

Subject, short description	Doctors (ambulance, hospital, nurse, receptionist, waiting room, prescription, medicine, stethoscope, syringe, thermometer, bandage, X-ray, socks, crutches, and plaster cast), questions and answers using the stems “How can I help you?”, “My ____ hurts”.		Target group, students’ level	Grade 1
Learning Objectives	1	To learn the names of various medical tools and understand their purposes.		Prerequisite knowledge Students will be able to identify basic medical tools in their native language and English. Students will be able to name different medical tools.
	2	To understand the role of doctors.		
	3	To develop their speaking skills by describing situations where they might need a doctor’s help.		
	4	To practice asking and answering questions using the stems “How can I help you?”, “My ____ hurts”.		
	5	To practice their writing skills by creating simple sentences using new vocabulary.		

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
Naming medical tools. To pique students’ interest and activate prior knowledge.	Real medical tools or pictures.	Show students different real medical tools or pictures and ask them to identify them. Encourage discussion using questions such as "Who helps us when we are sick?", "What does a doctor do?", "Who has visited a doctor before?".	5 minutes <i>(estimate)</i>
Animation video-Doctors.	YouTube: Kids Book Read Aloud: I Want To Be A Doctor by Laura Driscoll	Students watch the animation video and identify the different medical tools that a doctor uses. Encourage discussion using questions such as “Who helps us when we	5 minutes <i>(estimate)</i>

To pique students' interest and activate prior knowledge.		are sick?", "What does a doctor do?", "Who has visited a doctor before?".	
Guess the medical tools game. To pique students' interest and activate prior knowledge.	A bag, real medical tools, or pictures.	Put various real medical tools or pictures in the bag. Describe the tools one by one and ask students to guess which one is. Prompt them to identify each one of them and encourage discussion using questions such as "Who helps us when we are sick?", "What does a doctor do?", "Who has visited a doctor before?".	5 minutes <i>(estimate)</i>

Exploration: <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>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Medical tools' scavenger hunt. To identify different medical tools and understand their purpose.	Medical tools flashcards and flashcards with descriptions of each item.	Show each medical tool flashcard to each student and have them repeat after you. Hide flashcards for medical tools in the classroom. Then, have students form pairs and give each pair two description flashcards. Ask the pairs to find the flashcard of the tools that matches the description given the best.	10 minutes <i>(estimate)</i>
What does a doctor do? To develop their speaking skills by describing situations where we might need a doctor.	Flashcards showing situations where we might need a doctor and sentence starters.	Show students the flashcards, the sentence starters, and have them repeat after you. Have students form pairs. They discuss what a doctor does using flashcards and sentence starters (e.g., A doctor helps...). Encourage vocabulary practice by naming medical tools (e.g., "This is a stethoscope. A doctor uses it to listen to our heartbeat").	10 minutes <i>(estimate)</i>
Medical tools matching activity.	Medical tools, flashcards, and cards describing each situation where we might need a doctor.	Have students form two teams. One team receives medical tools flashcards, and the other team receives description	10 minutes <i>(estimate)</i>

To develop their speaking skills by describing the medical tools and understanding their purpose.		cards. The team with the describing cards reads the descriptions, and the other team guesses the medical tool.	
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Explanation: 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
<p>Medical tools chart.</p> <p>To discuss the observations made by students regarding the medical tools they explored, along with the descriptions they used.</p>	Chart paper or a whiteboard and flashcards.	Write down each medical tool's name and encourage students to use the description flashcards to describe it. Have students repeat the words and encourage them to make simple sentences such as "This is a stethoscope. The doctor uses a stethoscope to listen to your heart and lungs." Discuss the similarities or differences between medical tools and the important role of doctors.	10 minutes <i>(estimate)</i>
<p>PowerPoint Presentation-Doctors/Medical Tools.</p> <p>To teach new vocabulary and explain to students the purpose of each medical tool.</p>	PowerPoint Presentation.	Use a PowerPoint Presentation to teach the new vocabulary and have students repeat the words. Explain to them the purpose of each medical tool and encourage them to make simple sentences such as "This is a stethoscope. The doctor uses a stethoscope to listen to your heart and lungs." Discuss the similarities or differences between medical tools and the important role of doctors.	10 minutes <i>(estimate)</i>
<p>Video-Doctors.</p> <p>To teach new vocabulary and explain to students the purpose of each medical tool.</p>	YouTube: Doctor Checkup for Kids - Types of Doctors - Social Studies Kids Academy	Show students the video, pausing at each medical tool to encourage repetition, and emphasize pronunciation and meaning. Explain to them the purpose of each medical tool and encourage them to make simple sentences such as	10 minutes <i>(estimate)</i>

		"This is a stethoscope. The doctor uses a stethoscope to listen to your heart and lungs." Discuss the similarities or differences between medical tools and the important role of doctors.	
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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! To practice asking and answering questions using the stems "How can I help you?", "My ____ hurts".	Body parts flashcards.	Have students form pairs. Distribute body flashcards among the pairs. Encourage them to talk about their health problems using stem sentences. Move around and facilitate talking among the groups.	10 minutes <i>(estimate)</i>
Call the doctor! To practice asking and answering questions in a real-world context.	Real or pictures of medical tools/medicine, signs for a doctor's office, or a hospital.	Set up a doctor's office or a hospital in the classroom. Assign the roles of doctor, nurse, patient, and receptionist to students. Let them take turns being the doctor, nurse, patient, and receptionist. Doctors will ask, "How can I help you, please?" and patients will respond, "My ____ hurts." Nurses will say, "Let me take your temperature," and receptionists will say, "Here is your prescription".	10 minutes <i>(estimate)</i>
Let's write! To practice their writing skills by creating simple	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 up some medical tools. Then, prompt them to write simple sentences about themselves. Encourage them	10 minutes <i>(estimate)</i>

sentences using new vocabulary.		to use stem sentences such as “This is a ____.” It is ____ (color).	
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Evaluation: <i>How will students demonstrate that they have achieved the lesson objectives? (You may choose one of the following activities.)</i>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Fill in the blanks. To assess students’ understanding of different medical tools.	A worksheet containing simple sentences about medical tools 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 <i>(estimate)</i>
Quiz-Doctors. 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 <i>(estimate)</i>
Doctors' bingo! To assess students’ understanding.	Bingo templates with pictures showing different items related to doctors.	Distribute a bingo template with pictures showing different items related to doctors. Name an item and ask students to find the picture and cross it out or cover it. Give feedback and ensure understanding.	10 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.*