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

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| Date: | 6- march- 2018 | | | | **Name of Student:** | | Jawahir Ahmed | | | |
| Time: | from: 11: 45  to: 12:30 | | length of class: 45 min | | **Name of School:** | | Asma Primary School | | | |
| Name of MST: | | Shikha | | | **Grade:** | | 4 | **No. Ss:** | | 5 |
| Details about the book that the MST uses: | | | | Name of book:  Exercises book | | Unit:  10 | | | page(s)  688 | |

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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 able to solve an equation about Collect decimal numbers.** * **Students will learn that the places of numbers have a meaning.** * **Students will learn how to round the decimal numbers.** |
| **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 learn how to round the decimal numbers. |
| **SKILLS –** Which skill(s) am I teaching and what aspect of that / those skill(s) will I focus on? |
| **speaking- writing - listing** |
| **CONTEXT – How will I make the language realistic for the students?** |
| **Making a mini supermarket in the classroom, and students will but two items and round the price to get to the end of the correct total. That will help them to connect to the real world.** |
| **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.** |
| **Grocery shopping boxes, Pictures, price tags, Story Listening audio, worksheet**  **, online game ((**https://www.plickers.com/**)), Barcode cards** |
| **ACTIVITIES – What activities can I design that use the resources and are appropriate in the context? Are my activities authentic and purposeful?** |
| **Students will Buy two items from the mini supermarket and round the decimal numbers, on their worksheet.** |

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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**  **Mathematical Story** | 5 minutes | T-SS  SS-T  T-S  S-SS | T tells a mathematical story with an equation to solve.  T asks SS to think and answer as a group.  T pick the first group finishes | SS Talk and think about the equation.  One S answers instead the entire group | To engage  To learn the concept of rounding the decimal numbers |  |
| **Building Knowledge**  **supermarket**  **Activity** | 15 -20 mins | T-SS  ss-ss  ss-T | T Explains the activity  T helps S who are having difficulty  T checks their answers | SS Do the activity in a group  The group gets point | Connect to the real world  Students cooperate and help each other in solving the equation |  |
| **Transformation**  **solving equations in the book** | 7-10 mins | T-S  S-S | T tells students based on their group color which question to solve individually  T moves around and check | SS solve the equation individually  S raise her hand, so T can check | To Check each S understanding |  |
| **Reflection**  **Online game**  **( Plickers)**  https://www.plickers.com/ | 5-10 mins | T-SS  T-S  S-SS | T will explain the Activity to the SS  T will Scan student’s answers | SS will Answer  SS get a point in its correct | To keep track off Students progress and errors  (( It’s like a check list)) |  |

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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. |