Lesson Plan

Grade 1 Unit 3 The hungry monster	
Aims ● Name and recall food items ● Listen for a number + food items to draw them	
Syllabus fit This is the first lesson of Week 2, Unit 3 students have used food words and described a pizza in Week 1. In this lesson they will recall food words and numbers to play a game. In the next lesson they will make lists of food they like and don't like.	
Differentiation	
Support	Stretch
The emphasis on images is a support for understanding and for recall. There is thorough receptive oral practice and production is limited to words.	Encourage confident students to develop their language in the pair work stage, e.g. saying a connected list of food. Early finishers can write words next to their monsters.
Teaching & Learning Materials	
An image of a hungry monster, see image source e.g. Food FLASHCARDS – about 8, choose familiar items from the 2 sets 1. Food FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf 2. Fruit FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-fruit.pdf	

Procedure

Lesson Staging	
Stage	Teaching strategy & **interaction pattern**
1. **3 minutes**	Warmer – Take about 6 food FLASHCARDS from Week 1 and use the **[SLOW REVEAL]** activity. Students guess what the food is as it slowly appears. **Teacher to students**

2. **15 minutes**	Start drawing a monster (or a robot) on the board, starting with the mouth (smiling and open), and encourage children to guess what you're drawing. Pause for them to guess what it is after adding each detail (arms- legs-ears- eyes etc). Tell them: *This is Fred the friendly monster (robot)* – use **[CONCEPT QUESTIONS]** to check understanding: *Is it a cat? (No); Is it a boy? (No) Has it got 2 arms? (No); Has it got 4 arms? (Yes) Is it a monster/robot? Yes;* **[TPR]** Rub your tummy and say: '*The monster is hungry! Does he want some food? (Yes).* Then say: '*The monster is hungry! He wants **3 bananas**.* Nominate a confident student to come to the front of the class and ask the student: *'What does Fred want?' s/he says '**3 bananas**'* *Please give Fred 3 bananas*. (The student draws them near the monster's mouth) Ask the student to nominate another student to swap places. Then say, *r*ubbing your tummy*:* '*The monster is hungry! He wants **5 apples.*** Ask the new student: 'What *does Fred want?' s/he says '**5 apples.*** (The student draws them) Repeat 2 or 3 more times (with different food and numbers). Ask students to draw a picture of a monster. **Teacher to students**
3. **12 minutes**	**[SUBSTITUTION DRILL]** the game line: *The monster is hungry! He wants **2 pizzas,*** changing the food as you show a new food FLASHCARD**,** **e.g. 3 cakes -** *The monster is hungry! He wants 3 cakes* etc Set up pairs, they swap their monster pictures and play the game (drawing the food onto each other's pictures). **Teacher to students** **Student to student (pairs)**
4. **5 minutes**	Check in with the students, nominating one of them and asking *What did your monster eat?* They hold up the picture and list the food, e.g. 2 apples, 1 pizza etc Nominate other students and repeat **Teacher to students**
Assessment for learning activity[1] **5 minutes**	
Get children to line up at the end of the lesson, use **[EXIT TICKETS]** before they leave, asking: '*Did your monster eat…..?' (Yes / No)*	
Potential homework Students draw more food around their monsters.	
Reflection on the lesson	

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

What worked well:	What would you do differently?