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

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| Date: | Day: 1 Month: 3 Year:2018  | **Name of Student:** | Jawahir Ahmed. |
| Time: | from: 11:45to: 12:30 | length of class: 45 min | **Name of School:** | Asma School |
| Name of MST: |  | **Grade:** | 4 | **No. Ss:** | 5 |
| Details about the book that the MST uses: | Name of book:*Coloured book* | Unit:9 | page(s)147 & 148 |

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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 learn the difference between big and small.**
* **Students will learn to use big and small in a sentence.**
* **Students will connect what they know about big and small objects from the real world.**
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| **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?**  |
| differentiate between Big and small |
| **SKILLS –** Which skill(s) am I teaching and what aspect of that / those skill(s) will I focus on? |
| **Listening and speaking, reading**  |
| **CONTEXT – How will I make the language realistic for the students?**  |
| **by connecting it to their real world telling them a story of a boy who is in their age and he goes to a big school and the other boy goes to a small school and I would talk about the difference between big and small school.** |
| **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, pictures, Flash cards, glue, marker, pencil.**  |
| **ACTIVITIES – What activities can I design that use the resources and are appropriate in the context? Are my activities authentic and purposeful?** |
| **after students listening to the audio they would past cut out sentence to the correct boy who said it, then Student A will read what student Rashid said and student B will say what student Tariq said in the Audio and in this way students will check each other’s understanding, and check each other’s answers.** |

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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****Story** | 6 - 8minutes | T-SSSS-T | T introduce SS to the main characters T Plays the story Audio | SS listen to the story | To engageTo learn the difference between big and small  |  |
| **Building Knowledge****Flash cards, Relate to real life** | 7-10 mins | T-SST-SS- T  | T will explain what is written on the flash cardsSS will repeat after the TT will Ask one S to give her an example of something big or small and why she likes it. | SS will repeat after the T S will Answer by giving an example and will explain why. | To relate to the real worldAnd get a better understanding  |  |
| **Transformation****work sheet** | 10 - 15 mins | T-SS-S | T Will tell the instruction of the activity’s T move around with checklist, to check S understanding |  S Put the cut-out sentence correctly, S – A and S- B work in pairs to check each others answers. | To socializeTo check students understanding |  |
| **Reflection****checking answers, answering on page 148** | 7 - 10 mins | T-SST-SS-SS | T will explain the Activity to the SST will pick one S to read the question | SS do the Activity S read and answer the question | To strengthen their reading and speaking skillBuild up S self-esteem  |  |

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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.  |