**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.
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| **Evaluation:** |
| **Observations:** |

| **School’s Name** | **CCT:** |
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| **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.
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| (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. |