

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**PROPUESTA DE INTERVENCIÓN EDUCATIVA**

**“LET'S MAKE A ZOO”**

**TRABAJO RECEPCIONAL**

**QUE PARA OBTENER EL DIPLOMA DE  
ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA  
EXTRANJERA, MODALIDAD EN LÍNEA**

**PRESENTA:**

**JACARANDA BETHSABÉ RAMÍREZ CÁRDENAS**

**ASESOR: ROCÍO SALGADO PEREA**

México, DF. a 19 de junio del 2022.

## **UNIVERSIDAD PEDAGÓGICA NACIONAL**

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**UNIDAD AJUSCO**

**EDUCATIONAL INTERVENTION PROPOSAL**

**“LET'S MAKE A ZOO”**

**RECEPTIONAL WORK**

**WHAT TO OBTAIN THE DIPLOMA OF  
SPECIALIZATION IN TEACHING AND LEARNING ENGLISH AS A FOREIGN  
LANGUAGE, ONLINE MODALITY**

**PRESENTS**

**JACARANDA BETHSABÉ RAMÍREZ CÁRDENAS**

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June 19th, 2022, México, DF.

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## Introduction

The journey throughout these lessons of this Specialization in Teaching and Learning English as a Foreign Language has brought me to understand more how to plan, design, and apply activities that help my students to develop their skills and to learn how to use English. I am a Kindergarten Teacher and I teach kids from 5-6 years old in a school located in Zapopan, Jalisco. This Preschool is the largest in population in all of the state, we have around 400 students. I chose as a topic for my lesson plan "Zoo animals", based on their interest and something relatable to them in their context, because the zoo is one of the main attractions in my city to go and visit. I wanted for them to find interculturality in their context to know about the different animals, countries and how they also live in their same city, and to be interesting and fun to them as well.

I believe that making is a good way of learning and I like to work with project-based learning. I designed my lesson plan into five categories, the first one was introduction, then reading, listening, writing and as the last one was speaking. I tried to connect the activities to help them to develop the final task and product from the project.

I looked up for circumstances that could bring them up closer to reality. And taking into account what the program says I planned an activity with a game of roles, in which they could play, observe, and experience as much as they could to get information and put into practice what they were learning. According to my teaching philosophy and how much I believe in the maker's culture I believe that kids learn more doing, that is why I chose to make a project about the zoo. This project was planned to let the kids not just study something but to actually make it, use what they were learning. I really wanted them to find the learning useful and to have a purpose in what they were learning and doing.

# Introduction

"Tell me something, and I'll forget it. Show me something, and I'll remember it. Make me part of something, and I'll learn it." -Confucio.

It has been an issue for Mexican children to learn English as a foreign language as an actual competence to use in their real life. I have heard many people say that they know how to understand some words in English but they don't feel competent to speak or even communicate with others in English. Either they are shy to try it or they never learned how to.

So, from our position as teachers, What do we need to change to make our students feel competent to communicate with others in a foreign language? The answer could be the teaching styles, the materials used, the design of activities, methodology, textbooks, a system, purpose, motivation, and the list can go on.

Throughout the lessons of this Specialization in Teaching and Learning English as a Foreign Language has brought me to understand more how to plan, design, and apply activities that help my students to develop their skills and to learn how to use English.

In this document I show the reflection of my new acquired knowledge within my teaching practice by designing and implementing a pedagogical intervention project. The answer for the question of how to teach and develop English language proficiency.

I compiled the areas of knowledge that helped me to build this project that demonstrates my knowledge, the renewal of my practice and the intervention proposal that I make to be able to work on the 4 language skills that are necessary for the proficiency. I connected the content curricula that the Educational Program

points with the underlying theories, didactic and methodological competences, different types of communication and the competences in English seen in the Units of the Specialization, and attitudes and values, as well. All of this put together and done in a meaningful way, creating the best scenarios in which the students must have the ability to solve the possible problems that they might face to avoid communication breakdowns and to improve the language in use.

This final Project is centered on the careful design of a lesson plan, which reflects the best of my teaching practice by showing evidence of this successful proposal.

## Chapter 1: Philosophy and theory

### 1.01 Teaching identity and philosophy

To think in my own teaching philosophy throughout this Specialty has made me know myself more as a professional, has made me pursue a more specific purpose and to set clear goals while teaching.

The main approaches that I use in my practice are behaviorism and constructivism because they are the ones that suit my practice. I really like for the students to build their own learning, to let them discover new things and to find out the answer by experimenting and doing. And for me it is important to give them feedback and to reinforce good behavior to promote the best learning environment. I do this with the help of agreements and logical consequences, in that way I do not abuse this theory but I complement it with positive discipline that allows students to be co-responsible for their actions.

I also think that I use direct method in my classes because I built the lessons around the use of everyday vocabulary, of what they have closer to them and can be meaningful I didn't know about this method I just used this because it has to do with the significative learning but now that I have this knowledge I would like to improve and apply it more consciously.

These approaches are important because they determine how I teach and what I teach, it makes me take decisions during classes, and guides my teaching practice.

They are important because they are the base of the course of action that I take for them to learn more and better. It makes me be conscious of how to innovate, change what I need to modify in my classes and to have different perspectives of what and how I can apply and mix those approaches and methods.

I plan activities of practicing courtesy expressions every morning, singing and acting songs to learn new words. I include the use of flashcards to learn new vocabulary, games with objects to relate words with tangible things, and craft projects to reinforce what was seen in class. I use them in role games, in practices, as part of songs, books, and stories, so that it can be as fun as the other subjects that they have. The rationale behind these materials is that kids at this age learn through games, they need to have a diversity of materials to be interested and their attention time is just 5-6 minutes.

Knowing these approaches allows me to be conscious of how to innovate, change what I need to modify in my classes and to have different perspectives of what and how I can apply and mix those approaches and methods.

The roles of the teachers that I consider the most important are to be a facilitator of the learning, to offer accompaniment in learning, a stimulator of the intrinsic motivation and to model learning. I try to be a facilitator for my student's learning and to be a manager of a classroom in which: **“One of his major responsibilities is to establish situations likely to promote communication. During the activities, he acts as an advisor, answering students' questions and monitoring their performance.”** (Larsen-Freeman, D., 1987, pág. 131)

I also consider myself with an affiliative personality because I try to: **“Create close relationships, trying to develop a warm, trusting environment.”** (Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, 2021) And also, I am a cooperative person because I like to work together with others to achieve goals.

I believe that making is a good way of learning, that everyone has skills and abilities that enriches communities. I like to work with project-based learning, and I think that the best way to learn is having fun. I try to be creative, enthusiastic and I like to work in a team and collaborate with others. I consider myself positive, expressive, and

motivating for the achievement and fulfillment of goals. I have public speaking skills, disposition for work and empathy with others.

Taking into consideration the pedagogical principles marked in the New Educational Model 2017 that mentions:

**For the teacher to be able to transform their practice and fully comply with their role in the educational process by implementing the above objectives, this Plan proposes a set of pedagogical principles, which are part of the Educational Model of 2017 and therefore guide compulsory education... (Secretaría de Educación Pública, 2017 , p. 118)**

I can include in my philosophy and identity according to the current Mexican Teaching needs that I put the student in the center of the educational process, I also consider their previous knowledge to plan new lessons. I give accompaniment to my students during the consolidation of their learning and activities. I try to know the interests of my students that way I can offer them activities that can motivate them in an intrinsic way.

I look for circumstances that bring him closer to reality, to stimulate various forms of learning that originate in everyday life. I try to be a model and an example for my students with my attitude towards the subjects, and behaviorism even with my coworkers and at school.

I promote interdiscipline with projects and learning based problems working with different subjects, areas, and scopes. And I also believe that diversity is a source of learning for all of us.

I promote interdiscipline with projects and learning based problems working with different subjects, areas, and scopes. And I also believe that diversity is a source of learning for all of us.

When planning I consider these different kinds of activities such as self-writing, display writing, real writing, academic, vocational/technical, and personal. Being in Kindergarten my favorite one is the real writing, this because of my teaching philosophy, style and for what the Preschool Program in Mexico says.



I've learned through the process of learning and carrying out activities that it is really important to give space and time to my students so they can process the information and at the same time giving them the opportunity to experience real life situations make them put a motive on what they are learning.

I really think in my teaching philosophy that the best way of learning is making, that is why I really like when they create, build, do and put into practice what they are learning. Part of my personality and teacher philosophy wants to work with a lot of things and make it fun, diverse, multitask, so that is why I sometimes involve so many topics, work, and things to do.

Based on my teaching philosophy and on my experience, the aspects that I'll keep taking into account for designing or implementing listening activities are, relatable subjects, interactive activities where students can be doing something while they listen. I also will show them fun videos where they can see what they are listening to. Because as I said, I consider the age of my students a very important factor for the sequence of the activities, their necessities and cognitive process would affect the success or failure of the plan. I think I need to understand that they like to learn through games and they prefer to interact instead of just sitting down. That's why it is important to know your students, know their interests and take that into consideration to plan the lessons.

## 1.02 Theory underlying your teaching practice and identity

During this Specialty I've been using and knowing different theories, concepts and approaches revised in the different Modules that have helped me to transform my practice, and to change my professional practice. Some examples are the Communicative approach, the Task Based approach and Kolb's model of Experiential Learning. I see the Communicative Language Teaching (CLT) useful in the classroom. Since grammar is not taught at this age, the goal and focus are on communication competence. I have focused my activities more on which they learn about expressions of greeting, farewell, and courtesy, public signs, physics aspects, among other things. I also have been working with the kids with oral exchanges for specific purposes. Some of the activities can be talking to others on the phone, treasure hunting by following directions, role games, etc.

As for the Task-based Approach the perspective is very similar to the learning situations that we plan in Mexico. We must have a start, that is when we make the introduction, we ask for the previous knowledge very similar to the Pre-task step in this approach. Then we have a development that we can relate to the task cycle. In this step kids work with others; the teachers offer accompaniment to students to prepare themselves to make a report and have a role as presenters. In the last part I have been more intentional to make the closure a moment to reflect, to have feedback, and to know what my students learned. This can be similar to the final Language Focus stage where they can ask questions about what they did in the previous step.

I've been using two different approaches because I feel they best suit my teaching style and because of the level I teach that is kindergarten. I use some of the behaviorism because I try to reinforce their good behavior and to motivate children to learn. "That learning requires multiple stimulus-response opportunities is to say that learning is a reiterative process between stimulus-response, which means it happens repeatedly and over time." (Especialización y Aprendizaje de Inglés como Lengua Extranjera., 2021)

As a technique that I use according to this approach, I give them feedback during the activities, and because of the age sometimes it's helpful for them to have a stimulus but I don't like to abuse this approach. And include positive discipline as well in my classroom with actions and logical consequences.

Constructivism is an approach that I like to use because I like that my students can build their own learning. I let them be active during the activities, to discover new things, possibilities and I motivate them to look for answers and to solve challenges of practical life.

The techniques that I use derived from the constructivist approach are inquiry, experimentation, questioning, interaction with peers, reflective questions, social activities, interviews, etc.

The direct method gave me the tools and answers that helped me to solve the difficulty of having kids that don't know how to read nor write, and it also taught me

the importance of speak more in English to my students and to try to avoid Spanish during the classes :

Using pictures to teach ideas and vocabulary can help both teachers and students use the target language and enable them to avoid using translation in the classroom. In fact, using the native language in the classroom is forbidden. Teachers must explain the vocabulary by using simple language or by miming the action. (Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, 2021)

It is unlikely to follow any approach or theory so prescriptively or as teachers to just follow one of them. Our experiences define a lot of what we do and how we act our roles as teachers and what we do in our classrooms.

## Chapter 2: Methodology and practice

### 2.01 A practical and useful lesson plan.

Date & Place \_May 8th\_\_\_\_Zapopan, Jalisco 2022\_\_\_\_\_

1. Lesson plan identification cell.	
Author	Jacaranda Bethsabé Ramírez Cárdenas
Educational stage	Kindergarten
Title of your Lesson plan	“Let's make a zoo”
Learning Objective of the plan/Competency	Recognizes information about Mexican Flora and Fauna in illustrated works. •Explore a theme from the Mexican natural world in illustrated materials. •Explore the spelling of names.

Communicative skill considered	Writing Reading Listening Speaking
State of the following options	Animals
Functions	• Information processing.
Main Grammar structure	Simple Present Tense
Other Grammar Structures	
Brief description of the plan	The theme of the zoo was chosen because it is a topic of interest to the students and is consistent with what the English Preschool Education Program marks on the exploration of different fauna and flora. It will be worked with the children with the project modality, they will have different challenges to face to make it more interesting and attractive for them and thus be able to capture their attention. The children will make a zoo to present to the parents in class.
Hours of the plan implementation	6 hours
Number of sessions	7
Contents required for the lesson	Vocabulary: Tiger, caterpillar, dog, zebra, giraffe, cardinal, octopus, elephant, turtle, lion, monkey, roar, crawl, bark, gallop, stretch up, sing, move, swing, swim. Procedimental:

	<p>Recognizing information about fauna</p> <p>Exploring themes about the natural world.</p> <p>Exploring the spelling of names.</p> <p>Recognizing the meaning of the vocabulary.</p> <p>Executing actions</p> <p>Attitudinal:</p> <p>Participating in activities</p> <p>Interacting with others</p> <p>Exposing their acquired learning to parents.</p>
Link of the content	<p><a href="https://www.youtube.com/watch?v=OwRmivbNgQk">https://www.youtube.com/watch?v=OwRmivbNgQk</a></p> <p><a href="https://www.youtube.com/watch?v=GbK-UCkpJSU">https://www.youtube.com/watch?v=GbK-UCkpJSU</a></p> <p><a href="#">Elmo Visits the Zoo (Elmo at the Zoo #1)</a></p> <p><a href="https://zooguadalajara.com.mx/">https://zooguadalajara.com.mx/</a></p> <p><a href="https://drive.google.com/file/d/1NAWpJHH7Gya8q6yHrhmi54QFBNkyAgIS/view?usp=sharing">https://drive.google.com/file/d/1NAWpJHH7Gya8q6yHrhmi54QFBNkyAgIS/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1gvA7pCqUttYcUWBIBVu yqk7VJvf00Lsd/view?usp=sharing">https://drive.google.com/file/d/1gvA7pCqUttYcUWBIBVu yqk7VJvf00Lsd/view?usp=sharing</a></p> <p><a href="#">Flashcards Zoo Animals Puzzles.pdf</a></p>
EEAILE tutor online	Rocío Salgado Perea

## 2. Introduction to the Lesson.

Step of the Lesson	Teacher Activities	Students Activities	Session Number
Activation Before the lesson	<p>Beginning:</p> <ul style="list-style-type: none"> <li>-The teacher will start introducing the kids with a story about the racing that is made in the jungle.</li> <li>-The teacher will invite the kids to participate in this</li> </ul>	<p>Beginning:</p> <ul style="list-style-type: none"> <li>-The kids will be sitting down in the playground to listen to the story about the jungle's race.</li> <li>-The students will be lined up at the start point for the race.</li> </ul> <p>Development:</p>	<p>0</p> <p><b>Materials:</b> None</p> <p><b>Evaluation:</b> -Observa</p>

Step of the Lesson	Teacher Activities	Students Activities	Session Number
	<p>race.</p> <ul style="list-style-type: none"> <li>-The teacher will set a start line and an ending for the race.</li> </ul> <p>Development:</p> <ul style="list-style-type: none"> <li>-The teacher will start naming an animal that lives in the jungle and she will ask them how the animal runs.</li> <li>-The teacher will be naming different animals for them to imitate during the races.</li> <li>-The teacher will ask them for others animals that live in the jungle so she can know what children know about them.</li> </ul> <p>Closure:</p> <ul style="list-style-type: none"> <li>-The last race will be like a sloth to slow down the heartbeat.</li> <li>-The teacher will ask which movement and animal did they feel more comfortable doing.</li> </ul>	<ul style="list-style-type: none"> <li>-The students will have to perform different movements with their bodies, run as lions, elephants, giraffes, snakes, zebras, jump as monkeys, flamingos, kangaroos.</li> <li>-The kids will walk, run, jump as indicated from the start point to the end line, at the count of three.</li> </ul> <p>Closure:</p> <ul style="list-style-type: none"> <li>-The kids will move slowly to slow their heartbeats as the runners do.</li> <li>-The kids will comment in a circle about how they feel about the movements and animals they performed, which one they like the most, which one they didn't and why.</li> </ul>	<p>tion</p> <ul style="list-style-type: none"> <li>-Questions</li> </ul>
During the lesson	<p>Beginning:</p> <ul style="list-style-type: none"> <li>-The teacher will tell the</li> </ul>	<p>Beginning:</p> <ul style="list-style-type: none"> <li>-The children will have to think on</li> </ul>	<p>0</p> <p><b>Materials:</b></p>

Step of the Lesson	Teacher Activities	Students Activities	Session Number
	<p>kids a problem. She will tell them how a huge torment destroyed the animals' houses.</p> <p>Development:</p> <p>-The teacher will give the kids some animals toys and playdough to build them a new house where they can fit.</p> <p>Closure:</p> <p>-The teacher will ask the kids how they built the houses and why they did it that way.</p>	<p>how to solve an animal's problem of building a new house.</p> <p>Development:</p> <p>-The kids will use playdough and wood to build a house for two animals that they will have to take care of.</p> <p>Closure:</p> <p>-The kids will have to present the animal's houses to their classmates and teachers to see how they built them.</p>	<p>-Toys of animals, playdough, wooden boards</p> <p><b>Evaluation:</b></p> <p>-Kids productions</p>
<p>Set the objective or competencies of the lesson [Describe how you will present the objective or competencies of the lesson]</p>	<p>The teacher will include in the morning routine a schedule of the day.</p> <p>The Teacher will include and write on the whiteboard what they will do and learn that day.</p>	<p>-The kids will help the teacher to set the activities of the day.</p> <p>-The first day the kids will help to write the checklist of the activities of the day on the whiteboard. And the rest of the days they will just comment about the activities set for the day that they observe on the whiteboard.</p>	<p>1</p> <p><b>Materials:</b> Whiteboard, markers.</p> <p><b>Evaluation:</b> Educator's diary.</p>

### 3. Communicative skills development.

Reading					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Vocabulary introduction	<p>-The teacher will start the class reading aloud the book “Sing and Learn Animals” by baby Einstein</p> <p>-During the reading aloud the teacher will ask the kids to make some noises, and movements like the animals that the book says.</p> <p>-The teacher will ask the kids to repeat the animals names as they appear in the book.</p> <p>-The Teacher will ask the kids:            -Have you seen these animales nearby?            -Which animals of these have you</p>	<p>-The kids will be gathered in the middle of the classroom sitted down on the floor to listen to the book.</p> <p>-While the kids listen to the books they will be repeating the words that are read.</p> <p>-The children will make the actions that the teacher is saying such as roar, swim, swing, among others.</p> <p>-The students will say where they can find those animals in their city and which ones they have seen in their state.</p>	<p>Book “Sing and Learn Animals” by baby Einstein.</p> <p>Whiteboard</p> <p>Markers</p> <p>Clay of different colors</p> <p>Wood Planks</p>	1	<p>Rubric</p> <p><a href="https://docs.google.com/spreadsheets/d/1Ff71TVNU9R5CuMbILqAP3nnBe1foM-XBVGmY_oOPU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Ff71TVNU9R5CuMbILqAP3nnBe1foM-XBVGmY_oOPU/edit?usp=sharing</a></p> <p>ng Photos</p>



Reading					
Step of the Lesson	Teacher Activities	Students Activities	Material s	Session Number	Evaluation
	<p>seen?</p> <p>Where have you seen these animals nearby, and around your community?</p> <p>-The teacher will emphasize the animals that can be found in México and in their local zoo to appreciate their culture and the recreation places that we have in our state.</p> <p>-The teacher will write the student's answers on the whiteboard.</p> <p>-The teacher will give the kids some clay to shape some of the animals seen in the book.</p> <p>-The teacher will</p>	<p>-The kids will make some animals that they have seen in their state from the ones mentioned in the book.</p> <p>-When they finish their sculptures they will present the masterpieces to the teacher in order to review the animals' names in English.</p>			

Reading					
Step of the Lesson	Teacher Activities	Students Activities	Material s	Session Number	Evaluation
	check the figures that they shaped and she will tell them the names of the animals in English.				
Information processing activity	<p>-The teacher will start asking the kids about the places they mentioned in the past class about where they can see some animals.</p> <p>-The teacher will say that they will be talking about “the zoo”</p> <p>-The teacher will ask them: Which one of you has been to the zoo? What animals did you see there? Do you want to know what other animals we can find in the zoo? What can we use to</p>	<p>-The children will observe how to look for things on the internet.</p> <p>-The children will explore the zoo website on the internet.</p> <p>-The kids will read the information of the animals that you can find in the zoo to their classmates.</p> <p>-They will have the opportunity to go to the front of the group and to “read” to them something about the animals, where they can be found, what they</p>	<p>Laptop Projector Internet Website <a href="https://zooquada.lajara.com.mx/animales?page=7">https://zooquada.lajara.com.mx/animales?page=7</a></p>	2	<p>Rubric <a href="https://docs.google.com/spreadsheets/d/1Ff71TVNU9R5CuMb1LqAP3nnBe1foM-XBVGMMgYoOPU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1Ff71TVNU9R5CuMb1LqAP3nnBe1foM-XBVGMMgYoOPU/edit?usp=sharing</a> Videos</p>

Reading					
Step of the Lesson	Teacher Activities	Students Activities	Material s	Session Number	Evaluation
	<p>investigate that?</p> <ul style="list-style-type: none"> <li>-The Teacher will project the zoo website of the town.</li> <li>-The teacher will show how to look for something on the internet.</li> <li>-The teacher will show the animals and ask if someone wants to read the information presented on the website about each one of the animals.</li> <li>-The teacher will emphasize the animals that are from Mexico and how the other animals have traveled from other countries so we can meet them, and how in their countries speak other languages just as English, for example</li> </ul>	<p>eat, their colors, etc.</p> <ul style="list-style-type: none"> <li>-The kids will comment about the countries of the different animals, the ones like the wolf that is from México, the eagle and some others from Australia that speak English, or other languages.</li> </ul>			

Reading					
Step of the Lesson	Teacher Activities	Students Activities	Material s	Session Number	Evaluation
	<p>the kangaroos from Australia, etc.</p> <p>-The teacher will be guiding the participation of the students and help to say the animal's name in english.</p>				
Closure	<p>-The Teacher will give the kids some animal books from the library for them to read, or explore.</p> <p>-While the kids are reading the books, the teacher will be asking about the animals that they observe and will tell them the names in english.</p>	<p>-The kids will read and explore some animal books in the library</p> <p>-They will choose a partner to read to each other a book about animals</p> <p>-The kids will infer what they think it says to each other.</p> <p>-While they are exploring they will repeat the name of the animals that appear in their books in English.</p>	Animal Books from the library	2	Rubric <u>Rubric "The Zoo" Plan Lesson</u>

Listening					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Beginning	<p>The Teacher will start the class with a song of animals called "Let's go to the zoo"</p> <p>-The teacher will explain to the students that they will have to pay attention to the song so they can discover the animals that the song is talking about.</p>	<p>-The kids will stand in front of the class and will listen to the song "Let's go to the zoo" paying attention to the words or animals that they can hear in the song.</p> <p>-The kids will be saying which words/animal's names they recognized in the song</p> <p>-The kids will dance and make the animals movements that the song says.</p>	<p>Song <u>Let's Go To The Zoo</u>   <u>Animal Song for Kids</u></p> <p>Laptop Speaker</p>	3	<p>Rubric Student's notebooks</p> <p><u>Rubric "The Zoo" Plan Lesson</u></p>
Development	<p>-The teacher will ask them to make a drawing on their notebooks of the animals that they discovered in the song.</p> <p>The teacher will say to them the pronunciation of the animals that</p>	<p>-The kids will make a drawing of the animals they recognized when they listened to the song.</p> <p>-The kids will say the names of the animals in English that they drew to their teacher.</p>	<p>Notebooks Pencils Colors</p>	3	

Listening					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
	they drew.				
Closure	<p>-The teacher will project an episode of a cartoon about a zoo on the laptop.</p> <p>-The teacher will ask the kids what they think the episode was about.</p>	<p>The kids will watch and listen to a cartoon episode about the zoo.</p> <p>-The kids will comment about what they think the cartoon was about and what the characters were saying and the animals they heard on the cartoon.</p>	<p>Video <u>Elmo Visits the Zoo</u> (Elmo at the Zoo #1) Laptop Speaker</p>	3	

Writing					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Beginning Grammar Focus Feedback Grammar focus	<p>-The teacher will propose to make a zoo in the classroom to invite the parents to see what they have learned about</p>	<p>The kids will propose different materials and options of how they would like to make the zoo and animals in the</p>	<p>Whiteboard Markers</p>	4	<p>Rubric Text Production <u>Rubric "The Zoo"</u></p>

Writing					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
	<p>the animals in English.</p> <p>-The teacher will ask the kids: With what materials would you like to make the animals for the zoo?</p> <p>-The teacher will make a vote with the options given by the children, to choose the most liked for the kids and prepare the materials for it.</p> <p>-The teacher will write the options on the whiteboard and the kids will write a line next to the option they choose.</p>	<p>classroom (using muppets, drawings, soft animals, etc.)</p> <p>-The kids will vote which option they preferred the most to make the animals, they will write a line next to their chosen option.</p>			<u>Plan Lesson</u>
2nd practice or Social interaction VIII. Use	-The teacher will instruct the kids to make some signs for the zoo and the animals that will be exhibited in it.	-The kids will write the signs and names for the animals. -The kids will go one by one to	Paper Colors Pencils Names of animals	4	

Writing					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
of language.	<p>-The teacher will write the names of the animals on some sheets of paper and put them in a bowl so the kids can pick one up and see which one they will have to do.</p> <p>The teacher will supervise the work, assist when needed, and will put the names of the animals so they can copy them.</p> <p>-The teacher will give the students some formats for the invitations and will write the time and the date on the whiteboard so the children can copy it.</p> <p>-The teacher will check and give the students some feedback and will</p>	<p>choose a piece of paper of the animal that they will have to make.</p> <p>-The kids will write the names of the animals and will draw them to make the signs for the zoo.</p> <p>-The kids will check their written signs with some labels to review if they are correct or if they need to correct something</p> <p>-After making the signs of the animals the kids will write the date, and time for the invitations for the parents.</p>	<p>Invitations</p> <p><a href="#">Invitation.pdf</a></p>	5	



Writing					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
	ask the kids to compare their writings with the labels of the animals so they can review if they are well written or if they have to correct.				
Summary	<p>-The teacher will show the kids some flashcards and will ask them to say the names of them.</p> <p>-The teacher will give them some parts of the flashcards (the ones with the drawings) and put the written names in a pocket chart.</p> <p>-They will see how the names are written and they will put the images next to the names in the pocket chart</p>	<p>-The kids will say the names of the animals shown in the flashcards.</p> <p>-The kids will have to connect the drawing with the writing names in the pocket charts. After hearing the names they will have to guess which animal is and the kid that has the image would have to put the drawing next to its name.</p>	Flashcards <u>Flashcards Zoo Animals Puzzles.pdf</u> Pocket Chart	5	

Writing					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
	(according to the ones they have). -The teacher will show them an example of how to connect names and animals.	-The students will make the animal selected with the materials that they chose.			

Speaking					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
Beginning	-The teacher will give them a homework assignment to do an investigation of the characteristics of the animal that they did and to finish the craft of the animal of the zoo. -The teacher will start making an exposition of an animal to show them how to do it.	-The students will share their investigations and craft about the animal that they had to do.	Homeworks Crafts	6	Rubric <u><a href="https://forms.gle/DMPEcvNCK74mqcde9">https://forms.gle/DMPEcvNCK74mqcde9</a></u> Form
Develop	-The teacher will ask	The kids will play as	Homew	6	Works

Speaking					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
ment	<p>the kids what they know about the animals.</p> <p>-The teacher will help them to learn how to say some things about the animals (with parts of the books, and songs seen in class) like colors, size, name, etc. And will give them some feedback about their performance so they can do it better when the parents come such as pronunciation, information, etc.</p>	<p>guides at the zoo and they will rehearse what they will say about the animals.</p> <p>-The students expose to their classmates and teacher the information.</p> <p>-The kids will correct or change the words with the suggestions of the teacher.</p> <p>-The teachers will help to decorate and arrange the furniture of the classroom to prepare the zoo for the parents.</p>	<p>orks</p> <p>Investigations</p> <p>Animals</p> <p>Information</p> <p>Names</p> <p>Scenarios</p> <p>Signs</p> <p><a href="https://drive.google.com/drive/folders/1N6nDWDtscMive8a8LXNuyW0DGYpKXCi?usp=sharing">https://drive.google.com/drive/folders/1N6nDWDtscMive8a8LXNuyW0DGYpKXCi?usp=sharing</a></p>		<p>heet</p> <p><u>Zoo</u></p> <p><u>Animal</u></p> <p><u>s</u></p> <p><u>Evidence</u></p> <p><u>with</u></p> <p><u>rubric.pdf</u></p>
Social interaction VIII. Reflectio	<p>-The teacher will give the welcome to the parents to the zoo.</p> <p>-The teacher will</p>	<p>-The kids will be behind a table with their crafts and signs.</p> <p>-The kids will introduce</p>	<p>Animals</p> <p>Information</p> <p>Names</p>	7	

## Speaking

Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
ns.	<p>explain the purpose of the activity and what they have been learning.</p> <p>-The teacher will ask the parents to go and visit the animal that their kid has but at least 2 others more to see the development of the children.</p> <p>-The teacher will be evaluating their performance during the presentation.</p> <p>-The teacher will play the song they've been practicing with the kids and ask the parents to participate in it as well.</p> <p>-The teacher will thank the parents for coming and ask them to fill a form to evaluate the kids observed.</p> <p>-The teacher will evaluate the kids with a worksheet/assessment,</p>	<p>their animal to the parents and main characteristics in English.</p> <p>-The kids will sing and perform the song of the animals that they have been learning.</p> <p>-The kids will make a worksheet/assessment to evaluate what they have learned about the zoo animals. They will have to color the animals and say their names to the teacher and what they think they learned about this subject.</p>	<p>Scenarios Signs Crafts Worksheets Pencils Colors Tables Chairs Laptop Speaker Song <u>Let's Go To The Zoo!</u> <u>Animal Song for Kids</u> Form</p>		

Speaking					
Step of the Lesson	Teacher Activities	Students Activities	Materials	Session Number	Evaluation
	she will ask about the names of the animals that they learned and what they learned about the zoo animals.				

**4. Intercultural component:** Throughout the lesson we will be reviewing some animals that can be found in México and from where the other animals seen in class are from.

**5. Evaluation:** Being qualitative the evaluation in preschool I will be using a Rubric to evaluate the kids' performance. It will be one for each one of the communicative skills.

**6. Conclusión:** I will include a feedback of the students after the presentation of the zoo to the parents, I will ask some questions about their performance. The parents will answer a digital form to share their perspectives and evaluation of the activity.

**7. Follow up activities:** After the feedback, the kids will have the opportunity to change, improve what they need so they can present it again to another class.

As the preschool program says about exploration of the world, nature and society:

The experiences that must be offered to children are, on the one hand, those that are carried out directly on objects, such as observing, experimenting, registering, representing and obtaining complementary information; Other actions of construction and reflection are carried out during and after the direct exploration of objects, when thinking, speaking and dialoguing, since they favor the mental organization of the experience, the attempt to find meaning and elaborate an explanation of what they have investigated and known. (Secretaría de Educación Pública, 2017, p. 256)

Taking into account what the program says I planned an activity with a game of roles, in which they could play, observe, and experience as much as they could to get information and put into practice what they were learning. According to my teaching philosophy and how much I believe in the maker's culture I believe that kids learn more doing, that is why I chose to make a project about the zoo. This project was planned to let the kids not just study something but to actually make it, use what they were learning. I really wanted them to find the learning useful and to have a purpose in what they were learning and doing. In this way I thought making a zoo in their classroom would be an incredible experience for them, because they would have to write invitations, signs, information, etc. They would have to listen to different information about the animals, and to get the information to explore and read books, and to use the technology. And for speaking and presenting to the parents the project was an amazing opportunity to mobilize their r learnings.

Talking about culture I think it is really important to make them know more about their community to start from their closest context to expand their horizons. The zoo was familiar to them, and for me was a good chance to start relating what they were seeing with their identity and country, and to actually see the differences with other countries and how much we can relate to others and be connected as well.

The activities were planned taking into account the English Program for Preschool in Mexico, and as the didactic orientations suggested I designed some activities to develop kids' capacities:

Invite your students to share their activities with others, particularly problem solving; thus, they will be able to: Hear names of elements of the natural world and associate them with their writing; make correspondences between letters and sounds; analyze the composition of some words; find similarities and differences between written names; match names of elements of the natural world with their illustration. (Secretaría de Educación Pública, 2017, p. 199)

I set some activities in which they had a goal, a problem to solve, some products to make that will help to achieve the project. I also worked with Flashcards as suggested to match names of animals with the illustration. I gave them the

opportunity to hear from different sources, voices and accents names and words about the subject.

Even though there are no literal suggestions for speaking, I believe that we must be working on the 4 skills for English development. And for speaking I gave them some social interactions in which they have to communicate in real life in English.

Taking into account the interculturality I considered Michael Byram's Model as the course says that He mentions: " In order to be interculturally competent, you must be curious and ready to learn about your own culture and also other cultures in an open, nonjudgmental way." (Enseñanza y Aprendizaje de Inglés como Lengua Extranjera, 2022, par. 4) I've been working with my kids on the knowledge of different cultures that can coexist, and how it also enriches ours at the same time. Also I worked with the skills of discovery and interaction making the kids have to use the information in real contexts and situations.

Because of the age of my students and because they don't know how to read yet, the Top-Bottom approach for reading works better for them. This type of reading model suggests that: "Processing of a text begins in the mind of the reader, who starts the task with some assumptions about the meaning of a text". (Universidad Pedagógica Nacional, 2021, par. 3) The kids have to guess what the text says by recognizing some letters and seeing the illustrations on them. That's why the exploration of different books and texts is important during the activities, and after exploring, commenting is a fundamental task.

According to Hyland cited in the course, one of the writing approaches that suited more for this plan was language structures because my students don't know how to write in a formal way; they needed guided writing in which they imitate model texts. Being part of their stage and their level of development my students are mainly in the second level of acquisition of writing. According to Miriam Nemirovsky they still don't know how to write in their native language. The way I worked with them, writing was with production of texts and imitating words as models.

For listening activities I worked with the sound and meaning of the words in Non-interactive listening situations. All the activities were planned to be according to the theme of the zoo and the vocabulary seen during the lesson: “Is not only a function of the interplay between language on the one hand and what the brain does with on the other; it also requires the activation of contextual information and previous knowledge.”( McDonough, J. and Shaw, C., 2003)

In Preschool social interaction activities are very important and useful to work with speaking skills. Bygate suggests that we can use simulation and role-playing to help students develop skills for communicating. “Simulation and role-playing refer to those activities where learners take on particular social roles, take sides on an issue, act out a skit or play, etc. These activities can take on different forms.” (Bygate, M., 1987, p. 69) I planned for the kids to play as zoo guides, for them to be motivated and to practice the new vocabulary in a speaking situation.

## 2.02 Designing of necessary tools to assess/test the progress of students.

For assessment and the design of the instruments and evaluation’s tool one of the most important things was to: “Provide accurate feedback to check the legibility of writing.” (Secretaría de Educación Pública, 2013, p. 51)

In preschool, one of the main sources for evaluation are observation, portfolio and rubrics so I decided to use these three ways to evaluate my students.

I designed a worksheet or assessment (see Appendix 3) in which they could demonstrate and realize what they had learned about the topic seen in class. And also at the end I included a question about their own learning, because I wanted them to be conscious about their progress so that they can start developing metacognition, so they can set new goals and realize what they still need to learn but how far they have moved on.

The English Program suggested as well some forms of evaluation: “Gather some evidences as: names of elements of the nature world, a list of names of the elements of the natural world illustrated.” (Secretaría de Educación Pública, 2017, pág. 199)



With the students' productions and observations I filled the rubric (see Appendix 1) that I designed based on the expected learning of the English Program and the 4 English skills: Reading, speaking, listening and writing. And as the book of evaluation says and taking into account the way we evaluate in preschool, and how they ask me to evaluate the kids in a qualitative way I set 3 different levels of the skills developed: "The rubric is an evaluation instrument based on a series of indicators that allow locating the degree of development of knowledge, skills and attitudes or values, on a given scale." (Secretaría de Educación Pública, 2013, p. 51)

### Rubric in English

Expected Learnings	-Recognize information about Mexican flora and fauna in illustrated works.						J. de N. "Manuel To School year: 2021-
	-Explore a theme from the Mexican natural world in illustrated materials.						
Students	Reading			Listening			A
	Achieved	In Development	Requires Support	Achieved	In Development	Requires Support	
	Explore illustrated books and materials on the theme of the Mexican natural world. Read with the support of the images, the content that you observe.	He begins to be interested in the exploration of illustrated materials and books on the theme of the Mexican natural world. She tries to read, supported by the images, the content that he observes.	Requires motivation to explore picture books and books on the theme of the Mexican natural world. With support, he begins to read with the support of the images, the content he observes.	Identifies some words of the vocabulary studied, in songs and videos in English that he listens to carefully.	Begins to identify some vocabulary words seen in class, in songs and videos in English that he listens to.	Requires support to provide active listening during song or video activities and to identify words in them from the vocabulary studied in class.	E of m pte in

Writing			Speaking		
Achieved	In Development	Requires Support	Achieved	In Development	Requires Support
Explore the writing of animal names, match words with pictures. Produces texts as signs to inform something.	Begins to explore writing animal names. He begins to associate some words with the images and to produce some signs, or invitations to inform something.	With support begins to explore the writing of animal names. Requires support to relate some words to images and to produce signs or texts to inform something.	Knows, says and identifies the English name of animals in the community zoo. Presents information and knowledge orally to others.	Begins to say and identify the names of some of the animals in their community zoo in English. Begins to present information you know in front of other people.	Requires support in being able to remember the names of the animals in her community zoo in English. With the support of an adult, he expresses what he knows in front of others orally.

Expected Learnings	-Reconoce información sobre flora y fauna mexicanas en obras ilustradas.						J. de N. "Manuel T. Ciclo Escolar: 202
	-Explora un tema del mundo natural mexicano en materiales ilustrados.						
	-Explora la escritura de nombres.						
	Reading			Listening			
Students	Achieved	In Development	Requires Support	Achieved	In Development	Requires Support	
	Explora libros y materiales ilustrados del tema del mundo natural mexicano. Lee con apoyo de las imágenes, el contenido que observa.	Comienza a interesarse en la exploración de materiales ilustrados y libros del tema del mundo natural mexicano. Intenta leer con apoyo de las imágenes, el contenido que observa.	Requiere motivación para explorar libros de materiales ilustrados y libros sobre el tema del mundo natural mexicano. Con apoyo comienza a leer con apoyo de las imágenes, el contenido que observa.	Identifica algunas palabras del vocabulario trabajado, en canciones y videos en inglés que con atención escucha.	Empieza a identificar algunas palabras del vocabulario visto en clase, en canciones y videos en inglés que escucha .	Requiere apoyo para prestar mantener escucha activa durante las actividades de canciones o videos y para identificar palabras en ellas del vocabulario trabajado en clase.	

Writing			Speaking		
Achieved	In Development	Requires Support	Achieved	In Development	Requires Support
Explora la escritura de nombres de animales, relaciona palabras con las imágenes. Produce textos como letreros para informar algo.	Empieza a explorar la escritura de los nombres de animales. Comienza a relacionar algunas palabras con las imágenes y a producir algunos letreros, o invitaciones para informar algo.	Con apoyo comienza a explorar la escritura de los nombres de animales. Requiere apoyo para relacionar algunas palabras con las imágenes y para producir letreros o textos para informar algo.	Sabe, dice e identifica el nombre en inglés de animales del zoológico de su comunidad. Expone frente a otros información y sus conocimientos de manera oral .	Comienza a decir e identificar los nombres de algunos animales del zoológico de su comunidad en inglés. Empieza a presentar información que sabe frente a otras personas.	Requiere apoyo para poder recordar los nombres de los animales del zoológico de su comunidad en inglés. Con apoyo de un adulto expresa lo que sabe frente a otros de manera oral.

### English Rubric "The Zoo" Plan Lesson

The first level we call "achieved" is the achievement of the expected learning, then there is the second level called "in development" that describes the expected learning with some progress but still needs work to achieve it. And for the third level that we call "requires support" we describe and consider the kids that still need help to develop the capacities described in the expected learning.

And because I invited the parents to the final session I wanted to know their opinions, perspectives and thoughts about the kids' performance, so I designed a form that they filled as an evaluation of what they observed during the session. (See Appendix 2)

After the activities and evaluations of 22 students I had these results: Regarding reading, 6 of the students achieved the major level of exploring illustrated books and materials about the Mexican natural world. Read with the support of images the content that observes. . 12 students are still in the process of achievement and 4 still need support.

In the listening evaluation, in the achieved level 2 of my students got to identify some words of the vocabulary that they worked on, in songs and videos in English that

they listened with attention. 9 students still are in the process of getting there and 11 needed support to make it.

In the rubric of writing I had results that 10 of the students could explore the writing of animal names, relate words with their images and produce texts like signs to inform something. 10 were in the process of achievement and 1 still required support.

And for speaking just 2 of the students achieved the whole expected learning of knowing, saying and identifying the name in English of zoo animals of their community and exposing in front of others information and their knowledge in an oral way.

After this analysis I can conclude that the skill that was more successful was writing, then reading and the skills that needed more work, maybe different strategies or more attention are speaking in first place and then listening.

Also, in the parents evaluation we had really interesting results, responses and we could contrast their perspective with the evaluation results.

6 out of the 12 parents opined that the kids learned at least 1 animal, 5 more than three and 1 none. About the exposition 7 said that they knew how to describe an animal, 2 that the kids used words in Spanish and 3 that the kids required support to present. All of the parents agreed that the kids mentioned words in English.

The parents also commented on positive things about learning English since kindergarten.

2.03 Attached evidences of (graphics, photos, images)

1

InTrODUCTioN

# Introduction



# Writing

4



# Reading

2



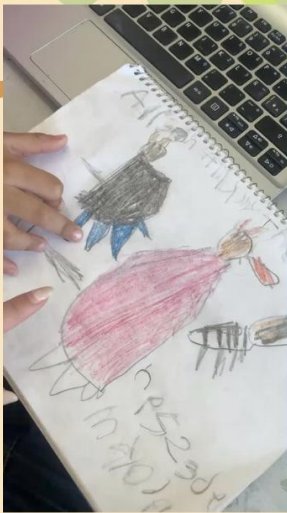
# Listening

3





# Speaking 5



**JUNGLE ANIMALS**

Name: Sofia Regalado  
 Class: 2º A

Say the name of the animals to your teacher and something that you learned in English.

26 MAY 2022

lion  león  other   
 giraffe  jirafa  other   
 monkey  chango  otro   
 bunny  conejo  otro

crocodile  cocodrilo  other   
 snake  vibora  español   
 elephant  elefante  other   
 rhino  rinoceronte  other

What did you learn about the animals in English?  
Aprendi giraffe que algunos se alimentan de verduras y carne, monkey baila.

Learning Objective of the plan/Competency	ACHIEVED	IN DEVELOPMENT	REQUIRES SUPPORT
Explora un tema del mundo natural mexicano en materiales ilustrados.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sabe, dice e identifica el nombre en inglés de animales del zoológico de su comunidad.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comienza a decir e identificar los nombres de algunos animales del zoológico de su comunidad en inglés.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Requiere apoyo para poder recordar los nombres de los animales del zoológico de su comunidad en inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**JUNGLE ANIMALS**

Name: Sahopi  
 Class: 3º A

Say the name of the animals to your teacher and something that you learned in English.

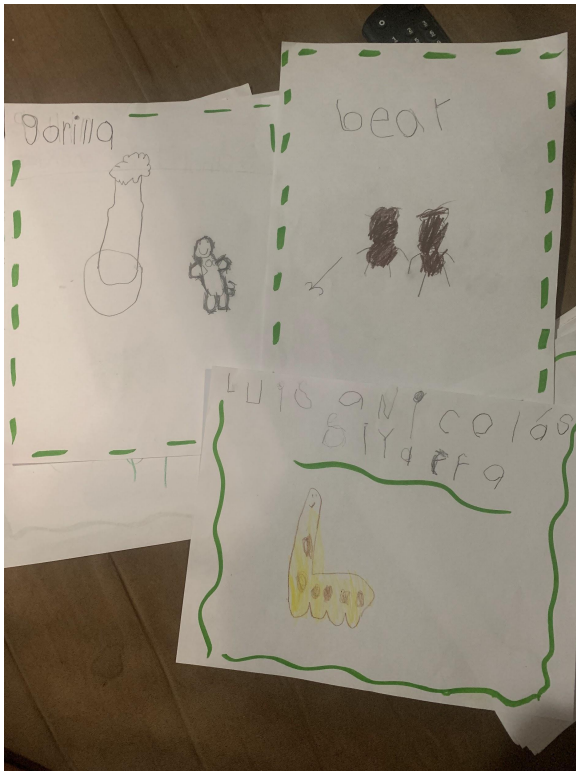
26 MAY 2022

lion  león  other   
 giraffe  jirafa  other   
 monkey  chango  otro   
 bunny  conejo  otro

crocodile  cocodrilo  other   
 snake  vibora  español   
 elephant  elefante  other   
 rhino  rinoceronte  other

What did you learn about the animals in English?  
Logé hacer animales con el idioma.

Learning Objective of the plan/Competency	ACHIEVED	IN DEVELOPMENT	REQUIRES SUPPORT
Explora un tema del mundo natural mexicano en materiales ilustrados.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sabe, dice e identifica el nombre en inglés de animales del zoológico de su comunidad.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comienza a decir e identificar los nombres de algunos animales del zoológico de su comunidad en inglés.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Requiere apoyo para poder recordar los nombres de los animales del zoológico de su comunidad en inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



2.04 Show evidences of your designed tool to assess your students.

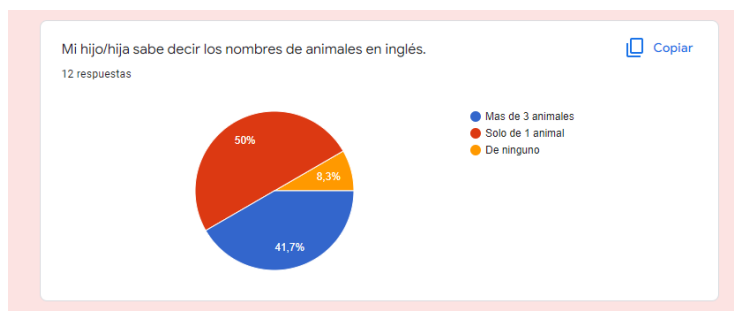
Results of the Rubric



2		Reading		
3	Students	Achieved	In Development	Requires Support
4		Explora libros y materiales ilustrados del tema del mundo natural mexicano. Lee con apoyo de las imágenes, el contenido que observa.	Comienza a interesarse en la exploración de materiales ilustrados y libros del tema del mundo natural mexicano. Intenta leer con apoyo de las imágenes, el contenido que observa.	Requiere motivación para explorar libros de materiales ilustrados y libros sobre el tema del mundo natural mexicano. Con apoyo comienza a leer con apoyo de las imágenes, el contenido que observa.
5	Regina			
6	Brayan			
7	Luca			
8	Emanuel			
9	Alison			
10	Camila			
11	Mateo			
12	Matías			
13	Gustavo			
14	Luciana			
15	Jimena			
16	Lenin			
17	Sofía Regina			
18	Luis Nicolás			
19	Tamara			
20	Ricardo			
21	Brandon			
22	Juan Pablo			
23	Sahori			
24	Ángel			
25	Kimberly			
26	Melanie			
27	Sofía Aileen			
28	Jonathan			
29	Brenda			
30	Grecia			
31	Leonardo			
32	Ivanna			
33	Azael			
34	Pablo			

[https://docs.google.com/spreadsheets/d/1Ff71TVN\\_U9R5CuMblLqAP3n-nBe1foM-XBVGMgYoOPU/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Ff71TVN_U9R5CuMblLqAP3n-nBe1foM-XBVGMgYoOPU/edit?usp=sharing)

Results from the parent's evaluation:





I consider that one change that I could use to evaluate my students for future activities is to use technology for that purpose, maybe some tools such as kahoot, canva, and online games.

I also would like to implement co evaluation in order for them to get feedback from their own classmates and to enrich their knowledge. I truly believe that evaluating you can also learn new things.

As outcomes and results from the evaluation tool I contrasted them with the ones that I had before the specialization and the differences are huge. The students got more interested in learning another language, they don't just learned English but practiced and developed different communicative and social skills,

There was more progress in reading and writing skills, the kids had more difficulty with listening and speaking. This analysis helped me to rethink what I can continue doing in future activities, how to give more oral language practice, presentations, communication role-plays and use different listening resources to work on this skill.

And the evaluation from the parents is something that I would like to keep implementing in my classroom, because I got very good feedback on the teaching and learning of English at this stage of preschool. In this same way, by making the parents part of the activities, I was able to obtain more of their cooperation and that they can continue supporting with the practice of the skills from home.

## 2.05 Recording the activities

[https://drive.google.com/file/d/1NaRLm4K7pvYjlaNiERuBrO\\_9TJrSNPEP/view?usp=sharing](https://drive.google.com/file/d/1NaRLm4K7pvYjlaNiERuBrO_9TJrSNPEP/view?usp=sharing)

# Chapter 3: Experience Report

## Introduction of the lesson

I wanted to start the introduction of the lesson with an active activity to motivate the kids. I know how much they enjoy doing this kind of activity so I found an option to be the best way to introduce them to the theme of the lesson.

It was incredible how kids were really interested in the theme and they were curious about the story. They really were competitive and they actively participated in the activity because they wanted to win the race.

Having to solve a problem was a huge game changer in the activities because that attracted their attention, they were motivated and they completed the activities.

With the set of objectives and competencies for the day I noticed how they felt better and more organized knowing what they were going to do and learn during the day.

## Reading

With reading activities I had a great response from the kids. I actually was surprised in how much they enjoyed the activities and liked to do the work. With the first activity of the read aloud they really liked the book that I presented to them, they all wanted to see it and were interacting with the book, the actions and the words that I was reading. I noticed more attention from them as usual.

The talk about Mexican animals and the ones that they can find in their city was one of the most important activities because they found a motive to learn English so they could be able to communicate in the animals' countries' languages. They were also excited with the Mexican wolves and started to make their howls.

The next activity of exploring books in the library was also successful because my school just opened it. For the kids it was their first time at the library so everything was new, this made them very interested in the new books. Some of the kids found

out that there were some specific animals that they like so they started to ask some of their classmates to exchange books. During their reading I tried to say to them the English name of the animal, and they liked to repeat it.

In the listening activities I had a great surprise, I used to notice that the kids wouldn't have a good answer about what they were hearing, they just used to say noises but not words. And with the song activity from the first day and explaining to them what they needed to do, they found out different words, and animals that we were studying. It was good to make a drawing from that activity because they had the chance to put their knowledge in an illustration, and for me to have an evidence and the chance to give them feedback, to practice pronunciation and the animals names. The last activity of the cartoon was a little bit too interesting for them, they were talking so loud and they were admiring and liking so much the animals that started to talk about how cute they are instead of listening to Elmo (the making character talking about the zoo)

### Writing

For the writing activities I tried to give them a final purpose because sometimes they don't want to write and I don't want to force them to write because I don't want them to hate writing. I learned that If we as teachers want to make them write we need to give them something to write about. The goal and the why was the creation of the zoo for the parents and it helped them to finish the work. I included this new way of giving them the assignment that was with some sheet of papers in a bowl and they had to pick one and find out which animal they had to do. They loved this strategy, we're excited to find out the surprise and see their pick.

It was a good opportunity when they gave me their productions to give them feedback, we checked together the spelling and asked them to correct when it was necessary.

With the vote of materials (written on the whiteboard) with which they would do the animals for the zoo, the kids were excited to make the craft, because it was from their election just as they wanted.

For the next activity that was to make the invitation for the parents were motivated for doing it, they all wanted the parents to come. I told them how to say the date and

the time in English and they just copied it. That day we didn't have enough time to check the invitations and give them feedback, but they were practicing writing.

For the last activity I designed some Flashcards, the kids were interested at first on them and having the words and matching the name to the illustration but because we made it as a group it lasted more time than expected and they started to lose interest in the activity. I noticed the next few days when they had the chance to manipulate them individually, they wanted to have more and to use them constantly, for them it was fun to pair the words as a puzzle, to know what the words said and to find its animal.

### Speaking

I consider the speaking activities were the ones that implied the biggest challenge for the kids. One of the factors is that they needed to make an investigation and to practice at home the vocabulary and the animals' information but not all of them did their homework. So in the presentation some of the kids explained in English their animal and some others made it in Spanish. It was a good time to help them with the vocabulary and correct pronunciation but I think the kids needed more time to practice to perform better. Something funny happened during this activity because I taught them conejo as "bunny" and my student told me that they investigated that "conejo" was rabbit, I had to explain to them the difference of the word.

When the parents came to the zoo and the kids had to expose themselves, some of them got nervous and shy and didn't want to talk. Some others made it in Spanish because they felt more comfortable. I asked the parents to make questions to the kids about the animals and some of them used the vocabulary learned in English to present the animal. The song was one of the most successful activities in the last session because all the students participated in it and tried to perform.

## Chapter 4: Conclusions

In conclusion, I would like to start with the planning moment. I wasn't familiar with the lesson template provided from the specialization. It was very different from what I planned for my level so it represented a huge challenge for my practice to adequate

it to my level and the way I do things. I truly believe that your planning lessons have to make you feel comfortable and confident with what you are doing. So I tried to include elements that I considered necessary for my practice and organization as the sequence of activities the way I do. It was good to see my tutor's feedback to be more descriptive with the activities, because of the segments for teacher's activities and student's activities (segments that I don't use to make) I didn't know well how to describe, but I tried to make a better description of the activities made.

For the implementation of the activities I would've liked to have more time, because I had some activities required from my school and district that I had to do. But I organized the time to make it work. I found a big difference from my first activity made for the specialization and now. I noticed how much the kids enjoyed and learned from the activities. It had a sequence, purpose and I worked with the four English skills that I didn't use to integrate in the activities. One of the main examples was the listening activity that I applied the first time and this last one, I saw their attention, and how many words they understood just listening. I felt that I innovated using different strategies such as the exploration of a website, a game of chance, the visit of the parents and the connection between their culture, community and others as well. And at the same time, even though I didn't use my template I felt I stayed faithful to my philosophy and teaching style. I felt that I stuck with the maker's culture and the project methodology that I like to use to work with my kids.

I still feel that I will have to work with the sessions needed to work with one expected learning to help the kids to achieve it. Even though I already evaluated, I'm going to keep practicing the vocabulary and the different skills with them because as a coincidence we'll have a field trip to the zoo next week, so I am going to reinforce the kids' learning and the areas of opportunity that I observed in the assessment.

With the evaluation process I can conclude that for me it was the first using that many instruments and make them so intentional. I haven't designed an assessment like this before. I like to have that instrument because the kids had the opportunity to reflect on their learnings. But I also would like to have used the technology for them to evaluate the performance or to have included a self-evaluation or co-evaluation and I see that as an opportunity area and as a challenge for the next project.

And for me the instrument for the parents was very valuable because it gave me information about their perspectives and had the chance to analyze their point of view about the class and the kids' performance. I think that with this kind of activity I will make the parents be more conscious of the importance of the responsibility, attendance and the support to their kids.

With the evaluation process I can conclude that it is really important to be intentional with the instruments. I haven't designed an assessment like the one I did with a checklist, which seems like a classic exam, but I designed it with the opportunity for them to reflect about their learning so it gave me a lot of valuable information to make a valuation of the achievements and areas of improvement.

I think one of the most valuable aspects that I have learned have been the approaches and strategies seen during the Specialization such as: Communicative approach, the Task Based approach and Kolb's model of Experiential Learning. I learned that If we as teachers want to make the kids write we need to give them something to write about. I learned the importance of planning including the four communicative skills development and to make everything intentional.

The specialization represented a huge challenge for me in a lot of ways. I consider that to have an exam every week, was one of them. I felt that there were so many deadlines during the week, and besides the work at school, I really had to organize my time to be able to accomplish all of the tasks. I don't really enjoy writing, I am more of a talkative person and with the essays that we had to write every other week I faced the fact that I needed to develop that skill of mine and not just in my native language but in English as well. Having to do more writing, and the self-management of time, learning and activities were the biggest challenges throughout this Specialization.

But after all the efforts, feedback from my tutor, the readings, exams, and assignments made during all this year I could see the fruits of it in the results of the evaluation of this project. I saw how my planning improved, and how the kids and I

enjoyed the activities more, they were more meaningful and the kids actually were learning English and not just words.

I think this is an after and before Miss Bethsy, I would like to still implement projects and intervention like this. I want to keep innovating in this field, using technology and different resources, keep designing materials that are useful and activities that are real and experiences meaningful that will help them to learn English.

## Chapter 5: Appendixes and APA style references.

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## Appendixes

### Appendix 1

Expected Learning	-Reconoce información sobre flora y fauna mexicanas en obras ilustradas.															
	-Explora un tema del mundo natural mexicano en materiales ilustrados.															
	-Explora la escritura de nombres.															
Students	Reading				Listening				Writing				Speaking			
	Achieved	In Development	Require Support		Achieved	In Development	Require Support		Achieved	In Development	Require Support		Achieved	In Development	Require Support	

**J. de N. "Manuel Toussaint Ritter"  
No. 725 Grado y Grupo: 3ºA Ciclo Escolar: 2021-2022 Maestra: Bethsy Ramírez**

		Comienza a interesarse en la exploración de materiales	Requiere motivación para explorar libros de material	Identifica algunas palabras del vocabulario trabajado, en canciones y videos en inglés que con atención escucha.	Empieza a identificar algunas palabras del vocabulario visto en clase, en canciones y videos en inglés que escucha.	Requiere apoyo para prestar mantener escuchar activa durante las actividades de canciones o videos para identificar palabras en ellas del vocabulario trabajado en clase.		Empieza a explorar la escritura de los nombres de animales. Comienza a relacionar algunas palabras con las imágenes y a producir algunas palabras con las imágenes, o invitaciones para informar algo.	Con apoyo comienza a explorar las escrituras de los nombres de animales. Requiere apoyo para relacionar algunas palabras con las imágenes y para producir textos o textos para informar algo.	Sabe, dice e identifica el nombre en inglés de animales del zoológico de su comunidad. Expone frente a otros información y sus conocimientos de manera oral.	Comienza a decir e identificar los nombres de algunos animales del zoológico de su comunidad en inglés. Empieza a presentar información que sabe frente a otras personas.	Requiere apoyo para poder recordar los nombres de los animales del zoológico de su comunidad en inglés. Con apoyo de un adulto expresa lo que sabe frente a otros de manera oral.
	Explora libros y materiales ilustrados del tema del mundo natural mexicano. Intenta leer con apoyo de las imágenes, el contenido que observa.	ilustrados y libros del tema del mundo natural mexicano. Intenta leer con apoyo de las imágenes, el contenido que observa.	s y libros sobre el tema del mundo natural mexicano. Con apoyo comienza a leer con apoyo de las imágenes, el contenido que observa.	algunas palabras del vocabulario trabajado, en canciones y videos en inglés que con atención escucha.	Empieza a identificar algunas palabras del vocabulario visto en clase, en canciones y videos en inglés que escucha.	Requiere apoyo para prestar mantener escuchar activa durante las actividades de canciones o videos para identificar palabras en ellas del vocabulario trabajado en clase.		Empieza a explorar la escritura de los nombres de animales. Comienza a relacionar algunas palabras con las imágenes y a producir algunas palabras con las imágenes, o invitaciones para informar algo.	Con apoyo comienza a explorar las escrituras de los nombres de animales. Requiere apoyo para relacionar algunas palabras con las imágenes y para producir textos o textos para informar algo.	Sabe, dice e identifica el nombre en inglés de animales del zoológico de su comunidad. Expone frente a otros información y sus conocimientos de manera oral.	Comienza a decir e identificar los nombres de algunos animales del zoológico de su comunidad en inglés. Empieza a presentar información que sabe frente a otras personas.	Requiere apoyo para poder recordar los nombres de los animales del zoológico de su comunidad en inglés. Con apoyo de un adulto expresa lo que sabe frente a otros de manera oral.

## Appendix 2

<https://forms.gle/tW5s563S1m6zvES7A>



## Evaluation The Zoo 3A 21-22

Preguntas

Respuestas

12

Configuración



## Evaluation The Zoo 3A 21-22

Con la intención de evaluar el desempeño de los alumnos les pediremos nos cuenten un poco sus percepciones y lo que observaron en la exposición del zoológico

Nombre del alumno/alumna \*





Texto de respuesta corta



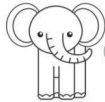

## Appendix 3

**my community's ZOO ANIMALS**

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

Color the animals and say the animals names to your teacher and something that you learned in English.

			
lion <input type="checkbox"/>	giraffe <input type="checkbox"/>	monkey <input type="checkbox"/>	bunny/rabbit <input type="checkbox"/>
león <input type="checkbox"/>	jiarafa <input type="checkbox"/>	chango <input type="checkbox"/>	conejo <input type="checkbox"/>
other <input type="checkbox"/>	other <input type="checkbox"/>	otro <input type="checkbox"/>	otro <input type="checkbox"/>

			
crocodile <input type="checkbox"/>	snake <input type="checkbox"/>	elephant <input type="checkbox"/>	rhino <input type="checkbox"/>
cocodrilo <input type="checkbox"/>	serpiente <input type="checkbox"/>	elefante <input type="checkbox"/>	rinoceronte <input type="checkbox"/>
other <input type="checkbox"/>	other <input type="checkbox"/>	other <input type="checkbox"/>	other <input type="checkbox"/>

What did you learn about the animals in English?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Learning Objective of the plan/Competency	ACHIEVED	IN DEVELOPMENT	REQUIRES SUPPORT
Explora un tema del mundo natural mexicano en materiales ilustrados.	Sabe, dice e identifica el nombre en inglés de algunos animales del zoológico de su comunidad.	Comienza a decir e identificar los nombres de algunos animales del zoológico de su comunidad en inglés.	Requiere apoyo para poder recordar los nombres de los animales del zoológico de su comunidad en inglés.

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