

GRADE 1

Unit 2 Theme: Shapes I can see

Unit 1 Project: Shapes around me

Goals: Students will listen to instructions and follow them to draw a fish. See Week 4 for language expectations and lesson timing. They will talk about their fish. from basic shapes and talk about it.

Product

Create a fish using basic shapes then talk about it, [PAIR SHARE] They will be encouraged to share their fish with their family.

Life skills¹: Creativity: identify shapes in what they see and reproduce them.

Cross curricular links: Art & Maths

Performance indicators: Students are able to produce a drawing with 3 basic shapes; they are able to talk about it with a partner.

WEEK 1: It's a square

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall 3 basic shapes. Draw and colour 3 basic shapes and real things that are the same shape.	Use 2 or 3 items from the classroom that are the same shape - <i>a circle</i> , e.g. a clock, a classroom bin, a paper cup Take a large A3 piece of paper and draw round those 3 things – producing 3 different sized circles. Teaching tip: this visual representation helps children understand how the 3 items are similar and to notice circles in real life. [CHORAL DRILL] ‘a circle’. Ask children if they can see any more circles in the classroom – they can use L1 to tell you, e.g. a ball, a detail on a poster, an apple. Draw a circle on the board and then draw the different real things under it.	[REALIA] Classroom items that represent 3 basic shapes. Shapes FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/shapes-flashcards	Speak: Name and recall 3 basic shapes. Listen and respond to questions about the shape of items in the classroom.

GRADE 1

	Repeat the same sequence of activities with 3 items that are a <i>square</i> (e.g a picture, a notebook, a box of chalk). Then again with 3 items that are a <i>triangle</i>. Teaching tip: you may have to bring tins, boxes etc from home for this. [CHORAL DRILL] the 3 shapes. Then students draw each shape, colour them and then draw something real that's that shape. Hold up items and ask 'Is this a (shape)?' students respond with <i>Yes</i> or <i>No</i>. Homework: Ask students to look in their homes for items that are the three shapes. Ask them to bring one thing for each shape to the next lesson.		
Assessment for Learning: As students leave a lesson ask them to name a shape (showing a FLASHCARD or a real item)			
Vocabulary	Grammar	Interaction	Pronunciation
3 basic shapes: circle, square and triangle	Productive: a + noun Yes / No Receptive <i>Is this a (circle/square/triangle)?</i>	Teacher and students	Happy intonation for Yes and No  Yes

WEEK 2

Theme:

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen for key words in a song. Name and recall classroom items.	An [ANIMATED SONG] that shows children and learning things in a classroom. Teaching tip: the song is a lively, rhythmic chant that shows what children need for the classroom. Students are <i>not</i> expected to understand everything, rather they can see/ recognise the things that	ANIMATED SONG: <i>My English books</i> https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/these-are-my-english-books	Speak: sing words from a song; name and recall classmates' names and a small set of classroom things; say a simple greeting.

GRADE 1

they need for the English classroom in the animation. Show the recording, pausing when items are shown (<i>pencils, pens, bag</i> etc) tell them to hold up <u>their</u> pencils, pens, bag. Re-use the 4 FLASHCARDS from Unit 1, adding 4 more (choose words with a simple pronunciation, e.g. desk, crayons). Ask <i>What's this? It's a (singular) / Three s</i> Stick the FLASHCARDS to the board, play [KIM'S GAME]. Students draw the 4 new classroom things next to the other ones from Unit 1 in their notebooks. Work on the difference between /p/ or /b/ sounds: /p/ sound makes an explosion of air BUT /b/ sound doesn't Make the /p/ sound with a tissue in front of your mouth. It moves. Then make the /b/ sound with a tissue in front of your mouth. It doesn't move. Give students a tissue to do the same. Get them to repeat a list of /p/ words, so they can see the tissue moving. Repeat for the /b/ list – it doesn't move. Set up a simple discrimination activity between words beginning with /p/ and words beginning with /b/. Say the word '<i>up</i>' emphasising the 'explosion of air' on the /p/. Explain that when you say '<i>a /p/ word</i>' they should put their hand up, when you say '<i>a /b/ word</i>' they shouldn't. Teaching tip: This may be the first time you're asking students to do a simple critical thinking activity so you can check the instructions in L1. The next time you play the same game (or a version of it) students will have some idea	Classroom things FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/classroom-objects-flashcards List of simple words with /p/ or /b/ initial sounds. The list contains words that students have already met (receptively and productively). e.g. <table><tr><td>pen</td><td>bag</td></tr><tr><td>paper</td><td>board</td></tr><tr><td>pencil</td><td>book</td></tr><tr><td>picture</td><td>ball</td></tr></table> See https://youtu.be/VsLDtvtGbHk for more detail on this. A box of tissues.	pen	bag	paper	board	pencil	book	picture	ball
pen	bag								
paper	board								
pencil	book								
picture	ball								

GRADE 1

	of what to do, so instructions can be in simple English.		
Assessment for learning: When students enter the classroom show them a FLASHCARD and say 'What's this?'			
Vocabulary	Grammar	Interaction	Pronunciation
Extend things we use to learn: pen bag paper board pencil book picture ball	Productive: Simple description: <i>It's a ...</i> <i>Threes</i> Receptive: <i>What's this?</i>	Teacher to students	Sounds – <i>p</i> vs <i>b</i> E.g. pen vs ball

WEEK 3

Theme: My little fish

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to a story or a poem and respond to it. Name and recall shapes.	Teaching Tip: The story and the poem set an engaging context for drawing a fish using simple shapes. Use both or choose one. Start with a picture of a fish or draw one on the board and say This is Little Fish swimming in the sea. a) Use the Youtube Story book: Watch the whole video without sound, then talk about the story in L1. Watch again, pausing to focus attention on the shapes (circle, square etc). Play a [NOTICING GAME]: Hold up a shape (or draw one on the board) and ask students to find something in the classroom that matches, e.g. <i>'Find a square!'</i> (Students point to a window or a book). Teaching tip: this game is similar to the activity in Week 1 of this unit, so students may remember how to play it. Or, in a low resource context b) Listen to the story you've found	Shapes embedded in a picture story: The Little Fish @storytimeforkids123 Shapes with Little Fish Teaching tip: The link shows teachers how they can use the CRAFT activity - they don't need to show it, rather COPY the instructions and DEMONSTRATE themselves. An image of a fish, e.g.  a) <u>If you have a projector and internet access:</u> show the video using a projector or b) <u>In a context without projector or internet</u> find an illustrated story popular in Palestine about or c) <u>use a simple poem</u>	Speak: Name and recall shapes. Listen to a story or a poem and respond to it.

GRADE 1

	using illustrations in the book or drawn on the board/ or FLASHCARDS you've made. Or c) Read a simple poem and do the [TPR] actions that go with it: <i>One little fishy, swimming in the sea + TPR Wiggle one hand like a fish swimming</i> <i>Swim to the left, swim to the right, + TPR Lean body left, then right</i> <i>One little fishy, happy as can be, + TPR Big smile and point to cheeks)</i> <i>Splash! Little fishy swimming free + TPR Clap hands once on "Splash" and hide hands behind back.</i> Repeat several times until children are doing the TPR actions easily as you say the poem.	<u>about a fish</u> that will be good for TPR, eg <u>The Little Fishy poem</u> <i>One little fishy, swimming in the sea + Swim to the left, swim to the right,</i> <i>One little fishy, happy as can be,</i> <i>Splash! Little fishy swimming free</i> Paper to draw the fish	
Assessment for Learning: at the beginning or end of a lesson students line up and do a TPR action (e.g. swim like a fish; smile etc.			
Vocabulary	Grammar	Interaction	Pronunciation
Thematic words: fish, swim, sea Recycle shapes: circle, square and triangle	Productive: It's a circle/square etc Receptive: Story and poem details <i>Find a square/circle</i> <i>Swim to the left/right</i>	Teacher with students	Animated intonation (rise - fall) e.g. It's a square

WEEK 4 (1 lesson)

Project: This is my little fish

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to simple instructions to create a fish drawing Talk about the fish they have drawn.	[CRAFT ACTIVITY] Make a fish from shapes: Give each student a piece of paper. Ask them to draw their own 'Little Fish' following your instructions 1. Draw a circle for the body.	A model <i>Little Fish</i> drawing to show students before they make theirs. Students will need - paper/card - a pencil - crayons/felt tips	Speak: talk about the fish they have drawn. Listen to simple instructions to create a fish drawing

GRADE 1

	2. Draw a triangle for the tail. 3. Draw a small circle for the eye They can colour the fish as they like. Have students show their drawings to a partner and say the name of shapes they used, e.g., <i>It's a triangle!</i> etc		
Assessment for Learning: PAIR SHARE: Students show their fish picture to a partner (see above)			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 2	Receptive: <i>Draw a square, a circle</i> Productive: <i>It's a(shape)</i>	Teacher to students	Contraction <i>It is =It's</i>