

GRADE 1

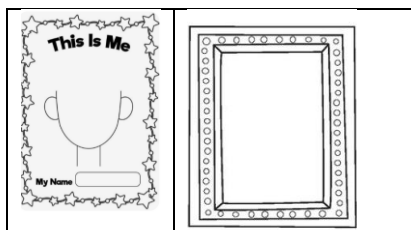
Unit 1 Theme: Hello

Unit 1 Project: Make a Personal Portrait frame

Goals: Follow basic instructions to draw a 'picture frame' for portraits of themselves. Students will be encouraged to share them with family members.

Product

They will look at a finished frame (made by the teacher) then listen to instructions to draw their own frame and draw their head and face in it



Life skills¹: Creativity and communication (make a learning resource, use it to interact with others).

Cross curricular links: Art

Performance indicators: Students are able to follow instructions to draw the portrait, then use it to practice saying their names.

WEEK 1: Hello

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Respond to a simple greeting Listen to a song with simple greetings	Model <i>Hello</i> in a lively/cheerful intonation, saying it as you take the register. Use a 'listen' gesture (finger behind your ear) and a 'together' gesture (directing a choir) to start a [CHORAL DRILL] Go round the class saying ' <i>Hello</i> + name', encourage the students to reply with <i>Hello</i> . View an [ANIMATED SONG] to hear ' <i>hello</i> ' in context. Play it twice. Focus on the first verse.	ANIMATED SONG: 'Bean bag hello' https://learnenglishkids.britishcouncil.org/songs/bean-bag-hello	Speak: a simple greeting Listen to a song with simple greetings

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	If you have access to a bean bag (a small cloth bag with beans inside it) use it in the next stage. Teaching tip: a small soft ball will also work for this [TPR] activity. The passing/throwing action together with the words makes the language more memorable. Play the first verse again, then sing it, showing the video <i>without</i> the sound (teacher is singing instead of the recorded voice). Model the phrase 'Bean bag hello' and CHORAL DRILL it. Draw a face + a [SPEECH BUBBLE] saying 'Hello' on the board.		
Assessment for Learning: [CHECK IN] Say Hello + name to every student at the beginning of each lesson			
Vocabulary	Grammar	Interaction	Pronunciation
Simple greeting: <i>Hello</i> <i>Bean bag.</i>	Productive : a simple greeting 'Hello' Receptive (not productive): My name's	Teacher and students	Happy intonation (rise fall)  Hello

WEEK 2

Theme: My name's

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Sing words from a song. Name and recall classmates' names. Practice a simple greeting + (student) name. Name and recall a set of	Use the ANIMATED SONG from Week 1 Play the first verse again and sing with it. Play the line 'Bean bag hello', pausing before 'hello', get the students to finish the line. Sing the first verse without the music and students say 'hello' at the correct time.	ANIMATED SONG: 'Bean bag hello' https://learnenglishkids.britishcouncil.org/songs/bean-bag-hello	Speak: sing words from a song; name and recall classmates' names and a small set of classroom things; say a simple greeting.

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4 classroom things	Get students to stand in circle at the front of the class, take the bean bag from Week 1 (or a soft ball) and throw it to a student saying her/his name (use/model an underarm throw for safety) e.g. 'Hello Sahar'; that student catches it and throws it to another student saying 'Hello (+name)' Teaching Tip: you can model this activity first with a small circle of students, 4 or 5 students. Then expand to a large group. Choose 4 FLASHCARDS from the set (3 from the first page + 'bag'). Show the pictures and model the words to CHORAL DRILL them. Give 4 students the 4 FLASHCARDS they say the word + 'a ..' Then ask the students to pass the FLASHCARDS to another 4 students (sitting behind them). They say the words. Repeat the swapping process several times. Take a FLASHCARD and nominate students to ask 'What's this?' 'A ...' Students draw the 4 classroom things in their notebooks. Teaching tip: if students are encouraged to note new vocabulary often, they start to form valuable study habits (recording new words). At the end of each Week 2 lesson model 'Goodbye' waving as you say it.	Classroom things FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-classroom-objects.pdf	
Assessment for learning: when students exit the classroom ask them to name a FLASHCARD			
Vocabulary	Grammar	Interaction	Pronunciation
Things we use to learn: pencil, pen, eraser and bag.	<i>Simple greeting:</i> 'Hello (+name)'	Teacher to students	Stress on the name in a simple greeting, e.g. Hello, Naser!

WEEK 3

Theme: My name's Asma.

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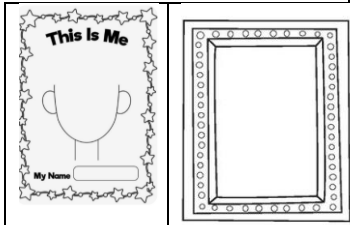
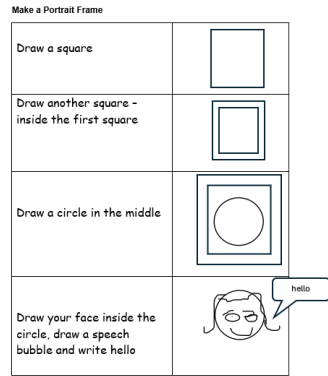
Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen and notice simple greetings in a song. Ask and answer a question about student's name.	Students play the bean bag/ball game in groups of 5 or 6. Show the children's pictures from the ANIMATED SONG) on the Worksheet. Teaching tip: you can project the pictures directly from the digital worksheet or draw and colour them to make a set of children + names FLASHCARDS. You'll need 3 x FLASHCARDS of the first 3 children in the song, Help the children say their English names (sounding out the first letters) <i>Claire – Leroy – Jamie</i>. Point to a picture and model 'Hello -My name's Claire – Leroy – Jamie.' Get three children to come to the front, give them a FLASHCARD, each one says: 'Hello - My name's Claire – Leroy – Jamie.' [PERSONALISATION]: Nominate 3 other students to come to the front of the class and say 'My name's Heba' etc. Ask students to draw a flashcard for themselves, hold it up so that everyone can see it and say 'My name's' Teacher models the question 'What's your name?', asking some students, they reply and show their personal FLASHCARD. Continue in [OPEN PAIRS]	ANIMATED SONG <i>'Bean bag hello'</i> Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-bean-bag-hello-worksheet.pdf 3 x FLASHCARDS for the first 3 children in the song (drawn and coloured). They show the children wearing T-shirts with the first letter of their name (large): C – L – J	Speak: ask and answer a question about student's name. Listen and notice simple greetings in a song.
Assessment for Learning: [EXIT TICKET] students line up and answer the question 'What's your name?'			
Vocabulary	Grammar	Interaction	Pronunciation

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Recycle simple greetings from Weeks 1 and 2	Productive: Introduce yourself: <i>My name's ...</i> Receptive: <i>'What's your name?'</i>	Student to student Teacher to students	Contraction: <i>My name is = My name's</i>
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WEEK 4 (1 lesson)

Project: This is me

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to simple instructions to produce a 'portrait' Say their name.	Teacher shows a 'portrait' for one of the children from the ANIMATED SONG. Ask <i>What's her (his) name?</i> Teacher explains they are going to make their own portrait. Teaching tip: you can use L1 here, to save time and quickly establish what they are going to do. The teacher gives each student a piece of paper and makes sure they have access to crayons/felt tips (pairs can share) Then the teacher draws the portrait on the board, step by step, students copy e.g. <i>Draw a big square</i> (they follow/copy); <i>draw another smaller square</i> (they follow/copy); <i>Draw a circle in the middle</i> (they follow/copy). Students finish by drawing their face, hair etc in the middle + colouring it as they wish Teacher monitors and writes their names at the bottom, when children leave the class they say 'My name's ...' and give their portrait to the teacher. Teaching tip: Teachers can DISPLAY the portraits on a classroom wall. Students will revisit and add to their portraits in U2 and U3, e.g. writing/ copying: <i>This is me</i>.	Make a portrait model to show the students. Use a drawn frame, e.g.  A STEP-BY-STEP DRAWING GUIDE worksheet for teachers to use for the demonstration, e.g.  Students will need - paper/card - crayons/felt tips - pencil	Speak: say their name. Listen to simple instructions to produce a 'portrait'
Assessment for Learning: EXIT TICKET: When children leave the class they say 'My name's' Or they can show their portrait.			
Vocabulary	Grammar	Interaction	Pronunciation

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Vocabulary from Unit 1	Instructions using simple imperatives, e.g. <i>draw a line, a square, a circle</i> Grammar from Unit 1	Teacher to students	Contraction <i>My name is =My name's</i>
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