

Lesson plan

Things my child needs for school

Topic Primary schools

Level: SfL E1/ Access 2 / CEFR A1

Time: 1 hour

Aims

- To build students' vocabulary related to equipment that primary school children need for school
- To develop students' ability to read, spell and pronounce key words related to things children need at primary school

Introduction

This lesson introduces students to key vocabulary related to equipment children need and use at primary school. As well as developing the ability to recognise the names of these objects, students will be able to practise spelling them, hearing them and saying them with the correct pronunciation.

You will need:

Computer to play audio file called 'Playground sounds'

Worksheets 1 to 4: one per student


Procedure

Warmer (5-10 minutes)

- Play the audio file called 'Playground Sounds' to elicit context and topic. (Do not tell the students what the recording is. Ask them to write down any words that come into their heads as they listen.)
- After listening, ask the whole group to feed back their words and ideas. Write them on the board. Elicit that the recording contains sounds heard in a busy school playground.
- Ask who has a child at school. What is the name of the school?

Task 1 – Matching - Reading and understanding (10 minutes)

- Hand out **Worksheet 1**. Focus students' attention on the pictures.
- Tell students to match words with pictures individually first. Then ask students to compare their answers with a partner.
- Ask the whole group to feed back their answers.
- Drill pronunciation of the words. Put students in pairs to practise pronunciation with each other. (Spelling issues often arise because of weak auditory discrimination. For example, students might not be able to hear a difference between the words 'bag' and 'back'.)
- Focus the students' attention on word stress. Show the students how to mark stress on words like this:


 playground

- Ask students to mark word stress on words as they listen to you modelling the pronunciation.

Differentiation

- Stronger students who finish matching first could be asked to try to name the objects in the pencil case.

Task 2 – Gap-fill - Reading and spelling (10 minutes)

- Hand out **Worksheet 2**.
- Tell students to do Task 2 by completing the sentences using the words they've just learned in Task 1. Ask them to work individually before checking their work in pairs.

Differentiation

- Weaker learners can look at the list of words from Task 1 to do the gap-fill, while stronger learners who feel confident can do it without.
- Stronger students can follow up this task by identifying and underlining the verbs in the sentences, then comparing with a partner.
- Weaker students can practise writing the target vocabulary in joined up handwriting. Model how to link letters on the board e.g. 'oo'

Task 3 – Wordsearch - Remembering new words (10 minutes)

- Hand out **Worksheet 3**. Tell students to work individually before comparing in pairs. Remind them that the words will only run from left to right and top to bottom.

Task 4 – Using key vocabulary (writing and speaking) (10 minutes)

- Students write their own sentences with the target vocabulary from **Worksheet 1**. Encourage them to write about their personal experience e.g. My son's bookbag is blue.
- Ask the students to talk in pairs about what children take to school in other countries they know well. Think about food, what they wear, etc., and talk about the differences. Elicit whole group feedback of their ideas.
- Focus the students' attention on the list of Can Do statements at the bottom of **Worksheet 3** to encourage the students to reflect on their learning. If they have learning portfolios with ILPs they might want to include these statements.

Cooler – Speaking and spelling (10 minutes)

- Divide the class into teams. Play a game of hangman based on the primary school equipment vocabulary.
- Alternatively give out cards with key words from the lesson to play 'Guess the word'. A student looks at the word and has to define it without saying its name.

Extension activities / Homework

- Hand out **Worksheet 4** with the blank wordsearch grids. Ask the students to create their own wordsearches with the vocabulary from the class. Remind them to make a list of the words next to the grid. Ask students to bring these to the next class to swap with a partner. This could be a recap activity at the start of the class.
- To encourage speaking practice at home, students can use <http://vocaroo.com/> to record themselves saying the words and sentences. They can then send this recording to the teacher for feedback.
- For additional homework you could ask students to set their partner a hangman challenge using the following link: <http://www.superteachertools.com/fun/hangman/hangmancreatenew.php>. The student types in a word from the lesson and sends this to a classmate by email, for them to guess.

Answer key
Task 2 Gap-fill

1. packed lunch
2. plimsolls
3. kit PE bag
4. school uniform
5. book bag
6. pencil case

Task 3 Wordsearch

s	p	a	c	k	e	d	l	u	n	c	h	e
v	a	z	l	g	h	q	r	b	h	g	d	o
b	o	o	k	b	a	g	m	p	c	k	u	s
s	c	h	o	o	l	u	n	i	f	o	r	m
p	p	u	d	a	p	s	g	z	e	f	r	n
e	l	g	a	t	f	x	t	h	t	t	y	P
f	i	u	o	d	p	t	g	e	s	y	P	E
n	m	p	e	n	c	i	l	c	a	s	E	b
s	s	j	q	u	t	x	m	o	n	z	k	a
t	o	u	z	b	c	c	l	i	p	o	i	g
w	l	y	k	i	i	n	l	j	g	a	t	j
y	l	x	e	n	v	i	u	f	m	a	u	k
o	s	e	u	b	d	h	i	d	o	u	m	x

book bag
 plimsolls
 packed lunch
 school uniform
 PE bag
 pencil case
 PE kit