Lesson Plan

**Class / Level : 1st grade Unit title:** (6) My blue jacket **Lesson title :1**

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **1**  **2**  **3** | Students are expected to:  - name clothes  - pronounce the words correctly  - say where things are | TB  PB    Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | Greeting and warming up  - T. sings and does the actions for the ‘Hello’ song.  - T show page 14 in the Pupil’s Book and says skirt, jumper, T-shirt,  Jacket and holds up an example of each item while says the word.  - T. Plays the audio. Pupils listen and follow the conversation.  - Pupils look at their books and point to the correct picture as they listen.  - T. plays the audio again for pupils to repeat the words. | **20**  **20**  **20**  **20**  **10** |

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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 : 1st grade Unit title:** (6) My blue jacket **Lesson title: 2**

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2  3 | Students are expected to:  - to practise language from Lesson 1  -to pronounce  the words correctly  - use the correct word for the correct item | TB  PB    Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | - Greeting and warming up  -T. revises the vocabulary from the previous lesson using real clothes  and/or Flashcards  - T. guides pupils to find page 15 in the PB  Pupils look at the pictures and prepare before they listen.  - T. plays the audio.  - Pupils circle the correct pictures.  - Pupils work in pairs to ask and answer questions using the pictures in Activity 2.   1. drills the question Where’s the…? (rather than Where’s my…?) before pupils start.   - T. holds up a flashcard (98, 100, 101 or 103) and place it on a chair, desk,  door or the floor and asks: Where’s the (jacket)? encourages pupils to respond with the correct answer. | 20  20  20  20  10 |

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**Reflection:**

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

Lesson Plan

**Class / Level : 1st grade Unit title:** (6) My blue jacket **Lesson title:** story

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | Students are expected to:  - review a story by identifying characters and their actions, as well as items of clothing  - identify the importance of being on time | TB  PB  Flashcards (jacket, jumper, skirt, T-shirt)  Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | Greeting and warming up  - T. revises the language from the previous lessons using Flashcards (jacket, jumper, skirt, T-shirt) and asks What’s this?  - Pupils answer.  -T. tells pupils they are going to listen to a story called The school show.  - T. guides pupils to find page 16 in the PB and focus on the pictures.  - T. plays the audio and use the Story Cards.  - T. pauses the audio before and after each scene and refer to the instructions on the back of each card.  - Pupils point to the blue jacket in pictures 1, 2, 4 and 5.  - T. holds up examples of each item of clothing: jeans, socks, dress and boots.  - Pupils name the items. | **20**  **20**  **20**  **20**  **10** |

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**Reflection:**

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

Lesson Plan

**Class / Level : 1st grade Unit title:** (6) My blue jacket **Lesson title:** language practise

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2  3 | Students are expected to:  - practise language from Lesson 5  - pronounce the words correctly  - use the correct word for the correct item | TB  PB  Flashcards  Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | Greeting and warming up  - T. revises the vocabulary for the unit using real clothes or the Flashcards.  - T. shows page 17 in the PB and says I’m wearing a yellow T-shirt. I’m wearing a red skirt.  - T.plays the audio of the story again (6.11) to remind pupils what happens and asks Who’s this?  Then, points to each item of clothing a–d and asks What’s he/she wearing?  - T. explains the activity carefully. - Pupils have to match the characters to the clothes they are wearing for the school show.  - T. plays audio 6.12.  - Pupils match the characters to the clothes they are wearing.  - T. plays the song.  - Pupils sing along with the whole song.  - T. plays the song again and encourages pupils to point to items of clothing or flashcards as they hear them mentioned. | **20**  **20**  **20**  **20**  **10** |

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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 : 1st grade Unit title:** (6) My blue jacket **Lesson title:** Phonics Jj Uu

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | Students are expected to:  - pronounce and practise the sounds for the letters Jj and Uu  - differentiate between the sounds learnt | TB  PB    Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | Greeting and warming up  -T. shows page 18 in the PB and says /dʒ/, /dʒ/, jacket.  - T. writes the letters j and J on the board and Ps repeat the /dʒ/ sound.  - T. points to the picture and present the action for the word jacket –  mime putting a jacket on and encourages pupils to copy the action while saying the /dʒ/ sound.  - T. repeats with the sound for u and U. Say /ʌ/, /ʌ/, up, writes the letters on the board and model the action – point upwards.  - T. Plays the audio for pupils to listen and choose the correct letter.  - T. checks that pupils can identify the sound made by each letter before they write and encourages them to say the initial sound followed by the word for each picture  - Ps check their choices with a partner. | **20**  **20**  **20**  **20**  **10** |

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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 : 1st grade Unit title:** (6) My blue jacket **Lesson title:**Phonics Oo Nn

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | Students are expected to:  - pronounce and practise the sounds for the letters Oo and Nn  - differentiate between the sounds learnt | TB  PB    Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | Greeting and warming up  - T. shows page 19 in the PB and say /ɒ/, /ɒ/, on.  - T. writes the letters o and O on the board and repeat the /ɒ/ sound.  - T. points to the pictures on page 19, Activity 1 and asks pupils to say the sound, the word, and to do the action each time.  - T. introduces the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter.  - T. plays the audio.  - Pupils point to the correct picture as they listen. They repeat the sounds and words.  - T. plays the audio. Pupils point to the correct picture as they listen.They repeat the sounds and words.  - Pupils draw matching lines from the pictures  to the correct letter, then write the correct letter under each picture to represent the initial sound.  - T. plays the audio again and pause after each item to allow pupils time to check their answers. | **20**  **20**  **20**  **20**  **10** |

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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 : 1st grade Unit title:** (6) My blue jacket

**Lesson title:** Project: Paper dolls

**Number of Classes: 2 Date: from / to /**

**Previous Learning: Horizontal Integration: Vertical Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| 1  2 | Students are expected to:  - practise language from the unit  - pronounce words correctly and use them in the correct context | TB  PB    Audio | Direct teaching  Work with the book  Direct reading activities | Performance- based assessment  Communication  Observation 1 | Rating scale | Greeting and warming up  - T. revises the phonics sounds from previous Lessons using the Phonics Cards.  -T. shows page 20 in the PB and says *look at the clothes*. Point  to individual clothes and ask *What’s this?* T. says the clothes, e.g. He’s got blue jeans. She’s got red boots… and ask them to repeat  - T. shows page 20 in the PB and explains how to make paper doll and talks through each stage of the process.  - T. refers pupils to the templates at the back of the Pupil’s Book and distribute the materials needed.  - Pupils press out the shapes.  - T. monitors closely and helps wherever necessary.  - Pupils colour in the clothes.  - Pupils move around the classroom. Their dolls talk to each other. | **20**  **20**  **20**  **20**  **10** |

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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……………………………**