

Lesson plan (3)

Date	2014.01.13
Grade	8J
Subject	English
Unit	01
Lesson	Reflexive pronouns
Time	40 minutes
Competency	discusses English grammar for the purpose of accurate and effective communication
Competency level	discusses pronouns appropriately.
Learning outcomes	students will be able to write sentences using subject and object pronouns correctly.
Specific objectives	students write sentences using subject and object pronouns correctly.
Teaching techniques	Questioning eliciting answers.
Teaching aids	Enlarge copy of sentences
Setting the scene	Jumble the letters of "myself" and ask the students to rearrange the letters. - Elicit the word "

Presentation

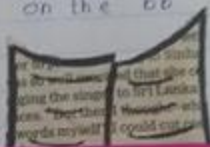
Introduces subject pronouns in singular form and plural form

Then introduce reflexive pronouns according to the subject pronoun.

I → myself
You → Yourself
We → ourselves

Practice

Divides the class into groups
• Displays the enlarge copy of the flashsheet on the bb



Underline the correct

① She bought books by herself / themselves

② I wrote a letter by myself / ourselves

③ They play cricket by themselves / herself

④ The teacher herself / myself
accepted the invitation

⑤ He made vests himself / themselves

• Check the answers.

Production

Display the enlarged copy of the tasksheet
Ask them to re arrange the sentences

Place the

Re-arrange the Sentences

- ① the rat / Catch / The Cat / itself
- ② prepared / herself / lunch / My mother
- ③ is / My sister / the plants / by / watering / herself
- ④ drive / the car / Nimal / by / himself
- ⑤ Sew / Tailors / by / themselves the clothes

Self reflection

Today students were actively participated in the lesson. all the students answered questions well. The lesson was successful. But I should use more techniques in classroom management.

Lecture's

Comment

Lesson plan (25)

Date	2011.01.16
Grade	8.1
Subject	English
Unit	01 (Plan the work, work the plan)
Lesson	Activity 1.7
Time	40 minutes
Competency	4.0 Building up vocabulary using words appropriately and accurately to convey precise meaning.
Competency level	4.5 forms the plural of nouns
Learning outcome	Students will be able to form the plurals of nouns adding "s, and es"
Specific objectives	Students form the plurals of nouns adding s and es correctly. <i>will be able to use</i>
Teaching techniques	→ questioning → eliciting answers
Teaching aids	→ Word cards → enlarge copy of the task sheet → Textbook
Setting the scene	Paste the jumbled letters of "Countable nouns" Ask them to identify the hidden words → elicits the topic



Presentation

→ Introduces the countable nouns using words cards
ex → girl / boy / box

→ Introduces the forms of countable nouns

- * singular
- * plural

→ Introduces the examples for each forms using word cards

singular

Plural

→ cup

Cups

→ box

boxes

→ Tomato

tomatoes

→ dish

dishes

useful.

Practice activity → Display a worksheet of an activity

• Distribute the word cards for each student in groups

• Ask the students to come to the blackboard and paste the relevant word cards in the activity sheet

Singular	Plural
School	_____
_____	boxes
Flower	_____
Potato	_____
_____	mangoes
Class	_____
_____	doors
table	_____
church	_____
_____	goats

Production

- Displays the enlarged copy of the tasksheet

Distributes the tasksheet

Gives instruction

Help them when necessary

? colour?



• Check the answers

Self reflection

lecture's comment

Let use of usuals!!

Explanation clear

Write on usuals

clear
usable
neat
correct

But in the activity

x flower

flower

1. flower!!?

Lesson plan ⑨

Date ÷ 20th January 2017

Grade ÷ 8J

Unit ÷ 01 (Plan the work work the plan)

Lesson ÷ Activity 18

Time ÷ 40 minutes

Competency ÷ 5. Extracts necessary information from various types of texts

Competency level ÷ 5.2 Extracts specific information from various types of simple texts

Learning outcomes ÷ Students will be able to find specific information from various types of text

Specific objectives ÷ Student finds specific information from given text correctly

Teaching technique ÷ Questioning, elicity answers

Teaching aids ÷ Enlarged copy of the text word cards task sheet

Setting the scene ÷ Asks some questions from the children have they ever written letters have they got pen pals etc.

- Presentation =
- Display the enlarged copy of the letter.
 - Introduces new words
eg- attitudes, experience, volunteer, red, public, extracurricular activities
- Practice =
- Divides the class into groups
 - Distributes task sheets
 - Gives them instructions
 - Help them when necessary

put v or x

- ① Amitha is in Russia ()
- ② Amitha's penfriend is also a nature lover. ()
- ③ Amitha's school has organized a beach clean up ()
- ④ Local environment organization conducted an awareness programme to educate students. ()
- ⑤ This programme was about importance of using eco-friendly products. ()

production :- Distributes task sheets
Gives instructions
Helps them when necessary

Fill in the blanks.

- ① Amitha's penfriend _____ and she is in _____
- ② Amitha's penfriend also a _____
- ③ Amitha's school has organized a _____
- ④ Amitha is an active member of _____
- ⑤ Many people on the beach including _____, _____ helped to clean the beach.
- ⑥ Local environment Organization conducted a programme about importance of using _____

self reflection:-

Although I prepared with the
today I could not able to do
lesson as we had some work to
some school

Lesson plan (a)

Date	2017-01-20
Grade	8 th
Subject	English
Unit	Our winged friends
Lesson	Activity 2.3
Time	40 minutes
Competency	5 Extracts necessary information from various types of texts
Competency level	5.2 Extracts specific information from various types of simple texts
Learning outcome	students will be able to find specific information from various types of texts
Specific objectives	students find specific information from given text correctly.
Teaching techniques	<ul style="list-style-type: none"> → Questioning → eliciting answers
Teaching aids	<ul style="list-style-type: none"> → Enlarge copy of a text → pictures → Word cards

Setting the scene - Asks the students to name some birds that they know.

Display the picture of the bird.

Ask them to identify the picture.

Elicit the topic.

presentation

Introduce new words

ex- strange, thrashing, wings, feathers, throat, snails, insect larvae, aggressive, territory.

- Display the text on the board.

- Ask students to read aloud.

practice

Display the enlarge copy of the tasksheet.

Distribute tasksheet.

Gives instructions.

Help them when necessary.

put ✓ or x

- ① Feugian steamer ducks are the last steamer duck in the world. ()
- ② The male ducks weight about 3.8 to 10 kg. ()
- ③ Female birds have black grey feathers and a dark reddish throat. ()
- ④ These birds eat small snails, insect larvae and small crustacean. ()
- ⑤ These birds are not aggressive. ()

production

Distributes task sheets
Gives instructions
Help them when necessary

Fill in the blanks.

- ① The largest steamer duck in the world is _____
- ② These birds have got their name because of their _____ behaviour
- ③ These birds run across water thrashing their short wings like the _____
- ④ The male ducks weight about _____
- ⑤ These birds eat small, _____, _____ and small _____

self reflection: Today lesson is very in
about birds. T

Lesson plan (11)

Date : 26th of January 2017
Grade : 8th
Unit : 02 (Winged friends)
Lesson : Activity 2.8
Time : 40 minutes

Competency : 5. Extracts necessary information from various types of texts

Competency level : 5.2 Extracts specific information from various types of simple texts.

Learning outcome : Students will be able to find specific information from various types of text

Specific objectives : Students find specific information from given text correctly

Teaching Techniques :
→ Questioning
→ eliciting answers

Teaching aids :
→ Enlarged copy of a text
→ Pictures
→ Word cards

Setting the scene :
• Display the pictures of bird scene

• Elicit the topic.

- presentation +
- Introduces new words
eg - flightless, tiny, Inaccessible Island, inhabited island, remote volcanic, steep slopes
 - Display the text on the BB
 - Asks the students to read it aloud

- practice ÷
- Displays the enlarged copy of tasksh
 - Distributes task sheets
 - Gives instructions
 - Help them when necessary

put ✓ or x

- ① The smallest flightless bird in the world is inaccessible island Rail ()
- ② Their length about 17 cm and has an average weight of 15 grams ()
- ③ It has blue eyes and its bill is black in colour ()
- ④ It is found only on accessible Island ()
- ⑤ These birds eat earthworms, moths, berries and seeds. ()

- roduction :-
- Distributes task sheets
 - Gives instructions
 - Help them when necessary

Fill in the blanks

- ① The smallest flightless bird in the world is _____
- ② The bird is about _____ cm in length and weight of _____
- ③ It can be found in _____ island
- ④ These birds live on _____ and _____
- ⑤ They eat _____, _____, _____ and seeds.

Self-reflection: Today I was well prepared meanings of difficult words. At beginning students were shout while the lesson goes on the actively participated in the les

Lesson plan (13)

Date - 2017-01-19

Grade - 21

Unit - 02 (Winged friends)

Lesson - Activity 2.3

Time - 40 minutes

Competency - 5 Extracts necessary information from various types of texts

Competency level - 5.2 Extracts specific information from various types of simple texts

Learning outcome - students will be able to find specific information from various types of text.

Specific objectives - students find specific information from given text correctly.

Teaching techniques -
→ Questioning
→ eliciting answers

Teaching aids -
→ Enlarge copy of a text
→ pictures
→ word cards.

Setting the scene -
• Display the pictures of bird scene
• elicit the topic.

- Presentation =
- Introduces the new words
 - species, flightless, nocturnal
 - wings, feathers, nostrils, bill
 - Display the text on the BB
 - Ask the students to read it aloud
- practise =
- Display the enlarge copy of the tasksheet
 - Distributes task sheets
 - Gives instructions.
 - Help them when necessary.

put ✓ or x

- ① Kiwi is the national bird of New Zealand ()
- ② There are seven species of Kiwi ()
- ③ They have hidden wings and soft hair like feathers ()
- ④ The female birds lay small eggs. ()
- ⑤ Kiwis have their nostrils on the top of their bills ()

- production -
- Display the enlarge copy of the task sheet
 - Gives instructions
 - Help them when necessary

Fill in the blanks.

- ① The National bird of New Zealand is _____
- ② There are _____ species of Kiwi
- ③ They are _____ in colour and are the same size as a _____
- ④ They have _____ wings and _____ hair like _____
- ⑤ According to the size of the bird, this the _____ egg of an living _____

Lesson Plan - 13

Date : 2019-02-28

Grade : 8.3

Unit : 02 (Challenged friends)

Lesson : Antonyms

Time : 40 minutes

Competency : 4 Building up vocabulary using words appropriately and accurately to convey precise meaning

Competency level : 4.3 Finds synonyms and antonyms for given words

Learning outcomes : The students will be able to find synonyms and antonyms for given words

Specific objectives : The students find synonyms and antonyms for given words correctly.

Teaching Techniques :
→ Questioning
→ miming
→ eliciting answers.

Setting the scene : Teacher greets the opposite of the greeting given by the class. When the students are looking at the teacher surprising Teacher says, that because the lesson is antonyms.