

Lesson Plan

Grade 1 Unit 6 This is Malik the mouse	
Aims • Name and recall animal vocabulary • Listen and follow simple instructions referring to body parts. • Ask and answer questions about animals	
Syllabus fit This is <u>the last lesson of Unit 4</u>. In Weeks 1 and 2 students have learnt and used words to name and describe animals. In this lesson the students will make an animal mask to introduce to other students.	
Differentiation	
Support	Stretch
Because the teacher has made two example masks it will be very clear to students what is expected of them.	More confident students will have the opportunity to say more about the animal portrayed.
The language used in the lesson consolidates learning from other units in Grade 1, e.g. body parts.	Encourage confident students to help weaker students during the mask-making process.
Teaching & Learning Materials	
Pet FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-pets.pdf Two animal masks that the teacher has already made, using half a paper plate, coloured crayons and a straw or a lolly stick  See instructions here Materials for students to make a mask each Paper plates, pre-cut in two pieces + two holes for eyes. Paper to cut out ears to stick on Coloured crayons or felt-tip markers Glue Straws or lolly sticks for the mask 'arm'	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern

1. 3 minutes	Warmer [SLOW REVEAL] with a set of pet FLASHCARDS (6-8). Using a piece of coloured card, slowly reveal a FLASHCARD from behind the coloured card, students guess what it is. You could organise the class into 2 or 3 teams – so the students who guesses correctly first wins a point for his or her team. Repeat a few times Teacher to students
2. 10 minutes	Show the two animal masks that you have made. Hold up one mask to your face and say <i>I'm Kenza the cat - I like milk</i> Encourage students to say Hello when you introduce yourself as <i>Kenza the cat</i> Change masks - <i>I'm Malik the mouse, I like cheese</i>, and repeat your animal introductions to individual students. Then point to the mask features and ask: What's this?' (nose/mouth) What are these?' (eyes/ears) 'What colour is Kenza the cat?' (white) 'What colour is Malik the mouse?' Ask the students if they want to make a mask? Teacher to students Student to students
3. 15 minutes	Give out the materials (each paper plate has been cut in two and two round eyes cut out) - One half paper plate for each child - the other materials can be shared between 2 or 3 students. Give instructions (making another mask with the children - showing how to do each step) 1. Decide what animal your mask will be (nominate students to check what they decided) 2. Draw a nose in the middle. 3. Colour the face 4. Cut two ears and glue them on top. 5. Draw a mouth. 6. Glue the straw (or lolly stick) to the back of the mask. 7. Decide on a name for your animal Teacher to students Student to student (pairs – groups)
4. 10 minutes	Nominate some students to introduce themselves to you. Holding their masks in front of their face, they introduce themselves e.g. <i>I'm Bassim the bear, OR I'm Bassim the bear, I like honey.</i> Reply with: <i>Hello or Hello Bassim</i> Put students in groups of 6 – they use their masks and introduce each other.
Assessment for learning activity¹ 2 minutes	
Get children to line up at the end of the lesson using their masks – they say something, e.g. <i>I'mname</i>	
Potential homework Make a simple label for their mask so it can be DISPLAYED on the classroom wall, e.g. <i>I'm Bassim the bear (I like honey)</i>	

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

Reflection on the lesson	
What worked well:	What would you do differently?