

GRADE 1

Unit 11 Theme: My friends

Unit 11 Project: This is my friend ... (name)..

Goals: The students will prepare visuals and text to introduce a friend to others (using a drawing or photo 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 respond to the description.

Product

A poster which has an image plus a simple description of a friend (name, age + adjective) shared with others orally.

Life skills¹: Creativity: translate what they know and feel about someone into a description;
Communication: to describe a friend to others.

Cross curricular links: Art and Drama

Performance indicators: Students are able to describe a friend so that others can understand simple information about him/her.

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Theme: Describing

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall adjectives to describe people and animals. Ask about people and animals. Listen and identify a picture. Write descriptive word cards for pictures.	Show 5 [FLASHCARDS] and elicit vocabulary, [CHORAL DRILL] . Use the online [MATCHING] activity (listen to the recording) then ask: " <i>Is it this picture?</i> " students say 'Yes' or 'No'. Then use the images to ask questions: <i>Is he</i> (adjective)? <i>Are they</i> (adjective)? Nominate pairs to do the same. Show the second set of 5 images and repeat the DRILLS and finish the MATCHING. Students draw and write their own set of 6 images. Teaching tip: this stage allows students to choose words they like or want to	Describing FLASHCARDS – Set 1 https://learnenglishkids.britishcouncil.org/print-make/flashcards/describing-flashcards MATCHING activity https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/describing-1	Speak: name and recall descriptive words/adjectives. Listen to a description and identify the picture(s) it describes. Write adjectives to describe pictures.

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	say/use. It also gives them a resource for pair work. Put students in pairs and they play the [LISTEN & RESPOND GAME] together. One student says 'He's/she's/It's (+ adjective)' the partner points to the correct drawing - then they swap roles. Ask students to bring a full-page magazine picture to the next lesson (or an illustrated story book)		
Assessment for Learning: [PAIR SHARE] - three new words they have learnt in Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Adjectives to describe people & animals: old/young, tall/short, thin/fat, dirty/clean, beautiful/ugly	Receptive: <i>Is it this picture?</i> Productive: Describe people & animals: <i>He's / she's/It's + adjective,</i> e.g. <i>He's short.</i> <i>How do you say in English?</i>	Matching adjectives: Teacher to students and student to student(s) Create adjective cards: student to student(s)	Long vowels: ɔ: - as in short, tall i: - as in clean, green

WEEK 2

Theme: It's too small

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall the meaning of words for describing. Listen to a simple song and understand the key information. Sing lines from a song	Pairs use their magazine pictures to think of adjectives to describe them (3 or 4 words)– then they draw those words on slips of paper for the class [WORD BOX] Teaching tip: Teach your students the phrase they need to ask for new words/say what they want to say in English: 'How do you say In English?' That way they can learn new words that are meaningful to them. Teacher makes a [DISPLAY] of the students' magazine pictures. Put students in groups, they take turns to take an adjective card from the ADJECTIVE BOX, show	Tape or pins to stick the pictures on the wall & to stick the adjectives next to the displayed magazine pictures. CHANT/SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/im-too-small	Speak: name and recall describing words, match them to pictures. Listen to a song to understand the key information. Sing the chorus element of a chant/song.

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	it to their group, say it then find a picture that it fits. [CHANT/SONG] - watch it in stages: Stage 1: Pre-watching: Write the 8 key elements described in the chant/song on the board (<i>coat, jumper, bike [not in order]</i> etc) – checking with concept questions and things visible in the classroom (e.g. <i>Is this a coat? (Yes)</i>). Students copy the 8 words. Stage 2: Watch the video with no sound and students tick key elements as they see them. Stage 3: Watch again (no sound), stopping and asking questions (e.g. <i>Is the jumper big? No; Is the jumper small? Yes; Is it too small (for him)?</i>) Teacher writes a list of adjectives on the board [not in order] Stage 4: [BANANA LISTENING] Watch with sound, students listen and say 'BANANA' when they hear one of the adjectives. Stage 5: Watch again, pausing to elicit sentences from the song, to complete with an adjective. E.g. <i>It's too (big). I'm too ...(small)</i> Teacher sings along with the animated video, and encourages the students to join in. Teaching tip: this song can be used in two lessons, the first lesson Stage 1 and stage 2. The second lesson: Stage 3,4 and 5.		
Assessment for Learning: Students write something about the song for the LEARNING WALL .			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle adjectives from Week 1	Receptive and productive: Describe things with 'too + adjective, <i>He's / she's/It's + too e.g. It's too big</i>	Student to student Teacher to students	Stress on 'too' + adjective <i>It's too small</i> <i>/Its tu: smɔ:l/</i>

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WEEK 3

Theme: Me and my friend

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall adjectives to describe thoughts, physical attributes and feelings Listen to descriptions and identify who it is about. Describe activities that they like.	[STICK FIGURES] - Exploring feelings and thoughts Teaching tip: This activity will fit anywhere in this unit because it's related to the theme : describing. Show 8 of the Describing FLASHCARD images (not the words) – project or stick on the board. Play KIM'S GAME with the FLASHCARDS [ANIMATED SONG] – Watch it in stages: Stage 1: View the song <i>without sound</i>. Ask: 'How many friends can you see?' 6 Stage 2: watch <i>with sound</i>. Ask: 'How many girls and how many boys?' [PAIR SHARE] 3+3 Stage 3: show the worksheet, activity #1 - <i>What's the order</i>. Watch again to notice the order. Stage 4: Play Verse 2, (Claire) line by line to elicit the words. Use [BACKCHAINING] to drill the last line. Model a personalised version singing using your /the teacher's name, e.g. <i>My name is Rindeh – I'll pass the bag to (a student's name)</i> Set up pairs to practice the verse (using their names) Get students to stand in two lines to sing the song, passing a bean bag or ball to the student opposite them (& naming that student). Homework: Use a simple [WRITING FRAME] to help students name and draw a friend in the class. Teaching tip: the writing frame supports weaker students but also gives more confident ones the	Feelings [FLASHCARDS] https://learnenglishkids.britishcouncil.org/print-make/flashcards/feelings-flashcards Recycle the Describing [FLASHCARDS] – Set 1 https://learnenglishkids.britishcouncil.org/print-make/flashcards/describing-flashcards ANIMATED SONG: <i>Bean bag hello</i> https://learnenglishkids.britishcouncil.org/listen-watch/songs/bean-bag-hello This my friend WRITING FRAME]	Speak: identify a missing element. Listen and identify names in a song. Draw and write about a friend.

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	opportunity to write more if encouraged to.		
Assessment for Learning: [PAIR SHARE] students use L1 to describe what they thought of the week's lessons.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle adjectives from Week 1 Recycle adjectives to describe feelings (from Unit 5)	Receptive and Productive <i>My name is</i> – <i>I'll pass the bag to(a student's name)</i>	Teacher to students Students to students	Reduced 'and', e.g. tall and short <i>/tɔ:l ən ʃɔ:t/</i>

WEEK 4 (1 lesson)

Project: This is my friend – SHOW AND TELL

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a friend to others in simple sentences. Listen and understand a simple description.	Teacher brings a photo of her/himself with a friend to describe/model the [SHOW AND TELL] activity. Students do the same, with their drawing from Week 3 homework. Set up groups (or BREAK OUT ROOMS in an online lesson)– Group members listen and show [EMOJI CARDS] I in response.	Photos or drawings of friends (students have prepared them for homework and brought them to school)	Speak: describe a friend to others in simple sentences. Listen and respond to another student's description.
Assessment for Learning: [LEARNING WALL] – students add their friend 'portraits' to a section of the LEARNING WALL: 'Our friends'			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 11	Grammar from Unit 11	Teacher to students Student to students	Reduced 'and', e.g. tall and short <i>/tɔ:l ən ʃɔ:t/</i>