

GRADE 1

Unit 12 Theme: Transport

Unit 11 Project: Make a model school bus

Goals: The students will follow instructions to create a school bus (using a paper plate and drawing/colouring materials). After making it they will practice describing it with a family member and then 'present' it to a group. Other students will listen and respond to the description.

Product

A paper plate bus – drawn and coloured by each student. They will present it to a group, and the group will respond with **[EMOJI CARDS]**.

Life skills¹: Creativity: imagine and draw a school bus. Communication: to describe the bus to others.

Cross curricular links: Art

Performance indicators: Students are able to describe a bus they have created so that others can respond to it.

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Theme: Transport we use

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall transport words. Ask and answer a simple question about travel. Understand and repeat a simple tongue twister. Complete a simple sentence about transport.	Choose 6-8 words that are relevant for your students. Use images to elicit and [CHORAL DRILL] words Q&A: ask, 'What's this?' Answer: 'It's a' – teacher to class, then CHORAL DRILL the question, nominate [OPEN PAIRS] for Q&A practice. A simple [SURVEY] : students draw their own 'transport card', i.e. draw one transport type on a card/small piece of paper. Teacher draws one too and asks several students: <i>Do you travel by ?</i> . They answer 'Yes' or 'No'. CHORAL/SUBSTITUTION DRILL the questions. Students stand up and ask	Transport FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-transport.pdf	Speak: recall and say transport words. Ask and answer a simple question about travel. Listen and repeat a simple tongue twister. Write words about transport.

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	as many students as they can in 5 minutes. Teaching tip: if you give students a time limit it makes the activity seem like a game which can be engaging for students who are ready to be 'stretched'. Set up small groups, they use their transport cards for a game. The teacher names a transport, the students listen and find the correct card and hold it up. Display the students' 'transport cards' on the class [LEARNING WALL] [TONGUE TWISTER] - Show the image, ask questions to elicit 'Yellow Lorry'. Then show the same picture, coloured red, to elicit 'Red lorry'. Listen and repeat (with stress on the colours /rhythm). Then use the Colour FLASHCARDS or coloured pens to substitute the first colour, e.g. 'Blue – Blue lorry, yellow lorry.' Green – Green lorry, yellow lorry etc Write prompts on the board Blue lorry, yellow lorry. ----- lorry, ----- lorry. Students draw two lorries and copy the prompts to write about them (they choose the colours).	Transport [MATCHING GAME] https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/transport-1 TONGUE TWISTER https://learnenglishkids.britishcouncil.org/fun-games/tongue-twisters/red-lorry-yellow-lorry Colour FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/colours-flashcards	
Assessment for Learning: [PAIR SHARE] - three new words they have learnt in Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Transport types: bus, car, bike, train, boat etc Recycle colours	Receptive and productive: <i>What's this?</i> 'It's a '	Teacher and students Student to student	Consonant sounds: r – l – y – b- g – p

WEEK 2

Theme: A bus journey

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Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Recognise, recall and say transport words. Ask and answer a simple question about transport types. Listen and respond to a song with actions Recall and sing parts of a song.	[MEMORY GAME] – show the pictures from the [MATCHING] activity – give the students one minute to look at them – take the pictures away/stop projecting them. Students get a STAR STICKER if they can recall and name a transport type. [ANIMATED SONG] – listen to it in stages. Stage 1: Listen <i>without sound</i> – then students [PAIR SHARE] as many things as they can remember from the song. Teacher elicits and writes a word list up on the board. Stage 2: Show the worksheet images, (Part 1), elicit and [CHORAL DRILL] vocabulary– then Q&A: <i>What's this? It's a ...</i> (nominated pairs) Stage 3: [TPR] Play verse 1, sing the words and demonstrate an action for '<i>round and round</i>'. Play verse # 1 again and children sing '<i>round and round</i>' and do the action. Repeat for the other verses (with new actions for <i>swish, beep, chat and cry</i>) Stage 4: Show / project Worksheet Part 3, guide the students to read and match the beginnings to the sentence ends. Stage 5: Divide the class into 5 groups – each group is assigned a part of the song (wheels, wipers etc). They draw a picture and write a sentence, e.g. <i>the wipers on the bus go ...</i> Stage 6: Play the video again and groups take it in turns to sing their verse with their pictures +	MATCHING activity https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/transport-1 [STAR STICKERS] ANIMATED SONG 'Wheels on the bus' https://learnenglishkids.britishcouncil.org/listen-watch/songs/wheels-bus Song worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-the-wheels-on-the-bus-worksheet.pdf	Speak: name transport words; ask and answer a simple question about transport. Listen and respond to a song with actions and words.

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	sentences as support.		
Assessment for Learning: Students add their song pictures to the LEARNING WALL (divide the WALL using pictures from the story)			
Vocabulary	Grammar	Interaction	Pronunciation
Song vocabulary: bus, wheels, wipers, horn + Action and sound verbs: go round/ swish, beep, chat etc	Receptive and Productive: What's this? It's a ... Go + action, e.g. the<i>go round, go beep</i> etc	Teacher to students	Reduced form of 'and' + elision 'round and round' /raʊndən raʊnd/ sh vs ch sounds

WEEK 3

Theme: Colour and craft

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name items of a certain colour. Listen and follow colouring instructions. Sing a song about a bus journey. Watch a craft video and follow instructions to make a bus. Write about the bus they have created.	Give the children a copy of the black and white (not coloured) picture, give them instructions for colouring it. OR, tell the children to copy the picture – then give them instructions for colouring it. Revisit the 'Wheels on the bus' song, with TPR, dividing up the students to sing with different verses. CRAFT ACTIVITY: Stage 1: show the students a paper plate school bus you've made. Ask questions about it: <i>What is it? What's this (wheel, wipers etc)? What colour is it?</i> Stage 2: Explain that they're going to make one – elicit what they need to do that and give pairs the craft materials. Stage 3: Show the YouTube video, pausing and asking them questions about what the girl is making. Stage 4: Play the video again, children follow the stages, making a bus	Various transport forms picture https://learnenglishkids.britishcouncil.org/print-make/colouring/transport Coloured crayons or felt tip pens. The black and white (not coloured) picture, https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/colouring-transport.pdf White paper plates, coloured crayons or felt tip pens. scissors and glue. Video instructions 	Speak: name items of a certain colour; sing a song about a bus journey. Listen and respond to a video with instructions for a paper plate bus. Write about their bus.

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	themselves. (pause the video to give them time to do each stage) Teaching tip: if you prefer you can demonstrate how to do it, rather than use the video. Set homework: each student makes their own bus at home – it can be any colour and it can be decorated with stripes/flowers etc. Teaching tip: it's always a good idea to have some ready-made examples to show them, using decorations that you know will interest your students.		
Assessment for Learning: [PAIR SHARE] students use L1 to describe what they thought of making their buses.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle transport: types.	Receptive <i>Draw a square/ two small circles..... ; colour it</i> Productive: Lines from the song <i>Theon the bus goand</i>	Teacher to students	See Week 2

WEEK 4 (1 lesson)

Project: This is my bus

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a bus they have crafted and decorated. Listen and respond to each other's buses.	The teacher shows her/his decorated bus – modelling the simple description: <i>This is my bus - it's (adjective)</i> Put students in groups (or BREAK OUT ROOMS for an online lesson). Students show their decorated buses, <i>This is my bus - it's (adjective)</i> Other students listen and show an [EMOJI CARD] in response.	Students bring in their decorated buses (made at home) to [SHOW AND TELL]	Speak: describe a model bus they have made in simple sentences. Listen and respond to other's buses & descriptions.

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Assessment for Learning: [LEARNING WALL] – students pin their buses to ‘the LEARNING WALL’			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 12	Receptive and productive: Describe a bus: <i>This is my bus, it's and(adjectives)</i>	Teacher to students Student to students	Reduced ‘and’, e.g. Big and green <i>/bɪg ən gri:n/</i>