GRADE 1

Unit 8 Theme: Toys

Unit 1 Project: My favourite toy
Goals: The students will prepare resources (an illustration, a photo) to describe their favourite toy. After preparing, they will practice the description and then 'present' it to the class.
Product
A 30 second [MINI TALK] about their toy speaking to the group.

Life skills[1]: Communication: describe a toy. Resilience, noticing how their toy comforts them and can help them face difficult challenges

Cross curricular links: Art and Drama

Performance indicators: Students are able to describe a favourite toy to others and express their feelings.

WEEK 1: My toy box

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Use simple adjectives to describe toys Ask and answer questions about toy flashcards Listen and identify key information in a description Use vocabulary to describe a picture (orally and in writing)	Show the picture of a toybox for a minute, play the **[MEMORY GAME]** Clear the image and elicit what students remember: *a/an….* (singular) *one/two ……s* (plural) Students give themselves a point for everything they get right. **Teaching tip:** winning points for simple activities like this is motivating for students; the next time you play they will want to do better. Show 5 or 6 **[FLASHCARDS]** elicit and drill the names one by one Ask *'What's this?'*, Students say *It's a/an ….. '* etc **[CHORAL DRILL]** the question.	An image of a toybox, e.g. possible source Toy FLASHCARDS: https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/toys-1 Bring to the classroom a real TOYBOX with about 8 different toys in it.	Speaking: name, ask and answer questions about toys Describe a drawing of a box of toys Listen and identify key words in a description Listen and react to certain vocabulary Write a simple description of a box of toys.

1 https://www.unicef.org/mena/media/6186/file/Twelve%20Core%20Life%20Skills%20for%20MENA_EN.pdf%20.pdf

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	Nominate students to ask each other. A real **[TOYBOX]** with about 5 different toys in it. the teacher can slowly take the toys out, naming them, students listen and write the word or draw a picture (or both) **[GROUP SHARE]** the toys they saw in small groups or in **[BREAKOUT ROOMS]** for online lessons – who noted the most? Students draw a toy box with toys in it, then **[SHOW & TELL]** with a partner. **Teaching tip:** teachers can decide how many toys they expect students to include in their box, or give a minimum, so that more confident students can be stretched to add as many as possible within a time limit.		
Assessment for Learning: [REFLECTION] Think about the toy box and draw a happy or sad face, add it to there toy box drawings.			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Toys: teddy, doll, robot, ball, bricks, marbles etc (see Flashcards)	Receptive *Is this a teddy? Is this a doll? Yes - No* Productive: *What's this?* *It's a / 2/ 3 …….s*	Teacher to students Student to student	Contractions It is a =It's a, /ɪtsə **dɒl**/

WEEK 2

Theme: This is why I love it

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

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Name and recall toys Listen and respond to information about toys Notice something different	Students listen to the teacher describing his/her real toys using adjectives + colours plus e.g. *A small, red ball* *A big, blue car etc* Students listen, the teacher holds up a toy and says *A small, red ball* -students say *'Yes (if it's true) / No' (if it isn't true)*. Play **[KIM'S GAME]**: Show the toys on a tray, Then take one away – students identify the missing toy: *the ball* Show the 2 toy images and ask questions using names & adjectives, e.g. *Is the car red? Is the puzzle blue and orange?* Etc. Then play the MEMORY GAME in BREAK OUT ROOMS or in groups in the classroom. Students help each other to draw a list of what they can remember about the toys in the 2 images Students make 2 [NUMBER CARDS] - 1 and 2. Teacher numbers the 2 images (1 - 2) Teacher reads extracts (from the given texts) – students identify each 'extract' as relating to picture one or picture 2 (holding up a # 1 card or a #2 card, saying the number)	Use the real box of toys from Week 1, with about 6 different toys in it. Images plus descriptions https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/reading-practice-toys-are-toys-worksheet.pdf Students listen to the description "Look at my favourite toys.	Speaking: name, describe toys: share a list of toys'notice what's different (Odd one' game) Listen and match oral information to an image
Assessment for Learning: Draw toy **FLASHCARDS.**			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Adjectives to describe toys: small/big, soft/hard, tall/short, pretty, bouncy, funny Recycle colours from Unit 1	Receptive: Describe something: *It's a big, red ball* *It's a small, brown teddy*	Teacher to students Student to students	Reduced syllable in different */dɪf rᵊnt/*

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WEEK 3

Theme: Our toys at home

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Use simple adjectives to describe toys Listen and identify key information in a description Ask and answer questions about toy shop Use vocabulary to describe a picture (orally and in writing)	Play **[ODD ONE OUT]** with a prepared grid (3 rows) **Teaching tip:** the first time you play this game allow time to 'model' it on the board – you display a grid with 3 rows, ask questions to help students identify the image that's different (e.g. What's this? Are they all (…s)? Which one is different?). The next time you play you can ask the students to remember what they have to do to play the game SUBSITUTION DRILL : *'The … is different'* Students make their own 'Odd one out' grid (2 drawings the same + 1 different) Show a picture of a child's room with about 6 toys in different places. Teacher describes toys shown to introduce prepositions: *There's a/an .. …*+ (preposition) Q&A: *Where's the X? It's* (+ preposition) *the …* Write on the board *in - on- under - near* Nominate students to ask, they answer with *in - on- under - near* Teacher describes where the toys are (some descriptions are correct, some incorrect) – students listen and say - *Yes* or *No* Homework: choose a frame, draw their toy and write the title	ODD ONE OUT see - https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/toys A picture of a child's bedroom with 6 toys in different places, e.g. 	Speaking: describe toys, Q&A about a toy shop Listen for detail to identify true and false descriptions.

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Assessment for learning: [POST ITS] Ask learners to draw something on a POST IT about the week's theme at the end of the week. Teacher collects them.			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Extend toys, teddy, doll, robot, ball, bricks, marbles etc (see toy shop image)	Receptive: *Where's the X?* Productive: *The …. is different.* *on, in, under, near the …*	Teacher to students	Receptive: Contractions: There is a teddy = There's a teddy */ðəzə ˈtɛdi/*

WEEK 4 (1 lesson)

Project: My favourite toy: SHOW & TELL

Learning Outcomes (SWBAT)	**Learning Activities**	**Materials**	**Skills**
Use language from the unit to describe a favourite toy wheel' Use the wheel as a resource to ask and answer questions about colours. Write a simple response to the activity.	**Teaching tip:** give students time to finish their 'favourite toy' portraits at the beginning of the lesson (about 10 minutes) Teacher demonstrates a MINI TALK with their toy (from the box) - Teacher describes the toy and checks understanding with questions. The teacher nominates one confident student to do the same with his/her prepared resources. Set up groups for a [SHOW & TELL] about their toy pictures. Teacher makes a **[DISPLAY]** of the students' toys or pictures.	A real toy (from the box) Students' prepared resources: a real toy, a picture, a photo + simple sentences	Speaking: A MINI TALK describing their favourite toy Write about their favourite toy.
Assessment for Learning: POST ITS - students draw what they liked most about the Unit.			
Vocabulary	**Grammar**	**Interaction**	**Pronunciation**
Vocabulary from Unit 8	Instructions using simple imperatives, e.g. draw around a plate; get a ruler Grammar from Unit 8	Q&A practice in small groups	Stress on key words: This is my **doll,** her name is **Far**ah.