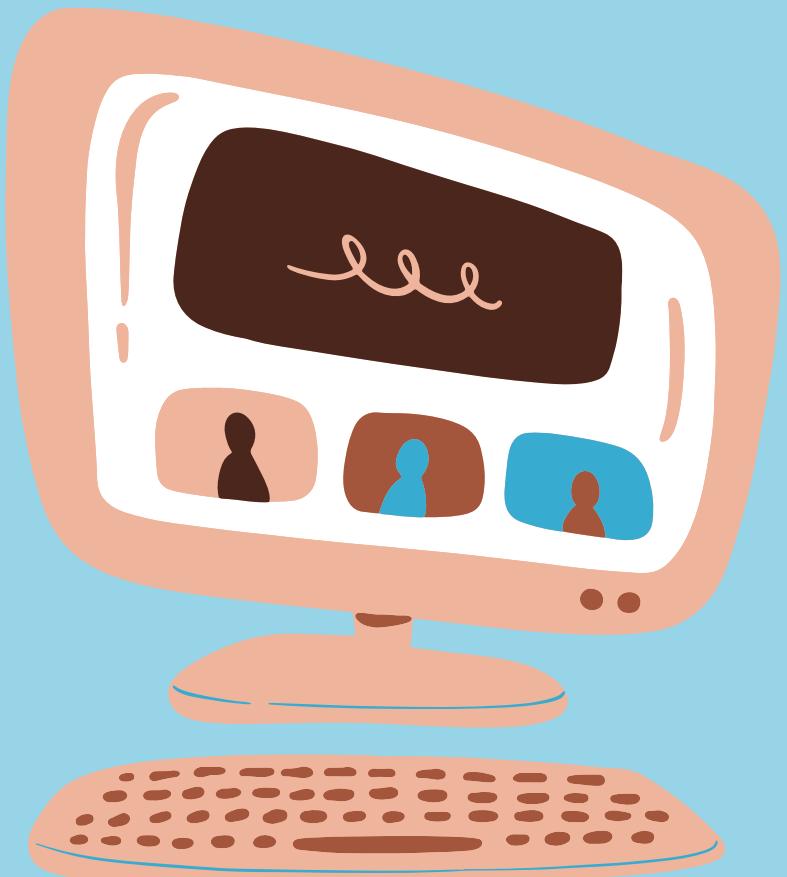


# A lesson plan development

Adaptación de materiales docentes  
y guía rápida de pronunciación para  
la docencia en inglés y asignaturas  
*English-friendly*



# Index



**1** INTRODUCTION

**2** SESSION 1

**3** SESSION 2

**4** SESSION 3

**5** CONCLUDING REMARKS

# Introduction

Session 1. Understanding the basis

Session 2. Lawing the lesson plan

Session 3. Socratic-ing the session

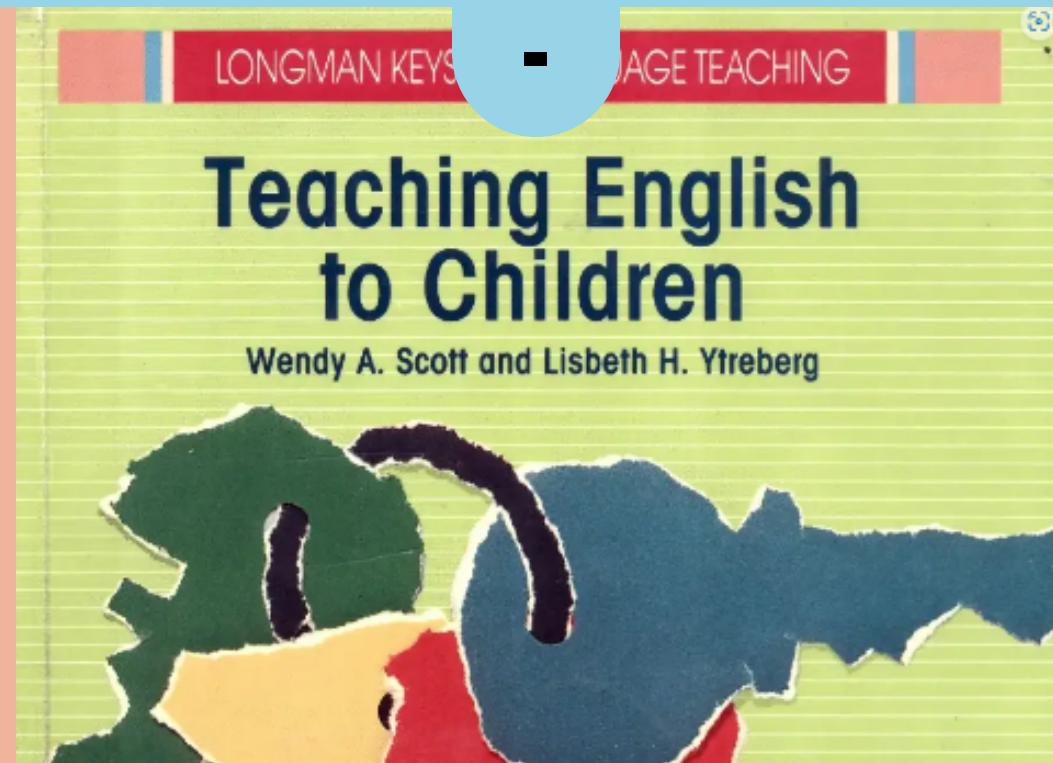
- Lengua Extranjera y su Didáctica I: Inglés
- 1st-year students of Primary Education Teaching degree
- 30 students

Didactics - Elaboration of a lesson plan

# Session 1

## UNDERSTADING THE BASIS

### FLIPPED CLASSROOM



Student-centred approach

### GROUP DISCUSSION



Student-centred approach  
Activating previous knowledge

### KAHOOT!



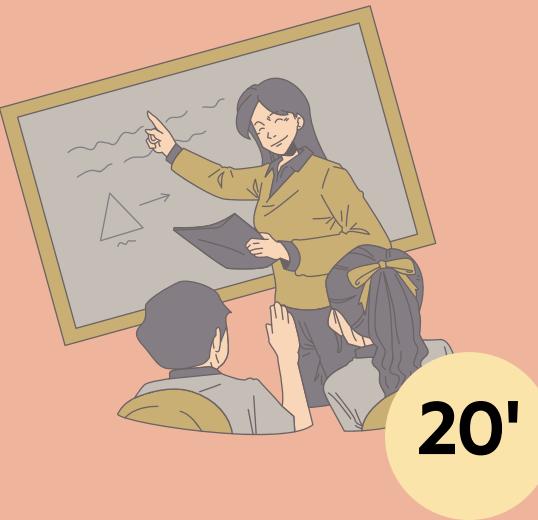
Checking for comprehension

# Template for lesson plan development

1

BRIEF EXPLANATION OF  
WHAT TO DO

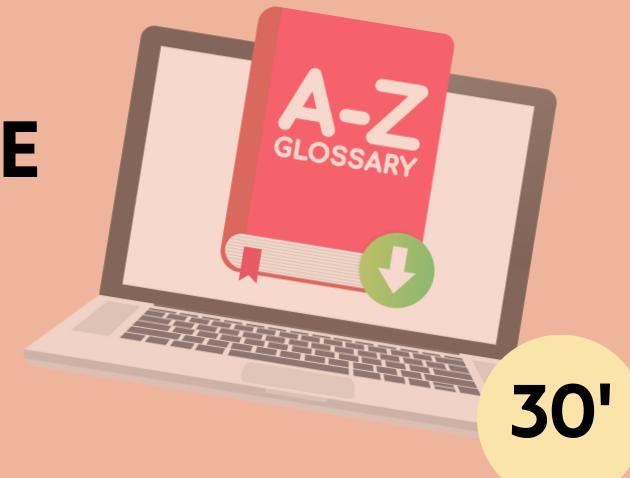
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comprehension



2

ELABORATE A COMMON  
GLOSSARY ON ONE DRIVE

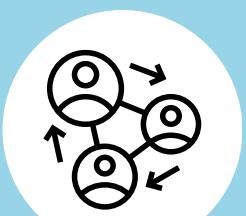
Scaffolding  
Interaction  
Group cohesion



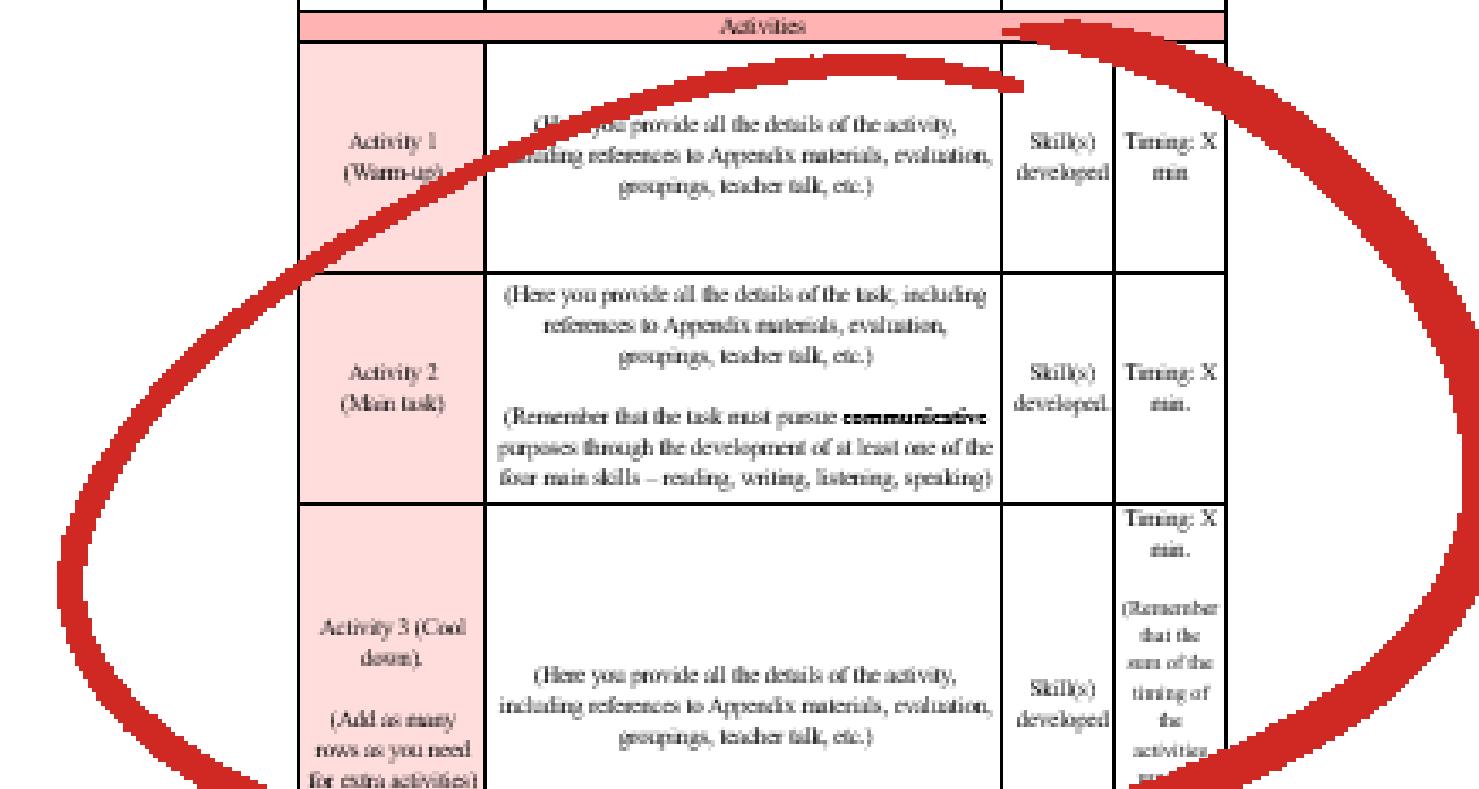
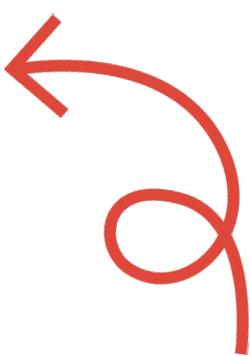
LESSON PLAN TEMPLATE (English I)					
Area & Course	Total Timing	Content & Justification			
Didactic Objectives					
-					
-					
-					
-					
Stage Objectives					
-					
-					
-					
Key Competences & Operative Descriptors		Evaluation Criteria (Specific Competences)			
CPI_1, CPI_2, CPI_3, ...		L1, L2, ...			
Methodology		Basic Knowledge			
Grouping(s)	Resources & Materials	Space(s)			
Activities					
Activity 1 (Warm-up)	(Here you provide all the details of the activity, including references to Appendix materials, evaluation, groupings, teacher talk, etc.)	Skills(s) developed	Timing: X min		
Activity 2 (Main task)	(Here you provide all the details of the task, including references to Appendix materials, evaluation, groupings, teacher talk, etc.)  (Remember that the task must pursue <b>communicative</b> purposes through the development of at least one of the four main skills – reading, writing, listening, speaking)	Skills(s) developed	Timing: X min.		
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Evaluation					
Observations					
Use this section to indicate potential problems that you might find during the development of the session, individualization remarks, potential adaptations for students with special needs, homework, etc.					

# Now it is students' turn!

**Objective:** to complete the general information about the lesson plan (from simple to complex tasks)

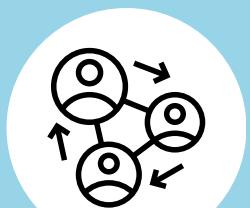
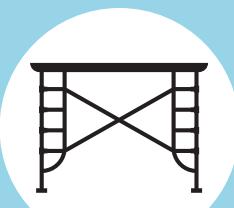


LESSON PLAN TEMPLATE (English I)					
Area & Course	Total Timing				
Context & Justification					
Didactic Objectives					
-					
-					
-					
...					
Stage Objectives					
-					
-					
-					
...					
Key Competences & Operative Descriptions		Evaluation Criteria (Specific Competences)			
CPI, CPII, CPIII...		1.1, 1.2, ...			
Methodology		Basic Knowledge			
Grouping(s)	Resources & Materials		Space(s)		
Activities					
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Evaluation					
Observations					
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# **Now it is students' turn!**

**Objective:** to complete the general information about the lesson plan (from simple to complex tasks)



**Do it yourself!**

**40'**

**Course  
selected**

**Specific  
content you  
would like  
to develop**

**Warm-up,  
main and  
round-up  
activity**

**Linguistic  
skills  
developed**



# Session 2

## LAWING THE LESSON PLAN

Trabajo de Didáctica  
Lengua Extranjera y su Didáctica I: Inglés

Royal Decree  
**157/2022** \*

Decree  
**81/2022**



Section 2. State and Regional Regulations: Basic aspects

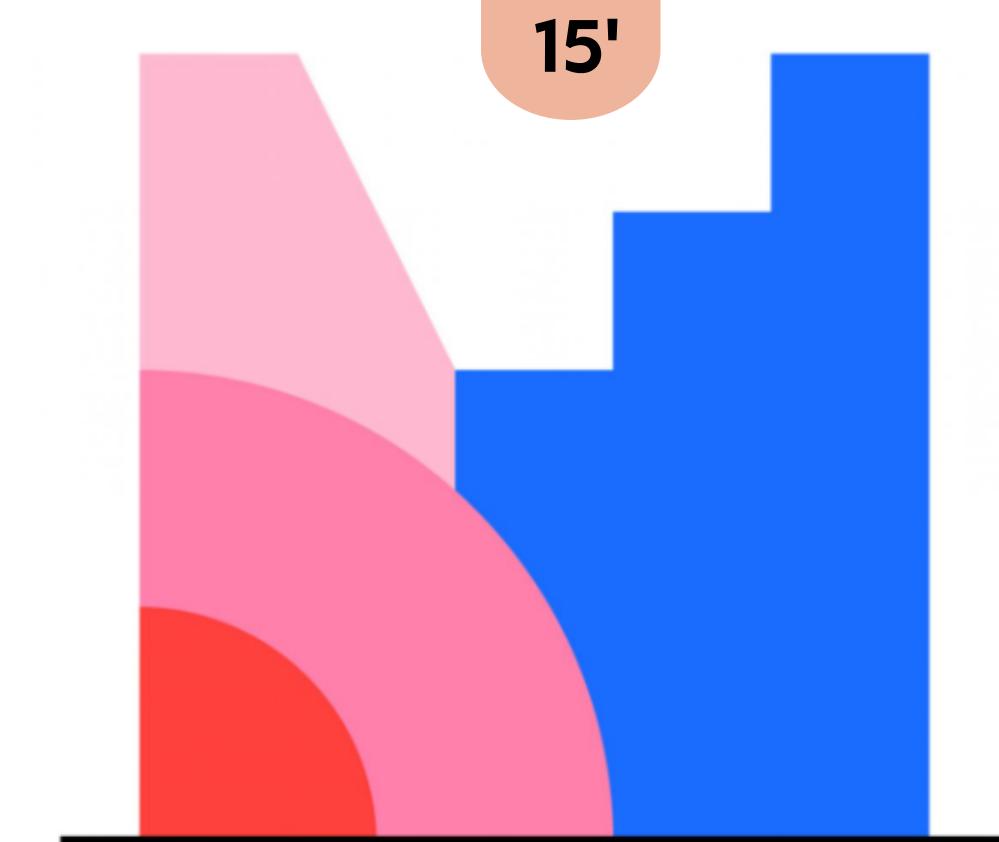
15'

## Activation of previous knowledge

Have you ever heard of the law used in Education?

## Use of digital resources

What curricular elements have you heard of?



**Mentimeter**

# Understanding the legal framework - definition, level of concretion, elements, Google search

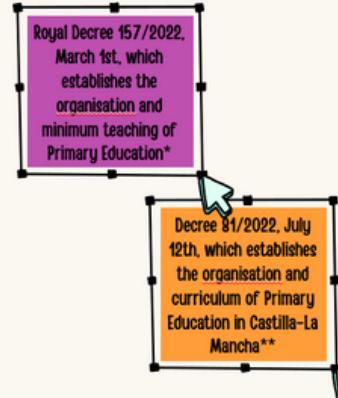
## TRANSLANGUAGING

40'

### 1. What are they?

ROYAL DECRETE 157/2022 sets basic aspects of the curriculum that constitute the minimum teaching of Primary Education

DECREE 81/2022 aims to establish, organise and regulate the curriculum of Primary Education in Castilla-La Mancha



\* Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria  
\*\* Decreto 81/2022, de 12 de julio, por el que se establece la ordenación y el currículo de Educación Primaria en la comunidad autónoma de Castilla-La Mancha

Checking for comprehension

## MULTIMODAL INPUT

20'

### APA: AMERICAN PSYCHOLOGICAL ASSOCIATION

#### 1. WHAT IS APA?

Guide to follow to present well-structured and -written assignments, articles, books...

#### 2. EDITION

7th edition

#### 3. WHERE TO FIND IT

[Guía normas APA Séptima edición](#)

Referencias	45
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Archivos PDF	50
Libro electrónico/Arte digital	50
Entrada en un diccionario	50
Seminarios, Congresos, Simposios o Conferencias	50
Cancionero	50
Película o Serie de TV	50
App/Géneros multimedia	50
Prezi	50
Vídeo en YouTube	50
Twitter	50
Facebook	50
Instagram	50
Power Point	50
Comunicaciones Personales	50

Analogue and digital resources, visual and audivisual input

## STUDENT-CENTRED APPROACH

15'

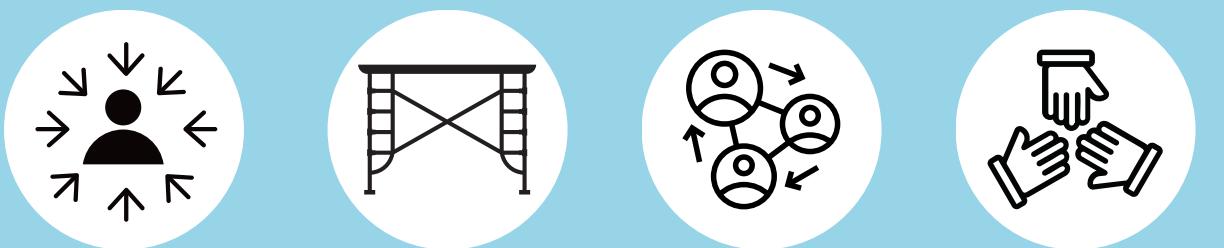
Name of the Law. Date of publication. Name of the enacting authority. Issue.



Interaction  
Scaffolding  
Checking for comprehension

# HOMEWORK

## ONE WEEK



### Lesson Plan

In groups, relate each curricular element studied with the activities planned

LESSON PLAN TEMPLATE (English I)					
Area & Course	Total Timing	Content & Objectives			
Didactic Objectives					
Stage Objectives					
Key Competences & Operative Descriptors		Evaluation Criteria (Specific Competences)			
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Evaluation					
Observations					
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# Session 3

## SOCRATIC-ING THE SESSION

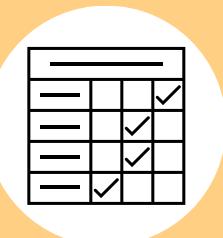


50'

- Revision of the homework asked for.
- Use of the socratic method.

LESSON PLAN TEMPLATE (English I)					
Area & Course	Total Timing	Content & Objectives			
Didactic Objectives					
Stage Objectives					
Key Competences & Operative Descriptors		Evaluation Criteria (Specific Competences)			
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# Learning guidance



## Evaluative rubric

- Self-evaluation.
- Co-evaluation.
- Collaborative work.
- Student-centred approach.

Evaluate your classmates!

40'

ÍTEM	CARACTERÍSTICAS	PUNTUACIÓN
Contenido y estructura	<ul style="list-style-type: none"><li>- El trabajo demuestra que el/la estudiante ha leído, trabajado y comprendido el contenido de los temas de didáctica, así como de las lecturas obligatorias, reflejándolo en su propuesta</li><li>- El trabajo refleja un proceso de reflexión, documentación y creatividad por parte del/la estudiante</li><li>- El trabajo refleja una propuesta realista, viable y que fomenta el enfoque comunicativo.</li><li>- El trabajo está bien estructurado, con apartados diferenciados, coherencia y cohesión.</li></ul>	5 puntos
Gramática y sintaxis	Se valorará la gramática y sintaxis del inglés empleado en el trabajo, con especial énfasis en los aspectos trabajados a lo largo del curso	2 puntos
Vocabulario	Se valorará si el vocabulario empleado en el trabajo es adecuado, claro y preciso	1 punto
Ortografía y puntuación	Se valorará el uso correcto de ortografía y puntuación en el trabajo entregado	1 punto
Corrección académica	Se valorará LA INCLUSIÓN DE TRABAJOS ACADÉMICOS y el uso correcto del MÉTODO APA PARA CITAR Y REFERENCIAR	1 punto
TOTAL		10 puntos
NOTA IMPORTANTE: cualquier plagio, copia o extracción de material distinto al creado por el estudiante, sin referencia adecuada conllevará el <u>suspensión automática del trabajo</u>		

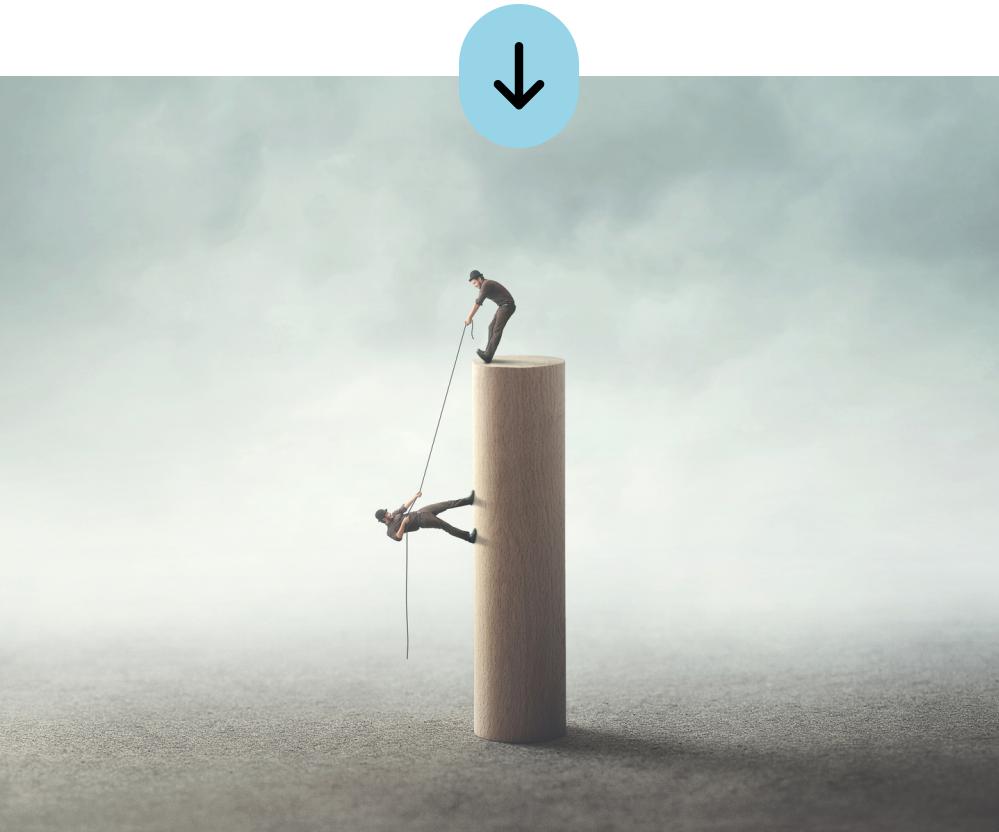
# Concluding remarks

## INCORPORATION



Student-centered approach  
Academic English  
Paraphrasing tools  
Active methodologies  
Individualised learning

## INCLUSION



Guideline  
Scaffolding  
Multimodal input  
Digital resources  
Glossaries

## PROMOTION



Interaction  
Group cohesion  
Collaborative work  
Self- and co- evaluation  
Active learning

— “ —  
A good lesson plan is a living document. It is not set in stone, but rather it is a guide that keeps you -the classroom practitioner- engaged and thinking about what you are teaching.

” —  
Otis Kriegel

Adaptación de materiales docentes y guía rápida de pronunciación para la docencia en inglés y asignaturas *English-friendly*



Irene Casanova Mata  
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Departamento de Filología Moderna  
Lengua Extranjera y su Didáctica I: Inglés