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

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| Date: | Day: **22** Month:  **Feb** Year: **2018** | | | | **Name of Student:** | | **Jawahir Ahmed Mohamed** | | | |
| Time: | from: **1:30**  to: **2:15** | | length of class: **45 min** | | **Name of School:** | | **Asma Primary School** | | | |
| Name of MST: | | **Shikha Al Shamsi** | | | **Grade:** | | **4** | **No. Ss:** | | **5** |
| Details about the book that the MST uses: | | | | Name of book:  ***English main book*** | | Unit:  **6** | | | page(s)  **137** | |

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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 ….**   * **Learn new vocabulary words** * **Improving the student’s memorization skill.** * **Learn how to write the new words** * **Being able to sequence the events, or the steps.** * **Learning about their body part and how it function.** |
| **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 be able to Identify some body parts like (Heart, Lungs, Ribs ). And their Purpose. |
| **SKILLS –** Which skill(s) am I teaching and what aspect of that / those skill(s) will I focus on? |
| **Listening, Reading, Speaking.** |
| **CONTEXT – How will I make the language realistic for the students?** |
| **By watching pictures, feeling their own heartbeat, touching their ribs, Showing them 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.** |
| **Flashcards and pictures of the Body parts, Listening audio, worksheet, Colours, pencil.** |
| **ACTIVITIES – What activities can I design that use the resources and are appropriate in the context? Are my activities authentic and purposeful?** |
| **I made an speaking, listing activity where students have to stick each body part in the right place and name them and then put the new vocabulary learned in a sentence.** |

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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**  **Video – Q and A** | 7 -15  minutes | T-SS  SS-T  T-S  S-T | T Will show SS a video  T will Ask questions about the video  T makes SS repeat the new vocabulary  T Asks Students where ribs are located and if they can show her by touching their ribs. | SS see a video  S Tell the T what they saw  SS repeat the new vocabulary’s loudly  S Show the T Where their ribs, heart, lungs are by pointing on their body’s. | Students will be Able to Identify what Ribs, lungs and heart are and they help in what and where its located. |  |
| **Building Knowledge**  **Flash cards - Pictures** | 15 mins | T-SS  T-S  S-T  T-SS  SS-T | 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  S learn how body parts function and where each body part is placed in our body. | To learn the new vocabulary’s  To learn how body parts function and where each body part is placed in our body. |  |
| **Transformation** | 5 mins | T-SS  T-S  S-T | T picks a student to retell everything she learned | S explain to the class what she learned | To check Students Understanding |  |
| **Reflection**  **Work sheet** | 15-20 mins | T-SS  S  T- SS  SS-SS | T will explain the Listing activity to the SS  T moves around with the Check list  T will give SS a speaking activity | S will listen to the Audio and Answer on the book page137  SS will work in Pairs they will put the body parts in the right spot and write a sentence using the body parts in . | Improving Their memorizing skills  learning how to write the new vocabulary’s.  To Socialize and help their classmates by sharing their knowledge. |  |

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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. |