**English Lesson Plan**

**School Year 2025-2026**

| **Teacher’s Name:** |  | **Group:** |  |
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| **Period:** | 1 | **Unit:** | Diagnostic and Foundations |
| **Date:** | September 8th - 12th | **Total of sessions:** | 3 |

| **Learning Objective:** | | | | |
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| **Project(s): N/A** | | | | |
| **Product (s): N/A** | | | | |
| **Articulating Axes** | **Contents** | | **Learning Development Process** | **Book Pages:** |
| **N/A** | **N/A** | | **N/A** | **N/A** |
| **Listening** | **Reading** | | **Writing & Language Structure** | **Speaking** |
| **PRE A1:** When listening to a conversation, SS can understand words and short sentences, provided that people speak very slowly and very clearly. | **PRE A1:** SS can understand very simple instructions if they are supported by pictures and if I know this type of instructions. | | **PRE A1**: Ss can write in a simple way, basic questions and answers about what they and others do currently. | **PRE A1:** SS can describe nouns or other familiar objects. |
| **Grammar & Language Structure** | | | **Vocabulary** | |
| * **Ask and answer:**   + What is this? - This is a \_\_\_\_\_\_.   + What are these? - These are \_\_\_\_\_. * **Sequencing words:** First, then, next, finally. * **Prepositions:**  in, on, under, next to, behind. | | | * **Classroom commands:** May I go to the bathroom?, open your book, listen, repeat, raise your hand, take turns. * **Classroom objects:** desk, chair, pencil, book, crayons, scissors, glue and backpack. * **School places:** library, classroom, playground, cafeteria, bathroom. * **People:** teacher, friend. | |
| **Evaluation:** | | | | |
| **Observations:** | | | | |

| **School’s Name** | | **CCT:** |
| --- | --- | --- |
| **Teacher’s Signature** | **Principal’s Signature** | **School’s Stamp** |

| ​​**Session 1** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students understand and follow classroom rules using imperatives and sequencing words. |
| **Resources:** | | * Flashcards or posters with classroom commands * Audio with classroom instructions * Worksheet |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | TPR game: T. gives quick classroom commands, students act them out (e.g., “Raise your hand!”). |
| (10) | Introduction | * T. points to different areas or objects in the classroom while explaining the rules and routines used in this specific class (e.g., “We raise our hand before speaking”, “We stand in line at the door”). * T. uses gestures and demonstrates each routine with 1–2 volunteers. * T. repeats sentences slowly for students to practice pronunciation. |
| (30) | Development | 1. Follow the instructions: T display and audio with different classroom commands and Ss follow. 2. Draw & order: Sequence images of daily classroom routines and label: First… then… 3. Worksheet: Match command to picture |
| (5) | Wrap up | Ss share a classroom command. |

| ​​**Session 2** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students identify classroom objects and use “This is…” / “These are…” to describe them. |
| **Resources:** | | * Real objects or flashcards * Worksheets |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | “What’s in my bag?” game: T. takes objects from a bag, students guess the name. |
| (10) | Introduction | * T.presents vocabulary with real items or visuals. * T. contrasts and explains “This is” (singular) vs. “These are” (plural) and give examples. * Practice as a group: “This is a pencil. These are crayons.” |
| (30) | Development | **Activities:**   1. Object Hunt: Students find classroom items and say: “This is a \_\_\_.” 2. Sorting activity: Categorize images into “This is” / “These are” columns. 3. Worksheet: Color the correct object. |
| (5) | Wrap up | Students say one sentence aloud: “This is my \_\_\_ / These are my \_\_\_.” |

| ​​**Session 3** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students name school places and people and describe location using prepositions of place. |
| **Resources:** | | * Map or drawing of a school * Character cutouts or tokens * Flashcards with places and people Worksheet: place characters in locations and write short sentences |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | T. shows a flashcard with a school place or person and asks, “Who is this?” or “What is this?” |
| (10) | Introduction | * Tpresents vocabulary with pictures of the school. * T explains prepositions using visuals and realia (e.g., put pencil under a book). * Ss repeat and do actions. |
| (30) | Development | 1. Sentences: write short sentences using school places and prepositions. 2. Pair activity: One student places an object somewhere; the other says where it is. 3. Worksheet: Label the correct place using the word bank. |
| (5) | Wrap up | Ss say a sentence using the session vocabulary (e.g., The teacher is in the classroom, My friend is next to me, etc). |