



## INSTRUCTIONAL GUIDE - 1ST GRADE 2025-2026 - UNIT 2

<b>GRADE</b>	1st Grade Elementary ▾
<b>PERIOD</b>	2nd Period ▾
<b>UNIT</b>	2 ▾
<b>TERM</b>	November 10th - December 19th
<b>TOTAL OF SESSIONS</b>	6 weeks
<b>LEARNING OBJECTIVE</b>	Students will be able to identify, describe, and ask about family members and their environments, using simple sentences with the verb to be, prepositions of place, and basic adjectives, both orally and in writing. They will recognize and use related vocabulary (family members, parts of the house, colors, numbers, days, months, and letters) and create simple comic strips to represent personal and community stories.

<b>NEM</b>	<b>Project</b>	<ul style="list-style-type: none"> <li>Let's Make Comic Strips About Family and Community Stories (pg. 64-77)</li> </ul>
	<b>Product</b>	<ul style="list-style-type: none"> <li>Make comic strips based on your family and community stories.</li> </ul>
	<b>Content</b>	Body, Image, and Identity ▾ Oral and Written Texts in English ▾ Natural and Social Environments ▾ Graphic, Playful, and Aesthetic Elements and Resources of the English Language ▾
	<b>LDP (Learning Development Process)</b>	Identifies and states the name, gender, and age of self and others. ▾ Listens to and participates in the reading of short stories. ▾ Identifies messages in dialogues, posters, or signs, using images for support. ▾ Follow simple instructions to participate in ▾
	<b>Articulating Axes</b>	Inclusion ▾ Critical interculturality ▾ Arts and aesthetic experiences ▾ Cultural appropriation through reading and writing ▾

<b>CEFR SKILLS</b>	<b>Listening</b>	<ul style="list-style-type: none"> <li>● PRE A1: When listening to a conversation, SS can understand words and short sentences, provided that people speak very slowly and very clearly.</li> <li>● PRE A1: SS can understand the days of the week and months of the year.</li> <li>● PRE A1: SS can follow the sequences of events.</li> <li>● PRE A1: SS can understand simple personal questions when people speak slowly and clearly. (e.g. "Who is this?", "Is this your mom?", "Where is my dad?")</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>● PRE A1: SS can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>● PRE A1: Ss can write in a simple way, basic questions and answers about what they and others do currently.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>● PRE A1: SS can very simply describe myself and my family.</li> <li>● PRE A1: SS can answer very simple questions (e.g. "Who is this?", "Is this your mom?", "Where is my dad?").</li> </ul>
	<b>Grammar &amp; Language Structure</b>	<ul style="list-style-type: none"> <li>● <i>Verb to be: Affirmative/Negative short sentences to identify family members. He is my dad. / She is my sister. / She is not my teacher.</i></li> <li>● <i>Questions &amp; Answers (Family Members) Who's this? – This is my (mother / brother / grandfather).He is / She is (my dad / my sister).</i></li> <li>● <i>Location (Prepositions of Place)Where is my ___? – It's in the (kitchen / bedroom).</i></li> <li>● <i>Possession &amp; FamilyI live with my...I have a brother.</i></li> <li>● <i>Simple Descriptions Using adjectives with nouns: big house, green garden, blue bedroom</i></li> <li>● <i>Who is this? – This is my (mother / brother / grandfather).</i></li> <li>● <i>He is / She is (my dad / my sister).Where is my ___? – It's in the (kitchen / bedroom).</i></li> <li>● <i>I live with my...</i></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>● Family Members: Father, mother, brother, sister, baby, grandmother, grandfather.</li> <li>● Parts of the house: kitchen, living room, bathroom, bedroom, garden.</li> <li>● Numbers: 4 - 6.</li> <li>● Colors: blue, green.</li> <li>● Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.</li> <li>● Alphabet: letters D, E, F, G.</li> <li>● Months of the Year: November / December.</li> </ul>	

## Strategies and Activities


The five stages in this Instructional Guide represent the progression of the project and its sessions. Each session naturally integrates the moments of our class (Warm-up, Introduction, Development, and Wrap-up) through the suggested activities within every stage.

### Suggested Session Distribution: Sessions 1 - 3

**STAGE 1: Kickstart** (Warm Up / Lead-in) Get students thinking, talking, and prepared for the lesson and project.

**Achievement:** Students will be able to use basic vocabulary related to, days of the week, numbers, color green and blue, letters d and e, numbers 4,5 and 6 and months of the year november and december and family members and parts of the house through Total Physical Response (TPR), role-play, songs, and simple games. They will demonstrate understanding by participating in interactive activities such as identifying objects, sequencing, describing locations; preparing students for the unit project.

<b>Skill</b>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 🎵 Listening</li><li><input checked="" type="checkbox"/> 📖 Reading</li><li><input type="checkbox"/> 📝 Writing &amp; Language Structure</li><li><input checked="" type="checkbox"/> 🗣️ Speaking</li></ul>
<b>Resources</b>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 📚 Textbook</li><li><input checked="" type="checkbox"/> 📓 Notebook</li><li><input checked="" type="checkbox"/> 📄 Worksheet</li><li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)</li><li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li><li><input type="checkbox"/> 🎨 Realia</li><li><input checked="" type="checkbox"/> 🎲 Didactic Games</li><li><input checked="" type="checkbox"/> 📄 CAT-prepositions of place.pdf</li><li><input checked="" type="checkbox"/> 📄 color crayons.pdf</li><li><input checked="" type="checkbox"/> 📄 Family.pdf</li></ul>

	 House.pdf
<b>Classroom Interactive Patterns</b>	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
<b>Assessment</b>	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
<b>Instructional Strategy / Activity Suggestions</b>	
<ul style="list-style-type: none"> <li>Instructional Strategy: <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Simon Says ▾</li> <li>Charades ▾</li> <li>Flashcards ▾</li> <li>Memory Game ▾</li> </ul> </li> <li>Activity Description: <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=G6k7dChBaJ8&amp;list=RDG6k7dChBaJ8&amp;start_radio=1">https://www.youtube.com/watch?v=G6k7dChBaJ8&amp;list=RDG6k7dChBaJ8&amp;start_radio=1</a></li> <li><a href="https://www.youtube.com/watch?v=XpVFWC6WzQk&amp;list=RDxpVFWC6WzQk&amp;start_radio=1">https://www.youtube.com/watch?v=XpVFWC6WzQk&amp;list=RDxpVFWC6WzQk&amp;start_radio=1</a></li> </ul> </li> </ul> <p><b>Days of the Week Clap</b></p> <ul style="list-style-type: none"> <li>T says: "Monday!" → Students clap once.</li> </ul>	

- T says: "Tuesday!" → Students clap twice.
- Continue until Sunday.
- Repeat faster each time.

### **Color Hunt (Green & Blue)**

- T says: "Find something GREEN!" → Students point to or bring an object.
- T says: "Find something BLUE!" → Students do the same with blue.
- Variation: Show flashcards and ask, "Is it green or blue?" Students answer together.

### **I Spy – Colors Game**

- The teacher says: "I spy with my little eyes something blue."
- Students look around the classroom and point to or name objects that match the color.
- Repeat with other colors: red, yellow, green, etc.
- You can invite students to take turns being the "spy."

### **Dwarfs and Giants – Big and Little**

- Practice size adjectives (big/little)
- *Variation:*
  - The teacher holds up flashcards quickly (one every 5–10 seconds).
  - Students say the word together (e.g., "Mom! Dad! Sister!").
  - The teacher gradually increases speed to review pronunciation.
  - Add listening and movement:
    - "If I say brother, sit down!"
    - "If the card is grandma, touch your hair!"

Switch between a few simple commands for fun comprehension practice.

### **Letter Jump (D, E)**

- Place big letters D and E on the floor (paper or drawn on the board).

- T says: "Jump on D!" → Students jump.
- T says: "Jump on E!" → Students jump.
- Variation: Ask, "What sound does D make?" → Students say /d/.
- Variation: Ask, "What word starts with D or E?" → Students respond.

### Number Hop (4, 5, 6)

- Write numbers 4, 5, 6 on the board or floor.
- T says: "Hop to number 5!" → Students hop in place or walk to the number.
- T shows 4 fingers and asks, "How many?" → Students answer together.

### Month Song (November & December)

- Teacher sings:  
🎵 "What month is it? November! Clap, clap!  
What month is it? December! Stomp, stomp!" 🎵
- Students repeat the song and actions.
- **Variation:** Show a calendar and ask, "What comes before December? What comes after November?"

### Quick Mix Game

- Teacher gives fast commands mixing all topics:
  - "Show me something blue!"
  - "Clap for Wednesday!"
  - "Say the letter D!"
  - "Show 6 fingers!"
  - "Say December!"
- Students respond quickly — like **Simon Says** but with your target words.

### Family Flash Show

- T shows a flashcard (mom, dad, sister, brother, etc.).
- Students say the word aloud together.

- **Variation:** Teacher asks, "Where is MOM?" → Students point to the correct card.

### **Baby Shark Teacher (Family Members)**

- introduces the Baby Shark song.
- Have students sing the Baby Shark song.

<https://shorturl.at/DYzcd>

### **Family Song Warm-up**

- Sing quickly to the tune of "Head, Shoulders, Knees, and Toes":  
🎵 "Mother, father, sister, brother, (clap, clap) Grandmother, grandfather too! (clap, clap)" 🎵

Repeat faster each time.

### **Who Am I?**

- The teacher says: "I am your father's father. Who am I?"
- Students answer: "Grandfather!"
- Start easy, then increase difficulty with gestures to make it playful.

### **House Walk**

- The teacher calls out: "Go to the kitchen!"
- Students walk in place pretending to go. Act like you were in that room.
- Repeat with bedroom, bathroom, living room, etc.

### **House Sound Game**

- T says: "In the kitchen... we eat!" → Students pretend to eat.
- "In the bedroom... we sleep!" → Students pretend to sleep.
- "In the bathroom... we wash!" → Students pretend to wash.
- Quick actions make it fun and memorable.
- Make it fun and memorable.

### **Room Actions “Mime” – Movement & Recall**

- The teacher models an action for each room; students imitate:
  - Bedroom → Pretend to sleep.
  - Kitchen → Pretend to eat soup.
  - Bathroom → Pretend to brush teeth.
  - Living Room → Pretend to watch TV.
- The teacher calls out to the room: “Go to the kitchen!” Students perform the correct action.
- Add challenge: teacher mixes up commands or increases speed.
- Transition: “Everyone stop! Brush your teeth (Bathroom action) and sit down!”

### **Mixed Warm-up Game: Family in the House**

- Teacher calls:
  - “Mom in the kitchen!” → Students mime cooking.
  - “Dad in the living room!” → Students mime watching TV.
  - “Baby in the bedroom!” → Students mime sleeping.
- Mix the commands quickly for a fun challenge.

### **Family Charades**

- Students mime a family member or room (no words). Class guesses.
- **Skills:** Listening, Speaking, Body Language, Vocabulary recognition.

### **Family & House Bingo**

- Create simple bingo cards with family members or rooms.
- The teacher calls out names; students mark them.
- **Skills:** Listening, Reading, Vocabulary recognition.

### **Picture Sorting**

- Provide mixed pictures of houses, rooms, and family members.
- Students sort into categories (“family” / “house”).

- **Skills:** Reading, Speaking, Vocabulary comprehension.

### Quick Vocabulary Race

- The teacher calls a word (e.g., "bedroom"), students run to point to the correct picture or flashcard.
- **Skills:** Listening, Speaking, Physical Response (TPR).

### Worksheet Reference

 [1st Grade\\_UNIT2.pdf](#)

- Days of the week: pg. 1
- Colors: pg. 3
- Letters: pg. 4- 5
- Numbers: pg. 6-8
- Months: pg. 9-10

## Suggested Session Distribution: Sessions 4 - 6

**STAGE 2: Language Drop** (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

**Achievement:** Students will be able to use unit vocabulary about family members and parts of the house using: role-plays, and games. They will name family members and talk about their family. Students will also identify parts of the house using fun and interactive activities. Throughout this stage, they will continue working on the projects by using the vocabulary and expressions learned in collaborative tasks.

<b>Skill</b>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 🎵 Listening</li><li><input type="checkbox"/> 📖 Reading</li><li><input type="checkbox"/> 📝 Writing &amp; Language Structure</li><li><input checked="" type="checkbox"/> 🗣️ Speaking</li></ul>
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<b>Classroom Interactive Patterns</b>	<ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 🏠 Whole Group</li><li><input type="checkbox"/> 👥 Small group work</li><li><input checked="" type="checkbox"/> 👫 Pair work</li><li><input type="checkbox"/> 👤 Individual work</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li><li><input type="checkbox"/> Checklists</li><li><input checked="" type="checkbox"/> Observation guides</li></ul>

- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾

Flashcards ▾

Role Playing ▾

Manipulatives Material ▾

Charades ▾

Show and Tell ▾

- Activity Description:

#### Family Members

- Show a picture of a family.
- Ask: "Who is she?" → Students: "She is my mother."
- Ask: "Who is he?" → Students: "He is my father."
- Practice with other family members.

#### Family Members – Puppet Presentation

- The teacher uses puppets to introduce and model family vocabulary.
- Example: (Holding puppet) "He is my father."
- Students repeat and interact with puppets.

#### Family Tree Presentation

- Show a simple **family tree chart** on the board.

- Point and say: *"This is my mother. This is my father. This is my sister."*

Ask students: *"Who is she?"* → They respond.

### **Mystery Bag**

- Put small drawings or puppets of family members inside a bag.
- A student pulls one out.
- Class asks: *"Who is she?"* → Student answers: *"She's grandmother."*
- *Variation:* Ss take the drawing, they have to act like the family member and the rest of the group guess.

### **Listen and Point**

- Display family member flashcards on the board or wall.
- Teacher says: *"Point to brother!"* / *"Point to father!"*
- Students point or run to the card.

### **Big Family Picture**

- Show a large family photo or illustration.
- Ask: *"Who is she?"* → *"She is grandmother."*
- Ask: *"Who is he?"* → *"He is father."*
- Students repeat in chorus.

### **Matching Game**

- Place family member flashcards around the classroom.
- Teacher asks: *"Where is mother?"*
- Students point or walk to the correct card.

### **Parts of the House**

- Show a picture of a house with rooms labeled.
- Point and ask: *"What is this?"* → Students: *"It's the kitchen."*

- Repeat with bedroom, bathroom, living room.

### Introduce with Flashcards/Pictures

1. Show a big picture of a house. Point to the whole and say:
  - “*This is a house.*” (students repeat).
2. Point to one room (kitchen). Say:
  - “*This is the kitchen.*” (choral repetition 2–3 times).
3. Repeat for **bedroom, bathroom, living room, garden.**
  - Use gestures/mimes:
    - i. Kitchen → pretend cooking 🍳
    - ii. Bedroom → pretend sleeping 😴
    - iii. Bathroom → pretend washing 🧼
    - iv. Living room → pretend watching TV 📺
    - v. Garden → pretend watering flowers 🌸

### Choral & Individual Repetition

- Teacher: “*What is this?*” (points to card).
- Students: “*It’s the bedroom.*”
- Ask individually: “*Maria, what is this?*”

### Who is in the House?

- Show a big house picture with family members inside different rooms.
- Ask: “*Who is in the kitchen?*”
- Students: “*Mother is in the kitchen.*”
- Ask: “*Where is father?*”
- Students: “*Father is in the living room.*”

### Real-Life Role Play

- The teacher points to themselves: “*I am the teacher.*”
- Then points to a picture: “*She is the mother.*”

- Students take turns standing up and saying: "I am the brother." / "I am the grandmother."

### **Audio Stories**

- The teacher plays a short listening track: "This is my mother. She is in the kitchen."
- Students point to the correct picture or repeat.
- **Skills:** Listening, Speaking.

### **Label the Room**

- Provide blank house diagrams; students label rooms with teacher support.
- **Skills:** Reading, Writing, Vocabulary.

### **Interactive Questions with Puppets**

- Use puppets to ask: "Who is in the bedroom?" Students answer with gestures or sentences.
- **Skills:** Listening, Speaking, Vocabulary recall.

### **Family Sorting Cards**

- Students sort cards into categories: "Male/Female" or "Adult/Child".
- Reinforces comprehension and recognition of family roles.

### **Prepositions – Flashcard Introduction**

- The teacher introduces prepositions (on, in, under) with flashcards or classroom objects.
- Model sentences: "The cat is on the chair."
- Students repeat and point to demonstrate understanding.

# My family



Grandmother



Grandfather



Mother



Father



Sister



Baby



Brother

## Family members

grandpa  
grandfather



grandma  
grandmother

dad  
father



mum  
mother

brother

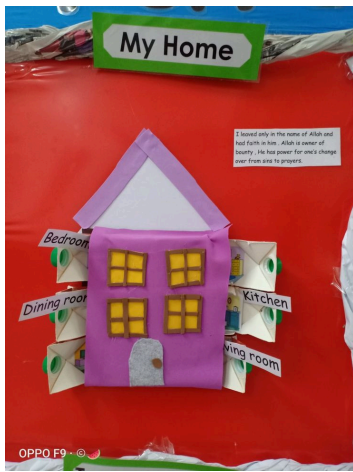


sister



## Family Puppets





## Suggested Session Distribution: Sessions 7-10

**STAGE 3: Level Up** (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

**Achievement:** Students will be able to participate actively in speaking and listening activities that reinforce unit vocabulary and expressions, demonstrating clarity of pronunciation and appropriate use of language in familiar contexts. Teachers will observe students' engagement and language use to identify progress and areas for support. Continue developing the project by applying the language skills practiced in collaborative tasks.

<b>Skill</b>	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> ✍️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
<b>Resources</b>	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖋️ Realia <input type="checkbox"/> 🎮 Didactic Games
<b>Classroom Interactive Patterns</b>	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
<b>Assessment</b>	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes

- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Role Playing ▾

Pictionary ▾

Flashcards ▾

Memory Game ▾

Charades ▾

Presentation ▾

Manipulatives Material ▾

- Activity Description:

#### Pair Work: Mini-dialogues

- Students work in pairs using a house and family picture.
- Student A asks: "Who is in the bedroom?"
- Student B answers: "My sister is in the bedroom."
- Switch roles and continue with other rooms and family members.

#### Guessing Game with Silhouettes

- Show only the outline of a family member (or cover the face).
- Ask: "Who is he/she?"
- Students respond: "He is father!" / "She is sister!"

#### Action Guessing Game

- The teacher models simple actions (eating, sleeping, reading) for students to identify.

- The teacher writes sample sentences on the board for repetition (e.g., *He is sleeping*).
- Then, individual students come to the front, perform an action, and classmates guess.

### **Draw Your Own House**

- Students draw a simple house with 3–4 rooms.
- Place family members inside.

Present: *"This is my house. My brother is in the living room. My grandmother is in the kitchen."*

### **Review & Chant**

- Review family cards: "Who is she?"
- Review house poster: "Where is...?"
- *End with a short chant:*  
♪ "Mother in the kitchen, father in the room,  
Sister in the garden, see you soon!" ♪

### **Classroom Family Tree**

- Assign roles to students: one is the "mother," another the "father," others the "sister," "brother," etc.
- Line them up in front of the class.
- Teacher asks: "Who is mother?" → Students point to the "mother."

### **Chant with Gestures**

- Make a simple chant:
  - *"Mother, father, sister, brother,  
Grandmother, grandfather, all together!"*
- Students repeat with claps or actions for each word.

### **Flashcard Reveal**

- The teacher hides a family flashcard behind their back.

- Slowly shows part of the card and asks:
  - *"Who is it?"*
- Students guess: *"It's mother!"*
- Reveal fully and repeat with other family members.

### **Puzzle Family**

- Show a family picture puzzle (cut into pieces).
- Put one piece on the board at a time.
- Ask: *"Who is this?"* → Students: *"She is a mother!"*

Continue until the full family picture is revealed.

### **House & Action Connection**

- The teacher shows or draws rooms of a house and mimics actions done there (e.g., pretend cooking in the kitchen, sleeping in the bedroom).
- Students repeat the words and point to the correct room.
- Reinforces vocabulary through movement and visual association.

### **Family Domino**

- The teacher shows two flashcards together (e.g., mother + father).
- Asks: *"Who is she?"* → Students: *"She is a mother."*
- *"Who is he?"* → *"He is father."*
- Place cards like dominoes until all family members are introduced.

### **Missing Card**

- Place all family flashcards on the board.
- Ask students to close their eyes.
- Remove one card.
- Ask: *"Who is missing?"* → Students: *"Brother is missing!"*

### **Yes or No Game**

- The teacher holds a flashcard and says: *"This is brother."*
- If correct, students say: *"Yes!"*

If it's wrong (e.g., card shows grandmother), students say: *"No!"* and correct: *"It's grandmother!"*

- Variation: Students stand up and make a line in the center, T shows them a flashcard and says "This is father", Ss jump left if it's true or right if it's false.

### **Mystery Box Game**

- Place small objects inside a box (toy bed, toy pan, toy TV, toothbrush, flower).
- Pull out one object and ask: "Where is it?"
- Students respond: "In the bedroom!" / "In the kitchen!"

### **Big House Poster**

- Show a picture of a house with family members inside.
- Ask: "Where is mother?" → Students: "She is in the kitchen."
- Ask: "Where is father?" → "He is in the living room."

### **Draw and Tell**

- On the board, quickly draw a house outline with rooms.
- Place stick figures (mom, dad, etc.) inside.
- Ask: "Who is in the bathroom?" → Students answer.

### **Student House Drawing**

- Students draw a simple house with 3–4 rooms.
- They place family members inside.
- Present to class: "This is my house. My sister is in the bedroom."

### **Role-Play Mini Stories**

- In pairs, students create a 2–3 sentence story about their family in a house.
- Example: “My mother is in the kitchen. My brother is in the bedroom.”
- **Skills:** Speaking, Listening, Writing.

### **Memory Game**

- Show flashcards, hide them, then ask: “Who was in the living room?”
- **Skills:** Listening, Speaking, Reading.

### **Comic Strip Sketch Warm-Up**

- Students draw one panel of a family scene with a sentence: “My father is in the kitchen.”
- Prepares for Unit 2 final comic strip.
- Skills:** Writing, Speaking, Creativity.

### **Story Time – “Marmalade Plays Hide and Seek”**

#### **Marmalade plays hide and seek.pdf**

- The teacher narrates a short story about Marmalade the cat to introduce prepositions of place (under, on, behind, between, next to).
- Students listen and act out each part of the story.
- Afterward, review using pictures or real classroom objects.

**Instructional Strategy:** Read-Aloud / TPR

## Suggested Session Distribution: Sessions 11 - 14

**STAGE 4: All-In-One** (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Students will independently apply unit vocabulary related to family members and parts of the house to complete worksheets and textbook activities. This stage supports language autonomy and comprehension as students prepare to finalize their project.

<p><b>Skill</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" type="checkbox"/> 📖 Reading</li> <li><input checked="" type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input type="checkbox"/> 🗣️ Speaking</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 📚 Textbook</li> <li><input type="checkbox"/> 📓 Notebook</li> <li><input type="checkbox"/> 📄 Worksheet</li> <li><input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)</li> <li><input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input type="checkbox"/> 🖍️ Realia</li> <li><input type="checkbox"/> 🎲 Didactic Games</li> </ul>
<p><b>Classroom Interactive Patterns</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input checked="" type="checkbox"/> 👤 Individual work</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input checked="" type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Observation guides</li> <li><input type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</li> </ul>

Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Fill in the Blanks ▾

Creative Writing ▾

Flashcards ▾

Show and Tell ▾

Manipulatives Material ▾

Prompts ▾

Letter Writing ▾

- Activity Description:

#### My Family Drawing & Labeling

- Students draw their own family.
- Under each drawing they write (or copy) the words: *mom, dad, sister, brother, grandmother, grandfather.*
- Optional: Students present: *"This is my mom. This is my dad."*

#### Board Pictionary

- Ask one student to come to the board.
- The teacher whispers (or shows a flashcard) a family member or a room in the house (e.g., mother, kitchen).
- The student draws the word on the board without writing any letters or words.
- The rest of the class guesses:
  - 🗣️ "It's a sister!" / "It's the living room!"
- The first student to guess correctly wins a point for their team.

*Repeat with different students and new words until everyone has had a turn.*

## My Family Booklet Project

 My family book.pdf

- Students create their own illustrated booklet titled “My Family Book.”
- Each page features a drawing and simple sentence about a family member (e.g., *This is my mother. Her name is Sarah.*).
- The final page shows the entire family with the phrase “I love my family!”
- Students assemble the pages and share their booklets with classmates.
- Encourage them to draw details like their favorite shirt, their glasses, or their hair color.

## Family Puzzle Match

- The teacher gives worksheets with family pictures cut in half.

Students match picture halves and say: “*This is brother.*” / “*This is grandmother.*”

## Who is Missing? Worksheet

- *Students get a picture of a family with one member missing.*
- *They complete the sentence: “Who is missing? \_\_\_\_\_ is missing.”*

## Family Tree Activity

- *The teacher gives a simple family tree outline.*
- *Students fill it with their own family (draw or paste pictures).*
- *Practice orally with a partner: “This is my sister. This is my grandmother.” “Her name is...”*

## Pair Practice – “Who is She /He?”

- *Student A shows a flashcard to Student B.*
- *Student A asks: “Who is she?”*
- *Student B answers: “She’s mother.”*

*Switch roles.*

### **Class Survey**

- *Students walk around asking classmates: "Do you have a brother?"*
- *They mark ✓ or ✗ in a chart.*
- *At the end, the teacher asks: "Who has a brother? Who has a sister?"*

### **Color & Say**

- *Students color a family worksheet (mom in red, dad in blue, etc.).*
- *Then say: "My mother is red. My father is blue."*

### **My House Drawing & Labeling**

1. *Give students a blank outline of a house with 4–5 rooms (or let them draw one).*
2. *Students draw and color the rooms.*
3. *Label each: kitchen, bedroom, bathroom, living room, garden.*
4. *Oral practice: Students point and say:*
  - *"This is the kitchen."*
  - *"This is the bedroom."*

### **Who is in the House?**

1. *Students get stickers or small pictures of family members.*
2. *They place family members inside their house drawing.*
3. *Write or say sentences:*
  - *"Mother is in the kitchen."*

*"Father is in the living room."*

### **Comic Strip Drafting**

- *Students plan 2–3 comic strip panels showing family interactions.*
- *The teacher models a panel with simple sentences.*

- **Skills:** Writing, Speaking, Reading, Creativity.

### **Peer Feedback**

- Students show a partner their mini-book or house drawing; the partner asks: “Who is in the kitchen?”
- **Skills:** Speaking, Listening, Comprehension.

### **Sentence Expansion**

- The teacher models expanding sentences: “My mother is in the kitchen.” → “My mother is in the kitchen. She is cooking.”
- Students practice adding verbs or adjectives.
- **Skills:** Writing, Speaking, Grammar.

### **Classroom Gallery Walk**

- Display students' mini-books or house drawings.
- Students walk around, read, and ask questions to peers.
- **Skills:** Reading, Speaking, Listening.

### [Worksheet Reference](#)

 [1st Grade\\_UNIT2.pdf](#)

- Family members: pg. 11 - 18
- Parts of the house: pg. 19 - 28
- Comic Strip: pg. 29 - 32
- Personal Pronouns: pg. 33 -37

## Suggested Session Distribution: Sessions 15 - 18

**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) Evaluate learning, reflect, and share final products.

**Achievement:** Students will be able to integrate key vocabulary and language structures learned throughout the unit by participating in small, meaningful practice activities. They will demonstrate understanding by applying these skills in speaking, listening, reading, and writing tasks that prepare them to present their final project.

<b>Skill</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" type="checkbox"/> 📖 Reading</li> <li><input checked="" type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul>
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- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Role Playing ▾

Chants ▾

Pictionary ▾

TPR ▾

Flashcards ▾

Presentation ▾

Delayed Copy ▾

- Activity Description:

#### Family Song/Chant Review

- End the lesson with a chant:
  - ♪ "Mother, father, sister, brother,  
Grandmother, grandfather too!  
Family, family, I love you!" ♪
- Add claps or actions for each family member.

#### Quick Questions

- Teacher holds up flashcards randomly and asks:
  - "Who is she?" → "She is my mother."

Call on individual students for participation.

### **Pass the Ball – Family Word Game**

- Students pass a soft ball while music plays.
- When music stops, the student holding the ball says one family member aloud.

If they repeat a word already said, the class helps them find another.

### **Draw & Tell**

- On the board, ask: *“Draw your family in 1 minute!”*
- A few volunteers come to the front, point, and say:  
*“He is my father. She is my sister.”*

### **Goodbye Family Song**

- *Sing a simple goodbye using family words:*  
♪ *“Goodbye mother, goodbye father,  
Goodbye sister, goodbye brother,  
See you, see you tomorrow!”* ♪

### **“Touch the Room” Game**

- *Show a big house picture on the board or wall.*
- *Call out: “Touch the kitchen!”*
- *Students run or point to the correct room.*
- *You can let students take turns being the caller.*

### **Who Is in the Room?**

- *Teacher asks: “Where is mother?”*
- *Students answer together: “Mother is in the kitchen!”*
- *Use flashcards of family members + parts of the house.*

### **Clap the Room**

- The teacher says a room, and students clap once for each syllable.
  - “Bed-room” → 2 claps
  - “Ki-tchen” → 2 claps
  - “Li-ving-room” → 3 claps

*Fast and fun phonics practice!*

### **Peer Quiz**

- Students ask each other: “Where is your brother?” / “Who is in the bedroom?”
- **Skills:** Speaking, Listening, Comprehension.

### **Comic Strip Sharing**

- Students present their final comic strip individually or in small groups.
- Encourage simple sentences or speech bubbles: “My sister is in the garden.”
- **Skills:** Speaking, Writing, Reading, Listening, Creativity.

### **Reflection Circle**

- Students share: “I liked... / I learned...”
- The teacher highlights vocabulary, grammar, and project achievements.
- **Skills:** Speaking, Listening, Social-Emotional Learning.

### **Interactive Video/Audio Review**

- Short video or audio clips revisiting family members and rooms.
- Students respond orally: “Who is this?” or “Where is it?”
- **Skills:** Listening, Speaking, Reinforcement.

### **My Family Presentation Scripts**

- Students create short oral presentations describing their family members and their characteristics (e.g., *My dad has short hair*)

and blue eyes.)

- Each student draws their house and pastes pictures of family members on it, attaching a stick to hold and present around the class.
- Encourage teamwork: students can prepare in small groups before sharing with the class.
- Promote pronunciation and confidence while practicing descriptive language.



### **Project Presentation Day:**

Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.

-T asks WH questions.

-T asks a few yes/no questions: Do you remember how to use...? Would you like to review...?

-T will use videos, audios, or any other resource to reinforce the achievements.

-T can use the book to review the unit vocabulary.

-T asks ss to present their final project.