**English Lesson Plan**

**School Year 2025-2026**

| **Teacher’s Name:** |  | **Group:** |  |
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| **Period:** | 1 | **Unit:** | Diagnostic and Foundations |
| **Date:** | September 15th - 19th | **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:** SS can understand numbers  **PRE A1:** SS can understand the days of the week and months of the year.  **PRE A1:** Ss understand short descriptions of current activities if it's spoken very slowly and clearly. | **PRE A1:** SS can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.  **PRE A1:** SS can recognise daily situations, words and phrases SS know and use them to understand very simple sentences. | | **PRE A1:** SS can write their daily routines  **PRE A1:** Ss can write in a simple way, basic questions and answers about what they and others do currently. | **PRE A1:** SS can use and understand simple numbers in everyday conversations (for example in prices or telephone numbers).  **PRE A1:** Ss can use simple words to describe something, (for example its size, shape or color).  **PRE A1:** Ss can express their current actions in everyday situations. |
| **Grammar & Language Structure** | | | **Vocabulary** | |
| * **Simple Present with verb To Be:**   + I play.   + She plays. | | | * **Verbs:** like, want, play, eat, go, live, sleep, run. * **Colors:** red, blue, yellow, green, pink, purple, orange, black, white, brown, black, gray. * **Numbers:** 1 - 20 * **Days of the week:** monday, tuesday, wednesday, thursday, friday, saturday, sunday. * **Weather:** sunny, rainy, cloudy, hot, cold. * Clothes: T shirt, pants, shorts, jacket, sweater, hat, socks, sandals, boots. * **Months:** January, February, March, April, May, June, July, August, September, October, November, December. | |
| **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 identify and use common verbs in the simple present tense, and talk about daily routines using personal pronouns. |
| **Resources:** | | * Flashcards with verbs (like, want, play, eat, go, live, sleep, run). * Worksheet |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | “Action miming” – T. acts out a verb (e.g., run, eat, sleep) and students guess in English. |
| (10) | Introduction | * T. introduces the verbs (like, want, play, eat, go, live, sleep, run) with flashcards and miming. * Ss repeat and practice pronunciation. * T. models “I play” / “She eats” and writes examples on the board. |
| (30) | Development | 1. **Listening & Repeating:** Ss listen and repeat verbs with gestures. 2. **Sentence practice:** In pairs, students make simple sentences: “I run.” / “He runs.” 3. **Worksheet:** Match verbs with pictures. |
| (5) | Wrap up | T. asks students to say one thing they do every day using a verb from the lesson.  Quick round of “What do you do?” where students answer using one verb. |

| ​​**Session 2** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students identify colors, count from 1 to 20, and name the days of the week. |
| **Resources:** | | * Color flashcards * Number cards (1–20) * Days of the week chart, chant or song. * Worksheet |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | “Color Hunt” – Ss look around the classroom to find something of a color the teacher calls out. |
| (10) | Introduction | * T. Introduce colors (red, blue, yellow, green, pink, purple, orange, black, white, brown, gray) using flashcards. * T. counts aloud 1–20 with flashcards with Ss. * T. introduces days of the week with a chart, chant or song. |
| (30) | Development | 1. **Color hunt:** Ss find objects in the classroom of specific colors. 2. **Number bingo:** T. calls numbers and students mark them. 3. **Worksheet:** Ss arrange scrambled days of the week in order. |
| (5) | Wrap up | Ss say their favorite color, a number, and the day of the week they like most. |

| ​​**Session 3** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students describe the weather, name common clothes, and say the months of the year. |
| **Resources:** | | * Weather flashcards (sunny, rainy, cloudy) * Clothes flashcards * Calendar with months * Worksheet |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | T. asks about today’s weather (“Is it sunny today?”). Students respond with yes/no. |
| (10) | Introduction | * T introduces weather vocabulary: sunny, rainy, cloudy. * T introduce clothing items (teacher can use realia or pictures). * T presents months of the year with a calendar, a chant or song. |
| (30) | Development | **Activities:**   1. **Weather and clothes match:** Ss match weather types to appropriate clothes. 2. **Worksheet:** Get dressed for the weather. Ss cut the clothes and paste them in the weather that is used. 3. **Mini-dialogues:** In pairs: “What’s the weather?” / “It’s sunny.” – “What are you wearing?” / “I’m wearing a T-shirt.” |
| (5) | Wrap up | T. asks students to say the month, what they are wearing or how's the weather. |