

## **Lesson Plan No 15**

**Date:** 3<sup>rd</sup> October 2019

**Class:** Grade 4B

**Level:** UTEL 1

**Topic of the lesson:** Happy days (Unit 10; Lesson 1)

**Lesson focus:** Grammar and Vocabulary Development

**Number of the participants:** 15- 20 students

**Time duration:** 120 mins (four periods)

### **Learning outcomes:**

On the successful completion of this lesson students will be able to,

- identify the correct be verb for the subject pronouns
- match the subject with correct be verb
- identify the vocabulary that matches with the given pictures
- state the feelings (hungry, sad etc.)

**Assumptions:** Students can guess the miming

**Anticipated Problem:** Students may have difficulty of identifying the suitable be verb for the subject pronouns

**Possible Solution:** If necessary, play a game to memorize them

**Material and equipment:**

- Textbook
- Workbook
- White board
- Marker pens
- Chits (Appendix 1)
- Name boards (Appendix 2)
- Sissor
- Exercise (Appendix 3)
- Pictures (Appendix 4)
- Cello tape

**Procedure:**

**Day 1: (60 mins)**

<b>Time</b>	<b>Procedure</b>	<b>Stage Aim (SA) &amp; Material Used (MU)</b>	<b>Teacher Role</b>	<b>Students Role</b>	<b>Interaction</b>
5 mins	Ask randomly selected students to come to the front and select a chit (Appendix 1) and do the hang man game	<b>SA:</b> Warm-up	Teacher will monitor the class	Students will actively engage in the task	Teacher-Whole class
15 mins	Take the students to the ground Then practice (song) the subject pronouns and their correct be verb usage E.g.:	<b>SA:</b> Introducing subject pronouns and their correct be verb	Teacher will instruct and monitor the class	Students will actively engage in the task	Teacher- whole class

	<p>Say I and clapped two times.</p> <p>Say am and clapped two times.</p> <p>Say we and clapped two times.</p> <p>Say are and clapped two times and continue this for others as well.</p> <p>Practice this for four times.</p>				
20 mins	<p>Then paste the name boards of subject pronouns and be verbs (Appendix 2) in selected places around where you are in.</p> <p>Let the three students at a time to do the game teacher will say either subject pronoun or a be verb. Then, the students have to run to the name boards that matches with.</p>	<p><b>SA:</b> Practicing</p> <p><b>MU:</b> Name boards Cello tape Sissor</p>	Teacher will instruct and monitor the class	Students will actively engage in the task	Teacher- Selected students

15 mins	Take the students into the class and put an exercise (Appendix 3) on the board.	<b>SA:</b> Writing  <b>MU:</b> White board Marker pens	Teacher will instruct and monitor the class Teacher will do the first one with the students Feedback will be given as the whole class discussion	Students will do the exercise	Teacher- individuals
5 mins	Recap the lesson by singing the song	<b>SA:</b> Recapping	Teacher will monitor the class	Students will sing the song	Whole class

**Day 2: (60 mins)**

<b>Time</b>	<b>Procedure</b>	<b>Stage Aim (SA) &amp; Material Used (MU)</b>	<b>Teacher Role</b>	<b>Students Role</b>	<b>Interaction</b>
5 mins	Sing the song that the learners learnt yesterday	<b>SA:</b> Warm-up	Teacher will monitor the class	Students will actively engage in the task	Teacher-Whole class
15 mins	Divide the class into 5 groups Show them pictures (Appendix 4) and ask them to guess the words	<b>SA:</b> Introducing vocabulary  <b>MU:</b>	Teacher will introduce the vocabulary by asking questions from the	Students will engage in the task	Teacher- Groups

	Paste the pictures on the board and write the relevant word under the picture	Pictures Cello tape sissor	groups and will monitor the class		
10 mins	Ask them to write down the words on the board in their exercise book	<b>SA:</b> Copy writing	Teacher will monitor the class	Students will write down the words in their exercise book	White board - Individuals
10 mins	Ask the students to do the activity on the page 102 of the textbook	<b>SA;</b> Activity  <b>MU:</b> Textbook	Teacher will monitor the class Teacher will do the first one with the students Feedback will be given as the whole class discussion	Students will actively engage in the task	Individual task
15 mins	Distribute the activity sheet (Appendix 5) and ask them to do the activity	<b>SA:</b> Writing  <b>MU:</b> Activity sheet	Teacher will monitor the class Teacher will do the first one with the students	Students will actively engage in the task	Individual task

			Feedback will be given as the whole class discussion		
5 mins	Recap the lesson by showing the pictures and ask questions from the randomly selected students	<b>SA:</b> Recapping	Teacher will monitor the class	Students will response correctly	Teacher – Randomly selected students

**Take Home Task:**

Ask the students to do the activity on page 100 in the workbook.

**Appendix 1: Chits**

Hungry

Tired

Happy

Thirsty

Sleepy

Worried

Surprised

Angry

**Appendix 2: Name boards**

I

We

She

He

It

They

You

am

is

are

### Appendix 3: Exercise

Circle the correct be verb for the following pronouns.

- 1) I ( am / is)
- 2) We (am / are)
- 3) She (are/ is)
- 4) They ( is/ are)
- 5) You ( are/ am)
- 6) He ( are/ is)
- 7) It (is / am)

Answer key:

Circle the correct be verb for the following pronouns.

- 1) I ( **am** / is)
- 2) We (am / **are**)
- 3) She (are/ **is** )
- 4) They ( is/ **are**)
- 5) You ( **are**/ am)
- 6) He ( are/ **is**)
- 7) It (**is** / am)

Appendix 4: Pictures



Appendix 5: Activity sheet

Write the sentences for the following pictures choosing the correct words from the box.

hungry, tired, worried, surprised, happy, sleepy, angry, thirsty



0. I am worried.



1. They .....



2. We .....



3. He .....



4. It .....



5. They .....



6. She .....



7. He .....

**Answer Key:**

**Write the sentences for the following pictures choosing the correct words from the box.**

hungry, tired, worried, surprised, happy, sleepy, angry, thirsty



0. I am worried.



1. They are happy.



2. We are angry.



3. He is surprised.



4. It is thirsty.



5. They are hungry.



6. She is sleepy.



7. He is tired.