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| **Module 4. Weather** | | | | | | | |
| Module 4 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Seasons and weather** | | | | | |
| Objectives according to the Curriculum | | ***3.1.2.1*** *recognize familiar words with visual support*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.3.2.2*** *deduce the meaning of a word in a picture or icon on a limited range of topics*  ***3.5.1.4*** *use common adjectives in descriptions of people and things and simple feelings with support* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Sing the song * understand new language   **Most learners will be able to:**   * Identify the seasons from flashcards * remember weather vocabulary   **Some learners will be able to**:   * understand exercise introductions * understand audio material * write the dialogue | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and let’s think about what today’s theme of the lesson will be.*  ***Show flashcards with weather and seasons.***  *- Look! What is in the picture?*  ***Elicit students’ answers.***  *- Good! Now let’s look through new language!*  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students looking at the flashcards and giving their thoughts.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **N/l**: *winter, summer, spring, autumn, cool, cold, snow, cloud, warm, hot, sun, wind, rain.* |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  ***Instruct students to look at the picture in their Student’s Books.***  *- Okay students, open your Student’s Books and look at the exercise. Let’s listen to the audio and point at the pictures that matches description.*  ***Play the recording.***  *- Good! now I want you to point in pairs to check each other.*  ***Play the recording again.***  ***(8 min.)***  ***Present the Winter, Spring, Summer, Autumn chant.***  *- Great! let’s have a music break! I’ve prepared a song about seasons for you.*  ***Play the recording.***  *- Yeah! that was amazing let’s sing along!*  ***Play the recording again, pausing after each line for students to repeat.***  ***(8 min.)***  ***Provide instructions for the activity.***  *- Great! let’s remember all the seasons by their definitions, and write it down.*  ***Check the answers with the class.***  *- Good job!*  **Key: 1 – summer, 2 – autumn, 3 – winter, 4 – spring.**  ***(5 min)***  ***Say and show a word (e.g., windy) and ask students to identify the corresponding picture.***  ***Provide explanations and check with the class.***  ***(5 min)***  ***Instruct students to work in pairs and make a dialogue about the weather.***  *- Excellent! Now I want you to write a dialogue about the weather. For example: - It is very cold in winter. – Yes, it is.*  ***Monitor and correct mistakes as necessary.***  ***(9 min)*** | | ***Students look at the picture.***  ***listen to the recording and point to the words, saying them.***  ***Students practice pointing and saying the words in pairs.***    ***Students look at the chant in their Student’s Books/or teacher’s song***  ***Students listen and follow the chant in their books.***  ***Students repeat each line of the chant.***  ***Students respond to basic questions about seasons.***  ***Students verify their responses.***  ***Students deduce the meaning of the word by matching it to the picture.***  ***Students engage in dialogue, practicing the new language.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students listen to the audio and do the exercise.  Students practice the prompts by repeating after teacher  Students work in pairs and repeat the names.  Students repeat the words after teacher | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Audio  Video chant: [Seasons Song for Kids (Autumn Version) | Pancake Manor (youtube.com)](https://www.youtube.com/watch?v=ksGiLaIx39c)  blackboard  Student’s books |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *Now, let’s mimic how we look like during different seasons or weather! Who wants to start?*  ***Provide feedback and reinforcement of the new language.***  *! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Students take turns miming and gesturing different seasons.***  ***Other students guess the season being portrayed.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 4 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **I like all seasons!** | | | | | |
| Objectives according to the Curriculum | | ***3.5.1.8*** *use personal subject and object pronouns in a limited range of familiar topics*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.3.3.1*** *understand short, simple instructions used in familiar everyday contexts*  ***3.1.2.1*** *recognize familiar words with visual support* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Sing the song * understand new language   **Most learners will be able to:**   * Use new language * remember recycled language   **Some learners will be able to**:   * understand exercise introductions * understand audio material | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and the theme of our lesson today is* ***I like all seasons!***  ***Say enthusiastically, "I like summer!" and then sadly, "I don’t like autumn."***  ***Ask students to guess the meaning of the sentences and elicit answers.***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students listen to the teacher's statements and guess their meanings.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **N/l:** I like / I don’t like. Months of the year, snowy, rainy, cloudy, windy, sunny.  **R/l:** winter, summer, spring, autumn, cool, cold, snow, cloud, warm, hot, sun, wind, rain. |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  ***Explain the grammar of "I like / I don’t like" and provide example sentences.***  ***Have students repeat the example sentences to practice pronunciation.***  *- I want you to repeat new language with me! we can use I like and I don’t like with everything. For example, I like when it is warm outside!*  ***Have students repeat the example sentences to practice pronunciation.***  ***(10 min.)***  ***Instruct students to work in pairs.***  *- Great, now work in pairs and ask each other what do you like. f.e. Do you like winter? I don’t like winter, it is cold!*  ***Monitor and correct any mistakes.***  ***(6 min.)***  ***Ask students to work individually to choose the correct answers based on the picture.***  *- Now I want you to open your student’s book and look at the exercise. Here you should write like or don’t like based on pictures.*  ***Check answers with the class.***  *- Good job!*  **Key: 1 like, 2 like, 3 don’t like, 4 like, 5 don’t like.**  ***(7 min)***  ***Engage students by asking how many months they know.***  ***Present the sub topic of months of the year.***  ***(5 min)***  ***Play the recording of the months of the year song from the Students’ Book.***  *- Now let’s relax a bit and listen and sing to the song!* ***Play the recording in sections for students to repeat and remember the months.***  *- Excellent!*  ***(7 min)*** | | **Students repeat example sentences to practice using the new grammar.**  **Students take turns asking and answering questions using "I like / I don’t like." in pairs.**  **Students work individually to choose the correct answers based on the given picture.**  **Students answering the questions and listening to the Teacher.**  **Student’s listening the audio and singing along.** | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the words.  Students practice the prompts by repeating after teacher  Students work in pairs and repeat the words.  Students work in pairs with motivated students, and with their help answer the questions.  Students repeat the words after teacher.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Student’s book  Student’s book  Blackboard  Audio |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***While student’s sing write months of the year on the blackboard with missing letters.***  ***Ask students to write the months with missing letters on the board.***  ***Have other students guess the missing letters and complete the words.***  *Now, let’s remember months of the year once again. Can you complete the words on the blackboard?*  ***Check and correct any mistakes.***  *- Good job!*  ***Provide feedback and reinforcement of the new language.***  *! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Students guessing missing letter’s***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 4 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Do you like this weather?** | | | | | |
| Objectives according to the Curriculum | | ***3.5.1.10*** *use common present simple forms and contractions on a limited range of familiar topics*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.4.1.1*** *spell accurately a few high-frequency words* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * understand new language * use new language   **Most learners will be able to:**   * do exercises * remember previously learned language   **Some learners will be able to**:   * understand exercise introductions * ask teacher about he’s/her preferences in weather | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and todays theme of the lesson is* ***Do you Like this weather?***  ***Begin by asking students, "What is the weather like today?"***  ***Prompt students to express their opinions: "Do you like this weather?"***  ***Introduce the topic of the lesson.***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students respond to the teacher's questions and express their opinions on the current weather.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **N/L:**  Do you like…?  **R/L:**  I like / I don’t like |
| **The middle of the lesson – 35 min** | ***Techer presenting new topic***  ***Instruct students to match the pictures with the corresponding phrases.***  ***Check answers with the class and correct any mistakes.***  **Key: 1 picture – 1, 2. 2 picture – 3, 4.**  ***(8 min.)***  ***Have students look at their Student's Books.***  ***Explain the grammar rule: "We ask 'Do you like…?' to inquire about people's opinions. We answer 'Yes, I like' or 'No, I don’t like.'"***  ***(8 min.)***  ***Divide students into pairs.***  ***Instruct students to take turns asking and answering about the weather they like or don't like.***  ***Monitor and correct any mistakes in pronunciation.***  ***(5 min)***  ***Ask students to order the words and write the questions individually.***  ***Students then check their work with a partner.***  ***Key:***  ***1. Do you like windy weather?***  ***2. Do you like cold weather?***  ***3. Do you like sunny weather?***  ***4. Do you like hot weather?***  ***5. Do you like snowy weather?***  ***6. Do you like rainy weather?***  ***(5 min)*** | | ***Students match the pictures with the phrases provided.***  ***Students listen to the teacher's explanation and read along in their Student's Books.***  ***Students work in pairs, asking and answering questions about whether preferences.***  ***Students individually write the questions in their copybooks, then compare their answers with a partner.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students repeat the words after teacher.  Students work in pairs and repeat the words.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Student’s book  Student’s book  Student’s book |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  ***Sit in front of the class.***  ***Invite students to ask questions about the teacher's weather preferences.***  ***Answer the questions posed by the students.***  ***Provide feedback and reinforcement of the new language.***  *! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Students take turns asking the teacher questions about their weather preferences and listen to their responses.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the home task and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |
| Module 4 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Hot or cold?** | | | | | |
| Objectives according to the Curriculum | | ***3.1.2.1*** *recognize familiar words with visual support*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.3.2.2*** *deduce the meaning of a word in a picture or icon on a limited range of topics*  ***3.5.1.4*** *use common adjectives in descriptions of people and things and simple feelings with support* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * learn how to pronounce words with ***/ɪ/*** * understand new language   **Most learners will be able to:**   * do exercises in pairs * understand what’s in audio   **Some learners will be able to**:   * understand exercise introductions * remember the clever | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and let’s think about what today’s theme of the lesson will be.*  ***Elicit the names of the four Super Friends and have students mime their special powers.***  ***Ask what Whisper can do (speak to animals).***  ***Write "I like animals" and "I don’t like animals" on the board and elicit which one Whisper says ("I like animals").***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students participate in miming the special powers of the Super Friends and engage in the discussion about Whisper's ability.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **R/L:** Character names, under, in, spider, beautiful. |
| **The middle of the lesson – 35 min** | ***Techer shows flashcards***  · Teach the word hot and review the word cold.  · Write HOT and COLD on the board.  · Show the pictures (see Materials) and ask students what they associate them with, hot or cold?  · Students come to the front and place the pictures under the right category.  **Key: He’s under the table.**  ***(10 min.)***  · Play the audio as students follow the story in their books.  · Ask general comprehension  questions, e.g. *Who is in the story? What clothes are mentioned? Is Misty cold at the end?*  · Play the Hot or cold? video up to the end.  · Talk about the story value: being prepared.  · Students give you examples of clothes or objects they should remember to take before leaving home.  · Help them think why it is  important to remember about  them in each case.  Note: Some of the discussion will need to be in L1.  · Play the video again. Students watch, listen and repeat.  For script see SB p 52.  ***(5 min.)***  ***Present the letter sound /ɪ/ using words from the story.***  ***Guide students in repeating sentences containing the sound /ɪ/.***  ***(5 min)***  ***Play the recording for students to listen and repeat sentences containing the sound /ɪ/. Teach the word "silly."***  ***(5 min)***  ***Ask students to read aloud the given words.***  ***Correct any mistakes.***  ***(9 min)*** | | ***Students participate in guessing the content of the story***  ***Students read the sentences silently, circle yes or no, and compare answers with a partner.***  ***Students repeat sentences containing the target sound after the teacher.***  ***Students listen and repeat sentences containing the sound /ɪ/ and learn the new vocabulary.***  ***Students read aloud the given words.*** | Students listen to the audio and do the exercise.  Students work in pairs and repeat the names.  Students practice the prompts by repeating after teacher  Students repeat the words after teacher.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **N/L:** Touch (him), table, clever, amazing, great, I’ve got an idea, brothers and sisters, tree, They like (spiders).  Audio  blackboard  Blackboard |
| **The end of the lesson – 5 min** | · Play a simple version of  Simon says, just by using *put*  *on* and *take off.*  · Make two teams and ask a  student from each to come to  the front and *take a hat.*  · Give instructions: *Put on the*  *hat, take o­ the hat, put on …*  · The student who wins gets a  point for his/her team.  · Continue with other students  from each team.  *! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Students engage in the discussion about weather in the story and share examples***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 4 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **What’s the weather like?** | | | | | |
| Objectives according to the Curriculum | | ***3.3.1.2*** *identify and read separate sounds (phonemes) within words, which may be represented by more than one letter*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.2.3.3*** *make introductions and requests in basic interaction with others*  ***3.3.3.1*** *understand short, simple instructions used in familiar everyday contexts* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * read the dialogue * understand new language   **Most learners will be able to:**   * Identify the cities from pictures * remember weather vocabulary   **Some learners will be able to**:   * understand exercise introductions * write the dialogue | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and today’s theme of the lesson is* ***What’s the weather like?***  ***Ask students, "What is the weather like today?" and elicit students’ answers.***  ***Prompt students with,*** *"What’s the weather like in Great Britain?"* ***and elicit their responses.***  ***Introduce the lesson topic by stating,*** *"Today we will read the dialogue about Nick and Dina."- Good! Now let’s look through new language!*  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students respond to the teacher's questions about the current weather and weather in Great Britain.***  ***Listen attentively to the introduction of the lesson topic.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **n/l:** "What’s the weather like today?" |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  ***Play the dialogue for students to listen and follow along.***  ***-*** *Let’s listen to the dialogue of Nick and Dina! Open your student’s books!*  ***Divide students into pairs and instruct them to read the dialogue together.***  *- Good! Now work in pairs and read the dialogue together by roles.*  ***(10 min.)***  ***Instruct students to work in pairs and act out the dialogue.***  ***-*** *Great! For now, I want you to make a dialogue on the same topic that we read.*  ***Monitor students' performance and correct any mistakes.***  *- Okay who wants to present their dialogue?*  ***(10 min.)***  ***Present pictures of different cities and ask students to identify them.***  *- Excellent! now student let’s guess cities that are in pictures!*  ***Divide students into pairs and have them discuss the weather in the different cities.***  ***(5 min)***  ***Provide students with questions and matching answers related to the weather.***  ***Check the answers with the class.***  **Key: What’s the weather like today? - It’s very sunny but cold today.**  **Do you like warm weather? - Yes, I do**  **And what about summer? - In summer, it’s warm.**  ***(5 min)***  ***Instruct students to take turns describing the weather today.***  *- Okay let’s discuss the weather today.*  ***(5 min)*** | | **Listen to the dialogue and practice pronunciation.**  **Work with their partner to read the dialogue aloud, practicing pronunciation and fluency.**  **Role-play the dialogue with their partner.**  **Respond to basic questions with single words or short responses as required.**  **Identify the cities in the pictures.**  **Discuss the weather in the cities with their partner and share their ideas with the class.**  **Read the questions and match them with the appropriate answers.**  **Verify their answers with the teacher and correct any mistakes.**  **Take turns speaking about the current weather using single words or short responses.** | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the names.  Students practice the prompts by repeating after teacher  Students work in pairs and repeat the words.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions.  Students repeat the words after teacher.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Audio  Dialogue script  Pictures  Blackboard |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  ***Ask students to choose any city around the world and describe the weather there.***  ***Assist students in making sentences and facilitate a class discussion.***  ***-*** *Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Choose a city and describe its weather to the class.***  ***Engage in the discussion facilitated by the teacher.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 4 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **What patterns do you know?** | | | | | |
| Objectives according to the Curriculum | | ***3.1.2.1*** *recognise familiar words with visual support*  ***3.2.3.3*** *make introductions and requests in basic interaction with others*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.1.4.2*** *understand simple descriptions of people, actions, and objects with visual support.*  ***3.5.1.5*** *use with considerable support basic determiners a, an, the to identify things* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Do yes or no exercise * understand new language   **Most learners will be able to:**   * understand what’s in the video * remember previously learned vocabulary   **Some learners will be able to**:   * understand exercise introductions * point out the right fabric | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date. Today, we're going to explore different patterns. Let's start by reviewing our big question: "How do clothes look different?"*  ***Writes "How do clothes look different?" on the board.***  ***Initiates a guessing game: "I’m thinking of some clothes. They’re black."***  ***Stronger students play the game in pairs.***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Engage in the guessing game.***  ***Participate in pairs for stronger students.***  ***Read the prompt sentence on the board.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** |  |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  *- Now, let's see what patterns you know. Watch the video closely.*  ***Plays the video.***  ***Asks students what they remember from the video, allowing them to use L1.***  ***Inquires about their favorite dressing up outfits.***  ***(7 min.)***  *- Let's learn some new words to describe patterns. Listen and point to the different fabrics.*  ***Plays the recording.***  ***Encourages students to point to the fabrics.***  ***Plays the recording again for repetition.***  ***(7 min.)***  ***Provide instructions for the activity.***  *- Now, cover the photos in Activity 1. Ask and answer about the patterns.*  ***Guides students to memorize the order of the patterns.***  ***-*** *What number is plain? / What number are the (zigzags)?*  ***Conducts a practice session with individual students asking and answering questions.***  ***Organizes pairs to practice asking and answering questions about the patterns.***  Student A closes their book. Student B looks at the book and asks, e.g. *What number are the (flowers)?* Student A replies, e.g. *They’re number (five).*  ***(5 min)***  ***-*** *Let's practice reading and identifying clothes and patterns. Look and say yes or no.*  ***Reads the first question aloud and demonstrates circling the correct word.***  ***Monitors as students read the questions and circle yes or no.***  ***Facilitates pair discussions for comparing answers.***  e.g. *1 No, the jacket has got stripes. 2 No, the jeans are plain. 4 No, the T-shirt has got stripes.*  **Key: 1 no, 2 no, 3 yes, 4 no, 5 yes**  ***(5 min)***  *- Now, let's ask and answer about the pictures.*  ***Practices pronunciation of the questions.***  ***Demonstrates the activity with two volunteers.***  ***Organizes students to ask and answer about the pictures in pairs.***  ***(4 min)***  *-* *It's time to get creative! Design your own T-shirt.*  ***Reads the instructions aloud.***  ***Distributes paper and encourages students to brainstorm their designs before starting.***  ***Circulates the room, offering assistance and prompting discussions about patterns and colors.***  ***(7 min)*** | | **Watch the video attentively.**  **Recall and discuss what they saw in the video, expressing preferences for dressing up outfits.**  **Listen to the recording.**  **Point to the different fabrics as instructed.**  **Repeat the words after the recording.**  **Memorize the order of the patterns.**  **Take turns asking and answering questions in pairs about the patterns.**  **Read the questions and circle yes or no.**  **Discuss their answers with their partner.**  **Practice pronunciation along with the teacher.**  **Ask and answer questions about the pictures in pairs.**  **Think about their design before starting.**  **Draw three or four T-shirt outlines and design the decoration.**  **Compare their designs with a partner and choose their favorite.**  **Finalize their design on clean paper or transfer it onto a T-shirt using fabric pens.** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the words.  Students repeat the words after teacher.  Students work in pairs with motivated students, and with their help do exercise. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **New language:** pattern, plain, stripes, spots, zigzags, flowers, a (jacket) with (spots), (jeans) with (flowers)  **Recycled language:** clothes, colours, numbers  Video  Audio  Student’s book  Student’s book  Pictures  A4 papers |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *- Let's review what we've learned today. Who can tell me what they've learned?*  ***Elicits responses from students about what they learned.***  ***Writes down the summary on the board for students to copy into their notebooks.***  *- Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Share what they learned from the lesson.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 4 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Clothes I wear** | | | | | |
| Objectives according to the Curriculum | | ***3.1.2.1*** *recognize familiar words with visual support*  ***3.2.3.1*** *respond to basic questions with single words or short responses*  ***3.3.2.2*** *deduce the meaning of a word in a picture or icon on a limited range of topics*  ***3.5.1.4*** *use common adjectives in descriptions of people and things and simple feelings with support* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * answer the yes or no questions * understand new language   **Most learners will be able to:**   * use new language * identify the right picture   **Some learners will be able to**:   * understand exercise introductions * understand audio material | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and the theme of our lesson is* ***Clothes I wear***  ***Points to some of their clothes or students’ clothes and elicits any words they know.***  ***Writes "Clothes" in a circle on the board and writes the words elicited.***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Participate by naming clothes they know.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** |  |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  ***Holds up each flashcard in turn and says the word for the class to repeat in chorus.***  ***Holds up each flashcard for the class to say the word without assistance.***  ***Sticks the flashcards on the board around "Clothes" to make a word map.***  ***(8 min.)***  ***Shows the picture in the Student’s Books and elicits who and where they are.***  *- open your student’s books and loo at the situation given.*  ***Plays the recording for students to point to the clothes when they hear them.***  *- Let’s listen and point!*  ***Plays the recording again for students to repeat the clothes words.***  *- Let’s repeat the words from the audio*  ***(8 min.)***  ***Plays the Penny the penguin video for students to watch and listen.***  *- Let’s watch new video from Penny the Pinguin! ne attentive to the words she says!*  ***Plays the audio for students to follow along in their Student’s Books.***  ***-*** *Good! Now let’s listen to the audio and remember new grammar!*  ***(5 min)***  ***Shows clothes items brought in and asks students if they like them.***  *- Excellent! Now look at these clocks! Do you like them? okay, do you like your desk?*  ***Guides students to walk around in pairs, asking and answering about objects or clothing items they see.***  *- Very well! Now I want you to work in pairs and look around and ask each other what do you like.*  ***(5 min)*** | | **Repeat the words after the teacher.**  **Point to the items if they or their friends are wearing them.**  **Listen and point to the clothes as instructed.**  **Repeat the clothes words after listening to the recording.**  **Watch, listen, and read along.**  **Practice the sentences in pairs, gesturing to their feet for shoes and their heads for a hat.**  **Walk around in pairs, taking turns to ask and answer about objects or clothing items.**  **Ensure to be sensitive and kind to classmates.** | Students work in pairs with motivated students, and with their help answer the questions.  Students repeat the words after teacher.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions.  Students practice the prompts by repeating after teacher  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the names. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **New Language:**  Clothes, sweater, skirt, shorts, trousers, jacket, socks, jeans, shoes, baseball cap, T-shirt, "You look great", "Hurry up", "Ready", "Put on (your trousers)", "Let’s rap", "time for school"  **Flashcards**  **Video:** [𝐈 𝐋𝐈𝐊𝐄 𝐅𝐎𝐑 𝐊𝐈𝐃𝐒 🅰🅿🆁🅴🅽🅳🅴 🅲🅾🅽 🆅í🅲🆃🅾🆁 𝐈 𝐋𝐈𝐊𝐄 𝐒𝐎𝐍𝐆 (youtube.com)](https://www.youtube.com/watch?v=2pa-DINHDL4&list=PLnVk75LSquxoS90Pcf5zBRCa6_VTSSy6I&index=12)  **Audio**  **Student’s book** |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  ***Writes two questions from the lesson on the board with jumbled word order for students to unjumble.***  *- Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 4 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Do that!** | | | | | |
| Objectives according to the Curriculum | | ***3.1.4.2*** *understand simple descriptions of people, actions, and objects with visual support*  ***3.3.2.2*** *deduce the meaning of a word in a picture or icon on a limited range of topics*  ***3.5.1.10*** *use common present simple forms and contractions on a limited range of familiar topics;*  ***3.5.1.5*** *use with considerable support basic determiners a, an, the to identify things*  ***3.5.1.4*** *use common adjectives in descriptions of people and things and simple feelings with support*  ***3.2.3.3*** *make introductions and requests in basic interaction with others.* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * do exercises from student’s books * understand new language   **Most learners will be able to:**   * understand information from the audio * write their own story   **Some learners will be able to**:   * understand exercise introductions * share ideas in english | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and the theme of our lesson today is* ***Do that!***  ***Draws the outline of some clothes.***  ***Asks students to suggest items.***  ***Prompts with questions if needed.***  ***Asks students if they would like to wear this clothe.***  e.g. *Do you like the jeans? Is the sweater beautiful or not? Are there any patterns on the shirt?*  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Suggest rooms and items for the house and garden.***  ***Engage in the discussion about the drawn house.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** |  |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  ***Tells students to look at the pictures and identify items.***  ***-*** *Let’s look at the pictures and talk about what’s in them.*  ***Plays the recording, miming each action and encouraging students to copy.***  ***-*** *Good! Now I want you to listen to this recording carefully and act out with me.*  ***Plays the recording again for students to number the pictures.***  *- Now listen and number.*  **Key: 1 yellow 2 red, 3 pink, 4 orange, 5 green, 6 blue**  ***(5 min.)***  ***Shows the example and explains the task.***  ***-*** *Excellent! Now I want you to look at exercise read it and connect dots as in the example.*  ***Checks if students recognize the written forms of "catch" and "waves goodbye."***  **Key: c, f, a, d, b, e.**  ***(5 min.)***  ***Asks students to create and give instructions for a story individually.***  *- Great! now use sentences from the exercise and write your own story.*  ***In pairs, students take turns reading their sentences while the partner mimes the story.***  *- Good! Please work in pairs, your partner should mimic the story you have written.*  ***Chooses volunteer pairs to show their 'stories.'***  *- Who wants to demonstrate their story.*  ***(5 min)***  ***Writes jumbled letters of six to eight words from the unit on the board.***  *- Look at the blackboard! there are words with mixed letters. Let’s solve it!*  ***(5 min)***  ***Students write labels below the pictures from Activity 1.***  ***Checks spelling and pronunciation in pairs.***  ***(5 min)***  ***Reminds students that speech bubbles are in the wrong order.***  ***-*** *Look at the picture, there we have to put bubbles in the right order!*  ***Plays the recording for students to listen and write numbers.***  *- For that let’s listen to the recording and put bubbles in correct order.*  ***Plays the recording again for students to listen, repeat, and practice the dialogue in pairs.***  ***(5 min)***  ***In pairs, students complete sentences and share their ideas.***  ***-*** *work in pairs, read sentences and complete them, then discuss together!*  ***Checks pronunciations and corrects mistakes.***  ***(5 min)*** | | **Look at the pictures and identify items.**  **Mimic the teacher's actions.**  **Number the pictures according to the order they hear in the recording**.  **Look at the example and understand the task.**  **Read and draw lines between the dots.**  **Share and elicit the correct story order.**  **Individually create a sequence of sentences.**  **Take turns reading sentences and miming the story in pairs.**  **Volunteer to present their stories.**  **Students work in pairs to correctly write each word.**  **Write labels below the pictures and check spelling.**  **Take turns pointing to pictures and saying the words.**  **Listen and write numbers for the correct order of speech bubbles.**  **Listen, repeat, and practice the dialogue in pairs, swapping roles.**  **Work in pairs to complete sentences.**  **Share their ideas with each other.** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions.  .  Students practice the prompts by repeating after teacher  Students work in pairs and repeat the words  Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **New Language:**  Window, catch, put outside, wave goodbye  **Recycled Language:**  The home, animals, prepositions, imperatives, colors, there’s, spider, big, table  Student’s book  Student’s book  Blackboard  Student’s book  Audio  Srudent’s book |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  ***Asks students about their favorite activity and conducts a class vote.***  ***Repeats the most popular activity.***  ***Provide feedback and reinforcement of the new language.***  *! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Express their preferences and participate in the class vote.***  ***Engage in the repeated activity.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |