

Subject, short description	Ocean animals (whale, dolphin, shark, octopus, starfish, seahorse, crab, lobster, sea turtle, fish, jellyfish, 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 ___.”, “Which animal do you like/dislike?”, “I like/don’t like ___”.		Target group, students’ level	Grade 1
Learning Objectives	1	To name and identify different ocean animals.	Prerequisite knowledge Students will be able to identify common ocean animals both in their native language and in 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 ocean 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 ocean animal?”, “This is a/an _____”, “It is a/an _____”, “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
Naming ocean animals. To pique students’ interest and activate prior knowledge.	A box, flashcards of ocean animals, and a picture of an ocean.	In a box, place the ocean 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 ocean animals they see. After all the animals have been identified, ask them a follow-up question: <i>Where do all these animals live?</i> Show them a picture of an ocean to explain the term to them. <i>Have you ever seen an ocean? What animals did you see there?</i>	5 minutes <i>(estimate)</i>
Guess the ocean animals!	YouTube: Guess that sound: Ocean Animals Kids Video , and a picture of an ocean.	Students listen to the sounds and identify the different ocean animals. After all the animals have been identified, ask them a follow-up question: <i>Where do all these animals</i>	5 minutes <i>(estimate)</i>

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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
Ocean animals' matching game. To name and identify different ocean animals.	4 pairs of ocean animals' flashcards and their names.	Have students form four groups and give each group a set of ocean animals' flashcards. Let them pair them up and play a matching game (matching pictures to names). Walk around and encourage students to name the ocean animals out loud.	10 minutes <i>(estimate)</i>
Ocean animals' scavenger hunt. To name different ocean animals and identify their characteristics.	Ocean animals' flashcards and flashcards with descriptions of each animal.	Show each ocean animal flashcard to each student and have them repeat after you. Hide the flashcards for ocean animals in the classroom. Then, have students form pairs and give each pair two description flashcards. Ask the pairs to find the flashcard of the ocean animals that matches the description given the best.	10 minutes <i>(estimate)</i>
Coloring activity. To develop their speaking skills by describing the ocean animals using the stem phrases: "This is a/an ____". It is a/an ____".	Worksheets and coloring pencils.	Distribute worksheets where students color ocean animals. As they color, encourage them to say the name of the ocean animal aloud, e.g., "This is a whale. It is black and white." Help students name the ocean animals as they color.	10 minutes <i>(estimate)</i>

Explanation: <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
<p>Whiteboard-Ocean animals.</p> <p>To facilitate understanding of ocean animals' characteristics, prompt students to describe them and explain their similarities and differences.</p>	Whiteboard, markers, and ocean animals' flashcards.	Stick the flashcards on the board. Name each ocean animal and have students repeat the words. Use adjectives such as "big," "small," "black," "white," "smart," etc., to describe the animals. Use small sentences, e.g., "A whale is big, black, and white". Prompt students to describe them and explain their similarities and differences.	10 minutes <i>(estimate)</i>
<p>Story-Ocean animals.</p> <p>To facilitate understanding of ocean animals' characteristics, prompt students to describe them and explain their similarities and differences.</p>	YouTube: Ocean Life - Read Aloud.	Show students the video, pausing at each ocean animal to encourage repetition, and emphasize pronunciation. Use adjectives such as "big," "small," "black," "white," "smart," etc., to describe the animals. Use small sentences, e.g., "A whale is big, black, and white". Prompt students to describe them and explain their similarities and differences.	10 minutes <i>(estimate)</i>
<p>PowerPoint Presentation-Ocean: Animals.</p> <p>To facilitate understanding of ocean animals' characteristics, prompt students to describe them and explain their similarities and differences.</p>	PowerPoint Presentation or Microsoft Sway.	Use a PowerPoint presentation to name and describe the ocean animals. Use adjectives such as "big," "small," "black," "white," "smart," etc., to describe the animals. Use small sentences, e.g., "A whale is big, black, and white". 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>Let's talk!</p> <p>To practice asking and answering questions using the stems "What is your favorite/least favorite ocean animal?", "I like/don't like _____".</p>	6 pairs of ocean animals' flashcards.	Have students form pairs. Distribute the ocean animals' 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>Describing ocean animals.</p> <p>To develop their speaking skills by describing ocean animals and expressing their preferences.</p>	Ocean animals' flashcards.	Reveal the flashcards one by one. Ask the students to identify the ocean animals and provide two facts they remember about each. After that, students will express their preferences.	
<p>Let's write!</p> <p>To practice their writing skills by creating simple sentences using 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 ocean 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: <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
<p>Fill in the blanks.</p> <p>To assess students' understanding of different ocean animals.</p>	<p>A worksheet containing simple sentences about ocean 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.</p>	<p>Ask students to identify the appropriate words and complete the sentences by filling in the blanks. Give feedback and ensure understanding.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Quiz-Ocean animals.</p> <p>To assess students' comprehension.</p>	<p>Schoology or Kahoot.</p>	<p>Create a quiz using Schoology or Kahoot. Students choose the correct answer. Give feedback and ensure understanding.</p>	<p>10 minutes <i>(estimate)</i></p>
<p>Ocean animals' bingo!</p> <p>To assess students' understanding.</p>	<p>Bingo templates with pictures showing different ocean animals.</p>	<p>Distribute a bingo template with pictures showing different ocean animals. Name an ocean animal and ask students to find the picture and cross it out or cover it. Give feedback and ensure understanding.</p>	<p>10 minutes <i>(estimate)</i></p>

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.*