

GRADE 1

Unit 9 Theme: My clothes

Unit 9 Project: Make a hat

Goals: The students will follow instructions to make a simple hat out of paper and decorate it with pictures that express something about them (likes, family, feelings etc)

Product

A hat that represents who each student is, plus an oral summary of what's on the hat

Life skills¹: Creativity: translate what's important for them in their life into visuals; Communication: to describe their hat

Cross curricular links: Art

Performance indicators: Students are able to show their hat and describe it, explaining what it represents.

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Theme: Guess the clothes

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills								
Name and describe when/where we wear clothes Ask and answer simple questions about clothes Listen and match	Show [FLASHCARDS] - about 8 words <i>Ask: What's this? / What are these? Students name clothes.</i> Teaching tip: You can choose how many words you introduce in one lesson depending on your students. In the following lesson you can recycle the first 'set' and add some more. Don't expect them to recall all of them. Elicit, model pronunciation and [CHORAL DRILL] the words. Play [SLOW REVEAL] - have a flashcard behind a sheet of paper, slowly show it, students guess what it is. Play clothes [BINGO] students draw the 8 cell grid	Clothes FLASHCARDS: https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-clothes-set-1.pdf BINGO GRID, e.g. <table border="1"><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>									Speaking: Name and describe clothes Ask/answer questions about clothes Listen and complete a BINGO line

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	and then draw 6 things and write 2 clothes words		
Assessment for Learning: [PAIR SHARE] at the end of the week students share 3 new words they have learnt + one new word in L1 they want to learn.			
Vocabulary	Grammar	Interaction	Pronunciation
Clothes:choose 8 words from FLASHCARDS 1	Receptive: <i>What's this? / What are these?</i> Productive It's a Ask for clarification: 'Say <i>that again please.</i> '	Teacher to students	Long vowels in <i>shirt</i> <i>skirt</i> <i>scarf</i>

WEEK 2

Theme:He's wearing ...

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

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Name and recall words for clothes. Listen and draw words from the clothes vocabulary set. Listen and respond to descriptions of what children are wearing. Listen and respond to instructions, in order to draw and colour a picture.	[FIND THE WORD] Show the pictures in 'Match them up' (see worksheet) for Q&A: <i>What's this? What colour is it? Etc</i> Then reveal the words – choose a clothes picture & ask students to find the word for it. Help with initial sounds 'sh', 's', 'j' etc [FEELINGS DRILL] in response to different magazine pictures clothes. [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. Teaching tip: the teacher's 'model' can be a picture cut out of a magazine or a drawing. CHORAL DRILL <i>'He's/She's wearing (+ clothes)</i> using the FLASHCARDS. Students draw their own boy or girl + clothes they are wearing. Have students show their pictures and say one thing , e.g. <i>She's wearing a scarf</i> Set up pairs and they do the DRAWING DICTATION themselves with a partner, swapping roles. Teaching tip - to set up pairs easily you can ask students in one row to turn round to the student behind them.	Clothes worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-clothes.pdf Picture of two children: https://learnenglishkids.britishcouncil.org/print-make/colouring/clothes Magazine pictures of clothes. A list of familiar words with /a/ - /e/ and /o/ short vowel sounds – for the SOUND DICTATION	Recall clothes items. Respond to descriptions of what children are wearing. Listen and respond to colouring instructions.
Assessment for Learning: [EMOJI CARDS]			
Vocabulary	Grammar	Interaction	Pronunciation
Words with /a/ - /e/ and /o/ sounds e.g. bed, lamp, shelf, dress, hat, cap, sock, shop, doll. Recycle colours.	Receptive <i>Which word begins with (sh - sk- j-)?</i> Productive: <i>She's/he's wearing</i>	Teacher to students. Student to students Student to student	Sound discrimination /sh/ - /sk/ and /j/ initial sounds

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Theme: Listen and draw

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall descriptive words for clothes. Listen and identify a T-shirt from a simple description. Listen and respond to instructions, in order to draw and colour a picture.	Show the 3 T-shirts and elicit descriptive words (colours, picture descriptions) [CHORAL DRILL] any new words Display the T-shirts (or ask 3 students to hold them in front of the class) – naming them a, b and c. Students divide a piece of paper into 3, cut or tear them – naming each one a, b and c. Teacher says something about one of the T-shirts, e.g. <i>It's red and white; It's got a picture of a football.</i> Students listen & hold up the correct letter card. Students draw a T-shirt they'd like to have and colour it. [DESCRIBE AND DRAW] Pair work - students describe their t-shirts to each other.	Bring 3 different T-shirts to the classroom (one with a picture, two plain) Use the T-shirt picture from the worksheet (Part 3) https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheet-t-shirt-design-v2.pdf	Speaking: recall and say vocabulary to describe clothes Listen and respond to descriptions (a-b c cards) Listen and respond to instructions, in order to draw and colour a T-shirt
Assessment for Learning: [HAPPY FACE] students reflect on the DRAWING DICTATION with a happy face.			
Language			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle clothes vocabulary + adjectives	Receptive and productive <i>It's (colour + colour)</i> <i>My T-shirt is (My T-shirt has a teddy bear)</i>	Teacher to students (listen and respond) Pairwork: describe and draw	Reduced form of <i>and</i> <i>red and white</i> /rɛd ən waɪt/

WEEK 4 (1 lesson)

Project: Make a hat

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
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Use language from the unit to follow instructions & make a hat Listen to others describing their hats.	Teacher shows a decorated hat s/he has made (asking questions about it). Watch the video once a) to understand the process then a second time b) to follow the instructions and students copy them. Teaching tip: you can pause the video after each step in the craft process, to give the children time to follow that instruction 'step' (cut/colour etc). Alternatively, you can make one without the video, demonstrating the steps yourself, the students follow your instructions. Teacher describes different hats in the room and students identify whose hat it is, e.g. <i>This hat has yellow flowers.</i> <i>'It's (name)'s.</i>	White paper plates Coloured felt-tip pens or crayons, glue Video https://learnenglishkids.britishcouncil.org/print-make/crafts/spring-hat Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/craft-spring-hat.pdf	Listen and follow instructions Speaking: describe a T-shirt Listen and draw another student's T-shirt
Assessment for Learning: Students PAIR SHARE in L1, what they felt about making their hats			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 9 plus Specific verbs for making the hat: Colour, cut, stick etc	Receptive: Instructions: e.g. <i>Colour, cut, stick</i> etc Productive <i>My hat's...</i> <i>It has a/an</i>	Teacher to students Student to student	Contraction: My hat is red = My hat's red....