

YEAR 1 – PART B – UNIT 1

OBJECTIVES			
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the toys taught • name at least five of the toys taught • make guesses (e.g. Is it a....?) • follow the teacher’s instructions • sing a song 		
<i>Intercultural aspect:</i>	Pupils learn a variation of the traditional song ‘ten little indians’		
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • activate background knowledge • infer meaning from visuals 		
<u>SUCCESS INDICATORS</u>			
<ul style="list-style-type: none"> • <u>Listening</u> To identify basic vocabulary which they have been taught To respond to basic instructions To comprehend simple questions • <u>Speaking</u> To sing songs in the foreign language To respond to simple questions • <u>Learning Strategies</u> To infer meaning from visuals 	<th colspan="2" style="text-align: center;"><u>ADEQUACY INDICATORS</u></th>	<u>ADEQUACY INDICATORS</u>	
	<ul style="list-style-type: none"> • Classroom language • What is it? It’s a • Is it a ...? Yes, it is. / No, it isn’t. • Toy vocabulary 		
NEW LANGUAGE			
<i>Production</i>	doll, ball, car, video games, scooter, robot, teddy bear Is it a...? Yes, it is. / No, it isn’t.		
<i>Comprehension</i>			
RECYCLED LANGUAGE	colours: red, blue, yellow, green, purple, pink, orange, brown, white, black numbers: 1-10 aeroplane Adjectives: big, small, tall, perfect It’s a... This is a... This is my...		
MATERIALS	PowerPoint presentation at www.schools.ac.cy , photocopyable materials, soft ball, toy flashcards from: http://esl-kids.com/flashcards/presents.html or realia (real objects) for the target toy vocabulary		
TIME	2 X 40 minutes		

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sit in a circle. The class puppet greets the pupils and invites the pupils to sing the song ‘ten little Indians’ or its variation ‘ten little aeroplanes’ (http://tinyurl.com/6ofzgye).
PRESENTATION	<ul style="list-style-type: none">• The teacher says that the puppet wants to talk about his/her toys and presents the flashcards with the new vocabulary (teddy bear, doll, ball, car, video games, scooter, aeroplane, and robot). Pupils repeat the words and the flashcards are placed on the board.• The puppet points to his/her toys (either flashcards or real objects) and says: This is my teddy. This is my car. This is my aeroplane. The teacher pretends not to have heard the puppet and pupils repeat the sentences loudly for him/her to hear.• Pupils repeat the new vocabulary in different ways, e.g. loudly, silently, happily, angrily etc.
PRACTICE	<ul style="list-style-type: none">• Disappearing cards: Pupils close their eyes and the teacher removes a card. Pupils then name all the flashcards again, including the one that has been removed. Gradually all flashcards are removed and pupils remember and name the words in the correct order.• The teacher uses a PowerPoint Presentation found at http://www.schools.ac.cy Each slide shows a small part of a toy. Pupils guess what toy it is.• Pupils play ‘Pump up the volume’. The teacher sends one pupil out of the room to be the ‘seeker’. Then, the teacher hides a toy flashcard and when the pupil-seeker returns all the pupils in the room say the name of the toy over and over again as the seeker tries to find it. The pupils speak softly as the seeker moves further away from the hidden flashcard. As the pupil moves closer, the class pumps up the volume by repeating the word louder and louder until the flashcard is found. Then, another pupil becomes the seeker and the teacher hides another toy flashcard.

<p>PRODUCTION</p>	<ul style="list-style-type: none"> • Pass the card. The teacher distributes the toy flashcards to a number of pupils and then the pupils pass the card around while music is played in the background or while they sing a well-known song. When the teacher says ‘Stop’ or when s/he stops the music, the pupils who are holding flashcards take turns to hold them up. Each pupil that holds a flashcard up answers two or three questions posed by the teacher, e.g.: <ul style="list-style-type: none"> What is it? What colour is it? Is it big or small? <p>When all the pupils who have cards respond, the teacher starts the music again and the pupils pass the cards round. When the music stops again, the same process is repeated with the new pupils.</p> <p>Tip: <i>If there are pupils who are confident or who can be challenged to produce questions, they can be supported by the teacher to ask questions themselves, instead of the teacher.</i></p> <ul style="list-style-type: none"> • The puppet wants to teach the pupils a new song. S/he says it’s going to be about a toy and asks pupils what toy they would like to sing about. The puppet then introduces another variation of the song ‘ten little Indians/aeroplanes’ using one of the new toy words the pupils learnt in this lesson, e.g.: <ul style="list-style-type: none"> One little, two little, three little teddy bears Four little, five little, six little teddy bears Seven little, eight little, nine little teddy bears Ten little teddy bears for me
<p>EVALUATION</p>	<ul style="list-style-type: none"> • Pupils go back to their seats and do a Listen and colour activity. The pupils do a listen and colour activity using the handout found in the photocopiable materials. Pupils listen to the teacher and colour the toys appropriately. <p>Sample transcript:</p> <p><i>Let’s colour the toys. What colour shall we colour the car? Let’s colour it red. OK? Colour the car red. Now, let’s colour the teddy bear. Let’s colour it green. What about the robot? What colour is the robot? Let’s colour it yellow. Great! And the aeroplane? Let’s colour the aeroplane blue. I like blue. This is a nice blue aeroplane. And now the doll. What colour is this small doll? It’s brown. Well done! Ok! Now the ball></i></p>

	<i>What colour do you think it is? It's orange! Now all the toys have colours!</i>
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LESSON 2

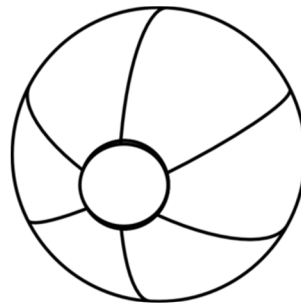
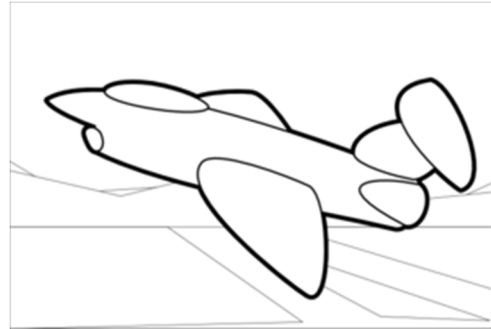
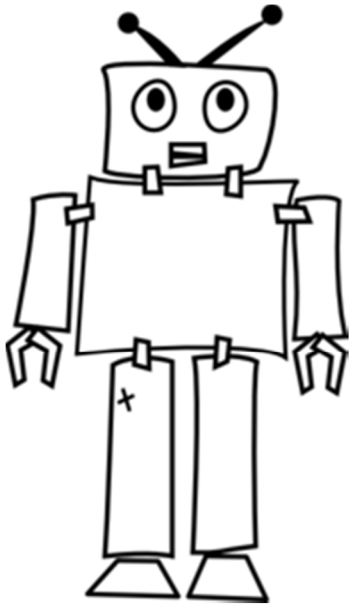
PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. They sing the new version of the song 'ten little Indians' which they learnt in the previous lesson (e.g. ten little teddy bears). If there is time, pupils experiment creating different versions of the song by changing the object used (e.g. robots, dollies, elephants, etc.) • The teacher presents the flashcards used in the previous lesson. Pupils repeat the words in different ways (happily, sadly etc.). • The teacher shows a flashcard and names the toy on the card. The pupils listen and if the word matches the picture, they touch their head. If it doesn't match the picture, the pupils touch their nose.
PRESENTATION	<ul style="list-style-type: none"> • The teacher holds a flashcard without showing the pupils which one it is. The pupils try to guess what toy it is. The teacher encourages them to ask using the question form 'Is it a?' and also gives the answers 'Yes, it is.' and 'No, it isn't.' <p style="padding-left: 40px;">Pupils: It's a train.</p> <p style="padding-left: 40px;">Teacher: Is it a train? Shall we say it together?</p> <p style="padding-left: 40px;">Pupils: Is it a train?</p> <p style="padding-left: 40px;">Teacher: No, it isn't.</p> <p>The activity is repeated a number of times.</p>
PRACTICE	<ul style="list-style-type: none"> • Pupils are encouraged to take the lead with the above activity. Volunteer pupils come to the front of the class and choose a flashcard which they don't show to the rest of the class. They then nominate pupils to ask questions. The teacher supports pupils in asking the question (Is it a ...?) and encourages the whole class to repeat the questions in chorus.

	<ul style="list-style-type: none"> • The teacher introduces a chant to the pupils. For each question the teacher can use real toys or flashcards to show the pupils. <p style="text-align: center;"><i>Is it a ball? Is it a ball? Yes, it is. Yes, it is. Is it a doll? Is it a doll?</i></p> <p style="text-align: center;"><i>No, it isn't. No, it isn't What is it? What is it? It's a ball. It's a ball!</i></p> <ul style="list-style-type: none"> • Pupils say the chant along with the teacher. • Pupils can work to create their own version of the chant by changing the rhythm and/or adding musical instruments or sounds as well as by replacing the toys mentioned in the song (e.g. add plane, robot etc.).
PRODUCTION	<ul style="list-style-type: none"> • Pass the card. The teacher distributes the toy flashcards to a number of pupils and then the pupils pass the card around while music is played in the background or while they sing a well-known song. When the teacher says 'Stop' or when s/he stops the music, the pupils who have a flashcard raise their hand and the rest of the class tries to guess which flashcard it is. Questions are formed using 'Is it a ...?' The teacher supports volunteer pupils in making the question and then encourages everyone to repeat the question in chorus. Pupils who have flashcards are assisted in responding 'Yes, it is.' / 'No, it isn't.'. • Listen and colour the right number of toys: Pupils colour the toys on their handout (see photocopyable materials) according to instructions given by the teacher. A sample transcript could be as follows: <p>Colour 3 robots black. OK, are you ready? Colour, three robots black. Ready? Great, Let's move on.</p> <p>Colour five balls red.</p> <p>etc.</p>

<p>EVALUATION</p>	<ul style="list-style-type: none"> • Fly swat game: The toy flashcards are placed on the board. The pupils are divided in two groups and stand in two separate rows in front of the board. The teacher calls out a toy. The first pupil from each row runs to hit the correct picture with the fly swat. The pupil that touches the picture first, gets a point for his/her group. <p><i>Tip: If you have a large class, you can break the pupils into two groups. The first group can come out and play the game first and then the other group.</i></p> <p><i>Alternatively, you can divide the class into two and give the same numbers to each group (e.g. give numbers 1 – 10 to each group, if you have a 20-person team). You then call a number and a toy. This means that the two pupils who have that number need to get up and try to hit the toy /card first.</i></p> <ul style="list-style-type: none"> • If there's time, pupils draw their favourite toy on a piece of A4 paper and present it to the class at the end of the lesson. They can make statements such as: <p style="padding-left: 40px;">This is my teddy bear. It's brown. It's small. I like my teddy.</p> <p style="padding-left: 40px;">The teacher monitors the activity and guides pupils in preparing their presentations.</p>
<p>PORTFOLIO</p>	<ul style="list-style-type: none"> • Pupils can include a video (see below) or audio recording of themselves singing their version of the '1, 2, 3, little Indians' song.
<p>PROJECT</p>	<ul style="list-style-type: none"> • Pupils can video record themselves singing their own version of the song '1, 2, 3 little Indians'. The pupils can hold pictures or realia while they are singing the song. The song can also be presented at a school assembly.

TOYS

1. Listen and colour



2. Listen and colour

