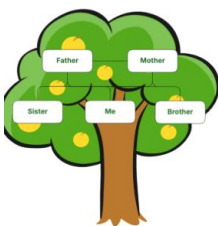


Lesson Plan

Grade 2 Unit 9 My family	
Aims - Name and recall family names - Answer simple questions about pictures of families, e.g. <i>Which family is big / small?</i> - Listen and match a family description to a family tree. - Draw a personal family tree.	
Syllabus fit This lesson is made for <u>Week 2, Unit 9</u> . Students have learnt vocabulary for family members and shown understanding by drawing a family member (from their family) and by describing that drawing in simple language. In this lesson they will see images of various families (small, big) and listen to simple descriptions to MATCH them to pictures and then a family tree diagram. Then draw a personal family tree.	
Differentiation	
Support	Stretch
The family images will support understanding.	Students who are confident could be given another family tree to match
The lesson stages support gradually more understanding with each step.	The pair work gives stronger students an extra role - to help the 'problem solving' in Stage 2.
Teaching & Learning Materials Large image of a family https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-1-writing/my-family and 3 images of different families + simple descriptions. A [FAMILY TREE] picture/ diagram, - for one of the families (with names) e.g.	
	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	Warmer – [MEMORY GAME] Show the large image of a family, give students 30 seconds to look at the picture carefully. Remove the image and see what the students can remember. If necessary you can ask questions to help Were they in a house? How many girls were there? How many boys? Etc Show the image again and ask Who is the mother/father?

	Teacher to students
2. 10 minutes	Show the 3 family photos (you can add numbers to the pictures: 1-2-3), ask questions: <i>Which family is big / small?</i> <i>Which family has 3 children?</i> <i>Which family has 1 child?</i> Read one of the My Family descriptions: – read it as many times as necessary - ask students to [PAIR-SHARE] which family they think you're describing. Students say: <i>It's picture (1-2-3)</i> Then - Repeat for another picture, students PAIR-SHARE each time. Teacher to students Student to student
3. 10 minutes	[FAMILY TREE] diagrams Draw one of the family trees, as you're drawing, ask the students to guess which family it represents. Then read the correct description again, pointing to the family members on the tree. Write the child's name next to it. Students [PAIR SHARE] information about the family, e.g. two brothers, one sister - she's 12 - he's 6 etc Teacher to students Student to student
4. 10 minutes	Students draw their own FAMILY TREES, using their own name and their brothers' and sisters' names. Pairs swap their family trees - can they see anything that's the same, e.g. number of sisters? brothers? names? Student to student
Assessment for learning activity¹ - 3 minutes	
[DRAW A FACE] students draw a happy / unhappy face to indicate what they feel about describing their family.	
Homework Individual students will find a picture of their family – or draw one – to bring to the next lesson.	
Reflection on the lesson	

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>

What worked well:	What would you do differently?
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