



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

Lesson Plan

Subject	ENGLISH
Class/ Section	YEAR 1
Week	WEEK-5 (26th September – 30TH September)
Work send to students by	Google classroom
Total number of lessons per week	6 + 3 (Guided Reading)
Unit/Topic	Hop, Swim and Run
Key Vocabulary	hop , swim , run, sit, eat, play, sing, walk, clap, snap
LESSON- 1 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">• Organise information• Read and talk about simple sequences that give information <u>Specific Intended Learning Outcomes</u> <ul style="list-style-type: none">- Understand how to group items by shared features.- Read and talk about simple sequences that give information or recount what someone has done.

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<ul style="list-style-type: none"> ● Read the text. ● Group the animals by the way they move. ● Talk about the parts of the book. ● Complete - PCM 1.2.2 <ul style="list-style-type: none"> - Name the different animals in the text. - Name the animals that can swim , hop and run - Name any 2 verbs in the text. <p><u>Active learn - Hop , Swim and run</u></p>
<p>LESSON – 2</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"> - Introduce key sentence structure terminology. <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Understand that letters can be written in upper case and lower case. - Identify the capital letters. <ul style="list-style-type: none"> ● Make phrases or sentences using given words using capital letter. ● Write jumbled words into correct sentences. ● Complete PCM 1.2.3 <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 do you 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 – 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>Learning objective:</p> <ul style="list-style-type: none"> - Learn how words can be combined to make sentences <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Understand that a sentence is made up of a group of words that make sense together. - Write labels of one or two words, leaving spaces between words. - • Complete PCM 1.2.5, PCM 1.2.6 • Make three sentences of your own and use capital letter and fulstops. . - What is a sentence? - ‘What should every sentence start with?’ - What should every sentence end with?’ . <p><u>Active learn - Hop , Swim and run</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"> - Sequence pictures to retell a familiar story or sequence of events <p><u>Specific Intended Learning Outcomes</u></p> <ul style="list-style-type: none"> - Sequence three pictures to retell a familiar story or sequence of events. - Put information in the right order. • Complete PCM 1.2.7 and PCM 1.2.8 • Make three sentences of your own and use capital letter and fulstops. . - Look at the pictures and tell story in your own words. . <p><u>Active learn - Hop , Swim and run</u></p>

<p>GUIDE READING :</p>	
<p>LESSON – 1 and 2 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><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"> ✓ What is Tim collecting? ✓ Where is Tim taking all the old metals? ✓ What is a tip? ✓ What has happened to Tim? <p>Active learn – Tin Man Tim</p>
<p>LESSON – 3 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><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"> - Tell what they think about the story - 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, k - What do you usually do with a mop? What do you think Tom might do with it? - How do you think Mags and Kit might get Tom back? - What do you think it feels like to have a watering can tipped over you? - What is special about a mac? - What is the punctuation mark after the word ‘pop <p>Active learn -Tom’s Mad Mop</p>

