

Class / Level: 3rd grade
 Number of Classes:2
 Horizontal Integration:

Lesson Plan
 Unit title:
 Date: from
 Vertical Integration

Lesson title:-
 to
 Previous Learning:-

N o.	Specific Outcomes	Resource s & Materials	Instru ctional Strategies	Assessment		Procedures	Durat ion
				Strategy	Tool		
1	By the end of lesson(s) students should be able to: to talk about clothes	Pupil's Book	Direct instruction	performance		The teacher greets the students and warms them up. How many clothes words do you know? • Ask pupils to describe the picture. • Using the Lollipop stick technique, have pupils tell you how many clothes they see. • Place pupils in pairs. Please pick up the stopwatch and explain that they have one minute to answer the questions in the box. Extra activity: Critical thinking critical thinking • Ask pupils if they dress up and when. Have pupils tell you if they think dressing up is fun and why Listen and stick. Then listen and say. • Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you. • Point to an item and use the Lollipop stick technique to have pupils say and spell the word.	5
2-	• Target language: dress, sandals, socks, hat, scarf, jeans, pajamas, trainers, baseball cap, shirt; You're/They're wearing jeans and trainers.	alphabet flashcards, color flashcards	Work with the book	Demonstration	Rating scale		15
3-	• Skills: Listening, Speaking, Reading	Board		presentation			10

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A/B	3/4	Fulfilled	worksheet

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				Strategy	Tool		
1	By the end of lesson(s) students should be able to: : to talk about clothes	Pupil's Book	Direct instruction	performance		The teacher greets the students and warms them up. Ask pupils to write down the names of all the clothes they can think of. Then pool their ideas on the board. Practice 1 Look at Pupil's Book on page 18. Read and answer. • Pupils refer to the Pupil's Book picture to find the answers to the questions.	5
2-	• Target language: dress, sandals, socks, hat, scarf, jeans, pyjamas, trainers, baseball cap, shirt; You're/They're wearing jeans and trainers.	alphabet flashcards, color flashcards	Work with the book	Demonstration	Rating scale	5 Listen, circle, and write. • Pupils listen and circle the item of clothing that they hear	15
3-	• Skills: Listening, Writing	Board		presentation		Look, read and write. • Pupils use the pictures to complete the sentences using a word from box 1 and a word or words from box 2.	10

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1	By the end of lesson(s) students should be able to: to read simple cartoon stories	Pupil's Book	Direct instruction	performance	Rating scale	The teacher greets the students and warms them up. Starting the lesson • Give each pupil two paper strips with a clothing item on each. Show a flashcard. Pupils with that item stand up and say the word.	5
2-	• Target language: clothes; Those jeans are too small!	alphabet flashcards, color flashcards	Work with the book	Demonstration		Using the Key question technique, ask pupils what they think today's story will be about. • Explain that today's story is about a dress-up day. • On the board, write Dress-up day. Ask pupils what they think will happen on dress-up day.	15
3-	• Skills: Listening, Speaking, Reading • Viewing and presenting: to design clothes for a show and share	Board		presentation		Act out the story. • Divide pupils into small groups. Tell them to choose their roles and practice them.	10

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1	By the end of lesson(s) students should be able to: to read simple cartoon stories	Pupil's Book	Direct instruction	performance		The teacher greets the students and warms them up. Before i read How many parrots can you see? Where are the parrots?	5
2-	• Target language: clothes; Those jeans are too small!	alphabet flashcards, color flashcards	Work with the book	Demonstration	Rating scale	• Have pupils look at all the pictures of the story. • Ask pupils to find and count the parrots. • Extension Ask pupils to think about what kind of clothes they would wear at a dress-up day. Use the Think-pair-share technique to elicit answers	15
3-	• Skills: Listening, Speaking, Reading • Viewing and presenting: to design clothes for a show and share	Board		presentation		Finishing the lesson • In small groups, ask pupils to think about what clothes they can recycle. They discuss how they can recycle them, e.g. give them to charity, give them to theatres, cut them up and make different things out of them. Pupils then tell the class which method of recycling they think is the best.	15 10

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1	By the end of lesson(s) students should be able to: to remember facts about simple cartoon stories	Pupil's Book	Direct instruction	performance	Rating scale	The teacher greets the students and warms them up. Ask pupils to tell you what they can remember about the story from the previous lesson. Tell them they will do more on the story in this lesson.	5
2-	• Target language: clothes; Those jeans are too small!	alphabet flashcards, color flashcards	Work with the book	Demonstration		Use the Summative questions technique to discuss what pupils have learnt from the Story lesson. Then have pupils draw a picture showing what they have learnt today.	15
3-	• Skills: Reading, Writing	Board		presentation			15

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1	<p>By the end of lesson(s) students should be able to:</p> <p>: to talk about personal possessions</p> <p>• Target language: glasses, keys, handbag, backpack, phone, computer; Our glasses are blue. Your keys are grey. Their phones are green; the present continuous</p> <p>• Skills: Reading, Speaking, Listening</p>	<p>Pupil's Book</p> <p>alphabet flashcards, color flashcards</p> <p>Board</p>	<p>Direct instruction</p> <p>Work with the book</p>	performance	<p>Rating scale</p>	<p>The teacher greets the students and warms them up.</p> <p>Starting the lesson • Place Lesson 1 flashcards (clothes) on the board and do a revision of the words. • Use the Lollipop stick technique to have pupils come to the board. Then point to a word for the pupils to spell. Explain that in this lesson pupils will learn about different classroom items. Elicit classroom items they already know. • Place the lesson flashcards on the board. Go through each word and have pupils repeat after you. • Place pupils in pairs. One pupil points to a word for the other to say and spell it. • Have pupils say what items from the new vocabulary they have.</p>	5
2-				15			
3-				10			

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1	<p>By the end of lesson(s) students should be able to: to remember personal possessions</p> <ul style="list-style-type: none"> • Target language: glasses, keys, handbag, backpack, phone, computer; Our glasses are blue. Your keys are grey. Their phones are green. 	<p>Pupil's Book</p> <p>alphabet flashcards, color flashcards</p> <p>Board</p>	<p>Direct instruction</p> <p>Work with the book</p>	performance	Rating scale	<p>The teacher greets the students and warms them up. Make true sentences about the objects in the classroom (choose ones they looked at in the last lesson), for example: Your backpacks are blue. Pupils with blue backpacks stand up and say Yes, our blackbacks are blue. Do the same for a few different objects Look, read and write. • Pupils use the picture clues to complete the word grid. They can do this individually. Match and colour. • Pupils need to match the subject pronouns on the left (you, we and they) with the correct possessive adjective (your, our and their). They then colour each pair of stars the same colour of their choice. • Using the Think-pair-share technique, pupils check answers with their partners. • Now tell pupils to go to the Extra practice on page 24 and do the activities. See notes in Lesson 11+</p>	5
2-				Demonstration			15
3-				presentation			10

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1	By the end of lesson(s) students should be able to: to play a game describing clothes	Pupil's Book	Direct instruction	performance	Rating scale	The teacher greets the students and warms them up. Do a quick revision of colours with the flashcards by going through them, saying the colours for pupils to repeat after you. • Give pupils a sheet of A4 paper each. Have them draw four colour blobs of their choice. Pupils stand in their places and show their colours to the class and say them.	5
2-	• Target language: revision of all taught words and grammar	alphabet flashcards, color flashcards	Work with the book	Demonstration		15	
3-	• Skills: Listening, Speaking, Reading, Writing	Board		presentation		15	
						Point to the girls under the tree in the picture. Ask Where are the girls? and elicit the answer. Continue for all the people in the picture. Ask What are they wearing? • Use the Traffic light cards technique to check pupils understand the activity. Repeat the audio for pupils to check answers.	10

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1	<p>By the end of lesson(s) students should be able to:</p> <p>: to read about big parades in different countries; to make a poster about a special day; to present project work to the class</p> <p>• Target language: parade, masks, float, kimono, kilt</p> <p>• Skills: Listening, Speaking, Reading, Writing</p>	<p>Pupil's Book</p> <p>alphabet flashcards, color flashcards</p> <p>Board</p>	<p>Direct instruction</p> <p>Work with the book</p>	performance	Rating scale	<p>The teacher greets the students and warms them up. Place the flashcards on the board. Say the clothes and have pupils come to the board and point to the correct flashcard. • Focus pupils on the pictures on page 24. Say that parades are celebrations in the street for everyone. In the parades, there are a lot of people wearing colourful clothes and sometimes masks. Explain that in this lesson pupils will learn about parades in different countries. Ask pupils if they know anything about parades in other countries, specifically Switzerland, Japan and Scotland. • Pupils look at page 24 in their Pupil's Book. They look at the four pictures at the top. Say Let's read the words ... parade, masks, float, kimono, kilt. Make sure pupils understand the words.</p>	5
15							
15							
2-				presentation			10

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1	By the end of lesson(s) students should be able to: : to read about big parades in different countries; to make a poster about a special day; to present project work to the class • Target language: parade, masks, float, kimono, kilt • Skills: Listening, Speaking, Reading, Writing	Pupil's Book alphabet flashcards, color flashcards Board	Direct instruction Work with the book	performance	Rating scale	The teacher greets the students and warms them up. Before you read What clothes do you wear on special days? • Ask pupils what type of special days they have in their country and what they wear on those special days. • Ask pupils what they like about those days. Ask Do you like the clothes? Do you like the decoration? Do you like parades? • Use the Lollipop stick technique to make sure a variety of pupils are asked. 2 2.13 Listen and read. • Pupils look at the pictures. Say the words in the captions and pupils point and repeat. • Play the audio and pupils listen and follow in their Pupil's Books. Play the audio again and pupils read along with the audio.	5
Demonstration				15			
2-				15			
3-	10	presentation					

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1	By the end of lesson(s) students should be able to: : how to ask the price	Pupil's Book	Direct instruction	performance	Rating scale	The teacher greets the students and warms them up. Starting the lesson • On the board, write a scrambled sentence using vocabulary and grammar from Lessons 1 and 5. • Ask one pupil to unscramble it and write the answer on the board. • Place pupils in pairs and hand each pair a photocopy with scrambled sentences on it. Explain that in this lesson pupils will learn how to ask the price of clothes and other things. • Ask pupils how their parents pay for things they buy. Extra activity xtra activity Critical thinking ritical thinking • Explain to pupils that there are charity shops where people can buy second-hand clothes and the money goes to different charities. Ask pupils if they would give and buy things from a charity shop and why/why not.	5
2-	• Target language: How much is this baseball cap? It's 10 JD.	alphabet flashcards, color flashcards	Work with the book	Demonstration		15	
3-	• Skills: Listening, Speaking	Board		presentation		15	
						10	

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1	By the end of lesson(s) students should be able to: : how to ask the price	Pupil's Book	Direct instruction	performance	Rating scale	The teacher greets the students and warms them up. 4 Listen and read. • On the board write How much is this ...? and It's 10 JD. • Ask pupils to read the dialogue quietly. • Ask pupils why we should always be polite when asking for something and when answering. • Play the audio once for pupils to read and listen to. • Use the Lollipop stick technique to have pairs read the dialogue aloud. • Extension Ask pupils which phrases show polite expressions. 2 Act out the dialogue. Use different objects and prices. • Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the activity. • Explain that pupils can use their straw puppets if they like. • Using the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.	5
2-	• Target language: How much is this baseball cap? It's 10 JD.	alphabet flashcards, color flashcards	Work with the book	Demonstration		15	
3-	• Skills: Listening, Speaking	Board		presentation		15	
							10

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1	<p>By the end of lesson(s) students should be able to:</p> <p>: to listen to and say the blends dr, tr, br</p> <p>• Target language: dress, drum, drive, drop; trainers, tree, train, trip; bread, brush, brain</p> <p>• Skills: Listening, Speaking, Reading</p>	<p>Pupil's Book</p> <p>alphabet flashcards, color flashcards</p> <p>Board</p>	<p>Direct instruction</p> <p>Work with the book</p>	performance	Rating scale	<p>The teacher greets the students and warms them up. Use the sounds which pupils learned in Unit 1. Give each pupil a word from Unit 1. Say the word. The pupil writes the word correctly on the board. • Suggested words include plane, black and blond. On the board, write dr, tr and br. Say the phonics sounds and have pupils repeat after you. • Elicit words that pupils know with these sounds and write them on the board. Say one of the words containing tr, dr or br and then other distractors. With the words containing the Unit 2 sounds, pupils clap. Continue in the time available to finish the lesson.</p>	5
2-				Demonstration			15
3-				presentation			10

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1	By the end of lesson(s) students should be able to: to review unit language	Pupil's Book	Direct instruction	performance		The teacher greets the students and warms them up. • Have pupils write as many words or sentences from the unit as possible in one minute. • Use the Lollipop stick technique to have pupils read their sentences to the class. In this lesson, pupils will review the grammar and vocabulary they have learned in the unit. •	5
2-	• Target language: unit vocabulary and grammar	alphabet flashcards, color flashcards	Work with the book	Demonstration	Rating scale	Revise unit vocabulary with flashcards. Show flashcards, and say a wrong word for pupils to correct you. Look and write. • Pupils complete the activity individually and check answers with their partners	15
3-	• Skills: Reading, Writing	Board		presentation			10

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1	By the end of lesson(s) students should be able to: to review unit language	Pupil's Book	Direct instruction	performance	Rating scale	The teacher greets the students and warms them up. Order, write and colour. • Pupils order the words in the sentences and then colour the pictures accordingly. • Give each pupil a sheet of A4 paper and have them fold it in half. On one half they draw a smiley face and on the other half an unhappy face. • On the smiley face side, pupils write all the words they know how to write. On the sad face, they open their Pupil's Books and write the words they don't remember. • Tell pupils they now know which words they have to revise. If pupils write all the words on the smiley face, then they make sentences with them. • Using the Summative questions technique, ask pupils in what area of their language learning they feel the happiest in.	5
2-	• Target language: unit vocabulary and grammar	alphabet flashcards, color flashcards	Work with the book	Demonstration		15	
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1	<p>By the end of lesson(s) students should be able to: to practice for the Pre A1 Starters Reading and Writing Part 1, Speaking Part 2 and Listening Part 1 exams</p> <ul style="list-style-type: none"> • Target language: unit vocabulary and grammar • Skills: Listening, Speaking, Reading 	<p>Pupil's Book</p> <p>alphabet flashcards, color flashcards</p> <p>Board</p>	<p>Direct instruction</p> <p>Work with the book</p>	performance	Rating scale	<p>The teacher greets the students and warms them up. Give each pupil a sheet of A4 paper and have them fold it in half. Tell pupils to draw a clothing item on each side and to colour it. • Then place pupils in groups of three and give them one more sheet. Tell them they have to decide one more item and draw and colour it. Show pupils the audioscript before they do the activity and before looking at the picture. Ask them to underline where they think the answer is. After pupils complete the audio activity, they refer to the text and see if they were correct and where they made mistakes, if any.</p>	5
15							
15							
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2-				15			
3-				15			
				presentation			10

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Lesson title:-
 to
 Previous Learning:-

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N o.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A/B	3/4	Fulfilled	worksheet

Reflection:-
 feel satisfied with.....
 Challenges that faced me.....
 Suggestion for important.....

Prepared by:-

Date:-

School Principle:-

Date:-

Class / Level: 3rd grade
 Number of Classes:2
 Horizontal Integration:

Lesson Plan
 Unit title:
 Date: from
 Vertical Integration

Lesson title:-
 to
 Previous Learning:-

1	By the end of lesson(s) students should be able to:	Pupil's Book	Direct instruction	performance	The teacher greets the students and warms them up.	5	
2-		alphabet flashcards, color flashcards	Work with the book	Demonstration		Rating scale	15
3-		Board		presentation			10

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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<i>Day & Date</i>	<i>Section</i>	<i>Period</i>	<i>Fulfilled Outcomes</i>	<i>Homework</i>
	<i>A/B</i>	<i>3/4</i>	<i>Fulfilled</i>	<i>worksheet</i>

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