**5th May, 2020: Lesson Plan for Years 1-3**

Topic/Theme: Education Radio Programme

Class/Year Group: Year 1 – Year 3 (ages 7 – 9)

Subjects: English Language

**Outline**

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| ***What is the challenge your students will tackle?*** | ***Why is this meaningful to the students – What’s the point?*** | ***What are the key ideas that the students will remember?*** |
| Student need to have access to radio. | We want students to become familiar with use of English language and words that are used to organised events in order.  Here they are going to talk and write about events they are familiar with – by using the following words;  (First, Then, After that, later, Next, Finally) | We want the students to understand how to organise events in a recount; that events are always happening in order or sequence. |

**Learning Objectives**

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| ***What Curriculum Learning Outcomes will be addressed?*** | ***How are the Key Learning Outcomes addressed?*** |
| Year 1 – 3 English Language Studies, particularly words used to indicate time and order of events in a Recount.  By the end of the activity students will be able to:   * 1.5.1.2 – Locate simple words that indicate time and order in a recount (first, then, later, after that) * 1.8.1.4 – Use vocabulary to indicate in order (then, after that, next) to sequence and organise recounts. * 2.5.1.6 - Identify phrases and words that help sequence a recount text e.g. then later yesterday, first, after that. * 2.9.1.3 – Connect sentences to build cohesion within the story using time markers (After that, next, the next day) or cause and effect (because, so, therefore) * 2.7.2.1 – Use phrases and words that help sequence a text (e.g., then, later, once a upon time, yesterday, first) * 2.7.2.2 – Use correct word order patterns to write short simple sentences. | Ethics and Good Citizenship:  Development of positive moral and ethical values based on social responsibilities focused on values, education, civics and citizenship. |

**Reflection**

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| ***How will you know what they are learning?*** | ***In what ways will students reflect on progress?*** |
| Through listening to the radio and responding appropriately | Through Self - Assessment and/or with support from parent or guidance. |

**Radio Programme**

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| Actual | Description | Time |
| Introduction | **Welcome lo nara programme blo MEHRD, stap weitim iumi lo studio today, mi Pauline Fakaia.**  **Parents/Guidance Tip**: To our good parents/guidance and students, wherever you are listening from, this is a very important program to support our children who are not in school right now, during this SOE. We, from the MEHRD have created Home school Learning activities as part of the Learners Continuity plan. You are advised to sit with your child if he/she is in Year 1, Year 2 and Year 3 class so that you can support your child during this 30 minutes English Language program.  If you are the concerned child listening right now, PLEASE, sit close to the radio with your pencil and paper and listen very carefully. | 2mins |
|  | A song is played |  |
| Body | Now, before we begin, I will ask you few questions;     * Do you like eating cooked rice? Yes OR No * If YES * Have you seen your mother/Father/or Sister/Aunty or Grandmother preparing a pot of rice to cook over the fire/Stove?   If so, you know you have to follow the right steps in a proper order from start to finish.  When Reading, you need to follow a certain order as well. The events of a story from First to Last is called a SEQUENCE of EVENTS!   * like when you read a story or text, things are happening in order, to make meaning or making sense of all the happenings.   E.g. Cooking a pot of rice, you have to follow certain steps before the pot of rice is cooked.  The sequence of events helps Readers retell the most important parts of the story in order.  Let’s take a look at some words that helps indicate order of events and point out when something happens.  (First, Next, Then & Finally)  These words are important in helping readers decide when an event happened.  When reading a story, you can look for this time order words to outline out when events occurred in relationship (connect this activities/event in order) to each other.  So, Let’s practice by finding the time order words in this short text;  As you listen to this text, be sure to listen for time order words;  *(When I read the text, I want you to identify and write down the time order words used in the text am going to read.)*  (First, next, then & finally).  Now, you learned in school that you must always wash your hands before you eat your food!  So, this text titled is;  **Text: Hand Washing (now listen very carefully while I read the text)**  First, wet your hands with water.  Next, rub hands with soap.  Then, rinse your hands with water.  Finally, rub your hands with a clean towel.    Now am going to read the text again.  I know that you have written all the time orders words you have heard from this short text BUT if you don’t know how to spell the word, JUST write the initial sound (First letter sound you heard from the word..  First  Next  Then  Finally  **Now the Activity for today:**  Now I want you to draw pictures against each of the time order words that you have heard from the text. Draw what it tells you in the text that happens first, next, then and finally.  **A song is played**  RECAP: Now children, I hope you have learned today that Sequence of EVENTS tells us that THINGS HAPPEN IN ORDER FROM FIRST TO LAST!  So, in our next lesson, we will continue on with another SEQUENCE OF EVENTS – and I would like you to DRAW WHAT YOU DID WHEN YOU WAKE UP IN THE MORNING BEFORE GOING TO SCHOOL;  What did you do first,  What’s next  Then and Finally!  So children, I want you to continue on with the activity at home with your parents/Guardians and will continue with our next lesson next week.  From me Pauline Fakaia - Thank you every one! – Bye Bye | 20mins  5mins |