

Lesson Plan

Grade 1 Unit 5 This is my ...(family member)	
Aims - Name and recall words for family members - Ask and answer questions about family members.	
Syllabus fit This is <u>the first lesson of Week 2, Unit 4</u> . In Week 1 students have learnt and used words for the family and described a simple family scene. In this lesson the students will bring a family photo or a drawing of their family to describe to others. In Week 4 they will make a mini-puppet of a family member to introduce to a group.	
Differentiation	
Support	Stretch
When teachers bring something from their life into the classroom it helps build rapport and that builds confidence The family images anchor the theme of the lesson and help weaker students participate, even if they don't use the structure in full (just say a name).	More confident students will be able to say more about their family members – name, age etc Encourage confident students to ask questions in the group work, e.g. How old is s/he?
Teaching & Learning Materials	
An example family photo showing the teacher + sister(s)/brother(s) Family FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-family.pdf	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 6 minutes	<u>Warmer</u> [FREEZE] Show a photo of a famous statue in Palestine – use concept questions: Is it a man/woman? Can s/he move? No Is s/he a statue? Yes. Does the statue move? No Clear a space at the front of the classroom. Get a group of students to stand up and come to the front and mime walking (without moving) while you play some music. Tell the students to pretend to be a statue (i.e. they stand perfectly still/don't move) when you stop the music - practice it a few times.

	Explain the game with vocabulary – they keep moving in one spot until the music stops – when it stops, they must become a statue of whatever the teacher says: e.g. family: A mother – a father – a big brother – a little sister – an older sister etc e.g. Big brother (Students must reach up high and look "cool"). AND Students must FREEZE in that "statue" pose. The funniest or most accurate statue gets a point or a sticker. Repeat a few times with different groups of students. Teacher to students
2. 15 minutes	Show a family photo to the children and talk about it: <i>This is my sister (name) and this is my brother (name) we are in / at (a place). Her name is His name is</i> (if you have a phone photo you could project it on the board so it's easy to see – if not you could copy the photo onto the board, drawing a simple version of it) Ask about people in the picture: <i>Who's this?</i> Help students answer: <i>Your sister/brother etc You confirm saying, 'Yes, it's my sister/brother etc</i> Use a [SUBSTITUTION DRILL] plus some of the family FLASHCARDS, saying: <i>This is my sister – brother - This is my brother – mother - This is my mother etc</i> Nominate students – they stand up and show their family photo or drawing to the class and say something about one person, e.g. <i>This is my brother.</i> Teacher to students Student to students
3. 15 minutes	Nominate a confident student to come to the front and ask questions about your photo: <i>Who's this?</i> [CHORAL DRILL] the question: <i>Who's this?</i> Ask students to turn to their partner, swap their photos or drawings and ask about the people (<i>Who's this?</i>) Then set up groups of 5 or 6 - ask students to swap photos/drawings, then they take turns to ask a question (<i>'Who's this?'</i>) about the photo/drawing they are looking at Teacher to students Student to student (pairs – groups)
Assessment for learning activity¹ 4 minutes	
Get children to line up at the end of the lesson, they give the teacher their drawing and say something about it.	

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

Potential homework

Copy and add the missing letters in these family words: - other fathe- -
rother - ister

Reflection on the lesson

What worked well:

What would you do differently?