

Primary School of:		Teacher: عَيِّنة من رفيق الأستاذ — rafiki.site
Level: 4PS	Number of learners:	Sequence: One: Family and Friends
Session: 01: I sing and have fun / I listen & repeat Section: 01: Family Domains: Oral Comprehension / Oral Production		Teaching materials: Flashcards - The White Board- Audio Speakers.
Session objective(s): By the end of the lesson, the learner will be able to name and identify extended family members in addition to occupations.		
Target competencies: Comprehend oral messages and identify the meaning of words, expressions and sentences in familiar context using paralinguistic features.		Subsidiary objectives: The learner will be able to recall last year's family members.
Anticipated problems: The learner might get confused between uncle and aunt also niece and nephew.		Solutions/Plan B: The teacher must thoroughly explain the differences between these words.
Cross curricular competencies	1. Intellectual competency: The learner discovers the relationship between the context, paralinguistic features and the meaning of words, expressions and sentences.	
	2. Methodological competency: The learner makes use of the context and paralinguistic features to identify the meaning of words, expressions and sentences.	
	3. Communicative competency: The learner reacts to verbal and non-verbal messages to show understanding.	
	4. Personal and social competencies: The learner Considers the context and paralinguistic features when interacting orally.	
Core Values		

Stages	Procedure	Objectives	Rationale	Interaction	Time
Warmer	The teacher greets his learners and reviews last year's lesson of family members using flashcards.	To activate prior knowledge of family members through a song.	Activates prior knowledge and creates a fun, low-anxiety atmosphere.	T-L	15 mn
	The teacher plays family members song and asks his learners to sing along.			T-L	
Install Resources	The teacher presents and explains the new family members (Uncle / Aunt / Nephew / Niece / Cousin) using flashcards.	To introduce and practice new family member and occupation vocabulary.	Builds vocabulary through visual and auditory repetition, aiding memory.	T-L	30 mn
	The teacher points at the flashcard and says the family member's name, then asks his learners to repeat chorally then individually.			T-L	
	The teacher mentions a flashcard and asks a learner to show the flashcard of that same name on the board.			T-L	
	The teacher points at a flashcard and asks a learner to name it.			T-L	
	The teacher brings the following flashcards (teacher- doctor – farmer - dentist – taxi driver – baker – painter – carpenter- cook - journalist) and stick them on the board			T-L	
	The teacher points at the flashcard and names the jobs, then asks his learners to repeat chorally then individually.			T-L	
	The teacher mentions a flashcard and asks a learner to show the flashcard of that same name on the board.			T-L	
	The teacher asks his learners to close their eyes while he hides a flashcard (Family member/ job). Then, he asks what's missing?			T-L	
	The teacher performs the following scene couple of times while pointing to the flashcards (Uses gestures - facial expressions - intonation) and asks his learners to extract any relevant words (words they were able to decipher and understand).			T-L	
	Who is it? It's my cousin, Ahmed. How old is he?				

Stages	Procedure	Objectives	Rationale	Interaction	Time
	He is 25. Is he a teacher? No, he is a doctor. The teacher listens to the words shared by the learners and asks them to repeat the following words and expressions: Who is it? /It's my cousin, Ahmed. / Is he a teacher? /No, he is a doctor. The teacher performs the scene and substitutes the keywords (cousin and doctor).				
Assessment	The teacher invites his learners to the board and asks Them the following questions (while pointing to the flashcards): Who is it? Is he a teacher?	To assess learners' ability to identify family members and occupations.	Checks understanding and provides immediate feedback on learning.	T-L	15 mn

Self-reflection		
What Worked	What hindered	Action Points