

GRADE 1

Unit 6 Theme: Animals

Unit 1 Project: Make an animal mask

Goals: Use animal and head features vocabulary to follow instructions to create a simple 'mask', then wear it to play a game and describe the animal to others

Product

Students will follow simple instructions and a teacher demonstration , e.g *Cut two triangles* to create a simple animal mask representing a common domestic animal, e.g. cat, rabbit etc



Then wear the mask to play a game. They will be encouraged to share their masks with their family.

Life skills¹: Creativity: apply knowledge in order to better understand animals.

Cross curricular links: Art and Biology

Performance indicators: Students are able to follow instructions correctly and use their 'puppet' to describe an animal.

WEEK 1: Animals at home

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall animal words Ask and answer a simple question about an animal image.	Choose from the [FLASHCARD] images about 6 pets that are common in Palestine, show them, then elicit and [CHORAL DRILL] names. Nominate students to answer: <i>'What's this?'</i> (showing a flashcard) Say the noise that each animal makes, students say what it is. Nominate students to do the same. Write the pet names on the board with the first letter missing: -at, -og, -ouse, -amster, -ird,	Pets FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-pets.pdf Coloured crayons or felt-tip pens.	Speak: name and recall words for animals; ask and answer a simple question about an animal image.

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	-abbit Students choose 4 pets, draw them and write the animal words Set up groups, students use their personal FLASHCARD set to ask: <i>What's this?</i> Others name the animal.		
Assessment for Learning: at the beginning or end of a lesson, respond to a question about an animal FLASHCARD			
Vocabulary	Grammar	Interaction	Pronunciation
Pets: cat, dog, mouse, hamster, bird, rabbit	Productive: ask <i>What's this?</i> A (pet name)	Teacher and students Student to students	Contraction: <i>What is = What's</i>

WEEK 2

Theme: Our Pets

Learning Outcomes (SWBA)	Learning Activities	Materials	Skills
Listen to a song and name the pets and the animal sounds. Name and recall pet names and number of pets shown.	Show the ANIMATED SONG in stages: Stage 1: View without sound. Tell students to watch to count the pets - Are there 4 pets, 5 pets or 6 pets? Elicit answers and establish that the last one is a toy not a pet. Stage 2 View with sound – try to remember the pets. Elicit the pets students have seen and write them on the board, then out them in the correct order. Stage 3 – say the animal sounds and students tell you which pet it is. Stage 4 – view and make the animal noises as they hear them. [MEMORY GAME] Show a Pet Shop image – students look at it for 30 seconds – remove the image and students [PAIR	ANIMATED SONG: Youtube video https://www.youtube.com/watch?v=pWepfJ-8XU0 A pet shop image, e.g. 	Speak: Name and recall pet names and number of pets shown; ask and answer questions about pets. Listen to a song and name the pets in it, and the animal sounds they make.

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	SHARE] what they can remember. Show the image again and ask: <i>How many ... (pets) are there?</i> CHORAL DRILL then [SUBSTITUTION DRILL] the question using the pet FLASHCARDS from Week 1, e.g. <i>How many dogs are there? Cats - How many cats are there?</i> Etc Set up pairs to ask and answer questions using <i>How many dogs/cats are there?</i>	Pet FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-pets.pdf	
Assessment for learning: POST IT - draw an animal on a POST IT for a classroom DISPLAY			
Vocabulary	Grammar	Interaction	Pronunciation
Pet names and animal sounds, e.g. <i>woof-woof</i> and <i>meow</i>	Ask about pets in a shop: <i>How many dogs are there?</i>	Teacher to students Student to student	Falling intonation on an open question, e.g. <i>How many dogs are there?</i>

WEEK 3

Theme: Make an animal mask

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen and follow simple instructions and a teacher demonstration. Ask and answer questions about pets	Show the two animal masks that you have made. Hold up a mask e.g., a cat and point to the features and ask • 'What are these?' (Eyes) • 'What is this?' (Nose) • 'What color is the cat?' (brown) Put the masks on. Teaching tip: showing and wearing the masks makes it really clear what the students are going to do, this relieves stress and helps students engage. [CRAFT ACTIVITY]: Make the Mask Give out the materials and then make a mask with the children, they follow your instructions and your demonstration with a blank animal cut out, copying what the teacher does. Students choose from pre-cut pet	2 model masks of animals e.g.  See instructions here Materials: Pre-cut in two pieces + two holes for eyes. Paper to cut out ears to stick on). Coloured crayons or felt-tip markers Glue and straws or lolly sticks for	Speak: name and recall simple instructions; do actions that fit simple instructions; ask and answer questions about pets Listen and follow simple instructions

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	outlines. Give instructions, e.g.: <i>Colour the face, Glue the ears on top. Draw a mouth. Tape the elastic string to the back of the animal outline.</i> <i>Students wear the masks and teacher goes round the room asking ‘Are you a (pet)?, e.g. Are you a mouse? Students say: Yes, ‘I’m a (pet)</i> A simple survey: Draw the SURVEY TABLE on the board, ask ‘<i>What’s this?</i>’ ‘Who has a cat? (Alia) Tell students to draw 2 pet images and write the names (in rows 2 and 3). Nominate students to ask: <i>Do you have a cat?</i>’ When a student says ‘yes,’ write their name. CHORAL DRILL then SUBSTITUTION DRILL the question using the pet FLASHCARDS from Week 1, e.g. <i>Do you have a cat? there? bird - Do you have a bird? etc</i> Put students in groups with their simple survey tables, they ask their questions until they have a name for each one. Teaching Tip: explain to the children that once someone says yes they can move to the other question (or finish). You can explain this in L1 if it’s their first time doing a survey like this.	the mask ‘arm’ A simple [SURVEY TABLE], e.g. <table><caption>Our pet survey</caption><tr><th>Pet picture</th><th>Pet word</th><th>Name</th></tr><tr><td></td><td>cat</td><td>Alia</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Pet picture	Pet word	Name		cat	Alia							
Pet picture	Pet word	Name													
	cat	Alia													
Assessment for Learning: [EXIT QUESTION] students line up with their personal pictures and answer the a question about an animal FLASHCARD: <i>What’s this? Is this a (animal)? etc</i>															
Vocabulary	Grammar	Interaction	Pronunciation												
Recycle pet names and body parts.	Productive: <i>Do you have a cat?</i> Receptive: Imperatives for instructions: - <i>What are these?</i> (Eyes) - <i>‘What’s this?’ (Nose)</i> - <i>‘What colour is the cat?</i>	Teacher and students Student to students	Relate sounds and animals: woof, meow etc												

WEEK 4 (1 lesson)

Project: We are pets!

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

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Name and recall pet names and body parts Listen to a simple introduction and respond.	Students wear the masks and tell their partner: <i>I'm a (pet)</i> Have the students walk around the room making their animal's sound. Then play [SIMON SAYS] with instructions like : 'All the <i>Cats meow</i>; 'All the <i>Dogs woof</i> (+ actions like '<i>Sit down</i>', '<i>Touch their heads</i>' etc) DISPLAY the masks on the classroom wall, students look at each other's masks and give 2 STAR STICKERS to ones that they like.	The masks students made in Week 3	Speak: talk about the puppet they have made Listen to a simple introduction and respond.
Assessment for Learning: STAR STICKERS - students give 2 STAR STICKERS to masks that they like.			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 6	Grammar from Unit 6	Teacher to students Student to students	Unit 6 pronunciation.