



## SMART UDL

### LESSON PLAN TEMPLATE

**The lesson applies UDL principles by offering multiple means of representation, engagement and action/expression. Digital and Web 2.0 tools are embedded to support inclusion, learner autonomy and differentiated instruction.**

#### LESSON INFORMATION

Lesson Title / Theme: My Family

Level: A1 – Beginner

Duration: 40 minutes

Grade: 4th Grade

Main Skill Focus: Speaking & Vocabulary

Unit / Topic: Family Members

#### LEARNING OBJECTIVES (CAN-DO)

By the end of the lesson, students can:

- Identify common family members (mother, father, sister, brother, grandmother, grandfather).
- Describe their family using simple sentences.
- Ask and answer simple questions about family.
- Create a simple visual or digital family description.

#### KEY LANGUAGE

Vocabulary:

- Mother, mum
- Father, dad
- sister
- brother
- grandmother, grandma
- grandfather, grandpa

- parents
- family
- aunt
- uncle
- cousin

Grammar / Structure:

- This is my ...
- I have a ...
- He / She is my ...

Chunks / Functional Expressions:

- This is my mother.
- I have one brother.
- She is my sister.
- Who is this?

**UDL FRAMEWORK WITH DIGITAL & AI TOOLS**

**ENGAGEMENT – Multiple Means of Engagement**

Wordwall  
 Pair/Group work  
 Kahoot / Quizizz

**REPRESENTATION – Multiple Means of Input**

Visuals / Flashcards  
 Video / Animation  
 AI-generated images

**ACTION & EXPRESSION – Multiple Means of Output**

Speaking  
 Writing  
 Poster / Canva design

## LESSON STAGES

### Warm up / Lead in (Engagement – Why of learning)

#### Activity

- Teacher shows a family photo and asks: “*Who is this?*”
- Students brainstorm family members they know.
- Students create a word cloud about family.

#### Web 2.0 tools

- [Mentimeter – students write family words → word cloud appears](#)
- [Wordwall – quick matching game \(family members\)](#)

#### UDL Connection

- Activates background knowledge
- Encourages participation from all learners
- Interactive and motivating start

### Presentation / Input (Representation – What of learning)

#### Teacher Actions

##### Powerpoint Slide with Images by Canva

- Project the lesson. The teacher presents “Family Members Presentation”
- On slides 3-9, students will be introduced to different family members and their pronunciation. Get students to repeat after the audio for practice.
- On slide 10, get students to say the name of each family member they can remember from all the previous slides. Click on the audios to check their answers and get them to repeat out loud if needed.
- On slides 12 - 18, get students to look at the picture and name each family member. Each family member's name is revealed on a click.

The teacher then opens the **Cram game** prepared beforehand and asks students to play the game by matching family member words with the correct pictures. The teacher monitors the activity, guides students when needed, and encourages participation.

#### Digital / AI Tools

- **Canva** – visual flashcards and mini family tree
- **Powerpoint Presentation** – interactive family vocabulary slides
- [Cram Game - increases student motivation and active participation](#)

#### UDL Link

The PowerPoint presentation includes visual images, vocabulary labels and model

sentences, which supports comprehension and reduces cognitive load. Presenting information visually and textually aligns with UDL principles by offering multiple means of representation, helping learners with different learning preferences and language levels.

- Multiple input formats:
  - visual (pictures)
  - auditory (video)
  - text (sentences)

This supports different learning styles.

### **Guided Practice (Action & Expression – How of learning)**

#### **Activity 1 – Pair Speaking**

Students practice with a partner.

Student A: *Who is this?*

Student B: *This is my sister.*

#### **Activity 2 – Digital Family Tree**

Students create a simple **family tree with canva or they can draw it on paper.**

#### **Activity 3 – Our families**

- Give learners a piece of paper. Tell them to draw a picture of their own family, including themselves. If they like, they can draw and write about an imaginary family.
- When they are ready, tell them to write some sentences about their families. If necessary, before they write you could write some sentences about your family, and / or write some useful structures on the board, for example:  
My family is big / small.  
I've got ... / I haven't got ...  
His / her name is ...  
There are ... people in my family.
- Walk around the room as learners draw and write about their families. Help with vocabulary where necessary e.g. stepfather, half-sister. Write any common words on the board. Encourage higher-level learners to write more sentences, for example about family members' likes / dislikes or activities.
- Early finishers can colour their pictures.
- Make a classroom display with the learners' pictures and texts. Add a heading: Our families

#### **Differentiation**

- Visual learners → draw family tree

- Speaking learners → describe family orally
- Lower level → use sentence frames
- Higher level → add more details

### **Web 2.0 tools**

- **Canva** – create a digital family tree
- **Padlet** – students upload their family tree

### **Communicative Production Task**

Students introduce their family:

"My name is Ali. This is my mother. This is my father. I have one brother."

### **Digital Tools**

- **Flip (Flipgrid)** – record a short video
- **Padlet** – share video or family picture

### **Student Output**

Students can:

- speak about their family
- create a digital family tree
- record a short introduction video

## **ASSESSMENT**

### **Formative Assessment**

- Wordwall and cram game results
- Teacher observation during speaking tasks

### **Digital Assessment Tools**

- [Kahoot](#) – quick review game

## **INCLUSION & SUPPORT STRATEGIES**

- Visual supports (images & flashcards)
- Sentence starters for beginners
- Pair work for peer support
- Choice of speaking / drawing / digital creation

Examples:

- Visual learners → pictures
- Auditory learners → video
- Kinesthetic learners → interactive games

## **ASSIGNMENT / FOLLOW UP TASK**

### **Option 1**

#### **Family Members Word Search**

Give students a copy of the worksheet to complete at home or in the classroom if needed.

### **Option 2**

Students create “My Family Poster” and write 3–4 sentences.

Example:

This is my family.

This is my mother.

This is my brother.

### **Web 2.0 tools**

- Canva – digital poster
- Book Creator – mini digital book “My Family”



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