



ELT Lesson Planning Template Year 2, Sem 1

Date:	Day: 11 Month: March Year: 2018	Name of Student:	Jawahir Ahmed Mohamed		
Time:	from: 9:00 to: 9:45	length of class: 45 min	Name of School:	Asma Primary School	
Name of MST:	Ahlam		Grade:	4	No. Ss: 5
Details about the book that the MST uses:	Name of book: <i>Learners book</i>	Unit: 8	page(s) 380		

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

- Identify both sides of the magnets (N-S)
- Learn how magnets function
- Write a sentence about the experiment
- Do an experiment using magnets and different kinds of objects

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?

How magnets function

SKILLS – Which skill(s) am I teaching and what aspect of that / those skill(s) will I focus on?

Listening, speaking and writing

CONTEXT – How will I make the language realistic for the students?

by making experiments using objects in the class.

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.

Listening audio, worksheet, , Video, Magnets, Iron filings , Sand, cups, paper ,Flashcards

ACTIVITIES – What activities can I design that use the resources and are appropriate in the context? Are my activities authentic and purposeful?

Magnets, sand and Iron filings, to make an experiment to come to a conclusion that magnets get attached to some metals

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 Flash Cards and Questions	10-15 minutes	T-SS SS-T	T teaches the new vocabulary T asks SS to repeat after her the new vocabulary T asks S questions about magnets	SS Repeat The new vocabulary words loudly S answer to the teacher	To engage To learn the new vocabulary's To understand the concept of magnets	
Building Knowledge Video	5 mins	T-SS	T Plays a Video T asks what you saw in the video T picks a S to answer	SS watch the video S answer	To relate to the real world Get a better understanding	

<p>Transformation</p> <p>listening worksheet</p>	<p>10- 15 mins</p>	<p>T-SS</p>	<p>T Will explain the instructions of the activity</p> <p>T plays the Audio</p> <p>T will move with her checklist and check and help if needed</p>	<p>SS Listen and fill in the gap</p> <p>Students will check their answers by looking at the answer key</p>	<p>Develop listening skill</p> <p>To memorize the new vocabulary's and their functions</p>	
<p>Reflection</p> <p>Group Experiment</p>	<p>15 mins</p>	<p>T-SS T-S S-SS</p>	<p>T will explain the Activity to the SS</p> <p>T will move with the checklist</p>	<p>SS speak in a group using the magnets and making an experiment</p> <p>SS write down what they concluded from the experiment</p>	<p>To use their speaking skill</p> <p>To socialize</p> <p>To come with a conclusion and use higher thinking skills</p>	



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