

Lesson Plan

Grade 1 Unit 10 Where is he?	
Aims • Listen/ watch and follow a simple story. • Listen for detailed information in the story.	
Syllabus fit This lesson is designed for Week 2 of Unit 10. In Week 1 children have been introduced to a set of furniture vocabulary (my bedroom) and played a guessing game with those words. This lesson reinforces that learning and uses an [ANIMATED STORY] set in a home as a context for practising prepositions of place. In the next lesson students will do a problem-solving activity with pictures of two bedrooms [SPOT THE DIFFERENCE] .	
Differentiation	
Support	Stretch
Weaker students' understanding of the story is supported by the animated story images. Students will listen/watch the story in stages with scaffolding that supports comprehension and eventually focus on language.	Nominate more confident students to choose an item for the game (warmer) Encourage imaginative answers about the story, at the prediction stage, guessing what the pet is etc. Fast finishers can do the assessment for learning activity before Stage 5 is finished.
Teaching & Learning Materials	
Furniture [FLASHCARDS] : https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-furniture.pdf [ANIMATED STORY] https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-videos/heros-adventure [SPEAKING PROMPTS]  Grandma: Try (preposition) the(furniture)	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern

1. 4 minutes	<u>Warmer:</u> use the bedroom objects/furniture [FLASHCARD] set that was used in the previous week. Use the [SLOW REVEAL] activity, students say what the item is when they recognise it. Teacher to students Student to student
2. 5 minutes	[ANIMATED STORY] Show the opening images of the video (up to 0:12) with no sound – to encourage students to guess what is going to happen in the story. Pause the video & ask questions (to establish that <u>there's a problem</u>), e.g. <i>Where is this? Who are they? What is the girl doing? Is she happy? Is she worried?</i> Etc Encourage imaginative answers, if students use Arabic, translate saying, e.h. <i>Yes, she's worried.</i> Teacher to students
3. 15 minutes	Watch the video in stages: Stage 1 – watch it all <i>without sound</i>, tell the students to count the people in the story. Check and tell them it's a girl and her grandma. Ask: <i>Are they happy?</i> <i>No</i> Stage 2 - watch with sound, ask them to find out: <i>Why isn't the girl happy? What is wrong?</i> After watching elicit students' ideas – tell the students: <i>Her pet is lost.</i> Stage 2: build a list of places in the bedroom on a [MIND MAP] with '<i>Where is he?</i>' in the middle of the MIND MAP (you start with a furniture word and children can help/add places, e.g. bed, sofa, table, cupboard etc. students copy the MIND MAP into their notebooks. Stage 3. Students watch the story again - to check where she looked after watching tick the places on the MIND MAP. Stage 4: Teacher asks '<i>Is he near the door? ...under the bed?</i>' etc and highlights/circles the places, they say 'Yes' to. They may need to watch more times to get all 4 places. Teacher to students
4. 8 minutes	Focus on language (the Q&A couplet) Teacher says with a gesture to demonstrate meaning: <i>Where is he?</i>  Then say/respond, miming a magnifying glass: <i>Try under the bed</i>  Use a SUBSTITUTION DRILL to create other responses (under the sofa/wardrobe etc) with furniture FLASHCARDS Nominate [OPEN PAIRS] to say the couplet, showing FLASHCARDS to prompt their answer, e.g cupboard -Try on the cupboard, bed Try

	<i>under the bed etc</i> Teacher to students
5. 8 minutes	Draw the grandma with a [SPEAKING PROMPT] in a [SPEECH BUBBLE]  Try the ... Elicit some 'Try ..' sentences Ask students to draw a picture of the grandma - and a speech bubble with a drawing (Try under..., in ... etc). They can write if they like. Teacher to students Students
Assessment for learning activity¹	
See part 5 above: [SUMMARY DRAWING] ask students to draw something about the story.	
Potential homework Give them the URL for the Worksheet (see above) - ask them to do <u>Part 1</u>: What's the word. Then draw the pictures/write the words in their notebooks	
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>