

## Observation journal

### Color coding

- 1- **Motivation Green:** Active participation, enthusiasm, boost of attention, engagement.
- 2- **Feedback and formative assessment: Turquoise:** comprehension assessment, instant feedback, mistakes review.
- 3- **Academic progress Rose:** English comprehension enhancement, remembering previous knowledge.
- 4- **Collaborative work Yellow:** Peer collaboration.

Date: March 3rd			
Class Objective	Activity	Observation	Reflection
<ul style="list-style-type: none"> <li>- To establish the rules to win points with gamified activities.</li> <li>- Identify verb, noun, and pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Presentation of the program and the rules for winning points with gamification.</b></li> <li>- <b>Introduce the pronouns, verb and nouns.</b></li> <li>- <b>Gamified activity with glasses.</b></li> </ul>	<p>-During the first session, students showed mixed attitudes. In the warm-up, most were disengaged and off-task, though a few remained focused. Discipline issues made it hard to keep their attention.</p> <p style="background-color: #90ee90;">-Engagement improved when I introduced the topic with a visual cue. Students eagerly guessed translations, showing effort despite minor mistakes. Their interest grew as they refined their understanding.</p> <p style="background-color: #90ee90;">-Gamification in the 'Crazy Cups' activity significantly boosted participation. Four students actively competed, and overall interest increased when they learned points could impact their grades. However, discipline remained a challenge, with excessive talking and movement.</p> <p>-A key oversight was not explaining the gamification rules beforehand. Despite this, the activity kept them focused, proving to be a strong motivator. Moving forward, I will clarify expectations earlier and reinforce classroom management while maintaining interactive strategies.</p>	<p>Ss`s misbehavior is reduced with active participation demanded by teacher.</p> <p style="background-color: #90ee90;">Giving points works to motivate students and to make them behave properly in the classroom.</p>





Date: March 4th			
Class Objective	Activity	Observation	Reflection
-To spell correctly the words of the tale the jungle book.	-Spelling Bee	<p>Students were hyperactive and talkative. However, using the call-and-response strategy, "disco disco..." – "party party," introduced in the class number one as part of the gamified strategy, helped to get their attention.</p> <p>In the <i>Guess and Spell</i> activity, students had to guess an incomplete word and spell it correctly. Initially, they were reluctant to participate, but as the activity progressed, their interest grew. Most demonstrated a solid understanding of the alphabet. To ensure clarity, I used ICCQs, reinforcing instructions when needed.</p> <p>The group's teacher, Luis, stepped in when students' behavior became disruptive. His intervention helped maintain order, but overall, discipline remained an issue. Despite this, student engagement improved throughout the lesson.</p> <p>I noticed that the students are overall good at spelling words, nevertheless they confuse the spelling of vowels "e", "a", and "i". Also, they are not sure about the spelling of consonant "y". Nonetheless, with repetition and explanation, they managed to pronounce correctly each word.</p>	<p>Students are too hyperactive maybe they are talking while teacher is with an activity.</p> <p>Ss take incomplete notes despite they had the instructions clear. The cause may be that they are talking and doing something different while t is presenting the topic.</p>
Date: March 5th			
Objective	Activity	Observation	Reflection

<p>-To conjugate verbs with 1st 2nd and 3rd person of singular and plural.</p>	<p>-Multiple choice activity to explain the conjugation of the most common verbs</p>	<p>Students began with the usual greeting, responding enthusiastically with, "Hello, teacher! I'm fine, and you?" Their energy level was high, though they remained generally responsive.</p> <p>At the start of the class, an external intervention took place for religious reasons, lasting approximately 15 minutes. This temporarily disrupted the lesson, but students quickly refocused afterward.</p> <p>For the warm-up, I introduced the rules of third-person singular conjugation. Some students appeared familiar with the topic, which helped maintain engagement. I began with a brief example before fully explaining the rules, and students copied the examples into their notebooks.</p> <p>Following this, I conducted a multiple-choice activity where students had to select the correct verb conjugation. For example, when presented with "Maria _____ (run, runs, ruins) 2 kilometers every morning," they confidently chose the correct answer, saying, "B, teacher! It's B." This indicated their understanding of the concept.</p> <p>At the end of the session, students copied their homework, which involved correcting ten sentences. Their reaction suggested they were not particularly enthusiastic about the task, but they completed it nonetheless.</p> <p>Also, I promised that I would give 4 points for each correct word spelled in the activity organized by the institution called "Spelling Bee". They were interested in winning the points. As some of them said: <i>profe si pronuncio bien una me dan 4 puntos? Y si la hago mal?</i> To which I replied: if you pronounce 2 or three words wrong, you get 2 points.</p>	<p>Students feel a bit confused when I explained the 3rd person, but rapidly, they get the explanation. Some of them still do not understand very well the topic.</p>
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		<p>Overall, despite the brief interruption, students showed engagement, particularly during structured activities. Their participation in the grammar exercise demonstrated a growing understanding of verb conjugation, though they were less motivated when it came to homework.</p>	
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THE BEST  
OF THE  
WEEK

1st

[Yellow highlighter] [Yellow starburst] [Yellow sticky note]

2nd

[Teal highlighter] [Red starburst] [Green sticky note]

3rd

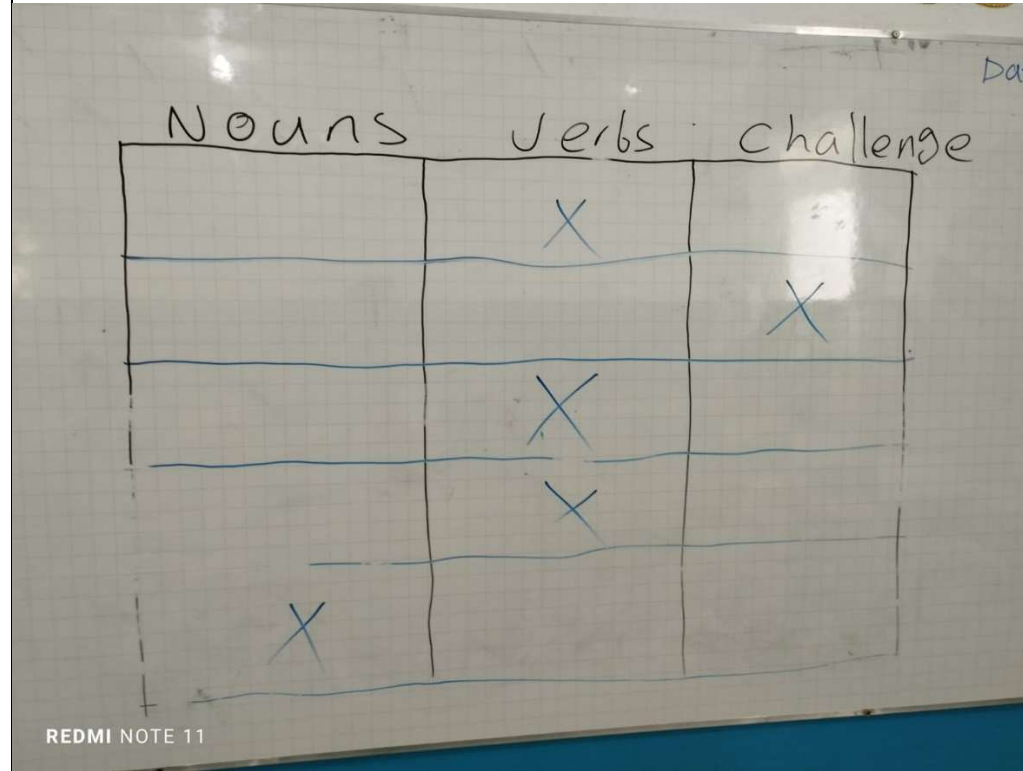
[Pink highlighter] [Red starburst] [Light blue sticky note]

4th

[White highlighter] [Red starburst] [Blue sticky note]

Date: March 10th			
Objective	Activity	Observation	Reflection
-To reinforce the knowledge of pronouns and the present simple tense.	-Jeopardy game	<p>During the fourth session, the objective was to reinforce students' knowledge of pronouns and the present simple tense through a mix of structured exercises and gamification.</p> <p>The class began with a warm-up activity called "Spell the Word," where students practiced spelling as part of word recognition. They engaged well with the activity, though some needed encouragement to participate.</p> <p>Next, students completed a worksheet to review pronouns and verb conjugations. While they followed along, their enthusiasm increased when transitioning to the Jeopardy-style gamified activity.</p> <p>For Jeopardy, students were eager to participate and showed excitement when selecting their questions by throwing the ball. The game had three categories—pronouns, verbs, and general culture—each with progressively challenging questions. Students put in extra effort to secure points for their teams, demonstrating strong motivation. However, when they failed to earn points, some became visibly frustrated.</p> <p>I also presented them the leaderboard which excited them because their names were there. They also started to interact with the leaderboard and observe it. I told them that the names in each position would change depending on the points each one had one the previous week, in other words, each week the content of the leaderboard would be actualized.</p> <p>The classroom environment was not ideal for a fully gamified session, leading to some disorganization and frequent interruptions. Despite this, students remained</p>	<p>I realized that motivation for winning points was more important than writing a sentence correctly, as it was demanded to win the points in one of the activities. Nevertheless, this was not negative, this behavior motivated them to give an extra effort to do well the activity.</p>

engaged and competitive. Time constraints forced me to stop the game before completion, but students were eager to continue in the next class.



Nouns	Verbs	Challenge
4	4	4
4	4	4
4	4	4
4	4	4
4	4	4

M E N U	Team 1	Team 2	Team 3	Team 4
	0	0	0	0
	+	-	+	-



Continue  Verbs for 4 Reveal Correct Response

Mary and John...

A- jumps

B- jump

C- jumpes

M E N U	Team 1	Team 2	Team 3	Team 4
	0	0	0	0
	+	-	+	-



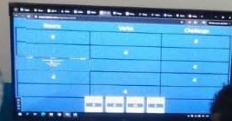
$$2 - 4 + 4$$

$$2 - 4$$

$$3 - 4$$

Date: March 11th			
Objective	Activity	Observation	Reflection
-To consolidate the knowledge learned	- Continuation of jeopardy	<p>During the fifth session, we continued with the Jeopardy game from the previous class, maintaining the students' enthusiasm and engagement.</p> <p>The session began with a warm-up activity called "Spelling Bee," which helped students activate their prior knowledge before resuming the game. Students were eager to continue, and from the very start, they were aware of their team's progress. Group #3 quickly reminded me, "Profe, no olvide que vamos ganando, llevamos 20 puntos," showing their competitive spirit and motivation.</p> <p>For the formative assessment, students had to complete a short challenge involving glasses and a ball before earning the right to answer a question or complete a task related to the negative form in present simple. The competitive aspect made them put in extra effort to secure points for their teams.</p> <p>Although the classroom setting still posed challenges for a structured gamified lesson, the excitement remained high. The dynamic nature of the activity helped maintain their engagement, and they actively participated, fully invested in securing victory for their teams.</p>	<p>Unlike previous sessions, students were more focused and asked for permission to leave the classroom less frequently, as their attention remained on the game.</p>

**NUNCA PERMITAS QUE TUS  
MIEDOS OCUPEN EL LUGAR  
DE TUS SUEÑOS**



Date: March 10<sup>th</sup>

	Nouns	Verbs	Challenge
1-9+9	X	X	X
9+9	X		
3+4			X

REDMI NOTE 11



Continue

Challenge for 4

Reveal Correct Response

## Glass and balloons

-Challenge another team.

-If you win, you get 8 points and the other team gets 0; if you lose, the other team wins 8 points and you get 0.

-If you do not accept the challenge, you win only 2 points.

M  
E  
N  
U

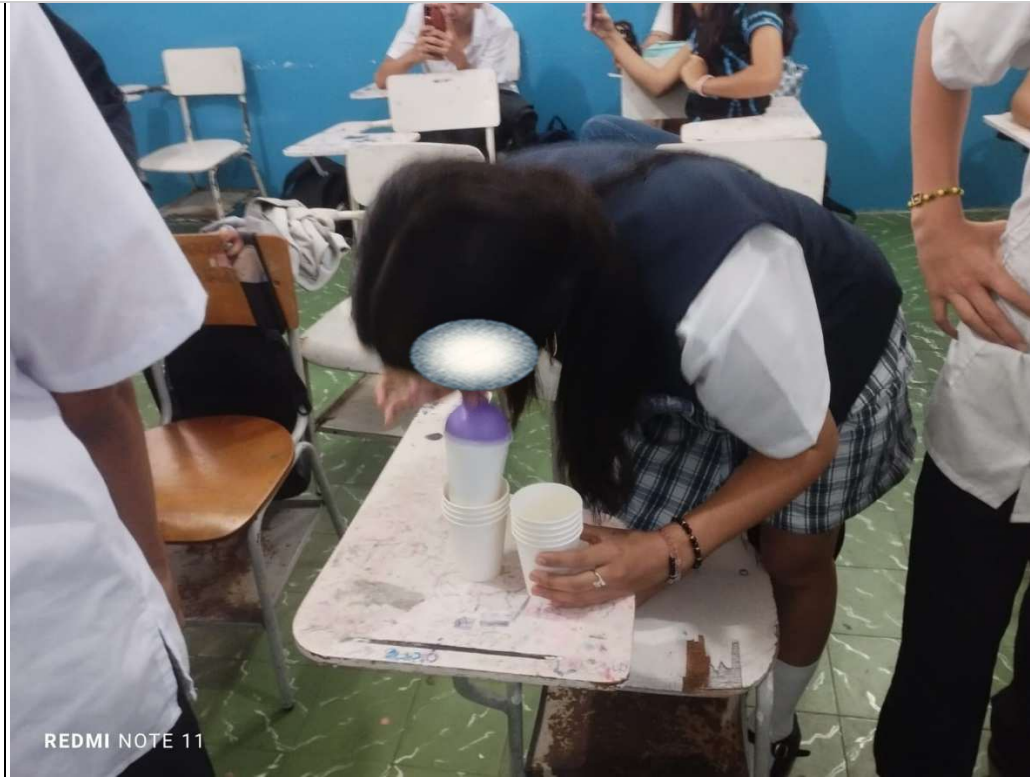
Team 1	Team 2	Team 3	Team 4
0	0	0	0
+ -	+ -	+ -	+ -

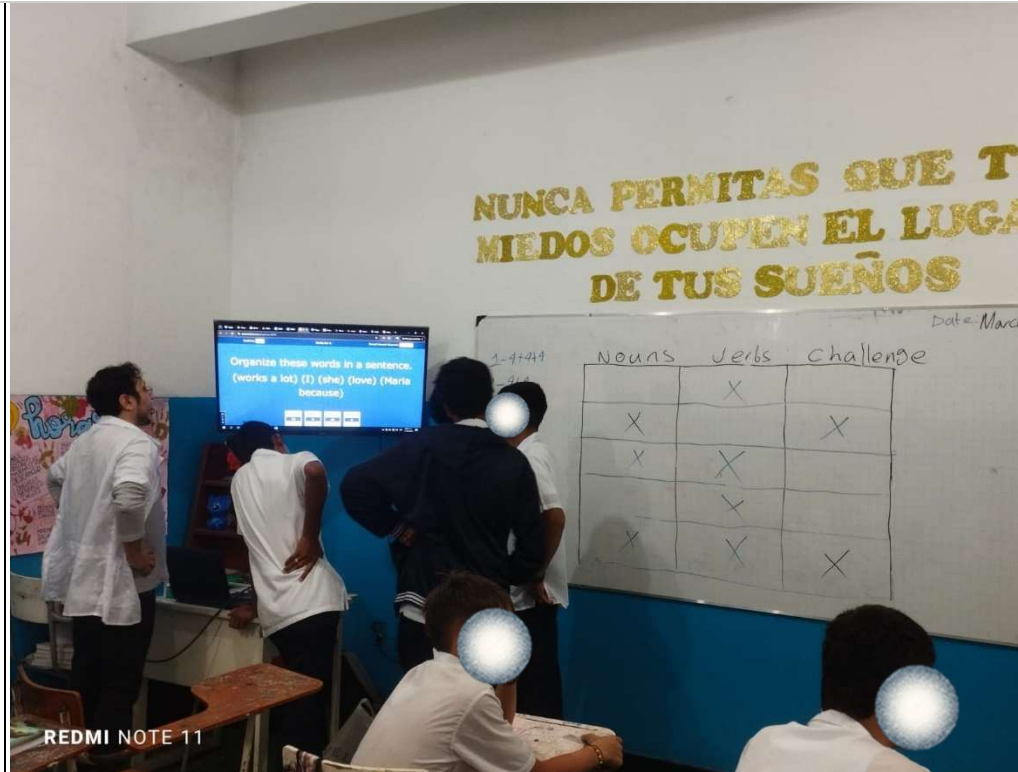


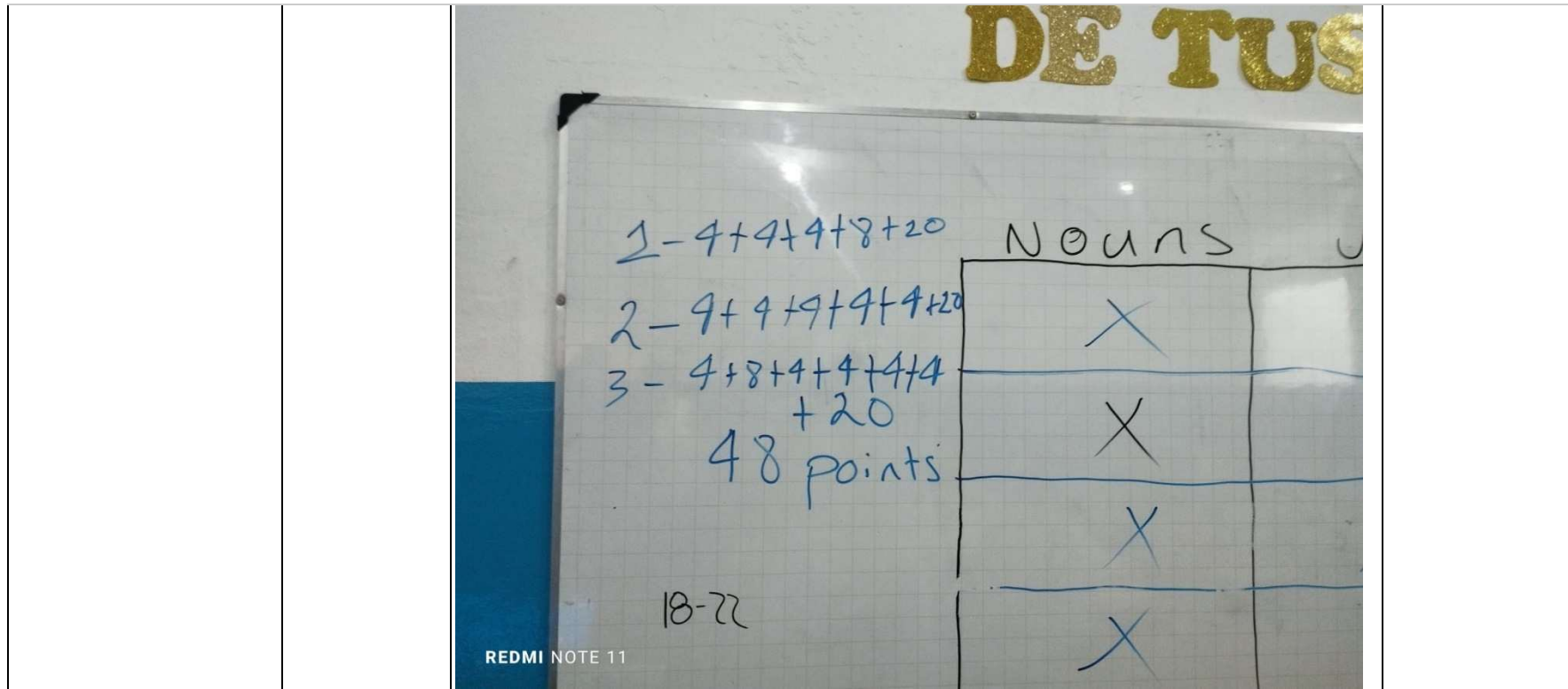




REDMI NOTE 11







Date: March 13 th			
Objective	Activity	Observation	Reflection
-To evaluate students' knowledge regarding the conjugation of verbs learned in class.	Quiz #1: the present simple tense	<p>Students took their first quiz on the present simple form.</p> <p>The class started with a 10-minute warm-up activity where they reviewed the topic at their tables. Despite this, when the evaluative activity began, many looked confused about the quiz structure, even after my explanation. Their performance was noticeably different from the gamified sessions, where they had shown enthusiasm and a better understanding of conjugation.</p>	I could infer that the students began to think that winning points was not useful as they did not use any of the

	<p>Some students were visibly nervous, rushing through the quiz without taking the time to complete the extra-point question, which could have improved their grade. Others remained until the end, but overall, they did not take full advantage of their opportunities. Despite my repeated reminders, they forgot to use their accumulated points, which could have given them teacher assistance, a brief review of their notes, or even an extra five points on their quiz score.</p> <p>When I provided feedback, many students were disappointed with their results, and their motivation noticeably decreased. The contrast between their engagement in gamified activities and their struggle with a traditional evaluation highlighted the impact of interactive learning strategies on their performance and confidence.</p> <p>It was in this class that I awarded the students who had participated in the Spelling Bee contest organized by the institution, which took place the previous day.</p>	<p>advantages in this activity.</p> <p>Some students struggle with identifying the difference between the conjugation of 3<sup>rd</sup> person singular and the rest of pronouns.</p>
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REDMI NOTE 11



**Date: March 17th**

Objective	Activity	Observation	Reflection
<p>To introduce the negative form in the simple present tense.</p>	<p><b>Escape room in pairs or in groups of 3 with a decoding of a secret message.</b></p>	<p>Today, I introduced the negative form for the first time. When I asked students to take notes, many complained that they didn't like it and found it difficult. I told them they could earn points, and at the end of the class, I would collect their notebooks for grading and awarding points.</p> <p>However, their attitude shifted when we started the trivia activity—a "scaperoom" designed to reinforce the negative form. They had to decode a secret message using five negative sentences, each worth four points. They worked in pairs or groups of three, with the chance to earn ten extra points if they completed all five sentences before the class ended. I could observe that</p>	<p>I noticed that although they were not into taking notes, when they were told I would give them points, they</p>

	<p>they managed to solve the trivia by helping each other. When someone didn't know the answer the other helped them and vice versa. Not all students managed to finish, but their engagement was evident.</p> <p>They were especially invested in tracking their points, frequently reminding me: "Teacher, recuerde que me debe 10 puntos de la clase pasada" and "Teacher, ¿por qué no estoy en la clasificación?" (They meant the leaderboard). Their enthusiasm for the gamified elements contrasted sharply with their initial resistance to note-taking, reinforcing how competition and interactive activities kept them motivated.</p>	<p>immediately changed their minds and started to copy. There were few who remained indifferent.</p>
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+20 ✓

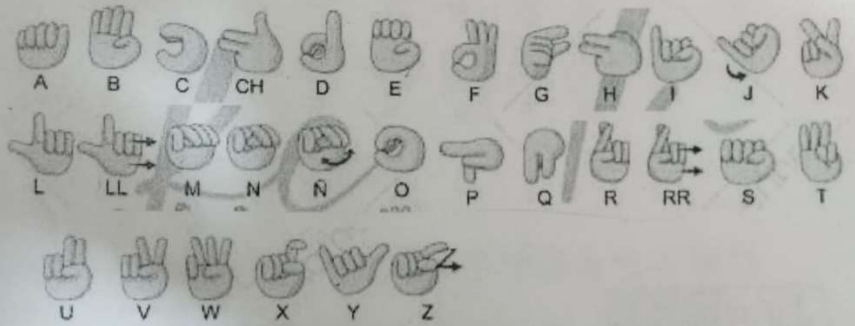
Instituto Piloto Simón Bolívar  
Group: Pensar 1  
Activity: scape room trivia  
Names: [redacted]



Date: 17 marzo

Mike is a spy and he needs to decipher the secret code to escape from prison. Hurry up! There's no time, help him to escape.

1. Reveal the secret messages (use the secret codes)



Ex. [hand gestures]

Sentence 0: She does not do exercise

a. [hand gestures]

4 Sentence 1: I am not American

b. [hand gestures]

4 Sentence 2: you don't know me

c. [hand gestures]

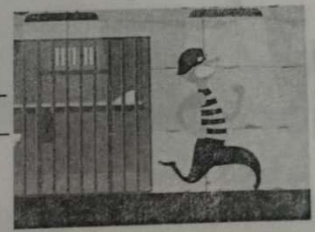
4 Sentence 3: Mary isn't my sister

d. [hand gestures]

4 Sentence 4: I do not like bacon

e. [hand gestures]

4 Sentence 5: Mike and  
Paty aren't  
friends

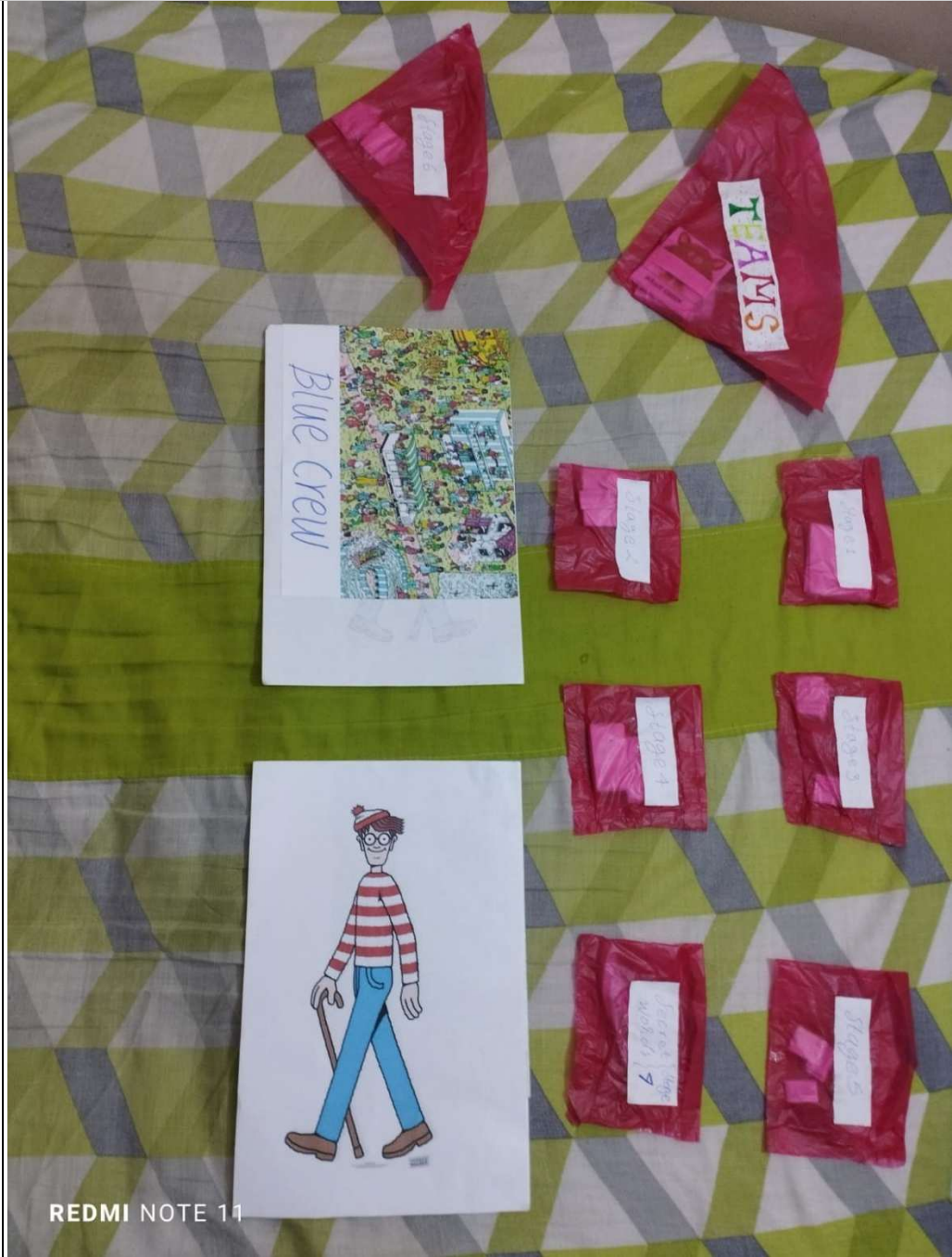


REDMI NOTE 11  
+20 points +20 points: 30 points

# THE BEST OF THE WEEK

- |                 |                                |
|-----------------|--------------------------------|
| 1 <sup>st</sup> | Isnati<br>Betania<br>Pérez +60 |
| 2 <sup>nd</sup> | María<br>Alejandra<br>+58      |
| 3 <sup>rd</sup> | Zoley<br>Yanahira<br>+56       |
| 4 <sup>th</sup> | Juan<br>Esteban<br>+54         |

Date: March 19th			
Objective	Activity	Observation	Reflection
<p><b>-To apply knowledge of present simple positive and negative forms to complete a series of interactive challenges in a scavenger hunt</b></p>	<p><b>Scavenger hunt</b></p>	<p>Today, we played a scavenger hunt with my Pensar 1 students. They had to complete six challenges, some of which took place outside the classroom. However, given the nature of this group, the gamified activity did not go as expected. The students did not pay attention to the instructions, and once the game started, there were incidents—some students got hurt, and one student ignored the rules, running to the next clue before his group had finished Station 1.</p> <p>I had to deduct 10 points from a student for unfair play and bad behavior. This type of activity is too much for students who are already very hyperactive. Due to the chaos, it was impossible to collect the required evidence for the project, as everyone was doing different things at the same time. I was only able to take a few pictures at the end of the activity when the students had calmed down, but even then, they were still restless.</p> <p>In the end, the activity had to be interrupted because the students were too disorderly, and the coordinator instructed everyone to return to the classroom. However, the last two stages were inside the classroom, so the activity was completed properly, despite the disruption caused by the students' behavior. I have come to the conclusion that these activities reinforce bad behavior and indiscipline in the students.</p>	<p>I came to the conclusion that this activity reinforces misbehavior in the students. For that reason, I won't employ this activity anymore in the future.</p>



# NUNCA PERMITAS QUE TUS PIEDOS OCUPEN EL LUGAR DE TUS SUEÑOS

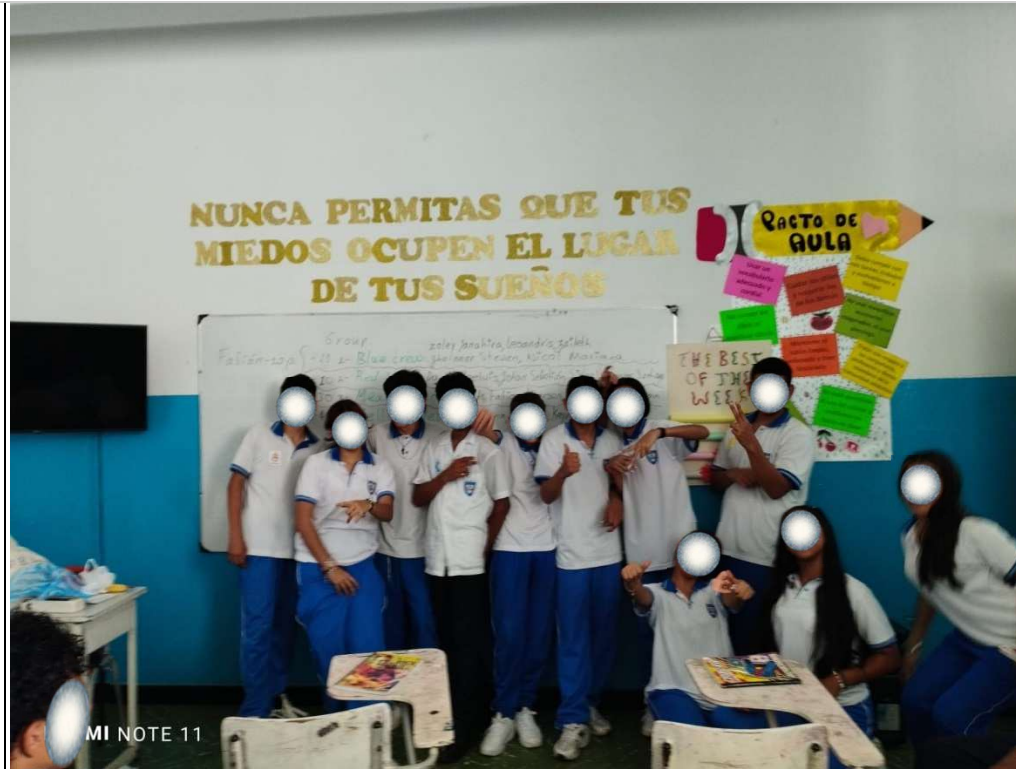
## Group

- 1- Blue crew: zoley Yanahira, leandris gaitel, ghoinner Steven, Nicol Medina
- 2- Red Dread: Dana, Yoeluis, Johari Sebastian, S... ghoinner Santiago
- 3- Mean green: Leonardo, Fabian, Aterson, Ismail, Juan Esteban
- 4- Mellow yellow: Ivana, Maria A, Keyner, Carlos D...

THE BEST  
OF THE  
WEEK







Date: March 20th

Objective

Activity

Observation


Reflection

<p>-To demonstrate understanding of the present simple in positive and negative forms by identifying words and answering questions in Quizziz.</p>	<p><b>-Quizziz activity</b></p>	<p>Today, we started the class with a worksheet on the negative form and the present simple. One student finished first, so I checked his work. However, I realized that he had scribbled on the paper without making any sense because he didn't understand the task. He didn't know what to do, and since he was struggling, I gave him some hints to help him complete the worksheet. But then, I changed my approach and asked a classmate to assist him instead. This peer collaboration dynamic was evident in two other instances in the classroom.</p> <p>To wrap up the lesson, I implemented a Quizziz activity without any grades attached. I projected it on the classroom TV, and the students were clearly engaged. They eagerly wanted to complete the task, despite not earning any points or grades. Even though they made some mistakes, their interest and motivation remained unaffected.</p> <p>I also observed that by implementing this platform, student's misbehaved less compared with other types of gamification, they were much more focused in participating and trying get the correct answer.</p>	<p>I can conclude from this class that gamified platforms like this keeps students more focused and decreases misbehaving attitudes.</p>
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REDMI NOTE 11

0 Prima 451 806 1/20



The dogs \_\_\_\_\_ in the garden.

+1000  
sleep

ASIULORDEP  
ALAYAADEUR

Detailed description: This is the first question in a quiz. It features a purple background with a grid pattern. At the top, there is a header with a smiley face icon, the word 'Prima', a score of '451 806', a settings gear icon, and a zoom icon. Below the header, a progress indicator shows '1/20'. The main content area contains a photograph of a golden retriever sitting in a stone well in a garden. To the right of the photo is a text prompt: 'The dogs \_\_\_\_\_ in the garden.' Below the prompt is a large green button with the text '+1000 sleep'. At the bottom left, there is a small avatar of a blue character and the text 'ASIULORDEP ALAYAADEUR'.

0 Prima 451 806 2/20

My friend \_\_\_\_\_ English and Math.

studies

study

ASIULORDEP  
ALAYAADEUR

Detailed description: This is the second question in the quiz. It has the same purple grid background and header as the first question. The progress indicator now shows '2/20'. The main content area contains a text prompt: 'My friend \_\_\_\_\_ English and Math.' Below the prompt are two buttons: a green one on the left with the text 'studies' and a red one on the right with the text 'study'. At the bottom left, there is a small avatar of a blue character and the text 'ASIULORDEP ALAYAADEUR'.

Date: March 25th

Objective

Activity

Observation

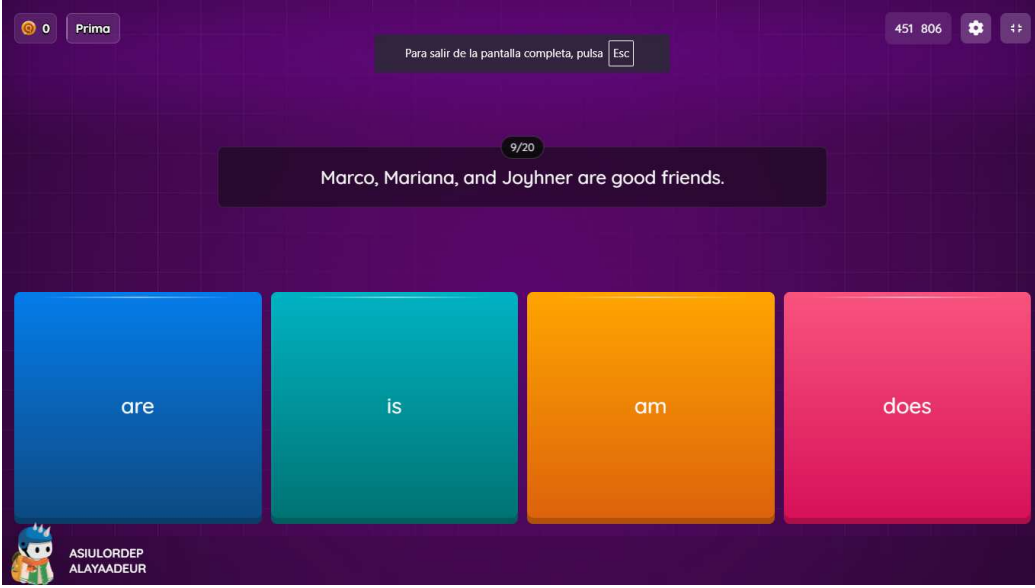
Reflection

Reinforce the present simple in affirmative and negative forms through gamification and introduce the past simple with regular verbs.

Reinforcement with quizziz and introduction of past simple with regular verbs

Today, we first finished the Quizziz we had left pending from the last class, which covered negatives and the present simple in the third person. Then, we introduced the past simple with regular verbs and its rules. The students already knew how to conjugate verbs ending in consonant + y (changing y to ied) and that for most other verbs, they just needed to add -ed.

We did a practice exercise, and since they knew they would earn points, they were eager to participate. No one made mistakes, and it seemed like they understood the topic very well.



The students seem to be more participative with a topic that is gamified with advantages like winning points that they can use later in a quiz. They really wanted to participate.

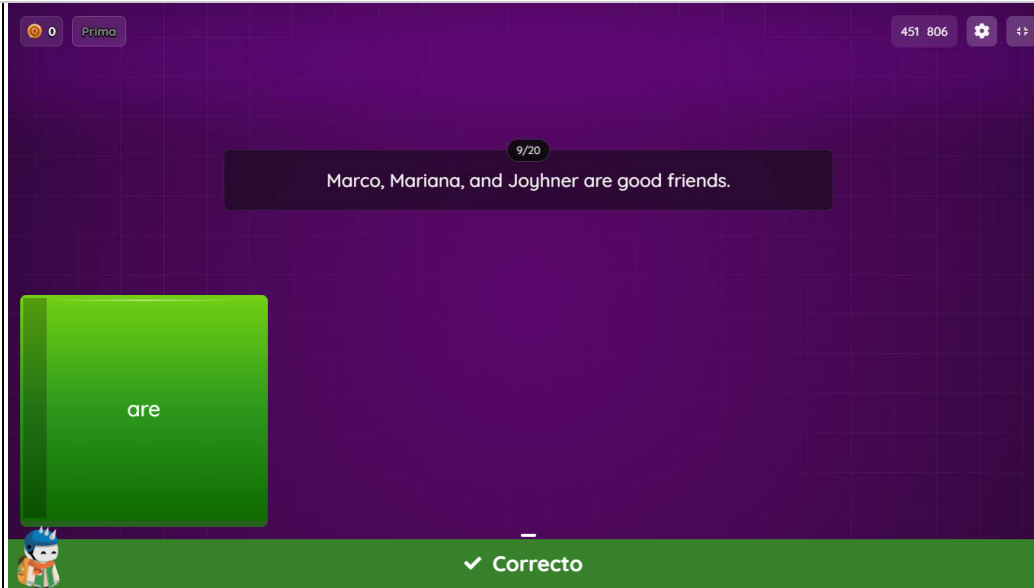
0 Prima 451 806

9/20

Marco, Mariana, and Joyhner are good friends.

are

✓ Correcto



0 Prima 451 806

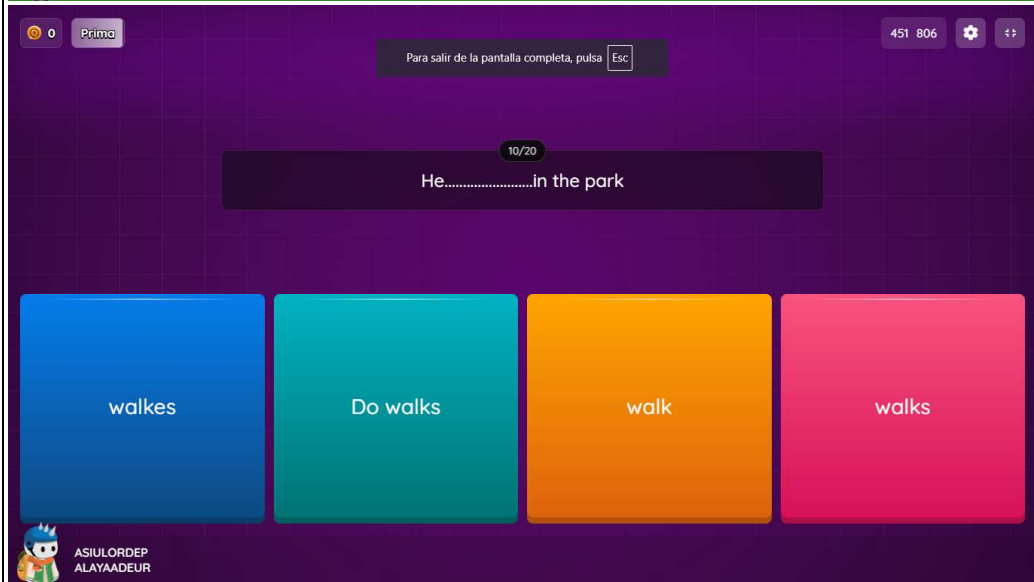
Para salir de la pantalla completa, pulsa Esc

10/20

He.....in the park

walkes Do walks walk walks

ASIULORDEP ALAYAADER



0 Prima 451 806

10/20

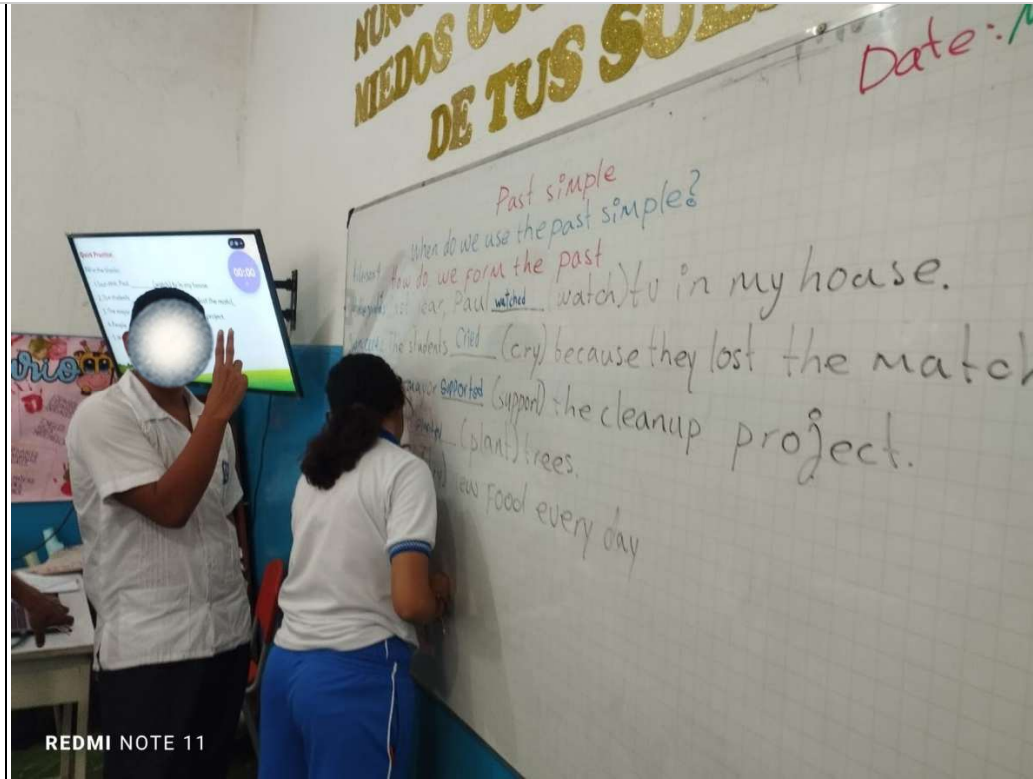
He.....in the park

walk

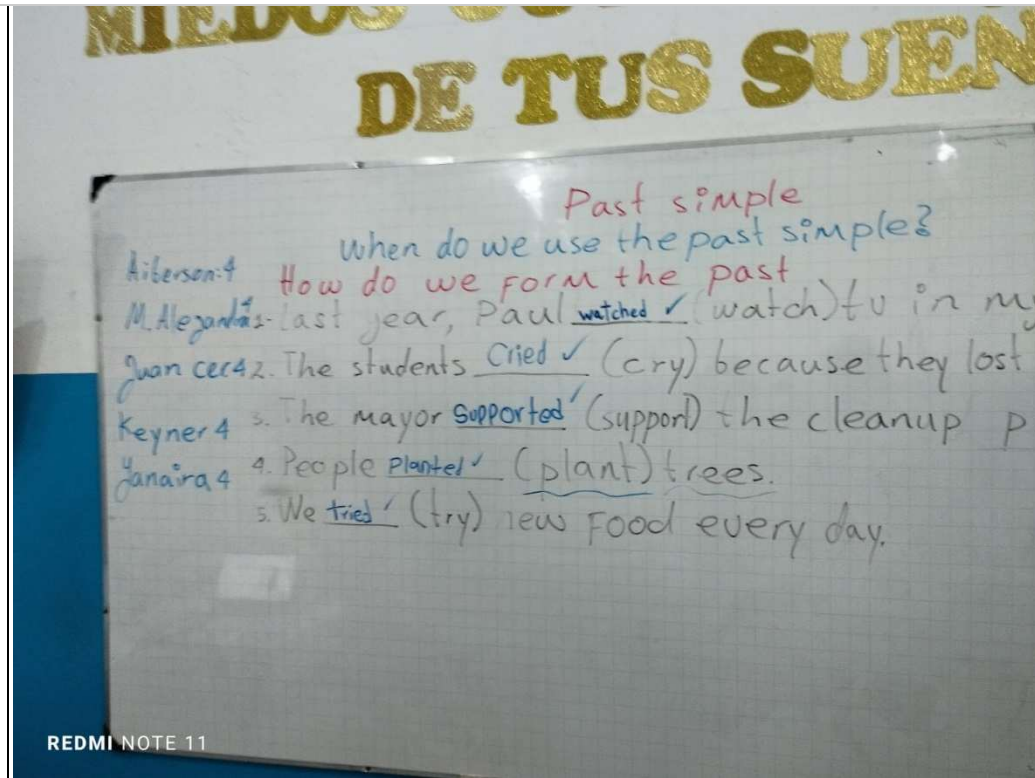
walks

× Incorrecto





REDMI NOTE 11



**Date: March 26th**

Objective	Activity	Observation	Reflection
To apply the negative form before the quiz.	Rewrite the rules on the table and then to apply the rules in a practical exercise on the table.	<p>In this class, I saw the need for a second review since, in the previous lesson, students didn't seem to fully understand the principles of negation with do and the verb to be. Before starting the review, I handed back the results of Exam #1.</p> <p>This session was more traditional—I wrote the negative rules for all subjects on the board. Then, I conducted an exercise where students had to choose between two options (e.g., She doesn't/don't play football). At first, no one wanted to participate, but when I mentioned they would earn a point for solving an</p>	<p>In this time, I realized that certain elements of gamification can be implemented to increase</p>

	<p>exercise, five students came forward to answer,</p> <p>At the end, I collected notebooks and homework, but not everyone turned in either. However, they were interested since they knew these points could be exchanged for quiz benefits. Those who submitted their notebooks had their notes up to date, but not all completed the homework.</p>	<p>students' interest in themes they struggle to comprehend.</p>
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clase ni  
masticar chicle

# THE BEST OF THE WEEK

- 1<sup>st</sup> *María Alejandra* +359
- 2<sup>nd</sup> *Israhil Botania* +349
- 3<sup>rd</sup> *Juan Esteban* +344
- 4<sup>th</sup> *Abrahan* +339

Date: March 27th			
Objective	Activity	Observation	Reflection
To assess understanding of the negative form in present simple using both "do not" and "be not."	Quiz #2: present simple with the Negative Form (Do Not/Be Not)	<p>Today, the students presented Quiz #2. Before the quiz, I showed them examples of what the quiz would look like, and they actively participated in answering the questions from the example. Their performance in Quiz #2 improved compared to the previous quiz, but I do not see a clear correlation between gamification and their performance.</p> <p>However, some students refused to write in the quiz, not because they found it difficult to understand the questions, but because they had not fully grasped the topic. Two students used their points to buy teacher's help for one question. One student spent 75 points for three instances of teacher's help, while the other spent 50 points for two instances of teacher's help.</p> <p>Some students preferred not to use their points during the quiz, opting instead to save them for the rest of the quiz or to use them later to improve other grades with the advantages the points provide.</p> <p>Additionally, a student approached me and said, "Profe, ya arreglé el leaderboard que habíamos dañado. Ya no nos va a quitar puntos?" This demonstrates their interest in keeping the points they earned and suggests that gamification is an effective tool in reinforcing behavior through a behaviorist approach.</p>	<p>I realized that gamification is more useful to be implemented as a behavioral strategy than to improve their English proficiency.</p>

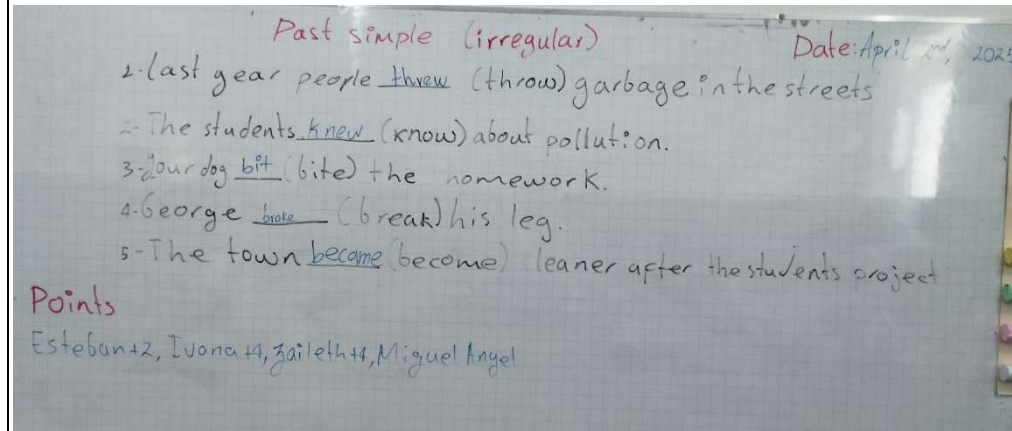


Date: April 2nd			
Objective	Activity	Observation	Reflection
To develop understanding of past simple tense with regular and irregular verbs.	Reinforcement of the past simple tense with exercises on the board regarding	<p>In this class, I introduced the past simple tense with a focus on irregular verbs. Students were actively engaged, especially during a board activity where they had the opportunity to earn points. <b>Four students managed to win points, which motivated the rest of the class.</b></p> <p>I also showed students their grades and offered a second chance to submit missing homework assignments. Some students who had not completed previous tasks took advantage of this opportunity.</p>	<p><b>I realized that some students, a minor percentage relied on points for getting a good grade.</b></p>

regular and  
irregular  
verbs

One student presented Quiz 1; however, I have some concerns about academic honesty, as her score was unusually high (90), and I suspect she may have cheated.

Behavior-wise, students responded well to classroom management strategies. For instance, when I said, "*si no se sientan, les quito puntos*", they quickly complied and returned to their seats. This indicates that the point system is working effectively as a motivational tool.



THE BEST  
OF THE  
WEEK

- 1st Maria Alejandra +154
- 2nd Isahiel Betania +149
- 3rd Juan Esteban +144
- 4th Anderson Jaid +139

Date: April 2nd

Class Objective

Activity

Observation

Reflection

Strengthen the understanding of irregular past tense verbs through practice and formative assessment.

Kahoot game

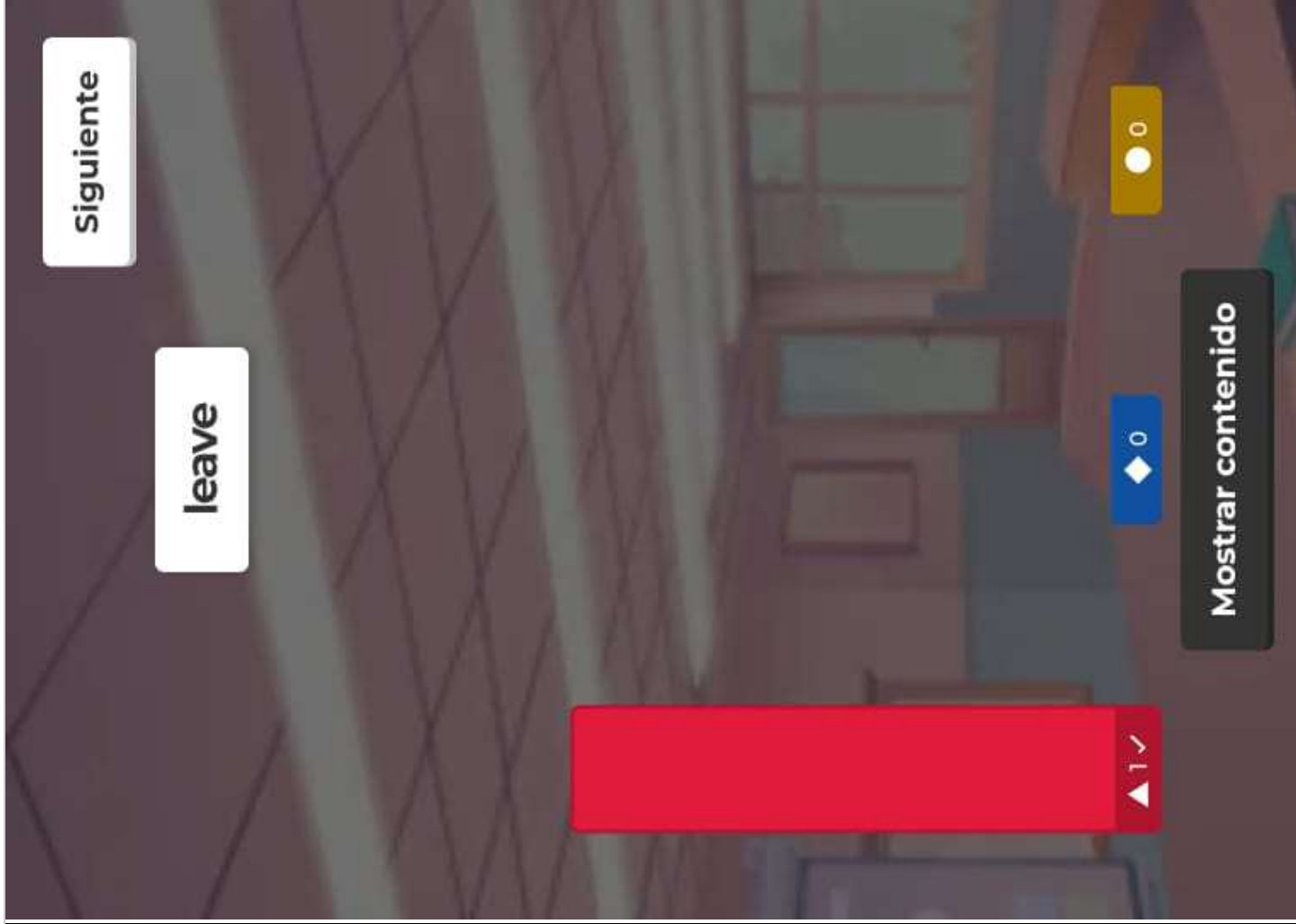
As the students didn't have classes on Monday neither on Tuesday, I had to give two classes the same day. In this session, we continued working on the past simple tense, focusing on both regular and irregular verbs. The class began with a warm-up activity that involved matching verbs in their base form with their past simple counterparts. Students copied the activity into their notebooks and actively participated, even though no points were awarded. While they have participated in previous warm-up activities, their engagement in this one was notably higher. One student in particular tends to over-participate, as he assumes all activities are point-based.

After the warm-up, we played a Kahoot game designed to reinforce the past tense forms. Students were shown verbs such as "play" and had to choose between three options: played, plaid, or play. I facilitated the game by asking for a show of hands for each option, selecting the final answer based on the majority vote. While participation varied—some moments were more active than others—I noticed a strong interest in the game, even though I only revealed that they would earn points after the activity had ended. This suggests that their engagement was more intrinsic, driven by interest in the activity itself rather than just the reward.

A notable classroom moment occurred when a student reminded me about the 10 points, I had promised for fixing the leaderboard that had been damaged by others. He said, "Profe, deme los diez puntos que me debe por arreglar el cartel. Mire, ya lo arreglé." I used the opportunity to explain that I had "kidnapped" 10 points from the whole class due to the damage, but thanks to his efforts, I would return those points.

I realized that gamification is a tool that can be used to reinforce the knowledge previously learned. Students feel motivated to participate and make an effort to get the correct answer to get points.

		<p>At the end of the game, one student approached me and asked, “Teacher, ¿cuál es el nombre de la página esa? Es que quiero estudiar.” I replied, “Search ‘past simple Kahoot or Quizziz regular and irregular.’” His question indicates a genuine interest in the gamified platform and suggests that he found the method engaging for learning past tense verbs in a different and motivating way.</p>	
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siguiente

leave

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Mostrar contenido

▲ 1 ✓





Aiberson: 8 p.

Esteban: 8 p.

Betania: 8 p.

Leonardo:

leoandris:

Carlos:

Yoeluis:

Janaira:

4 points everyone

# Kahoot!

Simple Past regular and  
irregular Verbs



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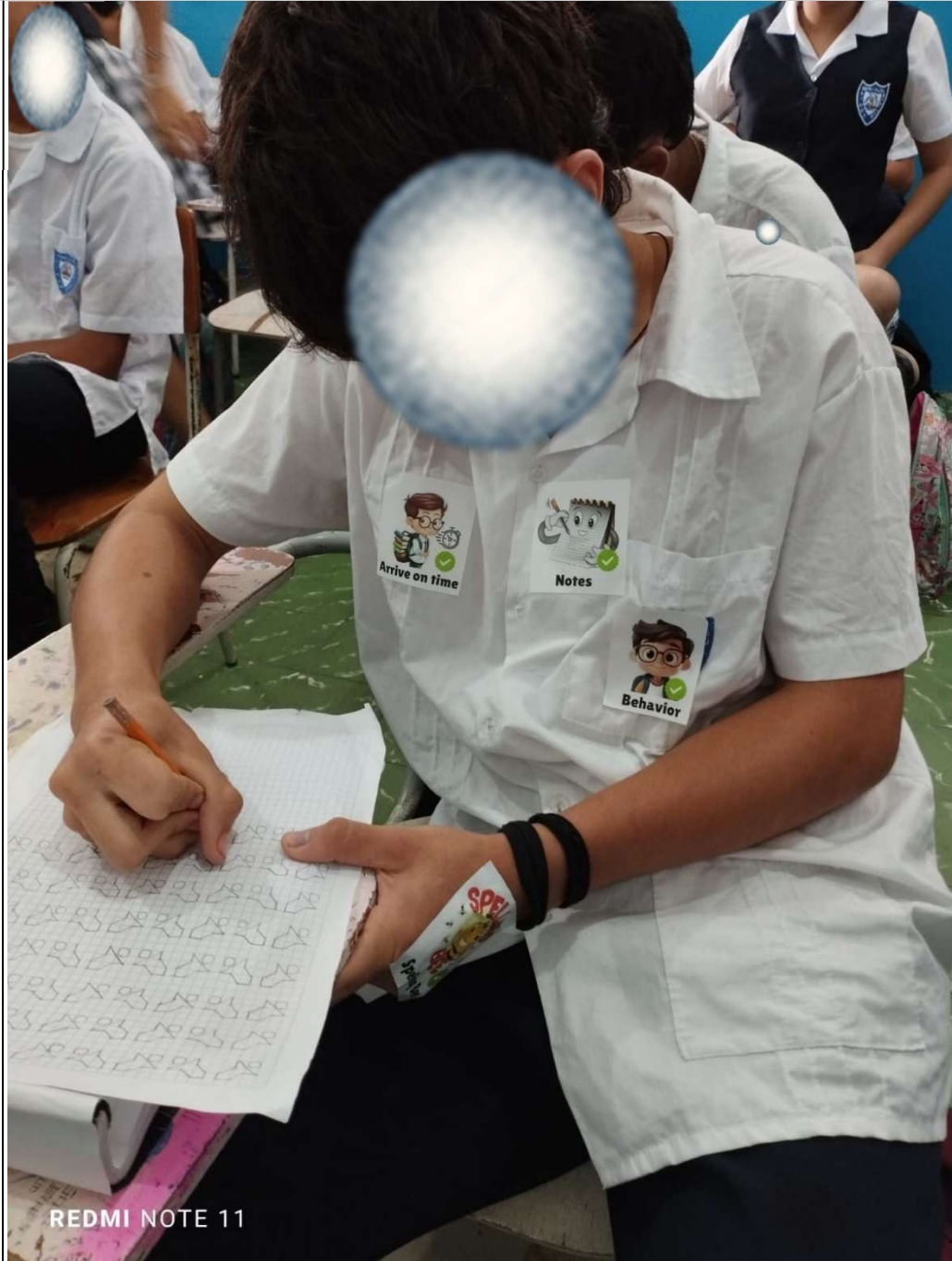
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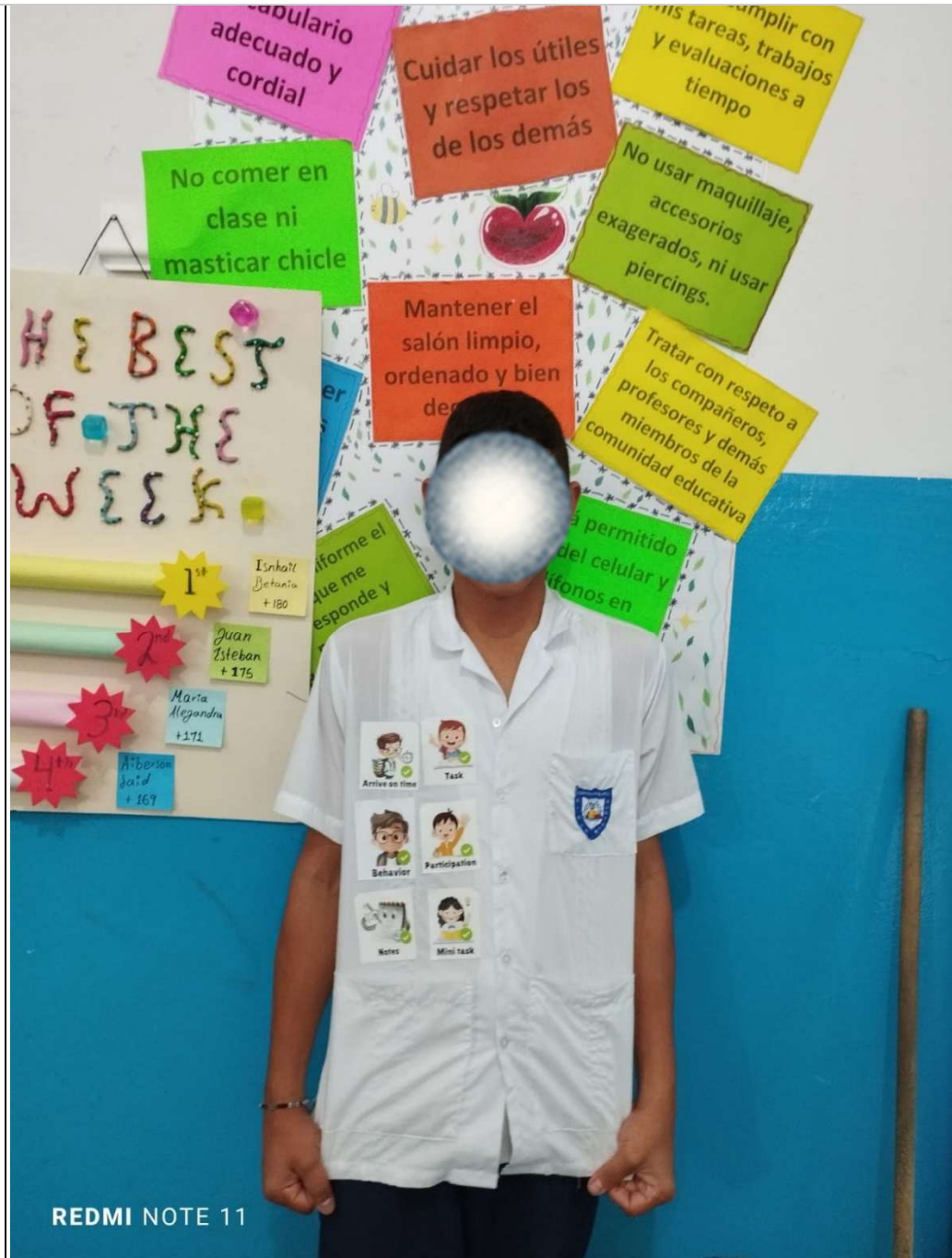
Date: May 3rd			
Objective	Activity	Observation	Reflection
<p>- To assess the understanding of ss on the regular and irregular form of verbs in past simple.</p>	<p>Quiz #3: the past simple form with regular and irregular verbs.</p>	<p>Today, I implemented the quiz activity. Three students chose to use their points, all of whom requested assistance from the teacher, and one of them also used the advantage of consulting their notes during the quiz. Several students completed the two bonus exercises to earn additional points. While some students finished the quiz quickly, others either struggled to complete it or turned it in incomplete, despite the clear instructions and support provided during the class.</p> <p>One particular student initially refused to take the quiz, stating: “No tengo ganas de hacer el quiz, profe, tome, yo lo entrego así.” I encouraged him to make an effort by reminding him that he was currently passing the course and still had unused points that could benefit him. He eventually agreed and submitted a completed quiz, which showed a positive response to the motivational approach.</p> <p>However, I observed a concerning situation: after one student used their points to access their notes for five minutes, two of his classmates attempted to copy him. This highlighted a potential downside of gamification—while it can boost motivation, it may also unintentionally encourage dishonesty or shortcuts, which could hinder the genuine learning process.</p> <p>Despite these challenges, most students approached the quiz seriously and engaged with the activity effectively. Overall, the session revealed valuable insights into how gamified elements can influence both motivation and classroom behavior.</p>	<p>Today, I realized that some elements of gamification may represent an obstacle for students learning process, like the advantages, as they are an incentive to copy.</p>

Date: April 7th			
Objective	Activity	Observation	Reflection

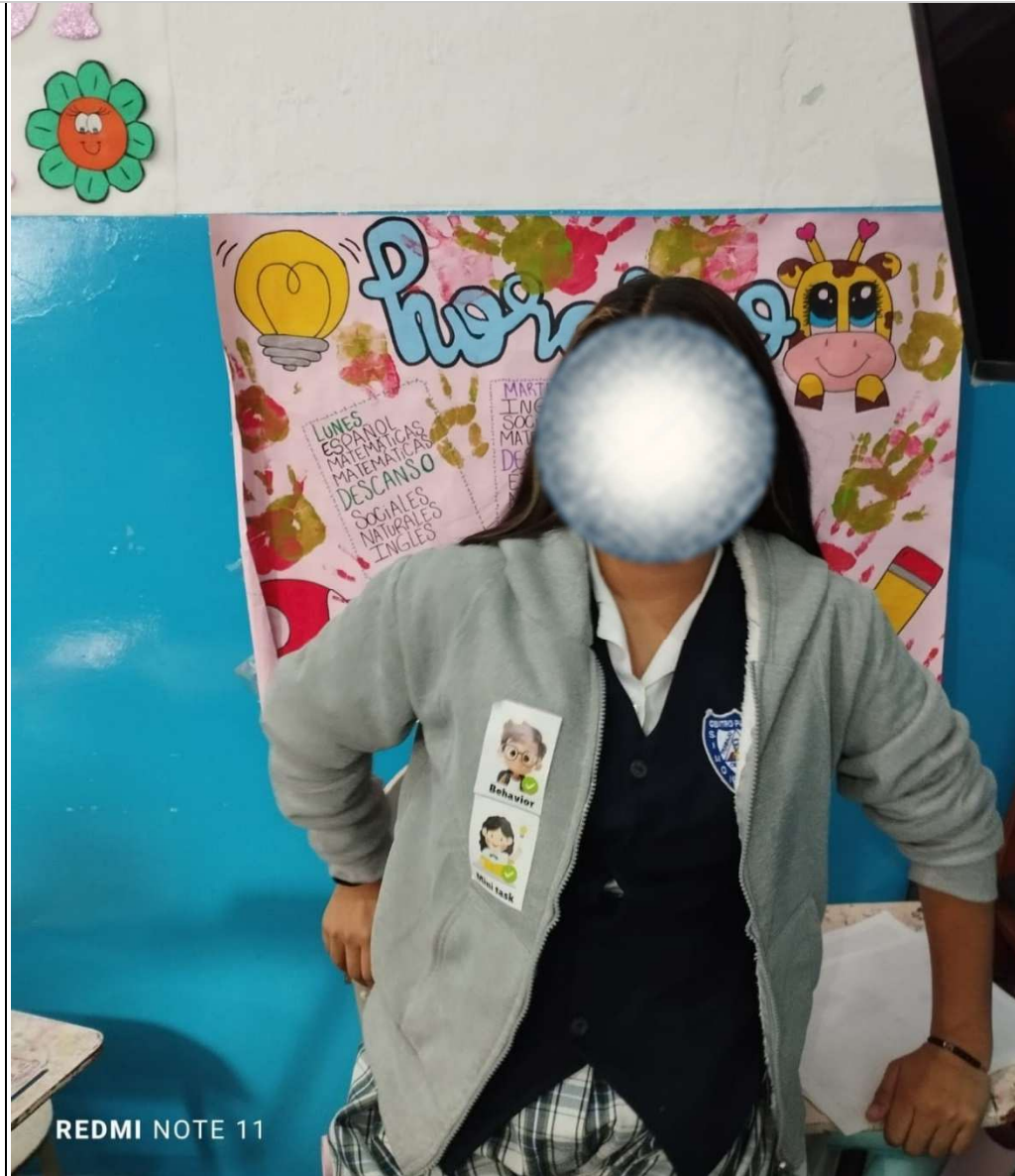
<p>To deliver the final grades, stickers of the different badges and prizes, and the use of advantages won in the gamified classes to buy academic grades.</p>	<p>Closure activity</p>	<p>Today, I conducted the <i>prize delivery ceremony</i> for the winners of the gamified activities. In total, I handed out four prizes for each position (1st to 4th place). <b>The students were very excited to know who ranked in each position. I guided the moment with questions like: “Who was the 1st? Who was the 2nd? Who was the 3rd? Who was the 4th?” and they enjoyed guessing: “Teacher! X student!”</b></p> <p>Additionally, I delivered badges (in the form of stickers) in the following categories: <b>behavior, arrive on time, participation, spelling bee, task, mini-task, notes, and homework.</b> <b>Some students felt proud of earning badges and were very enthusiastic when receiving them.</b> However, others protested, saying they also deserved to win in some categories. Several said: <i>“Teacher, ¿yo por qué no estoy ahí? Yo participé, teacher.”</i></p> <p>To clarify, I replied in Spanish: <i>“Solo los puntajes más altos ganan badges, no todos.”</i> I showed them the Excel spreadsheet I used throughout the process to register the points, which helped them understand the criteria better.</p> <p>During the class, I also called each student individually to let them <b>use their advantages and exchange points for extra grades.</b> <b>Some were excited to see how the point system helped them either pass a quiz or improve their overall grade.</b> Nevertheless, there were students who didn’t manage to pass, even with the extra points. One student told me: <i>“Teacher, porfa deme más puntos, yo sé que usted puede, páseme.”</i> I had to reply firmly but kindly in Spanish: <i>“Lo siento, pero no es posible. Esa es tu nota, no puedo hacer más. Pero los puntos te ayudaron a subir el promedio, no te quedó tan bajo.”</i></p> <p>Even though the student was affected for not passing a quiz, he/she felt a little better after realizing the average had improved. I took the moment to remind them: <i>“This is why you have to participate, do your homework, and complete the class tasks and activities.”</i></p>	<p>I came to the conclusion that for some students it is more important to win points than learning. For that reason, it is crucial to do constant feedback and to reinforce. <b>Gamification is good to give immediate feedback but more activities are necessary.</b></p>
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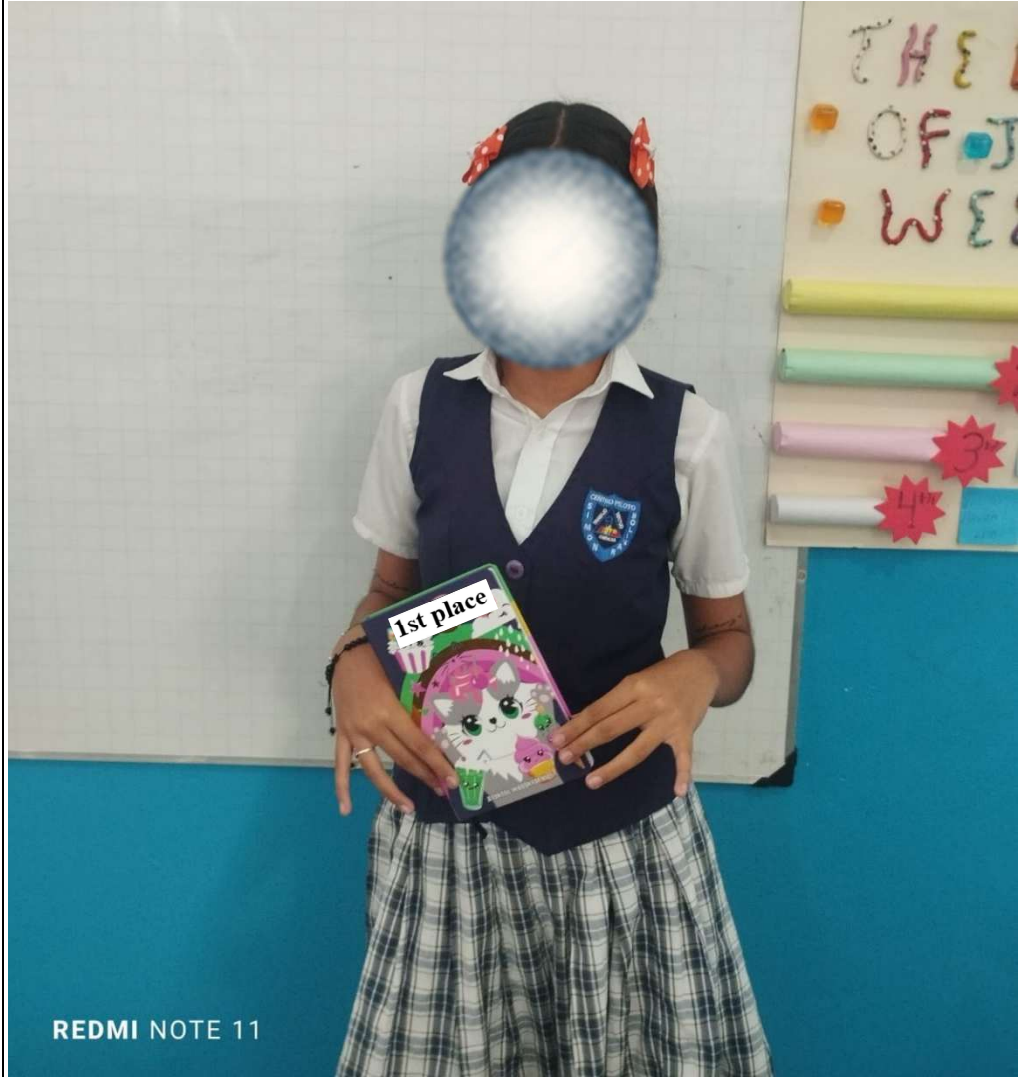


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