was that I had a lot of things to do in my work during these sessions and I couldn't spend the correct time, However I got the practice and the learning and also I have new ideas for making more successful practices. Thanks a lot for that.

Why I would like to be included in the final manual, because I think is a good practice and I really know children will enjoy doing this activity because we usually ask them to do the things but in this case we can ask them the topic and they can choose it (endangered animals, Mexican cultures, Egyptian Cultures etc. ) and if you can read you do not need a lot of money to do this activity and it can be reproduced by other people and they can adapt it in every context it does not matter if they have or not the resources to do it the only thing they need is love in what they are doing and imagination.◆

# 20 Alma Delia García Salazar.

Applying different methods.

## Presenting your favorite Christmas Songs using BookCreator.

**OBJECTIVE: STUDENTS WILL PRACTICE LISTENING, READING, WRITING AND SPEAKING SKILLS BY PRESENTING A SONG.**

**PRESENTING YOUR FAVORITE CHRISTMAS SONGS USING BOOK CREATOR**

**CATEGORY: APPLYING A METHOD, A MODIFIED VERSION OF TASK-BASED LANGUAGE TEACHING (TBLT)**

**STARTING: THE TEACHER MODELS AND EXPLAINS THE TASK WITH A BOOK SHE CREATED WITH BOOK CREATOR**

**DEVELOPMENT: STUDENTS DO RESEARCH, PLAN THE ACTIVITY AND DECIDE HOW TO PRESENT IT TO THE GROUP.**

**CLOSURE: STUDENTS PRESENT THE INFORMATION.**

**School:** Ricardo Gómez

**Grade:** 4°

**Group:** A and B

**Teacher:** Alma Delia García Salazar

**Social Practice:** Reading and singing songs.

**Competencies:**

Interpret and sing songs of interest to the class.  
Use the oral competence to present interesting facts about a song.

**Unit:** 1B

**Environment:**

Literary and Ludic

**Final product:**

PRESENTATION OF A SONG

**Profile:**

Ricardo Gómez School is a public elementary school with approximately 360 students. This school is located in the Southern part of the city in Tizapan, San Ángel. Students are lower middle class. Most of them were born in Mexico City; some exceptional cases come from other states like Oaxaca, Michoacán and Veracruz among others.

There are two groups per grade, each one with around 30 students. The English classes are given in three times per week for one hour each. Classes are held by two teachers. Since 2010, the school has benefited from the Programa Nacional de Inglés (PRONI), previously known as Programa Nacional de Inglés en Educación Básica (PNIEB). Most students have studied English as a foreign language since preschool so at this moment they have some knowledge of it.

**Category of best practice chosen and justification:**

**Applying a modified version of the Task Based Approach**

Taking into account the characteristics of the group and their needs, a modified version of Task-Based Language Teaching (TBLT) will be implemented. This approach was developed in 1980 by Prabhu, a teacher and researcher from India. It is based on the idea that language acquisition is an unconscious process that is easier to be developed when the learner worries about the meaning by saying and doing. This approach based its principles on the Communicative Approach, which uses the language in real life situations. Students learn the language by using it in projects and a variety of tasks.

The [teachers] had a general concept of what it wished to bring about in the classroom, namely a preoccupation in learners with meaning and a resultant effort to

understand and say things; it also had a clear notion of the procedures it wished to avoid, namely pre-selection of language and form-focused activity. [Los maestros tenían un concepto general de lo que se deseaba llevar al salón, es decir, generar preocupación en los aprendices por el significado y un consiguiente esfuerzo para entender y decir las cosas; también tenían una noción clara de los procedimientos que se deseaban evitar, es decir, pre-selección del lenguaje y actividades enfocadas en estructuras.] (Prabhu, 1987 p. 22)

According to Willis (1996) in Cook (2008), this approach is divided into three stages: the pre-task, where the teacher sets the task and gives instructions (previous knowledge is also activated); the task cycle, where the task is developed, including the planning of the presentation and the presentation itself. At the end of the activity there is an optional phase where the language is analyzed.

### **Why the TBLT?**

Because when students are engaged in performing a task of their interest they can acquire the language by using it. They can work at their own pace and within their own level. They can be active users of the language, while the teacher monitors their performance and gives help if needed. Tasks promote students' freedom and autonomy in their own learning process.

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### **Define your case study taking into consideration the new elements.**

Context of the selected groups:

This work was planned for students in 4th Grade in the public primary school, Ricardo Gómez.

There are 21 students in 4°A and 20 students in 4°B. The previous fact, makes these groups unique because they generally are much larger.

Students in this level are around nine to ten years old. They like to participate in the classes and most of them have their parents' support. Most of them have technological resources at home like Internet, computers, cell phones, smart TVs and so on.

Generally, students at this age enjoy participating in all of the activities given by the teacher. They like working with

games, singing, working in groups, reading aloud, drawing, etc. One of the most important factors for encouraging them to work is to select varied activities that appeal to their interests.

They are not real beginners because they already have some knowledge of the language. However, their level is low because they don't have enough contact with the target language. The teaching of English in public schools has many disadvantages if we take into consideration that the time students have for learning English is not enough. Besides, they don't have many opportunities to use the language in real contexts. Additional to this, there is the fact of cultural resistance to learning another language in some cases.

Given that students need more opportunities to learn and acquire the language, teachers need to create practices that encourage them to do so. Teachers need to motivate them to learn and acquire the language not only during the time they are in the classroom that, as we said before, is not enough. Teachers also need to help them to learn by themselves showing them that they can do it not only in class, not only during the school year, but as a life-long practice process. As was rightly said by Gadamer (1999), in a brief conference, we educate ourselves, parents and teachers' intervention is almost nil.

Because of the reasons explained above, I implemented this successful practice with public primary school "Ricardo Gómez" 4th grade students. Regardless of the fact that I haven't been with this group face-to-face, I have worked with this grade on several occasions. I know that each group, as well as each student is unique and has different characteristics and special needs, but they also share cognitive qualities and interests according to their age.

I developed a social practice of the language where students could put into practice the four macro skills of the language. I think that learning a language is a holistic process where learners need to exercise not only receptive skills, but also productive skills. As is mentioned in the Programa Nacional de Inglés (PNIEB), students need to improve progressively their communicative competence

by participating in social practices of the language that integrate oral and written texts in acknowledged situations.

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**Challenges:**

English in public schools is learned as a foreign language and not as a second language. This means that students don't have the advantage of immersion. A second language is the language that is learned after the mother tongue or the first language, that could also be a foreign language. The difference between them is that a second language is acquired in a context where it is spoken, not being the case of the latter. When students learn here a foreign language they don't have the benefit of immersion.

The time students have for learning and practicing is not enough to learn a language. Besides, they don't have many opportunities to use the language in real contexts. Added to this is the cultural resistance to the learning of the language in some cases.

The present task is created to encourage the students to use the language in a real life situation, motivating them to continue learning the language by themselves as a life-long process.

In this task students will develop a social practice of the language where they can put into practice the four macro skills of the language. As I said before, learning a language is a holistic process where learners need to exercise not only receptive skills, but also productive skills.

In this task, songs will be used as a means to promote the use of the language. Songs are part of our life; we listen to and sing songs as a normal activity just for the pleasure of doing it. Thus, listening to and singing songs is a social practice.

Moreover, students will present information related to one of their favorite songs. Presenting different topics in class is a common activity. So, students will be working with two activities taken from real life experience where they will also be using and practicing the target language.

**NOTE:**

**In case students don't have the opportunity to use a computer or a cellphone to use Book Creator they can create their books using other resources, for example a**

**notebook, colored paper, cardboard, or any other material they already have at home. What is most important is to participate with the whole group and practice the language.**

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

Based on the Task-based language teaching principles this activity will be divided into three steps or stages: the pre-task; the task cycle; and the language focus.

First, in the pre-task stage the teacher will explain the activity. That is, the teacher will tell the students that they will be working in groups to first select a song, then look for information related to it, and finally present it to the group.

Then, as a modification of the pre-task, the teacher will model the task. This variation to the approach will be used because of the students' pre-existing command of the language. Usually, TBL teaching works better with students that have an intermediate level or higher rather than those with a lower level. This is because they can produce their own language. With lower levels it is necessary to give them a model first, so they can use it as a reference. Also, with the teacher's help they can implement modifications to that model.

Secondly, in the task cycle, students will decide in groups what song they want to work with. After that, as part of the planning, they will decide what information they want to include and how they will present it, including extra material they will use, like posters, images etc.

In this part, it would be ideal to use a projector where students can present the song in Power Point. Since this not possible at all schools, they can simply use pre-designed material created by them using cardboard or other resources.

**Note: Because students are having on-line classes at this moment the resource we used to do the presentation was Book Creator.**

To finish this stage, they will present the information. After each presentation, students will listen to the song or part of it with a specific pedagogical purpose.

For example, listening to the song and writing the sentences in the correct order, to complete missing information, to complete phrases or verses, etc. At this stage students will also sing the song, which is a very important part of the sequence.

This is an example of one of the activities created using "live work sheets", a free resource for teachers.

**What Child is this?**

1. Listen to the song.



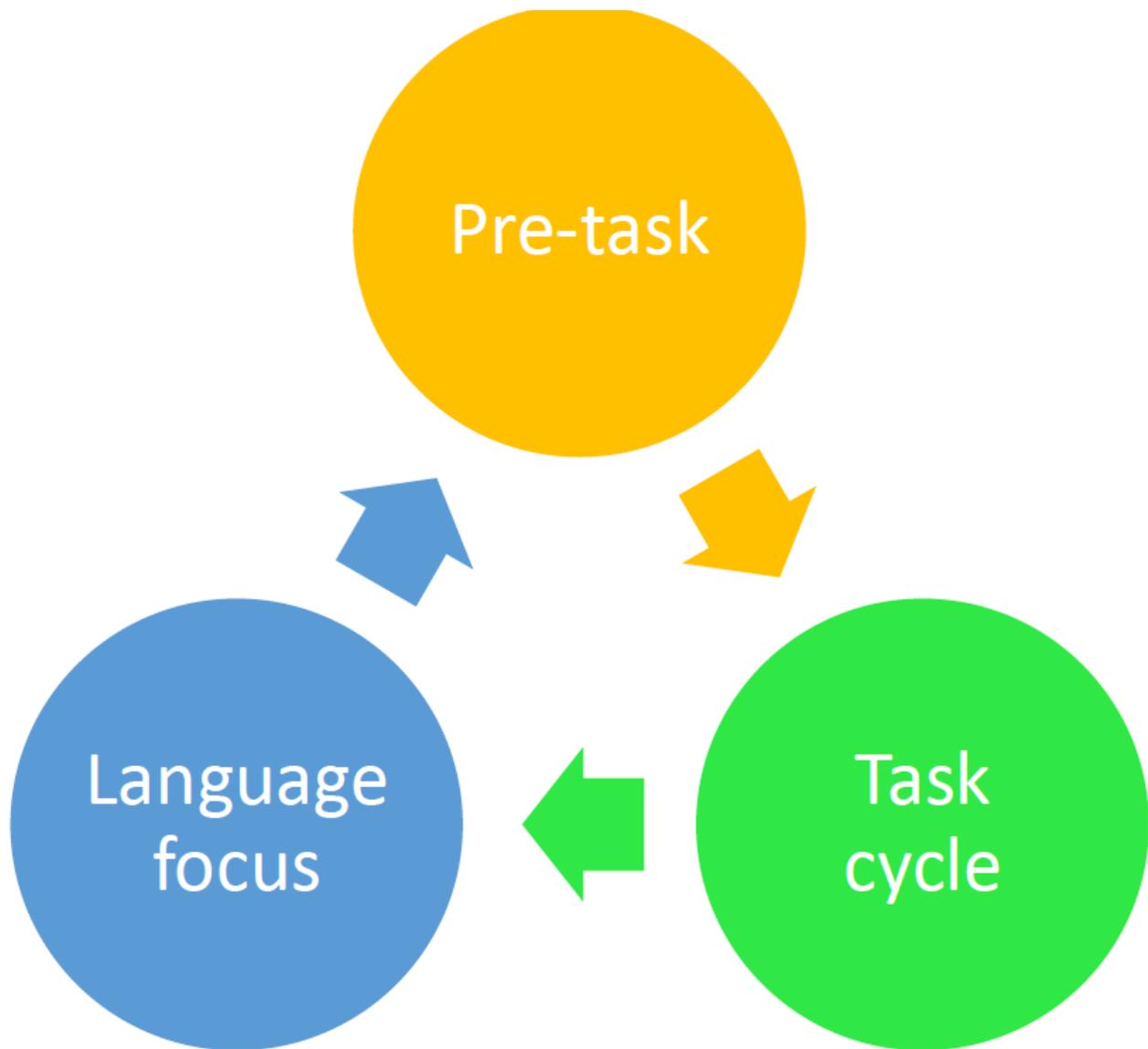
2. Drag the sentences to order the song.

Oh Mary's lap is sleeping?		
What Child is this		
While shepherds watch are keeping?		
When Angels greet with anthems sweet,		
How can he merit		
When shepherds guard and Angels sing		
The Babe, the Son of Mary		
This, this is Christ the King.		
Hark! Hark! To bring Him birth,		

The King of Kings salvation brings,		
Good Pleasure, King to see this		
So bring Him doctors, gold and frank,		
Let every heart adore Him		

Finally, at the language focus stage, there will be a session for questions created for the purpose of practicing oral skills, taking into account the content of the lyrics. Later on, students will write a few lines or sentences where they will give proof of their language skills.



As we can see in the in the diagram, diagram the task will be cyclical in nature. The first model given by the teacher will complete the three stages. Later on, with the first team's participation students will be receiving a different model where all the elements required will be put into practice. The cycle will be repeated as many times as the number of groups in the class.

The proposed sequence is planned to be done for Unit 1B from the PRONI syllabus. It will take a month for the students to develop the three stages and perform them in front of the class.

The suggested time fulfills the requirements of the curriculum, as well as the intended content.

This activity could also be used in distance learning with minor modifications. That is, presentations using “Meet”, “Zoom” or any other applications. Some apps can provide very attractive elements such as interactive activities for the language focus stage.

Materials required for the activity:

- ▶ Any audio playing device, e.g. cellphones, CD player, etc.
- ▶ Songs chosen by the students
- ▶ Printed lyrics for those songs

Whatever materials are needed to create posters or visual aids

▶ **Book Creator**

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**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

Taking advantage of my students' pleasure for singing as well as my own, I designed a didactic sequence where they presented the information of one of their favorite Christmas songs. In this sequence, students first saw a model presented by the teacher using “Book Creator” where they could see the elements and linguistic items required or suggested. After each presentation, students listened to the song with a specific pedagogic purpose. For example, listening to the song in order to place the sentences in the correct order, to complete missing information, etc. So, at these first two stages they had the chance to practice their listening skills.

Later on, there was a session for questions created with the purpose of practicing their oral skills, taking into account the content of the lyrics. Finally, students wrote a few lines or sentences where they give proof of their output resulting from the activity. At the end of the activity, students had the opportunity to practice the four skills. Even though reading was not mentioned, it was included in the whole

sequence by reading their presentation notes and/or the song lyrics and questions or information prepared for the speaking part.

Students were attracted to the activities because they used their favorite songs. They used the language in more than one real situation:

- ▶ Presenting information
- ▶ Listening to songs
- ▶ Reading songs
- ▶ Singing songs
- ▶ Using critical thinking to answer questions
- ▶ Reproducing the language in a written way as part of the last stage of the cycle

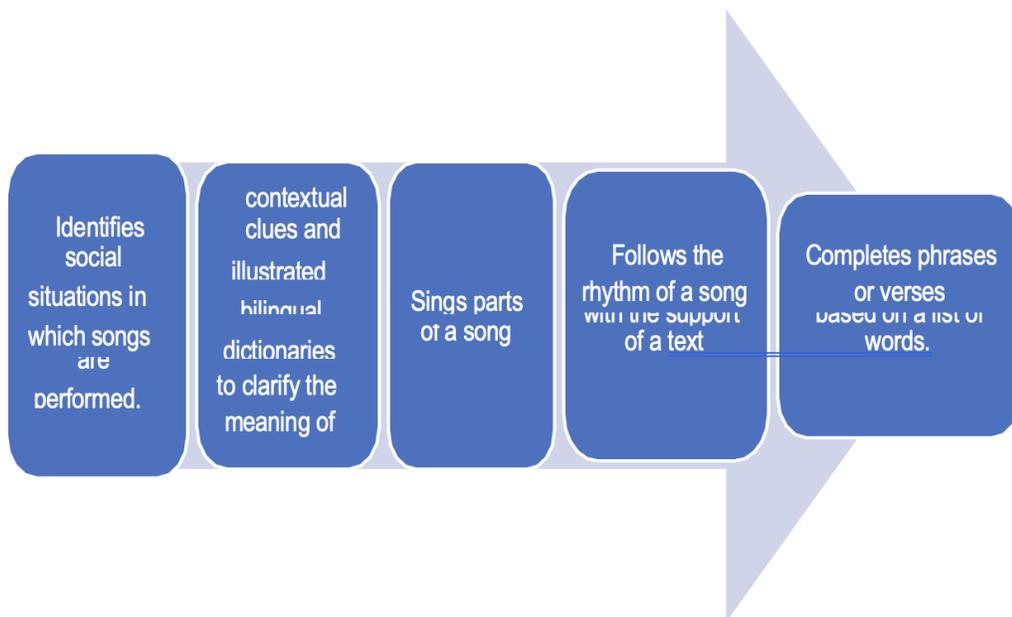
Furthermore, it is expected that the sequence worked in class will show them that they can use the language in order to build confidence in themselves to continue learning. Also to let them know that they can learn on their own.

Those students who couldn't use Book Creator because they don't have a computer or a cellphone created their books using different materials they already had at home. In the appendix you can see some examples.

For this activity I made an adaptation of the Task Based Approach (TBA). As we know the TBA promotes real communicative situations that are also suggested by the PNIEB. Giving presentations in class is a practice that students do for different school subjects because it is a real life situation. We also listened to and sung songs as a normal activity in our life. Besides, one of the social practices required in the PNIEB's First Block Unit, Unit 2 is Leer and Entonar Canciones, [Reading and Singing Songs], with the specific competence of interpreting and singing songs of interest to the class.

With the proposed activity we seek to develop the suggested achievements by doing with the language, knowing about the language and being with the language. Students not only learn linguistic aspects of the language but they also use the language to learn and reflect on social and cultural aspects of it that help them to strengthen their cultural identity and to respect that of others.

With the following diagram I show the expected achievements for the activity.



### Sources

- ▶ V. (2008). *Second Language Learning and Language Teaching*. Fourth Edition. [Aprendizaje de una Segunda Lengua y Enseñanza de la lengua. Cuarta Edición.] UK: Hodder Education.
- ▶ Gadamer. (1999). *La Educación es Educarse*. Conferencia Educativa held in Eppelheim in the Dietrich-Bonhoefer Gym.
- ▶ SEP. *Programa Nacional de inglés en Educación Básica. Segunda Lengua: Inglés*. Programas de estudio 2010. Ciclo 2. Fase de expansión. México, 2011

### Appendixes

Material created by the students



JINGLE BELLS ROCK



Author: Erandeni  
Yunuen Romero Pérez  
Group 4.- A

*Wishing you a Merry Christmas  
and a Happy New Year*

Dereck Alejandro Merino Vázquez  
4.-"B"



Hi. My name is Joel Emiliano.

My favorite Christmas song is *We wish you a Merry Christmas.*



The author of this song is deciphered.

It's a popular carol.



The singer is Angela Aguiler.

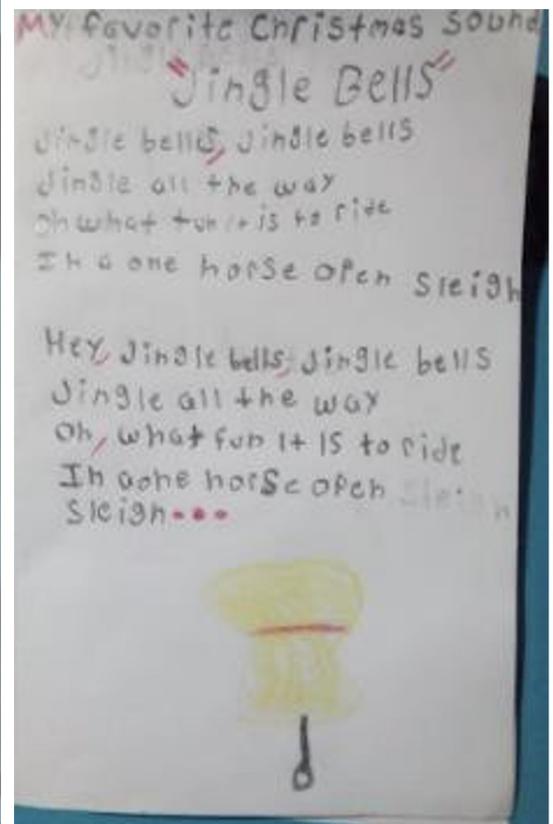
She is 17 years old

She is happy

She has short hair

she has brown eyes





**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

**Type of rubric:**

This rubric is a formative assessment because it will be used to monitor students' progress while doing their project: a Song Book created in Book creator where students present oral and written information about one of their favorite songs. This is an analytic rubric because it breaks down characteristics, score criteria and and details description of each of the criteria. This is also a self-assessment rubric because students will be in charge of evaluating their own performance.

**When will you use it?**

This rubric will be used during the lesson. It is important to mention that the schedule for the activity or lesson can be modified depending on the timing of each teacher or school. So, the whole activity can be done in a single week, that is to say three one-hour classes or in a whole month, that would be twelve hour classes. Taking into account the duration of the course "Online Course to identify, analyze and systematize successful practices for teaching English - What do you want to assess? and why?"; the institutional curriculum and requirements set by my school; and that I'm having online classes with my students; this rubric will be used through December 10th to December 12th.

## What do you want to assess? and why?

Using the rubric below, I want to raise awareness among my students that they are including all of the required elements in their work. I'm also using self-assessment because in that way students can learn about their own learning and can identify gaps in their knowledge or the elements that still need to be incorporated. They can also identify what needs to be improved and become independent thinkers. Students can also check their work before submitting it, in order to understand the assignment, identify their strengths and weaknesses and continually improve their learning.

### - Insert a chart to create your rubric -

USE THIS CHECK LIST TO EVALUATE YOUR WORK			
I can look for information about my favorite song.			
I can sign for Book Creator or I can collect material to create my book.			
I can join my teacher's library or I can make a plan to create my book.			
I can create a cover for my book including colors, borders, patterns and textures.			
I can add text to my book.			
I can add images to my book.			
I can add audio to my book or I can sing the song.			
I can add video to my book or I can add images.			

## Rubric 2.

### Type of rubric:

This rubric is a summative assessment because it will be used at the end of the lesson. This is an analytic rubric because it breaks down characteristics, score criteria and details description for each of the criteria. It gives detailed feedback, weighs different criteria and reduces students' confusion.

### When will you use it?

This rubric will be used at the end of the lesson. As I said before, the guidelines for this lesson can be modified depending on the students, the institution and the teacher's needs. Estimating the time students will have to finish the activity before going on holiday, and the content of the lesson, this rubric will be applied from December 14th to December 17th. Despite the fact that this course finishes on December 15th and not all the results from the rubrics can be presented, I will

have at least some of them from the first students that complete the task because they will hand it in as soon as they have the work ready. Many students like to work ahead of time and I'm sure I will be able to present some of their projects.

### What do you want to assess? and why?

Using the rubric below, I want to measure whether students have met the learning outcomes by the end of the lesson, as well as to improve my teaching practice. I also want to let my students know their understanding of the content and their ability to use critical thinking in order to perform a task or a project.

- Insert a chart to create your rubric -

	<b>Excellent! 3</b>	<b>Very well 2</b>	<b>Not very good 1</b>	<b>Score</b>
<b>Information</b>	Includes everything required, that is, title of the book, name, group, song's information	Includes most of the elements required.	Includes only some of the elements required.	
<b>Multimedia</b>	Includes everything required: cover, borders, patterns or textures, images, audio and/or video.	Includes most of the elements required.	Includes only some of the elements required.	
<b>Writing</b>	No spelling, grammar or punctuation mistakes.	Some spelling, grammar or punctuation mistakes.	Many spelling, grammar or punctuation mistakes.	
<b>Speaking</b>	Clear, fluent and understandable speaking.	Some problems with fluency and pronunciation.	Many problems with fluency and pronunciation.	

# C) JUNIOR HIGH



## Writing a Successful Practice

**HELP YOUR KIDS TO MAKE A LEAFLET**

**Category: Writing Successful practice.**  
**Objective:** The students will learn the correct way to get a Writing Successful practice using principal information to design a triptych with the instructions for prevent a damage in case of an earthquake.

**FIND GAMES IN EVERYDAY TASKS**  
-They (the ss) will watch audiovisual materials for collecting the ideas (videos, movies, audios, etc.)  
-The students will review about english grammar using apps to play with the language (Drilling, quizzes, etc)

**JOIN THE PEN AND PAPER**  
The students are going to write important ideas in a piece of paper about the topic to write in the tript.  
-The ss are going to watch videos and surf in the web to bring information about many kinds of materials

**READ TOGETHER WITH YOUR FAMILY**  
-They are going to select (with the informations brought in the web) and development a "draft" with the information.  
-Join it with your family and include them to read different kind of text.  
-You can watch movies about your topic and include the subtitles to promote your vocabulary

**LEARNING IS AN ACTIVE PROCESS**  
-The teacher is going to check the grammar and he is going to send back the ideas with mistakes.

**SPEED READING CAN SAVE TIME**  
-The students are going to select (with the information brought in the web) and development a triptic with picture and information.

**EXCITING TOPICS ARE 'STICKIER'**  
The ss are going to create their triptychs with the information and pictures about the topic.  
-The ss are going to show their triptychs and give a short explanation about the content in the material.

**APPS AND RESOURCES FOR EXTRA HELP**

- LEARNING ENGLISH EASY GOO
- ENGLISH AREA GOO
- DAILY ENGLISH VOCABULARY
- GRAMMAR GAMES
- ENGLISH VOCABULARY
- ENGLISH
- INTERNET WEB PAGES

TEACHER JORGE LUIS P.C.

<b>School:</b> SEC.185	<b>Grade:</b> 2° GRADE	<b>Group:</b> A
<b>Teacher:</b> Jorge Luis Patiño Cruz		
<b>Social Practice:</b> Understand and write instructions		
<b>Competencies:</b> Write instructions to face an environmental emergency	<b>Unit:</b> 2	<b>Environment:</b> Virtual
<b>Final product:</b>	A leaflet write a triptych with the instructions for safety measures to take in case of an earthquake	
<b>Profile:</b>	<ul style="list-style-type: none"> <li>▶ <b>All children can write.</b></li> <li>▶ Disrupting class by talking.</li> <li>▶ Cheating</li> <li>▶ Distraction by mobile devices.</li> <li>▶ Music is a disrupting factor for the students.</li> </ul>	
<b>Category of best practice chosen and justification</b>	<b>A Writing a Successful Practice.</b>	
<b>Define your case study taking in consideration the new elements.</b>	<b>I have considered:</b> <ul style="list-style-type: none"> <li>▶ Activities to develop Writing skills.</li> <li>▶ Activities designed to develop Reading comprehension skills.</li> <li>▶ My classmates need a guide to make a leaflet with safety measures useful in case of some disaster.</li> </ul>	
<b>Challenges:</b>	<b>The principal challenge:</b> A successful practice in the development of writing abilities in my classmates.	
<b>Implementation:</b>	<b>5 Steps:</b> <ul style="list-style-type: none"> <li>▶ Instructing students on planning, revising, and editing compositions with materials used in their different classes.</li> <li>▶ Engaging students in prewriting activities with materials related to the natural disasters.</li> <li>▶ Having students read models for writing.</li> <li>▶ Explaining to them how to choose or how to get involved in a topic, finding a purpose for writing, and clarifying for the audience.</li> <li>▶ Group brainstorming to grasp the topic's main information.</li> <li>▶ Reviewing one's own work and comparing what one has answered to another's intended meaning.</li> </ul>	

**Expected results:****I hope..**

- ▶ That the Ss have developed the ability to write a text that is understandable to whoever reads it.
- ▶ That the Ss show their engagement with the class by making this kind of products.
- ▶ That my Ss have learned the use of language in order to communicate a message.
- ▶ That my Ss use ICTs to design a leaflet with safety measures to follow in case of an earthquake.

**Scholar Context.**

The great challenges for our National Educational System are subscribed in the realization of the implementation not only of the plans and study programs, in the reduction of the school backwardness or in the compensation of a problem as great as it is the school dropout, rather, generating an inclusive educational policy that provides the same development opportunities to every member who is in the schooling stage, with this, special education students in the basic education modality will have elements that allow them to obtain the In addition, meaningful learning will be able to generate knowledge with the tools they have acquired in the various inclusive learning environments that teachers must create as part of their professional performance. For this reason, the care model focuses on promoting respect, sensitizing educational communities on equity and equality, promoting quality educational care and consolidating the approach to competencies and the generation of learning areas that provide the tools for students who are part of this care.

It is important to understand that the second-year group to work on this proposal has an enrollment of 30 boys; among them, students who are at risk (gangs, drugs, alcoholism, dysfunctional families) and who require attention and care in the classroom considering the physical or neurological condition they may present.

**Goal****My students:**

- Will learn the correct way to achieve a successful writing practice using virtual media to design a leaflet with the safety measures to follow in case of an earthquake.

<b>Teacher-student rapport</b>	<b>The communication ways with my students:</b> <ul style="list-style-type: none"> <li>▶ WhatsApp</li> <li>▶ Classroom (messages)</li> <li>▶ Email</li> </ul>
<b>Student engagement strategies</b>	<b>The Ss:</b> <ul style="list-style-type: none"> <li>▶ Will watch audiovisual materials for connecting their ideas (videos, movies, audios, etc.)</li> <li>▶ Read text about the theme for making their triptych</li> </ul>
<b>Behavior support plan</b>	<b>The teacher:</b> <ul style="list-style-type: none"> <li>▶ Will be in communication with the Ss giving them additional information (reading text, videos, movies, etc.) about how to construct resilience, effects of the pandemic and the way to avoid frustration or giving up.</li> </ul>
<b>Useful tools for consult by the students (platform support)</b>	Mansioningles.com Duolingo Busuu

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point- development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

**Start**

**Length: 2 session  
(Time: 50 mins by session)**

- ▶ The Ss will watch a pair of videos about natural disasters
- ▶ Then, they will choose a specific natural disaster to elaborate in a leaflet.
- ▶ They will write their main ideas about the topic.

**All work will be done online (zoom and classroom)**

**Development**

**Length: 2 session  
(Time: 50 mins by session)**

- ▶ The teacher is going to ask that the Ss copy all the ideas and draw with colors a map (ideas, brainstorm, etc.) on a cardboard and will send it for verification.
- ▶ The teacher will verify the grammar and will return the tasks showing the mistakes.
- ▶ The teacher will ask Ss to write down their main ideas as a referent to construct the leaflet.
- ▶ The Ss will watch videos and surf the web looking for information about many kinds of materials in on safety measures to take in disasters.

**Development**  
**Length: 2 session**  
**(Time: 50 mins by session)**

- ▶ They will choose a topic (with the information they found on the web) and will draw a “draft” with the information on safety measures to follow during a natural disaster.
- ▶ The teacher will check the grammar and will return them to the SS showing the mistakes.
- ▶ They will choose a topic (with the information they found on the web) and will design a leaflet with pictures and information on safety measures to follow during a natural disaster.
- ▶ They will create their leaflets with the information and pictures about the topic

**Closure**

**Length: 2 session**  
**(Time: 50 mins by session)**

- ▶ The Ss will show their leaflets to the class and will give a short explanation about the content in the material.

**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

**Abstract.**

The students in the classroom generally do not receive the same kind of exposure or encouragement as those who - at any age - are “exposed” to the language. But that does not mean that those inside a classroom cannot learn a language if the right conditions are in place, such as motivation, exposure to the language, and possibilities to use the language. English is considered the second language in the world by the high number of individuals who use it as their mother tongue, such as second language and as a foreign language. Among the activities that can be carried out in the classroom by teachers and high school students are grammar exercises, listening exercises, pronunciation exercises, oral representation of dialogues and other situations, role-plays, dictations, predictable stories, debates, reading and open questions, among others.

**Closure**

I decided to do this practice considering that the students live in a city with risks and one of them is the earthquakes. This leaflet that I want to develop with the students will make provides an opportunity to practice the language and also to understand how important are safety measures we have to follow when this type of natural phenomena happens.

Therefore, this activity will take place at the end of January in order to apply my successful practice to the “Aprende en Casa” work program implemented by SEP; likewise, I will teach my students some of the vocabulary that I will implement in this practice so that they become familiar with the use of the language, with writing simple forms in the language so that they become familiar with written and spoken language.

**F) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I cannot describe my experience of this practice because I have not implemented it yet for reasons of work and planning in my activities as an English teacher. However, I believe that my students will be interested in the topic and that there will be much work to develop and to support those who have yet to achieve mastery of the subject, the language and the expected learning. I believe that this successful practice will lead me to a different experience than the ones I have previously had with my students and mainly because I need to create an inclusive virtual classroom that does not exclude any of my students.

**ENGLISH RUBRIC TO EVALUATE A SUCCESSFUL PRACTICE**

<b>NAME OF TEACHER: JORGE LUIS PATIÑO CRUZ</b>	<b>GRADE AND GROUP: 2ºA (SECONDARY SCHOOL)</b>
PRACTICE: DESIGNING A LEAFLET GOAL: The students will learn the correct way to achieve a successful writing practice using some tools for writing and designing a leaflet.	DATE: JANUARY, 2021
<b>Type or rubric:</b>	<b>Holistic</b>
<b>When will you use it?</b>	I will use it when my practice links it to the program for secondary schools.
<b>What do you want to assess? and why??</b>	I want to evaluate the writing ability. My classmates can express ideas orally.

<b>RATING</b>	<b>CRITERIA</b>	
<b>PROFICIENT 10</b>	Writes single or multiple paragraphs with clear introduction, fully developed ideas and a conclusion.	Uses appropriate verb tense and grammatical and syntactical sentence structure effectively.

<b>FLUENT 9</b>	Writes single or multiple paragraphs with main idea and supporting details; expresses ideas in a logical way.	Uses appropriate verb tenses and grammatical and syntactical sentence structure.
<b>EXPANDING 8</b>	Organizes ideas in logical or sequential order with some supporting detail.	Vocabulary is appropriate to purpose.
<b>DEVELOPING 7</b>	Writes sentences around an idea; there is some sequencing, but many lack cohesion. Mistakes often interfere with meaning.	Uses high frequency words; subject/verb agreement, run-on sentences
<b>BEGINNING 6</b>	Begins to convey meaning through writing. Uses limited or repetitive vocabulary.	Uses temporary spelling. Writes simple
<b>EMERGING 5</b>	No evidence of idea development or organization.	Uses single words, pictures, and patterns.
<b>NAME OF TEACHER: JORGE LUIS PATIÑO CRUZ</b>		<b>GRADE AND GROUP: 2ºA (SECONDARY</b>
<b>PRACTICE: MAKING A LEAFLET</b> <b>GOAL: The students will learn the correct way to achieve a successful writing practice using some tools for writing and designing a leaflet</b>		<b>DATE: JANUARY, 2021</b>

<b>Type or rubric:</b>	<b>Analytic</b>
<b>When will you use it?</b>	I will use it when my practice links it to the program secondary schools.
<b>What do you want to assess? and why??</b>	I want to evaluate the writing ability. My classmates can express ideas orally.

<b>FEATURE</b>	<b>10 STRONG</b>	<b>9-8 DEVELOPING</b>	<b>7-6 EMERGING</b>	<b>5 BEGINNING</b>
<b>ORGANIZATION</b>	Establishes a strong beginning, middle, and end in the outcome.  Shows an orderly flow of ideas.	Attempts an adequate introduction and ending in the outcome.  There is a logical sequence.	There is evidence of a beginning, middle, and end in their product. Sequencing is attempted unsuccessfully.	Little or no organization. Relies on a single idea
<b>IDEAS</b>	Establishes a clear focus about the topic.  Uses descriptive language to present the information.  Provides relevant information  Communicates creative ideas.	Develops a focus for the topic.  Uses some descriptive language to present the topic.  Communicates original ideas	Ideas not fully developed	Lacks focus and development
<b>EXPRESSION</b>	Uses effective language  Uses high-level vocabulary  Use of sentence variety.	Uses descriptive words to express the topic.  Sentence variety to communicate the main ideas	Limited word choice.  Basic sentence structure.	No sense of sentences structure.
<b>LEGIBILITY</b>	The material is easy to read.	The material is readable with some spacing/ forming errors.	Difficult to read/ without structure in the leaflet.	No evidence of leaflet.

## Talking about food and drink

### TALKING ABOUT FOOD AND DRINK



DEVELOPING  
SPECIFIC SKILLS

Google  
FORMS

**CLASS AIMS:** One of the aims of the lesson is to analyze the impact of the mobile application as a pedagogical strategy for learning English vocabulary.

The second one is that the students learn Food vocabulary.

**GETTING STARTED:**

The teacher will provide a link to the students and will ask them to answer a Google Form with Food vocabulary the teacher has written on.

**DEVELOPMENT:**

The teacher will ask them to open in their cellphones the Duolingo app and play the unit named "cafeteria". They will play with the app for 10 minutes.

When the 10 minutes has passed, the teacher provide a link to the students to a second Google Form with the same vocabulary in the first form and will ask them to answer it too.

**CLOSURE:**

The teacher will show the Ss some images with the same vocabulary and they are going to write it on a sheet of paper in English and show it to the camera.

**C) Fill the format** with all the information that you have developed during the two workshops. Consider all the feedback given by your tutor, if everything was ok just copy-paste your information.

<b>School:</b> Escuela Secundaria Diurna "Estado de Quintana Roo"	<b>Grade:</b> 3°	<b>Group:</b> A, B, C, D, E, F
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**Teacher:** Jennifer Atenea Mota Silva

**Social Practice:** Talking about cultural habits in different countries

<b>Competencies:</b> Exchanges associated to specific purposes.	<b>Unit:</b> 8	<b>Environment:</b> Family and Community: talking about cultural habits
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**Final product:** Conversation

**Profile:**

The ages of my students are 13 and 14 years old. The communities where they come from, mainly Magdalena Petlacalco (where our school is located), San Miguel Ajusco, Santo Tomás Ajusco and San Miguel Xicalco; a few come from San Miguel Topilejo and San Andrés Totoltepec.

In the school there are six groups for each grade, and each group has around 40 students, that means that I have to teach approximately 240 students.

They are teenagers neglected by their parents or their tutors in many cases; they don't have a life project; they start using drugs in their early ages like 10 or 12, mainly the alcohol which is provided in most occasions by their own parents. Furthermore, they are violent, because violence is normalized in their social context which also has a lot of traditions and customs which are misogynous and sexist, thus forming a poor scale of values, that is the reason for their not being able to establish good and healthy relationships; they are really impulsive, they can't control themselves and don't think about the consequences of their acts. Some of them have learning problems (BAP), there are about 3 students with that problem in each group, but their parents don't do anything about it, they're not interested in what is happening with their children and don't support them. Also, many of the families are low-income, because the parents got pregnant when they were teenagers too, so that, most of them only studied the elementary school or Junior high, the parents that studied and finished high-school or have a career are a few.

On the other hand, when the students get enrolled in first grade, they don't have knowledge of English language, because even though the English Program (PRONI) assumes that students have the basic grammatical knowledge in this grade, reality is not like that; If we have 3 students who know a little bit of English in the six groups, they are a lot. So, the English teachers in our school must start from zero with our students.

**Category of best practice chosen and justification**

**Developing specific skills**

- a. Activities designed to develop the four skills: Reading, Listening, Writing, and Speaking.
- b. Activities designed to develop Reading comprehension skills.
- c. Activities to develop Writing skills.
- d. Activities to develop or reinforce Listening skills.
- e. Activities to develop Speaking.

The Duolingo mobile app will be used for support tool, it, has activities where the user can practice speaking, writing, reading, listening and a little bit of grammar. So, the idea is that the students improve these abilities and learn some vocabulary with the repetition used by the app, playing with the app, thus making learning easier and fun.

**Define your case study taking in consideration the new elements.**

Nowadays, technology is a resource that has become essential in the development of daily activities, being a present element in our culture and society. The advantages that the electronic devices (ICT: Information and Communications Technology) offer has made it become a valuable tool in our pants pocket facilitating processes that in the past were complicated, like access to information, Science material spreading and educational (Marquez Moreno, 2019:33)<sup>1</sup>.

The increasing popularity of mobile technology (cellphones and tablets) and access to an internet connection is almost unlimited and from everywhere that we enjoy nowadays, has enabled a new approach in E-learning (aprendizaje a través del internet)

<sup>1</sup> Márquez Moreno Lesly Luisa (2019). El uso de las aplicaciones móviles como estrategia de la enseñanza – aprendizaje del inglés como lengua extranjera. En Administración educacional, Anuario del Sistema de Educación de Venezuela, año 7, No. 7, pp. 33-48

such as M-learning or mobile learning (aprendizaje móvil).

The use of educational apps in the school context has many advantages like:

- ▶ Allowing learning in any context, inside and outside the classroom.
- ▶ The big popularity of the mobile devices among people of all ages.
- ▶ Some apps have games to play, making students learn while they are playing.
- ▶ The users are interacting all the time having an active learning that is better than passive learning.
- ▶ Learning is personalized because it is adapted to the needs of each student<sup>2</sup>.

Through electronic devices we can download educational mobile apps, assess and evaluate the effectiveness they have for foreign language learning. These apps make teaching a foreign language a more practical, entertaining and fun process, making it simpler and stimulating (Marquez Moreno, 2019).

According to Vygotsky, if the person controls their own learning process, they will always need the help of mediators to direct that person, this is the teacher's work. They make good environments to the students and encourage them to achieve meaningful experiences. In this way, the use of mobile applications and the corresponding role played by the teacher exercise the function of objects and tools respectively, understanding that the teacher is the main person in charge of designing strategies and techniques in the classroom that allow students to take advantage of the mobile applications as a useful object in their learning process (Marquez Moreno, 2019:38).

Ramírez Hernández<sup>3</sup> (2019) mentions that the basic characteristics of "mobile learning" are:

- ▶ Ubiquitous: possibility of access from any place and time.

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<sup>2</sup> Blog aula 1. School Management. Apps educativas ¿Cuáles son sus ventajas?, en: <https://www.aula1.com/apps-educativas/>

<sup>3</sup> Ramírez Hernández Mayra (2019). Las aplicaciones interactivas como estrategias de enseñanza para el aprendizaje de un segundo idioma para estudiantes de normal primaria. Tesis de maestría en Nuevas Tecnologías para el Aprendizaje. Universidad Iberoamericana de Puebla.

- ▶ Flexible: adapts to the needs of each one.
- ▶ Portable: its size allows mobility with the user.
- ▶ Immediate: possibility of access to information at any time.
- ▶ Motivating: its use enhances motivation in the user.
- ▶ Accessible: compared to other tools, its cost is lower.
- ▶ Active: promotes a more active role in the student.
- ▶ Internet connectivity: allows access to information on the network.
- ▶ Access to App: allows the use of various Apps, for learning, content production, etc. (pag. 21).

In the framework of e-learning, different types of software have been used for years in teaching and learning foreign languages, including websites, social media, podcasts, and different types of blogs. In the particular case of apps, it can be seen that they tend to appear (and disappear) continuously (Marquez Moreno, 2019:43).

According to Marquez Moreno (2019) and Prieto Gómez<sup>4</sup> (2018), nowadays most popular app to learn English is “DUOLINGO”, achieving more than 100 million downloads in the virtual store Google Play. It is free and shows a simple interface which presents a progression of levels in which exercises must be solved by filling in spaces in sentences, phrases or ideas; identification of sounds and pronunciation, in fact, there are already formal experiences and studies that have made it possible to evaluate its effectiveness as a tool in the teaching- learning process of English as a foreign language (Marquez Moreno; 2019:44).

Prieto Gomez (2018), made an analysis of some mobile applications to delve into their strengths and weaknesses to, firstly, accept or reject their use as a tool depending on the educational context, and, secondly, reflect and develop an improvement proposal from the didactic point of view. One of the applications she analyzed was Duolingo. Some aspects that she describes about this application are:

- ▶ It is a completely free resource with advertising.
- ▶ Some features such as lesson practice are still active offline. Duolingo Plus allows you to download the lessons to be used without being online and without ads, paying a monthly fee.

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<sup>4</sup> Prieto Gómez (2018). Aplicaciones móviles como herramientas para aprender vocabulario: análisis de las apps más utilizadas. En “Revista didáctica del español lengua extranjera, No. 30

- ▶ Initially the user can choose whether to start as a beginner or take a level test. In the main menu, a classification ordered by difficulty is offered, but they do not follow the Reference Levels recommended in the CEFR, but simply encourage the user to complete them progressively.
- ▶ Each topic contains several lessons, consisting of between 8 and 10 words. The work of a daily lesson is recommended, but the application allows you to continue doing exercises without limit. If it detects that too many are being done, it reminds the user to review the words learned.
- ▶ Work with lexical units is almost always deductive. The first time a new word appears, it is highlighted in orange. The user is always allowed to click on it to display a series of translation proposals.
- ▶ Duolingo automatically signals when the user makes a mistake in the form.
- ▶ Writing activities, images, audio reproductions and recordings are proposed to be carried out by the users themselves. The use of several images for the same word should be highlighted, which prevents possible confusion between referent and lexical unit. However, video is wasted.
- ▶ The tasks are not focused on communicative competence. Although it proposes spaces such as the forum to answer questions, it does not propose communication tasks with native speakers or other students.
- ▶ writing, pronunciation, listening comprehension and reading comprehension are practiced.
- ▶ Forums are set up in each exercise to expose their doubts, which favors collaborative learning with other students.
- ▶ Learning is based on the accumulation of points, rewards, and prizes. Points are added for each completed lesson and topic, for taking lessons without errors, for taking twice as many lessons daily or in less time, etc. The total score of each member of the group (club) is also displayed, making lists from highest to lowest user scores, the results of which can be shared through social networks, which promotes competitiveness.

- ▶ The application indicates after each question if the answer is correct or incorrect. In the latter case, the application describes where the error resides and offers the solution.

## **CASE STUDY**

### **Benefits of using a mobile application in learning a foreign language<sup>5</sup>**

#### **INTRODUCTION**

Bustillo et.al (2017), made a research with the aims to show how the use of a mobile application contributes to the development of listening comprehension in English as a teaching strategy to generate significant learning. The research was conducted with a group of level A1 students, according to Common European Framework for Languages: Learning, Teaching, Assessment, who used Duolingo during an academic semester. The results indicate that the use of this application achieves a positive impact on the development of listening skills in English.

The group of researchers that wrote this article considers that the use of the technology might be a way to encourage the students to improve the listening comprehension, even more considering the increasing popularity of the mobile devices in the academic population.

Currently, the use of the mobile technology has been increased in a considered way thanks to the ease of use and low cost of the applications focused on the learning of foreign x languages. There is a wide variety of applications such as for the development of linguistic competences, listening, in reading, and writing. Amongst them, the group selected Duolingo as a tool to improve the listening comprehension of the students.

Duolingo has around 80 million users around the world for the learning of the English language; its method sets daily learning goals, allows the execution of an initial test to establish the level the user should start, and it uses images, translating and listening exercises.

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<sup>5</sup> Bustillo, Judith; Rivera Clarible; Guzman, Juan Genaro; Ramos Acosta, Lizeth (2017). Benefits of using a mobile application in learning a foreign language *Sistemas & Telemática*, vol. 15, núm. 40, 2017, pp. 55-68 Universidad ICESI, Cali, Colombia.

The group of students who used the application was also surveyed to know their opinion about the use of that tool and their benefits in the learning of English.

## **METHODOLOGY**

One of the objectives of the project was to analyze the impact of one mobile application for the development of the learning competence as a pedagogic strategy to generate significant learning in the A1 level students in accordance with the common European frame for the teaching of languages (European Council, 2001). In order to achieve this purpose, we implemented an initial test and a posterior to the use of the application, to establish the level of listening comprehension of the students, before and after the use of the application.

Although the research project was a qualitative one, for the presentation of the results we used quantitative elements, such as graphs and tables. They invited the students to use the Duolingo application with the purpose of practicing the listening ability in the English language. Then, they applied a survey to each student to obtain numeric results related with the advantages in the use of that application.

The selected tool was —as mentioned before— Duolingo. they considered that for being a free application, and besides of the fact of the ease of access, its popularity, and nature. The application was developed by Luis von Ahn (2011) features the use of images, sounds, conversations, and vocabulary, grammar, and translating exercises presented in an interactive way to the users.

The selected group was composed of 7 men and 5 women, with an average age of 19. They had 40 minutes to answer 25 questions subdivided in four sections (a, b, c, d) with different complexity level. The test was elaborated and adapted taking as a basis the text named Interchange into teachers' resource book Richards, Cory-Wright, & Pianco, 2005). This test was applied before the students use the Duolingo application.

The students of the selected group for the study were practicing with that application in an autonomous way by two months. When this time frame was over, they applied

the initial test to establish the benefits of the application for the improvements in the listening comprehension of the English language.

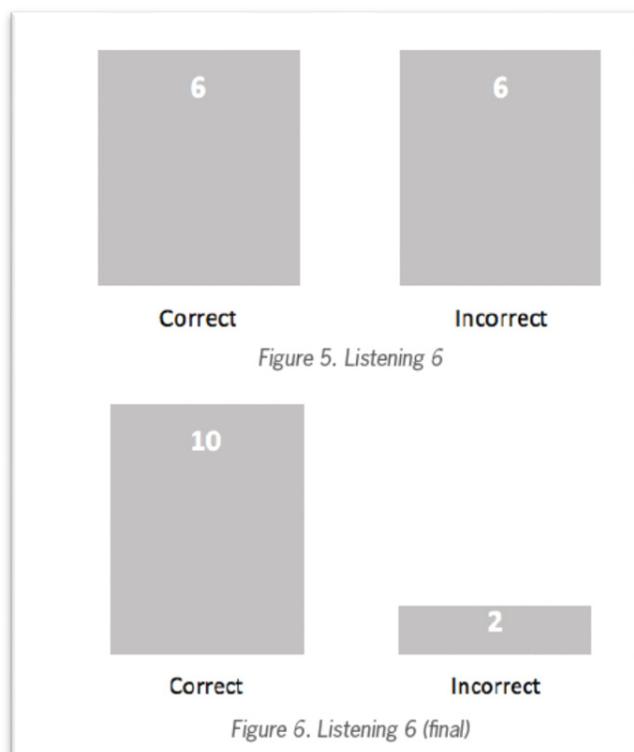
After using the application, the students answered a 12-question survey to know their opinion about the use of the mobile applications in the learning process of a foreign language. We can establish that the use of the application had a good acceptance in the group.

## RESULTS



Figure 1 shows that 42% of the students correctly answered the section 1 of the test and the remaining 58% responded incorrectly. From here, we can infer that a high percentage of the students presents deficiencies in the development of the listening comprehension of the English language.

In Figure 2, we observe the improve in the listening ability of the students with a 100% of correct answers in the first section of the test performed after the use of Duolingo. That is, the use of the mobile application helped improve the development of the listening



In Figure 5, we present the results of the students in the initial test in an exercise consisting of identifying vocabulary related with daily activities. The results show that half of the group was correct in the tests and the other half did not.

The result obtained by the students after using the application show an increase in the percentage of the correct answers: 83% with regard to 50% in the initial test (see Figure 6).



Figure 7. How much do you think that the use of this application helps to improve the listening comprehension in English? / Cuánto cree usted que el uso de esta aplicación le ayudó a mejorar su comprensión auditiva en inglés?

In Figure 7, They show the students opinion to the question: how do you think the mobile applications help you learn and practice English? 75% of the students consider that the mobile applications contribute to the learning of a foreign language and only the 25% think that the contribution is low. There is no mention that the applications are useless at all.

## CONCLUSIONS

The gamification concept applied to educational concepts allows the students to advance in their learning processes at their own pace given the features of the mobile applications: easy and fast access, availability, and low cost. The implementation of proper elements of the games in scholar contexts such as the learning of a foreign language are a novel aspect impacting positively the performance of the students. The use of mobile applications to develop a listening competence of the A1 level students of the USC showed favorable results and evidenced the preference towards the use of these tools as a complement to the practice of the foreign language. In general terms, we can conclude that the obtained results in this research project are similar to the ones in other national and international studies. The use of mobile applications in the learning process of a foreign language entails benefits in the development of competences, specifically in the listening comprehension.

## Challenges:

### Weaknesses

- ▶ Some students don't have internet in their homes.
- ▶ Most of times students don't have money to put credit to their cellphones in order to have an internet connection.
- ▶ The school doesn't have the necessary resources to teach English like a loudspeaker or a tape recorder, a projector, or a classroom where the students can take a class using ICTs.
- ▶ The school doesn't have English dictionaries to provide to the students.
- ▶ Some students don't have internet in their houses.
- ▶ Most of times students don't have money to put

- credit to their cellphones to have internet connection.
- ▶ The school doesn't have the necessary resources to teach English like a horn or a tape recorder, a projector, or a classroom where the students can go to take a class using TIC'S.
  - ▶ The school doesn't have English dictionaries to provide to the students.
  - ▶ Sometimes there are not enough student's books and we must work with two different publishers in the same group.
  - ▶ The school doesn't have and can't provide internet connection.
  - ▶ There are around 40 students in each group, that makes personalized teaching difficult.
  - ▶ The time for English class is very short, we have only three 50-minute sessions during the week.
  - ▶ When the students get to first grade in Junior High, they don't have the PRONI English level for that grade.

### **Threats**

- ▶ The students don't have grammatical bases from their first language.
  - ▶ Most of the students are not interested in learning anything.
  - ▶ The parents don't support their children and they don't take care of them.
  - ▶ High educational backwardness and school dropout. Academic exclusion and segregation to students who don't have the basic and necessary resources don't this new way to learn, like a cellphone, internet, laptop, etc.
  - ▶ Teenagers don't have self-control and they are hard to control, and if you have 40 students, controlling them becomes a challenge.
- 
- ▶ There aren't enough English teachers for kindergarten, elementary school, and junior high, and that's why students don't know English language when they get to first grade in Junior High.
  - ▶ Maybe a difficulty can be that some students don't have a cellphone, or haven't downloaded the app, or maybe their cellphone ran out of charge, but those are not real problems because they can get together with a partner to play with the app.

## **Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

## **TALKING ABOUT FOOD AND DRINK**

### **Class objectives:**

1. One of the aims of the class is to analyze the impact of the mobile application for English vocabulary as a pedagogic strategy.
2. The second one is that the students learn food vocabulary.

**Class material: Duolingo app, mobile cell phone, internet connection, Google Meet, Google Forms, paper sheets and a marker.**

### **Starting (10 minutes).**

1. The teacher will start the lesson saying "Hi!" to the students.
2. After that, she will show to the students an image with the word "FOOD" and she will ask them about the meaning of the word.
3. When they have told her the meaning, she will show them the lesson topic and lesson aim.
4. The teacher will provide a link to the students and will ask them to answer a google form where she wrote some English words about food (the same vocabulary that the app shows the cafeteria unit, first level) and they will have to write their meaning in Spanish: restaurant, table, one, two, three, people, fish, meat, sandwich, menu, burger, fries, milk, coffee, sugar, water, glass, salad, tomato, check, pay.  
<https://docs.google.com/forms/d/168mdlvg6890ZAKvwjdcwVy6AW84GWegUbsMEfZW3ZFc/edit>
5. She will receive the answers and will know how much food vocabulary they know (she will check it while they are playing with the app).



### Development (15 minutes).

6. After everyone has answered the google form, the teacher will ask them to open in their cellphones Duolingo app and play the unit named “cafeteria”. They will play with the app for 10 minutes (before the class, the teacher will ask the students to download the app, open an account and play the first level of the first three units, intro, greetings and trips.)



7. When the 10 minutes have elapsed, the teacher will provide a link to the students for a second google form with the same vocabulary in the first form and will ask them to answer it too.

[https://docs.google.com/forms/d/e/1FAIpQLSeNYkTXuLK2l4390vtRPjptwBVcpe1imrbQEYkAaYHoOI3XOA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeNYkTXuLK2l4390vtRPjptwBVcpe1imrbQEYkAaYHoOI3XOA/viewform?usp=sf_link)

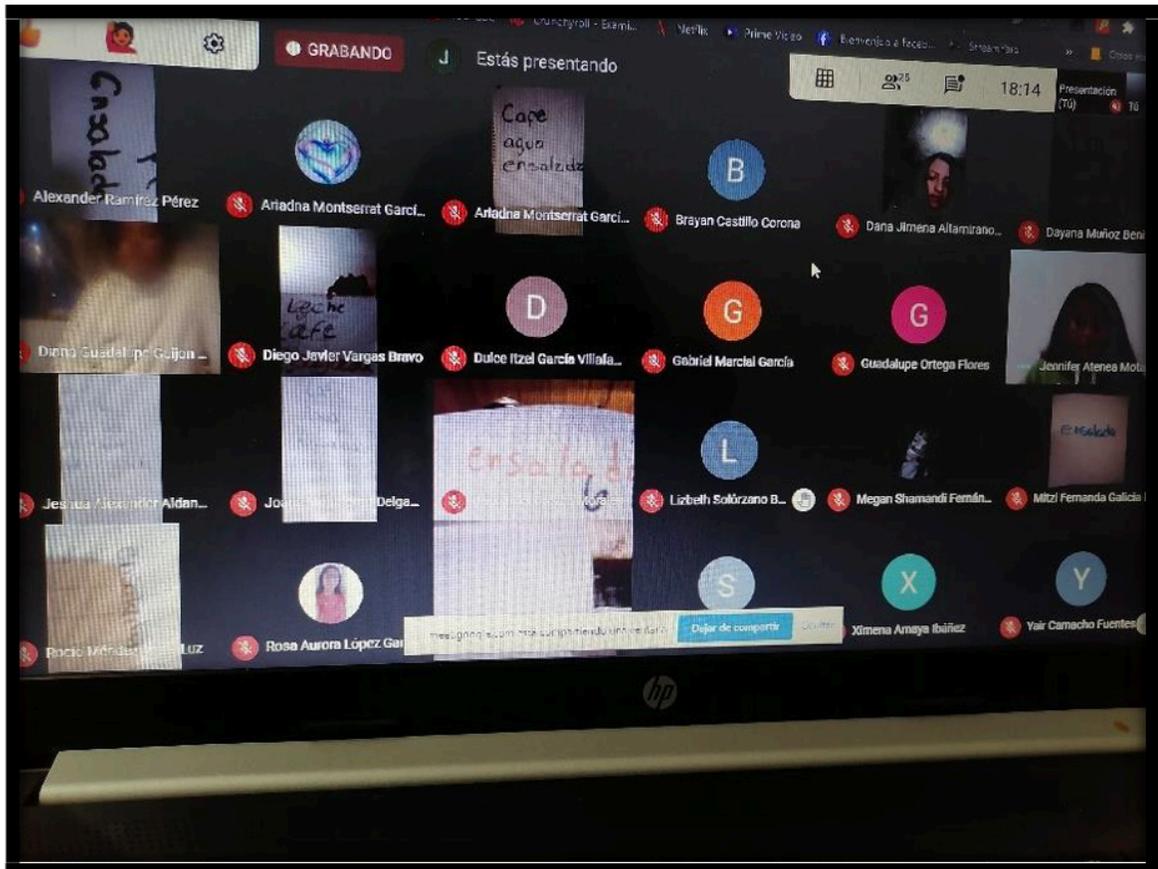
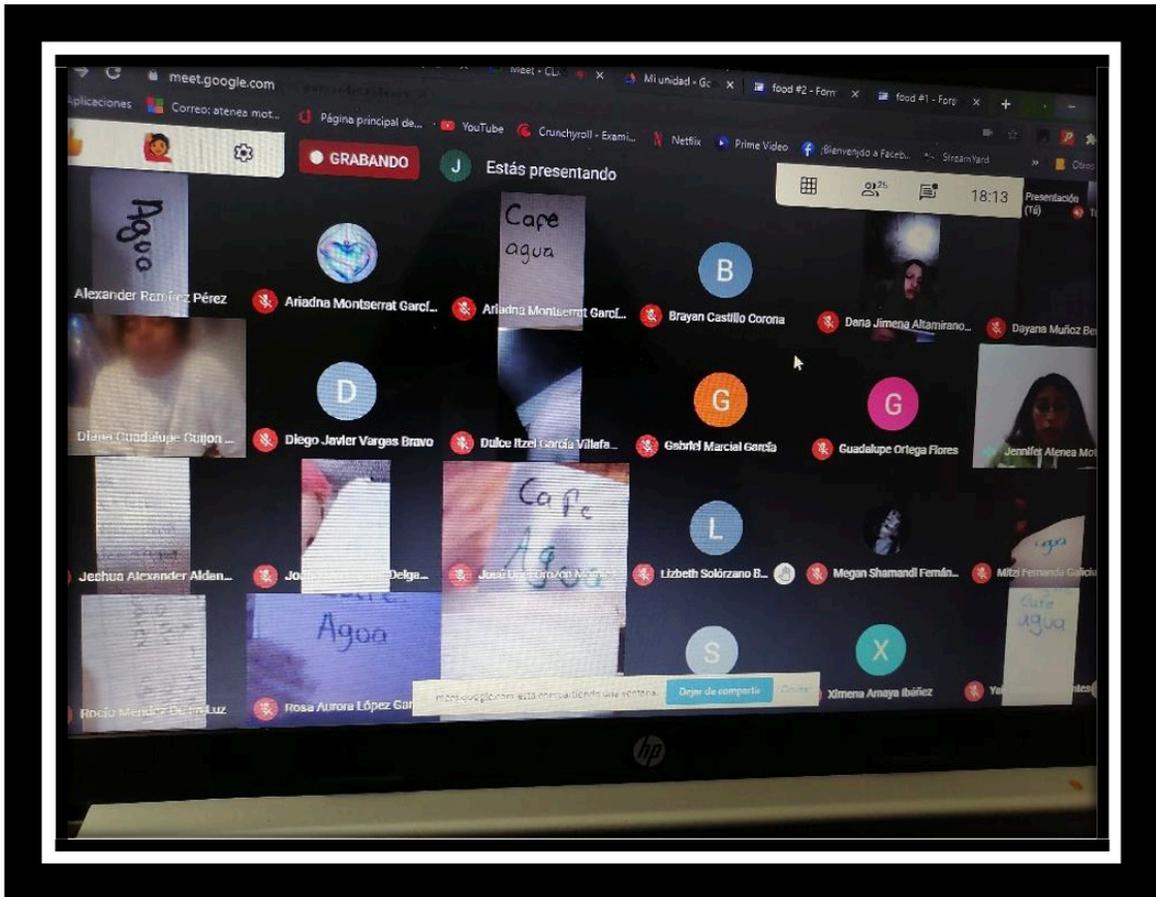


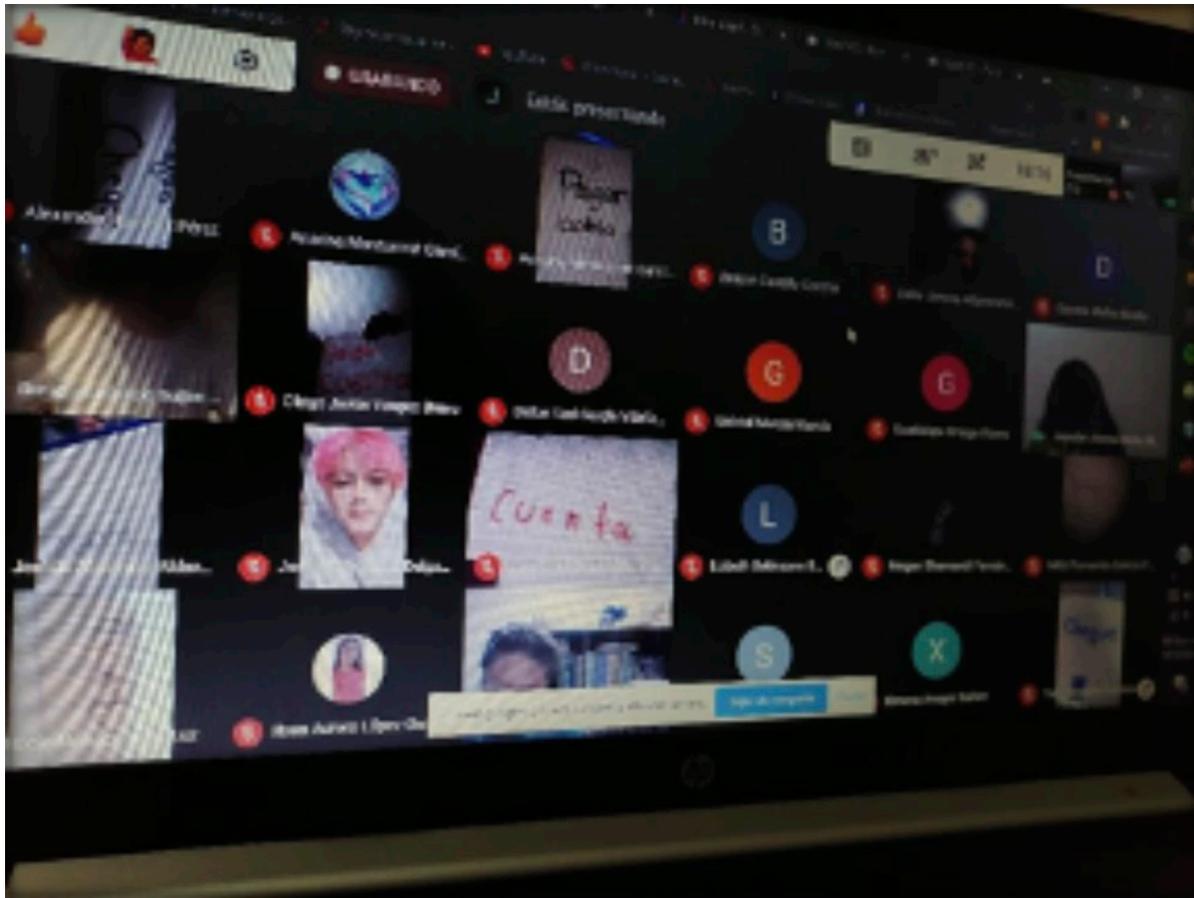
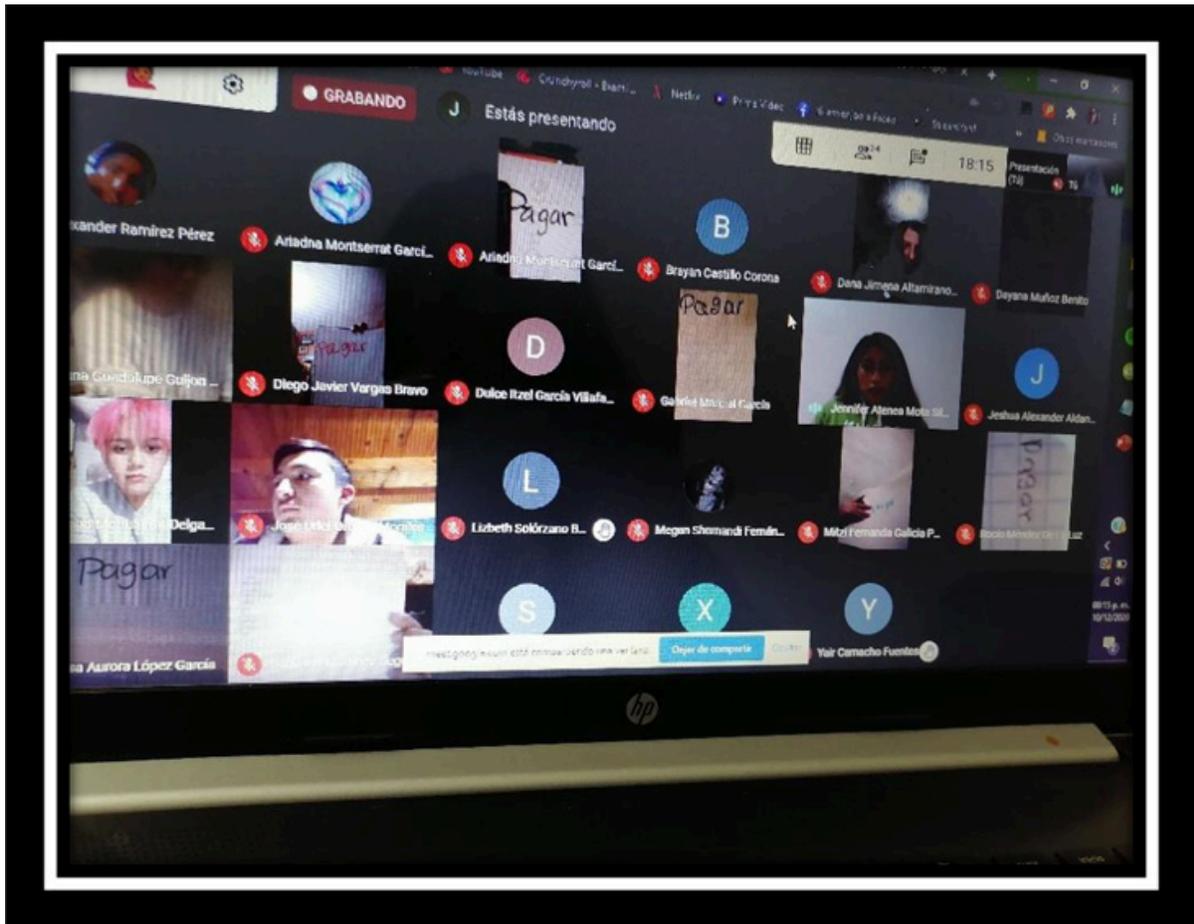
The image shows a Google Forms interface. At the top, the Google Forms logo is displayed in purple. Below the logo is a decorative banner with a yellow background and a dark brown ground line. The banner features four food items: a red apple, a bunch of green grapes, a slice of watermelon, and a chocolate chip cookie. Small cartoon ants are shown crawling around the base of each food item. Below the banner, the form title "Food vocabulary #2" is written in a large, black, sans-serif font. Underneath the title, the instructions "INSTRUCCIONES: escribe el significado en español de las siguientes palabras" are displayed in a smaller, grey font. At the bottom of the form, there is a footer in a very small font that reads: "Este formulario recopila automáticamente las direcciones de correo electrónico de los usuarios de Autoridad Educativa Federal en la Ciudad de México. [Cambiar configuración](#)".

8. She will receive the answers and she will know if they learned some food vocabulary using the app.

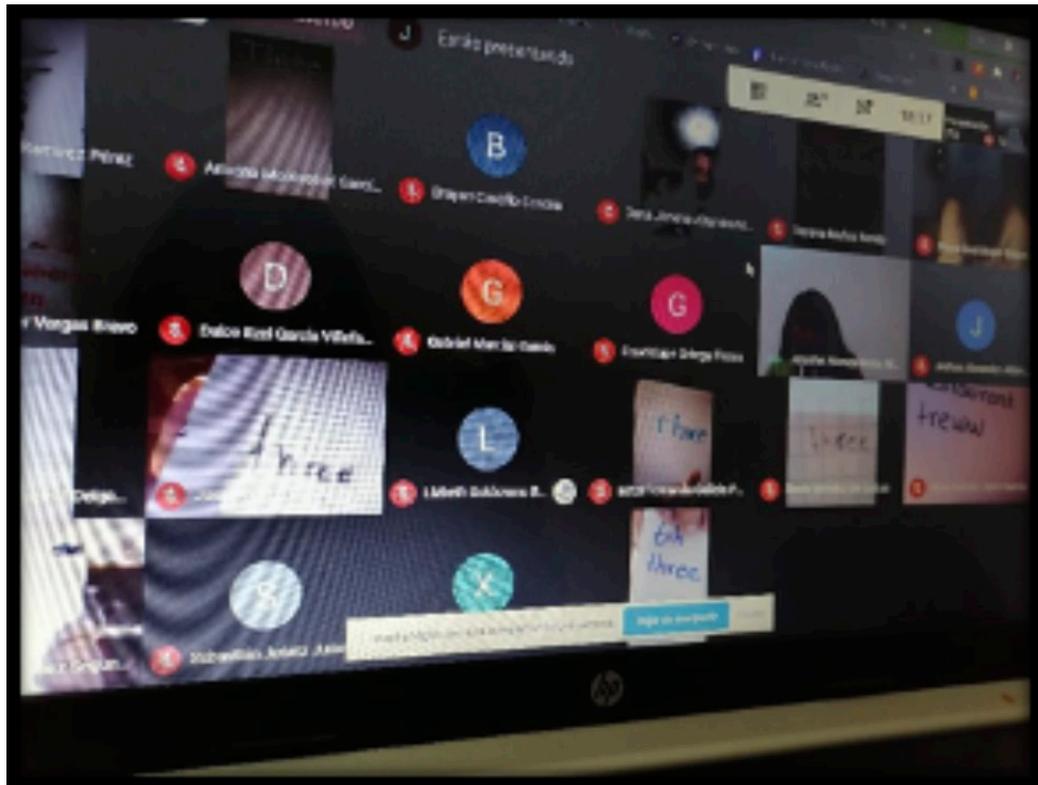
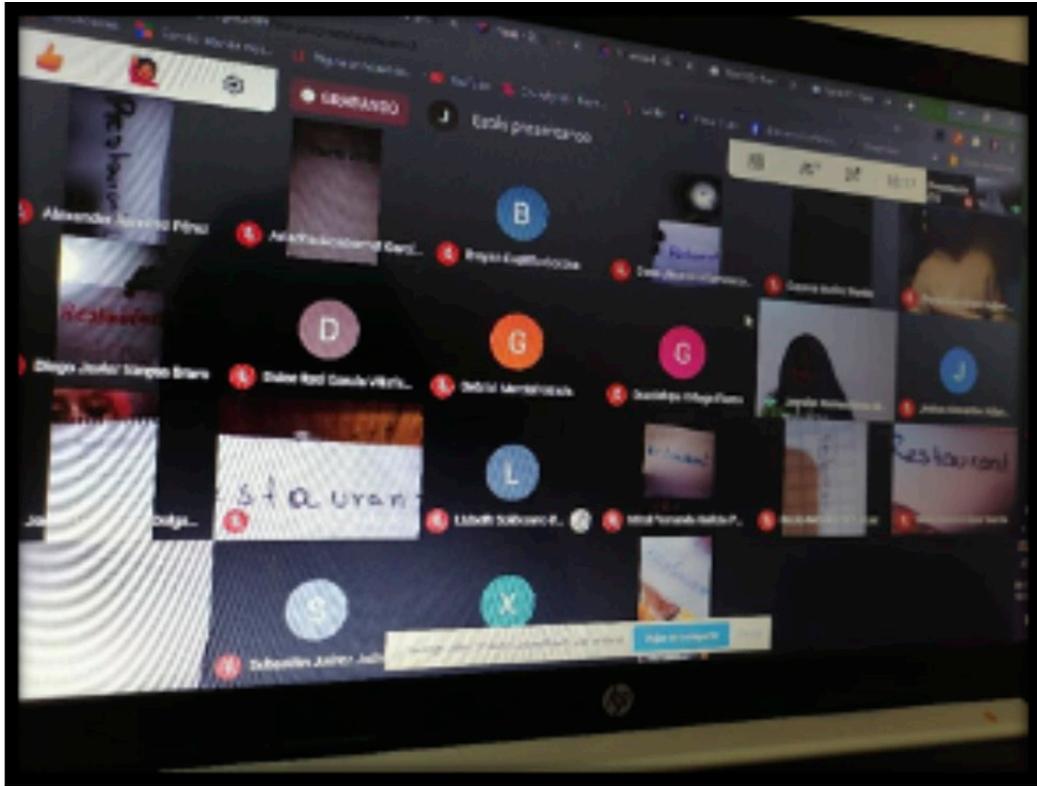
**Closure (10 minutes).**

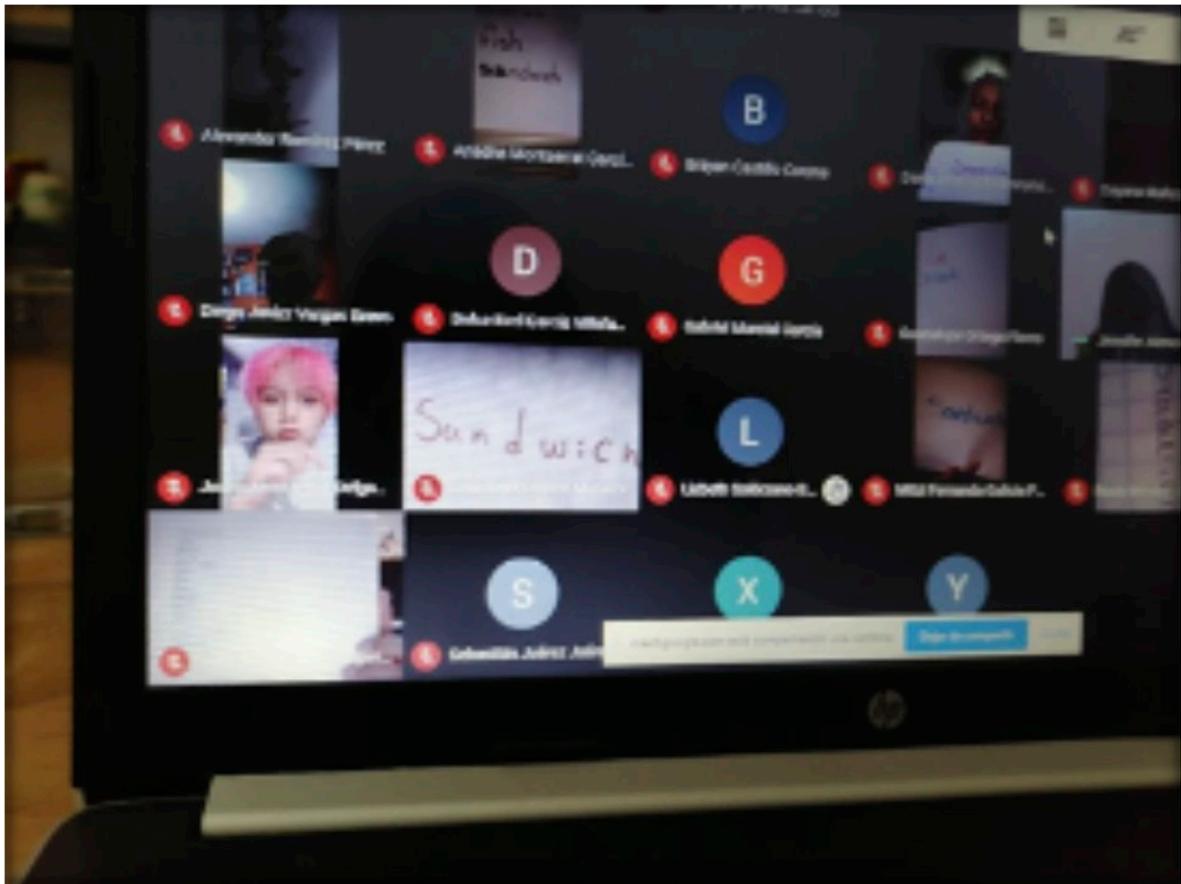
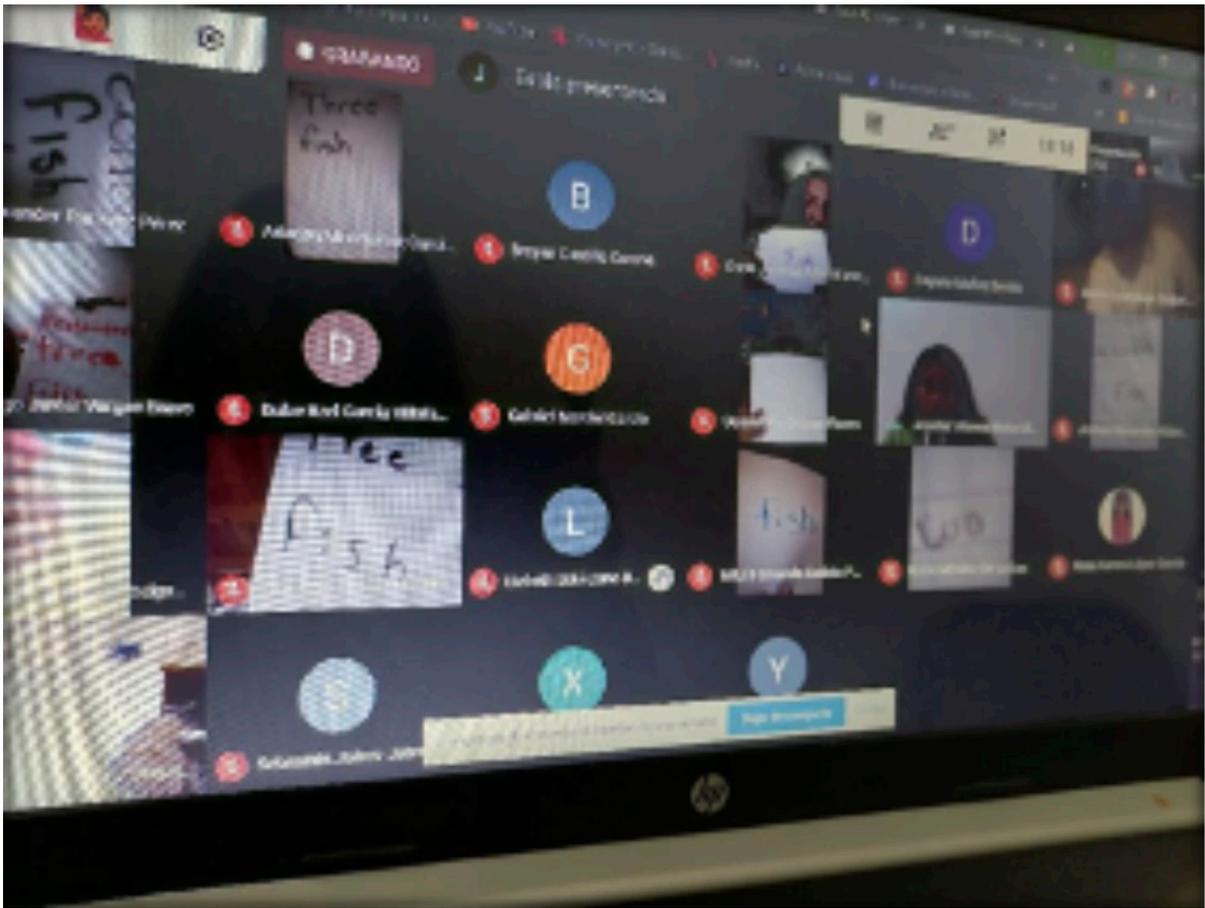
9. At this point, the students will have to turn on the camera because the teacher will show to them some food vocabulary in English and they will have to write on the paper sheet using the marker the correct meaning in Spanish of the word shown by the teacher and after a few seconds the teacher will ask them to show the paper sheet through the camera.

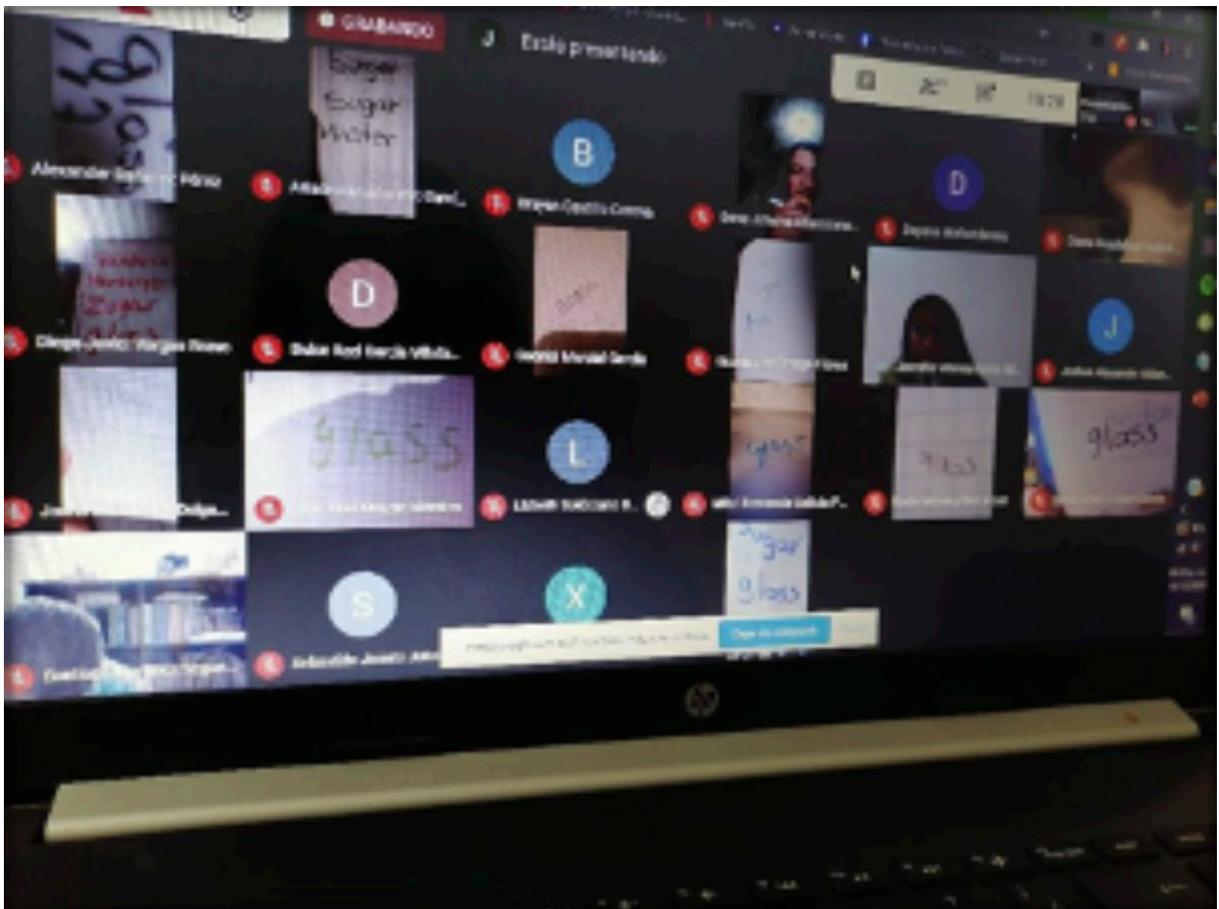
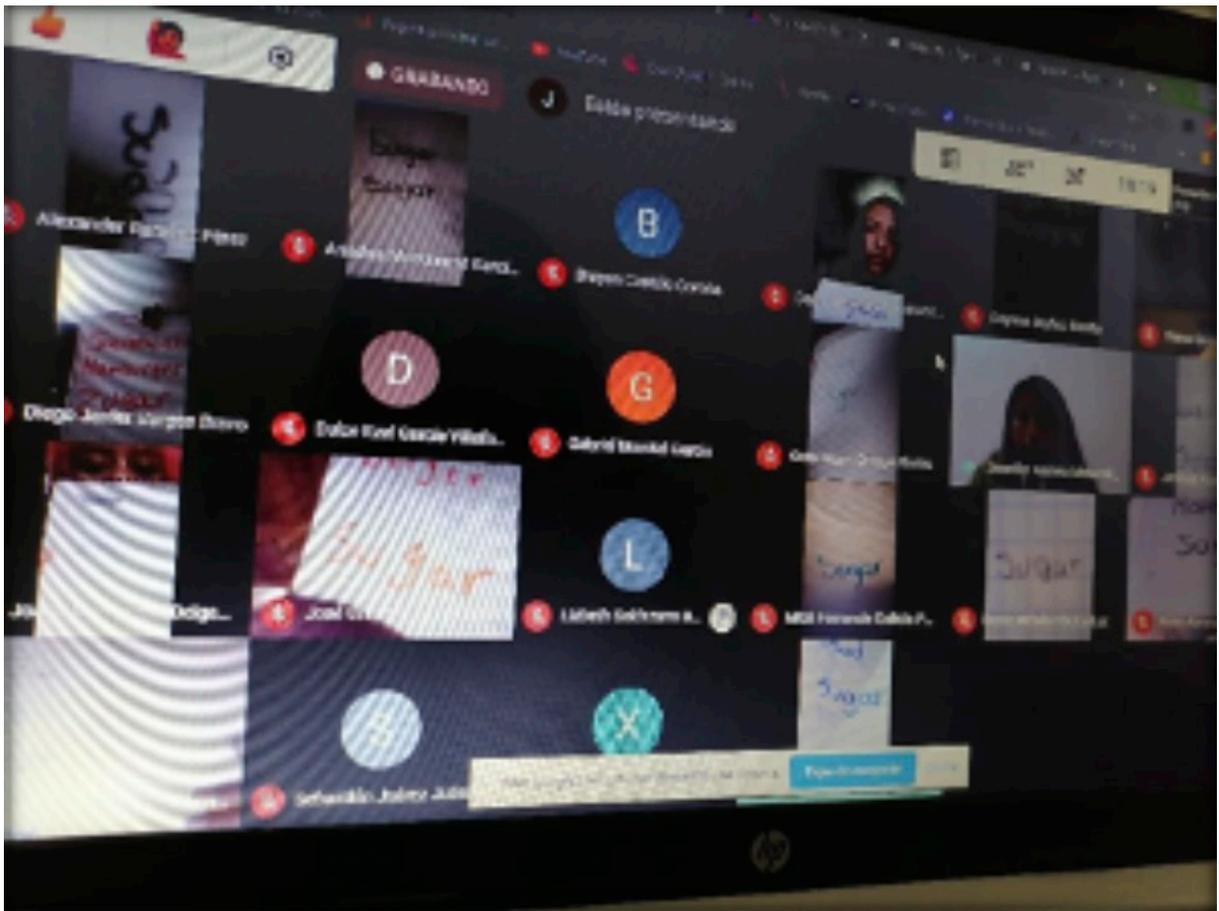




10. She will also show them some images from the same vocabulary and they are going to write it on the paper sheet but now in English. This will help the teacher to know if they remember the meanings and how to write in a correct way the words in English.







**\*Note:** I changed a little bit my class, first making it an on-line class and second because I want to know how effective the mobile app is for learning vocabulary.

Like a test of the app, this class is taught not for all my students, if not only for some of them, like an extra class. This practice was implemented on December 10th, 2020.

## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

**\*Note:** the images are in Spanish because they were taken directly from the web site.

### Google form #1

In this chart we can see that six students failed in all the answers, only three had seventeen correct answers and most of the students had between eight and eleven correct answers.

## Estadísticas

Normal  
9,56/20 puntos

Valor medio  
11/20 puntos

Intervalo  
0-18 puntos

Distribución de las puntuaciones totales



In the next image we can see which are the questions failed frequently by the students, for example table, people, meat, salad, glass, etc., they were a lot of words that the students didn't know yet.

## ! Preguntas en las que se suele fallar con frecuencia ?

Pregunta	Respuestas correcta
table	11/27
one, two, three	10/27
people	7/27
meat	13/27
fries	11/27
glass	9/27
salad	8/27
check	1/27
pay	7/27
cup	9/26

### Google form #2

in this second form, we can see that the results were better than the previous form, only one student has the score of zero, two and four but this was the same student because he answered the form three times, and these were his scores. If well, most of the students had results between ten and eighteen, this time there were more students with higher scores, we can notice an improvement in them.

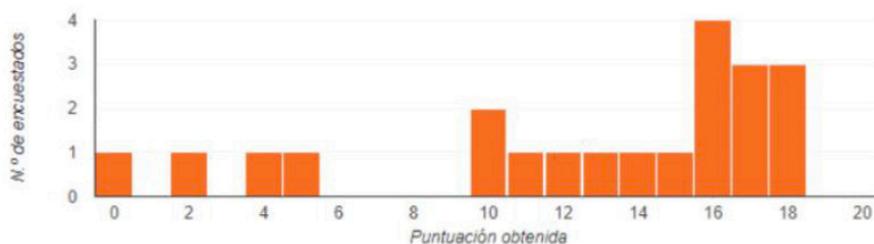
## 📊 Estadísticas

Normal  
12,62/20 puntos

Valor medio  
15/20 puntos

Intervalo  
0-18 puntos

Distribución de las puntuaciones totales



In the next image, we can see again the questions that were failed frequently by the students, on this second time there were only four words in which the students had frequently errors and we have not to consider the question “one, two, three” because many students answered it correctly but they omitted the coma, so the program takes it as incorrect.

### ! Preguntas en las que se suele fallar con frecuencia ?

Pregunta	Respuestas correctas
one, two, three	10/21
glass	5/21
check	3/21
pay	6/21

## Rubric 1.

Type of rubric: Analytic Rubric

When will you use it? During an on-line class what do you want to assess? and why?

My intention is to know how many words did the students learn during the class, the pronunciation and writing. I want to feedback what the students did right and what the students have to work on.

CATEGORY	EXCELLENT 5	GOOD 3	ADMISSIBLE 2	UNSATISFACTORY 1
<b>Vocabulary 3</b>	I use relevant vocabulary during all class	I use relevant vocabulary most of the class	I use relevant vocabulary sometimes during the class	I do not use relevant vocabulary during the class
<b>Pronunciation 3</b>	I show excellent pronunciation	I show good pronunciation	I use and an understand able pronunciation	I show pronunciation difficult to understand
<b>Intonation 4</b>	I use an intonation according to what I want to communicate during all the class	I use an intonation according to what I want to communicate most of the class	I use an intonation according to what I want to communicate sometimes during the class	I use a different and confusing intonation in what I want to communicate
<b>Understanding 4</b>	I correctly answer the questions	I correctly answer the questions with some help	I answer correctly the questions but with uncertainty and with help	I do not answer correctly the questions even with help
<b>Speak 3</b>	I speak with clarity, suitable pronunciation, and good intonation	I speak with clarity and good intonation. The pronunciation is correct.	I speak with clarity, but the intonation and the pronunciation is not correct	I speak with no clarity and the intonation and the pronunciation is not correct
<b>Writing 4</b>	I have good spelling of all the words	I have good spelling of most of the words	I don't have good spelling of most of the words	I don't have good spelling of the words and I need help.
<b>Score:</b>	21/30			

**D) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: Analytic Rubric

When will you use it? During an on-line class what do you want to assess? and why?

My intention is to know how many words did the students learn during the class, the pronunciation and writing. I want to feedback what the students did right and what the students have to work on.

- Insert a chart to create your rubric -

CATEGORY	EXCELLENT 5	GOOD 3	ADMISSIBLE 2	UNSATISFACTORY 1
<b>Vocabulary</b>	I use relevant vocabulary during all class	I use relevant vocabulary most of the class	I use relevant vocabulary sometimes during the class	I do not use relevant vocabulary during the class
<b>Pronunciation</b>	I show excellent pronunciation	I show good pronunciation	I show and understand able pronunciation	I show pronunciation difficult to understand
<b>Intonation</b>	I use an intonation according to what I want to communicate during all the class	I use an intonation according to what I want to communicate most of the class	I use an intonation according to what I want to communicate sometimes during the class	I use a different and confusing intonation in what I want to communicate
<b>Understanding</b>	I correctly answer the questions	I correctly answer the questions with some help	I answer correctly the questions but with uncertainty and with help	I do not answer correctly the questions even with help
<b>Speak</b>	I speak with clarity, suitable pronunciation, and good intonation	I speak with clarity and good intonation. The pronunciation is correct.	I speak with clarity, but the intonation and the pronunciation is not correct.	I speak with no clarity and the intonation and the pronunciation is not correct.
<b>Writing</b>	I have good spelling of all the words	I have good spelling of most of the words	I don't have good spelling of most of the words	I don't have good spelling of the words and I need help.
<b>Score:</b>				

## Rubric 2.

Type of rubric: Analytic Rubric

When will you use it? During a face to face class

What do you want to assess? and why?

My intention is to know how many words did the students learn during the class, the pronunciation and writing. Also, I want to help them to have self-confidence.

- Insert a chart to create your rubric -

CATEGORY	EXCELLENT 5	GOOD 3	ADMISSIBLE 2	UNSATISFACTORY 1
<b>Vocabulary</b>	I use relevant vocabulary during all class	I use relevant vocabulary most of the class	I use relevant vocabulary sometimes during the class	I do not use relevant vocabulary during the class
<b>Pronunciation</b>	I show excellent pronunciation	I show good pronunciation	I show and understand able pronunciation	I show pronunciation difficult to understand
<b>Intonation</b>	I use an intonation according to what I want to communicate during all the class	I use an intonation according to what I want to communicate most of the class	I use an intonation according to what I want to communicate sometimes during the class	I use a different and confusing intonation in what I want to communicate
<b>Understanding</b>	I correctly answer the questions	I correctly answer the questions with some help	I answer correctly to the questions but with uncertainty and with help	I do not answer correctly to the questions even with help
<b>Speak</b>	I speak with clarity, suitable pronunciation, and good intonation	I speak with clarity and good intonation. The pronunciation is correct.	I speak with clarity, but the intonation and the pronunciation is not correct.	I speak with no clarity and the intonation and the pronunciation is not correct.
<b>Writing</b>	I have good spelling of all the words	I have good spelling of most of the words	I don't have good spelling of most of the words	I don't have good spelling of the words and I need help.
<b>Posture and eye contact</b>	I have good posture and body language. Shows self-confidence and keep eye contact the whole class	I have good posture and body language. Shows self-confidence and keep eye contact most of the class.	I don't have good posture and body language. Doesn't show self-confidence and keeps eye contact only sometimes	I don't have good posture and body language. Doesn't show self-confidence and keeps eye contact only sometimes

<b>Voice</b>	I have appropriate voice tone and volume, correct speed, and fluency the whole class	I have good voice tone and volume, and correct speed and fluency most of the class	I don't have good voice tone and volume, the speed and fluency are not appropriate.	My errors and pronunciation interfere with the message, the speed and fluency are not appropriate.
<b>Content</b>	I show complete understanding of the topic	I show good understanding of the topic	I show with help good understanding of some parts of the topic	I do not understand the topic.
<b>Score:</b>				

**E) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I really had a good experience researching, writing, looking for information and reading articles to improve my practice as a teacher. Although at the beginning I was a little indifferent with the workshop, little by little it kept my attention because I started to had a good feeling about the practice that I had chosen, and when I put it in practice, and I saw the results that were good, I felt very proud of myself as a teacher. Although it is a little difficult to put it in practice now I know that this practice is very good to help our students reinforce some contents that we teach them in class and makes learning English fun. That's the reason why I think I would like me and my practice to be included in the final manual, because the results of my practice were good.

Thanks for your support Erick.♦

# 23 Francisco Javier Guzmán Herrera

Developing specific skills

## Speaking is living it

**"SPEAKING IS LIVING IT"**

**How to do it:**  
Introduction: Students choose a situation according to the grammar item.  
Development: Students prepare the conversation and present it to the class.  
Closure: If necessary corrections will be made to students.

**Category:**  
Developing specific skills

**Aim:** By the end of this class, students will have developed speaking skills through playing conversations about meetings.

The graphic features a central collage of four images: a teacher presenting to a class, a group of students in a meeting, a student presenting to a class, and a group of students in a meeting. The background is a colorful, abstract design with a wooden texture.

<b>School:</b> Secondary N° 201	<b>Grade:</b> 1st Grade	<b>Group:</b> "C"
<b>Teacher:</b> Francisco Javier Guzmán Herrera		
<b>Social Practice:</b> Oral: Interview and conversation.		
<b>Competencies:</b> Oral expression and production.	<b>Unit:</b> 2nd period.	<b>Environment:</b> Real life situations.
<b>Final product:</b>	The students will present conversations (role plays) in which they are going to have interaction with one or more people about a topic in specific. Students will present these conversations in front of the class. Students might wear clothes according to the situation they present.	
<b>Profile:</b>	<p>The community where I work is Iztapalapa, the most populous borough of Mexico City and almost all of its people is employed in commerce, services and industry. The area has a high level of socioeconomic marginalization, with a significant number of people lacking sufficient access to public services.</p> <p>I give classes to students with an average age of 11- 13 years in first and second grade. The groups are composed by 38 or 40 students. At least 20% of students in each group present problems with the language due to the lack of English classes in their previous schools, 30% of students show a good level of written and reading English and the rest of students even though they did not have English classes in their previous schools show a good level of assimilation of the topics in the classes and try to get good grades in the class.</p> <p>Most of the students who attend school just aspire to complete secondary and then get a job to help at home with the expenses. Being more specific about the subject of English students do not really care about it, since they do not consider it as a tool to improve their current economic and social situation and it seems students do this because they do not speak the language and they do not know how to use it for their professional lives.</p>	
<b>Category of best practice chosen and justification</b>	<p><b>Developing specific skills</b></p> <p>Activities designed to develop speaking.</p> <p>This practice was designed so that students practice their speaking skills by the use of roles in the classroom based</p>	

	<p>on life situations students will face in their professional lives and experiment the real use of what they are learning in their classes every day.</p>
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>The Secondary school “Carlos Chavez Ramirez” is located in Iztapalapa borough and has approximately 400 students. This area of Mexico City has a high level of economic and social marginalization which affects the development of students in their classes or studies. The school has experienced an improvement in the level of acceptance by the community due to the results given with the new management.</p> <p>Taking into consideration the context of students who are not interested in English classes the school will implement a practice in which students realize how important will English be for them in the future and in their professions or studies. The objective of this practice is to have students use the language in their daily lives so that they experiment a certain way of communicating in English and not just reading or writing it. Students will play roles in different situations.</p>
<p><b>Challenges:</b></p>	<p>Due to the pandemic, teachers and principal saw a great opportunity to improve the English level of students since most of students showed a low level of speaking in their English classes online. Classes were given in a proper way but some of students did not get the knowledge in the way they should. The school’s principal decided to gather information about those results and she found that some of the students do not get support at home, most of the families just have one of their parents, students did not get English classes in the previous schools or just got some classes in which students were told to copy or translate information from English to Spanish, students are not interested in getting a second language because they find it useless.</p>
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.</b></p>	<p><b>Starting:</b></p> <p><b>Activator:</b> Greet students and ask them how they feel today, then play hang man to review verbs (Students will take turns to write a verb in the blackboard and ask their classmates to guess it). <b>Time:</b> 5 - 8 min.</p>

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

**Review:** Ask students to describe daily activities they do in their lives for example: go to school, meeting a new friend, go to the supermarket, go to a party, go to the dentist, go to a fast-food restaurant, go dancing, go to the park, buy something on line, hire a new service, enroll in a new course, etc. If students do not know how to express an activity or some words, they will be written on the blackboard so that students copy them. **Time:** 10 min.

**Development:**

**Warming:** Using the daily activities students shared in the previous activity teacher will have students choose one of them to perform. (Let´s say students chose the situation meeting a new friend at school). **Time:** 5 min.

**Target Vocabulary:** Questions for personal information (name, last name, age, birthday, likes and dislikes, food, color, video games, sport, etc.) nationality, address, telephone number, family members. Questions to ask for information about a place like: can you show me where is the bathroom? Where do I go if I need a book? Do you know where the principal's office is? **Time:** 10 min.

**Closure:**

**Implementation:** Having the vocabulary and the situation the teacher will ask one of the students (The one with the highest level so that students get encouraged to follow his or her example in the conversation) to show the class an example of the conversation they will have to perform. Here we have part of the script for the sample conversation:

**Student** – Hello, my name is Edgar welcome to our school, are you a new student?

**New student** - Hello Edgar my name is Oscar. Yes, I am a new student in this school.

**Student** – Nice to meet you Oscar.

**New student** – Nice to meet you too.

**Student** – So, what is your last name Oscar?

**New student** – My last name is Guzmán and yours?

**Student** – Mine is Soto.

Once students have seen the example they will start working on their conversations, they will be able to choose the questions, the order, the length, etc.

The idea is to have students start producing their own dialogues in a natural way, if possible, the conversations will be recorded so that students can watch their performance in order to check and correct mistakes, it will also encourage students to do their best in their next conversations.

Students will decide if they want to perform the situation presented or they want to try any other situation from the list. Students will be free to adjust their conversations according to their level of speaking since the main aim of the practice is to make students feel confidence to start speaking in English.

**Time:** 20 min.

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**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

Since the practice has not been applied yet we cannot measure the quantitative results but we can assure that the qualitative results in the practice will be promising since students will develop their speaking skills and it will boost their English level inside the classroom.

**E) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

**Type of rubric:** Analytical

**When will you use it?**

At the end of students' participations to let students know what they did well and the things they need to correct in their following participation. This rubric will be used when most of the students in the conversation have a good level and only few of them need to correct specific items.

**What do you want to assess? and why?**

The successful practice was designed to improve speaking, so the items to assess are:

Assessment items	Strong 3	Medium 2	Weak 1
<b>Pronunciation</b>	Pronunciation was clear and the use of expressions by students promoted the conversation.	Students showed minor problems with the words. Pronunciation was acceptable and understandable.	Students had problems to pronounce words even they heard them in classes.
<b>Fluency</b>	Students exhibited a good level of fluency during the conversation and even helped the rest of the group to do the same.	Students showed minor difficulties to maintain the conversation. They were able to ask and answer questions.	Students made long pauses to answer the questions or to continue with the conversation.
<b>Comprehension</b>	Students were able to answer all the questions in a coherent way and could also give different answers or opinions.	Students were able to answer most of the questions and knew how to use them to maintain the conversation going.	Students failed to answer most of the questions and had problems to maintain the conversation.
<b>Vocabulary</b>	Students knew the vocabulary used in conversations and even included different words or synonyms.	Students knew how to use most of the vocabulary in the conversation and used it properly.	Students showed poor knowledge of the vocabulary used in the conversations
<b>Score</b>			

## Rubric 2.

**Type of rubric:** Holistic

### When will you use it?

This rubric will be especially used when most of the group shows problems in conversation, this allows that students don't feel demotivated since they will receive feedback for their performances.

### What do you want to assess? and why?

The main objective of this rubric is to encourage students to keep practicing, so it will just assess students participation in a general way.

Assessment items	Conversation
<b>Good 3</b>	Students performed a good conversation following the instructions given for the activity, pronunciation was clear, students have a good interaction level among them and show confidence during the performance, they used the vocabulary given and maintain the conversation going in a fluent way.
<b>Acceptable 2</b>	Students show minor problems during the conversation, vocabulary was used in a proper way and the conversation keep going with acceptable pronunciation and fluency, students felt quite confident in their performance.
<b>Need to improve 1</b>	Students have problems to maintain the conversation going in a confident way, vocabulary was used but students had difficulties to understand it, some of the instructions given were not followed and students felt kind of intimidated during their presentation.
<b>Score</b>	

### Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.

It was a great experience developing this practice since I interacted with more teachers and I learned a lot from them, the people in charge of the course were amazing and did a very good job. Taking part of this course helped me to improve the way I give my classes and made me implement new methods and tools in them. I would like to be included in the manual to share my ideas and my experience to help other teachers to improve their classes and also to keep on learning as well.♦

# 24 Hilda Quevedo Solís

Developing Specific Skills

## Community Services

**ENVIRONMENT: FAMILY AND COMMUNITY**

# Community Services

**CATEGORY:**  
DEVELOPING SPECIFIC SKILLS (WRITING)  
**OBJECTIVE:** SHARE INFORMATION ABOUT  
COMMUNITY SERVICES.

**IMPLEMENTATION**

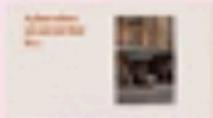
**FIRST**  
Ask SS  
search the  
definition of  
"community  
service" and  
vocabulary



**SECOND**  
Check  
vocabulary  
with SS



**THIRD**  
Complete  
sentences  
with the  
vocabulary



**FOURTH**  
Teach and  
practice "What  
is there...?"  
and "Is  
there...?"



**FIFTH**  
Teach and  
practice  
"where is  
a...?"



**FINAL PRODUCT**

**OPTION A: WRITE A CONVERSATION**  
Tourist: Is there a bank near?

**OPTION B: MAKE A MAP WITH EXPLANATION**  
There is a bank on...



<b>School:</b> Sec. 245 Ángel Trías Álvarez	<b>Grade:</b> First	<b>Group:</b> A, B, C
<b>Teacher:</b> Hilda Quevedo Solís		
<b>Social Practice:</b> Share information about community services.		
<b>Competencies:</b> Interchange associated with specific purposes. (According to <i>Aprendizajes Clave, Lengua Extranjera. Inglés</i> ).	<b>Unit:</b> One	<b>Environment:</b> Family and community
<b>Final product:</b>	Dialogue about community services.	
<b>Profile:</b>	Students from 13-14 years old. Most of them consider it is important to learn English, basically for work and studies. They have access to internet through computers and/or cellphones. Perhaps some students some students know vocabulary related with the topic and identify some cognates, but if this is not possible, they can consult vocabulary in their textbook.	
<b>Category of best practice chosen and justification</b>	<p>The chosen practice pretends to develop specific skills (writing), with the aim of sharing information about community services.</p> <p>The preferred methodology to work this topic is flipped classroom, considering students can be introduced to content at home and practice working through it at virtual classes.</p>	
<b>Define your case study taking in consideration the new elements.</b>	<p>I would like to support the fundamental learnings established at the “Marco de Aprendizajes Fundamentales” and “Aprende en casa II”, strategy implemented by Secretaría de Educación Pública this 2020/2021 school year, giving motivating activities in the students and generating interest in the subject. I consider the proposed practice should be accessible and attractive for the students both synchronously and asynchronously way, considering the actual learning conditions, so students can consult the classes in any moment they desire.</p> <p>The SEP strategy for English subject involves the same topics for all the grades, therefore, I suggest a practice related to the “Flipped classroom” methodology. I consider this methodology offers the possibility to develop the basic language practices at home, and eventually, when we come back physically to the schools.</p>	

<b>Challenges:</b>	<p>Students without English knowledge.</p> <p>Students didn't check the previous vocabulary.</p> <p>Students don't know the vocabulary related to the topic.</p> <p>Students can't watch the virtual class</p>
<b>Implementation:</b>	<p>When starting, the teacher asks the students to search the definition of "community service", check vocabulary related with this concept and make a mind map. This vocabulary can be suggested to guide the students. With this initial information, the teacher will give the class, including activities as asking to the students to guess places, make dictation, complete definitions and practicing questions and answers related to the topic.</p> <p>Considering the actual situation, the class can be Google Meet, a tool for group calls and meetings, which is very accessible to use and download in smartphones.</p> <p>This practice can be implemented using the facilities offered by software tools by Screencast or Genially. They allow to record PowerPoint presentations that can be available at any moment. Students can watch them over and over, so they can recover information they didn't catch at the first sight when the class is given.</p> <p>If the students can't get access to check the class, the information about the topic and the instructions can be given written in some other way like WhatsApp, Blog, or directly from the school's wall.</p>
<b>Expected results:</b>	<p>Students can identify vocabulary (visually and aurally) related to the topic.</p> <p>Students can ask and answer information that involves community services in spoken (during the synchronic class) and written.</p>

**E) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: Holistic

When will you use it? Final product

What do you want to assess? and why? Comprehension and use of vocabulary, considering these are the more important aspects of this practice.

- Insert a chart to create your rubric –

	<b>Very good (10)</b>	<b>Good (9)</b>	<b>OK (8)</b>	<b>Needs to improve (6-7)</b>	<b>Not enough (5)</b>
<b>Final product</b>	The product delivered is well organized and complete (includes title, date and illustrations if are required).  It doesn't have errors or very few.	The product delivered is organized and almost complete (it may be missing the title, date or illustrations if are required).  It has few errors.	The product delivered is well organized but is incomplete.  It has some errors.	The product delivered is not well organized and is incomplete  It has many errors.	The product is not delivered or it is done in Spanish.

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

When this course began, I didn't have idea how can be defined the term "successful practice". However, step by step we were learning what involves this concept. Now, I know if we want to design a "successful practice", we must consider more aspects than effectiveness, like if it is reproducible, inclusive (a very important point), etc. The way the course was designed, guided us to create a practice that also can be useful for all English teachers and I can say it was less difficult to do it than I thought when I began the course.

I would like to be included in the final column because I think I developed a good practice that can guide other teachers to to help the students to learn and practice English in an easy and attractive way. Considering this, I include the link of the presentation for the students, so everyone who wishes can use it. Quitar lo de "she or he can do it" she or he can do it.♦

<https://view.genial.ly/5fd6e63574bc4e0d829d55f4/presentation-community-places-copia>

# 25

Brenda Edith Hilario Morales  
Developing Specific Skills.

## Prehispanic Culture

INFORMATION ABOUT

# PREHISPANIC CULTURE

**OBJECTIVE**

"By the end of this class, students will develop speaking skills by using an electronic book about their culture"

**CATEGORY**

Speaking skill is a crucial part of second language learning.

**STEP 1**

Show some pictures to guess the topic.

**STEP 2**

Give students information about prehispanic ancestors

Create their own book about prehispanic ancestor: aztecas, mayas, olmecas, toltecas and teotihuacanos.

**STEP 3**

Present their audio books.

Present a poster.

Evaluate students

<b>School:</b> Secondary 220	<b>Grade:</b> 1°	<b>Group:</b> A
<b>Teacher:</b> Brenda Edith Hilario Morales.		
<b>Social Practice:</b> Cultural expressions		
<b>Competencies:</b> Linguistic Diversity.	<b>Unit:</b> 9	<b>Environment:</b> Ludic and Literary
<b>Final product:</b>	<b>“By the end of this class, students will develop speaking skills by using an electronic book about their culture”</b>	
<b>Profile:</b>	<p>The School is located in Ote. 233 398 , Agrícola Oriental, Iztacalco, 08500 Ciudad de México, CDMX. Students between 12 and 13 years old. First grade A has 34 students. The number of the community is 280 students. They study in the afternoon from 2:00 p.m. to 8:00 p.m. However, nowadays due to pandemia, students are taking virtual sessions from Monday to Friday from 2:00 to 4:30 p.m. An English session lasts 50 minutes. In my school, there are three English teachers and I am working with first grade, also I am her tutor so I can contact with their parents via WhatsApp. It is easier for me to communicate the way we work and the process of it. In the school there are workshops such as: electricity, ofimatic and electric circuits , so students like math and they enjoy working with analizing activities , they also play chess and they compete , they have played online previously using kahoot, they really enjoyed it. Students do not have previous knowledge, so for them it is a new language. Nevertheless, students have been studying English for six months and they continue being afraid of studying, when they want to speak, they feel ashamed of making mistakes. That is the reason why I choose to work with sepaking skill.</p>	
<b>Category of best practice chosen and justification</b>	<p>Speaking skill, because it is one of the most important skills. Through speaking we can know what students think of their own culture and also it gives students the opportunity to be more fluent. Besides Students get more confidence in their own learning. I chose this category because students do not speak too much in class, so it is a crucial part for learning a second language.</p>	
<b>Define your case study taking in consideration the new elements.</b>	<p>The objective is that the students more about their own culture and prehispanic ancestors such as: mayas, aztecas, toltecas and teotihuacanos. Nowadays, kids are immersed in a world in which they do not have lots of information about our origins as a mexican person. Most of the students</p>	

	do not know the importance of our prehispanic ancestors, so the unit involves culture and we can mix our own culture too in a very dynamic and funny way. Students will have assessment all the time during the practice to use the Apps will be chosen such as: Kahoot, Prezi, Padlet, BookCreator and Canva.
<b>Challenges:</b>	Students start to lose fear to speak. Help students understand mistakes are normal and part of their learning. Introduce students to the world of Technology. Students value their own culture and feel proud of it. Develop Students creativity.
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Make it so descriptive. Divide between Starting point-development and closure.</b></p> <p><b>Mention how much time will you need to develop each step of the successful practice. If it is possible, implement your practice with your students and include pictures.</b></p>	<p><b>Starting:</b> I will show students some pictures and they have to guess what those pictures represent using kahoot. Students will have fun and this activity will be useful to guess the topic. After that, T will ask Ss what topic is. Ss may have different answers about mexican culture. (Time: 10 min)</p> <p><b>Development:</b> Teacher will give students a short explanation about prehispanic ancestors using Prezi to get familiarized with the topic. (10 min) During the practice Ss have to create their own book using the App Bookcreator, the context of mexican culture , they have to talk about their ancestor: aztecas , mayas, olmecas, toltecas and teotihuacanos, the main prehispanic ancestors. In class, they will make the draft. ( Time: 20 min) T will assess Ss if they have doubts. They will make it freely at home to present it in the next session.</p> <p><b>Closure:</b> Ss will present their books in the virtual class. (Time: 30 min) To evaluate Ss T will make an activity using padlet to make sure Ss understood the characteristics of prehispanic ancestors and they know there is a big diversity in our own country. (Time: 20 min) NOTE: This practice will be taken in two virtual sessions and they will have 5 days to make their book)</p>
<p><b>Results</b></p> <p><b>According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative</b></p>	<p><b>Qualitative</b></p> <p>Students will feel motivated about knowing their own culture.</p> <p>Students will get confidence while they are practicing their speaking skill.</p> <p>Students will browse in different apps and they will get</p>

**analysis.**

to working with technology.

**Quantitative**

From the total amount of students, I would create a form in which I could interview them to ask them if they liked the topic, how useful is for their lives, what they did not know, what they wanted to learn and what they already know in this moment.

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

**Type of rubric:** Analytic rubric.

**When will you use it?** I will use it during the development of the practice. (Formative assessment). Ss have to create an electronic book.

**What do you want to assess? and why?** I want to assess mainly oral presentation, in which this include: clarity, volume, enthusiasm, energetic, not frenetic, accurate, presented according to the topic, detailed. For me it is very important to consider these aspects in the successful practice. First of all, because they are students from Secondary school so they can present something good, attitude and enthusiasm while they are speaking, such an essential aspect to take in consideration if they want to transmit a positive attitude to the rest of the group, they need to attract the rest of their classmates , maybe making some exclamations or sounds with their own voice.

**ELECTRONIC BOOK**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Below Expectations</b>
<b>Oral Presentation</b> Clarity Clarity and volume 20 points	Appropriate volume throughout presentation. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly and understandably.	Spoke at an appropriate volume for most of presentation. Good inflection and enunciation. Occasionally sounded monotone.	Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No inflection. Sounded bored or uninterested. Paid little attention to proper pronunciation.
<b>Oral Presentation</b> Enthusiasm Energetic, not frenetic 20 points	Appeared enthusiastic about presentation at all times. Moderated level of excitement to hold audience's attention.	Appeared enthusiastic for most of the presentation. May have appeared overly enthusiastic at times. Held audience interest for most of presentation.	Showed some excitement about the topic. Attempted to modify behavior to engage audience on one or more occasions.	Showed little or no enthusiasm about the topic. Did not moderate level of excitement in response to audience reaction.
<b>Oral Presentation</b> Content Relates to topic, detailed, and accurate 20 points	All content directly related to the topic. Content was thoroughly developed and demonstrated detailed knowledge of the topic. Opinions were supported by fact wherever possible.	Content directly related to the topic. Included many details that demonstrated knowledge of the topic. Most opinions were supported by facts.	Had difficulty explaining how the content and topic relate. Many opinions were not factually supported.	Presentation did not relate to topic. Included few details and relied heavily upon unsupported opinion.

<b>Research</b> Quality Information from reputable sources 20 points	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
<b>Writing</b> Ideas Interesting, informative details 20 points	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.

**TOTAL 100 PTS.**

**Rubric 2.**

Type of rubric: **Analytic rubric.**

**When will you use it?** Summative assessment, at the end of the practice.

**What do you want to assess? and why?.** I want to assess if they really understood the topic, so they have to create a poster in which they include the most important aspects of the topic. POSTER

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Below Expectations</b>
<b>Content</b> Quality of Information Relates to topic, detailed, and accurate 20 points	All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.	Used relevant information. Included many details and strong examples that came from reputable sources.	Information related to the topic, but project needed more details and examples to fully support ideas.	Information did not include details or examples that related to the topic. Information did not come from a reliable source.
<b>Design</b> Creativity and Originality Creative design and original artwork 20 points	Design was unique and interesting. Used more than five original media items.	Design was original. Used three to five original media items.	Made a few changes to background or layout. Used one or two original media items.	Used only design templates. Media and ideas were not original.
<b>Planning</b> Research and Notes Quality and quantity 20 points	Used six or more reliable sources of information. Notes are clear, organized, and complete.	Used four or five sources of information. No more than one source of information was not reliable. Notes were organized and complete.	Used two or three sources of information. Some of the sources were not reliable. Notes were not complete.	Used only one source of information, or did not use a reliable source. Notes were not clear or missing.

<b>Research</b> Quality Information from reputable sources 20 points	Included facts, conclusions, and opinions from reliable sources. Included opinions of subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
<b>Writing</b> Ideas Interesting, informative details 20 points	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.

**TOTAL. 100 PTS.**

**B) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I present this practice because I have noticed the importance of giving students information about their origins, most of the students do not have lots of contact with their culture because we are immersed in a different environment that leads them to other topics related to technology, other cultures, linguistic diversity and I think this is very important too, but as a Mexican student needs to know about their ancestors, know the origin of Mexican culture and in that way, they can understand why we are living as we live know and the reasons why the Mexican traditions are pretty important. Perhaps they live in a place where they continue taking part of those traditions or their grandparents continue with those traditions, but education must consist on valuing all the effort our ancestors did and we do not forget them, on the contrary we feel proud of it.

At the beginning, I was not sure of deciding this topic, because there are lots of topics that are also very interesting and useful for students, so maybe the next practice I would choose another topic that it is part of their daily lives, but in this time I chose this one and I feel animated because I never realized how funny and riveting could be evaluating my students with Mexican history and complements the history signature at school because it is a basic signature in secondary level.

By the end, I have noticed all the tools we can use to learn vocabulary and in this time I want my students practice speaking and writing skills, I needed a topic which can be shared with their families, too because they spend more time with them, so students can have to opportunity to interview their family and discover if they know about this topic and enrich their book.

In Unit 9 from first grade secondary school the topic is cultural diversity from other countries, so I related it with Mexican culture because in this country we also have other languages that are spoken here such as: maya, zapoteco, náhuatl etc...

I hope this practice would be practical and useful for teachers who share the same idea as I.◆

# 26 Rosario Aizpuru Gutiérrez

Developing Specific Skills

## My best fairytale!!!!”

**My best fairytale!!!!**

Category: Developing Specific Skills "Writing"

**OBJECTIVE**

Use your imagination to create and write your own story.

Once upon a time...

**READ CLASSIC FAIRYTALES**

- Snowwhite and the seven dwarfs
- Goldilocks and the three bears
- Cinderella
- Little Red Riding Hood
- The Princess and the Pea

Remember that your story has to contain the following elements:

- Title
- Subtitle
- Author
- Characters
- Setting
- Conflicts
- Resolution
- Time
- Images
- Moral

Follow the instructions:

- First choose a classic story to read.
- Then imagine some changes in the story.
- Next make a draft for your story.
- After that, check your comprehension of the events.
- Finally, create your story and illustrate it.

MISS ROSARIO AIZPURU GUTIERREZ

<b>School:</b> Escuela Secundaria Diurna No. 22 "Enrique O. Aragón"	<b>Grade:</b> First Grade	<b>Group:</b> "A"
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**Teacher:** Rosario Aizpuru Gutiérrez

**Social Practice:**  
Read and understand different types of literary texts of English-speaking countries.

<b>Competencies:</b> ▶ Read classic tales. ▶ Write a short story based on them.	<b>Unit 2:</b> CREATING A STORY BOOK.	<b>Environment:</b> Literary and ludic.
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**Final product:** **A Fantastic Community Fairytale Book.**

**Profile:**

My school's name is Escuela Secundaria Diurna No. 22 "Enrique o. Aragón". It is located in the center of Town Hall Iztapalapa. The address is Cerrada de Comonfort s/n, Barrio San Lucas; Zip Code 09000; Iztapalapa, Mexico City, Mexico. The school is closed to Metro Iztapalapa. So, it is a well communicated school. We have a school districts view inside our school. It has more than 50 years old that it was building. We have two buildings and the workshop and laboratory areas. One building has four levels and it has 18 classrooms (The second level is for the six groups of Third Grade and the third level is for the six groups of Second Grade) and 4 workshops (On the first floor, there are the First Grade six groups). On the other building, it has two levels; it has the principal office, the library, the doctor's office and the teacher's classroom. We have several water problems on the zone; so, we have to buy frequently water pipes. Our country lived an earthquake on September 19th, 2017. It was a strong shaking for about 20 seconds. The earthquake caused damage in many places and collapsed several buildings in Mexico City. As a result, for this earthquake, one building of our school got damaged. It has an unevenness building; so, we can't use the third floor of this building. We adapted the workshops areas and conditioned them as classrooms. Also, our bathrooms didn't work and it is a huge hygiene problem. It is a difficult situation for our community because we have about 583 students, 50 teachers and 20 quartermaster staff. We are 653 members in our community. The ages of our students are between 11 and 15 years old.

We have about 30 slow learners in the school. Most of the

students live closed to school and their parents work in the “Central de Abastos” and in the “Town Hall Iztapalapa”. The majority of our students are abandoned by their parents because mother and father have to work. So, they lived with their grandparents or with some relatives. It is a population with low incomes. Nowadays, we are working online. Most of the students take online classes but we have 75 students without communication. They are enrolled in our school but they don’t have telephone, cellular phone, television, iPad, computer, laptop, Tablet or internet data.

In the group 1ºA, we have 40 students. Most of their parents don’t stay with them because they have to work. They are in a age range of 11 to 13 years old. We have 3 students with Learning Barriers. Four of the students live far away from the school; so, they need to take the subway to arrive to school. Only 20% of the students of 1st A have a Technological Accessibility Barrier.

**Category of best practice chosen and justification**

**Developing specific skills: Writing**

- ▶ Activities designed to develop the four skills: Reading, Listening, Writing and Speaking:  
Create a writing community Fairytale Book

**Method: Learning based on challenges**

**Define your case study taking in consideration the new elements.**

As a consequence of this COVID-19 quarantine, in my school Escuela Secundaria Diurna No. 22 “Enrique O. Aragón”, we are working remotely at school. So, we are detecting a new problem with the students of First Grade. They are having a Technological Accessibility Barrier. All the teachers (especially the tutors of the 6 groups of First Grade) had investigated the reasons of why the students didn’t connect with their teachers to deliver their activities on time or to take online classes at Zoom or Meet Platforms. All the school staff had called to each student by telephone. And other students had been visited by the social worker. In First Grade, we have 40 students per group. We have 240 students enrolled in First Grade.

In First grade, we can observe that we have 48 students that can’t return academic activities on time or can’t take classes online because they don’t have a telephone, smartphone, television, iPad, computer, laptop, Tablet,

internet data or they are not familiarized with the use of some applications or platforms. Therefore, we have 20% of the students that are lagging behind in their learning because they can't watch the TV Program "Aprende en Casa 2", the internet of the C5 is not enough to send their activities (To an e-mail, WhatsApp or a platform as Classroom) or they don't know how to use the technological resources that we are employing during this quarantine time. We can encourage parents to participate and supervise academic activities of their sons and we can teach or explain to them and to the students how to use the new technologies; maybe we can join these parents at school and can use the computer lab to learn their uses; obviously with a healthy distance and a mask.

For First Grade, group 1ºA, I have 8 kids that can't connect with me because they don't know how to use different technological resources.

I want to implement my successful practice to teach parents and students the correct way to use and lose the fear about the technological resources to avoid a Technological Accessibility Barrier. So, the students will see, listen and read some fairytales on YouTube. Then, they will use Story Planner Application to write their own fairytale. They will use the elements for a story: Title, subtitle, author's name, text, illustration, moral and characters (main and secondary characters).

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**Challenges:**

Brief exploratory efforts that make learning more engaging and efficient include this technique:

**1. Starting:**

- ▶ First thoughts: Five- to ten-minutes free-writes at the start of a class to surface students' knowledge about the Fairytale.

Students will order their ideas.

Time: 10 minutes

**2. Developing:**

- ▶ Students have to use his/her imagination and have to be creative to write their own fairytale using the elements of a story. Then, we will join them and make a fantastic Community Fairytale Book.

	<p>They will include in their story: title, subtitle, author, text, characters, conflict, resolution, moral and illustrations. Finally, they will check comprehension in their writings. Time: 25 minutes</p> <p><b>3. Closing:</b></p> <ul style="list-style-type: none"> <li>▶ Students will read to their partners their writings. Time: 15 minutes</li> </ul>
<b>Implementation:</b>	<p>A Method Challenge Based Learning (CBL): provides an efficient and effective framework for learning while solving real-world challenges. The framework fuels collaboration to identify big ideas, ask thoughtful questions, and identify, investigate and solve challenges. CBL helps learners gain deep subject area knowledge and develop the skills necessary to thrive in an ever-changing world. I can apply it to my students because I consider that the activity can be inclusive, possible, sustainable, reproducible, adaptable, innovative, collaborative and it is related to the curriculum of First Grade</p>
<b>Expected results:</b>	<p>A fantastic Community Fairytale Book done by 1st A.</p> <ul style="list-style-type: none"> <li>▶ Students have some brief conferences at various stages of the work</li> <li>▶ Fairytale book for evaluating writing improvement over time.</li> <li>▶ Student involvement in goal setting, evaluation, and written reflection.</li> <li>▶ Official grading only of selected, fully revised pieces (grammar, spelling, punctuation, organization on the ideas).</li> <li>▶ Along with more selective marking, a sheet in each child's folder writing skills and process.</li> </ul> <p>Assess: Rubrics</p>

**Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

- ▶ Type of rubric:

Rubric to asses writing skills.

- ▶ When will you use it?

I will use it at the starting and at the closing of the activity.

- ▶ What do you want to assess? and why?

During the starting, I want to assess their visual map of the story so they will write following an order in the events. Also, I want to asses at the closing the comprehension of the text. Because I have to check that my students demonstrate their creativity, their ideas have to follow an order, the vocabulary and the narration.

<b>Rubric to assess writing skills for a Fairytale</b>   <span data-bbox="1295 739 1425 806">Close</span>				
	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Below Expectations</b>
<b>Content</b> Creativity Unique delivery  4 points	Project demonstrated student's own interpretation and expression of research material. Used graphs, charts, or other visual aids to display information in multiple ways.	Used student-created materials as well as existing material from other sources. Student devised a creative way to design or deliver the project.	Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas.	Project was built from a template, designed only as prescribed, or was based entirely on sample work.
<b>Writing</b> Ideas Interesting, informative details  4 points	All details were unique, interesting, and related to and supported the main idea. Writing included information based on personal experience.	Writing had many interesting details which supported the main idea. Writing included information based on personal experience.	Writing had three or more details that supported the main idea.	Writing had few details.
<b>Planning</b> Storyboard Visual map of the project  4 points	Fully developed storyboard showed how project would answer the essential question. Used storyboard extensively during project development for goal setting, organization, and	Strong storyboard showed how project would answer the essential question. Storyboard was used as a guideline for project development.	Basic storyboard did not demonstrate an answer to the essential question. Referred to the storyboard infrequently during the project-building process.	Storyboard was incomplete. Did not use the storyboard during project-building process.

<b>Media</b> Narration Storytelling and reflections 4 points	Narration was clear. Narrator varied voice and volume for interest. When appropriate, narrator summarized content rather than reading it word for word.	Narration was clear and interesting. Narration included information that addressed the topic.	Narration was either too loud or too soft. Narrator did not enunciate. Narration included information not relevant to the project.	Project included no narration.
<b>Oral Presentation</b> Vocabulary Word choice 4 points	Was successful using vocabulary words related to the topic.	Used a scholarly vocabulary. Used vocabulary words related to the topic many times.	Used vocabulary words related to the topic a few times.	Word choice was too casual. Did not use terms related to the topic.

## Rubric 2.

- ▶ Type of rubric:

Rubric to assess speaking skills.

- ▶ When will you use it?

I will use it at the starting and at the developing of the activity.

- ▶ What do you want to assess? and why?

During the starting, I want to assess that the students followed instructions and completed the project as assigned. Also, I want to assess that the students be friendly, helpful and have a positive attitude all the time of the project. Because I have to check that my students discuss and share their ideas about their stories.

## Rubric to assess speaking in a Fairytale. Miss Rosario Aizpuru.



Close

	Exceeds Expectations	Meets Expectations	Needs Improvement	Below Expectations
<b>Behavior</b> Follows Instructions Listens to directions, follows instructions, completes project as assigned 4 points	Paid close attention to instructions and asked clarifying questions. Followed all directions. Project was completed as assigned.	Paid close attention to instructions. Made a few minor deviations from tasks assigned but successfully completed project.	Listened to instructions. Followed most directions, but did not complete all tasks. Project was completed.	Did not follow directions, resulting in an incomplete end product.
<b>Behavior</b> Participation Helpful, worked hard, took risks 4 points	Freely shared ideas. Took part in all activities. Completed all assigned work. Took risks and tried new things.	Completed all assigned work. Shared ideas and took part in all activities.	Completed most assigned work. Took part in most activities. Was unwilling to try new things or share ideas.	Completed some assigned work. Took part in few activities. Was unwilling to try new things or share ideas.

<b>Teamwork</b> Problem-solving Discussed, compromised, and made changes  4 points	Met frequently to identify problems. Discussed possible solutions, soliciting feedback from all team members. Chose best solution and made appropriate changes to project work.	Met frequently to identify and discuss problems. Worked as a team to solve problems.	Infrequent or unproductive discussions between team members. Did not find best possible solutions to problems.	Did not discuss problems with other team members. Pretended there was not a problem.
<b>Organization</b> Preparation Ready for classwork  4 points	Every assignment complete, accurate, and on time. Always prepared with paper, pencil, notes, and textbook.	Finished assignments on time. Came prepared with paper, pencil, notes, and textbook.	Most assignments finished on time. Usually had paper, pencil, notes, or textbook.	Rarely finished assignments on time. Often did not have paper, pencil, notes, or textbook.
<b>Behavior</b> Overview Friendly, helpful, positive  4 points	Followed all directions and completed project as assigned. Took part in all activities. Was helpful to others and made constructive suggestions about their work.	Made a few minor deviations from tasks assigned but successfully completed project. Had a positive attitude about assigned work. Shared ideas and took part in all activities.	Followed most directions, but did not complete all tasks. Took part in most activities. Was unwilling to try new things or share ideas.	Did not follow directions, resulting in an incomplete end product. Had a negative attitude about the project, team, and work assigned.

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

I have a wonderful experience about designing a Successful Practice. It was very difficult to develop my activity because we had a lot of work in our schools. Thank you for giving me this opportunity. It was a big challenge in my life. I want to be included in the final manual because I made a good job and I learned to use many technological applications.◆

# 27 Fermín Ramírez Martínez

Developing Specific Skills

## Ways to use a dictionary.

**9 WAYS TO USE A DICTIONARY**  
WHY DO WE USE A DICTIONARY?

- WORD TYPES**
- DIFFERENT MEANINGS**
- DICTIONARY QUIZ**

**CHOOSE THE RIGHT DICTIONARY FOR YOUR CHILD'S AGE.....**

**PLAY WORD GAMES.....**

**BE PLAYFUL.....**

**LOOK UP SPELLINGS.....**  
**Spelling**

**MAKE THEIR OWN DICTIONARY.....**  
**My Own Dictionary**

**IMPROVE THEIR CREATIVE WRITING.....**  
**Simple tricks to improve your creative writing skills:**

**READ WITH A DICTIONARY AT HAND.....**

**COMPILE A DICTIONARY SCAVENGER HUNT.....**  
**Dictionary Scavenger Hunt**

**LOOK UP THEIR WEEKLY SPELLING.....**  
**Weekly Spelling Lists**  
Houghton Mifflin  
2018, 2014, 2007  
  
**SIXTH GRADE**

**School:** Secondary 277 Luis Gonzalez y Gonzalez

**Grade:** 1st

**Group:** A

**Teacher:** Fermín Ramírez Martínez

**Social Practice:** Using dictionary

**Competencies:**

- ▶ To develop learners' dictionary skills
- ▶ To raise learners' awareness of the information they can find in a dictionary
- ▶ To develop learners' skills of prediction when they come across new vocabulary
- ▶ To encourage group collaboration in project work
- ▶ To promote creativity

**Unit:** III

**Environment:**

Academic and educational

**Final product:**

Make a new dictionary quiz for their classmates

**Profile:**

Students age 11 to 12  
4 groups of 40 students.

Location: Colonia Morelos Delegación Venustiano Carranza

The school is situated in a dangerous zone which is known for their environment, crime, especially the sale of stolen merchandise and drugs.

Most of students do not have knowledge about English language considering that they have studied the language during the primary.

Majority of the students do not like studying is due to the fact that most of them are very lazy and conflictive. Nevertheless, school has a regular discipline.

Only a twenty per cent of the students have a good academic achievement.

It is believed that all students need motivation for modifying their attitude this why it is necessary to offer dynamic and motivated classes in order to have a correct classroom management.

<p><b>Category of the selected successful practice:</b></p>	<p>Giving students the tools, they need.          Emphasizing what students can do, not what they can't..          Promising to give your best.          Promoting growth mindset over fixed mindset.          Developing meaningful and respectful relationships with your students.</p> <p>Growing a community of learners in your classroom.          Establishing high expectations and establish clear goals.          Be inspirational.</p>
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>How do you motivate and encourage students in English class? Paying attention to the strengths and limitations of each of your students.</p> <p>Rewarding their strengths and strengthen their weaknesses. Using innovative platforms to support your teaching.</p>
<p><b>Challenges:</b></p>	<p>Students who are less motivated or disengaged, on the other hand, "are passive, do not try to solve difficult problems and challenges, and they give up easily" (Skinner &amp; Belmont, 1993, p. 4</p> <p>Consequently, student motivation is often divided into two categories:</p> <ul style="list-style-type: none"> <li>▶ External Motivation</li> <li>▶ Intrinsic Motivation</li> </ul> <p>Factors That Hinders Student's Motivation – A Case Study of Albania Bukurie Lila, PhD Candidate</p> <p>The author made researches which were in way of qualitative and quantitative methods and the results of the surveys were:</p> <p><i>Assessment methods used by teachers</i>          Continuous assessment</p> <p><i>Which teaching method you use in classroom?</i>          Liberal</p> <p><i>Which of the teaching methods in the classroom motivates students?</i>          Student-centered methods</p> <p><i>Do you think bonuses encourage learning and motivate students? Yes</i></p>

*I am more motivated and I learn better when the teacher...*

He compliments me

*How is your teacher in class?"*

It is too liberal

Also, the lessons should be very convenient and attractive. The teacher should use as many methods, strategies, and techniques that would stimulate the students.

Teachers should also be a psychologist so as to understand students' different personalities, temperament, character, motivation, and will. However, this will enable them to apply various methods to change all negative impacts that may arise in the classroom.

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**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

With the incorporation of technology into school the main purpose is to change how students, access, analyse, present and transmit information.

It's quite easy to fall into a routine but it can do you good from time to time to try some different types of activities and tasks.

You may have felt uneasy at the beginning to organize whole class speaking activities or to set up games and role plays.

Trying something new will catch their attention and give you a challenge. If it doesn't work at first think about why and try again.

**USING DIGITAL TOOLS**

Try something new as useful tools for academic intervention for making presentations, assessment, videos and gamification as:

- ▶ Genial.ly
- ▶ Canva.
- ▶ Edpuzzle
- ▶ Kahoot

Developing classroom management and collaborative work as:

- ▶ Padlet
- ▶ Classdojo

## **USING DICTIONARIES**

In my own experience, most of the students do not use dictionaries because lack of knowledge in the use of them and prefer to use translators.

Learning to use a dictionary is an important curriculum skill and will help students to expand their vocabulary.

These are all skills that are indispensable in the modern world, and help them flourish at school.

While online dictionaries can be useful for looking up words in a hurry, try not to let your child become too dependent on them.

Besides, they'll be missing out on learning vital skills, like looking for words in alphabetical order, they won't always have a smartphone or tablet in hand, particularly at school.

### **STARTING POINT**

(10-15 minutes)

- ▶ Using Classroom Platform for teaching the use of dictionary.
- ▶ Elicit twenty words from the students and write them on the Jamboard tool of Classroom and Facebook.
- ▶ Students can suggest words for things they can see in their home.
- ▶ Students then work in pairs to put the words into alphabetical order, using a dictionary to check.

### **DEVELOPMENT**

(Time 30 minutes)

- ▶ Do the dictionary quiz
- ▶ Put students into small groups or pairs and give each group a dictionary. Allow learners to use dictionary apps, online dictionaries, monolingual or bilingual dictionaries.
- ▶ Give each group a copy of the dictionary quiz.
- ▶ Give students a limited time (about 15 minutes) to work together to answer all the questions.
- ▶ They should use a dictionary to find out or check their answers. For question 6, if students are unable to access the internet, give them a copy of the story text.
- ▶ Check quiz answers

- ▶ Check students' answers by (a) going through each question and eliciting feedback orally or (b) getting students to compare their answers with other pairs/groups.
- ▶ Make a new dictionary quiz (30 minutes)

Give each group of students a copy of the dictionary quiz template. Explain that they are going to make a new dictionary quiz for their classmates. Pupils use dictionaries to make a quiz.

**CLOSURE:**  
(30 minutes)

Groups can exchange their dictionary quizzes through electronic mail using and race to find the answers.

Alternatively, make enough copies of the quizzes for each pupil to have one as a homework task.

**SCHOOL:** SECONDARY MORNING SHIFT #277 LUIS GONZÁLEZ Y GONZÁLEZ

**C.C.T.:** 0902770277U

**CHECKLIST**

**Date:** December 7th 2020

**Grade:**1st

**Group:** A

**Student's name:** Valdez Chilapa Karen

INDICATORS	ACHIEVED	IN PROCESS	NOT ACHIEVED
The words used are in the family context and are age- appropriate for the students.			
The image matches the word you looked up in the dictionary.			
Each definition is clearly numbered and explained, improving understanding of it.			
The dictionary helps students develop their writing skills.			
Improve the spelling of students using the dictionary.			
Students find various meanings of a word.			

## REFLECTION

A combination of good classroom setting, effective preventive measures for behavior problems and implementation of interesting and engaging curriculums for creating motivation in the classroom as well as actively involving all students in learning activities ensures that student's learning needs are met.

In my classroom management plan, the main goal is to have the right environment for all learners. In my commitment to make classroom a challenging and safe environment, I will actively engage my students through the implementation of curriculum. Also I will try to establish good working relations with my students by having one on one interactions in class in order to get to know them better because meeting students' learning needs forms an integral part of my classroom.

This course helped to me to identify all pros and cons about my professional practice inside the scholar environment and have useful tools as you have taught us during the excellent course.◆

# 28 Israel Nicasio Alvarez

Developing Specific Skills

## What bullying can do to teenagers.

### WHAT BULLYING CAN DO TO TEENAGERS

OBJECTIVE: EXPRESS SIMPLE IDEAS  
CATEGORY: DEVELOPING SPECIFIC SKILLS  
TEACHER: ISRAEL NICASIO



#### VIDEO ANALYSIS

Given in the name of the video that students have to check in order to be able to participate in the class. The video has to do with bullying and the consequences it can get to teenagers. The Students share impressions with their classmates.



#### UNSCRAMBLE IDEAS

Following a sentence on a model, students have to order the grammar parts of the class.

PEOPLE ~~can~~ ~~not~~ PEOPLE'S FEELINGS  
SUBJECT ~~can~~ ~~verb~~ ~~complement~~



#### MATCHING SENTENCES

Following the grammar parts and comparing with classmates, students have to match sentences according to the video. Also each group of each part of them to create some ideas. For example:

1. Bullying can cause dangerous accidents.
2. Bullying can cause depression.
3. Bullying can damage self-esteem.



#### SHARING WITH THE CLASS

Students explain the sentences that they have constructed and they present them to the class. They speak about and check the sentences of the other teams.



#### CLASS ENDING

STUDENT'S SPEAK IN GROUPS AND THEY EXPRESS THEIR OWN IMPRESSIONS TO THE CLASS. THE TEACHER ASKS BY THEIR OWN AND SHARE THEM IN PUBLIC.



**School:** Sec. 291. Ing Javier Barros Sierra.

**Grade:** Third

**Group:** B

**Teacher:** Israel Nicasio Alvarez

**Social Practice:** Students cooperate to identify bullying in school context by using CAN

**Competencies:**

- ▶ Recognizing social problems.
- ▶ Expressing specific ideas.

**Unit:**

Modal verbs in present.

**Environment:**

Students develop the activity in the classroom

**Final product:**

Students express some ideas about school violence using CAN by identifying bullying and its characteristics.

**Profile:**

Third B is a big class. There are 45 students, 28 girls and 17 boys. They like English class and they try to use language to communicate in school. Most of them are visual and auditory, the other part is kinesthetic or visual and auditory.

They like art and they like to listen to music, so that could help to develop their abilities in the class. Another important idea is to recognize that they have faced school violence or bullying in some situations and they are able to recognize that social problem.

They are good at grammar and speaking, they can follow simple indications and sometimes they can even translate without help, but we need to develop the speaking skills by giving them some scaffolding and, we also need to go further by using new ideas.

**Category of best practice chosen and justification**

**Developing specific skills.** We need the students to develop speaking in class, because it is important to achieve a communicative level in which students can express their ideas. CBL. Students will develop and recognize the main idea by connecting grammar and social experience in the same class. It will help them to cooperate in groups to solve simple problems.

Developing speaking skills by sharing information about bullying in school context. The social problem has to do with their experience at school, that's why they can recognize a problem and they can categorize it by using specific grammar points, like CAN.

Students express ideas about bullying in school.

	<p>The principal goal is to communicate a social problem and they will be using a new grammar point: CAN. But it will help them to be confident and they will be sharing simple ideas or concepts in English.</p>
<p><b>Define your case study taking in consideration the new elements.</b></p>	<p>Students watch a short film about school violence, bullying, called "Silence", and they reflect on the consequences of it in their context. They connect simple ideas about what bullying CAN provoke to their life.</p> <p>The video has to do with school experiences and it will have no sound so students can share their impressions.</p> <p>Students have to accomplish some grammar activities and express simple ideas by working in teams and each activity will have feedback at the end of each activity in the class.</p> <p>Dialogue will be student centered and teacher will be providing specific scaffolding according to each part of the class.</p> <p><b>RUBRIC:</b>  Cooperative work  Analysis and grammar use.  Expressing ideas</p> <p>Scaffolding:  Video  Class flash cards and grammar exercises.  Teacher assessment step by step</p>
<p><b>Challenges:</b></p>	<p>Students will analyze how to use CAN in grammar context. Nevertheless, they will work in groups in a cooperative way to solve the activities in the class. At the end the challenge will be to comment impressions by using the grammar point to their classmates.</p> <ol style="list-style-type: none"> <li>1. Cooperative work</li> <li>2. Grammar analysis</li> <li>3. Context analysis</li> <li>4. Expressing simple ideas to their classmates.</li> </ol>
<p><b>Implementation:</b></p> <p><b>Now describe the implementation step by step. Be very descriptive.</b></p>	<p><b>Starting:</b></p> <p>Teacher starts the class with an activity about school violence. Students watch a short video about bullying, named Silence. (10 minutes).</p>

**Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

**Development:**

Students work in groups, they check small sentences in present and they unscramble sentences following the example that they are watching. Sentences have ideas of what bullying CAN provoke to teenagers in school.

Group by group present the sentences to the class and they check a small grammar point: USE OF CAN. Sentences are designed with colors and different size to guide students in the exercise (20 minutes).

**Closure:**

Group by group present the sentences to the class and they check a small grammar. To finish, they create simple ideas connecting the information they need to express their own. (10 minutes).

**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

Students were insecure at the beginning because they were used to participate in class with the controlled method. But the whole class was designed to solve problems so, the autonomy was the principal element and they did it well.

Besides that, BULLYING as the context of the class took the attention of the participants. It is related to their experiences and helped to introduce students to the general idea.

The assessment tools helped me to guide the students all over the hour to achieve and comprehend the use of CAN in grammar context. By connecting simple ideas, students got the principal point: understand what grammar was about, specifically using CAN.

Scaffolding was the main point, it helped the students through the class and I noticed that design didn't need to be complex, it has to be precise and useful.

I can say that 54% of the class could produce simple ideas using CAN. 28% had some problems with the grammar point, but at the end and with classmates help and teacher guidance, they did it well. 18% of the class didn't get the point, but I have to admit that most of them didn't show up in more than two sessions and that's why they couldn't make it. Any way, they recognized that it hasn't as difficult as they supposed before the activity.

**E) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

**Type of rubric:** Holistic rubric. I assess not only results, but also the development of the activity and the behavior of the students working in groups.

**When will you use it?** I will use it during the whole class, since the beginning to the end. I have to watch Students' interaction to solve problems and grammar analysis

**What do you want to assess? and why?** I want to assess the development and the interest in working in a group to cooperate when solving a problem or a specific situation. Also, it has to do with the development of the speaking ability because they have to communicate with their team to solve each problem.

ASPECT OF ASSESSMENT	DEVELOPMENT	DEVELOPMENT
Behavior and class interaction	Students are cooperating and working together to solve the class activity 100%	Students are working themselves, they don't cooperate and they can't organize their ideas. 70%
The student is using the information to cooperate in the group.	Students can handle previous information to solve the grammar point and to do the next activity. 100%	Students can't handle previous information to solve the grammar point and they can't go to the next activity. 70%
The students are working in the group	Students organize and help each other to achieve the goal of the activity. They can communicate with their team and they work together. 100%	Students can't cooperate and students are not able to communicate with their team to attend the problems of the activity. 70%
The students are analyzing the grammar information to solve the problem of the main activity	Students comprehend and analyze the grammar point. They use it correctly to match the sentences and to communicate aloud in class. 100%	Students struggle with grammar information and they cannot match sentences correctly to share them with the class. 70%
<b>TOTAL SCORE:</b>		

## Rubric 2.

**Type of rubric:** Analytic rubric. Because I check grammar and oral production

**When will you use it?** To check the students' production: grammar production and communicative production by teams.

**What do you want to assess? and why?** At the end of each activity, students have to deliver a specific product: an idea, sentences or express simple ideas. In that moment I can check how was the grammar construction and students' participation

ANALYSIS	DEVELOPMENT	DEVELOPMENT	DEVELOPMENT	DEVELOPMENT
<b>GRAMMAR AND ORAL PRODUCTION</b>	1.Team work: Students are using previous information to get to the grammar point  100%	Team work: Students are not using previous information to get to the grammar point.  80%	Team work: Students are confused but they want to solve the exercise themselves.  60%	Team work: Students are not working and they are not trying to solve the grammar point.  40%
<b>GRAMMAR AND ORAL PRODUCTION</b>	2. Students have achieved the principal grammar objective in the activity.  100%	Students struggle achieving the grammar objective and make some mistakes in the activity.  80%	Students have no idea of what to do with the grammar aim and the make mistakes in the activity.  60%	Students have no idea of what to do in the activity and they didn't work to achieve the objective.  40%
<b>GRAMMAR AND ORAL PRODUCTION</b>	3. Students can use the information to communicate. They can read or share specific information with the class.  100%	Students are struggling with pronunciation or intonation, but they can communicate clearly.  80%	Students cannot communicate, but they can express what is happening.  60%	Students have no idea of what to do and they don't want to ask for help or participate.  40%
<b>GRAMMAR AND ORAL PRODUCTION</b>	4. Students express their ideas in a clear and precise way  100%	Students struggle with speaking, but they have a clear idea of what they want to say.  80%	Students struggle with grammar and pronunciation. They make some mistakes.  60%	Students can't communicate and they don't use grammar point.  40%

**F) Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

My successful practice was interesting. At the beginning, students were a little bit insecure about using grammar in a different way. They were used to follow rules or examples to learn English. They used to repeat and repeat. But in this situation, their autonomy helped them to achieve the main purpose. I have to admit, also, that students needed previous scaffolding to get to the main point during the practice, but they did it really good in class. They learnt grammar and they also developed communicative skills in public and as a personal ability.

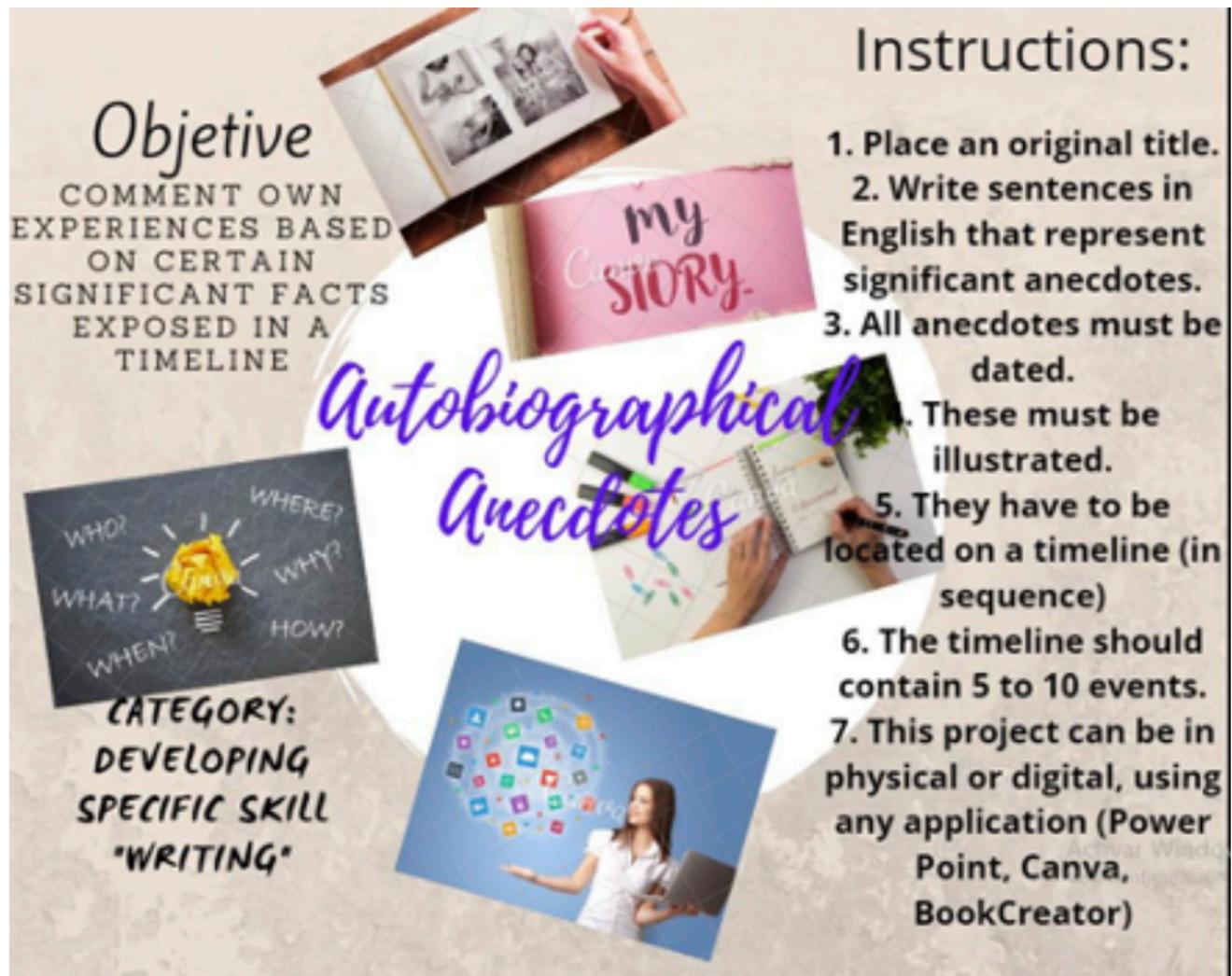
As an English teacher, I have to admit that talking about a social problem like Bullying has nothing to do with the experiences that you can read online or in manuals. Facing bullying in school and listening to my students, has changed my point of view about this problem. I understood the big picture and I realized that there is more to do than teaching students what they are supposed to do to avoid violence. We have to work trying to develop the dialogue as a way to solve problems. That's why I want to be included in the final manual, because my practice attended not only English development, but also an important part of educative mission: eliminate school violence to help students.

# 29

Liliana Selene Hernández Flores

Developing Specific Skills: Writing

## Autobiographical Anecdotes



**Objetivo**  
COMMENT OWN EXPERIENCES BASED ON CERTAIN SIGNIFICANT FACTS EXPOSED IN A TIMELINE

**Instructions:**

1. Place an original title.
2. Write sentences in English that represent significant anecdotes.
3. All anecdotes must be dated.
4. These must be illustrated.
5. They have to be located on a timeline (in sequence)
6. The timeline should contain 5 to 10 events.
7. This project can be in physical or digital, using any application (Power Point, Canva, BookCreator)

**Autobiographical Anecdotes**

**CATEGORY:**  
DEVELOPING SPECIFIC SKILL "WRITING"

<b>School:</b> Secondary 210	<b>Grade:</b> Second	<b>Group:</b> A,B,C
<b>Teacher:</b> Liliana Selene Hernández Flores		
<b>Social Practice:</b> Comment on own experiences and those for others in a conversation.		
<b>Competencies:</b> <ul style="list-style-type: none"> <li>▶ Do with the language: Recognize and search for information.</li> <li>▶ Know about the language: Use of verb tenses.</li> <li>▶ Be with the language: Cultural values and social attitudes.</li> </ul>	<b>Unit:</b> II	<b>Environment:</b> Family and Community
<b>Final product:</b>	Autobiographical anecdote	
<b>Profile:</b>	<p>In this school year I am working in “Emilio Portes Gil” Secondary School, number 210. The school is located in Iztapalapa. It is located in an urban area that has all the basic services, however it is marginalized and is considered high risk since it presents problems of violence, crime, vandalism, drug sales, among other situations that limit the teaching work with students by not allowing an intervention or complete connection with society and parents.</p> <p>The neighborhood is considered a low-middle-income society made up of mostly single-parent families without excluding the rest of the possible conformations.</p> <p>The groups that I am attending are second grade, between 12 and 14 years old. The groups are numerous of almost 40 students.</p>	
<b>Category of best practice chosen and justification</b>	<p>Developing specific skills: Writing</p> <p>Based on my experience, I seemed pertinent to develop this skill, since focusing on grammar clears up many doubts about what is written and later pronounced and / or read, in my opinion recognizing the words makes it easier to listen to them.</p>	
<b>Define your case study taking in consideration the new elements.</b>	<p>In my school there is a great work team that is made up of the teaching, the administration, and the quartermaster staff, all with great skills and work commitments.</p> <p>The student body, which is an extremely important part of the school context, despite belonging to a heavy</p>	

community, a large part of the students are supported by their parents or relatives.

As for the work that is being done, during this school year, which is very different from the previous ones, since it is at a distance, it has had its positive and negative points. Among the opportunities is self-managed work, that is, it is done based on the schedules organized at home, and with this, the negative side is also observed, the weakness of the situation, since work at home is not only intense adds to school work. But for learning to be successful a true organization, planning and effect of the actions to be followed is necessary.

Another aspect of weakness to carry out learning is the family context and the various situations in which the students find themselves, although I commented that there are families with support for their children, there is another percentage that does not receive the same support and does not have the tools you need to carry out your work remotely.

If it is sometimes difficult for one as a teacher to work at home, have other personal matters or not have technological equipment available to 100 percent equipped, in some cases the same thing happens with families in my school context.

But not everything is negative in this new way of working, within the opportunities are also the various strategies and materials available within the technological environment in which we find ourselves, taking advantage of all the resources that technology offers us is an opportunity for Students develop their learning and even develop research skills.

In my opinion, I believe that what is needed for my practice to be successful is, first, the commitment that I have, not so much with my managers and colleagues, more than anything with my students and with their learning, in the interest that I give to each one of them. Good planning is also important for learning to be successful.

Regarding the preparation of the planning, it should be focused on the prior knowledge of the students. In the case of secondary school students, it is superimposed on

plans and programs that students must present, the basis of a certain percentage of knowledge, since these are acquired from preschool. But in reality, most students enter secondary school with very basic or no knowledge. This is another disadvantage for learning to be successful if we are based on what the student is expected to carry out in the cycle with regard of plans and programs.

But getting the positive from this situation is that the plans and programs can be adaptable and are a guide to put into practice the development of competences through different social environments of the language.

**Challenges:**

The challenges that I will face this period are particularly similar to those of the previous cycles, because in addition to being faced with a situation in which students find themselves without full support from their families, I also face the reality in which most, if not all, have with minimal knowledge. Now we must face the challenge of trying to ensure that students are not discouraged by the problem of working at a distance.

The biggest challenge is to ensure that my students do not give up and see that somehow a successful practice has been achieved.

**Implementation:**

**Now describe the implementation step by step. Be very descriptive. Divide into Starting point-development and closure.**

**Mention how much time you will need to develop each step of the successful practice. If possible, implement your practice with your students and include pictures.**

In order to achieve a successful practice, I intend to base myself in the first place on the previous knowledge of my students, to begin this second trimester period I intend to carry out a small diagnostic test based on the knowledge acquired during the first period, including basic knowledge. As we are with distance interaction, the exam will not be traditional, I will use some technological application, maybe ten questions will be enough.

Subsequently based on the results, in addition to continuing with the topics proposed in learn at home II, which is what I have been doing at the moment, considering the recommendations of the SEP, and by the way they seem very practical, despite being transmissions already very old, the topics have been directed to everyday situations, that is why I decided to continue taking them up. In addition, I will start with a topic that I really like about the plans and programs, well it is not the topic itself, it is the social practice and the product that is obtained, this is to elaborate an

autobiography, comment on own experiences and those of others in a conversation.

It will not be easy to achieve a conversation as such, but I will try to get my students to carry out small written conversations about situations they have faced, perhaps, for example, what they liked to do this Christmas vacation and that now they will not be able to do in the same way.

To explain the topics that I have given at the moment, in addition to sending them basic activities that I get from the network and from some books that I have on hand, I send them tables where a brief grammar explanation of each topic is shown. To reinforce the subject, I try to have a weekly virtual class at Google Meet, since it is also where I have been working, one more Google application, in addition to making use of the mail, which was my first form of communication with students and parents, later I started using Classroom, which is where I send and receive activities.

I will continue working in the same way, until now I have not had one hundred percent satisfaction, but I have received favorable work from my students, it seems that they like to have more contact, perhaps not face to face physically but virtually and receive a extra support on the activities that only be sending them and receive only one grade.

I hope that after they receive the evaluations of the first period they will be encouraged to continue working as before, and to encourage those who have not given the best results. I understand the part that perhaps the results have not been due to their lack of interest, but due to the lack of tools and resources at their disposal, so I will continue trying not to saturate them with activities and continue supporting them with virtual classes. I will not only try to use the same tools, until now my own explanation and support the activities and references projected in the PDF document that I send, I also believe that it could be possible to use power point presentations and continue to suggest the continuous use of the Duolingo application for those who have the possibility to download and use it, all this emphasizing their well-being and to achieve the expected learning.

I will also continue trying to involve my students and allow their participation in my virtual classes, not as I have been doing it commonly, which is using chat, now I will use the Jambord application, as well as implement other strategies, such as, make vocabulary interactive, grammar reminder and examples with the help of short recordings can be by Postcast, or in short videos using Chatter Pix, and these can be sent by the virtual classroom (Classroom) or by WhatsApp.

Now I am going to implement my successful practice step by step based on my product “Autobiographical Anecdotes”.

**Starting:**

First, I will explain the correct use of the verb tense: past simple, in its different forms (positive, negative and interrogative), and we will practice the verbs, all with the help of the various tools mentioned above.

**Development:**

After perhaps a week of expected learning on the subject, it will be possible to start with the project proposal, starting with the development of anecdotes or personal experiences where they will write and share some of them with their classmates, using the tools, Jamboard, in the virtual class participation and it can also be in creating small videos using Chatter Pix.

After having and sharing the anecdotes, I will explain how to land their experiences on a timeline, ordering them by dates and placing an image to identify what is expressed in writing. I will also explain that these small anecdotes will be the most significant, since in the timeline they will have to place five to ten events. And that in your project you will have to choose a title that represents it. I will give them the option of made it digitally using some application or in physical using available material.

I will emphasize the importance of putting your best effort into the process as well as the presentation, as it will be shared with their classmates.

It is worth mentioning that I will show them some examples

of both the development of the anecdotes and the final product (the timeline). The elaboration of the anecdotes could be during a week and in another week to elaborate the final product.

**Closure:**

To close with the development of this project, in the virtual classroom the students will present their schedule and we will conclude with the participation of opinions on what has been done.

**Results**

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

Achieve that my students obtain not only basic knowledge, but also achieve an advance both in their learning and in the development of communicative, collaborative and / or creative skills.

Regarding the evaluation of the project, the results will be obtained through a rubric, where it will be evaluated from the title, the amount of anecdotes, to the presentation.

The evaluation will be qualitative.

**E) Assessment Tools.** Include the assessment tools that were designed.

**Rubric 1.**

Type of rubric: Qualitative.

When will you use it? To the end of a period.

What do you want to assess? and why? I will assess a timeline base on the student´s autobiography. Because the social practice is to comment on own experiences.

- Insert a chart to create your rubric –

## Timeline : Autobiography

Teacher Name: **Liliana Hernández**

Student Name: \_\_\_\_\_

CATEGORY	Excellent	Very good	Good	Effort was lacking
<b>Title</b>	The timeline has a creative title that accurately describes the material and is easy to locate.	The timeline has an effective title that accurately describes the material and is easy to locate.	The timeline has a title that is easy to locate.	The title is missing or difficult to locate.
<b>Dates</b>	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
<b>Resources</b>	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
<b>Content/Facts</b>	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
<b>Readability</b>	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
<b>Spelling and Capitalization</b>	Spelling and capitalization are correct throughout.	Spelling and capitalization were mostly correct.	Spelling and capitalization weren't mostly correct.	There were many spelling and capitalization errors.
<b>Graphics</b>	All graphics/images are effective and balanced with text use.	All graphics/images are effective, but there appear to be too few or too many.	Some graphics/images are effective and their use is balanced with text use.	Several graphics/images are not effective.

**Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.**

This was a satisfactory experience, since I learned a lot, both from the coordinators, my tutor, and my colleagues, developing my products based on my successful practice, at first I had some doubts and difficulties, but thanks to everyone I was able to do it better, or I hope so.◆

# 30 Juan José Pérez Rivero García Sedano

Applying different methods

## Empowering the use of ICTS on the class.

**EMPOWERING THE USE OF ICTS ON THE CLASS.**

Students are not only school students, also other teachers!

**Category:**  
Different Teaching Methods

**Objectives:**  
Students and teachers will be better able to use ICTs for academic purposes..

**Warm Up**  
T will start the class setting the objectives and asking which ICT tools do the students have used before  
A brainstorm will take place.

**Development**  
Ss will do some research about different tools, T will use nearpod as principal ICT resource but he will provide support to Ss about the resources.

**Closure**  
Ss will share with others their findings and how they are useful for other classes, Teacher and students will provide feedback

padlet

nearpod

WhatsApp

Avatar of a green character with a black headband

Juan José Pérez Rivero García Sedano

<b>School:</b> Josefa Ortiz de Dominguez	<b>Grade:</b> 2nd.	<b>Group:</b> A
<b>Teacher:</b> Juan José Pérez Rivero García Sedano		
<b>Social Practice:</b> Read and rewrite informative texts from a particular field		
<b>Competencies:</b> <ul style="list-style-type: none"> <li>▶ Answer questions in order to give a description</li> <li>▶ Structures and writes sentences</li> <li>▶ Organizes terms and descriptions into a table</li> <li>▶ Verifies Spelling conventions.</li> </ul>	<b>Unit:</b> 3	<b>Environment:</b> Academic and Educational
<b>Final product:</b>	A Brief summary about an informative text	
<b>Profile:</b>	The group is comprised by 38 students, they are around 13-15 years, most students attend frequently Overall, they are strong at speaking; they are good learners because in the group there are 5 positive leaders (Alejandro, Katya, Ana Paula, Monica, Angel) who encourage the learners to do the activities accurately and if one Ss of the group has learning troubles, they help each other, their English level is A1+ / A2	
<b>Category of best practice chosen and justification</b>	Different teaching methods	
<b>Objectives</b>	Students will be able to: <ol style="list-style-type: none"> <li>1. Do some research about the parts of a summary.</li> <li>2. Use ICTs on their learning process.</li> <li>3. Work in remote teams.</li> <li>4. Consolidate critical thinking in order to provide feedback.</li> </ol>	
<b>Define your case study taking in consideration the new elements.</b>	As we are working on a different way, I have chosen this area in order to provide strategies in which my peers and my students can be benefited about my research, in addition, I have also chosen this area to be studied because I would like to apply the knowledge I have acquired on my MA-Ed. Studies, I have included different uses of ICTs in order to be implemented on a distance way.	

**Challenges:**

The first challenge I have faced on this research is that not at all my students have enough ICT resources in order to be used on their learning process, but I have also noticed that some other students do not know how to use on an accurate way their devices.

Another challenge is that not at all my students are familiarized with learning English not only on a distance way, also in a face-to-face session.

**Implementation:**

**Now describe the implementation step by step. Make it so descriptive. Divide between Starting point-development and closure.**

**Mention how much time will you need to develop each step of the successful practice. If it is possible, implement your practice with your students and include pictures.**

**Starting:**

In order to start, T joins session in Google meet When Ss connect into the class, T asks as brainstorm "Which elements do you consider a good summary should contain?" OCFB takes place. (5 min)

T explains what a research is and how students can be benefited about research. And T also brainstorms Ss about different free applications in order to present the activity (Canva, Nearpod, padlet, Google suite) (7 min)

T sets teams and create breakout rooms (2 min)

**Development:**

Ss at home will research the elements of a summary on different r internet sources and they will be required to work in pairs, they will discuss the topic of the research and they will elaborate a graphic organizer using ICTs and graphic organizers. (20 min)

When Ss finish their activity, they are required to submit the evidence on the Classroom`s board, (They can submit a screenshot, a link or a Pdf document). (1min)

**Closure:**

Ss. Will show their activity and briefly discuss their findings

T and other Ss will provide feedback about the activity and will brainstorm their overall findings

(14 min)

T will closure the session and will acknowledge the effort of the students through the class (1min)

## Results

**According to your assessment tools make the final analysis of your practice. Include quantitative or qualitative analysis.**

- ▶ Students looked more engaged into the class
- ▶ Students developed extra strategies to use ICTs on the class.
- ▶ Students accomplished the objectives for the class.
- ▶ Students were better able to work in different interactions.
- ▶ Students were better able to improve their research and implementation skills (Introduction to action research)

**E) Assessment Tools.** Include the assessment tools that were designed.

### Rubric 1.

Type of rubric: Holistic rubric

#### When will you use it?

I can use in order to assess my successful practice not with my students, I consider this rubric will be used to evaluate my peers in the correct application of my successful practice using ICTs.

#### What do you want to assess? and why?

I want to assess the skills of my peers for the accurate application of ICTs on their different lessons, I consider that this project is not only for students, also I can encourage and support teachers because we are living a different situation and not all the teachers are able to implement ICTs on their context.

- Insert a chart to create your rubric -

Level	Description
<b>A</b>	The teacher is completely able to implement ICTs on the lessons and Students look engaged in the lesson
<b>B</b>	The teacher is able to implement ICTs on the lesson, but some minor problems are taking place in the lesson (connectivity, content, tools) The students are waiting without hesitations
<b>C</b>	The teacher is partially able to implement ICTs on the lesson, but Students look not at all engaged, some problems are taking place like materials are not interesting for them or teacher is not trained to use the chosen ICT, the lesson is being bored.
<b>D</b>	The teacher is not able to implement ICTs on the lesson and Students feel absolutely bored, the dynamics of the class is a traditional one in which ICTS do not take place.
<b>E</b>	The teacher does not implement any ICT and the students are not engaged on it.
<b>Obtained:</b>	Comments:

## Rubric 2.

Type of rubric: Holistic rubric

### When will you use it?

As on the other rubric I assess teacher's performance, on this rubric I would like to evaluate students, this successful practice helps teachers and students to have better lessons in which both of them feel engaged.

### What do you want to assess? and why?

I want to assess the performance of the students on the class, if they feel engaged or if they are able to use ICTs on their learning process.

- Insert a chart to create your rubric -

Level	Description
A	Students have the appropriate resources for taking class, in addition they completely know how to use them, and they are also engaged into the class.
B	Students have the appropriate ICT resources for taking class, but they have some difficulties in order to use them for their learning process, they are partially engaged on the class.
C	Students have not all the appropriate ICT resources, but they try all their best to accomplish their learning objectives, the teacher needs to support them in order to learn how to use ICTs.
D	The student is not paying attention in the class and he/she hasn't followed the class, the student looks partially interested on the class, but he / She has the appropriate resources for the class
E	The student doesn't have ICT resources, or he is not following instructions, he is not interested of paying attention in the class.
Obtained:	Comments:

### Describe your experience designing your Successful Practice and mention why you would like to be included in the final manual.

This project has been an interesting one! I learnt how to create new strategies and how to introduce my students on action research skills, they did some research and then they applied for their learning context, the teacher for this project was a only a facilitator and a guide and I would like to publish this successful story because it includes not only students, also teachers, in order to improve their teaching practice using ICTs.♦

