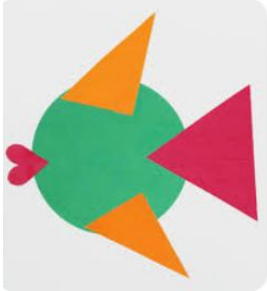


Lesson Plan

Grade 1 Unit 2 My little Fish	
Aims • Listen to simple instructions to create a fish drawing or collage • Talk about the fish they have drawn.	
Syllabus fit This is the last lesson of Unit 2 (Week 4), students will use words from the unit to draw a fish. It follows on from lessons in Week 3 that have a fish as the main character of a story or a poem. In an earlier lesson, students learnt to recognise and name basic shapes, these shapes are part of the drawing activity in this lesson plan.	
Differentiation	
Support	Stretch
The lesson supports the new shape vocabulary by having students make or draw shapes themselves. Receptive understanding is helped by the teacher's demonstration at each stage.	Stronger learners will probably follow the instructions more confidently, the shapes they draw and cut provide an extra model for the rest of the class. Early finishers can draw more detail on their fish.
Teaching & Learning Materials	
A model <i>Little Fish</i> that has already been made, following the same instructions (to show students before they make their own). Students will need - Coloured paper (3 colours) - Paper cups - Scissors - glue - a pencil	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	<u>Warmer:</u> Shapes in the classroom Hold up/ point to a shape (square, circle, triangle) or draw one on the board. Ask students to name it and ask students to find something in the classroom that matches or looks like it, e.g. <i>'Find a square!'</i> (Students point to a window or a book or hold up something they have on their desk that is a square). e.g. circle: clock, paper bin, bottom of a paper cup square: post it notes, wall tiles, floor tiles, picture frame triangle: top of a house drawing, half a sandwich, a floor tile

	Teacher to students Student to student
2. 10 minutes	Show the students the <i>Little Fish</i> picture that you have made, e.g.  Ask questions about it – <i>Is it a fish? Is it swimming? Can you see a circle? Can you see a triangle? How many?</i> Give out the materials to pairs or a small group of 3 students: - Coloured paper (3 colours) - 3 paper cups per group - Scissors - glue - 3 pencils Give the first set of instructions, 1. Take 1 piece of coloured card (while you do the same) – each student holds a piece up 2. Take a paper cup (they hold it up) 3. Take a pencil (they hold it up) 4. Demonstrate drawing round the bottom or top of the paper cup, show them and ask: <i>'What is it? 'A circle'</i> 5. Take the scissors and cut round the circle.* 6. Take the glue and stick the circle in the middle of a notebook page Teacher walks around and checks everyone has a circle stuck on a a notebook page, tell them to hold up their notebook pages. Teaching tip: This lesson can also work where children draw the shapes instead of cutting and gluing them. It would be useful to give the students triangle shapes, cut out of card/a food packet, to draw around to produce the 3 triangles for the fish fins and tail. Teacher to students
3. 10 minutes	Give the second set of instructions 1. Take 1 piece of coloured card (while you do the same) – each student holds a piece up the next step 2. Demonstrate the next step: Draw one dot at the top and two dots at the bottom, spaced apart like the corners of an uppercase "A". Join the dots with a pencil (you can draw this on the board too) ask: <i>'What is it? 'A triangle.</i> 3. Students do the same – tell them the triangle should be smaller than the circle. Tell them to hold up their triangles 4. Tell them to make 2 more triangles, with a different colour paper - a bit smaller. Tell them to hold up their triangles 5. Demonstrate cutting out the 3 triangles See Teaching tip above Teacher to students

4. 10 minutes	Assemble the Little Fish model Show the model you made – asking ‘<i>Is this the big triangle? Yes Is this a small triangle? Yes</i> Give the last set of instructions 1. Stick the big triangle on the circle here (showing yours) 2. Stick the 2 little triangles on the circle here and here (showing yours) 3. Hold up your fishes – give lots of praise. 4. Draw a mouth here (showing yours) 5. Draw an eye here (showing yours) Ask them to hold up their finished fish. Say ‘<i>This is Fred, my little fish</i>’ – tell the students to name their fish. Go round the class asking students to show their fish and answer: ‘<i>What’s your fish’s name?</i>’ <i>Faisal / Farah</i> etc Teacher to students
Assessment for learning activity¹ 5 minutes	
As students leave the classroom, they introduce their fish saying <i>Hello, this is Farah.</i>	
Potential homework Make a friend for their little fish – following the same instructions – and bring it to the next lesson.	
Reflection on the lesson	
What worked well:	What would you do differently?

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>