Lesson Plan

**Class / Level : 3rdgrade Unit title:Welcome / My favourite day! Lesson title :Lesson 1 Activities**

**Number of Classes: 1**

**Previous Learning Date: from / to /**

**Vertical Integration**: get up, have breakfast, go to school, meet my friends, play tennis, roller skate, skateboard, have lunch, play in the garden, have art lessons, do my homework, have dinner, watch TV, morning, afternoon, evening, at … o’clock, I like / don’t like … **Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **1**  **2** | to read simple cartoon stories:  to revise activities and times | Pupil's Book Pages 4-5 strips of paper sheets of paper, enough for each pupil | Groupwork  Direct instruction/ Exercises    Activity based learning/ Oral presentation    Narration | Setting aims and criteria:  lesson objectives presentation Monitoring pupils' learning  Lollipop technique; Peer stick  learning: groupwork | Rating scale  Checklist | Starting the lesson  • Ask pupils to recall what they learnt in Semester 1. Write the words they remember on the board. Act out some of the activities they learnt for them to name the activities.  Presentation  • Explain that in this lesson pupils will revise things they learnt in Semester 1.  Practice  1 What colour is Tom's skateboard? Ask pupils to name the main characters. These are Tom, Polly, Sami, Laila and the robot Bo. Using the Lollipop stick technique, pupils describe the pictures.  2 W1 Listen and read. Play the audio for pupils to read along to. Use the Lollipop stick technique to have pupils tell you as many things as they can remember about the story.  3 Act out the story. Write the names of the characters in the story on strips of paper. Place the strips in a bag. Place pupils in small groups. Bring a group to the front of the class and ask each member to draw a strip of paper to perform that role.  4 Viewing and presenting Design and share a poster of your favourite day. Ask each pupil to complete the activity on a sheet of A4 paper. Use the Lollipop stick technique to ask confident pupils to present their work to the class.  Finishing the lesson  5 W2 & W3 Listen and chant. Play the chant. The pupils clap along to the song. Play the chant. The pupils repeat the chant. |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement……………………………**

Lesson Plan

**Class / Level : 3rd grade Unit title:** We**lcome Lesson title: lesson 1 Activities**

**Number of Classes: 1**

**Previous Learning Date: from / to /**

**Vertical Integration: get up, have breakfast, go to school, meet my friends, play tennis, roller skate, skateboard, have lunch, play in the garden, have art lessons, do my homework, have dinner, watch TV, morning, afternoon, evening, at………. o'clock , I like /I don't like Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | to read simple cartoon stories;  to revise activities and times | Pupil's Book Pages 5 Activity Book Pages 2-3 | Groupwork/ Groupwork Pair work  Direct  Direct instruction/ Exercises  Activity based learning/ Oral presentation  Narration | Peer learning:  pairwork;  groupwork Independent learning: Summative questions technique | Rating scale  Checklist | Starting the lesson  revise previous lesson. To complete the rest of activities  6 W4 Listen and read. Play the audio for pupils to read along to. Place pupils in pairs to read the dialogue.  7 Act out the dialogue. Use different activities and days. Place pupils in pairs and have them act out the dialogues.  Activity Book 1 What do the children do in the story? Look and tick (✔). explain that Pupils should tick the corresponding pictures.  2 Look and write. Pupils look at the pictures and write the activities below the pictures  W5 Read and write. Listen and check. Pupils read and complete the dialogue from Pupil's Book page 5 exercise 6. Then they listen and check their answers.  Finishing the lesson  • Place pupils in small groups to act out activities for the rest of the group to guess.. Use the Summative questions technique to ask pupils what they think about what they learnt today |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement……………………………**

Lesson Plan

**Class / Level : 3rd grade Unit title:** Welcome  **Lesson title:** lesson 2 Grammar

**Number of Classes: 1 Date: from / to /**

**Previous Learning:**

**Vertical Integration: I play ..., She plays.... We play ..., on Saturday/at the weekend, Does he play...? Yes, he does ./ No, he doesn't Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1 | to revise the present simple, activities. clothes and jobs | Pupil's Book Pages 6-7 | Groupwork/ Groupwork Pair work  Direct instruction/ Exercises  Activity based learning/  Oral presentation  Narration | Setting aims and criteria:  lesson  objectives  presentation  Monitoring  pupils'  learning:  Lollipop  stick  technique;  Peer  learning:  pairwork;  groupwork | Rating scale  Checklist | **Starting the lesson**  Say True/False sentences about the story from Lesson I to see how much the class can remember.  **Presentation**  • Explain that in this lesson pupils will revise the present simple and activities.  **Practice**  Pupil's Book 1 W6 Listen and match. Ask pupils to identify the activities from the photos.. Play the audio and pupils complete the activity.  2 W7 & W8 Listen and point. Then listen and chant. Use the Lollipop stick technique to have pupils tell you what things they see in the pictures. Ask pupils to read the song, then Pupils sing the song.  3 Ask and answer. Ask pupils to tell you when you add an s to the verb in the present simple (when you use he/she).  • W9 Draw pupils' attention to the Grammar box and the recorded model.. Place pupils in pairs and have them complete the activity using different pronouns, activities and days.  4 W10 Write. Then listen and check. Pupils write the words under the photos. Play the audio for the pupils to check their work.  5 Look and say. Ask a pupil to read the speech bubble. In groups, pupils make sentences about what the group members are wearing. Ask some of the class to demonstrate their sentences in front of the class. |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement…………………………**

Lesson Plan

**Class / Level :3rd grade Unit title:** Welcome  **Lesson title:**

**Number of Classes: 1 Date: from / to /**

**Previous Learning:**

**Vertical Integration: I play ..., She plays ..., We play ..., on Saturday/at the weekend, Does he play ..." Yes, he does. Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1 | to revise the present simple, activities, clothes and jobs | Pupil's Book Pages 7.  Activity Book  Pages 4-5. | Groupwork/ Pair work  Direct instruction/ Exercises | Setting aims and criteria:  lesson objectives presentation Monitoring stick  pupils' learning:  Lollipop  technique Peer learning  pairwork;  Independent  learning:  Though-  provoking  questions  technique | Rating scale  Checklist | **Starting the lesson**  Revise previous lesson to complete rest of activities.  6 W11 Look and say. Then listen and number. Ask pupils to name as many jobs as they can in English. Ask pupils to name the jobs on the page. Play the audio for the children to listen and number.  7 Say. In pairs, ask pupils to say what they want to be when they are older. Ask them to use the speech bubble as a model. Using the Lollipop stick technique, ask pupils to say their sentences.  Activity Book 1 Circle and match. Pupils circle the correct words and match to the pictures  2 Write the answers. Pupils look at the pictures and write the correct answers.  3 Look and circle. Pupils look and circle the correct words.  4 Read and match. Pupils read the sentences and match them to the correct pictures.  Finishing the lesson  • Using the Thought-provoking questions technique, ask pupils how they feel about their learning, if they feel they are learning successfully, what they can work on to improve themselves and what they would like to learn next. |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement…………………………**

Lesson Plan

**Class / Level : 3rd grade Unit title:** 5 Fu**n On the farm Lesson title:** lesson 1 Vocabulary and Grammar

**Number of Classes: 1 Date: from / to /**

**Previous Learning:**

**Vertical Integration: chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey; Is it flying? Yes, it is. No, it isn't Horizontal Integration: :**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | **To take a bout farm animals** | Pupil's Book Pages 8-9. flashcards from this lesson. stopwatch  sheets of A4 paper, enough for each pupil. stick or sock  puppets  picture of a farmer.  Resources 38 and 46 | Direct instruction/ Exercises Flashcards  Groupwork/ Groupwork Pair work  Activity based learning/ game | Setting aims and criteria:  lesson  objectives  presentation  Monitoring pupils'  learning:  Lollipop  stick  technique  Peer  learning:  pairwork;  groupwork | Rating scale  Checklist | **Starting the lesson**  • Ask pupils what words for animals they know. Place pupils in groups. Each member says the name of a farm animal they know.  Presentation  • Explain that in this lesson pupils will learn about farms and farm animals.  **Practice**  Pupil's Book 1 How many animals can you see? Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box.  2 5.1 Listen and stick. Then listen and say. Place the flashcards on the board. Reinforce by pointing, saying a word incorrectly and having pupils correct you. Point to an item and use the Lollipop stick technique to have pupils tell you what it is.  3 Find the animals in the picture on page 8. Place pupils in pairs to complete the activity. As they do so, they write them in their notebooks.  4 5.2 & 5.3 Listen and chant. Explain that we use is and -ing after the verb to show that we are doing something now when we have he, she and it. We use short answers to reply. Play the chant. As pupils sing, have them mime on the spot the actions they hear.  5 Play a mime game. 5.4. Have three pupils read and act out the model dialogue. . Place pupils in groups of three to complete the activity.  Finishing the lesson. Play Word swat with the Unit 5 flashcards |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement………………………**

Lesson Plan

**Class / Level : 3rd grade Unit title:** 5 Fu**n On the farm Lesson title:** lesson 2 activity Book

**Number of Classes: 1 Date: from / to /**

**Previous Learning:**

**Vertical Integration: chicken, cow, donkey, duck, goat, horse, sheep, bird, bee, turkey Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | **To talk about farm**  **animals**. | . **Activity Book**  **Page 6\_7** | **Groupwork/**  **Pair work**  **Direct instruction/ Exercises** | **Monitoring pupils’**  **learning:**  **Random**  **selection tool Peer**  **learning:**  **pairwork**  **Independent learning:**  **Summative questions**  **technique** | Rating scale  Checklist | **Starting the lesson**  • Write the alphabet on the board and then say it chorally. Use the Random selection tool to ask pupils to say a farm animal that starts with a letter of the alphabet.  **Practice**  1 Look at Pupil's Book page 8. Read and write. Pupils answer the question in pairs.. Check answers as a class.  2 Follow and write. Explain that the images on the left are footprints of the animals they are connected to by lines. Pupils follow the lines, look at the images and write the words from the box.  3 Look and write. Pupils answer the questions with short answers from the box.  4 Look, read and circle. Pupils circle the correct answers.  • Check answers as a class.  Finishing the lesson  • Use the Summative questions technique to ask pupils what they liked about today's lesson. |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement……………………………**

Lesson Plan

**Class / Level : 3rd grade Unit title: 5 Fun On the farm t**

**Lesson title:** lesson 3 story

**Number of Classes: 1 Date: from / to /**

**Previous Learning:**

**Vertical Integration: farm animals and work; She's running to the cows. They're running after me. Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1 | **to read simple stories cartoon** | Pupil's Book Yes/No Pages 10-11  Yes / No  response cards • sheets of A4 paper, enough for each pupil Unit 5 story cards strips of paper, three per pupil. Resources 62 and 70 | Groupwork/ Groupwork  Pair work  Direct instruction/ Exercises  Activity based learning/ Oral presentation  Narration | Setting aims and criteria:  lesson objectives  presentation;  Key question  technique  Monitoring  pupils  learning: Lollipop  technique:  stick  Yes/No technique  Peer learning: pairwork; groupwork | Rating scale  Checklist | Presentation  • Using the Key question technique, ask pupils what they have learnt in the stories so far.. Tell pupils that today's story is about a farm. Ask pupils if they know anyone who works on a farm. On the board, write Watch out, Polly! Ask pupils what they think will happen in the story.  Practice  Pupil's Book 1 Before you read How many goats and horses can you see? Ask pupils to say as many animals from the story as they can.  2 5.5 Listen and read. Play the audio and pause at frame 5. In pairs, pupils discuss the question in the box. Using the Yes/No technique, say different statements about the story, e.g. Uncle Bob is a farmer. (Yes). Polly feeds the horses. (No).  3 After you read Look at the story. Read and write. Ask pupils what each child in the story is doing. Pupils do the activity individually and check with their partners.  4 Act out the story. Divide pupils into small groups. Tell them to choose their roles and practise them.  5 Viewing and presenting Design and share an area for animals on a farm. Place pupils in small groups and have them complete the activity on a sheet of A4 paper. Use the Lollipop stick technique to ask groups to present their work to the class. Make a classroom display.  Finishing the lesson. Ask pupils to say their favourite scene from the story |  |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with …………………………..**
2. **Challenges that faced me ………………………………..**
3. **Suggestions for improvement……………………………**