

Subject, short description	"There is" (singular nouns), "There are" (plural nouns), and classroom objects (chairs, tables, cupboards, books, pencils, computer, desk, board, rubber, notebook).		Target group, students' level	Grade 2
Learning Objectives	1	To understand the difference between "there is" and "there are".	Prerequisite knowledge Students will be able to identify classroom objects and distinguish between singular and plural forms. Students will be able to express their personal preferences.	
	2	To identify objects around the classroom and describe them using "there is" and "there are".		
	3	To practice using "there is" and "there are" in simple sentences.		
	4	To develop their speaking skills by talking to their peers using the structures taught.		
	5	To practice their writing skills by creating a simple paragraph using "there is" and "there are".		

Engagement: 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).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Story-Magical classroom. To pique students' interest and activate prior knowledge.	Various classroom objects/Pictures of different classroom objects.	Tell students a short story about a magical classroom where objects appear and disappear. Ask students to shout out "there is" if they hear about one object appearing or "there are" if multiple objects appear.	5 minutes (estimate)
Video- There is/are. To pique students' interest and activate prior knowledge.	YouTube: https://www.youtube.com/watch?v=gYyfun8e2eQ	Students watch the video and identify different nouns singular or plural. Encourage discussion about the quantity of them.	5 minutes (estimate)
What is in the bag?	Various classroom objects and a bag.	Show students the bag. Start describing the objects and prompt students to find which objects are hidden in the bag. Ask follow-up	5 minutes (estimate)

To pique students' interest and activate prior knowledge.		questions such as "How many pencils/books are there?" and prompt students to say "there is" if they see one object or "there are" for multiple ones.	
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Exploration: 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).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Sort the objects. To understand the difference between "there is" and "there are".	Sets of singular and plural classroom objects flashcards. Flashcards with the structures "there is" and "there are".	Show the flashcards with "there is" and "there are" to each student and have them repeat after you. Then, have students form groups and give each group a set of classroom objects flashcards and the flashcards with "there is" and "there are". Ask the groups to sort the flashcards into two piles "there is" and "there are".	10 minutes (estimate)
Classroom objects' exploration. To identify objects around the classroom and describe them using "there is" and "there are".	Flashcards with the structures "there is" and "there are".	Show the flashcards with "there is" and "there are" to students and have them repeat after you. Then, have students form pairs and ask them to walk around the classroom, point out different objects, and describe them using "there is" and "there are".	10 minutes (estimate)
I Spy... To practice using "there is" and "there are" in simple sentences.	Objects flashcards and cards describing each object.	Have students form two teams. One team receives object flashcards, and the other team receives describing cards. The team with the describing cards reads the descriptions and the other team guesses the objects and makes a sentence about them using "there is" or "there are".	10 minutes (estimate)

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
Sorting activity-explanation. To discuss the observations made by students regarding the use of “there is” and “there are”.	Chart paper or a whiteboard and classroom objects’ flashcards.	Review the sorting activity. Write on a chart paper or on the whiteboard example sentences such as “There is a cat” and “There are cats”. Explain the grammar rule: use "there is" for a single item and "there are" for multiple items.	10 minutes (estimate)
Video story- There is/are. To explain to students what the use is of “there is/are”.	YouTube: https://www.youtube.com/watch?v=f4wo2JSbLqo	Show the story to students and pause the video at each sentence to explain to them what the use of “there is/are” is. Have them repeat the sentences afterward.	10 minutes (estimate)
PowerPoint Presentation- There is/are. To explain to students what the use is of “there is/are”.	PowerPoint Presentation.	Use a PowerPoint presentation to explain what the use is of “there is/are”.	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
Let’s talk!	Objects’ flashcards.	Have students form pairs. Project on the board the poster with the adjectives and distribute the fruit flashcards	10 minutes (estimate)

To develop their speaking skills by talking to their peers using the structures taught.		among the pairs. Encourage them to talk about their preferences using the adjectives.	
Let's write! To practice their writing skills by creating simple sentences using "there is" and "there are".	Writing paper, coloring pencils, and objects' flashcards.	Have students form pairs. Ask them to create a classroom map on paper and write sentences about the items on their map using "there is" and "there are".	20 minutes (estimate)

Evaluation: 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
Fill in the blanks. To assess students' understanding of "there is" and "there are".	Worksheet containing simple sentences about objects with blank spaces. Students will need to choose whether to add "there is" or "there are."	Ask students to identify the appropriate grammar structure and complete the sentences by filling in the blanks. Give feedback and ensure understanding.	10 minutes (estimate)
Quiz-There is/are. To assess students' comprehension.	Word wall or Kahoot.	Create a quiz using Word wall or Kahoot. Students choose the correct answer. Give feedback and ensure understanding.	10 minutes (estimate)
Paragraph writing. To assess students' understanding.	Writing template, coloring pencils, a poster of furniture words, and a ready paragraph to model the activity.	Show students your paragraph. Ask students to think of their bedroom, draw a picture of it, and create a paragraph of what there is in their room. Prompt them to use the correct structure "there is" or "there are". Give feedback and share their paragraphs in class.	30 minutes (estimate)

The 5E model	love4english.com/5e-model-of-instruction/
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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.*