

GRADE 1

Unit 5 Theme: My Family

Unit 1 Project: Make a lolly stick puppet to represent a sister, brother or cousin

Goals: Use new family vocabulary to follow/copy instructions to create a simple 'puppet', then use it to describe the relative.

Product

Students will follow simple instructions, e.g. 'Draw two arms' to create a simple **lolly stick** puppet representing a sister, brother or cousin, then use it to describe the family member: name and age. They will be encouraged to share their puppets with their family.



Life skills¹: Creativity: apply knowledge in order to better understand themselves and their family connections.

Cross curricular links: Art and Biology

Performance indicators: Students are able to follow instructions correctly and use their 'puppet' to describe someone in their family

WEEK 1: My family

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall words for family members Listen and identify family member words. Answer questions about a family	Show flashcard images to elicit and [CHORAL DRILL] names. Nominate students to answer: 'What's this?' (showing a flashcard) Stick the FLASHCARDS on the board, nominate students to come to the board to identify/touch specific ones, e.g. <i>Mohamed, touch the brother.</i> Play [KIM'S GAME] . If you have good internet access and a projector, use	Family FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-family.pdf MATCHING ACTIVITY https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/family	Speak: name and recall words for family members; answer questions about a family Listen and identify family member words.

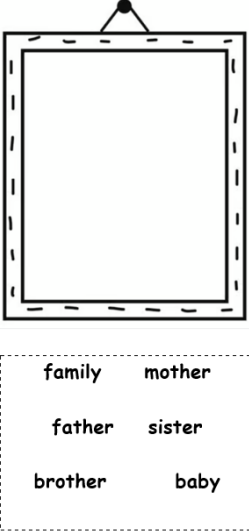
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	the [MATCHING] activity, ask 'Who's this?' for each image. Then listen to the recorded words to match to the 8 images. Show the picnic image – and tell a simple story about it – naming the children, saying they are brother and sister. It's a picnic with sandwiches, cakes and fruit. Teaching tip: children love a story, so even a simple photo or drawing can be the basis of one and be more engaging than a description of the image. Ask questions about it, e.g. <i>Who's this? Is he/she ...'s brother/sister? What's this?</i> (Food items) Tell the children to draw a similar picnic picture and colour it. Ask the children to bring a photo or a drawing of themselves with a family member(s) to the next lesson. Teaching Tip: If a student cannot bring a photo, encourage them to draw someone from their family or their favorite person. This prevents emotional distress and ensures every child feels included regardless of their family circumstances.	Picnic image https://learnenglishkids.britishcouncil.org/print-make/colouring/picnic Colouring picnic image https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/colouring-picnic.pdf Coloured crayons or felt-tip pens.	
Assessment for Learning: POST ITS Draw a family member on a POST IT for a classroom DISPLAY			
Vocabulary	Grammar	Interaction	Pronunciation
Family words: mother, father, sister, brother, baby, family	Productive: name and recall family members: <i>mother, father, sister, brother, baby, family</i> Receptive <i>Who's this?</i>	Teacher and students Student to students	Stress on two syllable words: <i>mother, father, sister, brother, baby, family</i>

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WEEK 2

Theme: Our families

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall words for family members Ask and answer questions about family members.	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).</i> Teaching tip: when you bring something from your life into the classroom it can engage students and help you build rapport with your students. Ask about people in the picture: <i>Who's this?</i> Help students answer: <i>Your sister/brother/mother etc</i> You confirm saying, 'Yes, it's my sister/brother/mother etc Use a [SUBSTITUTION DRILL] and the family FLASHCARDS. <i>This is my sister – brother - This is my brother – mother - This is my mother etc</i> [CHORAL DRILL] the question: <i>Who's this?</i> Nominate confident students to take your photo, and ask questions: <i>Who's this?</i> Students get out their family photos and talk about them to a partner, saying <i>This is my sister etc</i> Put students in groups, they swap photos/drawings, then they take turns to ask a question ('<i>Who's this?</i>') about the photo/drawing they have, Students copy the question and the family words into their notebooks with a drawing next to each one. Draw a frame for a family picture, stick a photo in the frame or draw a family scene. Choose family words and	An example family photo showing the teacher + sister(s)/brother(s) Family FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-family.pdf Family portrait example + [WORD BOX] 	Speak: name and recall words for family members Listen for key instructions in a game and a drawing activity.

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	Connect them to the image with arrows from the WORD BOX.	Paper, pencil and coloured crayons/felt-tip pens	
Assessment for learning: SHOW & TELL students say something about their family portrait			
Vocabulary	Grammar	Interaction	Pronunciation
Family words: mother, father, sister, brother, baby, family	Receptive and productive: This is <i>my</i> + family member Ask about family members: <i>Who's this?</i>	Teacher to students Student to student	Sounds – Final /z/ on <i>Who is ..</i> contraction: <i>Who's ..</i> /hu:z ðis?/

WEEK 3

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Theme: Clap your hands!

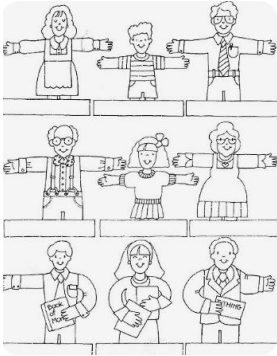
Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen and follow simple instructions. Name and recall simple instructions; do actions that fit simple instructions.	Play the [ANIMATED SONG] in stages: Stage 1: View the first time and get students to clap along to the beat. Stage 2 [TPR] View again and show the numbers with your fingers, holding them up in the air. Play again and get students to do the same. Stage 3: Stop the music after each number and have students repeat it softly like a whisper then loudly Stage 4: Play again and pause at each number to demonstrate [AIR DRAWING] Use your 'pointer finger' as a giant pencil. Stop the music after each number to air write it and say it. Students then copy the teacher to AIR WRITE each number, using big arm movements, then say it. Teaching Tip: Before putting pencil to paper, students need to understand the stroke of the number, they can do this with AIR WRITING, i.e. tracing the shape with a finger in the air. This is much less threatening than writing numbers on paper. Show the first page of the worksheet: 'Count them up' with dotted-line numbers. Ask students to trace numbers one to 10. [PERSONALISATION]: Tell students to choose a number they like and draw a personal picture from the song, e.g. 5 – draw 5 aeroplanes. CHORAL DRILL the question 'How many aeroplanes?' Put students in groups, they take turns to ask questions, using their personal pictures.	ANIMATED SONG: <i>Ten little aeroplanes</i> https://learnenglishkids.britishcouncil.org/listen-watch/songs/ten-little-aeroplanes Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachments/songs-ten-little-aeroplanes-worksheet.pdf Coloured crayons/felt-tip pens.	Speak: name and recall simple instructions; do actions that fit simple instructions. Listen and follow simple instructions
Assessment for Learning: [EXIT QUESTION] students line up with their personal pictures, and say '(1-10) aeroplanes' pointing to them in their pictures.			
Vocabulary	Grammar	Interaction	Pronunciation

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Recycle numbers 1-10 Little + aeroplanes	Receptive: <i>Write in the air.</i> Productive: <i>'How many aeroplanes?'</i>	Teacher and students Student to students	Relate sounds and actions: clap, stamp, shout
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WEEK 4 (1 lesson)

Project: This is my family name

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall body parts. Listen to a simple introduction and respond.	Use the same [CRAFT ACTIVITY] as in <u>Unit 4: Make a lolly stick puppet</u> but this time it's a family member puppet. Stage 1: Show the students two lolly stick puppets you've already made, and introduce them: <i>This is (name), my (family name).</i> Check by asking questions: Who's this? <i>My (family + name)</i> Stage 2: give each student a pre-cut paper outline of a person (to save time with scissors). Stage 3: Tell students to colour the faces and clothes. Demonstrate with a cut out. Stage 4: Give out the lolly sticks, tell them to put glue to the top of a lolly stick and press it onto the back of <i>their family cutout.</i> Demonstrate this action, so that it's clear what's expected. Stage 5: Hold up your finished puppet and say: <i>This is(name) my (family relationship)</i> Nominate students to hold up their puppet and say who it is: <i>This is(name) my (family relationship)</i> Teaching tip: repeating this activity CRAFT ACTIVITY but with different people, reinforces Unit 4 and Unit 5 learning and gives students a second chance. They'll get satisfaction from remembering it and improving on their 'first try'. Put students in groups and they 'introduce' their family member, the other students say <i>'Hello (name)'</i>	Pre-cut outlines of family members, e.g. 	Speak: talk about the puppet they have made Listen to a simple introduction and respond.

Assessment for Learning: POST ITs - students draw something about Unit 5

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Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 5	Introduce someone: This is ... (name) Hello + (name)!	Student to student Student to students	Unit 5 pronunciation.