

Lesson Plan

Grade 1 Unit 9 Feelings and Clothes	
Aims - Express feelings through pronunciation - Name and recall words for clothes. - Listen and draw words from a clothes vocabulary set. - Listen and respond to descriptions of what children are wearing	
Syllabus fit This lesson is designed for Week 2, Unit 9. In Week 1 children have been introduced to a set of clothes vocabulary and played a guessing game with those words. This lesson reinforces that learning through visual, descriptive activities also integrates an activity that helps children get in touch with their feelings. In the next lesson they will use clothes vocabulary with the structure 's/he's wearing ...' and 'I'm wearing'	
Differentiation	
Support	Stretch
The use of visuals similar to Week 1 will support understanding and encourage participation. Pair stronger students with weaker ones for the pair work. At the end of the lesson shy students can choose an EMOJI CARD to express their feelings.	Use the more confident students to model the clothes description. In the pair work phase stronger students can describe in more detail, with a magazine picture. At the end of the lesson stronger students can be encouraged to say more about their feelings.
Teaching & Learning Materials	
A set of [EMOJI CARDS] (see Grade 1, Unit 8) Clothes [FLASHCARDS] : https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-clothes-set-1.pdf Magazine pictures of clothes	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 10 minutes	<u>Warmer</u> Show the [EMOJI CARDS] one by one and elicit the feelings. Then choose one and ask them to show that feeling on their faces, e.g. happy/ smile , angry/ frown , excited/ eyes wide open Then ask students to listen to you and identify the feeling you are expressing (make it clear by exaggerating) – teacher says her/his name with a different sound/intonation to express a feeling (happy, sad, tired etc) Get students to do the same with their names.

	Take out 4 or 5 Clothes [FLASHCARDS] for a Q&A: Asking '<i>What's this?</i>' and students respond '<i>It's a dress/shirt/cap</i>' etc Now ask them to reply, saying the word with the feeling of the EMOJI CARD you hold up or point to – all class respond, nominate individual students to respond Teacher to students
2. 12 minutes	[PICTURE DICTATION] – teacher models the activity first, drawing a stick figure then adding clothes - describing at each step '<i>He's wearing (clothes)</i>' – Students draw the boy + his clothes. Repeat the process but without showing the picture. Students listen and draw the child + clothes. Teaching tip: the teacher's 'model' can be a picture cut out of a magazine or a drawing. So after the PICTURE DICTATION, the teacher can show the picture and students can compare it with their drawings. Students draw their own boy or girl + clothes they are wearing. [CHORAL DRILL] '<i>He's/She's wearing (+ clothes)</i>' using the FLASHCARDS. Have students hold up their pictures and say one thing , e.g. <i>She's wearing a scarf</i> Teacher to students Students to students
3. 15 minutes	[GROUP WORK] – [SHOW & TELL] Preparation: Give every student a Clothes FLASHCARD or a magazine picture (depending on your estimation of what they can manage) Each student draws a new picture of a child, based on the picture they were given. Then set up groups of 5-6 students. One student shows their picture and describes it, e.g. <i>He's wearing a T-shirt</i> Student to student
Assessment for learning activity¹ 3 minutes	
EMOJI CARDS - Ask students as they leave the lesson, one by one, how they feel about the lesson, they can pick an emoji card or say the feeling.	
Potential homework Take another picture they drew in the PICTURE DICTATION and add [WORD LABELS], they can produce as many labelled pictures as they like.	
Reflection on the lesson	

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

What worked well:

What would you do differently?