**ELT Lesson** Planning **Template Year 2, Sem 1**

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| Date: | Day: Month: Year: | | | | **Name of Student:** | | Jawahir Ahmed | | | |
| Time: | from:  to: | | length of class: | | **Name of School:** | |  | | | |
| Name of MST: | |  | | | **Grade:** | | 4 | **No. Ss:** | |  |
| Details about the book that the MST uses: | | | | Name of book:  *My Apron* | | Unit: | | | page(s) | |

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| **PURPOSE – Why am I teaching this lesson? What do I want the students to know/to be able to do by the end of the lesson that they could not do before?** |
| **OBJECTIVES**  **Students will be able to ….**   * **Students will be Able to recognize some unfamiliar words like (Apron, Plasterer, measuring, sew).** * **Retell the story by looking at the order of the pictures.** * **Students will read flash cards with pronouns sentence.** |
| **LANGUAGE – What is the language I hope to teach? Specifically – what do I want the students to be able to say or write or read or listen to? Is it new language, or am I revising something I or my MST has already presented and practiced, or is it a mixture?** |
| Students will use presentence to talk about their daily routine. |
| **SKILLS –** Which skill(s) am I teaching and what aspect of that / those skill(s) will I focus on? |
| **Listening and speaking** |
| **CONTEXT – How will I make the language realistic for the students?** |
| **by using puppets, and Pictures.** |
| **RESOURCES –– What resources do I need to create the context and provide practice so the students can do what they need to do to develop? - Include realia, books, handouts, multimedia, songs, games, etc.** |
| **Puppets, Flashcards and pictures of the story, Listening audio, worksheet.** |
| **ACTIVITIES – What activities can I design that use the resources and are appropriate in the context? Are my activities authentic and purposeful?** |
| **Each student will order the story pictures in the right sequence and retell the story.** |

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| **Activity** | **Time** | **Interaction** | **Teacher (activity + exact instructions you intend to give)** | **Student (what they do + language you expect them to use)** | **Purpose / objective of the activity** | **MCT comments** |
| **Engage**  **Puppet Show** | 10-15 minutes | T-SS  SS-T | T Act out a puppet show  S listen  During the Show T will ask Students what do you see  SS will answer the T | SS watch the puppet show  T asks questions  SS answer question | To engage  To learn the new vocabulary’s  To learn the past tense and the present tense |  |
| **Building Knowledge**  **Flash cards** | 5 mins | T-SS | T will explain what is written on the flash cards  SS will repeat after the T  T will Ask one S to repeat  S will repeat | S will learn the new vocabulary’s  S will learn how to pronounce | To learn the new vocabulary’s  To learn the pronunciations |  |
| **Transformation**  **Ordering cut-out cards** | 10 mins | T-S  S-S | T Will tell the instruction of the activity’s  S will do the Activity | Students will check their answers by looking at their Friends Order of the picture. | To listen carefully to the story and develop their listening skill  To socialize |  |
| **Reflection**  **retell the story** | 5 mins | T-SS  T-S  S-SS | T will explain the Activity to the SS  T will pick one student to Retell the story  S will stand and read out loud the story to all SS | S will retell the Story | To use their speaking skill  To strengthen their memorizing Ability |  |

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| **Primary EPC 2401 Reflection Template Year 2, Sem 1**  **(Please complete this *BEFORE* you speak to your MCT (or MST). Please bring a completed copy of it to your discussion**  **Lesson details (brief):**  **SELF REFLECTION**  **What went well? Why do I think it went well?**  **If I gave the lesson again, what would I change and why?**  **How was my classroom management?**  **What did the children learn? How do I know this?**  (Remember: THE IMPORTANT THING IS NOT THE LESSON; IT IS HOW MUCH YOU ARE LEARNING / WHAT YOU UNDERSTAND ABOUT YOUR TEACHING / THE WAY STUDENTS LEARN. the more detailed your comments are, the higher your grade will be) A very good lesson but a weak / incomplete / over-general reflection will mean a lower grade for the reflection. However, a (very) good / not so good lesson and a very detailed / very complete / very specific reflection about it will mean a higher grade for the reflection. |