

**LESSON PLAN FOR THE ENGLISHNET PROJECT**

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**1. GETTING TO KNOW EACH OTHER**

- A. Give students a card
- B. Ask them to write WORDS about themselves. For example:



- C. Ask students to ask questions to each other about information on the cards. For example: What's your name? My name is Alejandro.

**2. READING: Everyone Can Play****BEFORE READING**

- a. Ask your students about the games they play
  - a. What games do you like?
- b. Post pictures of games on the board as they mention them
- c. Ask them more questions like:
  - a. Where do you play?
  - b. Who do you play with?
  - c. What toys do you play with?
  - d. Do you play every day?
- d. Tell students: "We are going to read a story about games at school"
- e. Show them the first picture of the story and ask them some questions
  - a. Who are they?
  - b. Where are they?
  - c. What are they doing?
  - d. Are they happy or sad?
- f. Ask students to identify the writer and place where the book was written:
  - a. Who's the writer?
  - b. Where is the book from?

**WHILE READING**

- a. Explore the pictures from page 1 and ask students:

Where are they? What are they doing? Is it raining? Is there a playground in your school? Do you go to the playground?

- b. Read the text from page 1. Ask students what they understand. They can say things in Spanish. You can also explain some things in Spanish.

*Written and designed by: Silvia Martinez and Janeth Ortiz, English teachers at the CCAM.*



- c. Explore the pictures from page 2 and ask students:  
Where are they? Are they in the playground? Are they happy or sad? Why?
- d. Read the text from page 2. *Ask students what they understand. Let them speak Spanish or Spanglish if necessary. Ask them specific questions to check and reinforce comprehension.*
- e. Explore the pictures from page 3 and ask students:  
Where are they? What are they doing? Are they having fun? Where is Jenny?  
Is she playing? Is she happy?
- f. Read the text from page 3. *Ask students what they understand. Let them speak Spanish or Spanglish if necessary. Ask them specific questions to check and reinforce comprehension.*
- g. Explore the pictures from page 4 and ask students:  
What are students doing? What is Jenny doing? Is she still sad? Why or why not?
- h. Read the text from page 4. *Ask students what they understand. Let them speak Spanish or Spanglish if necessary. Ask them specific questions to check and reinforce comprehension.*

### **AFTER READING**

Ask students their opinions about the story:

Did you like the story? Why?

What is the message of the story?

Do you share your games and toys with friends?

Do you sometimes feel sad because your friends don't let you play?

Guide students to do the following worksheet.



## Everyone Can Play

### About the story

1. Students have fun in the playground.
2. Jenny only plays with a few friends.
3. Some children feel sad because they can't play with Jenny's toy.
4. Jenny learns to share her toys with all her classmates.

### About me

1. I have fun in...
2. I play with...
3. I feel sad when...
4. I share my...

## GUIDELINES TO PLAN A READING SESSION WITH THE KIDS

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### 1. How to set a purpose to read a story

- a. Read the complete story
- b. Identify the theme of the book (e.g. friends, school, families, lifestyles, etc.)
- c. Identify specific topics to emphasize during the reading (Families: family members, occupations, activities done with the family, etc.)
- d. Set different aims to read the story according to:
  - a. The reading competences to be developed
  - b. What students are going to learn about English
  - c. How they can analyze the story (critical thinking, going beyond the story)

#### Examples:

- Identifying characters and main events in the story.
- Learning about the different family members
- Reflecting on the fact that not all families are the same

### 2. PRE-READING ACTIVITIES: Deciding on activities to prepare students for the reading

- a. Think about what kind of previous knowledge students need to follow the story (not necessarily to understand it completely)
- b. Think about a way to introduce the theme of the story and catch students' attention
- c. Consider *a* and *b* to design an activity to do before the reading

#### Examples:

- Showing pictures of families and discussing questions about them.
- Doing a "find-someone-who activity" related to families
- Interviewing classmates about their families
- Having a conversation or game about students' families.

### 3. WHILE-READING ACTIVITIES: activities to promote comprehension and involve students in the reading

- a. Think about the strategies you are going to use while you read

#### Examples:

- i. Asking questions about the pictures
- ii. Asking questions to confirm comprehension
- iii. Asking students to retell what happens
- iv. Asking students to make predictions
- v. Focusing students' attention on specific key sentences or words

### 4. POST-READING ACTIVITIES: activities to reinforce comprehension and promote reflection about the story

- a. Design activities to help students express or remember the characters and main events from the story.
- b. Encourage students to identify specific concepts in the story (e.g. what animals were mentioned, which family members were mentioned, etc.).
- c. Include in these activities exercises that help students make connections between the story and their lives.
- d. Include in these activities exercises that promote reflection about the story (going beyond).  
Example: Do you think all families are made up of mother, father, and children?
- e. Invite students to share their work with the class.



## Lesson Plan Tyler's First Day of School

<b>THEME:</b>
<b>TOPICS:</b>
<b>PURPOSE:</b>
<b>BEFORE READING</b>
<b>WHILE READING</b>
<b>AFTER READING</b>



## LESSON PLAN FOR THE ENGLISHNET PROJECT

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## USEFUL STRATEGIES TO IMPLEMENT WHEN READING A STORY

### BEFORE READING

#### ▪ **Brainstorming**

Based on the theme and topics of the story, ask students to say or write all ideas that come to their minds. Prompt students with a question or with a specific word. You can write ideas on the board or share them with the whole group.

#### ▪ **Discussion**

Considering the theme and topics of the story, you can set the mood for reading by posing questions that are connected to what the story is about. For example, if the story is about birthdays, you can ask questions like: When is your birthday? What do you usually do on your birthday? Etc.

#### ▪ **Word Association**

This strategy may help us activate students' previous knowledge on the topic of the story. Write a key word on the board and ask students to come up with other words or ideas associated with it. (Example: birthday: cake, candles, friends, etc.). You may go on asking students to expand on ideas based on the words (e.g. I celebrate my birthday with my friends).

#### ▪ **Exploring the book cover / the story title**

Show students the book cover and title and ask them to describe what they see and understand. Have students make predictions on what the story will be about based on the cover and the title. Predictions can be written on the board or shared with the group.

#### ▪ **Games**

Think about fun activities that involve movement, pictures, sounds, words, etc. to activate key concepts that will be dealt with in the story. (Example: if the story is about family, you could tell some riddles for students to guess about family members. *"This person is my mother's father. Who is it?"*)

#### ▪ **Picture Walks**

Show students the illustrations from the story before actually reading it. Students describe and make predictions about the story based on the pictures.

#### ▪ **Graphic organizers**

Design a graphic organizer that contains key concepts that will be found in the story. Ask students to fill it out with what they know. Example: if the story is about family, a graphic organizer could include: family members, occupations, activities they do together, etc.

## WHILE READING

### ▪ Reading aloud

This is a strategy all students can benefit from. A capable reader, usually the teacher, reads a text aloud to students. Students see the text being read by the teacher. This is a way to show students how to read and motivate them to see reading as an enjoyable activity. Reading aloud can be implemented with students from different levels. In contexts like ours, where English is learned as a foreign language, reading aloud can be a tool for students to get familiar with the sound, rhythm, stress and intonation of the language.

### ▪ Shared reading

This is a reading experience in which students join in the teacher in the reading of an enlarged text (big book, transparency, poster, etc). The texts chosen for shared reading should be suitable for the students' level of ability. Shared reading is a time for sharing and enjoying stories together by making meaning. During shared reading the teacher demonstrates different reading strategies and other elements involved in the reading process (intonation, stress, fluency).

### ▪ Independent reading

It is a time for students to independently read books they have selected. They might need the teacher's guide to select appropriate books according to their interests and reading stage. Teachers should provide time during classes for students to read independently and encourage them to read books at home.

## AFTER READING

### ▪ Retelling

After reading a story, students are invited to try to retell it based on illustrations and by including some key words in English.

### ▪ Graphic organizers

After reading a narrative or descriptive text, students design (or are given by the teacher) a graphic organizer which they are asked to fill out with main ideas, essential and specific information from the text read. Students are asked to include only key words or very short ideas in the graphic organizer.

### ▪ Worksheets

Based on topics studied or on stories read, students are given specific worksheets to guide their writing. Worksheets can prompt students to write specific words, to complete sentences, or to write sentences on their own. They should always include pictures to support comprehension.

### ▪ Unscrambling the story

Write some sentences that tell the most important events in the story. Write each sentence on a separate piece of paper and give each paper strip to one student. Ask them to organize the story according to what they read.

### ▪ Reading connections

After reading a story, invite students to make connections to their own lives. Depending on the topic, you can ask questions like: Do you have any brother or sister? What do you like to do with your family? Etc.

### ▪ Choral Reading

After reading the story and doing some comprehension activities, invite students to read the book with you. Students join in the choral reading when they feel comfortable to do so.

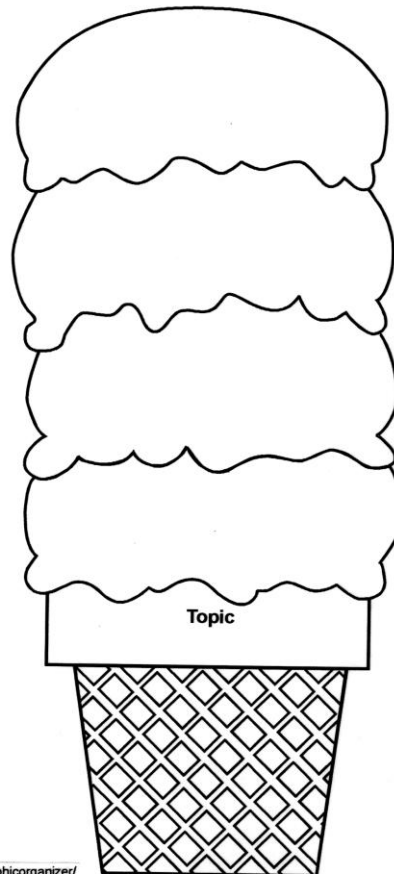
## LESSON PLANS FOR THE ENGLISHNET PROJECT

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## READING: A lesson in sharing

## 1. BEFORE READING

- Ask your students what things they share and what they don't.
- Talk about their best friend, who he/she is, where he/she lives, why he/she is their best friend, what they do together, what they share, etc.
- Ask them what they do when they have a problem with their best friend.
- Do the ice cream cone graphic organizer (also provided in the photocopyables). In the topic they should write "My best friend" and on the scoops some information discussed above: ***My best friend is Mariana. We play volleyball together. She is intelligent.***
- Tell the students the name of the story and explore the title.
- Explore the book pictures and ask questions such as: ***What kind of animals are May and Ray? Where did they go? What kind of food did they have?*** Etc.



Taken from: [www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/)





### 3. WHILE READING

- Read the story aloud to your students. Stop on each page to ask questions such as: **Who are May and Ray? How much pizza do they have? What's the problem? How does mom feel when they fight? How do they solve the problem?, etc.**, and explain, if necessary some parts of the story.
- Invite all students to read aloud some parts of the story and encourage them to express short ideas or words they remember from the story (students can use Spanish)

### 4. AFTER READING

- Invite the students to read the story independently.
- Build the story together. You can start telling the students this sentence: **Once There was two friends named May and Ray.** Then, you can invite the students to continue telling the story. You can throw a ball to your students, when they catch it, they should say something about the story.
- Ask students to draw their best friend and to write 2 or 3 sentences about them. It could be something like: This is my best friend, her name is Manuela, she lives in Bello, etc.

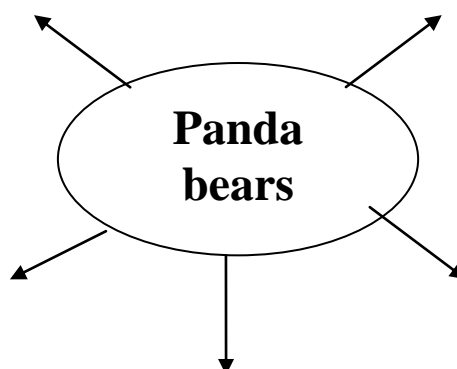
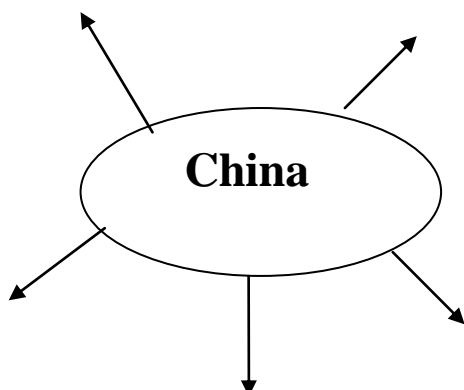
## LESSON PLANS FOR THE ENGLISHNET PROJECT

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READING: Learn about China with Ping-Pong the panda bear.

## 1. BEFORE READING:

- Tell the students the name of the book and talk about it.
- Ask the students what they know about panda bears and about China. You can do something like this on the board and write the information they tell you:



- Ask the students different questions about China and panda bears, for example: *where's China?, what's the capital of China, what do people eat in China?, what language do people speak?, what do pandas eat?, what color are they?*, etc.
- Write the following sentences on the board and invite students to match them. Help them to understand them:
 

Many people	magical
Farmers grow	tai-chi, teakwood and kung fu
Chinese dragons are	rice
Chinese practice	live in China
- Explore the book pictures and ask questions such as: *What's Ping-Pong doing?, what's a lucky number in China?, are there many people in China?*, etc.

## 2. WHILE READING:

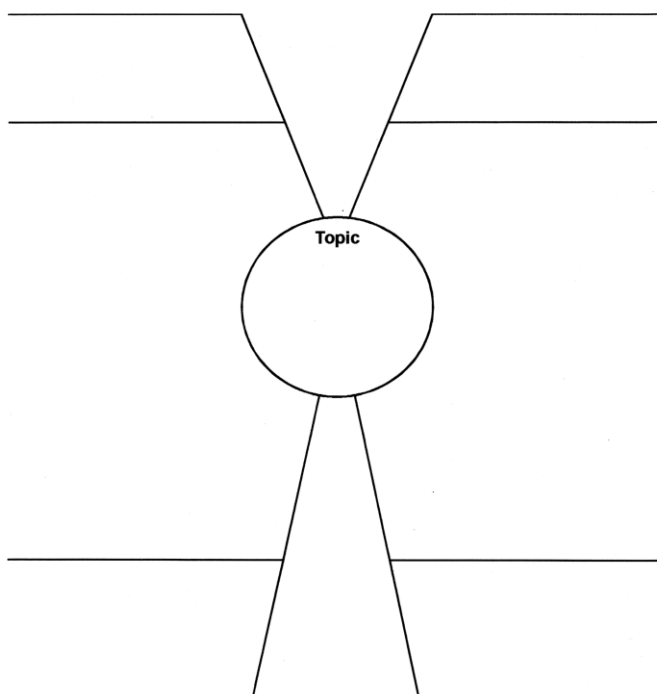
- Read the story aloud to your students. Stop on each page to ask questions such as *what to you remember about the Great Wall of China?, how are the cities and farms in China?, are dragons real?* etc., and explain, if necessary, some parts of the story.
- Invite all students to read aloud some parts of the story and encourage them to express short ideas or words they remember from the story (students can use Spanish)

## 3. AFTER READING:

- Invite your students to read independently and to share some facts from the book, encourage them to express short ideas about what they remember.
- Ask students information about Colombia.
- Compare China and Colombia. You can write the following information on the board and complete it with your students.

	COLOMBIA	CHINA
Capital		
Location		
Language		
Sports		
Children		
Products		
Music		
Other		

- Do the following graphic organizer (also provided in the photocopyables). In the topic, they can write the name of the book and on the lines they can write short sentences about what they learned in the session.



Taken from: [www.eduplace.com/graphicorganizer/](http://www.eduplace.com/graphicorganizer/)

## LESSON PLANS FOR THE ENGLISHNET PROJECT

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#### READING: Whales.

#### 1. BEFORE READING

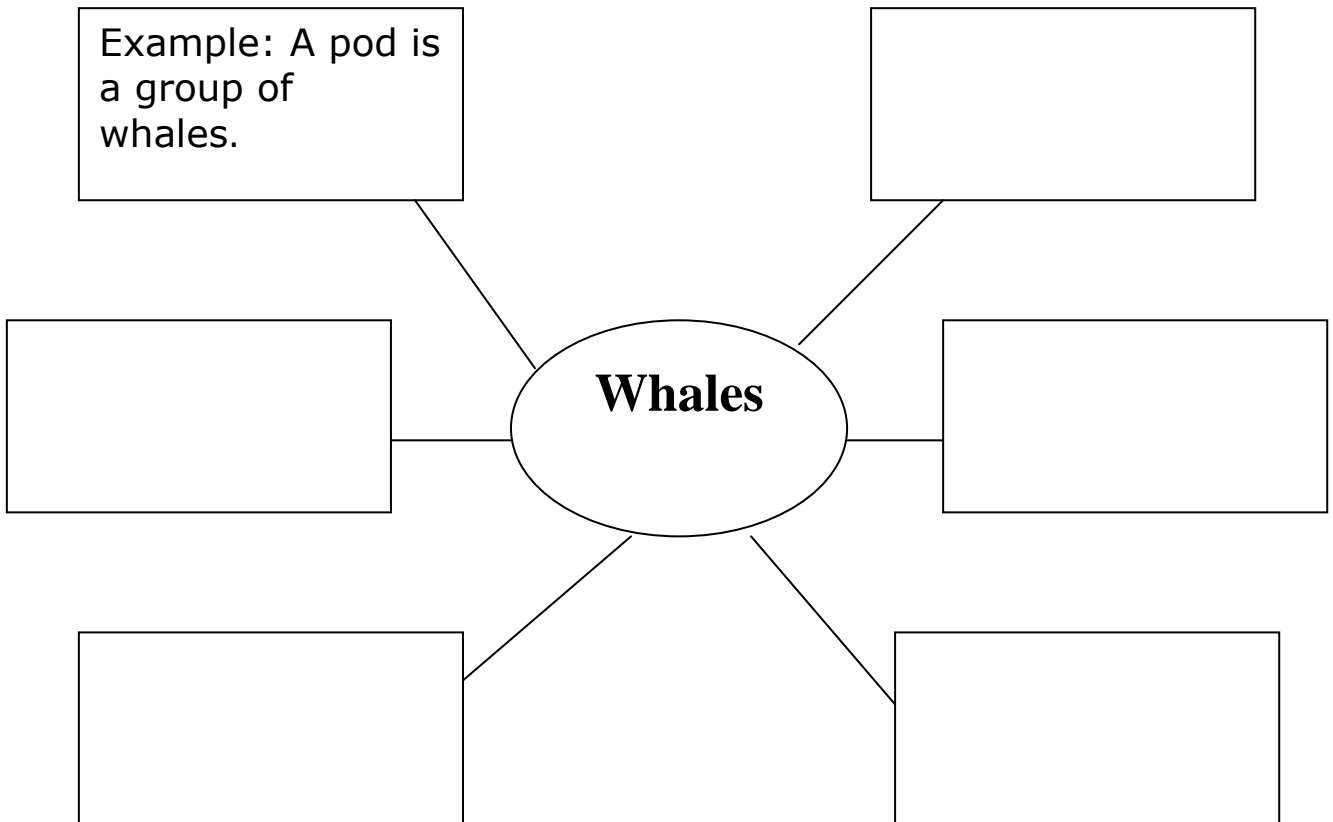
- Ask your students about which animals live in the sea and write a list.
- Write the name of the following animals on the board: **turtle, whale, octopus, fish, and dolphin**. Describe briefly each animal so the students can guess. You can say something like: ***This animal has 8 legs and lives in the bottom of the ocean. This animal lives in the sea, it has different colors, some are big, some are small and they taste delicious. This animal is very intelligent, some of these animals who live in the Amazon are pink. This is the biggest animal alive. This animal is very slow when it walks, but very fast when it swims.***
- Draw a whale on the board or show your students a picture, then ask them to describe it or to say general information they know, for example: they are big, they live in the sea, they are mammals (students are probably going to say things in Spanish, but you can translate them into English)
- Explore the book cover and the first two pages, ask students about what they see (pictures) and about the author and the place the book was published.
- Explore the book pictures and ask questions such as: ***what kind of animals do you see?, what color are they? where do they live?*** etc.

#### 2. WHILE READING

- Read the story aloud to your students. Stop on each page to ask questions such as ***what kind of animals are whales?, what do they eat?, why did people hunt for whales?, what is blubber?, etc.***, and explain, if necessary some parts of the story.
- Invite all students to read aloud some parts of the story and encourage them to express short ideas or words they remember from the story (students can use Spanish).

#### 3. AFTER READING

- After reading the story, invite students to read the book with you. Students join in the choral reading when they feel comfortable to do so.
- Invite your students to complete the following graphic with information from the book. Allow students to look at the book again. (Your students may need some help to write some ideas).



- Ask your students to draw their favourite animal and to write some short sentences about it. For example: ***this is a horse, it lives in a farm, it eats grass, it runs very fast,*** etc.

## LESSON PLAN FOR THE ENGLISHNET PROJECT

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### READING: Fun at the zoo.

#### 1. BEFORE READING

- Ask students if they have been to the zoo and who they go with
- Ask them what animals can they see at the zoo
  - Make a list on the board
  - Or show them flash cards of the animals they mentioned
- Ask them what activities they do when they go to the zoo
  - Do you play with the animals?
  - Do you pet animals in the zoo?
  - Do you feed them?
  - Do you have fun at the zoo?

#### 2. WHILE READING

- Explore the book pictures page by page and ask questions such as: **Where is Jenny going? Who with? Is she happy?**
- Read aloud the story to your students. Stop on each page to ask questions such as: **What animals do you see? What did she do at the zoo? , etc.** Ask students to make predictions, too: **What do you think she likes most about the zoo?** Explain key concepts for students to follow the story and reread key ideas if necessary when students don't seem to understand. Invite students to relate sentences to the illustrations.

#### 3. AFTER READING

- Invite the students to read the story independently.
- Ask them if they liked the story.
- Say or write on the board some ideas about the story and ask students if they are true or false:
  - Jenny went to the zoo with her sister
  - She saw a snake
  - She fed the animals
  - She rode a camel
  - She wants to live in the zoo
- Work with students on a worksheet about what they can and can't do at the zoo.



**Worksheet  
Fun at the Zoo**

**Write 3 sentences about what you can do at the zoo and 3 sentences about what you can't do at the zoo. Draw the different activities.**

**At the zoo, I can...**

**At the zoo, I can't...**

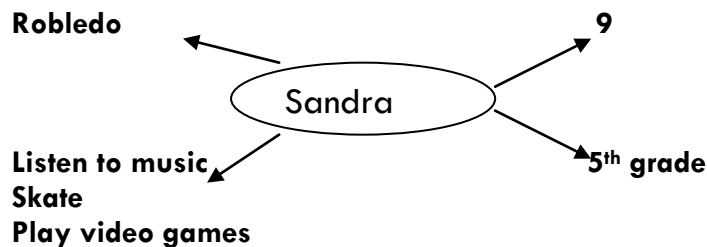
## LESSON PLANS FOR THE ENGLISHNET PROJECT

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## READING: The Friendship Book

## 1. BEFORE READING

- Ask your students if they have a best friend.
- Give them a piece of paper and ask them to draw a circle and write the name of their best friend. Around the circle they can write words about their friend.



- After this, ask them to go in front and say some ideas about their best friend, based on the information they wrote
  - ♣ Example:
    - My best friend is Sandra
    - She is 9
    - She is in 5<sup>th</sup> grade
    - She lives in Robledo
    - She likes to listen to music, skate and play video games
- Ask students further questions:
  - ♣ Why is he/she your best friend?
  - ♣ What activities do you do with your best friend?
  - ♣ Is it easy or difficult to make friends? Why?
- Tell students you are going to read a story about friendship: “The Friendship Book”. Ask them to make predictions. What do you think the story will be about?

## 4. WHILE READING

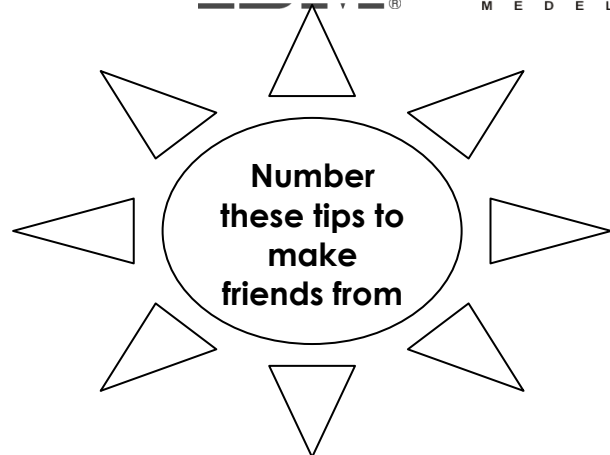
- Read the story aloud to your students. First explore the pictures on each page and ask questions like: **What do you see? What are they doing?** Then read out the text on each page and ask comprehension questions like: **What do friends do together? What's the first step to make a new friend? What's the second step? Etc.** Explain or reread some parts of the story, if necessary.





## 5. AFTER READING

- Encourage them to express short ideas or words they remember from the different pages of the story (students can use Spanish).
- Ask them to give their opinions about the book. **Did you like the book? If you follow the instructions suggested, is it possible to make friends? How do you make friends?**
- Ask students to go to the computers and read the story independently.
- When they finish invite them to work on the following worksheet:



**Worksheet 1**  
**The Friendship Book**

**Do fun things with your new friend**

**Ask the person questions about him/her**

**Plan something fun to do with your friend**

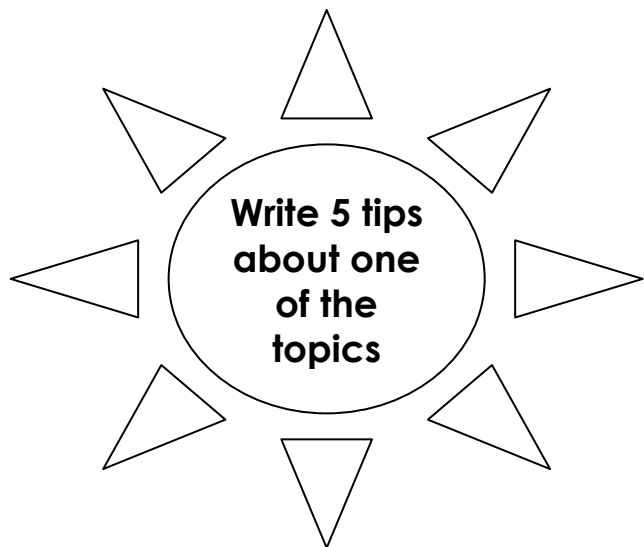
**Tell the person about who you are**

**Ask your parents if you can invite your friend over**

**Talk to someone new**

## Worksheet 2

### The Friendship Book



#### TOPICS

- How to help your friend when he/she is sad
- How to spend a perfect day with your friend

1.

2.

3.

4.

5.