

Subject, short description	Spring (bee-buzzing, bird-feathered, butterfly-colorful, chick-yellow, rabbit-fluffy, eggs-smooth, frog-slimy-green, flowers-blooming, ladybug-tiny, nest-cozy, rain-pouring, shoes-smelly, sun-bright-warm, seeds-sprouting, tomato-juicy, tree-leafy-green), questions and answers using the stems <i>What do you see in spring?</i> , <i>What do you wear?</i> , <i>In spring I see.../I wear...</i> .		Target group, students' level	Grade 1
Learning Objectives	1	To recognize and learn words to describe spring.	Prerequisite knowledge	
	2	To develop their speaking skills by describing spring-related objects using adjectives.	Students will be able to identify objects related to Spring in their native language and English. Students will be able to express their personal preferences.	
	3	To understand and talk about spring and its signs.		
	4	To practice talking about their personal preferences.		
	5	To practice their writing skills by creating simple sentences using adjectives to describe spring-related words.		

Engagement: <i>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).</i>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
It's Springtime! To pique students' interest and activate prior knowledge.	Various plastic or real objects, animals, and pictures of different objects and animals that represent spring.	Show students different plastic and real objects, animals, and ask them to identify them. Encourage discussion about their colors, shapes, and sizes. Ask follow-up questions such as, <i>Which season is this? What do you see?</i> .	5 minutes <i>(estimate)</i>
Song- Spring. To pique students' interest and activate prior knowledge.	YouTube: Spring Songs for Children - Spring is Here with Lyrics - Kids Songs by The Learning Station.	Students watch the song and identify different objects, animals related to Spring. They can also follow along by doing the songs' actions. Encourage discussion about their colors, shapes, and sizes. Ask follow-up questions such as, <i>Which season is this? What do you see?</i> .	5 minutes <i>(estimate)</i>

<p>What is in the box?</p> <p>To pique students' interest and activate prior knowledge.</p>	<p>Various plastic or real objects, animals that represent Spring and a box.</p>	<p>Show students the box. Start describing each one of the objects, animals, and prompt students to find which object-animal is hidden in the box. Ask follow-up questions such as, "Which season is this? What do you see?"</p>	<p>5 minutes <i>(estimate)</i></p>
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<p>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).</p>			
<p>Type of Activity-Objectives</p>	<p>Materials - Media</p>	<p>Procedure</p>	<p>Duration</p>
<p>Spring Scavenger hunt.</p> <p>To recognize and learn adjectives to describe various words related to spring.</p>	<p>Spring flashcards and flashcards with adjectives.</p>	<p>Show each adjective flashcard to each student and have them repeat after you. Hide the flashcards for spring in the classroom. Then, have students form pairs and give each pair two adjective flashcards. Ask the pairs to find the flashcard of spring that matches the given adjective the best.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Walk and Talk.</p> <p>To develop their speaking skills by describing spring-related objects using adjectives.</p>	<p>Samples of real objects/pictures of Spring and flashcards with adjectives (bright, fresh, green, blooming, etc.).</p>	<p>Show each adjective flashcard to each student and have them repeat after you. Place the flashcards on the board and have students form two groups. Distribute the samples of real objects among the groups and ask students to explore them using their senses (sight, touch, and smell). Guide students to describe the object in their group by asking questions such as "What is the color of the object-animal?", "What is its shape?", "How does it feel, smell, and taste?". If possible, take students outside to observe spring elements (flowers, insects, warm air, sun).</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Guess the spring object-animal.</p> <p>To develop their speaking skills by describing spring-related objects using adjectives.</p>	<p>Spring flashcards and cards describing each object-animal.</p>	<p>Have students form two teams. One team receives spring flashcards, and the other team receives describing cards. The team with the describing cards reads the descriptions and the other team guesses the spring object-animal.</p>	<p>10 minutes <i>(estimate)</i></p>

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
<p>Spring chart.</p> <p>To discuss the observations made by students regarding spring related words they explored along with the adjectives they used to describe them.</p>	<p>Chart paper or a whiteboard and adjectives flashcards.</p>	<p>Write down each spring-related word and encourage students to name the adjectives they used to describe it. Have students repeat the adjectives and encourage them to make simple sentences such as <i>"Spring is warm and rainy. Flowers bloom. Birds chirp"</i>. Discuss <i>"What do you see in spring?"</i>, <i>"What do you do in spring?"</i>, <i>"What do you wear?"</i>. Encourage students to use new words.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Video- What is Spring?</p> <p>To explain to students what spring is and what adjectives can be used to describe different objects and animals.</p>	<p>YouTube: What is Spring? Signs of Spring for Kids.</p>	<p>Show the video to students and pause it at each spring object-animal to name it and explain to them what adjectives can be used to describe it. Have students repeat the adjectives and encourage them to make simple sentences such as <i>"Spring is warm and rainy. Flowers bloom. Birds chirp"</i>. Discuss <i>"What do you see in spring?"</i>, <i>"What do you do in spring?"</i>, <i>"What do you wear?"</i>. Encourage students to use new words.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>PowerPoint Presentation-Spring.</p> <p>To explain to students what spring is and what adjectives can be used to describe different objects and animals.</p>	<p>PowerPoint Presentation.</p>	<p>Use a PowerPoint presentation to explain what spring is and what adjectives can be used to describe different objects, animals.</p>	<p>10 minutes <i>(estimate)</i></p>

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
<p>Let's talk!</p> <p>To practice talking about their personal preferences.</p>	Spring 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 spring flashcards among the pairs. Encourage them to talk about their preferences using the adjectives.	10 minutes <i>(estimate)</i>
<p>Let's write!</p> <p>To practice their writing skills by creating simple sentences using adjectives to describe spring-related words.</p>	Writing paper, coloring pencils, and a poster with the adjectives used in the lesson.	Have students form pairs. Have them choose one or two words related to spring. Encourage them to draw pictures and write about them. Provide sentence starters like " <i>In spring, I see...</i> " and help students complete them. Prompt them to write about the colors, shape, taste, and smell.	10 minutes <i>(estimate)</i>

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
<p>Fill in the blanks.</p> <p>To assess students' understanding of the adjectives.</p>	Worksheet containing simple sentences about spring related words with missing adjectives. A list of adjectives will be provided, and students will select the one that best fits the blank space.	Ask students to identify the appropriate adjectives and complete the sentences by filling in the blanks. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>
<p>Quiz-Spring and adjectives.</p> <p>To assess students' comprehension.</p>	Word wall or Kahoot.	Create a quiz using a Word wall or Kahoot. Students choose the correct answer. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>
<p>Story writing.</p> <p>To assess students' understanding.</p>	Writing template, coloring pencils, a poster with adjectives used in the lesson, and question prompts to write a story.	Ask students to choose their spring object-animal, draw a picture of it, and create a short story having the object-animal as the main character. Prompt them to use the questions provided so that they can write their story. Give feedback and share their stories in class.	30 minutes <i>(estimate)</i>

The 5E modellove4english.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.*