



Lesson planning Using the Akelius Digital Learning Platform



Level A0 (Pre A1)



This booklet has been developed by the Curricula and Teacher Qualification Department in the **Quality Assurance Agency of Pre-university Education** of Albania in cooperation with **UNICEF Albania** funded by **USAID** and **Akelius Foundation**.

The aim of the booklet is to further support English language teachers of grade I and II in Albania in using Akelius Digital Learning Platform as a very important tool for implementing blended learning in their teaching process.

English teachers will find examples of lesson plans where Akelius Digital Learning Platform has been used as tool to make lessons more interactive, involving, engaging and entertaining for children.

The opinions and the suggestions in this publication are of the authors and do not represent necessarily UNICEF views.

Coordinator: Ludmilla Stefani

Prepared by: Ermelinda Laca, Nevila Serjani

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Introduction

Lesson plans generally provide a structured breakdown of what teachers intend to do during their class time. They also give teachers a general overview of their teaching goals and learning outcomes. When structured carefully, a lesson plan not only guides teachers but also provides measurable objectives for students.

Lesson plans should be carefully planned in advance and ensure that each lesson has a purpose and aligns with the curriculum and class goals. Moreover, lesson plans keep teachers on track when teaching and help them manage time effectively by organizing relevant and appropriate activities. Without a lesson plan, teachers may find themselves lost and unsure of how to fill leftover time in class, repeating the same activities until children lose interest. This is perhaps even more important when teaching English online, or in a blended learning environment as teachers need to include activities from different platforms, Akelius being one of them when teaching English to young learners. A successful lesson plan addresses and integrates three key components:

- *Learning outcomes*
- *Learning activities*
- *Assessment to check for student understanding*

Designing a Lesson Plan

Designing a lesson plan is a process that's both creative and critical, as teachers incorporate a wide range of strategies to engage students, assess progress and support learning and understanding. Below are just some of the most important points to consider while preparing English lesson plans, deciding what concepts to cover and which activities to include.

Learning outcomes

When designing a lesson plan or deciding which pre-made resource or online platform to use, it's important to take into account what the learning outcomes for that specific lesson are. In other words, what the target language to teach is, and what children would be able to do by the end of the lesson. Defining specific learning outcomes helps teachers achieve the curriculum goals, create lessons that have a purpose, and measure specific learning outcomes for each class. Having students take ownership of their own learning happens when they can understand what they are learning, why they are learning it, and how they will know when they are successful. Learning outcomes should be about skills and learning, not about the activities. Activities should be built around the lesson learning outcomes. Thus, when planning blended lessons, activities on Akelius platform should not be a result, but should be introduced as a tool to support achieving your targeted learning outcomes as a result.

Required materials

When delivering a lesson, especially with young learners, teachers need certain materials, such as paper, markers, handouts, a projector, or access to certain digital tools. In a blended learning environment, where teachers of English plan to include Akelius platform, it is important to make sure that the materials chosen to be used, are suitable for the digital classroom as well.

Timing

Planning how much time each part of the lesson and activity plan will take is of importance for teachers. This will help teachers to teach the lesson well within the allotted class time. Teachers should also try including one optional activity at the end of class to anticipate any leftover time they might have. The planned activity might be a game from Akelius platform. (memory game, guessing game, falling objects, songs etc.)

Class age, level, and size

Each time teachers write a lesson plan; they should always take into account how many children they have in the class, what their age and English level are. These factors will shape the entire lesson and also make it easier to reuse the plan for future classes. It's no secret that children love games and songs. One solution to this is to allow for more activities from the Akelius platform.

Anticipated problems

While preparing their lesson plans, teachers should consider any potential problems they anticipate and how they plan to solve them. This problem could be fast finisher activities, filling leftover time, reducing side conversations during group work, or dealing with a technological issue. When planning ahead how to deal with these problems, teachers can be in control during the class and reduce wasted time. In their plan to solve different potential problems, teachers should take the Akelius platform into consideration.

Strategies for lesson planning

During the planning process for each part of the lesson, it is recommended to incorporate the following strategies:



Always plan with children in mind

Teachers should always keep in mind what learning looks like from the other side of the classroom. What might children think, feel and question? Are there any points where they're likely to get confused? Is the amount of new material too much? Is learning interesting and relevant to their age, interests, needs and everyday lives? Putting themselves in their children's shoes, helps teachers make lesson more engaging and enjoyable.



Keep the same overall structure every time

Teachers teach different materials, vocabulary and concepts each day, but it is important that they keep the flow the same that is, starting with the reviewing of previous knowledge, passing on to the introduction of new concepts, and then to reinforcement and conclusion. This routine helps children know what to expect and build good classroom habits which leads to a more effective lesson delivery and less time-consuming for teachers.



Set SMART objectives for each lesson

Setting SMART (Specific, Measurable, Achievable/Attainable, Realistic/ Relevant, Time-bound) objectives is always the key to a successful lesson planning and delivery. What should students know or be able to do at the end of each lesson?

This very question helps teachers work backward in creating the class' learning activities.





Plan a variety of classroom activities

While writing the lesson plan, teachers should plan various and interesting activities. Akelius platform can help teachers include different games and activities in their lesson. Children learn best when they're actively engaged with the content. Keeping things fresh, engaging, entertaining and interactive takes a lesson from average to superb.

The following are some questions teachers should ask to themselves while designing learning activities either in traditional or blended learning environments:

- What will I do to explain this topic?
- What will I do to illustrate the topic in a different way?
- How can I engage children in the topic?
- What are some relevant real-life examples or situations that can help children understand the topic?
- What will children need to do to help them understand the topic better?
- In which part of the activity do I have to use Akelius platform?
- Which game/song/chapter of Akelius platform fits with this activity?

Incorporating Akelius digital platform in lesson planning

Blending the Akelius digital platform into the components of the lesson procedure can take place at various times of the lesson. The digital platform may be used to introduce a lesson, review a lesson, practice or consolidate at the end of a lesson. Time allocated to the use of the platform can also be flexible and depends on the teachers' assessments and observation of their students. The Akelius digital learning platform can be used in any of the below components, according to the targets that the teachers want to exercise.

These ways are:



Introduction of new linguistic elements (Warm-up or main session)



Practice linguistic elements (Main session or application)



Consolidation of linguistic elements (Application)

Examples of Lesson Plans for English classes in Grade I and II

In this chapter teachers will find some models of lesson plans using Akelius platform as an important tool in implementing blended learning:



LESSON PLAN 1

Field: Languages and communication

Subject: English

Grade I

Topic: Numbers 1-10

Learning situation: In the classroom

Learning outcomes:

The young learner:

- identifies one digit numbers
- counts from 1 to 10
- does simple math exercises
- asks and answer questions about the age

Language elements:

Vocabulary items: *numbers, age, today, one, two, three, four, five, six, seven, eight, nine, the.*

Structures: *How old are you? I am ...*

Resources and materials: books, Bingo sheets, CD, CD player, smart board.

Cross curricular links: Math

Akelius destination: Chapter 1

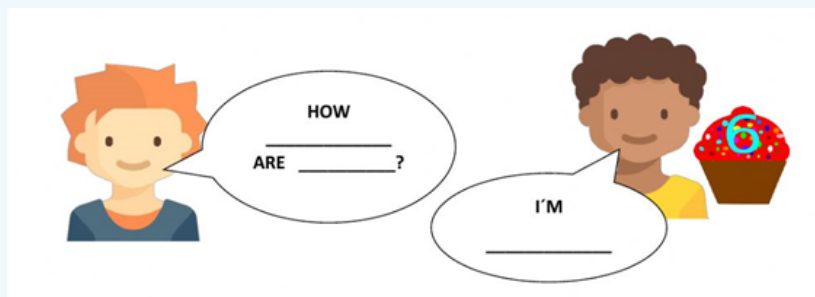
Methodology and activities

Warm up activity → Hold up your hand and count- 10 minutes

Hold up your hands in front of the class and use your fingers to count from one to ten. Ask children to hold up their hands and do the same, while repeating each number after you a couple of time. Take out the number flashcards and stick them on the board in ascending order. Encourage children to say each number aloud. Then go on with the math section in Akelius Platform.

Vocabulary practice – 15 minutes

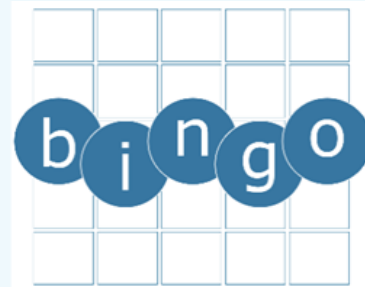
Point out the numbers in the vocabulary section in the book. Play the CD a few times and have children point to the numbers and repeat. Go up to a child and ask him/her "How old are you?" They can use the fingers to indicate the age if they don't remember the number. Encourage him/her to answer in full sentence. I am six. Repeat this with other children. Divide the class in pairs and have them ask and answer questions about their age.



Game → Word Bingo- 15 minutes

Hand out bingo sheets to the children (the bingo sheets might have either an English word written on them, or a number). Pick a piece of paper from the hat/box with a word written on it and say that number aloud. The children cross off the number they hear.

The first player to cross off all the numbers on their bingo card shouts 'Bingo!'. If you have more time, you can do the memory games of Chapter 1(Akelius).



Close up → “One, two, three, four” Song – 5 minutes

Play the song once and have the children listen and point to the picture on the smart board.

Play the song again and encourage children to sing it along.



LESSON PLAN 2

Field: Languages and communication

Subject: English

Grade I

Topic: Food

Learning situation: At a fruit stall

Learning outcomes:

The young learner:

- identifies and names at least five different foods or fruits
- expresses likes and dislikes about food

Language elements:

Vocabulary items: *oranges, apples, pear, grape, cake, banana, tomato, eggs, fish, jam.*

Structures: *I like; I don't like*

Resources and materials: books, flashcards, CD, CD player, smart board, a ball.

Cross curricular links:

Akelius destination: Chapter 2

Methodology and activities

Warm up activity → Falling food - 5 minutes

Play the “Falling food” game in Akelius where children have to catch the falling objects on the screen. Stop the video sometimes and ask children to repeat the words they hear. Focus on the words about food.

New Vocabulary → What I like – 10 minutes

Start by saying e.g. I like ...cats. What about you? Go on by asking a couple of children about things they like in general. Then, draw a picture of an orange on the board or show the flashcard. Rub your tummy and say “I like oranges”. Elicit from children as above. Hold up flashcards of different foods and fruits and ask children in turns. Say the word for children to repeat in chorus. Write the word “Food” in the middle of the board and stick the flashcards around it to make a word map. Alternatively ask children to draw different fruits and vegetables.



I like



I do not like

Game → Ball Toss – 10 minutes

SCreate an atmosphere as if you are at a food stall. Before starting, give clear instructions of the game to the children. Toss a ball to a child. The child who gets the ball should answer a question or follow an instruction the teacher gives about the lesson just taught, e.g., “Name a fruit!”; etc. The child answers the question or follows the instruction and then tosses the ball to another child to answer. Change the question often. Praise the children for their work. Make sure that each child takes part in the game.

Song → “I eat and drink” (Akelius) -10 minutes

Explain to children that they are going to listen to a song on the platform. Play the song once and have the children listen and point to the picture on the smart board. Play the song again and encourage children to sing along.

Close up → **Gallery Walk**- 10 minutes

On chart paper, small groups of children draw the pictures of the fruits of foods that they remember from what they learned. After the completed works are attached to the classroom walls, other children affix sticky notes to the posters to extend on the ideas saying “I like! I don’t like...”, or offer praise.



LESSON PLAN 3

Field: Languages and communication

Subject: English

Grade I

Topic: My clothes

Learning situation: My wardrobe

Learning outcomes:

The young learner:

- identifies five different types of clothes
- says what color the clothes are
- sings a chant related to clothes

Language elements:

Vocabulary items: *T-shirt, skirt, socks, shoes, jacket, trousers, sandals, necklace, backpack, etc.*

Structures: *She’s got. He hasn’t got. Has he/she got? Yes, he/she has. No, he/she hasn’t.*

Resources and materials: books, flashcards, CD, CD player, smart board, colored papers

Cross curricular links:
Albanian language

Akelius destination: Chapter 9

Methodology and activities

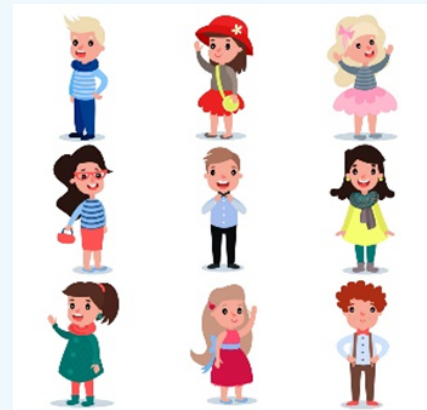
Warm - up → Watch, Listen and Repeat – 10 minutes

Greet young learners. Show a video from Akelius platform and tell children to pay attention to the speaker and ask them to repeat after the speaker (colors). Then, children in pairs say the color of the clothes that they are wearing. After they talk for about two minutes with each other, ask them to make sentences following the pattern: "My T-shirt is My pants are My friend has a ... T-shirt" .

Point and Repeat → 15 minutes

Stick a poster or flashcards showing different types of clothes (depending on the number of words you are presenting) on the board. Invite children to listen to the recording and follow you pointing to the pictures.

Repeat the recording and invite children to point to the pictures and repeat the words. Monitor the activity around the class paying attention to the intonation and pronunciation. Divide the class in pairs and have them say what they are wearing. Make sure each of them says at least five types of clothing. You can also ask children to translate some of the new words.



Sing a chant → 15 minutes

Tell children they are going to listen to a chant related to clothes. Play the CD for children to listen. Then, invite them to listen and sing along. You may repeat this activity twice and then, invite groups to say the chant in front of the class. Praise each group by using various phrases.

Close up → 5 minutes

Give each child a different colored paper (or even 2 colors). Call a color and an action (e.g. "Blue - Jump!"). Other actions can be stand up, spin around, run on the spot, sit down, hop, wiggle, star jump, etc.



LESSON PLAN 4

Field: Languages and communication

Subject: English

Grade I

Topic: Free - time activities

Learning situation: Out and about

Learning outcomes:

The young learner:

- describes at least five free-time activities using gestures or miming
- uses the Simple Present Tense correctly in very simple sentences
- describes every day or free time activities in very simple sentences

Language elements:

Vocabulary items: *play football/basketball, play the piano/guitar, read a book, ride the bike, draw, etc.*

Structure: *I drink He/ She drinks ...*

Resources and materials: books, flashcards, CD, CD player, smart board, a box.

Cross curricular links: Physical Education, Music and Art

Akelius destination: Chapter 3

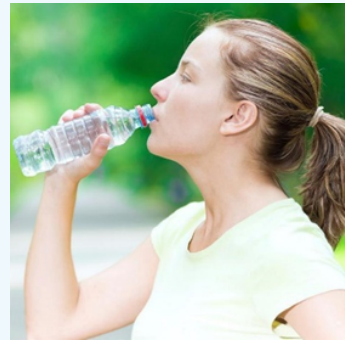
Methodology and activities

Warm - up activity → Point and Repeat -10 minutes

Greet the children and draw their attention to the pictures in the textbook. What do they see? Tell them they are going to listen to some phrases used for free time activities. Play the recording for children to listen and follow their textbook. Then, invite them to listen and repeat. You may repeat this activity twice and then, invite them to read out loud for more practice.

Look Read and Complete – 15 minutes

Explain to children that now they are going to watch a video (Akelius). They are going to practice “I drink/He/she drinks. I have/He/she has” in very simple sentences. Play the video, stop it when you need to explain, and let children complete the sentences by making the right choice.



Then ask the children to make simple sentences in Simple Present to say what they do every day. (f.eg. “I drink milk for breakfast. I play with dolls.”) Praise them for their achievement.

Game → The mime -15 minutes

Before the class, put in a box pictures of people performing different activities or pieces of paper describing actions as for example playing football/having a cup of tea. Give clear instructions of the game and divide the class into two teams. One child from each team comes to the front of the class and one of them picks up a paper from the box.

Both children mime the action to their team. The first team to say aloud the correct answer wins a point. Then invite a child to make a sentence about that picture using the Simple Present Tense. (F.eg. He plays football.)



This is repeated until all children have mimed at least one action. Makes sure there are enough actions that each child gets to mime at least once! The team with the most points wins a reward.

Close up → Snowstorm- 5 minutes

Children draw what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.



LESSON PLAN 5

Field: Languages and communication

Subject: English

Grade I

Topic: Me and others

Learning situation: At a party

Learning outcomes:

The young learner:

- mimes feelings or appearance
- says how someone feels or looks

Language elements:

Vocabulary items: *happy, sad, young, old, ugly, beautiful, etc.*

Structures: *I am; He is; She is, etc.*

Resources and materials: books, flashcards, CD, CD player, smart board, a potato, a box

Cross curricular links:

Music

Akelius destination: Chapter 3

Methodology and activities

Warm - up activity → Miming – 10 minutes

Greet young learners and start by giving them a big smile and calling out “happy” by pointing to your face.

Ask children to do the same (showing a happy face). Then, make a sad face and call out “sad”. Again ask children to do the same. You may go on with other miming actions depending on the vocabulary you are teaching.

Ask children to do the same (showing a happy face). Then, make a sad face and call out “sad”. Again ask children to do the same. You may go on with other miming actions depending on the vocabulary you are teaching.



Ask children to come in front of the class and mime different feelings and the others are going to guess. Stick a poster/flashcards with the pictures and written words on them. Then, invite Children, to repeat this activity with each other.

Look and Complete – 10 minutes

Play a video (Akelius). By listening and doing the exercises in the video, children are going to practice “He” and “She” in very simple sentences. Play the video, stop it when you need to explain, and let children find if there is a “He” or a “She” and complete the sentences. Praise them for their achievement.

Game → Hot potato – 15 minutes

Explain to the Children that they are at a party and are going to play “The Hot Potato” game. Give instructions of the game, ask the children to form a circle and then play a song (you can choose a song from Akelius). Children pass the potato (or a ball) to each other while the music is playing. When the music stops, the children with the hot potato has to take a flashcard from the box and describes the picture in the flashcard. (e.g., She is beautiful/He is happy). If the child makes a mistake, they will sit out for the rest of the round. The child who’s left standing wins the round! Monitor the activity paying attention to the intonation and pronunciation and praise children for their work.

Close up

Place different emoji pictures around the room. Call out an adjective describing feelings as for example “happy”, “angry” and children run to the emoji which describes that adjective.



LESSON PLAN 6

Field: Languages and communication

Subject: English

Grade I

Topic: My friends

Learning situation: At school

Learning outcomes:

The young learner:

- introduces him/herself and his/her friends
- describes his/her friends

Language elements:

Vocabulary items: *brown eyes, red hair, friend, teacher, etc.*

Structures: *I am He/ She is ... She has got*

Resources and materials: books, flashcards, CD player, smart board, a friend's picture, a ball etc.

Cross curricular links:
Citizenship

Akelius destination: Chapter 3

Methodology and activities

Warm - up → Watch, Listen, Repeat - 10 minutes

Greet young learners and start with revising personal pronouns by illustrating through a video from Akelius platform. Tell them they are going to watch a video and listen to the speaker. Play the video and stop for the children to repeat the language. They will revise personal pronouns and the verb to be. Ask children to introduce themselves.

Look and say → 15 minutes

In the previous lesson, you told your children to bring a picture of their friends to class. So, in pairs, children introduce and describe their friends to each-other by using very simple sentences (He/ She is He/ She has brown/green eyes. etc.). You may start this activity by giving an example yourself or by inviting a child. Monitor the activity around the class paying attention to the pronunciation and intonation and the structure of the sentences. After practicing in pairs, invite children to perform the activity in front of the others. You can go back again to Akelius platform.

Guessing game → 15 minutes

Explain to the children that they are going to play a game. Divide the class in groups. Ask them to choose a classmate they want to describe and not tell anyone from the other groups. Give roles to each member of the group (the writer, the speaker, the corrector and the presenter). The speaker chooses the person they are going to describe and tells the writer to write down the name and the description. The corrector checks for any mistakes, whereas the presenter comes in front of the class and describes the person without saying the name. The group that finds the right person gets a point. The group with the most points wins the game.

Close up → Whip Around- 5 minutes

Children quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. The child who gets the ball says one thing he/she learned.



LESSON PLAN 7

Field: Languages and communication

Subject: English

Grade I

Topic: My room

Learning situation: At home

Learning outcomes:

The young learner:

- identifies objects in a room
- tells the others what objects he/she has in his/her room
- uses prepositions of place “on, in, at, under” correctly in very simple sentences when accompanied by pictures

Language elements:

Vocabulary items: *bed, chair, TV, table, desk, etc.*

Structures: *This is my ... It's etc. Where is ...?*

Resources and materials: books, flashcards, CD player, smart board, etc.

Cross curricular links:
Music, Art

Akelius destination: Chapter 4

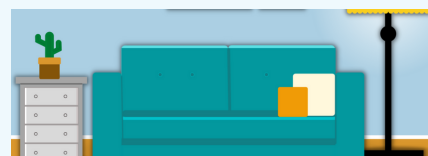
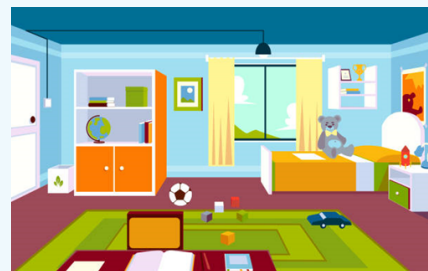
Methodology and activities

Warm - up activity → What do you see? – 10 minutes

Greet young learners. Invite them to watch a video from Akelius platform. They will be presented with new words like: chair, table, etc. Tell them to be attentive and say what they watched and heard by stopping the video after each section. Children repeat the new language in chorus or individually. Then they do the guessing game “What do you see?” (Akelius).

Activity → Think-pair-share- 20 minutes

First ask the children to think of what objects they have in their rooms. Then, in pairs, they are going to describe their room to each other and try to draw the room of their friends. Monitor the activity around the class and then invite some pairs in front of the others to share with and describe to the rest of the class their drawings. Praise children for their efforts and achievements.



Song → “Where is the cat?”- 10 minutes

Play “Where is the cat?” song (Akelius) more than once until children get used to the words. Then ask children to sing while listening to the song. After the children learn the song well, you can practice with them asking and answering questions about the position of different objects in the classroom to help children use the prepositions of place “in, on, at, under”.

Close up→ Circle Reflection- 5 minutes

Children sit in a circle. In turn, they say what they learned from and what they liked about the lesson.



LESSON PLAN 8

Field: Languages and communication

Subject: English

Grade I

Topic: My family

Learning situation: The family tree

Learning outcomes:

The young learner:

- identifies family members
- draws a simple family tree
- uses the possessive adjectives “my/ his/her “correctly

Language elements:

Vocabulary items: *mum, dad, brother, sister, friend, grandmother, grandfather, my, his, her*

Structures: *Who is that? This is my?This is his/her ...*

Resources and materials: books, flashcards, CD, CD player, smart board.

Cross curricular links:
Civic education

Methodology and activities

Warm up activity → Bingo game -5 minutes

In order to review the previously learnt vocabulary ask children to play the Bingo game on Chapter 6 (Akelius).

Activity → Think-pair-share- 20 minutes

Introduce the activity by drawing your family tree on the board, clearly indicating the relation to other family members. Don't write names, just start with male and female and stick the figures.



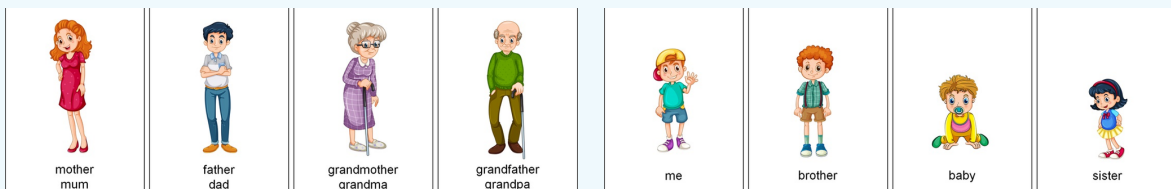
In order to review the previously learnt vocabulary ask children to play the Bingo game on Chapter 6 (Akelius).

Then play the lecture of Chapter 6 (Akelius) where children get introduced to family members. Stop the video and ask children to repeat the word for family members. After that ask children to draw their family tree and instead of the names for each family member, the children can draw a picture.

Children present the family tree to the friend next to them. Make sure they pronounce the words correctly and use the possessive adjective "my" when introducing their family members. Then ask children to present to the class their friend's family tree. Make sure they use the possessive adjectives "his/her" correctly.

Game → Guess the family member -15 minutes

Put the children in pairs or small groups of 3/4. For this activity, each group needs a set of smaller flashcards. Each group should place their 8 cards face down and mix them up. Children will take turns guessing the family member. One child will point to a card and ask another child 'Who's this?'. Then that child will try to guess who it is by saying, 'This is my (mother).' Then they turn the card over to see if he/she guessed correctly. If they got it right, then that child gets to keep that card. If he/she got it wrong, then they turn the card over again and mix up the cards. The game finishes when all the cards have gone, and the child with the most cards is the winner. Don't forget to praise the winners.



Close up→ High 5

Give each child a flashcard (or pictures of different members of the family) and make sure at least two of them have the same flashcard. Say "Fathers, high 5!" and the kids with the father flashcard has to find each other and High 5.



LESSON PLAN 9

Field: Languages and communication

Subject: English

Grade I

Topic: I walk to school

Learning situation: In the street

Learning outcomes:

The young learner:

- identifies at least three means of transport
- reacts accordingly to the traffic lights

Language elements:

Vocabulary items: *car, train, bus, bike, boat, plane, traffic lights, etc.*

Structures: *I come to school by/ on How do you come to ...?*

Resources and materials: books, flashcards, CD, CD player, smart board, etc.

Cross curricular links:
Music and Civic Education

Akelius destination: Chapter 6

Methodology and activities

Warm - up activity → Memory game -5 minutes

After greeting the children, show them a picture of traffic lights and review the colors. After that, play the memory game in Akelius platform (chapter 6) to help

children review some of the means of transport.

Game → "Simon Says" – 5 minutes

Explain the rules of the game and start playing it. (Focus on the meaning of the colors of the traffic lights e.g. "green"- Walk; "red"- Stand; "yellow" – Jump once) When you say "Simon says "Green", the children start walking, etc. You go on giving instructions with the other colors using "Simon says ...". At some point you give a command without using the phrase "Simon says" (e.g. "Red") and the children mustn't do the action behind this word – they have to stay still. Any children that do the action have to sit out for the rest of the game. The last child standing is the winner.

Teach transport vocab – 15 minutes

On the board, draw a simple picture of your school at one end of the board and your home (a simple house) at the other. Alternatively, you can use photos of both. Tell your children what each place is ("This is our school – here!", "This is my house. I live here!" (maybe draw a picture of yourself above the house). Pull out the first card ("walk"). Put the card on the board between the school and your house. Say slowly "I go to school on foot ... on foot ... on foot.", Get all of your children to stand up and walk on the spot as they say "on foot .. on foot ...".

Next pull out the bus flashcard and replace the walk flashcard with it on the board. This time say "I go to school by bus ... by bus ... by bus" whilst doing the gesture of driving a bus and beeping the horn. Get all of your children to stand up and pretend to drive a bus and beep the horn as they say "by bus ... by bus ...". Time allows play the lecture section in Akelius Platform (Chapter 6) to learn some more vocabulary. Help children start small conversations between each other by asking: "How do you come to school?"

Song → Traffic Light -15

Play the song "Traffic Light" in Akelius more than once and help children sing it verse by verse. After the children have learnt it, ask pairs of children to sing and act it in front of the class.

Close up → "Exercise Routine" activity – 5 minutes

Say the following and have your students follow your lead: "Stand up (teacher stands and so does everyone else), "Hands up / hands down", "Jump", "Run! / Stop!", "Turn around! / Stop!", finally "Sit down". You can introduce other commands, such as "Hop", "Star Jump", "Crouch" and so on.

Quick Rating

If there is only one minute left in the lesson, there is still time for a quick lesson closure. Ask the children to use their fingers to give the lesson a rating out of five.



LESSON PLAN 10

Field: Languages and communication

Subject: English

Grade I

Topic: Jobs

Learning situation: At work

Learning outcomes:

The young learner:

- identifies the correct job shown in the flashcards
- forms simple sentences about one's job

Language elements:

Vocabulary items: *doctor, teacher, nurse, policeman, driver.*

Structure: *"What is he/she?", "He/she is a/an "*

Resources and materials: books, flashcards, CD, CD player, smart board, colored pencils.

Cross curricular links:
Civic Education

Akelius destination: Chapter 6

Methodology and activities

Warm up activity → Watch, Listen, Repeat - 5 minutes

Play the video in Akelius Platform for the children to be introduced with the new language (doctor/hospital).

Stop the video so that they can repeat the new words and say what the job is in their own language. Children can also play the memory game in Akelius to review the previously taught vocabulary and be introduced to some of the new vocabulary.



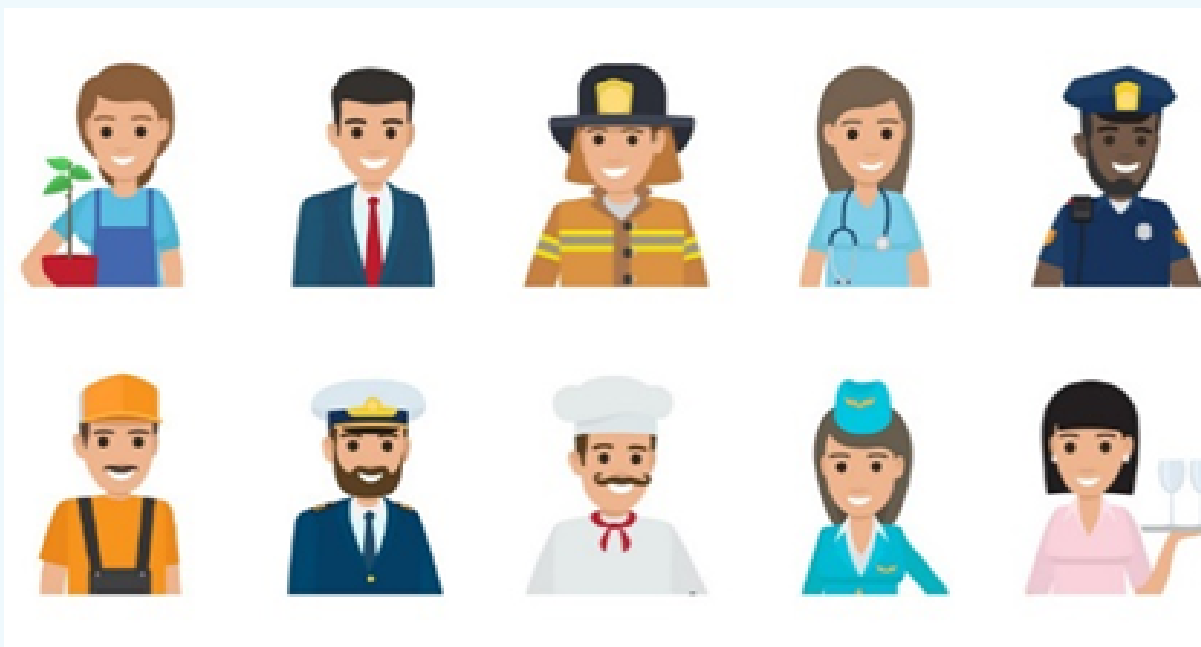
Vocabulary → Listen and Repeat - 15 minutes

Hold up flashcards showing different kinds of jobs (e.g., teacher, nurse, bus driver, etc.). Say the word for children to repeat in chorus.

Hold up a flashcard and ask children to say the word in chorus. Say simple sentences using pronouns he/ she. Then, encourage children to say full sentences, like: She/he is a bus driver. Make sure each of them has a turn. Encourage children for their performance.

Guessing game → My parents' job - 20 minutes

Invite children to draw their parents in their profession. Allow enough time for the activity, monitor around the class and help with vocabulary or drawing when necessary. Then, in turns children show the drawing to the class and say "He is my father/mother. What is he/she?". The others have to guess the job by using very simple sentences (e.g., She is a nurse.). If they can't guess the job correctly, the child presenting says it.



Close up → My job - 5 minutes

Form a circle with the children and give the opportunity to each of them to say the job they like the most.

