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| **Class/Level: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: giraffe, monkey, tiger, zebra, animals; They're … Horizontal Integration:Theme 4: Environment/ Science**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |  |
| 1  2 | **to name animals ;**  **to pronounce the word correctly** | • **Pupil's Book page 22. Unit 6 My blue jacket**  **Flashcards and real clothes (boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt).**  **Unit 7 They're tigers!**  **Flashcards (giraffe, monkey, tiger, zebra)** | **Direct instructions/ Flashcards**  **Oral presentation** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique** | **Checklist**  **Rating Scale** | **Presentation. Show page 22 in the Pupil's Book and say giraffe, zebra, tiger, monkey.**  **Practice**  **1 7.1 Listen and follow. Before playing the audio, introduce the key vocabulary using Flashcards for animals say word and pupils repeat.**  **• Guide pupils to find page 22 in the Pupil's Book. Point to each group of animals and present the words giraffe, tigers, monkeys, zebras. (There is only one giraffe, so leave this as a singular form for the moment.) Make sure pupils pronounce the final /s/ or /z/ sound at the end of each plural form.**  **• Play the audio. Pupils listen and follow the conversation. Play the audio again. This time pupils point to the animals.**  **2 7.2 Listen, point and say. Play the audio as pupils look in the Pupil's Book. 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 the flashcard for each animal. Pupils say the word and then point to the correct animal in the Pupil's Book** |  |

**(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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: giraffe, monkey, tiger, zebra, animals; They're … Horizontal Integration:**

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| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** |
| **Strategy** | **Tool** |  |
| 1  2 | **to name animals ;**  **to pronounce the word correctly** | **Activity Book**  **page 16. Unit**  **7 They're tigers!**  **Flashcards**  **(giraffe, monkey, tiger, zebra). Unit 7 Stickers (back of the Activity Book)** | **Direct instructions/ Flashcards**  **Activity based learning**  **Oral presentation** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Revise the vocabulary from Lesson 1 by holding up each flashcard. Alternate between the singular and plural forms.**  **Practice**  **1 7.3 Listen. Look and count. Focus pupils on the four pictures. Ask pupils to count the number of each animal in the big picture. Play the audio. Pupils write the numbers of each animal.**  **2 7.4 Listen and stick. Trace.**  **• Play the audio. Pause to allow pupils time to put the stickers in the correct place. Give pup time to trace the word under each sticker, making sure they say the word each time.**  **\*(If there is time) Extra activity TPR Play the Team race game with the four flashcards the lesson (giraffe, monkey, tiger, zebra).**  **Finishing the lesson**  **• Play the 'Goodbye' song pupils learnt in Semester 1** |

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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: giraffe, monkey, tiger, zebra, animals; They're … 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** | **Pupil's Book page 23. Unit 7 They're tigers!**  **Flashcards (giraffe, monkey, tiger, zebra). real objects (classroom objects, clothes, toys)** | **Direct instructions/ Flashcards**  **Groupwork/ Pair work** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer learning pairwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Review the vocabulary from the previous lesson using the Flashcards.**  **Presentation**  **• Show page 23 in the Pupil's Book and say They're giraffes. They're monkeys. They're tigers. They're zebras.**  **Practice**  **1 7.5 Listen and number. Pupils look at each picture in turn. Point to the picture and ask What's this? and elicit It's a..... Play the audio. Pupils listen and number the pictures.**  **2 7.6 Listen and circle. Start by revising the plural form. Focus pupils on the pictures and elicit the names of the animals. Point to each picture and ask What are these? Play the audio. Pupils circle the correct pictures.**  **3 7.7 Listen and say. Play the audio as a model of the language to be practised. Pupils repeat the sentences. Pupils work in pairs to take it in turns to point to the pictures in Activities 1 (singular form) and 2 (plural form).**  **Finishing the lesson**  **• Pupils walk around the classroom pretending to be one of the animals (tiger, giraffe, monkey, zebra). They get into groups with pupils who are the same animal as 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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: giraffe, monkey, tiger, zebra, animals; They're … 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** | **Pupil's Book page 23. Unit 7 They're tigers!**  **Flashcards (giraffe, monkey, tiger, zebra))**  **drawing materials for each pupil.**  **treal objects (classroom objects.**  **clothes, toys)** | **Direct instructions/ Flashcards**  **Groupwork/ Pair work** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Peer learning pairwork** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Place Flashcards of animals revise them with singular and plural.**  **Presentation**  **Tell pupils they are going to review the language from Lesson 3.**  **Practice**  **1 7.8 Listen and number. Pupils look at each picture in turn. Point to the picture and ask What are these? Elicit the answers. Play the audio. Pupils listen and number the pictures.**  **2 Viewing and presenting**  **Draw and share. Introduce the incomplete drawing of a monkey. Tell pupils to complete it and draw another monkey next to it. Pupils work in groups to show their drawings and talk about them.**  **Finishing the lesson**  **• Use real objects (single and multiple items of each) to practise contrasting the singular and plural structures. Use items pupils have learnt that have a regular plural ending with the /s/ or z/.**  **• Pupils work in pairs, asking and answering the same question about their classroom objects, clothes, parts of the body, etc.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: frog, lizard, snake, spider, What are these? They're … 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 known animals;**  **2. to identify examples of how to look after animals** | **Pupil's Book page 24. Unit 7 They're tigers!**  **Flashcards (frog, giraffe, lizard, monkey, snake, spider, tiger, zebra).**  **an animal puppet or toy** **animal paper and drawing materials for each pupil** | **Direct instructions/ Flashcards**  **Groupwork/ Pair work** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **Pupils**  **learning pairwork**  **Happy/sad**  **Face**  **techniq** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Review the language from the previous lessons using Flashcards.**  **Presentation**  **• Show page 24 in the Pupil's Book and say They're frogs. They're lizards. They're snakes. They're spiders.**  **Practice**  **1 7.9 Listen and follow. Point to May. Present the new vocabulary before pupils listen to the audio. Use Flashcards (snake, lizard, frog, spider). say the name clearly several times, e.g. snake. Pupils repeat.**  **Focus Pupils on the pictures. Ask Who's this? and What are these? pointing to the characters and animals. Elicit answers using It's Introduce Fred the zookeeper, e.g. This is Fred.. Play the audio of each scene and pause. Say Point to .... Play the audio again and this time use the Story Cards.**  **2 Look and find. Introduce the topic of looking after animals, using an animal puppet or toy animal. Mime stroking it and feeding it to indicate you are looking after it. Using the Happy/sad face technique, distribute the face cards and ask Is this good?**  **Finishing the lesson. Use the Unit 7 They're tigers! Flashcards to play one of the flashcard games from the Games bank on Teacher's Book page 13.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: frog, lizard, snake, spider, What are these? They're … 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 known animals;**  **2. to identify examples of how to look after animals** | **Activity Book**  **page 18.**  **• an animal puppet or toy animal paper and drawing materials for each pupil** | **Direct instruction/ Exercises**  **Oral presentation** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson •**  **Use the puppet or toy from Lesson 5 and mime different actions to show looking after and not looking after animals.**  **Presentation**  **• Tell pupils they are going to revise the words and values from Lesson 5.**  **Practice**  **1 7.10 Listen. Look and number. Explain that the pictures are in the wrong order and pupils have to help put them right. Play the audio. Pupils point to the correct picture as they listen.**  **2 Look and colour. Pupils look at the pictures and colour in the circles in those which show children looking after animals.**  **Finishing the lesson**  **• Pupils look again at the picture story. Point to a group of animals, e.g. the lizards, and say What are these? They're spiders. Pupils correct you. Guide them to use a full sentence, e.g. No, they're lizards.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: frog, lizard, snake, spider, What are these? They're … 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 animal** | **• Pupil's Book**  **page 25. Unit 7 They're tigers!**  **Flashcards**  **(frog, giraffe, lizard, monkey, snake, spider, tiger, zebra)** | **Direct instructions/ Flashcards**  **Activity based learning/ Oral presentation** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Traffic light**  **cards**  **technique** | **Checklist**  **Rating Scale** | **Starting the lesson Revise the vocabulary for the unit using Flashcards 118-125.**  **Presentation**  **• Show page 25 in the Pupil's Book and say What are these? They're snakes. They're lizards. They're frogs. They're spiders.**  **Practice**  **1 7.11 7.12 Listen again. Then listen, look and match. Play the audio of the story (7.11) to remind pupils of what happens.**  **• Explain that pupils must listen and match the characters (1 and 2) to the animals (a-d) that they ask Fred about. Use the Traffic light cards technique to check that pupils understand what they have to do.**  **27.13 Listen, point and say. Focus the pupils on the four pictures. Elicit the words before pupils listen. Play the audio. Pupils repeat the words**  **3 7.14 Listen and number. Focus pupils on the picture. Elicit the names of all the animals.. Play the audio. Pupils number the animals.**  **4 7.15 7.16 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**  **• Play the song again. Encourage pupils to make up actions to go with each animal as they sing.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: frog, lizard, snake, spider, What are these? They're … 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 animal** | **Activity Book**  **page 19. Unit 7 They're tiger's**  **Flashcard**  **(frog,giraffe, lizard, monkey,snake, spider, tiger, zebra) • pictures (from magazines,the tinternet, etc.) of groups of the animals taught in the lesson.**  **Vocabulary time (back of the Activity Book). Unit 7**  **Stickers (back** | **Direct instruction/**  **Exercises**  **Flashcards** | **Setting aims and criteria: lesson objectives presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **Sturen Flashcards 118-125 (frog, giraffe, lizard, monkey, snake, spider, tiger, zebra) to revise the vocabulary from the previous lesson.**  **Presentation**  **• Tell pupils they are going to practise the language from Lesson 5.**  **Practice 1 7.17 Listen and stick. Trace. Play the audio. Pause to allow pupils time to put the stickers in the correct place. Encourage pupils to trace each word.**  **2 7.18 Listen and tick (✔). Give pupils a minute to look at the pictures and prepare before they listen. Point to each picture and ask What are these? Elicit They're.... Play the audio Pupils listen and circle the correct pictures.**  **Finishing the lesson**  **• Show pictures of groups of the animals that pupils have learnt. Show each picture in turn and ask What are these? Elicit They're ….** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: the sounds for the letters Zz, Kk and Qq Horizontal Integration**

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| 1  2 | **to pronounce and practise the sounds for the letters Zz, Kk and Qq**  **to differentiate between the Sounds learnt** | **Pupil's Book**  **page 26.**  **Unit**  **7 Phonics**  **Cards (z, k, q)**  **Unit 7 Phonics Flashcards (zebra, zero, zoo, king, kite, kitten, queen, question, quiet)**  **• Unit 5 and**  **Unit 6 Phonics Cards (h, 1, g, f, j, u, o, n) •**  **Semester 1**  **Phonics Cards** | **Activity based learning/ Oral presentation**  **Direct instructions/ Flashcards** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Presentation**  **• Show page 26 in the Pupil's Book and say /z/, /z/, zero. Write the letters z and Z on the board and repeat the /z/ sound. Do same for K & Q.**  **Practice**  **1 7.19 Listen and say. Introduce the Phonics Card for each letter. Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.**  **2 7.20 Listen and say. Match and trace. Elicit or teach the word for each picture and identify the initial sound (Use flashcards if necessary). play the audio for pupils to listen and repeat. pupils must choose the correct letter to match the initial sound for each picture and draw a matching line.**  **Blending and Segmenting Pupils now know the sounds for the letters s, d, c, a, p, r, e, b, t, m, w, i, h, l, g, f, j, u, o, n, z, k, q and can start to blend these sounds together to make words. Choose one of game from Games bank.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: the sounds for the letters Zz, Kk and Qq Horizontal Integration**

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| 1  2 | **to pronounce and practise the sounds for the letters Zz, Kk and Qq**  **to differentiate between the Sounds learnt** | **Activity Book**  **page 20. Unit**  **7 Phonics**  **Cards (z, k, q)**  **Unit 5 and Unit**  **6 Phonics**  **Cards (h, 1, g, f,**  **j, u, o, n) •**  **Semester 1**  **Phonics Cards** | **Activity based learning/ Oral presentation**  **Direct instructions/**  **Exercises** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards and actions to review the sounds for the letters h, l, g, f, j, u, o, n.**  **Presentation**  **• Explain that in this lesson pupils will practise writing the letters for the sounds /z/ and /k/ and/kw/.**  **• Write the letters Z, Z, K, k, Q and q on the board and point to each one to elicit the sound that each letter makes.**  **Practice**  **1 Trace and say. Match. Ask pupils to trace the letters in the boxes and say the sounds they make as they trace them.**  **2 Look and say. Circle and write. Elicit the word for each picture from the pupils and identify the initial sound. Point out the three letters next to each picture and explain that pupils must choose the correct letter to represent the initial sound and should circle it.**  **Finishing the lesson**  **Take time to identify any sounds that pupils find difficult to remember and reinforce these sounds using the Phonics Cards, actions.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: the sounds for the letters Xx , Vv , and Yy Horizontal Integration**

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| 1  2 | **to pronounce and practise the sounds for the letters Xx , Vv , and Yy**  **to differentiate between the Sounds learnt** | **Pupil's Book**  **page 27.**  **Unit**  **7 Phonics**  **Cards (z, k, q, x, v, y) Unit 7**  **Phonics**  **Flashcards**  **(box, fox, six, van, vet, violin, yellow, yoghurt, yoyo)**  **• Unit 5 and Unit 6 Phonics**  **Cards (h, l, g, f, j, u, o, n) •**  **Semester 1**  **Phonics Cards** | **Activity based learning/ Oral presentation**  **Direct instructions/**  **Flash cards** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards from Unit 5 and Unit 6 (h, 1, g, f, j, u, o, n) and Lesson 9 of Unit 7 (z, k, q).**  **Presentation**  **• Show page 27 in the Pupil's Book and say /ks/, /ks/, six. Write the letters x and X on the board and repeat the /ks/ sound. Do same for V & Y.**  **Practice**  **1 7.21 Listen and say. Introduce the Phonics Card for each letter and hold them up alternately for pupils to say the correct sound for each letter. Play the audio. Pupils point to the correct picture as they listen. They repeat the sounds and words.**  **2 7.22 Listen, trace and match. Play the audio. Pupils point to the correct picture as they listen. They trace the target letters in each word and then match each word to one of the big letters in the centre.**  **Blending and Segmenting**  **Refer to the How to work with phonics section in the Introduction and the Blending and segmenting games. New words for blending and segmenting include six, fox, box, vet, van, yes.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

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

**Vertical Integration: the sounds for the letters Xx , Vv , and Yy Horizontal Integration**

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| 1  2 | **to pronounce and practise the sounds for the letters Xx , Vv , and Yy**  **to differentiate between the Sounds learnt** | **Activity Book**  **page 21. Unit**  **7 Phonics Cards (z, k, q, x, v, y) Unit 7**  **Phonics**  **Flashcards**  **(box, fox, six, van, vet, violin, yellow, yoghurt, yoyo)**  **• Unit 5 and Unit 6 Phonics Cards (h, 1, g, f, j, u, o, n) •**  **Semester 1 Phonics Cards** | **Activity based learning/ Oral presentation**  **Direct instructions/**  **Flash cards**  **Exercises** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Use the Phonics Cards and actions to review the sounds for the letters h, l, g, f, j, u, o, n, z,k, q, x, v, y.**  **Presentation**  **• Explain that in this lesson pupils will practise writing the letters for the sounds/ks/, /v/ and /j/. Write the letters X, x, V, v, Y and y on the board and point to each one to elicit the sound that each letter makes.**  **Practice**  **1 Trace and say. Tell pupils they will practise writing uppercase and lowercase letters for the sounds they've learnt in this lesson.**  **2 Look, say and write. Use the Phonics Flashcards to elicit the word for each picture (van fox, yoyo, box, yellow, vet). Write the words on the board and circle the target letters. Practice segmenting the words and then write the missing letter for each one.**  **Finishing the lesson**  **• Use the Phonics Cards to reinforce the new sounds and to revise previously taught sounds. Select a game from the phonics section.** |

**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/: 1st grade**  **Number of Classes: 1** | **Date: from** | **Unit Title: 7 They ‘re tigers !** |

**Previous Learning : Lesson Title: Lesson 11 AB**

**Vertical Integration: frog, giraffe, lizard, monkey, snake, spider, tiger, zebra; What are they? They ‘re Horizontal Integration**

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| 1  2 | **to practise language from the unit;**  **to pronounce words correctly and use them in the correct context** | **Pupil's Book**  **page 28. a completed animal mask**  **templates of the animal masks to press out string crayons or coloured pencils. Units 5-7 Phonics**  **Cards (h, 1, g, f, j, u, o, n, z, k, q, x, v, y)Unit 6**  **Flashcards**  **(boots,dress, jacket,jeans, jumper,skirt, socks,T-shirt**  **Unit 7**  **Flashcards**  **(frog,giraffe, lizard,monkey,snake,spider, tiger zebro)** | **Direct instructions/ Flashcards**  **Groupwork/ Pair work (give two star & wish to partner)**  **Activity based learning/ Oral presentation**  **Project** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Traffic light**  **cards**  **technique**  **Peer**  **learning:**  **pairwork;**  **Two stars**  **and a wish**  **technique** | **Checklist**  **Rating Scale** | **Starting the lesson**  **• Revise the phonics sounds from Lessons 9 and 10 using the Phonics Cards.**  **Presentation**  **Show pupils an example of the mask they are going to make. Put one on and say, e.g. Hello! I'm ..........the tiger.**  **Practice**  **1 Viewing and presenting Make and show. Refer pupils to the templates at the back of the Pupil's Book and distribute the materials needed. Pupils press out the shapes, then colour their masks as they wish. Use the Traffic light cards technique to check pupils understand the procedure.**  **Put on your mask and tell pupils to put on their masks. Introduce your animal, Ask one pupil What's your name? Elicit an answer, e.g. I'm Muna the monkey.**  **• Encourage pupils to use the Two stars and a wish technique to evaluate the project. Make sure they start with two positive comments and then move on to one suggested area of improvement.**  **2 7.23 7.24 Sing and play. Play the song. Pupils sing along wearing their masks. Pupils should jump when they hear the animal whose mask they are wearing.**  **Finishing the lesson**  **Using the Flashcards revise the vocabulary for Unit 6 (boots, dress, jacket, jeans, jumper, skirt, socks, T-shirt) and this unit (frog, giraffe, lizard, monkey, snake, spider, tiger, zebra). Then play the Categories game.** |

**Daily follow –up table**

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**Reflection:**

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

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

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