

GRADE 1

Unit 10 Theme: In my bedroom

Unit 9 Project: Draw a bedroom

Goals: The students will prepare visuals and text to describe their bedroom to others (using a drawing as a reference/support). After preparing, they will practice the description with a family member and then 'present' it to a group. Other students will listen and draw the bedroom.

Product

An image with a description of their room and what's in it, plus an oral summary

Life skills¹: Creativity: translate what they see into a 2D image; Communication: to explain what's in their room clearly enough for someone to draw it.

Cross curricular links: Art and Drama

Performance indicators: Students are able to describe their room so that others can replicate their image

WEEK 1

Theme: Guess the furniture

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall items of bedroom furniture. Ask and answer simple questions about items of furniture in a bedroom. Develop critical thinking/problem-solving questions by playing vocabulary guessing games	Check the students' knowledge of furniture vocabulary, building on Unit 2 the Classroom. Show [FLASHCARDS] - choosing words related to a bedroom, elicit, model pronunciation and [CHORAL DRILL] the words. Q&A and students respond: <i>What's this / It's a/an ...</i> Tell students to choose 6 words from the FLASHCARD set to make their own FLASHCARD image set, drawing the items. Elicit the question form and CHORAL DRILL it. Then set up pair work to	Furniture FLASHCARDS: https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-furniture.pdf Bedroom picture https://learnenglishkids.britishcouncil.org/print-make/colouring/bedroom	Speaking: Name and recall items of bedroom furniture; ask and answer simple questions about furniture; play vocabulary guessing games Write and draw a personal set of FLASHCARDS.

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	use their 'set' for Q&A: <i>What's this? A shelf.</i> Play [I SPY] with furniture in the classroom. let students lead the I SPY game, using word cards as prompts Teaching tip: it's useful to build up thematic 'word sets' (e.g. for furniture, clothes, learning materials etc) one per card/slip of paper, so that they are 'on hand', as prompts, for playing vocabulary games.		
Assessment for Learning: [POST-ITS] students draw 2 furniture items to stick on the classroom wall.			
Language			
Vocabulary	Grammar	Interaction	Pronunciation
Furniture: bed, lamp, wardrobe, shelf, table, chair, sofa etc	Receptive and Productive: Ask and answer about bedroom furniture <i>What's this? It's a ...</i>	Teacher to students Student to students Student to student	Reinforce where stress is placed on multisyllable words <u>so</u>fa <u>war</u>drobe <u>cup</u>board

WEEK 2

Theme: Where is he?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen and follow a simple story. Listen for information in the story. Act out a part of the story with TPR.	[ANIMATED STORY] – show the story in stages Stage 1: Show the opening images of the video (0:12) – pause & 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> Stage 2 – watch it all to find out what the problem is (<u>the girl's pet is lost</u>). Teaching tip: you can use L1 (Arabic) at this 'context building' stage, or a mixture of Arabic and English	ANIMATED STORY https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-videos/heros-adventure	Speak: ask where something is and suggest a solution; act out a part of the story. Listen for gist and for detail.

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	(students explain in L1 and you rephrase in English). This will make the story plot clear and help understanding of the story in English. Stage 3 – build a list of places in the home on a [MIND MAP] with <i>'Where is he?</i> in the middle of the MIND MAP (you start and children can help you add places, e.g. bed, sofa, table etc. Stage 4 – listen again to check where she looked— children refer to the MIND MAP places. Stage 5 – check where she looked, asking questions about the MIND MAP places: <i>Did she look under/near/behind the (furniture)?</i> Students say: <i>Yes/No</i> [TPR] Say story phrases with with TPR: I don't know gesture <i>'I don't know where he is!'</i> Then - with a gesture for looking (e.g. hand on forehead) say: <i>Try behind the bed (sofa/wardrobe etc)</i> Use furniture FLASHCARDS for a [SUBSTITUTION DRILL] of <i>Try : Try behind the sofa; bed Try behind the bed; cupboard Try behind the cupboard etc -</i> Nominate students to respond to you: <i>'I don't know where he is!'</i> The student says: <i>Try behind the Plus TPR.</i> Then nominate [OPEN PAIRS]. Teaching tip – ANIMATED STORIES like this engage children in real life scenarios. They can be used over two lessons t.o ensure the children get the most out of them		
Assessment for Learning: As children leave the classroom they respond to 'I don't know where he is?			
Vocabulary	Grammar	Interaction	Pronunciation

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Extend household items: door, bed, lamp, wardrobe, shelf, table, chair, pillows etc	Receptive and Productive: <i>I don't know where he is.</i> Suggest action: <i>Try behind/under/in the bed/wardrobe/chair/sofa etc</i>	Teacher to students. Student to student	Stress on key information (preposition+ <i>place</i>), e.g. <i>Behind the bed</i>
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WEEK 3

Theme: Listen and draw a bedroom

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Identify differences between two pictures of similar bedrooms. Say what is different. Listen and respond by drawing a bedroom.	Show the black and white picture of a bedroom and ask questions: <i>Where's the ...?</i> Students answer: <i>on/in/near</i> etc Ask students to draw a similar room with the same things in it. [COLOURING DICTATION] Teacher tells the students to colour the items in the room, e.g. <i>Colour the bed red</i> Repeat as many times as necessary. When they are ready students hold up their finished pictures. Teachers asks Qs about the 5 things: <i>Where's the ...? What colour is it?</i> Students use their pictures to answer: <i>On the table; Blue</i> etc Students draw a different bedroom. Teaching tip: The Picture you begin with can be simple the first time you ask students to do it. The next time you use the activity, you can add more furniture and use extra prepositions.	Bedroom picture https://learnenglishkids.britishcouncil.org/print-make/colouring/bedroom Coloured crayons or felt-tip pens	Speak: describe differences between two pictures of similar bedrooms. Listen and draw, following instructions.
Assessment for Learning: [PAIR SHARE] students use L1 to describe what they thought of the [COLOURING DICTATION]			
Vocabulary	Grammar	Interaction	Pronunciation

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Extend household items: the front door, bed, lamp, wardrobe, shelf, table, chair, pillows etc Recycle colours.	Receptive: <i>The lamp is next to the bed.</i> <i>Where's the lamp?</i> Productive: <i>On/in/under/near the ...</i>	Teacher to students	Contractions: There is a lamp = There's a lamp <i>/ðəzə læmp/</i>
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WEEK 4 (1 lesson)

Project: This is my room (SHOW AND TELL)

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Use language from the unit to describe their bedroom. Students listen to others describing their bedrooms and draw them (i.e. what they hear/understand)	Teacher shows a bedroom picture to [MODEL] and [CHORAL DRILLS] descriptive sentences, e.g <i>There's a blue bed</i> etc Then uses a [SUBSTITUTION DRILL] , e.g. cupboard - <i>There's a big cupboard</i> small <i>There's a small cupboard</i> table <i>There's a small table</i> etc Teacher chooses 2 or 3 confident students to hold up their picture and say something about it. Put students in groups (or set up [BREAK OUT ROOMS] in an online lesson) students take turns to say something about their bedroom to others in the group.	Students' prepared resources: a picture they have drawn of their bedroom, the 'WORDBOX' from Week 1.	Speaking: a PICTURE DICTATION describing their bedrooms. Listen and draw other students' bedrooms.
Assessment for Learning: [PAIR SHARE] – students talk, in L1, about the experience of describing their rooms to other students.			
Language			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 10	Grammar from Unit 10	Teacher to students Student to students	Sentence stress on the key information There's a lamp <i>/ðəzə læmp</i>