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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 1**

**Vertical Integration: apples , cakes , lemonade , lemon ; I like ……… Horizontal Integration:Theme 2: Culture and Theme 5: Welfare/Social Studies & Science.**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to name some food items;**  **to pronounce the words correctly** | **Pupil's Book page 30. Unit**  **7 They're tigers!**  **Flashcards (frog, giraffe, lizard, monkey, snake, spider**, **tiger, zebra).**  **Unit 8 I like cakes**  **Flashcards (apples, cakes, lemonade, lemons) a**  **picture of a children's party** | **Direct instructions/ Flashcards**  **Activity based learning/ Oral presentation** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Flashcards 118-125 (frog, giraffe, lizard, monkey, snake, spider, tiger, zebra) to revise the vocabulary from Unit 7.(Presentation)**  **• Show page 30 in the Pupil's Book and say apples, cakes, lemonade, lemons.**  **Practice 18.1 Listen and follow. Before listening to the audio, introduce the key vocabulary using Flashcards (lemonade, lemons, apples, cakes). Show each flashcard and present the word, pupils repeat.**  **Focus them on the main picture at the top of the page. Point to the children in turn and ask Who's this? Point to the lemonade and ask What's this? Then point to the lemons, apples and the picture of cakes and ask What are these?**  **• Show a picture of a children's party. Pupils repeat the word party.• Play the audio. Pupils listen and follow the conversation. Pupils listen again. This time they point to the character who speaks.2 8.2 Listen, point and say. Play the audio as pupils look at their books. The first time,tell them to point to the correct picture as they listen. Play the audio again for pupils to repeat the words.Finishing the lesson Hold up each flashcard in turn and ask pupils to say the word. Remove one of the flashcards and see if pupils can identify the one that's missing. Repeat removing different flashcards each time** |  |

**(Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 2 AB**

**Vertical Integration: apples , cakes , lemonade , lemon ; I like ……… Horizontal Integration:**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **To name some food items;**  **to pronounce the words correctly** | **Activity Book**  **page 22. Unit**  **7 They're tigers!**  **Flashcards**  **(frog, giraffe, lizard, monkey**, **snake, spider, tiger, zebra).**  **Unit 8 I like cakes**  **Flashcards**  (**apples, cakes, lemonade, lemons). Unit**  **8 Stickers**  (**back of the Activity Book)** | **Direct instruction/ Exercises Flashcards**  **Group Work/ teamwork**  **Activity based learning/ Oral presentation** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer**  **learning:**  **groupwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Place or stick Flashcards (lemonade, lemons, apples, cakes) revise them.**  **Presentation**  **• Ask pupils to look at page 22 and encourage them to name any of the food items they can remember. Say that they will practise these words in the lesson.**  **Practice**  **1 8.3 Listen. Look and circle. Tell pupils to listen to the foods that Bill talks about. Play the audio. Pupils circle the correct pictures.**  **2 8.4 Listen and stick. Trace. Play the audio. Pause to allow pupils time to put the stickers in the correct place. Once all the stickers have been placed, ask pupils to trace the words.**  **Finishing the lesson**  **If there is time: Play the Team race game with Flashcards.**  **• Play the 'Goodbye' song pupils learnt in Semester 1.** |

**Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 3**

**Vertical Integration: apples , cakes , lemonade , lemon ; I like ……… Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to practise language from Lesson 1;**  **to pronounce the words correctly and use the correct word for the correct** | **Pupil's Book page 31. Unit**  **8 I like cakes Flashcards**  **(apples, cakes lemonade, lemons)** | **Direct**  **instructions/ Flashcards**  **Groupwork/ Pair work (extension)** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer**  **learning:**  **pairwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Review the vocabulary from the previous lesson using Flashcards.**  **Presentation**  **• Show page 31 in the Pupil's Book and say I like apples. I like cakes. I like lemons. I like lemonade.**  **Practice**  **1 8.5 Listen and circle. . Play the audio for the first set of pictures. Pupils circle the correct picture. Continue with the rest of the activity.**  **2 8.6 Listen and number.. Pupils look at the pictures before they listen. Elicit the names of the foods on the boy's tray. Play the audio. Pupils number the pictures.**  **3 8.7 Listen. Then say. Play the audio as a model of the language to be practised. Pupils repeat the sentences.**  **Finishing the lesson**  **• Place the flashcards from the lesson on the board (cakes, lemons, apples, lemonade). Pupils take turns to select one of the flashcards and say I like ….** |

**Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 4 AB**

**Vertical Integration: apples , cakes , lemonade , lemon ; I like ……… Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| 1.  2. | **to practise language from Lesson 1;**  **to pronounce the words correctly and use the correct word for the correct item** | **Activity Book**  **page 23. Uint8 I like Flashcards (apples,cakes, lemonade, lemons). a selection of flashcards from Units 5, 6 and 7 (arms, body, face, feet, hair, hands, head, legs; boots, dress, jacket,jeans, jumper, skirt,socks,T-shirt;frog,giraffe, lizard, monkey,snake spider,tiger, zebra).drawing materials for eachpupil** | **Direct instruction/**  **Exercises**  **Flashcards**  **Groupwork/ Groupwork** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer**  **learning:**  **groupwork** | **Checklist**  **Rating Scale** | **Starting the lesson. Use all the flashcards from Units 5-7 and the four from Unit 8 (apple, cakes, lemons and lemonade) to revise vocabulary.**  **Presentation**  **• Explain that in this lesson pupils will revise the things they learnt in Lessons 1-3.**  **Practice**  **18.8 Listen and tick (✔)ask What are these? or What is this? and elicit They're apples/cakes/lemons or It's lemonade.**  **• Say I like lemons and get pupils to repeat after you. Practise the language with each item. • Play the audio. Pupils listen and tick the correct pictures.**  **2 Viewing and presenting Draw, colour and share. Focus pupils on the incomplete drawing. Elicit what it shows (a cake). Tell pupils to complete it.**  **• Pupils work in groups to show their drawings.**  **Encourage pupils to speak clearly and confidently and to help each other with pronunciation and vocabulary.**  **Finishing the lesson**  **• Revise the four key words from this unit. alongside some of the vocabulary from previous units by playing the game Which is different?** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 5**

**Vertical Integration: carrots, grapes, juice, sweets; I don't like ...; please; thank you Horizontal Integrations**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to review a story by identifying characters and their actions as well as food items;**  **to identify examples of how to be polite** | **Pupil's Book**  **page 32. Unit 8 I like cakes Flashcards (apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets)** | **-Direct instructions/ Flashcards**  **Oral presentation**  **Narration** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Happy/sad**  **face**  **technique** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Review the language from the previous lessons using Flashcards.**  **Presentation**  **• Show page 32 in the Pupil's Book and say It's juice. They're carrots. They're grapes. They're sweets.**  **Practice**  **18.9 Listen and follow. Point to Meg and Tom. Present the key new vocabulary before pupils listen to the audio. Use Flashcards (carrots, grapes, juice, sweets).**  **Guide pupils to find page 32. Focus them on each picture in turn to give them a preview of the story.**  **Ask Who's this?, pointing to the characters. Elicit answers using It's..... Say Point to the cakes/lemonade, etc. Play the audio of each scene and pause to say Point to Meg and Tom.. Play the audio again and this time use the Story Cards.**  **2 Look and find. Introduce the words please and thank you, using classroom objects.**  **• Using the Happy/sad face technique, distribute the cards with faces and ask Are 'please' and 'thank you' good? Pupils show their cards.**  **• Ask pupils to find examples in the story of when the children say Please or Thank you. Play the audio if necessary.**  **Finishing the lesson. Show the flashcards of the food items (apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets). Ask What's this? What are these? Elicit the answer.** |

Daily follow –up table

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 6 AB**

**Vertical Integration: carrots, grapes, juice, sweets; I don't like ...; please; thank you Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to review a story by identifying characters and their actions as well as food items;**  **. to identify examples of how to be polite** | **Activity Book**  **page 24. Unit**  **8 I like cakes Flashcards (apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets)**  **• drawing materials for each pupil** | **Direct instruction/**  **Exercises**  **Flashcards-** | **Setting aims and criteria:**  **Lesson o**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **Ask pupils what food items they can see. Remind pupils of the importance of being polite and revise the phrases taught in Lesson 5 (Please; Thank you).**  **Presentation**  **• Tell pupils they are going to look at the story from Lesson 5 again.**  **Practice**  **1 8.10 Listen. Look and number. Play the audio. Pupils point to the correct picture as they listen. Monitor that they are doing this correctly. Play the audio again for pupils to number the pictures.**  **2 Look and colour. Pupils look at the pictures and colour in the circles (in any colour) on those which show children being polite and saying please or thank you.**  **Finishing the lesson**  **• Show the flashcards of the food items. Ask What's this? What are these? Elicit the answer.**  **Give some flashcards to pupils and then ask for them. Say Grapes, please. Take the flashcard and say Thank you.** |

**Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 7**

**Vertical Integration: carrots, grapes, juice, sweets; I don't like ...; please; thank you Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to practise language from Lesson 5;**  **to pronounce the words correctly and use the correct word for the correct food item** | **Pupil's Book page 33. Unit**  **8 I like cakes Flashcards**  **(apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets)** | **Direct instructions/ Flashcards**  **Activity based learning/ Oral presentation-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Traffic light**  **cards**  **technique** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Revise the vocabulary for the unit using Flashcards.**  **Specific Outcomes practise language Rom Less 52**  **Presentation**  **• Show page 33 in the Pupil's Book and say I like sweets. I don't like carrots. I like grapes. I don't like juice.**  **Practice**  **1 8.11 8.12 Listen again. Then listen, look and match. Play the audio of the story (8.11) to remind pupils of what happens.**  **• Explain the activity. Pupils have to match the children with the food they have got. The children all say I've got.... Play audio 8.12. Pupils match the characters to the food.**  **2 8.13 Listen, point and say. Focus pupils on the four pictures and elicit the words first..**  **Play the audio. Pupils repeat the words as they point to the pictures.**  **3 8.14 Listen and colour. Use the Traffic light cards technique. Check pupils understand that they have to listen and colour the correct face. Play the audio. Pupils colour the correct face.**  **4 8.15 8.16 Listen and sing. Play the whole song as pupils listen. Teach pupils the chorus of the song by getting them to repeat the words after you. Then play the song again with pupils joining in with the chorus.**  **Finishing the lesson Place Flashcards 143-146 and 148-150 (apples, grapes, lemons, cakes, carrots, sweets, lemonade) on the board. Play the song again. Pupils listen to the song and decide whether you should draw a happy face (like) or a sad face (don't like) under each flashcard** |

**Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 8 AB**

**Vertical Integration: carrots, grapes, juice, sweets; I don't like ...; please; thank you Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| 1.  2. | **to practise language from Lesson 5;**  **to pronounce the words correctly and use the correct word for the correct food item** | **Activity Book page 25. Unit 8 I like cakes Flashcards (apples, cakes, carrots, grapes, juice, lemonade, lemons, sweet drawing materials for each pupil • Vocabulary** **time (back of the Activity Book). Unit 8 Stickers** (**back of the Activity Book)** | **Direct instruction/ Exercises Flashcards**  **Groupwork/ Pair work-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer**  **learning:**  **pairwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Tell pupils you have a favourite food on a flashcard and they must guess what it is. If they guess correctly, respond with Yes, I like cakes and show them the card.**  **Presentation**  **• Hold up Flashcards 145, 146, 147 and 150. Say I like ... or I don't like ... for each flashcard.**  **Practice**  **1 8.17 Listen and stick. Trace. Play the audio. Pause to allow pupils time to put the stickers in the correct place. Pupils then trace each word.**  **2 8.18 Listen and draw. Elicit the names of the food before pupils listen. Draw a blank face on the board and demonstrate how to make it smiley or sad face to represent like and don't like. Play the audio. Pupils listen and complete the faces.**  **Finishing the lesson. Pupils work in pairs with flashcards. The first pupil chooses a food item and says the name, e.g. carrots. The partner responds by saying I like carrots or I don't like carrots.** |

**Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 9**

**Vertical Integration: the sounds for the letters in CVC words (h, l, g, f, j, u, o, n, z, k, q, x, v,y) Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to pronounce and practise the sounds within CVC words and to blend and segment these sounds;**  **to read and write known words** | **Pupil's Book page 34. Units**  **1-4 (Semester**  **1) Phonics**  **Cards (s, d, c, a, p, r, e, b, t, m, w, i)**  **Units**  **5-7 Phonics**  **Cards (h, 1, g, f, j, u, o, n, z, k, q, x, v, y) •**  **Unit 8 CVC**  **Phonics Cards (log, vet, pan, hen, bus, hat)** | **Activity based learning/ Oral presentation**  **Direct instructions/ Questions & answers-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards and games in the phonics section of the Games bank to revise all the letter sounds of the alphabet.**  **Presentation**  **• Use the Phonics Cards for three letters to make a CVC word using known letter sounds, e.g. 1/o/g. Encourage pupils to say each individual sound and then to blend the letters together to make a word as per the How to work with phonics procedure. Explain that all the tasks in this lesson focus on blending.**  **Practice 1 8.19 Listen and say. Focus pupils on page 34, Activity 1 and point to the pictures in turn. Ask pupils to listen to the audio and to repeat what they hear. Place the Phonics Cards on the board to make each word and demonstrate how to blend and segment.**  **2 8.20 Listen and repeat. Trace and say. Look at the pictures with the pupils and see if they know the words for any of them.**  **•Explain that the word for each picture contains known letters and sounds and that pupils should be able to sound out the words to read them.**  **• Play the audio and then demonstrate the blending and segmenting process.**  **• Point to the words in a random order and see if pupils can read them to you and then segment them.** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 9 AB**

**Vertical Integration:the sounds for the letters in CVC words (h, l, g, f, j, u, o, n, z, k, q, x, v,y). Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to pronounce and practise the sounds within CVC words and to blend and segment these sounds;**  **to read and write known words** | **Activity Book**  **page 26. Units**  **1-4 (Semester**  **1) Phonics**  **Cards (s, d, c, a, p, r, e, b, t,m, w, i)**  **Units**  **5-7 Phonics**  **Cards (h, 1, g, f, j, u, o, n, z, k,**  **q, x, v, y) •**  **Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat)** | **Activity based learning/ Oral presentation**  **Direct instruction/ Exercises-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards and games in the phonics section of the Games bank to revise all the letter sounds of the alphabet.**  **Presentation**  **• Start by writing four known CVC words on the board, e.g. vet, log, hen, pan. Blend the letters to read each word with the pupils and then ask them to close their eyes while you delete a letter from each word. Ask pupils to recall each word and then to orally segment them to find the missing letters.**  **Practice**  **1 8.21 Listen, write and say. Then match. Guide pupils to find page 26 in their Activity Book.**  **Tell pupils they will practise blending and segmenting and that they must identify the missing letter each time.**  **Finishing the lesson**  **• Use the Phonics Cards to reinforce the letter sounds. Select an appropriate game from the phonics section of the Games bank that develops the skills that your class needs. You may also want to use Phonics Cards 39-44 (log, vet, pan, hen, bus, hat) to practise reading CVC words.** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 10**

**Vertical Integration: the sounds for the letters in CVC words (h, 1, g, f, j, u, o, n, z, k, q, x, v, y) Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to pronounce and practise the sounds within CVC words and to blend and segment these sounds;**  **to read and write known words** | **Pupil's Book page 35. Units**  **1-4 (Semester**  **1) Phonics**  **Cards (s, d, c, a, p, r, e, b, t, m, w, i). Units**  **5-7 Phonics**  **Cards (h, 1, g, f, j, u, o, n, z, k, q, x, v, y) •**  **Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat, sun, jug, bag, yes, pot, fox)** | **Activity based learning/ Oral presentation**  **Direct instructions/ Presentation-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards and games in the phonics section of the Games bank to revise all the letter sounds of the alphabet.**  **Presentation**  **• Choose Phonics Cards that when put together make a known CVC word, e.g. p/a/n, but put them in a jumbled order on the board. Say the word (pan) and ask pupils to listen as you orally segment it.**  **• Challenge pupils to order the Phonics Cards to make the word and make note of any difficulties with this task that you can address during the lesson.**  **Practice 1 8.22 Listen and look. Say, order and write. Focus pupils on page 35 and point to the pictures in turn to teach/elicit each word. Explain that the letters have been jumbled and that pupils must segment the word they hear and order the letters to make the words.**  **• Play the audio and work through the first one together. Play the audio as many times as needed, pausing to give pupils time to write the letters in the correct order.**  **• Once pupils have written the words, practise orally blending and segmenting the words with the Phonics Cards to give a visual representation of the activity.** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : Lesson Title: Lesson 10 AB**

**Vertical Integration : the sounds for the letters in CVC words (h, 1, g, f, j, u, o, n, z, k, q, x, v, y) Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to pronounce and practise the sounds within CVC words and to blend and segment these sounds;**  **to read and write known words** | **Activity Book**  **page 27. Units**  **1-4 (Semester**  **1) Phonics**  **Cards (s, d, c, a, p, r, e, b, t, m, w, i) Units**  **5-7 Phonics**  **Cards (h, 1, g, f, j, u, o, n, z, k, q, x, v, y) •**  **Unit 8 Phonics Cards (log, vet, pan, hen, bus, hat, sun, jug, bag, yes, pot, fox)** | **Activity based learning/ Oral presentation**  **Direct instruction/ Exercises-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards and games in the phonics section of the Games bank to revise all the letter sounds of the alphabet.**  **Presentation**  **Choose Phonics Cards that when put together make a known CVC word, e.g. h/e/n, but only put two of the cards on the board and draw a line where the other letter should go.**  **• Ask pupils for suggestions of letters to complete the word and for each suggestion, blend the letters to read the word.Change the word when pupils guess the correct letter.**  **Practice**  **1 Choose, write and say. Focus on page 27 and explain to pupils that there is a letter missing from each word. Explain that they must choose the correct letter from the three letter tiles at the top of the page to complete each word.**  **2 Look and write. Elicit the word for each picture and demonstrate how to segment each word to identify the sounds and letters within it.**  **Finishing the lesson**  **• Identify a skill that the pupils need to work on and choose a phonics game from the Games bank to play with the class. Use Phonics Cards 39-50 to practise reading CVC words.** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: 8 I like cakes** |

**Previous Learning : b. Lesson Title: Lesson 11**

**Vertical Integration: apples, cakes, carrots, grapes, juice, lemonade, lemons, sweets; I like ...; I don't like...; please, thank you Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to practise language from the unit;**  **to pronounce words correctly and use them in the correct context** | **Pupil's Book**  **page 36**  **a completed plate, glass and food templates of the plate, glass and food items to press out glue crayons and coloured pencils Units 5-7 Phonics Cards (h, 1, g, f, j, u, o, n, z, k, q, x, v, y) Unit 8 Phonics Cards (log, vet,pan, hen, bus,hat, sun, jug,bat. Unit 7 They're tigers! Flashcards Unit 8 I like cakes,Flashcards, lemon (apples,cake.carrots,grapes, sweets)** | **-Direct instructions/ Flashcards**  **Groupwork/ Pair work (evaluate partner's project)**  **Groupwork**  **Activity based learning/ Oral presentation Project** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Traffic light**  **cards**  **technique**  **Peer**  **learning:**  **groupwork;**  **Two stars**  **and a wish** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Revise the phonics sounds from Lessons 9 and 10 using the Phonics Cards. Choose a game to play from the Games bank on pages 13 and 14 with all the Phonics Cards from Units 5-8.**  **Presentations**  **• Before the lesson, prepare all the materials and make a plate, glass and a set of food items for demonstration.. Show page 36 in the Pupil's Book and say Look! Show pupils an example of the plate, glass and food they are going to make. Say I like carrots, grapes and sweets. I don't like apples and cakes.**  **Practice**  **1 Viewing and presenting Make and show. Show the model plate and glass to pupils and introduce the words glass and plate. Pupils repeat the words.**  **• Focus pupils on the illustrations on page 36. Introduce and talk through each stage of the process so pupils know what they are going to do before they start.**  **Use the Traffic light cards technique to check pupils understand the procedure.**  **• Pupils colour in the food and drink. Pupils work in groups to present their plates. Encourage pupils to use the Two stars and a wish technique to evaluate the project**  **2 8.23 8.24 Sing and play. Play the song. Pupils sing along and hold up their food items from the project as they appear in the song.**  **Finishing the lesson**  **• Find out how happy pupils are with what they have learnt in the unit. And what favourite part of the unit was.** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title: Meg’s learning club** |

**Previous Learning : Lesson Title: Language booster**

**Vertical Integration: Cross here! No animals! No people! Stop! Wait! Walk! Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to identify road signs;**  **to identify how to cross a road safely** | **Pupil's Book pages 38-39.**  **Meg's**  **Learning Club Flashcards (Cross here! No animals! No people! Stop! Wait! Walk!)** | **Direct instructions/ Flashcards**  **Groupwork/ Pair work (take turns)-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer**  **learning:**  **pairwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Place Flashcards 164-169 on the board. Point to each sign and see if pupils can guess the meaning of each one in L1.. Tell pupils that they are going to learn some road signs to help keep them safe.**  **Presentation**  **• Point to each sign and say Cross here! No animals! No people! Stop! Wait! Walk!**  **Practice**  **1 LC1.1 Listen and follow. Tell pupils they will hear the words for some road signs. They should move their fingers across the picture as the words are spoken. Play the audio and monitor that pupils are following the words in their book.**  **2 LC1.2 Listen and match the words to the signs in Activity 1. Tell pupils they will listen to the word meanings of the road signs. They should follow the words being spoken by pointing to each word on the page.**  **3 LC1.3 Listen, point and say. Tell pupils that they will hear the meanings of the road signs on the audio.**  **4 LC1.4 Listen and tick (✔). Explain that pupils will hear an instruction taken from a road sign. They must listen and then choose the correct road sign.**  **Finishing the lesson Hold up the Flashcards in turn, and ask pupils to say the meaning of each one that you hold up.** |

**Daily follow –up table**

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***Reflection:***

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from to** | **Unit Title :- Meg’s learning club:** |

**Previous Learning : Lesson Title: Language booster**

**Vertical Integration:Cross here! No animals! No people! Stop! Wait! Walk! Horizontal Integration**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| **1.**  **2.** | **to identify road signs;**  **to identify how to cross a road safely** | **Activity Book**  **pages 28-29**.  Meg's  **Learning Club Flashcards**  **(Cross here! No animals! No people! Stop! Wait! Walk!). magazines with photos of road signs for pupils to cut out.**  **poster paper** | **Direct instruction/ Exercises Flashcards**  **Groupwork/ Groupwork-** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer**  **learning:**  **groupwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Tell pupils that they are going to review the words for road signs in English.**  **Presentation**  **• Put Flashcards 164-169 on the board. Ask pupils to come to the board in small groups and to point to the sign you are referring to when you call out an instruction, e.g. Wait!**  **Practice**  **1 Look, find and circle. Say.. Guide pupils to find page 28 in their Activity Book. Tell pupils they need to find each of the road signs pictured, in the main artwork.**  **2 LC1.5 Listen and match. Guide pupils to find page 29 in their Activity Book. Tell them they will listen to the meanings of some road signs.**  **Finishing the lesson**  **• Pupils can find other road signs in magazines and make a poster to display them all.** |

**Daily follow –up table**

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

***I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Suggestions for improvement*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*