# **Learning Scenario Template**

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| **Title** | Exploring Actions: Learning Present Simple and Present Continuous |
| **Subject** | English Language |
| **Grade Level** | 10-year-olds (approximately 4th or 5th grade) |
| **Duration** | 60 minutes |
| **Objective(s)** |  Students will differentiate between Present Simple and Present Continuous tenses.   Students will construct sentences using both tenses appropriately.   Students will identify and correct tense usage in given sentences. |
| **Pedagogical Methods** |  Interactive Learning   Role-Playing   Collaborative Group Work |
| **Structure** |  **Introduction (10 minutes)** Introduce the two tenses with simple definitions:   * *Present Simple* is used for routines or facts (e.g., "I play soccer every day"). * *Present Continuous* is for actions happening right now (e.g., "I am playing soccer now"). AI Tool: Use an AI-powered language tool to generate example sentences or scenarios.    **Activity 1: Sentence Matching Game (15 minutes)** Students work in pairs to match sentence cards with images of daily routines or ongoing activities. Example: a picture of someone running with “She is running” vs. a picture of a classroom with “They study every day.” AI Tool: AI can help generate sentences and select suitable images.   **Activity 2: “What Am I Doing?” Role Play (15 minutes)** In small groups, students act out everyday actions. The rest of the class guesses in complete sentences, choosing between “You are…(Present Continuous)” or “You…(Present Simple).” AI Tool: Use AI to generate or refine a list of fun actions for role-play.   **Practice Exercise (10 minutes)** Students complete sentences by choosing either Present Simple or Present Continuous. For example, “Right now, he \_\_\_ (is eating/eats) lunch.” AI Tool: Use AI to create personalized exercises based on student progress.   **Conclusion and Review (10 minutes)** Summarize key points and answer any remaining questions. Let students use AI-powered grammar checkers to self-assess and correct their own sentences. |
| **Materials/Resources** |  Printed sentence and image cards   Digital tablets/computers for AI-based grammar exercises   Writing tools and paper |
| **Pre-requisites** | Basic understanding of verbs and sentence structure |
| **Activities & Procedures** |  |
| **Assessment/Evaluation** |  Observational notes on student participation in games and role-plays.   Completed sentence exercises for accuracy.   Reflection questions: “When do we use Present Simple vs. Present Continuous?” |
| **Extensions/Modifications** |  For advanced learners: Add sentences requiring both tenses in context.   For students needing extra support: Use AI-generated guided practice exercises with hints. |
| **Additional Notes** | Encourage creativity in role-play to boost engagement! |
| **Attachments/Links** | https://chatgpt.com/ |