

<b>Subject, short description</b>	Zoo animals (elephant, monkey, giraffe, zebra, crocodile, hippo, python, turtle, flamingo, parrot, etc.), questions and answers using the stems “What is this?”, “This is a/an ___.”, “I see a/an ___.”, “What is it?”, “It’s a/an ___.”, “What is your favorite/least favorite zoo animal?”, “I like/don’t like ___”.	<b>Target group, students’ level</b>	Grade 1
<b>Learning Objectives</b>	1	To name and identify different zoo animals.	<b>Prerequisite knowledge</b> Students will be able to identify common zoo animals in both their native language and English.  Students will be able to name different colors and sizes.
	2	To identify the characteristics of these animals.	
	3	To develop their speaking skills by describing zoo animals and expressing their preferences.	
	4	To practice asking and answering questions using the stems “What is this?”, “What color is it?”, “What is your favorite/least favorite zoo animal?”, “This is a/an _____”, “It is a/an _____”, “It is _____”, “It has _____”, “I like/ don’t like _____”.	
	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
<b>Naming zoo animals.</b>  To pique students’ interest and activate prior knowledge.	A box, flashcards of zoo animals, and a picture of a zoo.	In a box, place the zoo animals’ flashcards. Tell the students that some animals are hiding in the box and that they need to find them all! Students take turns picking cards from the box and naming the zoo animals they see. After all the animals have been identified, ask them a follow-up question: <i>Where can we all see these animals?</i> Show them a picture of a zoo to explain the term to them. <i>Have you ever been to a zoo? What animals did you see there?</i>	5 minutes <i>(estimate)</i>
<b>Guess the zoo animals!</b>	YouTube: <a href="#">Zoo Animals for Kids - Videos and Sounds of Wild Animals at the Zoo for Children to Learn</a> , and a picture of a zoo.	Students listen to the sounds and identify the different zoo animals. After all the animals have been identified, ask them a follow-up question, <i>Where can we all see these animals?</i> Show them a picture of a zoo to explain the term	5 minutes <i>(estimate)</i>

To pique students' interest and activate prior knowledge.		to them. <i>Have you ever been to a zoo? What animals did you see there?</i>	
---	--	--	--

<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>Zoo animals' matching game.</b>  To name and identify different zoo animals.	4 pairs of zoo animals' flashcards and their names.	Have students form four groups and give each group a set of zoo animals' flashcards. Let them pair them up and play a matching game (matching pictures to names). Walk around and encourage students to name the zoo animals out loud.	10 minutes <i>(estimate)</i>
<b>Zoo animals' memory game.</b>  To name and identify different zoo animals.	4 pairs of zoo animals' flashcards and their names.	Have students form four groups and give each group a set of zoo animals' flashcards. Let them pair them up and play a memory game (matching pictures to names). Walk around and encourage students to name the zoo animals out loud.	10 minutes <i>(estimate)</i>
<b>Coloring activity.</b>  To develop their speaking skills by describing the zoo animals using the stem phrases: "This is a/an ____". It is a/an ____".	Worksheets and coloring pencils.	Distribute worksheets where students color zoo animals. As they color, encourage them to say the name of the zoo animal aloud, e.g., "This is a parrot. It is red and green." Help students name the zoo animals as they color.	10 minutes <i>(estimate)</i>

<b>Explanation:</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>
<p><b>Whiteboard-Zoo animals.</b></p> <p>To facilitate understanding of zoo animals' characteristics, prompt students to describe them and explain their similarities and differences.</p>	Whiteboard, markers, and zoo animals' flashcards.	Stick the flashcards on the board. Name each zoo animal and have students repeat the words. Use adjectives such as "big," "small," "green," "yellow," "long," etc., to describe the animals. Use small sentences, e.g., "A snake is green and long". Prompt students to describe them and explain their similarities and differences.	10 minutes <i>(estimate)</i>
<p><b>Story-Zoo animals.</b></p> <p>To facilitate understanding of zoo animals' characteristics, prompt students to describe them and explain their similarities and differences.</p>	YouTube: <a href="#">Story 1: "Welcome To The Zoo" by Alyssa Liang</a> <a href="#">Story 2: "Zoo Animals" by Alyssa Liang</a>	Show students the videos, pausing at each zoo animal to encourage repetition, and emphasize pronunciation. Use adjectives such as "big," "small," "green," "yellow," "long," etc., to describe the animals. Use small sentences, e.g., "A snake is green and long". Prompt students to describe them and explain their similarities and differences.	10 minutes <i>(estimate)</i>
<p><b>PowerPoint Presentation- Zoo animals.</b></p> <p>To facilitate understanding of zoo animals' characteristics, prompt students to describe them and explain their similarities and differences.</p>	PowerPoint Presentation.	Use a PowerPoint presentation to name and describe the zoo animals. Use adjectives such as "big," "small," "green," "yellow," "long," etc., to describe the animals. Use small sentences, e.g., "A snake is green and long". Prompt students to describe them and explain their similarities and differences.	10 minutes <i>(estimate)</i>

**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><b>Let's talk!</b></p> <p>To practice asking and answering questions using the stems "What is your favorite/least favorite zoo animal?", "I like/don't like _____".</p>	6 pairs of zoo animals' flashcards.	Have students form pairs. Distribute zoo animal flashcards among the pairs. Encourage them to talk about their preferences using stem sentences. Move around and facilitate talking among the groups.	10 minutes <i>(estimate)</i>
<p><b>Let's go for a zoo walk!</b></p> <p>To practice asking and answering questions in a real-world context.</p>	Plastic zoo animals and zoo signs.	Set up a classroom zoo where students can explore different animals and practice saying, "I see a/an _____," "It is _____ (color)," "It is _____ (size)," and "It has _____ (characteristics)."	10 minutes <i>(estimate)</i>
<p><b>Let's write!</b></p> <p>To practice their writing skills by creating simple sentences using the new vocabulary.</p>	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 their favorite zoo animal. Then, prompt them to write simple sentences about it. Encourage them to use stem sentences such as "I like _____." It is _____ (color).	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><b>Fill in the blanks.</b></p> <p>To assess students' understanding of different zoo animals.</p>	A worksheet containing simple sentences about zoo animals 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>
<p><b>Quiz-Zoo animals.</b></p> <p>To assess students' comprehension.</p>	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>
<p><b>Zoo animal bingo!</b></p> <p>To assess students' understanding.</p>	Bingo templates with pictures showing different zoo animals.	Distribute a bingo template with pictures showing different zoo animals. Name a zoo animal 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 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.*