

<b>Subject, short description</b>	Classroom objects (door, window, chair, table, desk, bookcase, whiteboard, pencils, felt tip pens, books, trays, ruler, rubber, paper, computer, paints, sharpener, scissors, glue), questions and answers using the stem “What is this?” “This is a ____” and the indefinite article “a/an”.		<b>Target group, students’ level</b>	Grade 1
<b>Learning Objectives</b>	1	To identify different objects and understand their use in the classroom.		<b>Prerequisite knowledge</b>  Students will be able to identify certain classroom objects both in their native language and in English.  Students will be able to name different colors.
	2	To develop their speaking skills by describing classroom objects using adjectives (colors and size).		
	3	To practice asking and answering questions using the stem “What is this?” “This is a ____”, “It is a ____”.		
	4	To revise using the indefinite article “a/an” when talking about classroom objects.		
	5	To practice their writing skills by creating simple sentences using the new vocabulary.		

<b>Engagement:</b> How will the teacher engage students? What's the connection to prior knowledge? What are the learning objectives? (You may choose one of the following activities).			
<b>Type of Activity-Objectives</b>	<b>Materials - Media</b>	<b>Procedure</b>	<b>Duration</b>
<b>Naming classroom objects.</b>  To pique students' interest and activate prior knowledge.	Various plastic or real classroom objects/Pictures of different classroom objects.	Show students different plastic and real classroom objects and ask them to identify them. Encourage discussion about their colors, shapes, sizes, and their use in class.	5 minutes (estimate)
<b>Song- School Supplies.</b>  To pique students' interest and activate prior knowledge.	YouTube: <a href="https://www.youtube.com/watch?v=...">School Supplies-Fun Kids English</a> .	Students watch the song and touch the different school supplies. Encourage discussion about their colors, shapes, sizes, and their use in class.	5 minutes (estimate)
<b>What is in the bag?</b>  To pique students' interest and activate prior knowledge.	Various plastic or real school supplies and a bag.	Show students the bag. Start describing each one of the objects and prompt students to find which object is hidden in the bag. Ask a follow-up question such as "What color is the ____?" "How can we use the ____?"	5 minutes (estimate)

<b>Exploration:</b> <i>How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).</i>			
<b>Type of Activity-Objectives</b>	<b>Materials - Media</b>	<b>Procedure</b>	<b>Duration</b>
<b>School supplies-Scavenger hunt.</b>  To develop their speaking skills by describing classroom objects using adjectives (colors and size).	School supplies flashcards and flashcards with adjectives.	Show each adjective flashcard to each student and have them repeat after you. Hide the flashcards for school supplies in the classroom. Then, have students form pairs and give each pair two adjective flashcards. Ask the pairs to find the flashcard of a school object that matches the given adjective the best. Encourage students to use adjective flashcards to describe school supplies.	10 minutes <i>(estimate)</i>
<b>Categorize the classroom objects.</b>  To develop their speaking skills by describing classroom objects using adjectives (colors and size).	2 baskets containing different classroom objects.	Have students form two groups and give each group a basket filled with various classroom objects. Instruct the students to examine the objects, describe them using adjectives such as colors, sizes, and shapes, and categorize them based on their characteristics. While the students are working, circulate among the groups to help facilitate discussions and help as needed.	10 minutes <i>(estimate)</i>
<b>Stationery search.</b>  To practice asking and answering questions using the stem "What is this?" "This is a ____", "It is a ____".	School bags, pencil cases, and stationery.	Show each object flashcard to each student and have them repeat after you. Ask your students to open their bags or pencil cases and select four items that they can show to you and their classmates. Encourage the children to ask each other questions such as "What is this?" and "What color is it?" They can also say "It is a/an ____" and "It is ____ (color)".	10 minutes <i>(estimate)</i>

**Explanation:** What techniques will the teacher use to help students connect their exploration to the concept under examination? (You may choose one of the following activities).

Type of Activity-Objectives	Materials - Media	Procedure	Duration
<b>Video-Indefinite articles and classroom objects.</b>  To revise using the indefinite article “a/an” when talking about classroom objects.	YouTube: <a href="#">Learn School Supplies   Talking Flashcards</a> and indefinite articles poster.	Show the poster to students and review the rules of indefinite articles. Play the video, pause at each sentence, and encourage students to repeat and discuss the use of each classroom object.	10 minutes (estimate)
<b>Video-School supplies</b>  To facilitate understanding of the importance of classroom objects.	YouTube: <a href="#">School Supplies   Talking Flashcards</a> .	Show students the video, pausing at each object to encourage repetition and discussion of its use.	10 minutes (estimate)
<b>PowerPoint Presentation-Classroom objects.</b>  To facilitate understanding of the importance of classroom objects.	PowerPoint Presentation.	Use a PowerPoint presentation to explain to students the importance of each classroom object.	10 minutes (estimate)

**Elaboration:** How can students show they have achieved the lesson objective and apply this knowledge to their daily lives? (You may choose one of the following activities).

Type of Activity-Objectives	Materials - Media	Procedure	Duration
<b>Let's talk!</b>  To practice asking and answering questions using the stem “What is this?” “This is a ___”, “It is a ___”.	Classroom objects’ flashcards and a poster with the adjectives used in the lesson.	Have students form pairs. Project on the board the poster with the adjectives and distribute the classroom objects’ flashcards among the pairs. Encourage them to talk about their preferences using the adjectives.	10 minutes (estimate)

<b>Let's write!</b>  To practice their writing skills by creating simple sentences using the new vocabulary.	A worksheet, coloring pencils, and a poster with the words used in the lesson.	To begin the activity, show the worksheet to the students and have them form pairs. Explain to them that they need to draw four school supplies. Then, prompt them to write simple sentences about each of their supplies. Encourage them to use adjectives such as colors, shapes, and sizes, and write about the use of each supply.	10 minutes (estimate)
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<b>Evaluation:</b> How will students demonstrate that they have achieved the lesson objectives? (You may choose one of the following activities).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
<b>Fill in the blanks.</b>  To assess students' understanding of classroom objects.	A worksheet containing simple sentences about classroom objects with missing words. A list of the missing words will be provided, and students will select the one that best fits the blank space.	Ask students to identify the appropriate words and complete the sentences by filling in the blanks. Give feedback and ensure understanding.	10 minutes (estimate)
<b>Quiz-Classroom objects.</b>  To assess students' comprehension.	Schoology or Kahoot.	Create a quiz using Schoology or Kahoot. Students choose the correct answer. Give feedback and ensure understanding.	10 minutes (estimate)
<b>Picture labeling.</b>  To assess students' understanding.	A worksheet containing a picture of a classroom with various objects.	Distribute a worksheet with a picture of a classroom with various objects. Ask students to label each object with its correct name. Give feedback and ensure understanding.	30 minutes (estimate)

**The 5E model**[love4english.com/5e-model-of-instruction/](https://love4english.com/5e-model-of-instruction/)

**Engagement** *The teacher assesses prior knowledge and engages learners through short activities that connect past and present learning experiences, expose prior conceptions, and direct thinking toward current learning outcomes.*

**Exploration** *Experiences aid students in establishing a shared foundation of activities, which helps them identify misconceptions and facilitates conceptual change. By engaging in activities, students can use prior knowledge to generate new ideas, explore possibilities, and conduct investigations.*

**Explanation** *The explanation phase lets students show their understanding of a topic and for teachers to introduce new concepts. It's a chance for learners to explain what they know, and for teachers to guide them towards a deeper understanding.*

**Elaboration** *Teachers deepen students' understanding and skills through challenges, new experiences, and application activities.*

**Evaluation** *The evaluation phase helps students assess themselves and allows teachers to evaluate progress.*