

English lesson plans for Grade 1

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Using these lesson plans

The lessons for Grade 1 represent a week's teaching; they are drawn from a unit of work recycling and integrating topics on ability, parts of the body, and colours; the unit uses the language structures *can* + verb for statements and *yes/no* questions, and simple present tense with *have*.

The objectives for the lessons are drawn from the curriculum standards for Grade 1. The relevant standards are shown in bold beside the objectives at the top of each lesson plan.

Each lesson plan has sufficient material to support at least 45 minutes of direct teaching. Teachers may need to supplement the activities provided with additional simpler or more complex tasks if they have a mixed ability class. If there is too much material for 45 minutes (this depends on the class), it is up to the teacher to designate which activities will carry through to the next lesson. However, to maximise the learning cycle, teachers should be selective about which tasks to cut, and not just drop the last task because it comes at the end. Extra practice tasks are included to accommodate students or groups of students who learn faster than the rest of the class.

The lesson plans are organised as three-stage lessons with a feedback session at the end to sum up learning for students. In the vocabulary and speaking lessons, the three stages are presentation, practice and production. In the listening, reading and writing lessons the three stages are pre-, while, and post- (e.g. pre-reading, while reading and post-reading). However, at this early learning stage, many of the tasks require integrated skills, so the stages sometimes merge. In addition, some of the lesson plans are made up of two or three quite separate activities which are connected by a topic rather than a language focus, and here again, the stages are not so linear.

Because the learners are beginners in English, the lesson plans show a lot of recycling and refer to 'revision vocabulary' which it is assumed has been taught earlier. Teachers will have to adjust the vocabulary load depending on what has really gone before.

1.1

Vocabulary, listening and speaking: parts of the body and *can*

Objectives

Grade 1 curriculum standards 1.2, 3.1, 4.1, 4.3, 4.5, 5.1, 5.2, 6.5

- Name parts of the body and express ability with *can*.
- Follow simple commands and answer questions.
- Follow, participate in and repeat an action rhyme.

Presentation / Practice

Resources

Cardboard figure with detachable parts; magnet or felt board

Vocabulary

eyes
mouth
ears
nose
hands
feet

Revision vocabulary

(to) see

Picture cue drill

Construct a cardboard figure that sticks to a felt board or a magnetic board with detachable eyes, mouth, ears, nose, hands, and feet. Hold up each part of the body before sticking and ask the following questions.

- **What's this?** It's a nose; it's a mouth
- **What are these?** They're eyes; they're ears; they're hands; they're feet

When the students offer the word in Arabic, say the word for them in English. Get them to listen to it two or three times before repeating it. Drill the words until the students have learned to say and identify the parts of the body with ease.

Labelling

Remove the eyes, mouth, ears, nose, hands and feet. Ask individual students to come to the front and stick back on the body parts as instructed. Don't hold up the body part in question when naming it; leave them in a pile on the table.

Faleh, put the nose on.

Isa, put the feet on.

Teacher's script

Put the nose on.

Put the feet on.

Put the hands on.

Put the mouth on.

Put the eyes on.

Put the ears on.

Take one hand off.

Take the other hand off.

Take the feet off.

Put one hand back.

Take the ears off.

Take the nose off.

Put the nose back on.

Take the nose and the mouth off.

Slap the board

When the cardboard figure has been fully reconstructed on the felt board or the magnet board, select two teams of five. Draw a 'starting line' on the floor about two metres from the board and stand the teams behind it. Get the first member of each team to approach the board. Call out one of the new words (e.g. nose). The first student to slap the correct part of the face on the board wins a point for their team. The winner goes to the back of the line and the loser goes back to his or her seat and is replaced by someone new from the class. The next couple step up to the board and the teacher calls out another word. Once the class sees how to play the game, get students who are not in either team to call out the body part words. Continue playing until everyone has had a go or the vocabulary is thoroughly practised. The team with the most points wins.

Practice / Production

Matching

Elicit in Arabic and then translate into English the verbs that go with various parts of the body.

eyes – see, mouth – talk, ears – hear, feet – walk

It is not important that students learn all the verbs actively but it is important that they understand them before repeating the rhyme that follows. Get the students to think of a hand or finger mime for each action. Practise saying the verb aloud in English and getting the students to respond by doing the mime. Keep to the order of the verbs in the rhyme to make things easier.

Teacher says	Students do
see	<i>shade their eyes with their hand</i>
talk	<i>make a talking mouth gesture with their thumb and fingers</i>
hear	<i>cup their hand to their ear</i>
walk	<i>make their fingers do the walking</i>

Action rhyme

Get students to listen to the rhyme.

Teacher's script

We have eyes and we can see.

We have mouths and we can talk.

We have ears and we can hear.

We have feet and we can walk.

Say it a few times, pointing to your own eyes, mouth, ears, feet and doing the accompanying mime for see, talk, hear, walk. Then get students to repeat the rhyme with you. While they practise repeating it, get them to point to each part of their own body as it is mentioned and do a mime for each verb.

Feedback

Go back over the vocabulary by pointing to your own eyes, nose, mouth, ears, hands, feet and getting students to name them.

Summary for students

In Arabic

Today we talked about the things the different parts of our bodies can do. What can my eyes do? What can my ears do? What can my mouth do? What can my feet do? Can you remember the rhyme? Say it again for me.

1.2

Vocabulary, listening and speaking: colours and parts of the body

Objectives

Grade 1 curriculum standards **1.2, 3.1, 4.3, 4.4, 4.5, 6.1**

- Name colours and name and describe parts of the body.
- Listen and respond to single step instructions and descriptions.
- Make sentences with *It has ...* for descriptions.

Pre-listening

Vocabulary

my body
my arms
my legs

Revision vocabulary

my eyes
my mouth
my ears
my nose
my feet
my hands

Action rhyme

Get students to repeat the action rhyme they learned in **Lesson 1.1**, pointing to each body part and doing a mime for each verb.

Teacher's script

We have eyes and we can see.

We have mouths and we can talk.

We have ears and we can hear.

We have feet and we can walk.

Model sentences

Point to each item of the target vocabulary on your own face and body; get students to copy you and as they point they say the following model sentences.

Model sentence: **This is my nose.**

Model sentence: **These are my hands.**

Realia drill

Teacher points to	Students point and say
nose	<i>This is my nose.</i>
mouth	<i>This is my mouth.</i>
body	<i>This is my body.</i>
ears	<i>These are my ears.</i>
eyes	<i>These are my eyes.</i>
arms	<i>These are my arms.</i>
hands	<i>These are my hands.</i>
legs	<i>These are my legs.</i>
feet	<i>These are my feet.</i>

While listening

Simon says

Explain the rules of 'Simon says' in Arabic and play a first practice round to catch someone 'out' so the students can see how the game works.

If the teacher's instructions are preceded by the phrase 'Simon says...' as in 'Simon says touch your toes' then the students must do it. But if the teacher simply says 'Touch your legs!', then the students must *not* do it. Any student performing

the direct command with no ‘Simon says...’ is ‘out’ and must stand aside/not participate. The game continues until most students are ‘out’.

You don’t need to adhere strictly to the rules. If you catch most students at one go, you can laugh and announce ‘Caught you!’ and then everyone is back ‘in’ until you manage to catch them again. For any new, incidental vocabulary in the instructions, use a mime to help students understand what to do (e.g. open, wave, shake, wiggle).

Teacher’s script

Simon says touch your legs. Simon says touch your arms. Simon says touch your ears. Touch your nose!

Simon says open your eyes. Simon says open your hands. Open your mouth!

Simon says wave your hands. Simon says shake your hands. Simon says shake your head. Simon says shake your feet. Shake your hands!

Simon says wiggle your head. Simon says wiggle your body. Simon says wiggle your ears. (If no-one can do it: You’re all out!)

Pre-listening

Resources

Large colour cards
Group sets of colour cards and matching colour word cards.

Vocabulary

brown
yellow

Revision vocabulary

blue
red
black
white
green

Realia drill

Revise colour vocabulary by holding up colour cards, crayons or coloured toys for blue, black, red, white, green and eliciting from students how you say the colours in English. Introduce two more colours: yellow and brown. Drill through repetition.

Teacher says	Students say
What colour’s this?	<i>Yellow!</i>

Guessing games

Get students to practise colours with these techniques.

Teacher What colour am I holding behind my back?

Student(s) Red!

Teacher No, guess again.

Student(s) Blue!

Etc.

Teacher What’s my favourite colour?

Students Red?

Teacher No.

Students Blue?

Etc.

Get students to practise the colours with the same techniques in groups and pairs.

Pelmanism

Put students into groups of four. Give each group a set of cards. In each set, have ten cards: five colour words written out in large, self-defining coloured letters

black written in black letters, yellow in yellow letters, red in red letters, etc.

and five matching colour cards which just have a block of colour on them. The set should be on cardboard thick enough not to be see-through when placed face-down

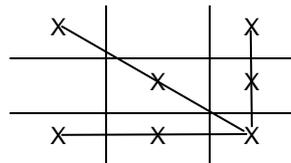
on the table. Get students to gather round one group as you show them how to play the game. The cards are shuffled and placed face down in a regular pattern on the table. Students take it in turns to turn over two cards, face up on the table, not picked up into their hand.. They must turn over the cards in this way so that everyone in the group can see what and where they are. If they match – the word yellow with the yellow colour card – then the student who has turned them over has to say the colour word aloud and may then keep the pair. If they don't match, the student must turn them back face down exactly where they came from. The player with the most cards at the end of the game wins.

Noughts and crosses

Draw a noughts and crosses grid on the board, number the squares, and in each of the nine squares stick a colour card or a combination colour card (not the words, just the colours – this is an oral vocabulary exercise not a reading exercise.

1 black and white	2 red	3 white
4 black	5 brown	6 yellow
7 red and green	8 blue	9 green

Put the class into two teams – The noughts versus The crosses – and ask The noughts to begin. To 'win' a square, students have to call out the number of the square they want to get and then name the colour or colours in that chosen square. If they say it correctly, draw their nought or their cross in that square. The first team to get three noughts or three crosses in a row wins. Rows can be won vertically, horizontally or diagonally.



While listening

Resources

Worksheet 1.2 (you will have to colour the drawings)

Picture recognition

Give students **worksheet 1.2**. Elicit understanding of the pictures with instructions and questions.

Put your finger on monster number one. Show me. How many legs does it have?

Where's monster number five? Show me. What colour is it?

Tell students you are going to describe four of the six monsters. Students must listen to each description and then tell you which number you are describing. If there's a disagreement, repeat the description rather than giving students the right answer. Get students to say the key words they heard which justified their choice.

Teacher's script

It has a blue nose. It has three red hands. It has a blue and yellow body.

Number 1

It has a very big head and a small body. It has one red eye. It has six legs. It's green. Number 3

It has four arms and four hands. It's brown all over. Number 5

It has a black and white stripy body. It has a big head and no legs. It has six black arms with six black hands. Number 6

Post-listening

Describe and guess

Practise describing one or two of the monsters together. Get students to describe one of the ones you chose for the listening activity, and then one of the new ones (numbers 2 and 4 on **worksheet 1.2**). If students find this difficult use some oral cue drilling.

Teacher says	Students say
blue nose	<i>It has a blue nose.</i>
four legs	<i>It has four legs.</i>

Put students in pairs and get them to take it in turns to choose one of the monsters to describe to their partner. Remind them not to point or say which one it is, just describe it. Get the partner to listen and say which number monster it is, either by pointing to it and saying 'It's that one' or by saying, 'It's number three'. Monitor and help students to describe the pictures. Use positive reinforcement for correction.

Feedback

Summary for students

In Arabic

Today we talked about colours. Which colours did we use? Which of those colours do you like? We also talked about parts of our bodies and about crazy monster bodies.

In English

Can you say this in English? [*point to your mouth*] Can you say these? [*hands*] Can you say these? [*legs*]. Tell me all the parts of your body can you say in English now.

1.3

Writing and speaking: describing possessions with *have* and colours

Objectives

Grade 1 curriculum standards **3.5, 9.3, 10.2; 4.1, 4.3**

- Revise colours and parts of the body.
- Describe possessions using ‘have’ in simple sentences.
- Compose simple sentences from word cards.
- Practise forming letters c, h, t.

Presentation

Resources

Colour cards
Teacher’s resource 1.3a
(you will have to colour the pictures)

Vocabulary revision

hand
foot (feet)
leg
body
red
white
blue
black
brown
yellow
green
hat
pen
bag
bus
car
cat
dog

Action song

Teach students the song ‘The Hokey Cokey’, with actions.

Teacher’s script

You put your right foot in, your right foot out

In, out, in, out, shake it all about

You do the hokey cokey and you turn around

That’s what it’s all about.

Do the hokey cokey! Do the hokey cokey! Do the hokey cokey!

That’s what it’s all about.

You put your left foot in ...

You put your right leg in ...

You put your left leg in ...

You put your right hand in ...

You put your left hand in ...

You put your whole body in ...

Slap the board

Play slap the board with colour cards stuck to the board: remind students that it’s the game they played in the first lesson when they had to slap the different parts of the cardboard person on the board. As you stick the colour cards on the board, ask students, ‘What colour’s this?’ or ‘What about this colour?’ and get them to call out the colour names. Appoint two teams of five to come to the front behind a ‘starting line’ on the floor about two metres from the board. Make sure they are different players from the last time you played the game. Get the first member of each team to approach the board. Call out one of the colours (e.g. green). The first student to slap the green card wins a point for their team. The winner goes to the back of the line and the loser goes back to his or her seat and is replaced by someone new from the class. The next couple step up to the board and the teacher calls out another word. Then go around and nominate different students who are not in either team to call out the colours in a loud voice. Continue playing until

everyone has had a go or the vocabulary is thoroughly practised. The team with the most points wins.

Model sentences

Show the students the first picture cue card (**teacher's resource 1.3a**) and elicit the model sentence.

Eliciting questions: What's this? (It's a hat) What colour is it? (Yellow) Good; it's a yellow hat. Listen:
Model sentence: I have a yellow hat.

Say the sentence for the students a couple of times and then have them repeat it.

Practice

Picture drill

Show students the picture cues one at a time and elicit what each one is in English. Then get them to make sentences with *I have a ...* Do the first couple of cues with the whole class repeating chorally and individually. Then move on to a one-cue-card-one-student format, mixing the cue cards and getting weak students to say 'known' sentences, more able students to say 'new' sentences.

Teacher's cues	Students say
picture of a yellow hat	<i>I have a yellow hat.</i>
picture of a green pen	<i>I have a green pen.</i>
picture of a brown dog	<i>I have a brown dog.</i>
picture of a black cat	<i>I have a black cat.</i>
picture of a white car	<i>I have a white car.</i>
picture of a red bus	<i>I have a red bus.</i>
picture of a blue bag	<i>I have a blue bag.</i>

Guessing game

Distribute the picture cue cards amongst the students and get them to tell the class what's on their picture.

I have a red bus.

Model the first one for them and help any students who can't make the sentence by themselves.

Collect the cards and turn them over so that no-one can see what they are. Mix them up and select one; hold it close to you so that none of the students can see what it is. Say to the students 'Guess what I have.'

Encourage students to call out until one of the students gets it right.

You have a red bus.

You have a brown dog.

Get the winner to come to the front and choose another picture card. Make sure they don't let anyone else see the card. Privately check with the student that they know what their chosen card is in English. Get the class to guess again until someone wins, and continue, as above until there has been enough practice.

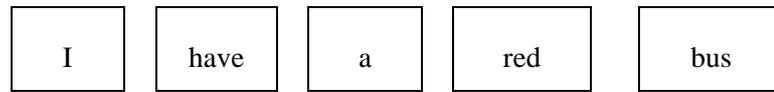
Production

Resources

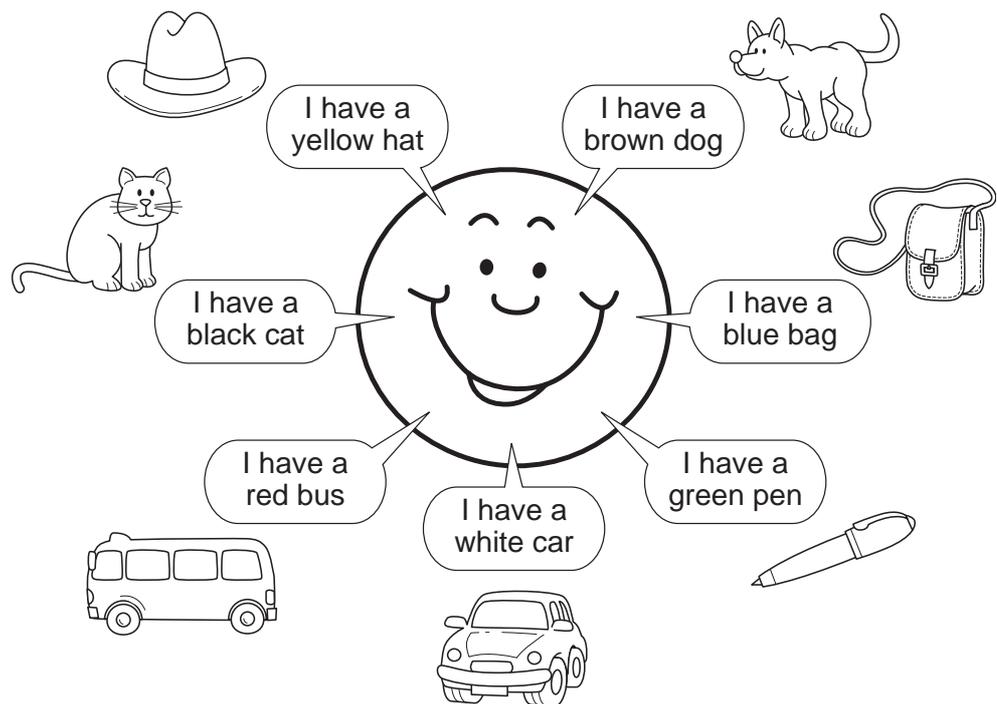
Teacher's resource 1.3a
and 1.3b
Worksheet 1.3

Word card composition

Help students to choose words from a store of word cards (made from **teacher's resource 1.3.b**) to make sentences



Get them to stick the sentences they have created into cut-out paper speech bubbles. Put a picture of a face in the centre of the board or on a poster. Get students to stick the cue card pictures (from **teacher's resource 1.3a**) around the face. Then get students to match the speech bubbles with the pictures and stick them up.



Letter practice

Give students **worksheet 1.3** and get them to form letters **c**, **h**, and **t**. Monitor to check direction, size, grip, seating. Then get students to find and colour in the letters in the pictures and the alphabet.

Feedback

Get students to make sentences about the objects for which they have written the first letter on **worksheet 1.3**.

I have three cats. I have four hands.

Summary for students

In Arabic

Today we made sentences about things we have. Look at our picture on the board again. What things do we have in the picture? Read the sentences to me. What about on your worksheet? What things do you have there?

In English

Can you write the letter 'c'? Can you write the letter 'h'? Can you write the letter 't'? Show me.

1.4

Speaking and reading: ability with *can*

Objectives

Grade 1 curriculum standards **6.5, 8.4, 8.7**

- Talk and ask about ability using *can* and action verbs.
- Read a short, illustrated information text, identify key words in it and answer straightforward questions about it.

Presentation

Model sentences and concept check

Ask students to show you what tricks they can do. Start by doing a series of actions and, for each action, ask the model question.

Model question: Can you do this?

cross your eyes, cross your fingers, make a funny face, make your mouth go 'pop' with your finger, click your fingers

Teach students the model responses, with choral and individual repetition:

Model sentence: Yes, I can.

Model sentence: No, I can't.

Get students to practise the question *Can you do this?* while they demonstrate their own tricks. Get students to practise the responses with *Yes, I can.* and *No, I can't,* according to their ability. Challenge students who keep saying *Yes I can* by saying 'Show me!'

While reading

Resources

Worksheet 1.4

Vocabulary revision

run
hop
swim
sing

Vocabulary / Set the scene

Use an enlarged version of **worksheet 1.4** and point to each picture, to elicit the action, leaving the less obvious ones till last. Students can offer the action word(s) in English or in Arabic. If they say them in Arabic say 'Good. In English it's hop ...' or 'Good. He can do anything ...' as appropriate.

- **What can he do?** Run
- **What can she do?** Hop
- **What can he do?** Swim
- **What can she do?** Sing
- **What about him?** Make his mouth go pop
- **What about him?** [Ask in Arabic: *Does he look like he can do a lot of things? Is he very pleased with himself? Is he a boy who boasts that he can do anything?*]

Guided reading

Put students into groups of six. Hand out **worksheet 1.4**. Remind students to point to each word as they read. Tell them to read the whole thing through, on their own. Monitor and spend time with each group, attending to individual needs. Help students to recognise familiar words, like *I, can, do* and *go*. Ask them to recognise initial sounds 'c' in *can* and 's' in *sing*. When they have read it once, get students

to read one sentence each in their groups, in rhyming order, by appointing them key words.

run, hop, mouth, swim, sing, anything

Post-reading

Resources

Teacher's resource 1.4

Vocabulary revision

count
read

Picture and word cue drill

Show **teacher's resource 1.4**. Elicit what's going on in each picture and point to the verb underneath. Spend more time on the 'new' cues, count and read.

- **What's this?** run, hop, swim, sing, read, count
- **Make me a *Can you ...* question with run.** Can you run? **Good, say it again.**
- **Make me a *Can you ...* question with read.** Can you read? **Good, say it again.**
- **Make me a *Can you ...* question with count.** Can you count? **Good, say it again.**

Do the first couple of cues in this way with the whole class repeating chorally and individually. Then move on to one-cue-card-one-student format, mixing the cue cards and getting weaker students to ask a 'known' question, more able students to ask a 'new' question.

Teacher's cues	Students say
picture and word: run	<i>Can you run?</i>
picture and word: hop	<i>Can you hop?</i>
picture and word: swim	<i>Can you swim?</i>
picture and word: sing	<i>Can you sing?</i>
picture and word: count	<i>Can you count?</i>
picture and word: read	<i>Can you read?</i>

Once students can ask the questions without hesitating, remind them of the answers, *Yes, I can. No, I can't*. In open pairs, get students to ask and answer the cue card prompts. Get a chain going through the class. Show the first cue card and get the first student to ask the question, the second student to answer it. Show the second cue card and get the second student to ask, the third student to answer. Show the third cue card and get the third student to ask, the fourth student to answer, and so on. It is more meaningful if students answer truthfully, so challenge them if you hear *Yes, I can*. too many times. Tell them, 'Can you really? Show me!'

Stick all the cue cards on the board. Put the students into pairs. Get them to take it in turns to ask and answer what they can do.

Feedback

Get students to tell you what their partner can and can't do.

Ilham can count. Huda can't swim.

Summary for students

In Arabic

How do we say *can* in English? How do we say *can't*? Do you remember the rhyme we learned at the beginning of the week? Say it again with me.

We have eyes and we can see.

We have mouths and we can talk.

We have ears and we can hear.

We have feet and we can walk.