

Planning

LESSON PLAN - Unit 10	
Name of teacher:	Number in class:
Grade: 1	Lesson length: 30 minutes
National Curriculum links:	Target language: Guess! Is that right?
Learning objectives: By the end of the lesson learners will have / be able to: <ul style="list-style-type: none"> reviewed and revised all vocabulary covered in the term using a new game. 	
Assumed knowledge of learners: Concept: Conventions of game playing. Revision. Recycled language: Colours; numbers; family; parts of the body; fruit; classroom items; clothes.	
Language support resources: Flashcards of colours Games blu-tak/ sticky tape MP3/CD player and songs or song sheet.	Preparation: Copy enough games for each pair in the class.

Stages and timing	Teaching procedures and teacher's language	Learner activities and language	Interaction
Starter/ Warmer 5 mins	1. Teacher greets the learners by saying, 'Good morning /afternoon class.' Learners respond. 2. Teacher holds up each of the colour flashcard in turn. Learners name each colour in chorus. 3. Teacher gives each flashcard to a pupil as learners name them. The learners stand in a line at the front. 4. Teacher points to each flashcard in turn, learners name in chorus. Teacher turns over the last flashcard face down so class cannot see it. 5. Teacher repeats the procedure. Each time the last flashcard is turned face down. 6. Finally learners name all the flashcards from memory.	Listening Speaking colours	Whole class Individuals at front
Presentation activity 10 mins	1. Teacher puts the poster on the board. 2. Teacher points to random pictures on the poster. Learners name them in chorus. 3. Teacher demonstrates the game with a pupil: Teacher chooses a picture from the bottom row and draws it on a piece of paper. e.g. 'hat'. Teacher does not show anyone what they have drawn drawing.	Listening Speaking	Whole class

	<p>4. Teacher chooses a route from the top row to get to the object they have chosen. Teacher says, 'Point to trousers. Point to eye. Point to pencil. Point to sister.' The pupil points on the poster. Teacher asks the class each time, 'Is that right?'</p> <p>5. Teacher says, 'Guess!' and points to the hat and the book.</p> <p>6. The pupil guesses. Teacher shows the class the drawing on the paper and asks, 'Is that right?' Class chorus, 'Yes/No.' or give the thumbs up/down.</p> <p>7. Teacher demonstrates the game again with another pupil.</p>	<p>family parts of the body fruit classroom items clothes</p>	<p>Individuals at front</p>
<p>Consolidation activity 10 mins</p>	<p>1. Teacher says, 'Let's play the game in pairs!'</p> <p>2. Teacher divides class into pairs A and B.</p> <p>3. Teacher asks the As to put up hands and says, 'As, you choose a picture and draw it. Then give the instructions.'</p> <p>4. Teacher asks the Bs to put up hands and says, 'Bs, you point and guess the picture.'</p> <p>5. Teacher checks the instructions for As and Bs.</p> <p>6. Teacher instructs learners to start and continue until the stop signal.</p> <p>7. Teacher monitors extensively.</p> <p>8. Teacher changes the learners' roles and checks instructions for As and Bs again.</p> <p>9. Teacher gives instructions to continue until the stop signal.</p> <p>10. Teacher monitors again.</p>	<p>Listening Speaking</p> <p>family parts of the body fruit classroom items clothes</p>	<p>Pairs</p>

Closing activity 5 mins	<ol style="list-style-type: none"> 1. Teacher says, 'Let's sing a song!' 2. Teacher plays the 'Making Numbers' song on the MP3/CD/sings it from the song sheet. 3. Learners join in singing and doing the actions with the teacher. 4. Teacher points to their watch/clock and says, 'It's time to finish. Thank you class. Goodbye.' 	Listening Speaking Words in the song numbers 1-5	Whole class
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Making Numbers

One! Put your finger here.

Come down down down. One!

One! Put your finger here.

Come down down down. One!

Two! Put your finger here.

Come around and down then across. Two!

Two! Put your finger here.

Come around and down then across. Two!

Three! Put your finger here.

Come around and around again. Three!

Three! Put your finger here.

Come around and around again. Three!

Four! Put your finger here.

Come down down and across. Then draw a little line. Four!

Four! Put your finger here.

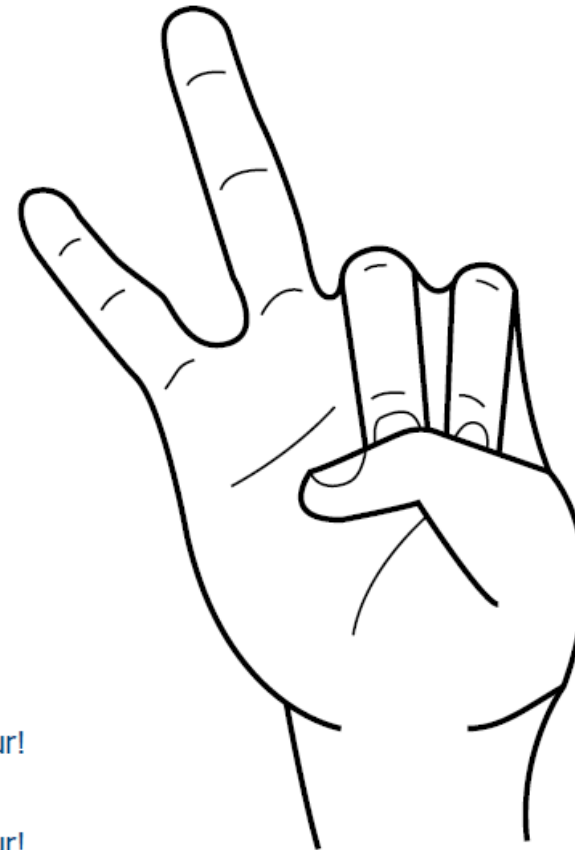
Come down down and across. Then draw a little line. Four!

Five! Put your finger here.

Come down and around. Then draw a little line. Five!

Five! Put your finger here.

Come down and around. Then draw a little line. Five!



REPEAT

