

Lesson Plan Template

Grade 1 Unit 8 Describing toys	
Aims - Practice toy vocabulary - Introduce prepositions of place: <i>on, in, under, near</i> - Speaking: Ask and answer questions about a toy shop	
Syllabus fit This lesson is for week 3 of Unit 8. In weeks 1 and 2 the children have learnt the names of toys and how to describe them in a simple way. They have played the MEMORY GAME which will be used in this lesson and so are familiar with how it works/ what is expected. In this lesson students will learn a set of prepositions and use them to ask about toys they can see in a shop window.	
Differentiation	
Support	Stretch
The picture of a toy shop will support understanding and help students produce simple sentences. Pair weaker students with more confident ones at the pair work stage.	Nominate more confident students to start the game and to be the first students in OPEN PAIRS Students have the opportunity to ask more questions and be creative with them at the pair work stage.
Teaching & Learning Materials (include reference to high / low tech options)	
An image of a toy shop https://learnenglishkids.britishcouncil.org/print-make/colouring/toy-shop - Projected (High tech context) Copied and coloured (low tech context).	

Procedure

Lesson Staging	
Stage number & timing	Teaching strategy & interaction pattern
1. 5 minutes	Warmer Bring the students to the front of the classroom, to sit in front of you. Show the toyshop picture, projected using the internet link or using a large, coloured print of the picture. Tell the students you're going to play the [MEMORY GAME] (<i>Can they remember that game from last week?</i>) Tell students they have 30 seconds to look at the Toy Shop picture carefully and try to remember all the toys. Explain that they can get 1 point for each toy they remember. Teacher to students

2. 10 minutes	Presentation of new language: prepositions of place The teacher describes 4 of the toys shown in the shop to introduce prepositions: <i>The Is (preposition) the ...</i>, e.g. <i>The teddy is near the door.</i> (+ 3 more with in, on & under) CHORAL DRILL the sentences and then nominate students, pointing to specific toys in the picture. Teacher to students
3. 10 minutes	Write the prepositions on the board, checking pronunciation after each one Practice the prepositions using a Q&A couplet: <i>Where's the X?</i> <i>It's (+ preposition phrase)</i> Ask the class, then individual students. Use a [SUBSTITUTION DRILL] to practice the question: Where's the doll? teddy: Where's the teddy? Car: Where's the car? etc Nominate students to ask each other in [OPEN PAIRS] Teacher to student Student to student
3. 10 minutes	Set up pair work to ask about the toys in the shop. Students ask and answer questions: <i>Where's the X?</i> <i>It's (+ preposition).</i> Teacher monitors and helps as necessary After X minutes (depending on how they are doing) the teacher checks how many questions they asked: <i>Who asked 4 questions? ...5 questions? 6 questions?</i> etc Students raise their hands in response. Student to student Teacher to students
Assessment for learning activity¹ 3 minutes	
Teacher asks children to name a toy as they leave the classroom.	
Potential homework Students draw a toy that they like	
Reflection on the lesson	
What worked well:	What would you do differently?

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