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| **COURSE PLAN**  LESSON/OBJECTIVE: ENGLISH AS A SECOND LESSON LANGUAGE PLAN FOR SPECIAL EDUCATION NEEDS OR ESL  COURSE Duration: 1 teaching hour | | | |
| **Subject/**  **Name of teaching part** | FRIENDS | *ΤΑΞΗ:* | 1rd Grade of Middle school |
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| ***Course Objectives*** | | | |
| *Α. According to the subject matter* | By the end of the lesson students should be able to...  1. Point and identify various colors throughout the room when prompted.  2 Name the color and type of clothing worn by a partner (friend)  Students will focus on using the following language.  1. “What is your friend wearing today?” 2. “Maria is my friend. Today she is wearing…” 3. “What is your friend’s favorite color?” 4. “Kosta’s favorite color is…” | | |
| *Β. According to the use of new technologies* | The instructor will require the following materials.  Flash cards of colors and power point of clothing items | | |
| *Γ. The learning process* | Students are expected to:  1.Learn the colours playing  2.To enchance their self-esteem | | |
| ***Class Organization*** | | | |
| Teaching methods: 1. Practical training of students  2. Mutual teaching between students  3. Auto-evaluation done by the students | | | |
| ***Tools and Software used*** | | | |
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| **PHASES-STEPS** | | | |
| 1. INTRODUCTION- (preparation/ brief introduction/to stimulate the students interest) | | | |
| Introduction: (5 min)    Greetings & Warm Up: I will begin the class with a cheerful greeting, followed by a few basic questions to gauge the children’s knowledge of basic colors. “Good morning class! Who can tell me what day it is?” “By a show of hands, who can tell me what color the sky is?” Gauging the student’s interaction level and knowledge of colors I may continue to ask questions about colors pertaining to other relatable nouns. Ex: What color is the ocean? What color is the grass? What color is my hair? | | | |
| 1. DETAILED PRESENTATION | | | |
| **Presentation of Objectives:**  I will then unveil the objectives previously written on the board. This will include the key expressions the students will be able to answer by the end of the class. “What is your friend wearing today?” “What is your friend’s favorite color?”  **Development:** (10 min)  As a class we will learn the color and the vocabulary word will be placed on the PowerPoint for the student’s first reference. The class will repeat the name of the color as it is given and will then be introduced to more colors. After learning these colors we will begin the first activity.  **Presentation I**: (Approx 5 min): I will then bring up another set of vocabulary words and pictures on the PowerPoint. These words/pictures will reference basic clothing items the students wear every day. Students will repeat each word as presented and also point to the matching item they are wearing. After completion of the last vocabulary words the second activity will begin. | | | |
| 1. GUIDANCE PRACTICE/TRAINING | | | |
| **Practice** (Approx 5 min): Students will be instructed to talk to a partner sitting next to them and discuss the clothes and if/what colors they are wearing that day. They will ask the following questions: What is their partner’s favorite color? What is your friend wearing today? What color is your jacket? Etc.  **Summary:** I will reference the objectives written on the board and restate what was learned for the day, “Today we learned these different colors (state color vocabulary words) and identified these articles of clothing (insert clothing vocabulary). You also identified what types of clothing and colors your partner is wearing today and should have found out their favorite color.    **Evaluation of Objectives**: In the previous group and partner exercises students should have formulated proper sentences. At this time I will then call on various students to answer one of the two questions in the form of a proper sentence to the entire class. | | | |
| 4.CLOSING AND RESTATING WHAT HAS BEEN LEARNED | | | |
| I will end the class by encouraging and congratulating the class on their hard work for the day and then hint at the next lesson. “Great job today everyone! Thank you for working so hard and learning so many new things! We will continue learning about all of our friends in the classroom and learn more about clothing too! Be sure to practice your vocabulary tonight with your parents! Ask your parents to point to something in the house and see if you can name the color! You can even ask to help fold the laundry and practice naming clothing then! Have a good day! See you tomorrow! | | | |
| ***ADDITIONAL NOTES*** | | | |
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| ***For Special Educational Needs***  *(change teaching methods based on the learning needs of each individual student with SEN)* |  | | |
| ***HOMEWORK/WRITTEN PRODUCTION*** | | | |
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\*the structure of the lesson plan is based on the “Hunter method”