

Primary School of:			Teacher: عَيِّنة من رفيق الأستاذ — rafiki.site
Level: 3PS	Number of learners:	Sequence: One: Family and Friends	
Session: 02: I Read and Discover Section: 01: Family Domains: Written Comprehension		Teaching materials: Flashcards - The White Board –The Slate.	
Session objective(s): By the end of the lesson, the learner will be able to read and pronounce the family members correctly.			
Target competencies: Decode symbols, read simple messages of about 30 words and understand the meaning of words and structures using graphemic/phonemic knowledge and visuals.		Subsidiary objectives: The learner will be able to count from 0 to 10.	
Anticipated problems: The learner might suffer from pronunciation difficulties.		Solutions/Plan B: Repetition with the focus on the correct pronunciation.	
Cross curricular competencies	1. Intellectual competency: The learner demonstrates understanding of reading basics and the decoding strategies.		
	2. Methodological competency: The learner employs reading basics and the decoding strategies to understand messages.		
	3. Communicative competency: The learner communicates reading basics and the decoding strategies to peers.		
	4. Personal and social competencies: The learner considers reading basics and the decoding strategies to achieve others’ understanding.		
Core Values			

Stages	Procedure	Objectives	Rationale	Interaction	Time
Warmer	The teacher greets his learners and reviews the previous lesson briefly using flashcards.	To review previous lesson using flashcards.	Activates prior knowledge and builds confidence through familiar vocabulary.	T-L	15 mn
Install Resources	The teacher writes some of the family members' names on the board for example: "father" and read them slowly while he moves his finger applying segmentation, blending and chunking all this while he instructs his learners to repeat after him.	To read and pronounce family members and numbers 0-10.	Models correct pronunciation and reinforces spelling through interactive, multisensory practice.	T-L	30 mn
	The teacher removes a letter and ask his pupils to write the missing letter in their slates			T-L	
	The teacher split the words into multiple parts (chunks) and writes them on the board scrambled and asks his learners to reorder each word in their slates.			T-L	
	The teacher writes the numbers from 0 to 10 on the board. (The numbers' lessons is needed in section 2).			T-L	
	The teacher explains and pronounce the numbers to his learners using hand' fingers, and stresses on their pronunciation.			T-L	
	The teacher goes through numbers one by one ascending and descending in different pace (slow to fast) and asks the learners to repeat chorally then individually.			T-L	
	The teacher mentions a number and asks the learners to point at it on the board.			T-L	
	The teacher asks some learners to come to the board and count from 0 to 10.			T-L	
	The teacher asks the learners to write a number in their slate and raise them after a brief countdown.			T-L	
Assessment	The teacher organizes a "Board Race" game by splitting the classroom into three teams (each row is a team). In this activity, the teacher divides the board with 3 lines and asks each team to read as	To assess reading and spelling of family members through a board race game.	Makes assessment engaging and competitive, encouraging active	T-L	15 mn

Stages	Procedure	Objectives	Rationale	Interaction	Time
	many relevant words as possible on their side of the board. Each correctly spelled or read word earns the team a point.		participation and peer support.		

Self-reflection		
What Worked	What hindered	Action Points