



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	ENGLISH
Class/ Section	YEAR 1
Week	WEEK-4
Work send to students by	Google classroom
Total number of lessons per week	6 (19th September – 23rd September)
Unit/Topic	Hop, Swim and Run
Key Vocabulary	hop , swim , run, sit, eat, play, sing, walk, clap, snap
LESSON- 1, 2 Live Zoom lesson along with face to face instruction for students present on a particular day	<u>Specific Learning objectives</u> <ul style="list-style-type: none">▪ Link what they read to their own experiences▪ Matching pictures to words <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">- Blend and read the words from the text.- Match words to the correct pictures.

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p>	<ul style="list-style-type: none"> ● Read the text. ● Talk about what animals they know and how those animals move. Share experiences. ● Talk about the parts of the book. ● Complete - PCM 1.2.1 <ul style="list-style-type: none"> - Name the different animals in the text. - List the animals that are fast and slow. - Name the animals that can swim. - Give meaning of the word fast <p><u>Active learn - Hop , Swim and run</u></p>
<p>Resources</p> <p>LESSON – 3,4</p> <p>Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> ● Write labels of one or two words, leaving spaces between words. <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Write phrases or sentences - Write jumbled words into correct sentence. <ul style="list-style-type: none"> ● Make phrases or sentences using given words ● Write jumbled words into correct sentences. ● Make phrases or sentences about their favourite toy <ul style="list-style-type: none"> - Follow sentences from left to right and from the top to the bottom of the page. - What is a sentence? - How to start a sentence? - What do we need to put at the end of a sentence? <p><u>Active learn – sentence song</u></p>

<p>LESSON – 5,6</p> <p>Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students ability.</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Learning objective:</p> <ul style="list-style-type: none"> • Understand verbs. <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Identify verbs. - Read simple everyday verbs as labels. - Play a game to learn more about verbs. <ul style="list-style-type: none"> • Identify the verbs. • Match the correct pictures to the verbs. • Draw and label correct verbs. <ul style="list-style-type: none"> - What is a verb? - Make list of verbs - Arrange the given verbs in alphabetical order. <p><u>Active learn - Hop , Swim and run</u></p>
<p>GUIDE READING :</p>	
<p>LESSON – 1 and 2</p> <p>Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Task s</p> <p>Assessment Criteria/ Essential questions</p>	<p><u>Specific Learning objectives</u></p> <ul style="list-style-type: none"> • Blend and read the words. <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Say the sounds. - Blend and read the words. - Look at the pictures and retell the story. <ul style="list-style-type: none"> • Talk about the front page • Make predictions • Say each of the words clearly • Retell the story <ul style="list-style-type: none"> - How many times can you find ‘p’ on this page? P5: - Which do you think is the quietest noise Pam makes on this page? - What about the loudest noise? - Do you think Nan will like it? - What do you think Dad will think about the noise that the children are making?

<p>Resources</p>	<ul style="list-style-type: none"> - How do you think Dad is saying these words? Where do you think Nan is? Is she in? - How do you think Nan is feeling? Why was she lying on the sofa?
<p>LESSON – 3</p> <p>Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Task s</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Is Nan In?-Active learn</p> <p><u>Specific Learning objective</u></p> <ul style="list-style-type: none"> • Make predictions. <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Say the sounds - Blend and read the words. <ul style="list-style-type: none"> • Talk about the front page • Make words with letter g, o, c • Hot-seat Sam! One child pretends to be Sam. The other children ask him questions. <ul style="list-style-type: none"> - What do you think this present is for? Is it for Sam to drink from? - Why is Dad patting Sam? P5. What do you think is in this present? - Can you make a ‘tap’ noise? - How do you think Sam is feeling? Have you ever felt disappointed like that? - What do you think is going to come through the door? -n - How do you think Sam feels now? <p>Nod- Active learn</p>