

## Lesson plan

| Orientation / Welcome and classroom rules                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                            |                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Lesson: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Grade: 4 | Date taught: 27.09.2009    | Teacher:                                                                                                                                |
| Curriculum Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          |                            |                                                                                                                                         |
| <p><b>3.3</b> Identify some key features of factual recounts.</p> <p><b>2.3</b> Use capital letters, full stops and question marks</p> <p>1. 1 Use and consolidate active vocabulary.</p> <p>2.4.3 Understand and respond to simple wh-type questions</p> <p>2.4.4 Follow and respond to instructions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                            |                                                                                                                                         |
| Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |                            |                                                                                                                                         |
| <p><b>We are learning to:</b></p> <p>recall facts about a someone sitting by you</p> <p><b>By the end of the lesson students will be able to:</b></p> <ul style="list-style-type: none"> <li>recall simple facts about the partner they worked with today</li> <li>at some level be able to share facts about themselves with a partner</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |                            |                                                                                                                                         |
| Methodology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |                            |                                                                                                                                         |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dramatization / mind map</li> <li><input type="checkbox"/> Inquiry learning</li> <li><input type="checkbox"/> Think-pair-share</li> <li><input type="checkbox"/> Research</li> <li><input type="checkbox"/> Cooperative group activity</li> <li><input type="checkbox"/> Shared reading</li> <li><input type="checkbox"/> Student reading</li> <li><input type="checkbox"/> Student writing</li> <li><input type="checkbox"/> Role play</li> <li><input type="checkbox"/> Problem solving</li> </ul> </div> <div style="width: 48%;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning stations</li> <li><input type="checkbox"/> Group debate or discussion</li> <li><input type="checkbox"/> Jigsaw</li> <li><input type="checkbox"/> KWL chart</li> <li><input type="checkbox"/> Picture / photo activity</li> <li><input type="checkbox"/> PPT</li> <li><input type="checkbox"/> Venn diagram</li> <li><input type="checkbox"/> Graphic organizer</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Project</li> <li><input type="checkbox"/> Differentiation (through questioning children)</li> <li><input type="checkbox"/> Other:</li> </ul> </div> </div> |          |                            |                                                                                                                                         |
| Lesson sequence:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          | Time                       | Resources                                                                                                                               |
| Starter activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                            |                                                                                                                                         |
| <p>The teacher will:</p> <ul style="list-style-type: none"> <li>T starts greeting Ss by saying good morning ,How are you? And says I'm English teacher and I'm happy to see you. T writes her name on the board.</li> <li>T shares a little bit about herself with the students – hopes and dreams for the coming year with them.</li> <li>Then T starts to ask Ss about their names; then asks them about their holiday.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |          | 15 min                     | <p>Whiteboard prepared</p> <p>Names of all students written on</p>                                                                      |
| Main activities (with differentiation where appropriate):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |                            |                                                                                                                                         |
| <p>The teacher will:</p> <ul style="list-style-type: none"> <li>T starts to explain the rules for the class that they will work in groups and teacher asks after dividing them in groups asks them to choose names for their groups telling them that their many prizes and for all group, there is one leader and he will be responsible for the organization.</li> <li>T tells them about the rules that if you want to answer raise your hand before you answer. Then keep your classroom clean. Don't fight with your group ,respect your leader .</li> <li>pair the students up and ask them to share something about themselves with their partner. (It is a good idea for the teacher to model this first with a student coming up to the front of the classroom using key headings; name, age, number of brother and sisters, sports, hobbies)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          | <p>15min</p> <p>20 min</p> | <p>Whiteboard / whiteboard marker</p> <p>Sentence prompts written on the board – teacher will emphasise; capital letters full stops</p> |

# First Day Esl Lesson Plan

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