Directorate General of Education- ……..Governorate

School……

English Language - Lesson Preparation - 2022/2023

- **Teacher's Name……..**

Class: 2/ _____	Unit: (FOUR) Meet my family	Lesson: 4 Part 1

Day/Date						
Lesson	4					
Section	1					
Number Of Aims/Learning outcomes	2					

Warm-up /Introduction/ **Vocabulary:**	Using the flashcards, review vocabulary from lesson 3. (3m(

Aims/Learning Outcomes	**Teaching Strategies/Methods**	**Implementation of Approaches/ Activities**	**Teaching Materials/Resources**
1- Can describe family members **2- Can describe someone's physical appearance.**	**( ) Dialogue and discussion.** **( ) Survey** **( ) Brainstorming.** **( ) Predict, interpret,** **observe, interpret** **(✓) Collaborative learning.** **( ) Figure (7) the cognitive** **( ) Measurement.**	1. T gives each pupil a sheet of A4paper to draw a person and color it. Pupils swap papers with a different member of the class. pupils mustn't show the picture to their partner. In pairs students describe their picture for their partner to draw it. then pupils compare the picture. (5m) 2- On the board, T draws a family tree with only me labelled on it. T uses the lollipop stick technique to complete it. At times, intentionally write the wrong word under the family member for pupils to correct you. (5m) 3-T asks pupils to look at activity 1 p55 of their class book. T asks pupils to describe one of the people in the picture. Then T explains that you will describe a person, who they must point to. After that pupils listen and draw a line. repeat the audio for pupils to check answers. (10m) 4-Student cut the picture of family member at the back of their class book. Pupils use the card to play guessing game. they describe each of	**A4paper/ FCs** **Lollipop stick** **Listening** **script4.11**

	( ) Story **( ) Mind maps.** **( ) Inductive exploration** **(✓) Learning by doing** **( ) Role play.** **(✓) Peer learning,** **( ) Problem Solving** • **Others:** **…….** **……** **……** **……**	the family members for their partner to guess the name of the person. Make sure they use the dialogue in the audio. (15m) 5-T describes people in the class and pupils guess who it is. (2m) 6- T places pupils in small groups and have them play, describing members of their family. (5m)	**Cut-out pages/flash cards/ listening script 4.12/ CB** **Family and appearance poster**

Formative Assessment	Enrichment/remedial Tasks Differentiated Education	Summative Assessment	Homework

Whole, Group, and Individual observation T monitors individual & group response to various tasks.	Enrichment: give a picture of a family members and the students write the name of the family members remedial Tasks: the SS match the pictures of the family members with given words	Put the poster on the board and ask pupils to come to come to the front. describe people in the in the poster.	Describe a picture of a family member

Teacher's Comments:

Senior Teacher's Signature:

Supervisor's Signature

Attachment (1) Items Description of Lesson Plan

No.	Item	Description
1	**Introduction/Pre-Learning**	• The teacher writes the appropriate warm-up to connect students with the topic of the lesson, taking into account at the suitable time, so that he works to attract the learners' attention and raises their motivation towards learning, and link the new lesson with the old one. • Introduction: A set of methods and activities that the teacher uses at the beginning of the lessons in order to prepare students for the new lesson, the topic of learning.
2	**Concepts**	• The teacher defines the scientific terminologies that includes the foundations of the lesson, its elements, remedials and values through which students acquire these concepts, according to the nature of each subject.
3	**Aims/Learning Outcomes**	• The teacher determines the aims/ learning outcomes related to the topic of the lesson and mentioned in the teacher's guide, and the teacher can formulate cognitive, skill and emotional aims that are accurate and clear not included in the teacher's guide and considered appropriate for the topic of the lesson**.**
4	**Strategies/ Teaching Methods**	• The teacher chooses the appropriate teaching method that helps him to achieve the educational aims / learning outcomes through the list of teaching strategies and methods received; To implement them in the teaching process in an elaborate manner, and to achieve the anticipated aims within the simplest possibilities and circumstances, and the teacher can use strategies and teaching methods not mentioned in this item.

5	**Implementation mechanism / training / educational activities**	▯ The teacher determines the means and learning resources (tools, in-kind and digital materials) that he will use to achieve the objectives of the lesson, whether the educational process takes place directly or remotely.
6	**Teaching Materials & Learning Resources**	▯ The teacher defines the formative assessment method / tools for each lesson objective that accompanies the teaching process; With the aim of providing the teacher and the learner with continuous performance results, in order to identify the extent of achieving these aims and provide feedback to students.
7	**Enrichment/Remedial Activity** **Individualization of education**	▯ The teacher determines enriching / remedial activities that take into account the individual differences among students so that the student integrates into educational tasks that are commensurate with his needs, his own abilities, his cognitive and mental levels, and his learning style to achieve the goals, thus giving each student the opportunity to progress in his academic achievement and learning**.**
8	**Summative Assessment**	▯ The teacher asks questions or general evaluative activities that link the lesson objectives were implemented in the various lessons with each other, as it aims to measure students' learning; That is, making a judgment on the learner's success in meeting the evaluation criteria to measure learning objectives / outcomes at the end of teaching a particular topic.
9	**Homework**	▯ The teacher determines tasks that achieve the objectives of the lesson, assigns the students to perform them in their spare time at home or school, provided that the teacher takes into account their suitability for each student and their relevance to the objectives of the lesson

		and their diversity according to the level of difficulty and is concerned with quality rather than quantity. As it reflects different levels of learning and does not focus only on the element of knowledge or the ability to remember and recall**.**
10	**Teacher's Comments**	In which notes are recorded that the teacher thinks will benefit him later, such as recording the goal that he was unable to achieve in a certain class, or emphasizing a method of teaching or evaluation that effectively achieved the goal that he can benefit from in future lessons, or a note that may serve him in criticizing the textbook Or an indication of assigning students something, and so on.

❖Attachment (2) Description of Strategies – Teaching Methods

No.	Strategy / Teaching methods	Description
1	**Dialogue and discussion**	In this strategy, the teacher and the learners are in a positive , where the teacher raises the topic, and the different opinions are exchanged between the learners each other, and between them and the teacher, then the teacher comments on what is right or wrong, and the conclusion is written in specific elements. Among its types: the investigative discussion, the interactive discussion (argumentative), the group discussion, the peer- discussion, and the small group method.
2	**Survey**	It is a set of scientifically and logically organized steps to solve a problem, or explain a specific situation presented to the learner. It allows learners to practise learning processes, investigation and discovery skills on their own, emphasizes the continuity of learning, and provides opportunities for the learner to participate in learning situations. The learner who conducts the survey should possess the following skills: (observation - classification - measurement - interpretation - prediction - confirmation - formulation - experimentation).

3	**Brainstorming**	It is the learners' production of creative ideas and opinions to solve a specific problem, and it is done according to the following steps: 1- The teacher creates an atmosphere for creativity and brainstorming, and defines a topic through which he urges learners to think creatively. 2- Learners begin to freely generate and present ideas. 3- The teacher writes notes and records them with the numbering of ideas, and choosing the strangest and most distant ones. 4- The teacher asks the learners to convert it into a practical idea, and evaluates the ideas to determine what can be taken from it.
4	**Collaborative Learning**	The teacher divides the learners into several groups. Each group is different, and includes approximately five or six learners as a maximum, and four learners. These learners are distinguished by their different levels. It includes one student with a high achievement level, an intermediate level, and a weak one, then assignments and controls are distributed among the members of the same group; To produce effective results that express the group as a whole, and lead to creativity and distinction.
5	**Predict ,** **Interpret ,** **Observe,** **Predict**	It depends on formulating hypotheses, gathering information, and then testing hypotheses to arrive at generalizations. The teacher introduces a specific phenomenon, then asks the learners to impose hypotheses and give explanations for them. Then the learners carry out a practical investigation to verify the hypotheses, record their observations, and provide explanations for them, to arrive at the results and generalizations.

6	**Figure (7) Cognitive**	It consists of two aspects that are related together: The left side (thinking): It includes the concepts, principles and theories included in the lesson. And the right side (procedural): It includes the facts and means the collection of tangible observations of events, objects, the number of times the event appeared, photographs, and photographed scenes. Helps the learner to link between theoretical, conceptual thinking, and practical procedural elements, with meaningful forms such as: diagrams, comparison tables, and maps, by rearranging his new information and linking it to the information he previously learned.
7	**Standard**	▯ It is a mental process that starts from the faculties and general rules down to the parts, according to the following steps: ▪ Introducing the concept or rule. ▪ Analyzing the content of the concept or rule in order to determine its characteristics. ▪ Giving related examples, and defining the relationship that binds them to the concept through common characteristics. Confirmation of understanding by giving a variety of examples. Learners are asked to identify examples that belong to the concept or rule than those that do not.

8	**Story**	The story turns the abstract concept into a tangible reality, through excitement, suspense, developing imagination, stirring emotions, and developing lofty values and ideals, and it should be interspersed with a set of questions during its narration; To attract more attention, taking into account the following aspects: ▪ Review the whole story in the classroom position (one session) so that there is no shortage of its events. ▪ Give the learners sufficient time to discuss the events of the story. Utilizing the lessons learned from the story, and linking it to the learners 'realities.
9	**Mind Maps**	It is used in organizing thinking to enhance memory, develop creative processes, and help in planning, learning, thinking and building meaning. It provides the learner with keys that help him use cognitive and perceptual skills using multiple tools, such as: words, pictures, or colours, and it depends on the learner's vision of the subject to be learned, through the relationships and links that he establishes between the parts of the topic and writing notes.
10	**Inductive discovery**	It is used to discover a concept or principle, by studying a variety of examples that apply and fulfill the conditions, and samples that do not. To arrive at determining the characteristics of the concept to be described, the principle, or the generalization to be deduced. This method includes two central parts: the first is the evidence, the arguments and the proofs, and the second is the conclusion and the abstract generalization.
11	**Exploration**	It is the ability of the learner to apply the comprehensive idea, or the general rule, or the rule to the new special cases that are exposed to him, once he realizes the link that binds it to the general rule. And it depends on formulating a series of directed questions that lead learners to the conclusion of the rule, or the generalization to be discovered, by logical deduction from the information that has been

		previously studied, starting from the easy and unambiguous questions, and from the whole to the part, and from generalities to specifics, and from the rule to the application , Down to the desired principle or concept.
12	**Learning by Doing**	A directed activity carried out by the learners to develop their behavior and their mental, physical and emotional abilities, and achieves - at the same time - fun and entertainment, which is the exploitation of games activities in acquiring knowledge, bringing the principles of science closer to learners, especially children, and expanding their knowledge.
13	**Role Play**	An activity performed by the learner at a specific time and place under the guidance of the teacher, according to well-known rules and principles. And the teacher chooses the roles to be played. Role-play is based on the assumption that the learner has a role that he must play in expressing himself or someone else in a specific situation.
14	**Peer learning**	Learners help each other. A learner teaches another learner, or a small group of colleagues, to understand the skill or knowledge. The learner is characterized as a peer teacher with intelligence and skillful performance, and the teacher's role is limited to observing the situation, guiding and assisting in the occurrence of positive interaction between the learners until the learning takes place**.**
15	**Problem solving**	It is an organized, practical mental activity. It begins with stimulating the thinking of the learner, that there is a problem, and the search for its solution according to scientific steps, through the practice of a number of educational activities, classroom based or extra-curricular learning activities. It proceeds according to the following steps: defining the problem and formulating it procedurally, then developing a plan for experimental work and implementing it, with the aim of reaching and interpreting data, then determining the results, and evaluating the steps for solving the problem.