**English Lesson Plan**

**School Year 2025-2026**

| **Teacher’s Name:** |  | **Group:** |  |
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| **Period:** | 1 | **Unit:** | Diagnostic and Foundations |
| **Date:** | September 22nd - 26th | **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 people if they speak very slowly and clearly about simple everyday topics. | **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 describe what I like and what I don’t like (for example with regard to sports, music, school, food colors). |
| **Grammar & Language Structure** | | | **Vocabulary** | |
| * **Ask and answer:**   + What do you like/dont like? - I like / I don't like   + Who is he/she? - This is my \_\_\_\_\_ .   + I have \_\_\_\_\_.   + How do you feel? - I feel \_\_\_\_\_. | | | * **Family Members:** mother, father, brother, sister, grandmother, grandfather. * **Food:** apple, milk, rice, water, bread, egg. * **Body parts:** Eyes, nose, mouth, ears, head, shoulder, knees and toes, arm, hand, finger, leg. * **Feelings:** happy, sad, angry, scared. | |
| **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 family members and use simple possessive structures. |
| **Resources:** | | * Family flashcards (mother, father, brother, sister, grandmother, grandfather) * Memory game * Worksheet |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | T. shows a family picture and asks “Who is this?” Students guess. |
| (10) | Introduction | * T. introduces family members (mother, father, brother, sister, grandmother, grandfather) with flashcards and pronunciation practice. * T. writes and models sentences: “This is my mother” / “He is my brother.” |
| (30) | Development | 1. **Memory game:** Match family member cards. 2. **Worksheet:** Family tree activity: Ss label family members on a blank tree. 3. **Speaking practice:** Ss show their own family drawing and describe it. |
| (5) | Wrap up | T. asks each student to say one sentence about a family member. |

| ​​**Session 2** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students name common foods and express likes/dislikes. |
| **Resources:** | | * Food flashcards (apple, milk, rice, water) * Chart with “I like / I don’t like” * Notebook |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | T. shows a food item and asks, “Do you like apples?” for students to answer. |
| (10) | Introduction | * T. presents food vocabulary (apple, milk, rice, water) with flashcards. * T. introduces “I like” / “I don’t like” using gestures (thumbs up/down) * Ss repeat and follow. |
| (30) | Development | 1. **Sorting activity:** Students classify foods they like and don’t like. 2. **Pair practice:** Students ask each other “Do you like \_\_\_\_?” and answer. 3. **Sentence writing:** Students write 3 sentences using I like / I don’t like. |
| (5) | Wrap up | T. asks students to share one food they like and one they don’t. |

| ​​**Session 3** | | |
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| **Date:** | |  |
| **Lesson Achievement:** | | Students identify body parts and express feelings using “I have” and “I feel.” |
| **Resources:** | | * Body parts flashcards (eyes, nose, mouth, etc.) * Feelings flashcards (happy, sad, angry, scared) * “Head, Shoulders, Knees and Toes” song * Worksheet |
| **Differentiated activities:** | |  |
| **Time** | **Moment** | **Activity** |
| (5) | Warm Up | T. plays “Simon Says” with body parts.  T. ask Ss how they feel. |
| (10) | Introduction | * T. introduces body parts with flashcards and gestures and models “I have\_\_\_\_.” * T. presents feelings vocabulary and models “I feel \_\_\_\_.” |
| (30) | Development | **Activities**   1. **Song activity:** Students sing and do the actions for “Head, Shoulders, Knees and Toes.” 2. **Matching game:** Match feelings words to facial expressions. 3. **Partner practice:** Students describe themselves (“I have two hands” / “I feel happy”). 4. **Worksheet:** Write the body part where it corresponds. |
| (5) | Wrap up | T. asks students to say “I feel \_\_\_\_” and point to a body part. |