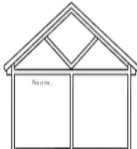


Lesson Plan

Grade 4 Unit 2 My house	
Aims - Name and recall jobs - Write question starters for a game [SPEAKING FRAME] - Ask and answer about jobs	
Syllabus fit This is <u>the first lesson of Week 3, Unit 2</u> . It prepares the children with furniture vocabulary and a question structure to ask and answer questions about furniture in groups. In the next Week 3 lesson they will use the same vocabulary in a [PICTURE DICTATION] .	
Differentiation	
Support	Stretch
The warmer sets the context of the lesson, focusing on furniture/things in a room. Completing the words, focuses students attention on spelling.	More confident students have opportunities to produce/use more language in the group work.. Stronger students can be encouraged to write more for homework (using the question [PROMPTS])
Teaching & Learning Materials	
Furniture FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/furniture-flashcards A house outline, e.g. 	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	<u>Warmer</u> : Play [I SPY] with classroom furniture, classroom items, e.g. table, chair, pen, paper, window, poster etc The teacher leads and then asks a confident student(s) to lead. Teacher to students Student to students
2. 20 minutes	Show the house picture from Week 1, or draw something similar, then elicit room names and label them on the house picture (<i>living room, kitchen, bedroom, bathroom, dining room</i>) Show each of the furniture [FLASHCARDS] , check the pronunciation/ [CHORAL DRILL] as necessary

	Then ask each furniture item e.g. bed: '<i>Where does it go?</i>', students respond: '<i>In the bedroom</i>' Do the same for about 8 items (*students have met many of these in Grades 1 and 2). Write up the words with vowels missing, e.g. b-d sof- l-mp bookc-se fr-dge tabl- ch-ir s-nk Students read the words and say which letter is missing. Write in the missing letter. Ask students to copy the 8 words. Ask students to get out their <i>House pictures</i> from Week 1 and draw 5 or 6 furniture items around it, adding the words next to them. Teacher to students Student to students
3. 10 minutes	[SUBSTITUTION DRILL] the question, pointing to the words on the board, e.g. sofa <i>Where does the sofa go?</i> Model the rhythm, stress on the furniture word and the falling intonation of the question. Write a question [PROMPT] on the board: <i>Where does the go?</i> Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take it in turns to ask about furniture. Tell them to note down how many questions they use. Round up by asking them how many questions they used in the game. Student to students
4. 5 minutes	Nominate students to answer a question about furniture, nominate students to ask and answer in [OPEN PAIRS]. Teacher to students
Assessment for learning activity¹ - during stage 3	
The teacher can note how many questions students say they used, to gauge who needs help with question formation.	
Potential homework Write questions using the PROMPT about different furniture items.	
Reflection on the lesson	
What worked well:	What would you do differently?

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