

Lesson Plan T

Grade 1 Unit 11 My friends	
Aims - Students express their thoughts and feelings - Name and recall adjectives to describe people - Respond to questions about personal drawings.	
Syllabus fit This lesson is for Week 3 of Unit 11. In weeks 1 and 2 the children have learnt how to describe people and animals in a simple way. In this lesson the students will use descriptive language to MATCH words to pictures, then respond to questions about their own drawings.	
Differentiation	
Support	Stretch
The feelings FLASHCARDS will support understanding and hopefully encourage open expression. Tell students they can draw in the speech/thought bubbles if they want to (not write)	Nominate more confident students to elicit feelings vocabulary. Encourage more confident students to ask for new vocabulary for the STICK FIGURES activity.
Teaching & Learning Materials	
Feelings FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/feelings-flashcards Describing [FLASHCARDS] – Set1 https://learnenglishkids.britishcouncil.org/print-make/flashcards/describing-flashcards	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 15 minutes	Use the Feelings FLASHCARDS to introduce/refresh the vocabulary for feelings – the students will already know some of these from the EMOJI CARD activities used in previous units. Use a question-and-answer format to elicit the adjectives, asking the students to listen as you [MODEL] the pronunciation. <i>How does she/he feel?</i> <i>S/he's</i> Use [CHORAL DRILLS] then a [SUBSTITUTION DRILL] for the sentences showing flashcards e.g. happy : <i>She's happy</i> ; tired , <i>She's tired</i> etc

	Draw a [STICK FIGURE] of a girl or a boy. Then draw a [SPEECH BUBBLE] next to each stick figure and elicit what s/he is saying (tell them there's no right or wrong answer, they should write whatever comes into their minds), they can say it in Arabic and you translate. Draw a [THOUGHT BUBBLE]  and elicit what the children are thinking. Finally draw a heart and elicit what the child is feeling. Translate ideas given in Arabic. Tell them to do the same then tell them that the girl or the boy stick figure <u>represents them</u>. (You'll probably have to explain that in L1). Tell them they can use drawings or words). Monitor as they draw and write – encourage them to ask for new vocabulary with 'How do you say in English?' [PAIR SHARE] - Students look at each other's to find out if they wrote anything similar Teacher to students Student to student
2. 10 minutes	Show 8 of the describing FLASHCARD images (not the words) – project images onto the board or stick them on the board. Give out the word FLASHCARDS – one between 2/ one for each pair. Ask: <i>What's this?</i> (pointing to an image). One student brings the correct word card to stick under the image FLASHCARD. Redistribute the word cards to another 8 students and repeat Teacher to students Student to students
3. 10 minutes	Ask students to choose 6 of the describing adjectives, tell them to draw a picture for each one. Tell them to hold up their pictures when they've finished. Then nominate students and ask: <i>Have you got a young/old/tall short picture?</i> Students say 'Yes' or 'No' - if 'Yes', they point to the picture. Teacher to students
Assessment for learning activity¹ 5 minutes	
[PAIR SHARE] students show their pictures and take it in turns to say something about them.	

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

Potential homework

Find a photo of a friend – or draw a picture of a friend to bring to the next lesson.

Reflection on the lesson

What worked well:

What would you do differently?