

## Lesson Plan

**Subject:** First grade

**Unit Title:** Welcome Hello!

**Lesson Title:** N/A

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Introducing the characters 2\_introducing colours and numbers 3 \_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the characters by pointing to their pictures and saying their names, using greetings like "Hello!" and "Good morning!". The teacher also prepares visual aids of colours and numbers one to ten to introduce them to the students.	The student responds to greetings from the teacher and fellow students. The student follows along by pointing at the pictures in the book.	5
2-Explanation	The teacher uses visual aids of colours and numbers one to ten to introduce them to the students. The teacher repeats the vocabulary words clearly and slowly while showing the corresponding pictures to ensure understanding. The teacher guides students to follow a dialogue or a song related to the lesson's theme.	The student listens to the teacher and repeats the names of the colours and numbers. The student points to the correct picture as the teacher says the word.	15
3-Elaboration	The teacher can use a game or a song to practice the new vocabulary. The teacher can ask students to count objects in the classroom to reinforce the numbers.	The student participates in games and songs to practice the new words. The student can count various items they find around them, such as pencils or books.	15
4-Closing	The teacher asks students to identify different colours and numbers in their books to check for understanding.	The student points to the correct numbers and colours and says their names correctly.	10

\*Self-Reflection on Learning and Teaching:

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes: 1_Introducing yourself    2_saying the names of family members    3 _N/A    4 _N/A</b>			
<b>The Stages</b>	<b>Teacher Action*</b>	<b>Learner Action*</b>	<b>Time</b>
1-Engagement	The teacher starts the lesson by asking students about their families and friends. The teacher can use pictures of families and friends to make the discussion engaging.	The student responds to the teacher's questions about their family and friends. The student gets ready to learn new vocabulary by looking at the pictures in the book.	5
2-Explanation	The teacher introduces new vocabulary like	boy, girl, dad, mum, brother, sister, cat, and friend by using a listening activity and pointing to the pictures. The teacher asks students questions like "What's your name?" and "How old are you?" to practice language.	15
3-Elaboration	The student listens, points, and says the new vocabulary words. The student answers personal questions about their name and age.	The teacher can extend the lesson by having students introduce themselves and their family members to a partner. The teacher can also introduce a simple song about family members.	15
4-Closing	The student practices introducing themselves to a partner using simple phrases like "My name's..." and "This is my...". The student sings a song about family members.	The teacher checks for understanding by asking students to match the vocabulary words to the correct pictures.	10

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Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 3: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes: 1_Recognising a few familiar everyday nouns and adjectives    2_understanding the main information when people introduce themselves</b> <b>3_N/A      4_N/A</b>			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher starts the lesson with a quick review of the previous lesson's vocabulary. The teacher can show pictures of boys, girls, and cats and ask students to name them.	The student recalls and says the names of the vocabulary words from the previous lesson. The student gets ready for new activities.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then circle the correct picture. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and circles the correct picture. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can have students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe people, such as "tall," "short," or "happy."	The student creates simple dialogues with a partner and acts them out. The student can describe people using the new adjectives.	15
4-Closing	The teacher checks for understanding by observing students as they complete the circling and numbering activities.	The student can accurately circle and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

**\*Self-Reflection on Learning and Teaching:**

Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 5: Story Values

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes: 1_Recognising a few familiar everyday nouns and adjectives 2_following simple dialogues in short, illustrated stories 3 _N/A 4 _N/A</b>			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the story by showing the pictures and asking students to guess what is happening. The teacher can also ask students to find the character "Ann" in the story.	The student observes the pictures and makes predictions about the story. The student finds the character "Ann" in the story.	5
2-Explanation	The teacher reads the story aloud, guiding students to follow the narrative and dialogues. The teacher asks questions about the characters and their actions, focusing on the value of being helpful.	The student listens and follows the story. The student can identify the characters and their roles in the story. The student understands basic statements about what is happening in the pictures.	15
3-Elaboration	The teacher can discuss the value of "Be helpful" with students and ask them to give examples of how they can be helpful at home and at school.	The student discusses the value of being helpful and shares personal examples with the class.	15
4-Closing	The teacher checks for understanding by asking students to look at the pictures and identify specific characters or objects. The teacher asks students to retell parts of the story.	The student can look at the pictures and find specific characters or objects. The student retells the story in simple sentences.	10

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Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 7: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_understanding basic questions about what things are in their immediate surroundings 3\_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the previous lessons' vocabulary by using flashcards or pictures. The teacher can ask students to name the objects they see.	The student names the objects they see in the flashcards or pictures. The student gets ready to learn new language concepts.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then match the pictures. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and matches the pictures. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can extend the lesson by having students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the objects.	The student creates simple dialogues with a partner and acts them out. The student can describe the objects using the new adjectives.	15
4-Closing	The teacher checks for understanding by observing students as they complete the matching and numbering activities.	The student can accurately match and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

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Number of absent students /Total number								
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Day/Date								

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School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 9: Phonics Ss Dd

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Hearing the initial sound in simple words 2\_saying the sounds for the letters of the alphabet, if supported by pictures 3\_N/A  
4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the new phonics sounds for the letters Ss and Dd. The teacher can show pictures of objects that start with these letters and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the s and d sounds using words like sing, six, sister, sun, dig, dad, doll, and duck. The teacher asks students to listen, match, and say the words.	The student listens to the audio, matches the words to the pictures, and says the words correctly. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

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Teacher's Name and Signature:

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School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 10: Phonics Cc Aa

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Hearing the initial sound in simple words 2\_saying the sounds for the letters of the alphabet, if supported by pictures 3\_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the new phonics sounds for the letters Cc and Aa. The teacher can show pictures of objects that start with these letters and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the c and a sounds using words like cut, cap, cat, and apple. The teacher asks students to listen, circle, and say the words.	The student listens to the audio, circles the correct word, and says the words correctly. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

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Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher’s Name and Signature:

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Family and friends

**Lesson Title:** Lesson 11: Project

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Drawing a picture and sharing with the class 2\_sharing project work with the class 3\_sharing project work with family members 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the project of making finger puppets of a family. The teacher can show students examples of finger puppets.	The student learns how to make finger puppets of a family. The student gets ready to draw and colour a picture of a family.	5
2-Explanation	The teacher guides the students step-by-step on how to make the finger puppets. The teacher explains the importance of sharing their work with their family.	The student draws and colours a picture of a family and makes finger puppets. The student sings and plays with the puppets.	15
3-Elaboration	The teacher can lead a discussion about the importance of family and friends. The teacher can also ask students to share their projects with their families and friends.	The student presents their project to the class and shares their work with their families and friends.	15
4-Closing	The teacher checks for understanding by observing the students as they work on their projects and present them to the class.	The student can accurately draw a picture and present their project to the class.	10

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Class/Section								
Number of absent students /Total number								
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Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade **Unit Title:** My school bag

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 1 )**

**Previous Learning:**

The Main Outcomes: 1_Naming school objects 2_Talking about school objects 3_Using 4_have got for possession			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher prepares the lesson by activating students' prior knowledge and building a foundational context for the new material. Through engaging questions, discussions, and visual aids, the teacher connects the lesson to students' daily experiences. This strategic approach ensures students are motivated and mentally ready to absorb the new vocabulary and concepts, setting a positive and interactive tone for the entire class.	The teacher starts the lesson by asking students about their school bags and what's inside them. The teacher can use pictures of school bags to make the discussion engaging.	5
2-Explanation	The student responds to the teacher's questions about their school bags. The student gets ready to learn new vocabulary by looking at the pictures in the book.	The teacher introduces new vocabulary like	15
3-Elaboration	pen, eraser, ruler, and bag by using a listening activity and pointing to the pictures. The teacher asks students questions like "I've got a..." to practice language.	The student listens, points, and says the new vocabulary words. The student practices using phrases like	15
4-Closing	I've got and I haven't got to talk about their school objects.	The teacher can extend the lesson by having students show and say what they have in their own school bags. The teacher can introduce more vocabulary words related to school objects.	10

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School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My school bag

**Lesson Title:** Lesson 3: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives    2\_Understanding basic phrases or sentences about things people have    3  
\_N/A    4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher starts the lesson with a quick review of the previous lesson's vocabulary. The teacher can show pictures of school objects and ask students to name them.	The student recalls and says the names of the vocabulary words from the previous lesson. The student gets ready for new activities.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then circle the correct picture. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and circles the correct picture. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can have students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the objects, such as "big," "small," or "long."	The student creates simple dialogues with a partner and acts them out. The student can describe the objects using the new adjectives.	15
4-Closing	The teacher checks for understanding by observing students as they complete the circling and numbering activities.	The student can accurately circle and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

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Class/Section								
Number of absent students /Total number								
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Day/Date								

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My school bag

**Lesson Title:** Lesson 5: Story Values

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_following simple dialogues in short, illustrated stories 3 \_N/A 4 \_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the story by showing the pictures and asking students to guess what is happening. The teacher can also ask students to find the character "Lama" in the story.	The student observes the pictures and makes predictions about the story. The student finds the character "Lama" in the story.	5
2-Explanation	The teacher reads the story aloud, guiding students to follow the narrative and dialogues. The teacher asks questions about the characters and their actions, focusing on the value of looking after their things.	The student listens and follows the story. The student can identify the characters and their roles in the story. The student understands basic statements about what is happening in the pictures.	15
3-Elaboration	The teacher can discuss the value of "Look after your things" with students and ask them to give examples of how they can do so at home and at school.	The student discusses the value of looking after their things and shares personal examples with the class.	15
4-Closing	The teacher checks for understanding by asking students to look at the pictures and identify specific characters or objects. The teacher asks students to retell parts of the story.	The student can look at the pictures and find specific characters or objects. The student retells the story in simple sentences.	10

\*Self-Reflection on Learning and Teaching:

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My school bag

**Lesson Title:** Lesson 7: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_understanding basic questions about what things are in their immediate surroundings 3 \_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the previous lessons' vocabulary by using flashcards or pictures. The teacher can ask students to name the objects they see.	The student names the objects they see in the flashcards or pictures. The student gets ready to learn new language concepts.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then match the pictures. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and matches the pictures. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can extend the lesson by having students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the objects.	The student creates simple dialogues with a partner and acts them out. The student can describe the objects using the new adjectives.	15
4- Closing	The teacher checks for understanding by observing students as they complete the matching and numbering activities.	The student can accurately match and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

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Class/Section							
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Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My school bag

**Lesson Title:** Lesson 9: Phonics Pp Rr

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Hearing the initial sound in simple words    2\_saying the sounds for the letters of the alphabet, if supported by pictures    3\_N/A  
4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the new phonics sounds for the letters Pp and Rr. The teacher can show pictures of objects that start with these letters and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the p and r sounds using words like pen, pencil, pencil case, pink, rabbit, red, ruler, and run. The teacher asks students to listen, circle, and say the words.	The student listens to the audio, circles the correct word, and says the words correctly. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

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Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My school bag

**Lesson Title:** Lesson 10: Phonics Ee Bb

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Hearing the initial sound in simple words    2\_saying the sounds for the letters of the alphabet, if supported by pictures    3\_N/A  
4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the new phonics sounds for the letters Ee and Bb. The teacher can show pictures of objects that start with these letters and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the e and b sounds using words like egg, elbow, elephant, bag, ball, book, and boy. The teacher asks students to listen, match, and say the words.	The student listens to the audio, matches the words to the pictures, and says the words correctly. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

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Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My school bag

**Lesson Title:** Lesson 11: Project

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes:</b> 1_Drawing a picture of classroom items and sharing with the class    2_showing and identifying items from the project    3_comparing items    4_N/A			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the project of making a school bag. The teacher can show students examples of school bags.	The student learns how to make a school bag. The student gets ready to draw and colour a picture of a school bag.	5
2-Explanation	The teacher guides the students step-by-step on how to make the school bag. The teacher explains the importance of showing and identifying items from the project.	The student draws and colours a picture of a school bag and identifies the items in it. The student sings and plays with the school bag.	15
3-Elaboration	The teacher can lead a discussion about the importance of sharing and comparing items. The teacher can also ask students to share their projects with their families and friends.	The student presents their project to the class and shares their work with their families and friends.	15
4-Closing	The teacher checks for understanding by observing the students as they work on their projects and present them to the class.	The student can accurately draw a picture and present their project to the class.	10

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Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Our classroom

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes: 1_Naming things in the classroom    2_saying where things are    3_N/A    4_N/A</b>			
<b>The Stages</b>	<b>Teacher Action*</b>	<b>Learner Action*</b>	<b>Time</b>
1-Engagement	The teacher begins by asking students about items in their classroom to activate prior knowledge. The teacher presents pictures of classroom objects and asks students to name them.	The student responds to the teacher's questions about classroom items. The student looks at the pictures in the book to prepare for new vocabulary.	5
2-Explanation	The teacher introduces new vocabulary like teacher, whiteboard, door, and window by using a listening activity and pointing to the pictures. The teacher guides students to follow a dialogue or a song related to the lesson's theme.	The student listens to the teacher and repeats the names of the classroom objects. The student points to the correct picture as the teacher says the word.	15
3-Elaboration	The teacher can use a game or a song to practice the new vocabulary. The teacher can ask students to identify classroom objects to reinforce the vocabulary.	The student participates in games and songs to practice the new words. The student can identify various items they find around them.	15
4-Closing	The teacher asks students to identify different classroom objects in their books to check for understanding.	The student points to the correct pictures and says their names correctly.	10

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Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** Our classroom

**Lesson Title:** Lesson 3: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes:</b> 1_Recognising a few familiar everyday nouns and adjectives    2_Understanding basic questions about what things are in their immediate surroundings or in pictures    3_N/A    4_N/A			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher starts the lesson with a quick review of the previous lesson's vocabulary. The teacher can show pictures of classroom objects and ask students to name them.	The student recalls and says the names of the vocabulary words from the previous lesson. The student gets ready for new activities.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then circle the correct picture. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and circles the correct picture. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can have students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the objects, such as "big," "small," or "old."	The student creates simple dialogues with a partner and acts them out. The student can describe the objects using the new adjectives.	15
4-Closing	The teacher checks for understanding by observing students as they complete the circling and numbering activities.	The student can accurately circle and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

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Class/Section							
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:**Our classroom

**Lesson Title:** Lesson 5: Story Values

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_following simple dialogues in short, illustrated stories 3 \_N/A  
4 \_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the story by showing the pictures and asking students to guess what is happening. The teacher can also ask students to find the pens in the story.	The student observes the pictures and makes predictions about the story. The student finds the pens in the story.	5
2-Explanation	The teacher reads the story aloud, guiding students to follow the narrative and dialogues. The teacher asks questions about the characters and their actions, focusing on the value of being tidy.	The student listens and follows the story. The student can identify the characters and their roles in the story. The student understands basic statements about what is happening in the pictures.	15
3-Elaboration	The teacher can discuss the value of "Be tidy" with students and ask them to give examples of how they can do so at home and at school.	The student discusses the value of being tidy and shares personal examples with the class.	15
4-Closing	The teacher checks for understanding by asking students to look at the pictures and identify specific characters or objects. The teacher asks students to retell parts of the story.	The student can look at the pictures and find specific characters or objects. The student retells the story in simple sentences.	10

\*Self-Reflection on Learning and Teaching:

Class/Section							
Number of absent students /Total number							
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:**Our classroom

**Lesson Title:** Lesson 7: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes:</b> 1_Recognising a few familiar everyday nouns and adjectives    2_understanding basic questions about what things are in their immediate surroundings    3 _N/A    4_N/A			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the previous lessons' vocabulary by using flashcards or pictures. The teacher can ask students to name the objects they see.	The student names the objects they see in the flashcards or pictures. The student gets ready to learn new language concepts.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then match the pictures. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and matches the pictures. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can extend the lesson by having students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the objects.	The student creates simple dialogues with a partner and acts them out. The student can describe the objects using the new adjectives.	15
4- Closing	The teacher checks for understanding by observing students as they complete the matching and numbering activities.	The student can accurately match and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

**\*Self-Reflection on Learning and Teaching:**

Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:**Our classroom

**Lesson Title:** Lesson 9: Phonics Tt Mm

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Hearing the initial sound in simple words    2\_saying the sounds for the letters of the alphabet, if supported by pictures    3\_N/A  
4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the new phonics sounds for the letters Tt and Mm. The teacher can show pictures of objects that start with these letters and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the t and m sounds using words like teddy, ten, two, milk, moon, and mouse. The teacher asks students to listen, circle, and say the words.	The student listens to the audio, circles the correct word, and says the words correctly. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

\*Self-Reflection on Learning and Teaching:

Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:**Our classroom

**Lesson Title:** Lesson 10: Phonics Ww li

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Hearing the initial sound in simple words 2\_saying the sounds for the letters of the alphabet, if supported by pictures 3\_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the new phonics sounds for the letters Ww and li. The teacher can show pictures of objects that start with these letters and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the w and i sounds using words like wall, water, wave, whiteboard, igloo, and insect. The teacher asks students to listen, circle, and say the words.	The student listens to the audio, circles the correct word, and says the words correctly. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

\*Self-Reflection on Learning and Teaching:

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher’s Name and Signature:

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:**Our classroom

**Lesson Title:** Lesson 11: Project

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes:</b> 1_Drawing a picture of classroom items and sharing with the class    2_showing and identifying items from the project    3_comparing items    4_N/A			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the project of making a pen pot. The teacher can show students examples of pen pots.	The student learns how to make a pen pot. The student gets ready to draw and colour a picture of a pen pot.	5
2-Explanation	The teacher guides the students step-by-step on how to make the pen pot. The teacher explains the importance of showing and identifying items from the project.	The student draws and colours a picture of a pen pot and identifies the items in it. The student sings and plays with the pen pot.	15
3-Elaboration	The teacher can lead a discussion about the importance of sharing and comparing items. The teacher can also ask students to share their projects with their families and friends.	The student presents their project to the class and shares their work with their families and friends.	15
4-Closing	The teacher checks for understanding by observing the students as they work on their projects and present them to the class.	The student can accurately draw a picture and present their project to the class.	10

**\*Self-Reflection on Learning and Teaching:**

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher’s Name and Signature:

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Talking about favourite toys    2\_Talking about their colours    3 \_N/A    4 \_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher starts the lesson by asking students about their favourite toys. The teacher can use pictures of toys to make the discussion engaging.	The student responds to the teacher's questions about their favourite toys. The student gets ready to learn new vocabulary by looking at the pictures in the book.	5
2-Explanation	The teacher introduces new vocabulary like car, ball, teddy, and robot by using a listening activity and pointing to the pictures. The teacher asks students questions like "What colour is it?" and "I'm happy/sad." to practice language.	The student listens, points, and says the new vocabulary words. The student practices using phrases like I'm happy/sad to talk about their feelings.	15
3-Elaboration	The teacher can extend the lesson by having students show and say what their favourite toys are. The teacher can introduce more vocabulary words related to toys and feelings.	The student practices showing and identifying their favourite toys.	15
4-Closing	The teacher checks for understanding by observing students as they match the vocabulary words to the correct pictures.	The student can repeat single words and simple phrases clearly.	10

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Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 3: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_Understanding basic phrases or sentences about things people have 3  
\_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher starts the lesson with a quick review of the previous lesson's vocabulary. The teacher can show pictures of toys and ask students to name them.	The student recalls and says the names of the vocabulary words from the previous lesson. The student gets ready for new activities.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then circle the correct picture. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and circles the correct picture. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can have students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the toys.	The student creates simple dialogues with a partner and acts them out. The student can describe the toys using the new adjectives.	15
4-Closing	The teacher checks for understanding by observing students as they complete the circling and numbering activities.	The student can accurately circle and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

\*Self-Reflection on Learning and Teaching:

Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 5: Story Values

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_Following simple dialogues in short, illustrated stories 3\_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the story by showing the pictures and asking students to guess what is happening. The teacher can also ask students to find the character "Sue" in the story.	The student observes the pictures and makes predictions about the story. The student finds the character "Sue" in the story.	5
2-Explanation	The teacher reads the story aloud, guiding students to follow the narrative and dialogues. The teacher asks questions about the characters and their actions, focusing on the value of sharing.	The student listens and follows the story. The student can identify the characters and their roles in the story. The student understands basic statements about what is happening in the pictures.	15
3-Elaboration	The teacher can discuss the value of "Share" with students and ask them to give examples of how they can share at home and at school.	The student discusses the value of sharing and shares personal examples with the class.	15
4-Closing	The teacher checks for understanding by asking students to look at the pictures and identify specific characters or objects. The teacher asks students to retell parts of the story.	The student can look at the pictures and find specific characters or objects. The student retells the story in simple sentences.	10

\*Self-Reflection on Learning and Teaching:

Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 7: Language practice

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising a few familiar everyday nouns and adjectives 2\_Understanding basic questions about what things are in their immediate surroundings 3\_N/A 4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the previous lessons' vocabulary by using flashcards or pictures. The teacher can ask students to name the objects they see.	The student names the objects they see in the flashcards or pictures. The student gets ready to learn new language concepts.	5
2-Explanation	The teacher uses a listening activity where students listen to a dialogue and then match the pictures. The teacher also uses a listening activity where students listen and number the pictures.	The student listens to the audio and matches the pictures. The student also listens to the audio and numbers the pictures in the correct order.	15
3-Elaboration	The teacher can extend the lesson by having students create their own dialogues using the target vocabulary. The teacher can introduce more adjectives to describe the objects.	The student creates simple dialogues with a partner and acts them out. The student can describe the objects using the new adjectives.	15
4-Closing	The teacher checks for understanding by observing students as they complete the matching and numbering activities.	The student can accurately match and number the pictures, demonstrating their understanding of the listening activities. The student says the target phrases correctly.	10

\*Self-Reflection on Learning and Teaching:

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 9: Phonics CVC words

**Number of Classes ( 1 )**

**Previous Learning:**

**The Main Outcomes:** 1\_Recognising the letters of the alphabet by their sounds    2\_Recognising key words and basic phrases in short, simple songs or chants  
 3\_Naming toys    4\_N/A

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the CVC (Consonant-Vowel-Consonant) words. The teacher can show pictures of CVC words and ask students to say their names.	The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.	5
2-Explanation	The teacher teaches the CVC words like mat, sit, bed, and web. The teacher asks students to listen, repeat, trace, and say the words.	The student listens to the audio, repeats the words, and traces the words. The student practices saying the sounds for the letters.	15
3-Elaboration	The teacher can introduce a simple tongue twister or a game to practice the new sounds.	The student participates in a game or says the tongue twister to practice the new sounds.	15
4-Closing	The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.	The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.	10

\*Self-Reflection on Learning and Teaching:

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 10: Phonics CVC words

**Number of Classes ( 1 ) Previous Learning:**

<b>The Main Outcomes: 1_Recognising the letters of the alphabet by their sounds    2_Recognising key words and basic phrases in short, simple songs or chants</b> <b>3_N/A      4_N/A</b>			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	<b>The teacher introduces the CVC (Consonant-Vowel-Consonant) words. The teacher can show pictures of CVC words and ask students to say their names.</b>	<b>The student observes the pictures and repeats the words. The student gets ready to learn the new phonics sounds.</b>	5
2-Explanation	<b>The teacher teaches the CVC words like sad, bat, cap, and wet. The teacher asks students to listen, order, and write the words.</b>	<b>The student listens to the audio, orders the letters, and writes the words correctly. The student practices saying the sounds for the letters.</b>	15
3-Elaboration	<b>The teacher can introduce a simple tongue twister or a game to practice the new sounds.</b>	<b>The student participates in a game or says the tongue twister to practice the new sounds.</b>	15
4-Closing	<b>The teacher checks for understanding by asking students to say the words and sounds correctly. The teacher can use the activity book to confirm learning.</b>	<b>The student can accurately say the words and sounds. The student traces the letters in the activity book to confirm their learning.</b>	10

**\*Self-Reflection on Learning and Teaching:**

Class/Section								
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** First grade

**Unit Title:** My favourite toy

**Lesson Title:** Lesson 11: Project

**Number of Classes ( 1 )**

**Previous Learning:**

<b>The Main Outcomes: 1_Drawing a picture of a toy and sharing with the class 2_showing and identifying items from the project 3_comparing items 4_N/A</b>			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher introduces the project of making a toy box. The teacher can show students examples of toy boxes.	The student learns how to make a toy box. The student gets ready to draw and colour a picture of a toy box.	5
2-Explanation	The teacher guides the students step-by-step on how to make the toy box. The teacher explains the importance of showing and identifying items from the project.	The student draws and colours a picture of a toy box and identifies the items in it. The student sings and plays with the toy box.	15
3-Elaboration	The teacher can lead a discussion about the importance of sharing and comparing items. The teacher can also ask students to share their projects with their families and friends.	The student presents their project to the class and shares their work with their families and friends.	15
4-Closing	The teacher checks for understanding by observing the students as they work on their projects and present them to the class.	The student can accurately draw a picture and present their project to the class.	10

**\*Self-Reflection on Learning and Teaching:**

Class/Section							
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

