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# Bridge to Success

## Teacher's Guide




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All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.
We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**
President of the United Arab Emirates



# دلالات ألوان علم
## دولة الإمارات العربيّة المتّحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفيّ الدّين الحلّي:

**بيضٌ صَنائِعُنا خُضْرٌ مَرابعُنا**
**سودٌ وَقائِعُنا حُمْرٌ مَواضينا**

| | |
|---|---|
| يرمز إلى عمل الخير والعطاء، ومنهج الدّولة لدعم الأمن والسّلام في العالم. | يرمز إلى النّماء والازدهار والبيئة الخضراء، والنّهضة الحضاريّة في الدّولة. |
| يرمز إلى قوّة أبناء الدّولة ومنعتهم وشدّتهم، ورفض الظّلم والتّطرّف. | يرمز إلى تضحيات الجيل السّابق لتأسيس الاتّحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته. |

# رؤية دولة الإمارات العربية المتحدة 2021

### 1. متحدون في المسؤولية
- الإماراتيّ الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصِّلات الاجتماعيّة القويّة والحيويّة.
- ثقافة غنيّة ونابضة.

### 2. متحدون في المصير
- المضيّ على خطى الآباء المؤسّسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في السّاحة الدّوليّة.

### 3. متحدون في المعرفة
- الطّاقات الكامنة لرأس المال البشريّ المواطن.
- اقتصاد متنوّع مستدام.
- اقتصاد معرفيّ عالي الإنتاجيّة.

### 4. متحدون في الرخاء
- حياة صحيّة مديدة.
- نظام تعليميّ من الطراز الأوّل.
- أسلوب حياة متكامِل.
- حماية البيئة.

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# Scope and Sequence

| | Words and expressions | Use of English | Reading / Writing | Listening / Speaking | School subjects | Phonics / Word study | Critical thinking / Values |
|---|---|---|---|---|---|---|---|
| **Pages 6–9** | Numbers, colours and alphabet objects | | | Listen to letters | Maths: Number review | Alphabet review | |
| **Unit 1 Welcome to school Pages 10–29** | School objects, activities, vehicles<br>Greetings<br>Transport<br>Colours<br>Animals<br>*My favourite ..* | Singular and plural nouns<br>Present simple with *I, we, you*<br>Possessive pronouns: *my, his, her*<br>Adjectives (colours)<br>Adjective position | Poems / songs / chants<br>Read for information<br>Guided writing<br>Labels | Listen for information<br>Listen to letters<br>Guided speaking<br>Sentence building (spoken)<br>Interviews<br>Respond to poems, songs and chants | Geography | Letter names<br>Letter recognition<br>Spelling<br>Capital letters | What do we do at school?<br>Understanding interviews<br>Organising and making charts<br>Making friends, working, playing and learning together<br>Predicting a story |
| **Unit 2 Family time Pages 30–49** | Family members, activities routines<br>Likes and dislikes<br>Favourite foods<br>Numbers 1–10 | Present simple<br>Questions and short answers<br>Negatives (short answers)<br>Wh-questions: *What?*<br>*How many are there?*<br>*There is/are*<br>Adjectives | Non-fiction<br>Songs / chants / rhymes<br>Read for information<br>A recipe<br>Guided writing: Labels<br>Picture captions | Listen for information<br>Ask and answer<br>Talk about families, breakfast<br>Talking about likes and dislikes | Maths: 1–10<br>Geography<br>Social studies | *th*<br>Short *a*<br>Rhyming words | What do families do together?<br>Families in different parts of the world<br>Asking survey questions, creating and discussing charts<br>How families work and play together |
| **Unit 3 Fun and games Pages 50–70** | Activities/ games<br>Actions<br>Parts of body<br>Parts of a house Objects<br>Animals<br>*Left/right*<br>*Point to / put* | Imperatives/ present tense<br>*can* for ability<br>*on, under, next to*<br>Wh-questions: *what, who* | Rhymes, chants<br>A play<br>Guided writing<br>Read instructions<br>Read and act out a play | Listening for information<br>Listen to / give instructions<br>Make a new chant verse<br>Responding to rhymes and chants | Physical education | Short vowel sounds<br>Spelling<br>Rhyming words | What games can we play?<br>Playing games together, taking turns<br>Creative thinking<br>Compare and contrast<br>Speaking politely |
| **Unit 4 Making things Pages 71–93** | Clothes<br>Colours and shapes<br>Celebrations<br>Characters<br>Describe clothes<br>Actions (making things) | Present continuous (statements, questions<br>Subject pronouns<br>Adjective position | Rhymes, poems, chants<br>Read for information<br>Traditional stories<br>Guided writing<br>Write a chant verse | Listen for information<br>Ask and talk about pictures<br>Responding to rhymes, poems, stories<br>Describe a character<br>Describe a word | Arts and crafts<br>Shapes and colours<br>Make masks | Short *e*<br>*I'm* (contractions)<br>Rhyming words<br>Pronunciation of *-est* | What can we make with colours and shapes?<br>Creative thinking<br>Recognising and making things with shapes<br>Problem solving<br>Helping others |

| | Words and expressions | Use of English | Reading / Writing | Listening / Speaking | School subjects | Phonics / Word study | Critical thinking / Values |
|---|---|---|---|---|---|---|---|
| **Unit 5**<br>**On the farm**<br>**Pages**<br>**94–114** | Farm objects, animals, activities, seeds, vegetables, plants<br>Describe animals and their actions<br>Classroom language<br>Polite language | Present continuous – questions and short answers<br>Subject pronouns<br>*above/under* | Poems, songs<br>Traditional story<br>Guided writing<br>Capital letters, full stops<br>Labelling | Listening for information<br>Interviews<br>Guided speaking<br>Responding to stories, poems<br>Songs, chants<br>Ask and answer information questions | Science: Life cycles<br>Growing vegetables | Short *i, ch, sh*<br>Tongue twisters<br>Identify rhyming words<br>*I'm/we're /he's* (contractions)<br>Initial *h* sound | What can you find on a farm?<br>Understanding and documenting a process (growth of seeds)<br>Being helpful<br>Story maps<br>Taking care of animals and plants |
| **Unit 6**<br>**My five senses**<br>**Pages**<br>**115–136** | Senses<br>Adjectives to describe sounds, textures, tastes and shapes | *Can* for ability<br>Ask and answer questions beginning:<br>*Which?*<br>*Can you?*<br>*Do you?* | Poems, rhymes, stories<br>Writing short sentences and questions<br>Spelling<br>Shared writing: short vowel word<br>Write a simple poem | Listening for information<br>Responding to poems, rhymes, stories<br>Ask and answer<br>Talk about ability<br>Talk about senses<br>Talk about favourites | Science: Senses | Short *o*<br>Initial *s* sound<br>Compare minimal pairs<br>Understanding high and low sounds<br>Rhyming sounds | How do we use our five senses?<br>Comparing things<br>Inclusion/ awareness of disability<br>Respecting differences<br>Giving opinions |
| **Unit 7**<br>**Let's go!**<br>**Pages**<br>**137–160** | Transportation<br>Ways of moving<br>Ordinal numbers<br>Colours and size | Imperatives<br>Prepositions<br>Question words with *wh*<br>Adjective order<br>Word parts | Rhymes, short stories, poems, chants<br>Factual text<br>Read and follow instructions<br>Matching questions and answers<br>Make a chart<br>Write about transport<br>Writing story captions | Listen for information<br>Talk about transportation and movement<br>Responding to short stories, rhymes, poems, chants<br>Listen for sounds | Arts and crafts: making an aeroplane, making a picture book | *k* sound<br>Tongue twisters<br>Long *e* sound<br>*g* sound | How do we travel around?<br>Comparing<br>Classifying and identifying difference between vehicles<br>Helping people<br>Predicting a story |

| | Words and expressions | Use of English | Reading / Writing | Listening / Speaking | School subjects | Phonics / Word study | Critical thinking / Values |
|---|---|---|---|---|---|---|---|
| **Unit 8**<br>**Wonderful water**<br>**Pages**<br>**161–182** | Weather<br>Water and nature<br>Days of the week<br>Months of the year<br>Adjectives to describe character | Present simple consolidation: *yes/no* questions<br>*What?* questions<br>Past simple: *was* | Rhymes, chants, poems, short stories<br>Factual texts<br>Write short sentences and questions<br>Labels<br>Reading comprehension<br>Creating a chant<br>Spelling<br>Matching questions and answers<br>Make a class book<br>Punctuation: capital letters, exclamation marks | Listening comprehension<br>Guided speaking<br>Ask about and describe weather<br>Responding to rhymes, chants, poems, short stories<br>Listen for sounds | Science and the environment:<br>Weather patterns; things that float<br>Arts and crafts: making puppets | Long *a* (spellings *ai* and *ay*) | Why is water important?<br>Providing examples to support ideas<br>Predicting outcomes<br>Understanding nature and survival<br>Understanding the importance of water<br>Completing and interpreting a survey |
| **Unit 9**<br>**City places**<br>**Pages**<br>**183–205** | City places and sounds<br>Traffic and roads<br>Identify opposites | Requests: *I'd like …*<br>Linking words: *but, or*<br>Determiners: *this/that*<br>Pronouns: *these*<br>Past simple: regular verbs | Poems, chants, stories, maps<br>Guided writing<br>Making lists<br>Sentence matching<br>Write: Complete sentence frames<br>Write a simple poem<br>Punctuation: commas | Listening comprehension: routes<br>Responding to poems, chants, stories<br>Describe and compare objects<br>Making requests | Social studies: Living in cities | *-y* endings<br>Awareness of syllables<br>*m* sound<br>*t* sound<br>Tongue twisters | What can you see, hear and do in a city?<br>Interpreting maps<br>Keeping cities clean<br>Predicting a story ending |
| **Units 1–9 Wordlists Pages 206–222** | | | | | | | |

# Introduction

## Welcome to *Bridge to Success Grade 2*

*Bridge to Success* is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of Cycle 1 to the end of Cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

*Bridge to Success Grade 2* consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective.*** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- ***English for educational success.*** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- ***Rich vocabulary development.*** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- ***Individualised learning.*** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

# How to use *Bridge to Success*

## A Components

*Bridge to Success* offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains 20 or 21 lessons developed around a unifying theme. The materials feature skill-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.
  Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio** includes all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners are encouraged to use the Audio at home to practise the chants and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom.
  At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.
- A range of classroom resources, such as:
  - Flashcards to be used with the early literacy component to help teach visual literacy.
  - Letter and number cards to be used during the early literacy component, but can be used whenever the teacher considers it necessary.
  - Word cards to be used throughout the course.

## B Unit structure

*Bridge to Success Grade 2* contains nine units, spread over three terms. Each unit in the Grade 2 Learner's Book is structured as follows:

- A central topic or theme is developed over 20 or 21 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- My Learning lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

## C *Bridge to Success* features

*Bridge to Success* uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners.
- **Writing Tip:** A concise tip to support the development of writing skills.
- **Language Detective:** Keys and clues for learners to understand and use language points. These can be used for teaching and modelling to support learners in developing a robust understanding.
- **Words to Remember:** Key vocabulary for learners to remember, often presented as an activity to support active engagement with the vocabulary.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques.
- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities, and referred to independently by learners during speaking activities.

## **D** Lesson Plans

The lesson plans include all you need to know in order to successfully teach using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.
The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

## **E** Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, so we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

### Before using the Learner's Book

- Engage in warm-up activities such as chants, total physical response (TPR), vocabulary games, alphabet chants, etc.
- Pre-teach and practise key language learners will encounter in the Learner's Book and audio.

### While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork as a conversation starter: ask learners to name everything they see in the picture; play I Spy, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

### Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

## **F** Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the My Learning lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

### Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques:

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
  - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words to assess learners' mastery of the skill or knowledge.
  - As a differentiated activity, pairing more able learners with those who need more support allows the more able learners to provide support, thereby reinforcing the strength of their own understanding through articulation and explanation.
  - As an extension to presentations, peers can ask presenters questions, which can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
  - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. Backs to the Board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lesson's content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategy can be applied to embed assessment for learning in the classroom:

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.

## **F** Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Although some of the common misconceptions listed here are from a higher level than relevant to this grade,

the patterns and causes of these errors should be used to help identify foundation knowledge and understanding that will enable learners to build their language from a solid base.

### Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet*, *because*, *friend*, *people*, *restaurant*, *beautiful*, *country*, *receive*. Silent consonants (*should*, *which*, etc.) and the silent e (*there*, *before*, etc.) also appear in the list of frequently mis-spelled words.

| Target Word | Errors (in order of frequency) |
|---|---|
| because | becouse, becaus, becuse, beacuse |
| friend | frind, freind |
| different | diffrent |
| people | pepole, peaple, peopel, peopl |
| interesting | intersting, intresting |
| restaurant | resturant |
| beautiful | beatiful, beutiful |
| there | ther |
| before | befor |
| with | withe, whit |
| country | contry, contre |
| their | thier |
| together | togather |
| like | lik |
| receive | recieve, recive |
| which | wich |
| wishes | weshes, wiches, whishes |
| important | importent |
| should | shoud, |
| tomorrow | tomorow, tommorow, tommorrow |
| always | alway, allways |

### Missing *a* or *an*

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
  Corrected: *It's a very nice place.*

### Missing *the*

*The* is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other.*

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
  Corrected: *The first thing I would like to tell you is that I love shopping.*

### Missing pronouns

*It*, *you* and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

### Missing conjunction

*And* is a common omission for Arabic learners. Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

### Missing *be* before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
  - *I liked the competition because it was very interesting.*
  - *I will be very happy if you come.*
  - *The theatre is near my house.*
- Before the prepositions for talking about when or where something is or happens.
  - *My house is next to the bus station, opposite the bank.*
  - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
  - *The place I am staying in is amazing.*
  - *She is studying with me.*
  - *So we are planning to go to that park together.*

### Verb agreement with *be*

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*:

- Example error: *Two men was near his car*.
  Corrected: *Two men were near his car*.
- Example error: *Young people is important in society*.
  Corrected: *Young people are important in society*.

### Using *in* instead of *at* or *on*, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
  Example error: *The weather is very good in this time of year.*
  Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.
  Example error: *Can you come to dinner with me in my house?*
  Corrected: *Can you come to dinner with me <u>at</u> my house?*
- With *work*, *college*, *school*, *university*, etc.
  Example error: *I met her in my work.*
  Corrected: *I met her <u>at</u> my work.*
- In the phrase *at the weekend*.
  Example error: *I really enjoyed shopping in the weekend.*
  Corrected: *I really enjoyed shopping <u>at</u> the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.
  Example error: *See you in the party.*
  Corrected: *See you <u>at</u> the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
  Example error: *I will visit you in Sunday at about 2 o'clock.*
  Corrected: *I will visit you <u>on</u> Sunday at about 2 o'clock.*
- TV.
  Example error: *Sometimes I see old serial dramas in TV.*
  Corrected: *Sometimes I see old serial dramas <u>on</u> TV.*
- *Day*, *birthday*, *holiday*.
  Example error: *We had a good time in this holiday.*
  Corrected: *We had a good time <u>on</u> this holiday.*

### Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below:

- Confusion between *I'm* and *I am*, resulting in *I'am*.
  Example error: *I'am writing to tell you my news!*
  Corrected: *<u>I am</u> writing to tell you my news! Or <u>I'm</u> writing to tell you my news!*
- Confusion between *it's* and *its*.
  Example error: *I've got a new phone. I like it's camera and it's screen.*
  Corrected: *I've got a new phone. I like <u>its</u> camera and <u>its</u> screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive *'s*.
  Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
  Corrected: *My <u>friends</u> gave me a mobile, but my <u>parents</u> gave me a computer.*
- Using *its* in place of *it's*.
  Example error: *Its a big place and its nice as well.*
  Corrected: *<u>It's</u> a big place and <u>it's</u> nice as well.*
- Possessive *s* with missing apostrophe.
  Example error: *My friends name is Dalal.*
  Corrected: *My <u>friend's</u> name is Dalal.*

### Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather <u>it</u> will be very good.*
  Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that <u>it</u> stops across from our house.*
  Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent <u>it</u> to me by email was great.*
  Corrected: *The information you sent to me by email was great.*

### Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

# Teaching Strategies Grades 1–3

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

## Teacher-led strategies (direct instruction)

**Guided reading**

Learners are placed into groups of 4–6 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

**Guided writing**

Learners are placed into groups of 4–6 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate ideas
- describing characters and events
- organising information
- editing and sharing work
- building learners' confidence through writing in familiar and unfamiliar contexts.

**Guided discovery**

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

**Guided listening**

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.
- With support, learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- With support, learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

**Visual stimuli**

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

**Cloze**

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

**Prompt**

Learners are provided with prompts such as open-ended words, phrases or sentences to cue, focus, direct or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learner confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the …'
- 'On Tuesdays we …'
- 'At school, Samia's favourite subject is …'

**Total Physical Response (TPR)**

The teacher builds the learners' confidence in using the language in a way that emulates the early learning of the mother tongue at home. Learners may not respond immediately but the teacher understands that the learners are absorbing the language, the sounds and the patterns until a time when they have the confidence to spontaneously reproduce the language.

- The teacher starts by saying a word or phrase and demonstrating an action (for example, 'Look' and teacher points).
- The teacher then says the command and the learners do the action.
- After repeating a few times the learners repeat the word whilst doing the action.
- When the learners feel confident they say the word or phrases and do the action independently or leading other learners.

**Word wall**

A word wall is a group of words that are displayed on a wall, display board or whiteboard. The words are printed in a large font so they are easily visible from all learners' seating areas. The teacher and the learners refer to the words continually throughout a unit or term during a variety of activities. Displaying vocabulary in this way provides a permanent visual support reference for learners during the lessons. The words can be made accessible by using individual word cards with tack to enable teachers and learners to move them around on the wall. They can also be colour coded to enable organisation, for example, into groups of similar word types.

**Flashcards**

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition or related information on the other. For younger learners, flashcards may be larger, use larger font and contain less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise or review information on the card.

**Practice and drill**

Practice and drill is a controlled strategy that enables a focus on accuracy and intense practice in hearing and saying particular words or phrases. It involves an emphasis on repeating structural patterns through oral practice. Learners tend to find this method supportive and reassuring. It can be used for words and phrases or question and answer drills.

- The teacher says (models) the word or phrase.
- The learner repeats the word or phrase.
- The teacher provides immediate feedback by repeating, emphasising or correcting the learners' speech. The teacher re-models the word or phrase.
- The learner repeats the word or phrase again.

## Organised grouping strategies (cooperative)

**Peer practice**

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

**Collaborative learning**

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

## Active strategies (activities)

**Role-play**

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

**Learning centres/stations**

The teacher establishes physical locations, such as tables around the classroom that are assigned for learners to explore topics, curriculum areas, resources and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

**Experiential learning**

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

**Look-say-cover-write-check spelling strategy**

*Look-say-cover-write-check* is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

**Games**

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

**Listening to stories/story time**

The language used in stories is different from social spoken English. Listening to stories (audio recordings,

teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

**Chanting**

Chanting involves the teacher and learners repeating a text using a rhythm or background music to help recall. Teachers can create their own chants by putting target language to a well-known tune and asking learners to accompany with actions. Chants can be progressive, starting off with the teacher leading and the learners repeating with additional language added over time.

- Start off with a small amount of language in the chant.
- Add more vocabulary each lesson to build up the chant.
- Use chants to teach speech rhythm and stress.
- Invent chants to suit specific needs.
- Revisit and review previous chants to build confidence.

**Singing**

Using songs is fun, multisensory and enables learners to hear meaningful language in context. Singing songs helps learners to improve their listening skills and speaking fluency with the natural rhythms of language.

- Choose songs that are simple and repetitive.
- Teach the vocabulary in the song using games and flashcards.
- Play the songs a couple of times as background music.
- Use language games with the songs, for example, stand up when you hear a focus word.
- Make up actions to accompany the lyrics.
- Break down any difficult parts.
- Revisit the song to perfect it and review.

**Reading diary**

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

**Multimedia learning (video)**

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or using audio devices to record their own dialogues, to create projects and complete tasks.

## Strategies to promote thinking and problem-solving (analysis)

**Brainstorming**

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

**Opinion forming**

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. With support, learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

**Reflection**

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- support learners to complete a criteria-based checklist as a group following an activity.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Reading:** To recite a poem, read classroom rules (topic vocabulary).<br>**Speaking:** To have a conversation with a friend, practise topic vocabulary.<br>**Listening:** To listen to a poem and a conversation, follow instructions, listen for information.<br>**Writing:** To write your name and age; use a capital letter with a name. | • use verb *to be* to introduce themselves<br>• use nouns to identify classroom objects<br>• repeat words following a model. |

**Link to prior learning:**

- Lexis related to schools

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** *school*, *tables*, *chairs*, *books*, *pencil*, *ruler*, *crayons*, *lunchbox*, *friend; colours*

**Key expressions/structure:** *How old are you? What's your name? I'm …*; adjective order (*a blue pencil)*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with the pronunciation of *how* and *old* together in the question *How old are you?* Make sure you model the pronunciation and have learners repeat. Be encouraging if they struggle with pronunciation.

**Resources/equipment needed:**

Learner's Book page 10

Activity Book page 6

Audio Tracks 3 and 4

Flashcards: *school, book, pencil, ruler, crayon, table, chair, friend*

Handmade flashcards: *lunchbox*

PCM 1: *school, table, chair, book, pencil, ruler, crayon, lunchbox*

Realia for classroom objects: *book, pencil, ruler, crayon, lunchbox, table, chair*

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Hold up the flashcard for school and say the following Welcome chant:<br>*Hello, children, hello!*<br>*Hello to you.*<br>*Hello, children, hello! Welcome to school!*<br>2. Introduce yourself by saying: *I'm … What's your name?* Ask each learner to say their name: *I'm …* |
| **Resources** | **Main Activity** |
| **Learner's Book page 10**<br>**Audio Track 3**<br>**PCM 1** | **Read and listen: Activity 1**<br>1. Use objects or flashcards to introduce *book, pencil, ruler, lunchbox, crayon, table, chair.*<br>2. Say: *Look and listen.* Hold up or point to each object, saying the word. Learners repeat after you.<br>3. Attach word cards (PCM 1) to classroom items. Then point to each object and ask: *What's this?*<br>4. Show the flashcard *friend*. Get learners to repeat the word.<br>5. Read the line: *Be a good friend*. Shake one of the learner's hands. Have learners repeat the line and shake the hand of the learner sitting next to them.<br>6. Display flashcards and word cards on the board. Ask: *Who can match a picture and the initial sound in the word?* Praise any learner who volunteers.<br>7. Ask learners to point to and name the objects they see in the picture on page 10. Then, read the chart together.<br>8. Point to the poem. Say: *Read and listen*. Play the audio.<br>9. Play the audio a few times. Pause for learners to repeat each line and point to the objects in the picture or on the board.<br>10. Practise reciting the poem together as you point to the objects in your classroom. |
| **Learner's Book page 10** | **What's in the classroom?: Activity 2**<br>1. Learners look at page 10. Point to the pictures in Activity 2 and ask them to name each object.<br>2. Say: *Find and circle a blue pencil*. Learners find a blue pencil in the picture on the right and repeat the words: *A blue pencil*. Repeat with *a green ruler* and *a red lunchbox*.<br>3. Ask the learners to find additional objects: *a yellow pencil, a black crayon, a purple book, a yellow chair*. |
| **Learner's Book page 10**<br>**Audio Track 4** | **Making friends: Activity 3**<br>1. Focus on the picture on page 10. Point to the two boys at the front of the picture and say: *This is Khalid. This is Latif.* (Khalid is on the left and Latif is on the right).<br>2. Say: *Listen. How old are the children?* Play the audio. Point to each boy as you listen to his lines. Hold up seven fingers when Khalid says *I'm seven*.<br>3. Play the audio again. Pause and have learners repeat each line.<br>4. Divide the class into two groups. Play the audio again. Group A repeats Khalid's lines. Group B repeats Latif's lines. Then switch roles and repeat. |

| | |
|---|---|
| **Activity Book page 6** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures in Activity 1, and elicit the name and the age (number) of the boy and the girl.<br>2. Tell learners to complete the sentences.<br>**Feedback**<br>Ask learners to put their hands up if they want to say the answers, and then choose individual learners to give the correct answers.<br>**Answers**<br>1. My name's Ahmad. I'm 7.<br>2. My name's Mariam. I'm 7. |
| | **Differentiation activities (Support):**<br>1. Provide learners with the missing words written on strips of paper, so that they can copy. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can role-play the questions and answers in pairs. |
| **Resources** | **Plenary** |
| | 1. Ask learners to make a circle facing each other. Say: *Make a circle* and gesture.<br>2. Model the activity with one student. Say to the learner: *What's your name?* Encourage the learner to say: *My name's – ….* Then this learner asks the next learner: *What's your name?* Repeat until all learners have asked and answered. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen for information.<br>**Speaking:** To practise topic vocabulary.<br>**Reading:** To read a treasure hunt list.<br>**Writing:** To write numbers. | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• answer simple *yes* and *no* questions in the present simple<br>• use plural nouns. |
| **Link to prior learning:**<br>• Lexis related to classroom objects<br>• Colours<br>**21st Century Skills:**<br>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems | | |
| **Key vocabulary:** *school, tables, chairs, books, pencils, rulers, crayons, lunchbox, clock, whiteboard, ABC chart, computers, friend*<br>**Key expressions/structure:** Possessive adjectives: *my, your*; singular and plural nouns: *chair, chairs* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may use final *-s* for singular nouns or *a/an* for plural nouns; when this happens, correct learners by repeating the correct form, so they are unconsciously being corrected and do not feel embarrassed. Do not expect learners to master this difference immediately; it will come with practice. | | |
| **Resources/equipment needed:**<br>Learner's Book pages 10 and 11<br>Activity Book page 7<br>Audio Tracks 5 and 6<br>Flashcards: *book, pencil, ruler, crayon, table, chair*<br>Handmade flashcards: *lunchbox*<br>Word cards PCM 1: *ruler, clock, whiteboard, ABC chart, computers*<br>Large sheet of paper and markers, two rulers, crayons or coloured pencils | | |

## UNIT 1 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 10** | 1. Say the *Hello, school!* poem from Lesson 1, Activity 1 with the learners.<br>2. Say: *I'm (your name). What's your name?* Ask a learner to answer. |

| Resources | Main Activity |
|---|---|
| **Learner's Book page 11**<br>**Audio Track 5**<br>**PCM 1** | **Topic vocabulary: Activity 1**<br>1. Review the vocabulary words from Lesson 1. Ask: *What's this?* Point to an object or show a flashcard/word card (PCM 1). Elicit the answers from the learners.<br>2. Introduce the new vocabulary in Activity 1: *clock, whiteboard, an ABC chart, computer*. Point to the object or hold up the flashcard for each item and say the word. Get learners to repeat the word.<br>3. Focus on page 11. Direct learners' attention to the words. Play the audio.<br>4. Write the words on the board: *a clock, a whiteboard, an ABC chart, chairs, computers*. Read the words together. Draw attention to the plural ending *-s* in the words *chairs* and *computers*. Draw attention to the language tip.<br>5. Ask: *How many chairs are there? Let's count. One, two. How many computers are there*? |
| **Activity Book page 7**<br>**PCM 1** | **Activity Book: Activity 1**<br>1. Hold up a ruler. Say: *A ruler*. Hold up two rulers. Say: *Two rulers*.<br>2. Show the word card (PCM 1) *rulers* and point to the letter *-s* at the end of the word. Stress the *-s* sound at the end of *rulers*.<br>3. Learners complete the activity individually.<br>**Feedback**<br>Elicit the answers by reading the singular noun and asking learners to say the number and the plural noun as a group.<br>**Answers**<br>1. 2 rulers; 2. 4 pencils; 3. 3 books; 4. 4 girls |
| | **Differentiation activities (Support):**<br>1. Write the numbers 1 to 10 on the board for learners to count and copy when doing Activity Book page 7 Activity 1. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book page 7 Activity 1, they can draw more classroom objects in their notebooks and then write how many of them there are. |
| **Learner's Book page 11**<br>**Audio Track 6** | **Classroom treasure hunt: Activity 2**<br>1. Point to the boy in the picture. Say: *This is Rashid. He is doing a classroom treasure hunt. Look at the picture. Which object does he forget to say?*<br>2. Play the audio several times to help learners discover the answer.<br>**Feedback**<br>Ask learners to put their hands up if they know the answer, then choose an individual learner to give the correct answer.<br>**Answer**<br>A clock<br>1. Explain that you use a table or a chart to organise information. Point out that there are columns and rows in Rashid's chart. Ask: *How many columns and rows are there in this chart?* Ask learners to consider what other types of information could be organised in this way. |

| | |
|---|---|
| **Activity Book page 7** | **Activity Book: Activity 2**<br>1. Show learners the Classroom treasure hunt list.<br>2. Learners colour in the first three items (*chair, pencil* and *book*) in the correct colour.<br>3. Answer the first item as a class (*yes* or *no*). Learners then work in pairs to complete the list.<br>**Feedback**<br>Ask individual learners to say one answer each.<br>**Answer**<br>Learners' own answers. |
| **Resources** | **Plenary** |
| **PCM 1** | 1. Hold up the flashcard for ruler and the word card for ruler and say: *Correct?* Elicit *Yes!* from learners.<br>2. Hold up the flashcard for book and the word card for computer and say: *Correct?* Elicit *No!* from learners. Continue in this way, alternating correct and incorrect flashcard and word card matches. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organise and present information.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to words.<br>**Speaking:** To talk about classroom objects.<br>**Reading:** To read sentences and phrases.<br>**Writing:** To complete sentences and phrases. | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• identify and use plural nouns<br>• understand and respond to simple instructions in English. |
| **Link to prior learning:**<br>• Lexis for classroom objects<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language | | |
| **Key vocabulary:** *school, tables, chairs, books, pencils, rulers, crayons, lunchbox, clock, whiteboard, ABC chart, computers, friend* (colour, number, alphabet revision)<br>**Key expressions/structure:** Possessive adjectives: *my, your*; singular and plural nouns: *chair, chairs*; adjective order: *a blue pencil* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might add the final *-s* to a number as well as the noun (for example, *fours chairs*). If this happens, do not tell them it is wrong, but repeat back the correct form (*four chairs*) and ask them to say it again. | | |
| **Resources/equipment needed:**<br>Learner's Book page 12<br>Activity Book page 8<br>Audio Track 7<br>Flashcards or realia: *whiteboard, chair, table, computer, pencils* | | |

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show flashcards or realia for *whiteboard, chair, table*, *computer*, *pencil*.<br>2. Ask learners to say the name of the object you show. |
| **Resources** | **Main Activity** |
| **Learner's Book page 12**<br>**Audio Track 7** | **Listen: Activity 1**<br>1. Show the learners one pencil and say: a pencil. Show two pencils and say: *Two pencil*s, emphasising the final -s sound to show the plural form.<br>2. Show one pencil and two pencils and ask learners to do the same.<br>3. Say: *two pencils* and gesture for learners to hold up two pencils. Then repeat with one pencil.<br>4. Focus on the words in the book.<br>5. Ask learners to listen and point to the option they hear.<br>6. Play the audio.<br>**Answers**<br>1 chair; 2 tables; 3 computers; 4 pencil; 5 whiteboard |
| **Activity Book page 8** | **Activity Book: Activity 1**<br>1. Focus on the picture of the classroom and then draw learners' attention to the phrases. Read the first phrase: *four chairs*. Elicit: *Yes* from learners and tell them to tick the box.<br>2. Read the second phrase: *a whiteboard* and elicit: *No* from learners. Tell them not to tick the box.<br>3. Learners look at the picture and tick the correct boxes.<br>**Feedback**<br>Read out each line, pausing afterwards for learners to say *yes* or *no* according to whether they have ticked the boxes.<br>**Answers**<br>1 Yes; 2 No; 3 No; 4 Yes; 5 No; 6 Yes |
| **Learner's Book page 12** | **What's missing?: Activity 2**<br>1. Ask learners to look at the picture.<br>2. In pairs, they point at the objects and name them.<br>3. Then ask learners: *What's missing?* and encourage them to say the names of the other classroom objects they have learned, but that aren't in the picture.<br>**Answers**<br>Missing items: chair, table, computer, pencil, lunchbox, crayon, ABC chart, ruler |
| **Activity Book page 8** | **Activity Book: Activity 2**<br>1. Learners draw a simple picture of their classroom, then they write the names of two objects in it on the lines given.<br>**Feedback**<br>Put learners in pairs and ask them to compare their pictures. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Ensure learners have their Learner's Books open on page 11 so they can copy the words for the classroom objects. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw more objects and write additional sentences about their pictures. |
| **Resources** | **Plenary** |
| | 1. Ask learners to hold up their pictures and describe one or two objects from it, for example, *a blue ruler*, *a brown table*. Encourage them to use both singular and plural nouns, according to what they have drawn. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, plural nouns.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and respond to an informational text.<br>**Speaking:** To make simple 'I' statements about activities you do at school.<br>**Reading:** To read an informational text.<br>**Writing:** To complete sentences to give personal information about yourself; to use capital letters to write proper nouns. | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• write capital letters for proper nouns<br>• say simple sentences in the present simple. |
| **Link to previous learning:**<br>• Language related to making introductions<br>**21st Century Skills:**<br>• Global Awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing | | |
| **Key vocabulary:** *read, do maths, write, use computers, draw, sing*<br>**Key expressions/structure:** Affirmative sentences in the present simple with *I*, *you*, *we*: *I go to school. We sing; Wh*-questions in the present simple: *What do you do at school? What's your name?; How old are you?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulty understanding the difference between the pronouns *I*, *you* and *we*. Ensure that you use gestures and examples to help learners feel confident about the difference between these. | | |
| **Resources/equipment needed:**<br>Learner's Book page 13<br>Activity Book page 9<br>Audio Track 8<br>Flashcard: *draw*<br>Handmade flashcards: *read, do maths, write, use computers, sing*<br>PCM 2: *use computers, do maths, read, write, draw, sing*<br>Strips of paper, with a learner's name written on each one | | |

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Say: *My name is ...* Ask a learner: *What's your name?*<br>2. Say: *My name begins with (the sound your name begins with – not the letter)*. Ask: *What sound does (learner's name) begin with?* Elicit the answer.<br>3. Ask: *How old are you, (name of learner)?* Elicit the answer.<br>4. Learners take it in turns to ask each other the questions and wait for the answers. |
| **Resources** | **Main Activity** |
| **Learner's Book page 13**<br>**Audio Track 8**<br>**PCM 2** | **Before you read: Activity 1**<br>1. Show learners the word cards (PCM 2). Say the words and mime the actions. Learners repeat. |
| | 2. Point to yourself and say: *I*. Then mime and say: *I (read) at school*. Learners repeat.<br>3. Gesture to include the whole class as you say: *We.* Then say: *We (read) at school.* Learners repeat. Continue in this way to teach: *use computers, write, do maths, sing and draw*.<br>4. Point to each photo on page 13. Say: *This (girl's/boy's) name is (name). What does (name) do at school?* Learners answer with a verb or verb phrase: *use computers, read, do maths*.<br>5. Play the audio, pausing to allow learners to repeat each line. Learners follow the words in their book.<br>6. Ask learners to read the lines individually or in pairs.<br>**Answers**<br>1 Amira - use computers at school.<br>2 Marat - read at school.<br>3 Zak - do maths at school.<br>**Writing tip**<br>1. Ask learners to look at the words in the sentences under each picture and ask why they think the first letter of some words is written in a different way, for example, *Amira, Marat, Zak*.<br>2. Read the Writing tip aloud. Explain *capital letter*.<br>3. Hand each learner a strip of paper with their name on it. Ask: *What capital letter does your name begin with?*<br>Note that learners may also notice *My*, the first word in the sentence, and *I*, which is always written as a capital letter. Explain this only if learners notice it. |
| **Learner's Book page 13** | **What do you do at school?: Activity 2**<br>1. Point to each of the six pictures. Ask: *What do you do at school?* Learners respond with the correct activity.<br>2. Play a mime game. Ask a volunteer to choose one picture from Activity 2 to act out. The other learners guess the word, then act the whole class acts it out. Ask: *What do you do at school*?<br>3. Learners circle the activities they do at school.<br>**Feedback**<br>Learners say sentences from the pictures they circled to a partner. When they have finished, ask individual learners to say their completed sentences to the class. |

| | |
|---|---|
| **Activity Book page 9** | **Activity Book: Activity 1**<br>1. Ask learners to complete the sentences about themselves.<br>**Feedback**<br>Put learners in pairs so they can read each other their sentences. |
| | **Differentiation activities (Support):**<br>1. Give the learners a large strip of paper with their name written on it. Learners practise tracing the name on the strip with their finger and tracing their name with their finger in the air. |
| | **Differentiation activities (Stretch):**<br>1. Learners practise writing the names of other family members. |
| **Activity Book page 9** | **Activity Book: Activity 2**<br>1. Ask learners to look at the pictures, then find the words and circle them in the wordsearch.<br>**Feedback**<br>Learners compare their completed wordsearches in pairs. |
| **Resources** | **Plenary** |
| **Activity Book page 9** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative statements; respond to yes/no questions about habits and routines in short answers.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to children talking about what they do at school.

**Speaking:** To talk about school activities.

**Reading:** To read sentences about activities children do at school.

**Writing:** To write about activities children do at school.

**Learning outcomes: By the end of the lesson, learners will be able to …**

- understand and say simple sentences in the present simple
- ask simple *wh*-questions.

**Link to prior learning:**

- Lexis for school activities
- Language for introductions

**21st Century Skills:**

- Global Awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing

**Key vocabulary:** *read, do maths, write, use computers, draw, sing*

**Key expressions/structure:** Affirmative sentences in the present simple *I*, *you*, *we*: *I go to school*. *We sing*; *wh*-questions in the present simple: *What do you do at school? What's your name? How old are you?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to listen and write the correct word. Make sure to pause the audio after each sentence and give learners enough time to write in the word. If necessary, you can pause after each word.

**Resources/equipment needed:**

Learner's Book page 14

Activity Book page 10

Audio Track 9

Flashcard: *draw*

Handmade flashcards: *read, do maths, write, use computers, sing*

PCM 2: *use computers, do maths, read, write, draw, sing*

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 2** | 1. Divide the class into two groups. Give one group the flashcards and the other group the word cards (PCM 2).<br>2. Tell learners they have to find the classmates from the other group to match the word/picture they have. |
| **Resources** | **Main Activity** |
| **Learner's Book page 14** | **Vocabulary: Activity 1**<br>1. Ask students to look at the pictures and elicit the activity in each one.<br>2. Tell learners to match the pictures with the sentences.<br>**Feedback**<br>Read out the sentences, pausing after each one and choosing individual learners to say the number of the corresponding picture.<br>**Answers**<br>1 d; 2 a; 3 b; 4 c |
| **Learner's Book page 14**<br>**Audio Track 9** | **What do children do at school?: Activity 2**<br>1. Ask learners to look at the pictures and elicit the activity in each one.<br>2. Tell learners they are going to listen to number 1. Play the audio and have learners listen and read. Pause after number 1. Tell learners that now they need to listen and complete number 2 and 3.<br>3. Play the audio, pausing after each sentence for learners to write the word. Then repeat.<br>**Feedback**<br>Read out the sentences, pausing at the gaps for learners to call out the correct words. This should be done as a whole class activity.<br>**Answers**<br>1. Nahla, 7, read<br>2. Sara, 7, write<br>3. Ahmad, 7, use |
| | **Differentiation activities (Support):**<br>1. Write the words to complete Learner's Book Activity 2 on the board, so learners can copy them. Make sure you write them randomly so as not to give the answers away. |
| | **Differentiation activities (Stretch):**<br>1. When they have finished Learner's Book Activity 2, have learners cover the sentences and see if they can remember the information. |
| **Activity Book page 10** | **Activity Book: Activity 1**<br>1. Ask learners to read the question. Say: *What do you do at school*? and elicit an answer from a learner.<br>2. Point at the boy in the Activity Book who is saying*: I read at school*. Ask another learner: *What do you do at school?* and elicit an answer. Then write the name of that learner and the activity they gave on the board to demonstrate the activity.<br>3. Put learners in groups of three and have them ask and answer the questions, then write their answers on the lines given. |

| | |
|---|---|
| | **Feedback**<br>Ask each learner to say the name of one of the other learners in their group and an activity that they do at school. This should be done as a whole group activity. |
| **Resources** | **Plenary** |
| | 1. Ask learners to work in pairs.<br>2. One learner mimes an action and the other guesses, for example, *use computers.* Then learners switch roles. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative statements; respond to yes/no questions about habits and routines in short answers.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen and follow instructions.

**Speaking:** To talk about classroom objects, to repeat a chant.

**Reading:** To read sentences about classroom actions.

**Writing:** To write sentences about classroom actions.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- use verbs in the present simple tense
- identify and use simple nouns in the singular and plural forms.

**Link to prior learning:**

- Lexis for classroom objects and school activities
- Singular and plural noun forms
- Numbers 1 to 10
- Colours

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students

**Key vocabulary:** *table, chair, pencil, book, crayon, ruler, lunchbox, clock, whiteboard, ABC chart, computers, girl, boy; read, write, use computers, do maths, sing, draw*

**Key expressions/structure:** Affirmative sentences in the present simple: *I read at school.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the target vocabulary, particularly the words with long vowels; *chair* and *chart*. Remodel these words with accurate pronunciation and encourage repetition of this model.

**Resources/equipment needed:**

Learner's Book page 15

Activity Book page 11

Audio track 10

Flashcards: *table, chair, pencil, book, crayon, ruler, clock, board, ABC chart, computers, girl, boy, draw*

Handmade flashcards: *lunchbox, read, write, use computers, do maths, sing*

PCM 1 and 2: *table, chair, book, pencil, ruler, crayon, lunchbox; use computers, do maths, read, write, draw, sing*

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 1**<br>**PCM 2** | 1. Ask the learners to name some of the things they can see in their classroom to find out how much of the lexis they can remember from previous lessons. You can point to objects in the classroom to help to guide them if necessary.<br>2. Play a review game using the flashcards and word cards. Tell the learners you will show them a flashcard. If the word they hear is correct, they need to repeat the word. If it's not correct, they stay quiet. Demonstrate the activity by showing a flashcard and saying an incorrect word so the learners need to stay quiet. Then say the correct word. Learners should repeat the word.<br>3. Continue to play the game with the other flashcards, randomly saying correct and incorrect words to test the learners' memories. |
| **Resources** | **Main Activity** |
| **Learner's Book page 15** | **Memory game: Activity 1**<br>1. Tell the learners they are going to play a game. Ask the learners to look at the picture on page 15. Quickly review vocabulary by pointing to an object and eliciting the name from learners.<br>2. Tell the learners to look at the picture for 30 seconds and ask them to remember what they can see.<br>3. Ask the learners to close their books and tell you what they can remember. Encourage them to say the number and colour of the objects as well as the names, for example, *two blue books*. Write the learners' answers on the board as they say them so they can remember which objects have been said and not repeat the same answers.<br>**Feedback**<br>Ask learners to open their books again at page 15 and check if they remembered all of the items in the picture. They can use the list of items you wrote on the board to help them. |
| | **Differentiation activities (Support):**<br>1. During this activity, ask the less able/confident learners for answers first. These learners only have to say the name of the object to be correct. |
| | **Differentiation activities (Stretch):**<br>1. During this activity, the more able/confident learners should be asked to answer after the less able/confident learners. Remind them that they can't repeat any of the classroom objects you have already written on the board. Insist that they say the number and colour of the object, and also encourage them to use the plural form correctly. |
| **Learner's Book page 15**<br>**Audio Track 10** | **Chant: Activity 2**<br>1. Introduce the chant by asking learners to tell you some of the things they do in school. This will show you how much of the language they remember from Lessons 4 and 5. If the learners say these in L1, say *yes* and repeat the word in English.<br>2. Play the audio and do the following actions:<br>I read and write. (mime reading and writing)<br>I use computers. (mime typing on a computer)<br>I do maths. (mime counting on fingers)<br>I sing. (mime singing)<br>I draw. (mime drawing) |

| | |
|---|---|
| | 3. Ask learners to listen and do the actions with you.<br>4. Play the audio again, this time asking learners to read the chant in their Learner's Books and do the actions.<br>5. If you have time, divide the class into groups of three or four (depending on the seating arrangement in the classroom). Ask one of the groups to come to the front and secretly show them a flashcard with action. Ask them to mime the action and ask the rest of the class to name the action. Continue until all the groups have taken a turn. |
| **Activity Book page 11** | **Activity Book: Activity 1**<br>1. Ask learners to look at the picture in the Activity Book. Demonstrate that they need to tick the correct sentence by doing the first picture with the whole class on the board.<br>2. Learners read and tick the correct sentences.<br>**Feedback**<br>Ask learners to put their hands up if they want to say an answer, then ask individual learners to read out the correct sentence for each picture. Write the correct sentence on the board to provide a visual reference.<br>**Answers**<br>1. I do maths at school. 2. I read at school. 3. I sing at school. 4. I use computers at school. |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to complete this activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners can cover the sentences in the Activity Book and write them independently.<br>2. If they finish quickly, they can help other learners to complete the task. |
| **Resources** | **Plenary** |
| **Activity Book page 11** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen and respond to informational texts about how children go to school.

**Reading:** To read informational text, read and discuss a chart.

**Speaking:** To ask and answer about how children go to school.

**Writing:** To write numbers.

**Learning outcomes: By the end of the lesson, learners will be able to …**

- write numbers 1 to 5
- use the present simple tense with action verbs
- use the preposition *by.*

**Link to prior learning:**

- Numbers 1 to 10

**21st Century Skills:**

- Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning

**Key vocabulary:** *go (by)*, *walk, bus, car, bicycle, boat*

**Key expressions/structure:** Affirmative sentences in the present simple: *I go to school by car. We walk. How do you go to school?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the difference in structure between *go by + noun* and *walk*. Whenever they make this mistake, do not say it is wrong, but say the correct form and ask learners to repeat.

**Resources/equipment needed:**

Learner's Book page 16

Activity Book page 12

Audio Track 11

Flashcards: *bus, car, boat*

Handmade flashcards: *walk, bicycle*

PCM 3: *bus, car, bicycle, boat, go by, walk*

Strips of paper with a learner's name written on each one; a large sheet of paper (to make a chart)

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Draw five circles on the board in one colour and eight circles in a different colour. Ask students which colour has more circles.<br>2. Elicit the number of circles in each colour. Repeat with a few more numbers from 1 to 5. |
| **Resources** | **Main Activity** |
| **Learner's Book page 16**<br>**Audio Track 11**<br>**PCM 3** | **How do children go to school?: Activity 1**<br>1. Point to each picture in the Learner's Book, hold up the flashcard/word card (PCM 3) and say the word and mime. Learners repeat the word and action.<br>2. Ask: *How do children go to school?* Point to yourself and say*: I go by car.* Pretend to drive. Learners repeat and mime.<br>3. Invite several learners to join you and pretend to drive. Gesture to the group and say: *We go by car.*<br>4. Have the class repeat and mime. Repeat with the other four pictures.<br>5. Play the audio. Point to the picture that goes with the words. Play the audio again, pausing to allow learners to repeat each line.<br>6. Read the sentences out at random. Learners point to the matching picture and repeat the sentence.<br>**Feedback**<br>Say the number of a picture, and ask a learner to say: *yes* or *no* according to whether they use that method of transport to go to school. Then ask the learner to say how they go to school. Repeat with all of the pictures, asking a different learner each time. |
| **Learner's Book page 16** | **A class chart: Activity 2**<br>1. Draw attention to the chart. Read the chart title and the words in the first row. Ask: *How many children go to school by bus? Let's count*.<br>2. Repeat these steps with the next three rows.<br>3. Prepare a blank copy of the chart on a large sheet of paper. (Amend the categories to match the answers that your learners are likely to give, pre-teaching vocabulary as necessary, for example, *I go by metro*). Introduce the chart and tell learners they are going to complete their own class chart.<br>4. Give each learner a name strip with the name of another learner.<br>5. Each learner should ask the learner whose name strip they have: *How do you go to school?* They then place the name strip in the correct row of the chart. |
| **Activity Book page 12** | **Activity Book: Activity 1**<br>1. Ask the learners questions about the chart on page 12. Read the first question in the Activity Book: *How many children go by bus?* Explain the example answer: *5*.<br>2. Read the other questions with the learners. They write the answers. Provide help as needed.<br>**Feedback**<br>Read out the questions, pausing after each one for learners to call out the correct number. This should be done as a whole class activity.<br>**Answers**<br>1. 5; 2. 3; 3. 1; 4. 2 |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Ensure learners have the numbers chart on Learner's Book page 8 open, so they can count the number of people in Activity Book page 12, then check how to write the number using the chart on Learner's Book page 8. |
| | **Differentiation activities (Stretch)**<br>1. When learners have finished Activity Book page 12 Activity 1, they cover the chart and their answers, and try and remember how many people go by each mode of transport. |
| **Resources** | **Plenary** |
| **Activity Book page 12** | **Activity Book: Challenge**<br>1. Focus on the questions. Elicit answers from some members of the class.<br>2. Learners then write their answers. Circulate to help with spelling if necessary.<br>**Feedback**<br>Ask individual learners to read out their sentences to the class.<br>**Answers**<br>Learners' own answers |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a song and identify the letters of the alphabet.

**Speaking:** To recite an alphabet poem and sing a spelling song.

**Reading:** To recognise letters of the alphabet and recognise the first letter of a word and its sound.

**Writing:** To write your name, write letters of the alphabet, spelling dictation.

**Learning outcomes: By the end of the lesson, learners will be able to …**

- identify and write letters of the alphabet in both upper and lower case.

**Link to prior learning:**

- Lexis for classroom objects

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** the alphabet; *pen, hands, head, duck*

**Key expressions/structure:** *Can you spell …?*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty distinguishing between upper and lower case letters, so encourage them to trace letters in the air or with their finger to practise and become more confident.

**Resources/equipment needed:**

Learner's Book page 17

Activity Book page 13

Audio Track 12

Flashcards: *books, table, computer, pencils, rulers, door, whiteboard, pen, hands, head, duck*

Handmade flashcard: *lunchbox*

PCM 4: *pen, hands, head, duck*

Alphabet cards: *a to z*

A piece of paper with a picture of a book, a pencil, a chair and a table

Strips of paper with a learner's name on each one; five square blank cards for each child (for them to write a large capital letter)

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Say*: My name is (your name). My name begins with the letter (name of letter).*<br>2. Ask a learner: *What's your name?* Elicit the answer. Say: *Your name begins with the letter (name of letter)*. Ask the learner to repeat the letter.<br>3. Continue the activity until each learner has had a turn. |
| **Resources** | **Main Activity** |
| **Learner's Book page 17**<br>**Audio Track 12**<br>**PCM 4** | **Alphabet poem: Activity 1**<br>1. Hold up PCM 4 word cards *pen, hands* and *head* and say the words. Learners repeat the words. Ask learners to find the words in the poem on page 17.<br>2. Point to the first row of alphabet in the alphabet poem. Say: *Let's read!*<br>3. Chant the letters in each row, then play the audio. Learners point to the letters as they listen and chant along.<br>4. Play the audio again. Chant the words and mime. Pause after each line for learners to repeat the letters, words and gestures.<br>5. Hand the alphabet cards A to G to seven learners in a random order. They arrange themselves in alphabetical order. Let the class chant the letters. Repeat with letters H to N, O to T and U to Z.<br>6. Place all the letters in order in a row, and then remove several letters. Learners chant the alphabet. When they come to a gap, they choose the right letter to place in the gap.<br>7. Practise the poem until learners have memorised it. Then ask pairs or groups to recite it. |
| **Activity Book page 13** | **Activity book: Activity 1**<br>1. Tell learners to write the missing letters.<br>**Feedback**<br>Ask individual learners to say the missing letters in order, then say the chant together. This should be done as a whole class activity.<br>**Answers**<br>C, F, I, K, M, P, S, W, Z |
| | **Differentiation activities (Support):**<br>1. Encourage learners to recite the alphabet from A-Z in order to help them work out the missing letter in the sequence in Activity Book Activity 1. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, tell them to close their books and try to write the full alphabet in their notebook. Then they open their Learner's Books and check what they have written. |
| **Learner's Book page 17** | **Word wall: Activity 2**<br>1. Point out the word wall in the book. Ask: *How many names can you see under Aa? How many under Bb?*<br>2. Give each learner the strip of paper with his/her name on it. Ask: *What's the first letter in your name?*<br>3. When learners have completed the name cards, say: *Look at the first letter in your name. Is it A? Let's put names that begin with A on the word wall.* Then move on to B and continue through the alphabet. |

| | |
|---|---|
| **Activity Book page 13** | **Activity book: Activity 2**<br>1. Focus on the pictures and elicit the words from the class. **Please note that picture b is *hand* and not *fingers***.<br>2. Learners do the matching exercise independently.<br>**Feedback**<br>Say a number and ask learners to put their hands up if they would like to give the answer. Learners say the corresponding letter and the name of the object.<br>**Answers**<br>1 c; 2 a; 3 d; 4 b; 5 e; 6 h; 7 f; 8 g |
| **Resources** | **Plenary** |
| **Activity Book page 13** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.4.1.1.1) Form uppercase and lowercase letters correctly.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen and identify letters in a song.

**Speaking:** To sing a spelling song and spell words.

**Reading:** To recognise letters of the alphabet, recognise the first letter of a word and its sound.

**Writing:** To write your name and letters of the alphabet.

**Learning outcomes: By the end of the lesson, learners will be able to …**

- identify and write some letters of the alphabet in both upper and lower case
- repeat words following a model.

**Link to prior learning:**

- Lexis for classroom
- Present simple sentences with *I* and *we*

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** the alphabet

**Key expressions/structure:** Spelling names and words

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not feel confident with all of the words in the chants, but reassure them that it is not necessary to know every word, just the main idea.

**Resources/equipment needed:**

Learner's Book page 18

Activity Book page 14

Audio Track 13

Flashcards: *chair, car, pencil, book*

Letter cards: R, E, A, D

PCM 5: *B-I-N-G-O, R-E-A-D, S-I-N-G*

## UNIT 1 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask each learner: *What's your name?*<br>2. Write the first letter of the learner's name on the board and ask the class to repeat the letter after you.<br>3. Repeat with all the leaners. |
| **Resources** | **Main Activity** |
| **Learner's Book page 18**<br>**Audio Track 13**<br>**PCM 5** | **A spelling chant: Activity 1**<br>1. Draw attention to the lettered juggling balls at the top of page 18. Point to the first ball. Ask: *What's this letter? (B)* Say: *Let's write the letter B in the air.*<br>2. Learners copy your actions. Repeat with the remaining four balls.<br>3. Give each learner a copy of PCM 5 (letters B-I-N-G-O).<br>4. Learners arrange their letter cards to spell BINGO. Practise saying and spelling the name aloud.<br>5. Point out the farmer and the dog in the picture. Say the names and have students repeat. Explain that the letters B-I-N-G-O spell Bingo, the name of the dog.<br>6. Practise chanting the first verse of the chant, line by line.<br>7. Play the chant and chant along, pointing to the letter cards. Stop the audio and explain that learners are to chant, but clap once instead of saying B.<br>8. Explain that in the next verse you will clap for the first two letters, in the following verse you will clap for three letters, then four letters and finally, all five letters. Practise doing this.<br>9. Say the chant from the beginning. Chant and clap along. |
| | **Differentiation activities (Support):**<br>1. Allow learners to continue simply pointing at the card if they have difficulty associating the clapping with the letters. |
| | **Differentiation activities (Stretch):**<br>1. Tell learners to close their books and try and sing the song without looking at the words. |
| **Learner's Book page 18**<br>**PCM 5** | **Make a new song: Activity 2**<br>1. Point to the picture of children reading. Ask: *What do these children do in school?*<br>2. Point to the letters. Say: *R-E-A-D spells read.* Learners spell the word. Repeat with the next picture.<br>3. Chant the letters of the READ verse to the tune of B-I-N-G-O. Chant again, pausing for children to repeat.<br>4. Show letter cards: R, E, A and D. Point at each letter as you spell.<br>5. Follow the same steps for the SING verse. Using the letter cards for BINGO and READ, ask what other letter learners need to make the word SING, and then show the letter card for S.<br>6. Give learners PCM 5 (R-E-A-D and S-I-N-G) and ask them to put the cards in the correct order. |
| **Activity Book page 14** | **Activity Book: Activity 1**<br>1. Focus on the words in the Word box. Read the words and have learners repeat.<br>2. Ask learners to work in pairs and classify the words into the correct category (under the correct letter). |

| | |
|---|---|
| | **Feedback**<br>Copy the chart onto the board, then ask individual learners to say a word. First, check the words for Bb then check the words for Cc. Then do a repetition drill with all of the words, by reading through the words in the chart and asking learners to repeat. Ask learners to explain why they have classified the words in a certain way, for example, *boy* begins with *B*.<br>**Answers**<br>Bb: boy, bus, book<br>Cc: computer, car, clock |
| | **Differentiation activities (Support):**<br>1. Encourage learners to circle the first letter of each word in the word box, using a different colour for words beginning with *Bb* and words beginning with *Cc*. This will help them to differentiate and make the activity less stressful. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, ask them to check in pairs and read out the words together. |
| **Activity Book page 14** | **Activity Book: Challenge**<br>1. Ask learners to add one more word to each category, and then draw a picture of it.<br>**Feedback**<br>Put learners in pairs and ask them to compare their answers. Then, as a whole class, ask a few individual learners to read out the words they have written.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Learner's Book page 18** | 1. Chant the chants from page 18 again. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate voice.

(G2.4.1.1.1) Form uppercase and lowercase letters correctly.

| LESSON PLAN | | LESSON:10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and follow instructions, to listen for specific information.<br>**Speaking:** To say letters in your name, to ask and answer simple information questions.<br>**Reading:** To begin to read colour names.<br>**Writing:** To write your name, your partner's name and your favourite colours. | | **Learning outcomes: By the end of the lesson, learners will be able to:**<br>• identify and write simple nouns<br>• use possessive adjectives in simple sentences in the present simple. |
| **Link to prior learning:**<br>• Lexis for classroom objects<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English | | |
| **Key vocabulary:** Colours; *favourite*<br>**Key expressions/structure:** Possessive adjectives: *my, your, his, her; This is my friend; His/ Her name is …;* Information questions: *What's your favourite colour? Can you spell your name, please*? | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may confuse the possessive adjectives *my*, *his* and *her*; be sure to emphasise the difference by drawing a stick man and woman on the board and pointing at them while you say *his* and *her*, and point at yourself while saying *my*. | | |
| **Resources/equipment needed:**<br>Learner's Book page 19<br>Activity Book page 15<br>Audio Tracks 14 and 15<br>Large pieces of paper, one for each of the following words: *What's*, *your*, *name*?, *Can*, *you*, *spell*, *your*, *name*, *please*?, *What's*, *your*, f*avourite*, *colour*? | | |

## UNIT 1 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Have learners stand/sit in a circle. Place a collection of coloured objects in the middle of the circle. Say: *Put your hand on something (red). Put your hand on something (brown).* Learners put their hands on the appropriate object. |
| **Resources** | **Main Activity** |
| **Learner's Book page 19**<br>**Audio Track 14** | **Colours: Activity 1**<br>1. Tell learners to open the Learner's Book at page 19. Play the audio. Learners listen and point to the words of the colours.<br>2. Point to the words in the speech bubbles and read the text aloud. Learners repeat the text. Say: *Tell me something that is (blue).* Write learners' ideas on the board. Continue with all the colours. |
| **Learner's Book page 19**<br>**Audio Track 15** | **An interview: Activity 2**<br>1. Point to the picture of the girl with the clipboard interviewing another girl. Say: *This is Fatma. She is talking to Safa. Fatma asks Safa three questions. Listen to Fatma. What questions does she ask?*<br>2. Play the first interview several times, stopping after *Black!*<br>3. Invite three learners to the front of the class. Hand out three large word cards out of order: *What's, your* and *name?* Ask learners to stand in the right order to make the question. Get the rest of the class to help. Help the learners to notice the capital letter at the beginning of the sentence and the question mark at the end. Praise learners. Display the word cards on the board in the right order: *What's your name?*<br>4. Repeat this procedure with six learners at the front and the six cards: *Can, you, spell, your, name, please?*<br>5. Repeat with four learners and the four cards: *What's, your, favourite, colour?* Practise saying the questions.<br>6. Say: *Safa spells her name*. Learners listen and write Safa's name.<br>7. Play the interview again (as far as '*Black!*'). Learners write Safa's name on a piece of paper.<br>8. Ask: *What is Safa's favourite colour?* Point to Safa's name card on page 19.<br>9. Read the information with learners: Name: Safa. Favourite colour: black.<br>10. Point to the second name card with a picture of another girl (Nada). Say: *Fatma interviews another friend. Listen. What is her name? What is her favourite colour?*<br>11. Play the second part of the audio several times. Learners listen and write the answers.<br>**Feedback**<br>Ask: *What's her name?* and tell learners to put their hands up if they can answer the question. Choose a learner to give the answer. Repeat with: *What's her favourite colour?* Then write the answers on the board.<br>**Answers**<br>Nada, pink |

| | |
|---|---|
| **Activity Book page 15** | **Activity Book: Activity 1**<br>1. Put learners in pairs. They complete a name card by writing their name and favourite colour and drawing a picture of themselves. Then they make a name card about their partner. |
| | **Differentiation activities (Support):**<br>1. When learners complete the name cards activity, write the names and chosen colours down on a piece of paper for them to copy. |
| | **Differentiation activities (Stretch):**<br>1. Learners make a similar name card for a family member or a favourite fictional character. |
| **Resources** | **Plenary** |
| **Activity Book page 15** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.2) Engage in making introductions and basic leave taking expressions.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON:11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions, to identify specific information.<br>**Speaking:** To answer simple information questions, to say favourite colours.<br>**Reading:** To read colour names.<br>**Writing:** To write simple sentences with adjective + noun. | | **Learning outcomes: By the end of the lesson, learners will be able to:**<br>• identify and write simple nouns<br>• use possessive adjectives in simple sentences in the present simple<br>• ask simple questions using *what.* |
| **Link to prior learning:**<br>• Lexis for classroom objectives<br>• Colours<br>**21st Century Skills:**<br>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems | | |
| **Key vocabulary:** colours; *favourite*<br>**Key expressions/structure:** Possessive adjectives: *my, your, his, her*; *This is my friend*; *His/Her favourite colour is …*; Information questions: *What's your favourite colour?* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may confuse the adjective and noun order when describing objects; you can help them understand this visually by displaying the flashcards for colours and objects on the board, with the colour word always in front of the object. | | |
| **Resources/equipment needed:**<br>Learner's Book page 20<br>Activity Book page 16<br>Crayons | | |

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to stand up. Explain that you will call out a colour and they need to go and stand by or touch something in the classroom that is that colour. |
| **Resources** | **Main Activity** |
| **Learner's Book page 20** | **What's your favourite colour?: Activity 1**<br>1. Ask learners to look at the picture and elicit the colours of the crayons.<br>2. Read the first sentence: *My favourite colour is green* and encourage learners to point at the correct crayon. Tell them to draw a line.<br>3. Learners match the colours to the sentences.<br>**Feedback**<br>Put learners in pairs and ask them to check their answers together. Then, as a whole class, hold up your book, point to a crayon and ask learners to call out the colour. |
| **Learner's Book page 20** | **Colours in the classroom: Activity 2**<br>1. Ask learners to look at the pictures. Point to the first picture and say: *a red pen*. Have learners repeat.<br>2. Point to the second picture and elicit from learners: *a yellow chair*.<br>3. Put learners in pairs so they can describe the objects.<br>**Feedback**<br>Check as a class by holding up your book, pointing to an object and eliciting the object name and colour from a learner.<br>**Answers**<br>a red pen, a yellow chair, three green books, a red clock, two blue tables, a grey computer |
| **Activity Book page 16** | **Activity Book: Activity 1**<br>1. Ask learners to look at the picture and elicit the names of the objects. Draw their attention to the names of colours in the box and ask: *What colour is the table?* Elicit: *brown.* Then tell learners to read and colour the objects.<br>**Feedback**<br>When learners have finished, ask them to compare their pictures in pairs. |
| **Activity Book page 16** | **Activity Book: Activity 2**<br>1. Read the first sentence *(a brown table)* and tell learners to point at it in the book.<br>2. Point at the chair and elicit from learners: *an orange chair*. Tell learners to write about all of the objects.<br>**Feedback**<br>Check answers as a class. Ask individual learners to describe one object each.<br>**Answers**<br>1 a brown table; 2 an orange chair; 3 a yellow pencil; 4 a red book; 5 a blue clock |
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards and colour cards to help them arrange words visually before writing them in the books. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 2, ask them to write down similar phrases describing objects they can see in the classroom. |

| Resources | Plenary |
|---|---|
| **Learner's Book Page 20** | **What's the colour?: Activity 3**<br>1. Show students the pictures in their Learner's Books. Say: *yellow and red makes orange.* Ask students to show their orange crayons.<br>2. Learners read and colour.<br>3. Call out different colour combinations and have learners tell you which colour they make. For example, say: *What does blue and yellow make?* and elicit from learners: *Green!* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.4.3.1.1) Use grade-appropriate structures, for example, single nouns.

| LESSON PLAN | | LESSON:12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen for specific information, to listen and respond to questions.<br>**Speaking:** To say simple sentences about colours and ways of going to school.<br>**Reading:** To read simple sentences describing pictures.<br>**Writing:** To write colour words and simple sentences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify colours and simple nouns<br>• ask and answer simple questions in the present simple. |
| **Link to prior learning:**<br>• Lexis for travel to school<br>• Colours<br>**21st Century Skills**<br>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students | | |
| **Key vocabulary:** *bicycle, bus, car, boat, walk; red, orange, blue, black, green, purple, yellow, pink, white, brown*, classroom objects (depending on the classroom)<br>**Key expressions/structure:** *How do you go to school?*; affirmative sentences in the present simple: *I go to school by car. __* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have problems pronouncing words with long and short vowels and words with *b* as the initial consonant, for example, *bike, boat, bus,* etc. Remodel with accurate pronunciation and encourage repetition of the correct model.<br>• Learners may have problems repeating the chant because of the speed. Allow learners to listen first and do the action. Then model each line of the chant slowly and ask learners to repeat before performing the chant at speed. | | |
| **Resources/equipment needed:**<br>Learner's Book page 21<br>Activity Book page 17<br>Audio Track 16<br>Flashcards: *boat, bus, car*<br>Handmade flashcards: *red, orange, blue, black, green, purple, yellow, pink, white, brown; bicycle, walk*<br>PCM 3 and 6: *bus, car, bicycle, boat, go by, walk; red, blue, green, yellow, brown, orange, black, purple, pink, white*<br>Coloured pencils | | |

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Review the colours by displaying the following colour flashcards on the board: *red, blue, yellow, green, orange, purple, black, white, pink*. Ask the learners to name each of the flashcards. Write a number by each of the flashcards.<br>2. Show the colour word cards one by one. Ask learners to read the word card with you and say which number flashcard it matches. Stick the word card under the correct flashcard.<br>3. Remind the learners that we can mix two colours together to make a new colour. Tell the learners you are going to call out the names of two colours and they need to write the name of the colour they make in their notebooks.<br>Red and blue make ….<br>Red and yellow make …<br>Blue and yellow make …<br>Red and white make ...<br>**Feedback**<br>Check the answers as a class by reading out the beginning of the sentence: *red and blue make*… Learners call out the correct colour.<br>**Answers**<br>1 Red and blue make purple.<br>2 Red and yellow make orange.<br>3 Blue and yellow make green.<br>4 Red and white make pink. |
| **Resources** | **Main Activity** |
| **Learner's Book page 21** | **Find something blue: Activity 1**<br>1. Ask the learners to look at the picture on page 21. Ask them how many things they can see in the picture.<br>2. Tell learners they need to listen to you and point to the correct item in the picture. Slowly name the objects in the picture one by one, while the learners point at correct object.<br>3. Tell learners that you are going to call out a colour and the learners need to find an object in the picture of that colour, and say its name and colour. Give an example: *a blue pencil*. After you say each colour, ask an individual learner to give the name and colour of the object.<br>**Answers**<br>A blue pencil, a pink crayon, a purple crayon, a red lunchbox, a brown table, a white clock, a grey chair, an orange book, a green book, a black chair |
| **Activity Book page 17** | **Activity Book: Activity 1**<br>1. Ask learners to take out their coloured pencils and colour the objects on the page.<br>2. Read the first sentence and ask learners to point to the correct picture. Tell learners to join the sentence to the picture and write the colour in the gap.<br>3. Learners repeat with the remaining two sentences.<br>**Feedback**<br>Ask individual learners to read out the sentences, with the colours they used.<br>If there is time, you could do a poll to find out how many learners used the same colours for each object. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can be given more support by working in pairs. Colour and word cards can be put together on the board to give more support for reading. |
| | **Differentiation activities (Stretch):**<br>1. After they have finished colouring, learners can cover the sentences in the book and write the sentences again in their notebooks. |
| **Learner's Book page 21**<br>**Audio Track 16** | **Chant: Activity 2**<br>1. Set the context for the chant by showing the flashcards of the modes of transport and eliciting*: I go to school by [bus].*<br>Play the audio. As learners listen, you can do the following gestures: *How do you go to school? Please tell me!* (make a questioning gesture)<br>*Do you go by bike?* (mime riding a bike)<br>*Do you go by car?* (mime driving a car)<br>*Do you go by bus?* (mime waving out of the window of the bus)<br>*Do you go by boat?* (move from side to side as if you are in a boat on water)<br>*Or do you walk?* (mime walking)<br>*How do you go to school? Please tell me!* (make a questioning gesture)<br>*I go to school by car.*<br>2. Play the audio again, asking the whole class to join in doing the actions for the chant and chanting it, too.<br>3. Ask learners to look at the chant on page 21 of the Learner's Book. Encourage learners to read the chant and do the actions. |
| **Resources** | **Plenary** |
| **Activity Book page 17** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

G2.1.1.1.1 Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

G2.4.3.1.1 Use grade-appropriate structures, for example, singular nouns.

| LESSON PLAN | | LESSON:13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and follow instructions.<br>**Speaking:** To interview a friend and make introductions, to spell your name aloud.<br>**Reading:** To read information about other children.<br>**Writing:** To write your name, your partner's name and your favourite colours. | | **Learning outcomes: By the end of this lesson, learners will be able to:**<br>• ask and answer simple sentences using *What*<br>• use the possessive adjectives in simple sentences<br>• understand and follow simple instructions. |
| **Link to prior learning:**<br>• The alphabet<br>• Colours<br>**21st Century Skills:**<br>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently | | |
| **Key vocabulary:** Colours<br>**Key expressions/structure:** Possessive adjectives: *my, your, his, her; This is my friend. His/Her name is… Can you spell your name, please?* Information questions: *What's your favourite colour?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may confuse the masculine and feminine possessive adjectives, so constantly refer to the stick people you draw on the board to give a visual reference for them. | | |
| **Resources/equipment needed:**<br>Learner's Book page 22<br>Activity Book page 18<br>Handmade word cards: *his*, *her* and *What's your favourite colour?* | | |

## UNIT 1 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Draw a picture of a stick man and woman on the board and say: *This is my friend. His name is [Tom]. His favourite colour is [blue]* and point at the stick man. Encourage learners to say: *Hello [Tom].*<br>2. Repeat with the stick woman.<br>3. Point at the stick man and say: *What's his name?* and *What's his favourite colour?*. Elicit the answers then repeat with the stick woman. |
| **Resources** | **Main Activity** |
| **Learner's Book page 22** | **Interview a friend: Activity 1**<br>1. Read the three questions in speech bubbles with the class and write them on the board.<br>2. Ask a few learners the questions to model asking and answering them.<br>3. Put learners in groups of three. They ask each other the three questions.<br>4. Return to the stick man on the board and say: *His name is [Tom].* Then write the name on the board. Say: *His favourite colour is [blue]* and write the colour on the board. Do the same with the stick woman. Tell students to do the same in their books.<br>**Language detective:** Draw attention to the Language detective question, and ask learners to answer it (*his* refers to a boy, *her* refers to a girl.)<br>**Feedback**<br>Learners stand up in their pairs and introduce each other to the class, using the words they have written. Model how to begin the introduction with: *This is my friend.* |
| **Activity Book page 18** | **Activity Book: Activity 1**<br>1. Tell learners to look at the pictures of the boy and girl. Ask: *What's his name?* and *What's her name?* Elicit the correct answer and remind learners of the use of *his* and *her*.<br>2. Learners read the sentences and colour the pictures.<br>**Feedback**<br>Put learners in pairs and ask them to compare pictures. |
| | **Differentiation activities (Support):**<br>1. Draw different-coloured circles on the board and write the name of the colour next to them, to provide learners with a visual reference. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, they draw a 'head and shoulders' picture of a friend, including three objects that their friend has on his/her desk. They copy three sentences written on the board about their friend, following the model in the Activity Book.<br>2. Learners then fill in the missing word to complete the sentences. |

| | |
|---|---|
| **Learner's Book page 22** | **Mystery child: Activity 2**<br>1. Read the name and favourite colour on each name card with the learners. Say: *This is a girl. Her name begins with R. Her favourite colour is red. Can you find her?* Let learners point to the matching name card. Invite a learner to describe another name card. Prompt as needed.<br>2. Learners continue to play the game with a partner.<br>**Feedback**<br>If you have time, you can play this as a whole class. Individual learners take it in turns to describe one of the children for the rest of the class to guess. |
| **Resources** | **Plenary** |
| | 1. Display the colour word cards on the board.<br>2. Play *Teacher says*. Say: *Find something* (+ colour). Call out a colour and ask learners to stand up and go to an object with that colour. Occasionally call out an instruction without saying *Teacher says.* If a learner moves when you say this, then he/she is out of the game. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.

| LESSON PLAN | | LESSON:14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

| | |
|---|---|
| **Listening:** To listen and follow instructions, to listen to a story.<br>**Speaking:** To talk about the story, to talk about what you see.<br>**Reading:** To read along as you listen to the story.<br>**Writing:** To write short answers to simple sentences about a story. | **Learning outcomes: By the end of the lesson, learners will be able to:**<br>• read a simple story<br>• answer *yes/no* questions in the present simple<br>• understand sentences using verbs in the third person singular of the present simple. |

**Link to prior learning:**

- Vocabulary for transport

**21st Century Skills:**

- Critical Thinking and Problem Solving: Introduce to concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing

**Key vocabulary:** *rabbit, duck, squirrel, hop, swim, climb*

**Key expressions/structure:** (*hop) like a (rabbit)*; present simple affirmative sentences: *It swims. It hops*; present simple questions: *What do you see? What do animals do?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not be able to distinguish the difference between the final *–s* sounds in cars (*-z*) and ducks (*-s*); model the difference in pronunciation and congratulate learners if they are able to differentiate their pronunciation; however do not put a lot of emphasis on this as it is something they will practise more throughout this grade.

**Resources/equipment needed:**

Learner's Book pages 23 and 24

Activity Book page 19

Audio Track 17

Flashcards: *rabbit, duck*

Handmade flashcards: *squirrel; hop, swim, climb, walk*

Word cards PCM 7 and PCM 8: *rabbit, duck, squirrel, hop, swim, climb, walk*: *inside, outside*

## UNIT 1 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 7** | 1. Use word cards (PCM 7) to introduce the words *rabbit*, *duck* and *squirrel*.<br>2. Say: *A rabbit hops. A duck swims. A squirrel climbs*. Encourage learners to mime the animal movements. Display the flashcards/word cards on the board.<br>3. Play the game *Teacher says*. Give the class instructions using the verbs on the board; learners should only do the action if the instruction is preceded by *Teacher says*. For example, *Teacher says hop!* (learners hop); *Swim!* (learners stay still). If learners move when you give an instruction without saying *Teacher says,* they are out of the game. |
| **Resources** | **Main Activity** |
| **Learner's Book page 23** | **Over to you: Activity 1**<br>1. To lead into the story, point to the pictures. Ask: *What are these?* Revise the vocabulary. Listen for pronunciation of the final *-s* plural ending (which has a *–z* sound in in *cars*, but *-s* sound in *ducks*).<br>2. Ask: *What do you see on your way to school?* Help learners answer in a full sentence: *I see…*<br>3. Learners tell their partners what they see on the way to school. Help them with new vocabulary if necessary.<br>**Feedback**<br>If there is time, do a poll to see how many learners in the class see each item on their way to school. |
| **Activity Book page 19**<br>**PCM 8** | **Activity Book: Activity 1**<br>1. Display the word cards *inside* and *outside* on the board. Point to a chair. Say: *The chair is inside the classroom*.<br>2. Point to something you can see through the classroom window (or the rabbit in the picture on Activity Book page 19). Say: *The (rabbit) is outside the classroom.* Repeat with other items in the classroom.<br>3. Ask learners to look at the picture and decide which things they see inside and which outside. They draw lines to match the objects to the correct place.<br>4. Then ask them to compare the picture with what they really see inside and outside their class.<br>5. If needed, use PCM 8 to help with the activity, which has the words 'inside' and 'outside'.<br>**Feedback**<br>Learners can compare their answers in pairs. Then you should call out the names of the different objects and ask learners to say *inside* or *outside* as a whole class<br>**Answers**<br>Inside: clock, table<br>Outside: duck, rabbit, squirrel |

| | |
|---|---|
| **Learner's Book pages 23 and 24**<br>**Audio Track 17** | **Before you read: Activity 2**<br>1. Read the title of the story. Learners look at the pictures to predict what the story will be about.<br>2. Point to the pictures. Ask: *What does the girl see? What colour is the (rabbit, duck)?*<br>3. Play the audio. Point to the pictures in turn.<br>4. Play the audio again, pausing to allow learners to repeat each line. Mime *little* with your hands. |
| | **Differentiation activities (Support):**<br>1. If learners struggle to read and listen to the story, allow them to just listen to the audio and look at the pictures in the book. |
| | **Differentiation activities (Stretch):**<br>1. Invite learners to read out the story after you have played the audio twice. |
| **Learner's Book page 24** | **Write: Activity 3**<br>1. Read the first sentence: *The girl sees a rabbit.* Mime *sees* and elicit the correct answer: *Yes.* Tell students to write it in their books.<br>2. Repeat with the remaining sentences. |
| **Resources** | **Plenary** |
| **Activity Book page 19** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension and in a manner that sounds like natural speech.

(G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational text, etc.).

(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues.

(G2.4.3.1.1) Use grade appropriate language structures.

| LESSON PLAN | | LESSON:15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Speaking:** To talk about what you see.<br>**Reading:** To recognise words from a story text.<br>**Writing:** To write words in speech bubbles to complete a conversation. | | **Learning outcomes: By the end of this lesson, learners will be able to:**<br>• use basic prepositions of place<br>• use simple sentences and questions in the present simple. |
| **Link to prior learning:**<br>• Lexis for making introductions<br>• Lexis for animals<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce creative thinking activities– such as brainstorming– to learn to share and respect all ideas | | |
| **Key vocabulary:** *rabbit, duck, squirrel, hop, swim, climb; inside, outside*<br>**Key expressions/structure:** affirmative sentences in the present simple: *A squirrel climbs*; questions in the present simple: *What do animals do?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with the concept that *I* is always uppercase; ensure that you address this when looking at the Words to remember box, and also point it out when doing the activities in the Activity Book. | | |
| **Resources/equipment needed:**<br>Learner's Book page 25<br>Activity Book page 20<br>Audio track 18<br>Flashcards: *duck, rabbit*<br>Handmade flashcard: *squirrel*<br>PCM 7: *rabbit, duck, squirrel, hop, swim, climb, walk* | | |

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show learners the *duck*, *rabbit* and *squirrel* word cards (PCM 7) and elicit the words. Mime an action and ask learners to say the word.<br>2. Ask individual learners to mime a word for the class to guess the word. |
| **Resources** | **Main Activity** |
| **Learner's Book page 25**<br>**Audio Track 18** | **Read and listen: Activity 1**<br>1. Tell learners to look at the pictures.<br>2. Play the audio; tell learners to read and listen. Encourage them to do the actions too.<br>**Words to remember**<br>1. Draw learners' attention to the box and write the letter I on the board.<br>2. Point to yourself as you say: *I*.<br>3. Point out *I* is always spelled with a capital letter.<br>4. Learners look for the sight word I in the story. How many times can they see it? Have them count on their fingers. |
| | **Feedback**<br>Check answers as a class. Call out the numbers from 4 to 7 and ask learners to put their hand up after the correct number of times *I* appears. Then tell learners the correct answer.<br>**Answer**<br>7 |
| **Learner's Book pages 23-25** | **Yes or no?: Activity 2**<br>1. Ask: *What does the girl see on her way to school?* Point to each picture as you ask: *A duck? A bus? A rabbit? A squirrel?*<br>2. Ask learners to look back at the story, then they answer *yes* or *no*.<br>3. Hold up the word card that corresponds to the answer. Ask them to show where these items appear in the story.<br>**Answers**<br>1 yes; 2 no; 3 yes; 4 yes |
| **Activity Book page 20** | **Activity Book: Activity 1**<br>1. Focus on the two word snakes. Explain how to find the words in them.<br>2. Point at the pictures and the words and ask the class to say them aloud.<br>3. Learners look for the words and circle them.<br>**Feedback**<br>Put learners in pairs and ask them to check they have circled the same words. Then check the answers as a class by asking individual learners to put their hands up and say one of the words.<br>**Answers**<br>(Wordsnake 1) **girl**mxkdurfu**pen**kyzqa**books**ventf<br>(Wordsnake 2) mxrfuly**friends**bpwkrz**boy**qarti |
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs to do the word snake activity. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, ask them to write their own word snakes using words they remember from Unit 1. They then swap word snakes with a partner and circle the words. |
| **Activity Book page 20** | **Activity Book: Activity 2**<br>1. Focus on the pictures and ask learners to predict what the dialogue might be.<br>2. Draw learners' attention to the Word box and ask them to use the words in it to complete the speech bubbles.<br>**Feedback**<br>Check answers as a class by asking individual learners to give the correct answers. If you have time, you can ask learners to act out the dialogue in pairs.<br>**Answers**<br>My name is Rashid; I am 7. |
| | **Differentiation activities (Support):**<br>1. Help learners to highlight key words in the speech bubbles (for example, *name*, *old*) and then match them to similar words in the Word box to help them work out how to complete the speech bubbles. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 2, they can role-play the dialogue in pairs, swapping the information in the speech bubbles for their own information. |
| **Resources** | **Plenary** |
| | 1. Ask the class to name as many things as possible that they can see on their way to school. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.4.3.1.1) Describe main idea and key details in a text read aloud, or information presented orally or through other media.

| LESSON PLAN | | LESSON:16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to what animals and people do, to listen to commands, to listen to instructions.<br>**Speaking:** To talk about what animals do.<br>**Reading:** To read conversations.<br>**Writing:** To write answers to information questions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and use verbs in the present simple<br>• understand and follow simple instructions. |
| **Link to prior learning:**<br>• Animals<br>• Colours<br>**21st Century Skills:**<br>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems | | |
| **Key vocabulary:** rabbit, duck, squirrel, hop, swim, climb; inside, outside<br>**Key expressions/structure:** affirmative sentences in the present simple: *a squirrel climbs*; questions in the present simple: *What do animals do?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may notice the final *-s* when describing the actions of the animals; you may wish to explain that when we talk about someone or something else we use *-s* but when we use *I* we don't use *-s*. You do not need to explain this is in a lot of detail. | | |
| **Resources/equipment needed:**<br>Learner's Book page 26<br>Activity Book page 21<br>Audio Track 19<br>Flashcards: *rabbit, duck*<br>Handmade flashcard: *squirrel*<br>PCM 7: *hop, swim, climb* | | |

## UNIT 1 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 7** | 1. Show learners the words on PCM 7.<br>2. Mime one of the actions on the word card.<br>3. Learners say and mime the action.<br>4. Repeat with the other word cards. |

| Resources | Main Activity |
|---|---|
| **Learner's Book page 26**<br>**Audio Track 19** | **Listen: Activity 1**<br>1. Ask learners to look at the pictures, and elicit what they can see in each picture.<br>2. Tell learners they are going to listen to sentences, and choose and circle the picture that matches what they hear.<br>3. Play the audio twice and give learners time to circle the pictures. Then play a final time. |
| | **Feedback**<br>Check the answers as a class by asking learners to raise their hand if they would like to share the answer. Choose individual learners to say the letter of each correct picture. Encourage learners to say a simple sentence about the picture.<br>**Answers**<br>1 c; 2 c; 3 c; 4 a |
| **Learner's Book page 26** | **What do the animals do?: Activity 2**<br>1. Ask learners to look at the pictures.<br>2. Put learners in pairs and tell them to match the animal to the action and say a sentence, for example, *A squirrel climbs*.<br>**Feedback**<br>Check answers as a class by asking individual learners to say a sentence each.<br>**Answers**<br>1. A squirrel climbs.<br>2. A rabbit hops.<br>3. A duck swims. |
| **Activity Book page 21** | **Activity Book: Activity 1**<br>1. Read the sentences in the box and have learners repeat them.<br>2. Ask learners to look at the picture and choose the correct sentence to complete each speech bubble.<br>**Feedback**<br>Check answers as a class by asking learners to put their hands up if they would like to say the answers. Ask individual learners to say one sentence each. Write the sentences on the board for learners to check against the ones they have written.<br>**Answers**<br>1 A duck swims.<br>2 A squirrel climbs.<br>3 A rabbit hops. |

| PCM 7 | **Differentiation activities (Support):**<br>1. Provide learners with the animal flashcards and action word cards (PCM 7), and allow them to match the animal with the action before they do Activity 1 in the Activity Book. |
|---|---|
| | **Differentiation activities (Support):**<br>1. When learners have finished Activity 1 in the Activity Book, have them close their books and draw a duck, a squirrel and a rabbit and then write the action next to it, for example, *A duck swims.* |
| **Resources** | **Plenary** |
| | 1. Play a game with learners. Give each learner an animal character: *squirrel*, *duck* or *rabbit*. Explain that you will call out an action: *swim, climb* or *hop*. If the action corresponds to their animal, learners have to stand up and swap seats with another learner who has the same animal. For example, if you say *swim*, all the learners who are ducks must stand up and swap seats. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and action using simple present tense and present continuous.

| LESSON PLAN | | LESSON:17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To practise listening to a chant.<br>**Speaking:** To practise saying a chant, naming things you see on the way to school, asking and answering questions, and reporting back to the class.<br>**Reading:** To practise reading simple sentences.<br>**Writing:** To practise copying simple sentences. | • repeat words following a model<br>• use possessive adjectives in sentences in the simple present. |

**Link to prior learning:**

- Review lexis from Unit 1 Lessons 13–16

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** *rabbit, duck, squirrel, hop, swim, climb; classroom objects: table, chair, clock, ABC chart, lunchbox, book, crayon, pencil*

**Key expressions/structure:** Affirmative sentences and questions in the present simple: *I see a squirrel; What's your favourite colour?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may not be able to copy the intonation, rhythm and features of connected speech in the chant at speed. Model each line of the chant separately; allocate different lines of the chant to groups so they only have to repeat one line.
- Some learners may not be able to use the pronouns *his* and *her* accurately. Draw a picture of a boy and a girl on the board and label each one. Point at this to prompt learners as they are reporting back to the class.

**Resources/equipment needed:**

Learner's book pages 23-25, 27

Activity book page 22

Flashcards: *table, chair, whiteboard, book, pencil, clock*

Handmade flashcards: *lunchbox, ABC chart*

## UNIT 1 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Mime the actions from the story: *hop*, *climb* and *swim*. Elicit the action and the animal from learners. |
| **Resources** | **Main Activity** |
| **Learner's Book page 27** | **Game: Activity 1**<br>1. Display the flashcards on the board and ask learners to quickly to tell you what they can see in the pictures to review and check they remember the key vocabulary for the game.<br>2. Demonstrate the game with four volunteers at the front of the class. Tell the volunteers they are going to play a listening and memory game. They need to listen very carefully, repeat the sentence and add one more thing they can see on the board. For example:<br>Teacher: *I can see a whiteboard.*<br>Learner 1: *I can see a whiteboard and a table.*<br>Learner 2: *I can see a whiteboard, a table and a chair…*<br>3. Continue the game until the learners have named all the things they can see in the pictures.<br>4. Divide the class into groups of five or six and tell them to play the same game using the flashcards on the board. |
| **Learner's Book pages 23-25** | **Chant**<br>1. Ask the learners if they can remember the poem they read in Lesson 14. Show them the pictures on pages 23-25 to help them to remember.<br>2. Mime walking to school and elicit: *I go to school*, then mime a rabbit and elicit: *I see a rabbit,* then mime a duck and elicit: *I see a duck*, and finally, mime a squirrel and elicit: *I see a squirrel*.<br>3. Repeat the actions several time, so that you are miming and learners are chanting the sentences.<br>4. You may like to invite individual learners to take over the teacher's role of miming the actions |
| | **Differentiation activities (Support):**<br>1. Less able/confident learners can just do the actions without repeating the chant. |
| | **Differentiation activities (Stretch):**<br>1. More able/confident learners can say the chant with the actions, without the teacher's help. They can also be encouraged to add two extra animals to the chant. |
| **Activity Book page 22** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity 1. Mime the action of putting your school bag on, ask learners to point to the picture (of the boy with the rucksack) and write the number one. Then repeat by miming a rabbit, a duck and a squirrel.<br>**Feedback**<br>Check the answers as a group by asking learners to call out the correct order of the numbers in the boxes.<br>**Answers**<br>Do the mimes in the following order: put on school bag, rabbit, duck and squirrel. Learners should number the pictures: 2, 4, 1, 3. |

| | |
|---|---|
| **Activity Book page 22** | **Activity Book: Activity 2**<br>1. Ask the learners to look at Activity 2. Point to the first picture in Activity 1 and ask the learners to read and find the sentence that matches with this picture. Ask them to write the sentence under the correct picture. |
| | 2. Ask the learners to read the other sentences and write them under the correct picture.<br>**Feedback**<br>Check the answers by directly asking individual learners to read out the sentences. Write the sentences on the board.<br>**Answers**<br>1 I see a rabbit. 2 I see a squirrel. 3 I go to school. 4 I see a duck. |
| | **Differentiation activities (Support):**<br>1. Less able/confident learners can match the sentences only and label the pictures at home. |
| | **Differentiation activities (Stretch):**<br>1. More able/confident learners can write the sentences from memory, without copying them from Activity 2. |
| **Learner's Book page 27** | **Interview a friend: Activity 2**<br>1. Ask learners to look at Activity 2. Ask two learners to come to the front of the class to demonstrate asking and answering the questions.<br>2. Divide the class into pairs and ask them to ask and answer the two questions in the book.<br>3. When the learners have finished asking the questions, ask them to look at the board. Draw a picture of a boy on the board and write *Hassan*, *read* and *7* below it. Say: *His name's Hassan. He reads at school*. He's 7. Then draw a picture of a girl and write *Fatima, use computers* and *7* below it. Say: *Her name's Fatima. She uses computers at school. She's 7*.<br>**Feedback**<br>Learners report to the class about their partners using the sentences you have modelled. |
| **Resources** | **Plenary** |
| **Activity Book page 22** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.2.1.1) Participate in class songs and games, taking turns and responding individually as required.

(G2.3.1.1.1) Students build upon and continue applying previously learned skills.

| LESSON PLAN | | LESSON:18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To recognise vocabulary from the unit.

**Speaking:** To produce vocabulary from the unit.

**Reading:** To read and recognise alphabet letters in upper and lower case.

**Writing:** To write alphabet letters in upper and lower case.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify and use simple nouns
- use simple verb phrases in the present tense
- identify and correctly use letters in the alphabet.

**Link to prior learning:**

- Lexis for classroom objects
- Lexis for school activities
- The alphabet
- Language for making introductions

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students

**Key vocabulary:** *table, chair, clock, whiteboard, pencil, lunchbox, book, crayon*

**Key expressions/structure:** Affirmative statements in the present simple: *I (read) at school, His/her name is (Fatima). His/her favourite colour is (red);* questions in the present simple: *What's your name? What's your favourite colour? What's this/What's number one?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have problems pronouncing vocabulary items containing problem sounds for Arabic learners, for example, consonant sounds *p*, *b* and *ch* and long and short vowel sounds. Identify errors sensitively and, encouragingly, remodel and ask the learner to repeat the correct pronunciation.

**Resources/equipment needed:**

Learner's Book page 28

Mini whiteboards, laminated sheets of white paper or large strips of paper

Whiteboard marker pens

## UNIT 1 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Alphabet writing game**<br>1. Prepare learners to play a writing game with the mini whiteboards. You can use scraps of paper if you don't have these. First, dictate the first five alphabet letters in sequence, then stop and ask learners to write the next letter in upper and lower case, for example, *Ff*. Ask them to check with a partner, then show their answer to the class.<br>2. Then dictate the next five letters of the alphabet, stop and ask the learners to write the next letter, check with a partner and then with the class. Repeat this procedure until you have reviewed all the letters of the alphabet.<br>3. If you think your learners can play the game themselves, divide the class into pairs and ask them to take it in turns to play the game they have just played with you.<br>4. Call out a letter of the alphabet at random and secretly write this on a mini whiteboard. Ask learners to write the letter in upper and lower case on their mini whiteboard and check it with their partner. They show the class and you show them the letter you wrote on your board so they can check their answer. |
| **Resources** | **Main Activity** |
| **Learner's Book page 28** | **Listen and tick: Activity 1**<br>1. Draw learners' attention to the pictures in the book and elicit the names of the objects.<br>2. Tell learners that you will call out a word, and learners need to tick that picture. Call out the pictures in a random order, and have learners tick the picture they hear, then hold up their book and point to it.<br>3. Learners test their partner by pointing to one of the pictures and their partner has to describe the picture. They take it in turns to do this. You can help to support this by writing the following prompts on the board.<br>Learner A: *What's this?*<br>Learner B: *It's a* _____.<br>**Feedback**<br>Hold up your book, point to the pictures one by one and ask individual learners to describe the picture to you, for example, *It's a …* |
| | **Differentiation activities (Support):**<br>1. Pairwork testing allows learners to choose the level of difficulty. |
| | **Differentiation activities (Stretch):**<br>1. Pairwork testing allows more able/confident learners to choose the level of challenge. Learners could also write the word on a strip of paper. |
| **Learner's Book page 28** | **Listen and number: Activity 2**<br>1. Tell learners to look at Activity 2, then write the sentences *I draw at school.; I write at school.; I use a computer at school.; I do maths at school.; I read at school.* on the board and read them aloud. Learners read, listen and number the pictures.<br>**Feedback**<br>Check answers by calling out or holding your book up and pointing to the pictures in order. Directly ask individual learners to say the correct verb/verb phrase. |

| | |
|---|---|
| | **Answers**<br>Correct order (from left to right): I use a computer at school. I draw at school. I do maths at school. I read at school. I write at school.<br>1. Learners test their partner by pointing to one of the pictures and their partner has to say the sentence about the picture. They take it in turns to do this. |
| | **Interview and introduce a friend**<br>1. Demonstrate the activity with two confident learners at the front of the class. Ask the following questions:<br>*What's your name?*<br>*What's your favourite colour?*<br>2. Divide the class into pairs and ask them to take turns asking and answering the questions.<br>3. Tell learners they are going to tell the class about their partner. Elicit/write these sentences on the board and add a drawing of a boy next to the first sentence and a girl next to the second sentence.<br>*His name is _____. His favourite colour is _____.*<br>*Her name is _____. Her favourite colour is _____.*<br>4. Learners can introduce their partner to the class or this can be done as pairwork, for example, they introduce their partner to another pair. |
| | **Differentiation activities (Support):**<br>1. Learners can use the gapped sentences and the information on the board for support. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write the sentences about their partner first and then report back to the class. Learners could work in larger groups. |
| **Resources** | **Plenary** |
| **Learner's Book page 28** | **Look what I can do**<br>1. Ask learners to look at the statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.4.3.1.1) Use grade-appropriate structures, for example, present simple.

| LESSON PLAN | | LESSON:19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to partners talking about colours.<br>**Speaking:** To ask and answer questions about colours.<br>**Reading:** To read word cards.<br>**Writing:** To write names of colours and objects. | | **Learning outcomes: By the end of this lesson, learners will be able to …**<br>• identify and use simple nouns<br>• understand and use simple verb phrases in the present simple. |
| **Link to prior learning:**<br>• Lexis for classroom objects<br>• Colours<br>**21st Century Skills:**<br>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently | | |
| **Key vocabulary:** colours, classroom objects<br>**Key expressions/structure:** adjective + noun: *a red pencil* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to remember and write the words for the vocabulary they have learned in this unit, so ensure that they are well supported by displaying word cards on the board. | | |
| **Resources/equipment needed:**<br>Learner's Book pages 17 and 29<br>Old magazines, glue, scissors, coloured pencils, crayons, strips of paper | | |

## UNIT 1 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 17** | 1. Remind learners of the alphabet poem on page 17 of the Learner's Book. Read it with learners.<br>2. Ask learners to make two rows, facing each other.<br>3. Tell them that one row will read the first line (they will read the lines that contain the letters) and the other row will read the second line of the poem. Learners read the parts of the poem to each other.<br>4. Then they switch roles. |
| **Resources** | **Main Activity** |
| | You should choose **one** of the project options given below. |
| **Learner's Book page 29** | **Option 1**<br>**Project A: Make word cards**<br>1. Give learners a strip of paper and ask them to write a word they remember from the unit on the strip of paper. You may like to point out different objects around the classroom to give them some ideas.<br>2. Then, give learners crayons of different colours and a piece of paper. Ask learners to draw and colour the object for the word they wrote.<br>3. Learners then glue the word card they made to the corresponding picture. Circulate as learners work.<br>4. Ask learners what letter each word starts with.<br>**OR**<br>**Option 2**<br>**Project B: Make a colour book**<br>1. Show learners the colours flashcards.<br>2. Say the colours aloud while pointing to them.<br>3. Ask learners what their favourite colour is.<br>4. Ask learners to find an object in the class of their favourite colour and point to it.<br>5. Ask learners to choose a colour.<br>6. Ask learners to draw pictures of things that are the colour they chose.<br>7. Learners put the drawings and photos together in a notebook (they can use a notebook or a folder with pieces of paper in it)<br>8. Ask learners to write the names and the colour of the pictures on each page. |
| | **Differentiation activities (Support):**<br>1. Ensure that learners have their Learner's Books open so they can check the correct spelling of words and find inspiration for their colour book. |
| | **Differentiation activities (Stretch):**<br>1. Option 1: Learners can make as many word cards as they like.<br>2. Option 2: Learners can make a word book in a different colour. |
| **Resources** | **Plenary** |
| | 1. Give out blank name cards. Learners write their names on a blank card.<br>2. Say: *Find a partner!* Learners take it in turns to spell their name and their partner's name.<br>3. Say: *Find a new partner!* Learners find a new partner and repeat activity. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.4.1.1.1) Form uppercase and lowercase letters correctly.<br>(G2.4.1.1.2) Write legibly, progressing from left to right; space letters, words and sentences appropriately.<br>(G2.4.3.1.1) Use grade appropriate structures. | | | |

| LESSON PLAN | | LESSON:20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and evaluate presentations<br>**Speaking:** To present a project<br>**Reading:** To read word cards and word books. | | **Learning outcomes: By the end of the lesson, students will be able to...**<br>• make a short presentation using the present simple. |
| **Link to prior learning:**<br>• Colours<br>• Lexis for classroom activities<br>**21st Century Skills:**<br>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students | | |
| **Key vocabulary:** Unit 1 revision<br>**Key expressions/structure:** Unit 1 revision | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• When learners present their projects make sure to check they correctly use the language, for example, correctly using plural and singular nouns, using *a* and *an*, etc. | | |
| **Resources/equipment needed:**<br>Learner's Book page 29<br>Flashcards: all flashcards from Unit 1<br>PCM 6: *red, blue, green, yellow, brown, orange, black, purple, pink, white*<br>PCM 9 (one copy per learner)<br>Learners' projects from Lesson 19<br>Squares of different-coloured paper: *red, blue, green, yellow, brown, orange, black, purple, pink, white*<br>A small ball | | |

## UNIT 1 LESSON 20 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 6** | 1. Display squares made of paper of different colours and the words from PCM 6 with the name of colours on two tables.<br>2. Divide the class into two groups: A and B<br>3. Ask each group to stand around one of the tables.<br>4. Draw a line to divide the board into two parts. Write letter A on one side- that side will be used by group A. Write B on the other side- this side will be used by group B.<br>5. Ask learners to take a colour and the corresponding word card and stick them to the board<br>6. The group that sticks all the colours and the corresponding word cards first is the winner. |
| **Resources** | **Main Activity** |
| **Learner's Book page 29**<br>**PCM 9** | 1. Give learners time to finish their projects, if necessary.<br>2. Give each learner a copy of PCM 9 and tell them to write their names at the top.<br>3. Tell learners they are now going to present their project. Explain that learners will evaluate their project and a partner's project.<br>4. If you chose Project A, write on the board:<br>*My project is a car.*<br>*It's red.*<br>*It starts with the letter C.*<br>5. If you chose Project B, write on the board:<br>*My project is red.*<br>*It's a red pencil. It's a red book.*<br>6. Tell learners to look at the projects on page 29 of their Learner's Book as you read out the sentences on the board.<br>7. Invite a volunteer learner to make a similar presentation about their project.<br>8. Put learners in pairs so they can present their project to each other.<br>9. When learners have presented, draw their attention to the second column on PCM 9 and tell them to colour the face that represents how they feel about their project.<br>10. Next, ask learners questions about their partner's project, for example, *What is his project? What colour is it? What letter does it start with?*<br>11. Ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 1 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>12. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |
| | **Differentiation activities (Support):**<br>1. Ask learners to spell one of the words they use in their projects. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to spell words from a partners' project and from their own projects. |
| **Resources** | **Plenary** |
| | 1. Ask learners to stand in a circle and throw around a small ball quickly.<br>2. Whenever a learner drops the ball, show them a flashcard and ask them to say the name of the object. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.<br>(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of this lesson, learners will be able to …** |
|---|---|
| **Listening:** To listen to a poem and a conversation, to listen for specific information.<br>**Speaking:** To answer *yes/no* questions.<br>**Reading:** To recite a poem, to read labels and to find synonyms.<br>**Writing:** To write the names of family members. | • identify nouns for family members<br>• use verbs to describe actions in the present tense<br>• repeat words following a pattern<br>• identify synonyms. |

**Link to prior learning:**

- The alphabet
- Colours

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *mother, father, brother, sister, grandpa, grandma*

**Key expressions/structure:** Present simple tense; *yes/no* answers to questions

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty producing the *th* sound in *mother*, *father*, *brother*; be sure to model this and drill learners individually, if necessary.

**Resources/equipment needed:**

Learner's Book page 30

Activity Book page 23

Audio Tracks 20 and 21

Flashcards: *mother, father, brother, sister, grandpa, grandma; watch TV, make cakes, talk*

Handmade flashcards: *read books, make a picture, play games, talk on the computer*

PCM 10: *mother, mum, father, dad, brother, sister, grandpa, grandma; read books, watch TV, make a picture, play games, make cakes, fly kites; Some families are big., Some families are small., I love my family best of all.*

Magazine photos of families

## UNIT 2 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show a photo of a family or, if appropriate, show photos of your own family. Say: *Look, this/my family is big/small.*<br>2. Tell the class about things you do with your family.<br>3. Show photos, if appropriate, or magazine pictures, to illustrate the activities.<br>4. Ask learners what they do with their families. |
| **Resources** | **Main Activity** |
| **Learner's Book page 30**<br>**Audio Track 20**<br>**PCM 10** | **Read and listen: Activity 1**<br>1. Use the picture to identify all the family members. Say: *Look at the family. This is Samir, this is his mother* … Hold up the flashcard and the word card for *mother* from PCM 10. Repeat with the other family members and ask learners to repeat the words after you.<br>2. Learners focus on the picture on page 30. Point to the poem.<br>3. Play the audio a few times. Pause for learners to repeat each line and look at the picture.<br>4. Practise reciting the poem together. Point to the family members in the picture. Hold up the word cards from PCM 10 for each line of the poem as you are reciting the poem. |
| **Learner's Book page 30**<br>**Audio Track 21**<br>**PCM 10** | **Samir and his family: Activity 2**<br>1. Point to the picture. Play the audio a few times. Point to the family members in turn, and hold up the flashcard and word card (PCM 10_.<br>2. Pause after each exchange. Learners repeat and point to the corresponding people in the picture. Then ask them: *What do they do on Fridays?*<br>3. Point to different people in the picture and say a family member, for example, point at the father and say: *Is he the father?* Elicit: *Yes* from learners.<br>**Feedback**<br>Ask learners to put their hands up and then choose individual learners to give the correct answers.<br>**Answers**<br>1 Samir and his grandpa play games. 2 His grandma makes cakes.<br>3 His mother and baby brother read books. 4 His sister talks to their father on the computer/makes a picture. |
| **Activity Book page 23** | **Activity Book: Activity 1**<br>1. Ask learners to find the words using the initial sound as a guide.<br>2. Make the sound; learners search for the word in the Word Box and point to the letter.<br>3. Read the word and have learners repeat it.<br>4. Ask learners to write the word in the correct column in the chart.<br>**Feedback**<br>Check the answers as a class by directly asking individual learners to give the correct answers.<br>**Answers**<br>**male:** father, brother, grandpa; **female:** mother, sister, grandma<br>Learners' own answers for *me.* |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Provide learners with a list of the words from the Word box on cards and have them circle the first letter in each of the words. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, ask them to write other words they know that start with *b* or *c* in the chart. |
| **Resources** | **Plenary** |
| **Activity Book page 23** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question on page 23.<br>2. Read the statement.<br>3. Ask them to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1) Identify familiar words in a stream of speech which carries keys information about a person, thing, number, place or action.

(G2.2.1.1.3) Consolidate from Grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to someone talk about their family.

**Speaking:** To ask and answer questions about the family, practise topic vocabulary.

**Reading:** To read and match statements.

**Writing:** To write questions and answers.

**Learning outcomes: By the end of the lesson, learners will be able to …**

- ask and answer questions about their family
- write a question and answer using common verbs
- use correct pronunciation of the /th/ sound.

**Link to prior learning:**

- The alphabet
- Colours

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectively

**Key vocabulary:** Family words: *mother, mum, father, dad, brother, sister, grandpa, grandma*; activities: *read books, watch TV, make a picture, play games, make cakes, talk, fly kites*

**Key expressions/structure:** *This is for …* ; present simple questions: *Do you …? Yes, I do./No, I don't.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the concept of giving short answers (*Yes, I do./No, I don't.*); make sure to model and practise these extensively. You may like to teach learners using clapping, so they can understand the rhythm and associate the short answers with the sounds.

**Resources/equipment needed:**

Learner's Book page 31

Activity Book page 24

Audio Track 22

Flashcards: *mum, dad, brother, sister, grandpa, grandma; watch TV, make cakes, talk*

Handmade flashcards: *read books, make a picture, play games, fly kites*

PCM 10 and 11: *mother, mum, father, dad, brother, sister, grandpa, grandma*: *Do you? Yes, I do., No, I don't., play games*

Card, markers or coloured pencils, scissors, magazine photos of families, A4 sheets of paper, pencils, crayons, sheets of paper

## UNIT 2 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Display the flashcards for family members on the board. Say the name of a family member and ask learners to point to the correct flashcard. |
| **Resources** | **Main Activity** |
| **Learner's Book page 31**<br>**Audio Track 22**<br>**PCM 10** | **Topic Vocabulary: Activity 1**<br>1. Direct learners' attention to the words on page 31. Play the audio and show the flashcard and word cards (PCM 10) for each family member to make the meaning clear. Explain to leaners that there are two words each for *mother* and *father*.<br>2. Play the audio again and pause after each word. Learners point to each family member and repeat.<br>3. Hold up the flashcard and word card (PCM 10) for each family member. Read the words together. Check for correct pronunciation.<br>4. Tell learners to look at the picture on page 31 again. They are going to listen to Samir and decide if what he says is true or not.<br>5. Play the audio at least twice to familiarise learners with the content. Play again and stop after each sentence to give the class time to think and decide.<br>6. Ask learners to look at the spelling of the words on page 31 and find those that have a *th* sound in the middle. Elicit the correct pronunciation.<br>7. Explain to the class what *rhyme* is, for example words that have a similar sound. Ask learners to say the words again and find the words that rhyme (for example, *mother*/*brother*).<br>8. Ask: *Which words mean the same?* Elicit the answers: *mother, mum; father, dad.*<br>**Answers**<br>1 My mother reads books with my brother. Yes<br>2 My grandpa is at home. Yes<br>3 I have a baby brother. Yes<br>4 I have three sisters. No<br>5 My sister is making a picture for dad. Yes |
| **Activity Book page 24** | **Activity Book: Activity 1**<br>1. Learners draw their family and label the family members using the words on Learner's Book page 31.<br>2. When they have finished, they describe their family to the class.<br>3. Ask learners to write the answer to the question in the Activity Book. |
| **Learner's Book page 31**<br>**PCM 10** | **Do you …?: Activity 2**<br>1. Point to the pictures and say the words. Use the flashcards and word cards (from PCM 10) to review action verbs from the previous lesson. Ask learners to mime the actions and repeat.<br>2. Ask individual learners: *Do you (read books) with your family?* Help them answer: *Yes, I do. /No, I don't.*<br>3. In pairs, learners ask and answer questions about their families. |

| | |
|---|---|
| **Activity Book page 24** | **Activity Book: Activity 2**<br>1. Read the instructions to the learners. Then ask them to repeat each sentence.<br>2. Do the example as a class. Ask: *Who is it for? Your father? Your mother?* Provide help as needed. Learners look at the pictures and decide on their answers.<br>**Feedback**<br>Ask learners to put their hands up if they would like to say an answer, then go through each sentence and choose an individual learner to give the correct answer.<br>**Answers**<br>1 sister; 2 mother; 3 baby brother; 4 father |
| **Activity Book page 24** | **Activity Book: Challenge**<br>1. Read the instructions.<br>2. Learners circle the words with the letters *th*.<br>**Feedback**<br>Check the answers as a class by reading out each sentence again and asking learners to put their hands up if they hear a word with *th* in it.<br>**Answers**<br>**Th**is is for my fa**th**er.<br>**Th**is is for my mo**th**er.<br>**Th**is is for my baby bro**th**er.<br>**Th**is is for my sister. |
| **Learner's Book page 31** | **Write: Activity 3**<br>1. Tell learners to look at the activities they talked about in Activity 2.<br>2. Invite them to choose one answer that is true for them and complete the question and the answer in Activity 3. |
| | **Differentiation activities (Support):**<br>1. Help the learners label their pictures by providing word cards for them to copy. |
| | **Differentiation activities (Stretch):**<br>1. After all activities have been completed, have the learners write a short story about their family members and what they do with them. |
| **Resources** | **Plenary** |
| **Flashcards** | 1. Hold up an activity flashcard and a family member flashcard, and ask learners to make sentences. For example, *I read with my mum*. Write the example on the board to help learners with the structure. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1) Identify familiar words in a stream of speech which carries keys information about a person, thing, number, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of this lesson, learners will be able to …** |
|---|---|
| **Listening:** To listen for and respond to information.<br>**Speaking:** To ask and answer questions about eating habits and preferences.<br>**Reading:** To read and understand informational text.<br>**Writing:** To complete sentences about yourself and others. | • use simple nouns related to food<br>• say and write affirmative and negative sentences in the present simple<br>• ask and answer *yes/no* questions in the present simple. |

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Lexis for family members

**21st Century Skills:**

- Global Awareness: Introduce other cultures through the teaching of English

**Key vocabulary:** Breakfast foods: *bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, yoghurt, cheese, fruit*

**Key expressions/structure:** affirmative statements in the present simple: *I eat (bread)*, *She/He eats (eggs)*; questions: *What do you eat for breakfast? Do you like …? Yes, I do. No, I don't*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty changing from using the first person to using the third person; make sure to demonstrate and emphasise the difference by pointing to yourself when saying *I* and pointing to another learner or a picture when saying *he* or *she*.

**Resources/equipment needed:**

Learner's Book page 32

Activity Book page 25

Audio Track 23

Flashcards: *bread, olives, noodles, balaleet, eggs, fruit, yogurt*

Handmade flashcards: *cereal with milk, labneh, cheese*

PCM 12: *bread, labneh, noodles, balaleet, eggs, cereal with milk, fruit, yoghurt, What do you eat for breakfast?, He eats …, I eat …, She eats …, Do you like …?, No, I don't., Yes, I do., breakfast, cheese; olives*

Map of the world or globe (optional)

## UNIT 2 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 12** | 1. Introduce the words *bread*, *labneh*, *olives*, *noodles, balaleet*, *eggs*, *cereal with milk*, *fruit*, *yoghurt* and *cheese* using the word cards from PCM 12.<br>2. Show the card and say the word. Learners repeat.<br>3. Play 'Guess the word'. Begin drawing an item of food very slowly on the board. Learners guess what it is. |
| **Resources** | **Main Activity** |
| **Learner's Book page 32**<br>**Audio Track 23** | **Before you read: Activity 1**<br>1. Explain the meaning of the word *breakfast.* Point to each photo. Say: *This is John. Look at his breakfast. What does he have for breakfast?* Learners answer.<br>2. If you have access to a map or globe, you may like to show it to the learners and point to the United States. Repeat with Vietnam.<br>3. Play the audio. Point to the pictures in turn. Play the audio again, pausing to allow learners to repeat each line. Learners follow in their book.<br>**Answers**<br>1 John eats pancakes; 2 Trang eats noodles. |
| **Learner's Book page 32** | **What do you eat for breakfast?: Activity 2**<br>1. Point to the vocabulary pictures and say: *I eat (fruit and cereal with milk). And you, what do you eat for breakfast?* Learners respond.<br>2. In pairs, learners ask and answer about their breakfast habits.<br>**Feedback**<br>Learners tell the rest of the class what they have for breakfast.<br>**Answers**<br>Learners' own answers |
| **Learner's Book page 32** | **Write: Activity 3**<br>1. Direct learners' attention to the writing activity. Model the answer with one of the learners. Write their answer on the board.<br>2. Ask learners to complete the sentences about themselves and their partner.<br>**Feedback**<br>Ask individual learners to read out their sentence to the rest of the class.<br>**Answers**<br>Learners' own answers |
| **Activity Book page 25** | **Activity Book: Activity 1**<br>1. Learners find the missing words in the Word box and write the sentences. Circulate and give help as necessary with writing.<br>2. Ask learners to compare what they eat with what the children in the pictures eat. How similar or different is their breakfast? Would they like to eat the same things?<br>**Feedback**<br>Ask learners to put their hands up if they would like to read out the correct sentences, then choose individual learners to say the answers. Write the sentences on the board so learners can compare with what they have written. |

| | |
|---|---|
| | **Answers**<br>1 I eat bread.<br>2 My sister eats noodles.<br>3 My dad eats eggs.<br>4 My mum eats yogurt. |
| **Activity Book page 25** | **Activity Book: Activity 2**<br>1. Direct learners' attention to the questions and answers. Read the questions and encourage them to answer orally first. Then they circle the correct option.<br>**Feedback**<br>Check the questions as a class by directly asking individual learners to say the phrase they have circled.<br>2. For the second part, tell them to write the answer that is true for them for each question.<br>**Feedback**<br>Put learners in pairs and ask them to take turns asking the question and reading their answers. If you have time, you can then do this as a class activity and have a few pairs of learners role play the dialogue. |
| | **Answers**<br>Learners' own answers. |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards of the food so they have a visual reference. |
| | **Differentiation activities (Stretch):**<br>1. When they have finished, learners can ask their partners about their food preferences. |
| **Resources** | **Plenary** |
| **Activity Book page 25** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask them to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen for specific information.<br>**Speaking:** To ask and answer questions about eating habits.<br>**Reading:** To read simple conversations.<br>**Writing:** To complete sentences and write short answers. | | **Learning outcomes: By the end of this lesson, learners will be able to:**<br>• develop confidence in using simple nouns<br>• say and write affirmative and negative sentences in the present simple<br>• ask and answer *yes/no* questions in the present simple. |
| **Link to prior learning:**<br>• Lexis for food<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, yoghurt, cheese, fruit*<br>**Key expressions/structure:** affirmative statements in the present simple: *I eat (bread)*, *She/He eats (rice)*; questions in present simple: *What do you eat for breakfast? Do you like … ? Yes, I do. No, I don't* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulty changing from using the first person to the third person; make sure to demonstrate and emphasise the difference by pointing to yourself when saying *I* and pointing to another learner or a picture when saying *he* or *she*. | | |
| **Resources/equipment needed:**<br>Learner's Book page 33<br>Activity Book page 26<br>Audio Track 24<br>Flashcards: *bread, olives, noodles, balaleet, eggs, fruit, yoghurt*<br>Handmade flashcards: *cereal with milk, labneh*<br>Strips of paper | | |

## UNIT 2 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show learners the flashcards and elicit names of food.<br>2. Ask learners what they eat for breakfast; ask them to say the food and point to the flashcards. |
| **Resources** | **Main Activity** |
| **Learner's Book page 33**<br>**Audio Track 24** | **What do children eat?: Activity 1**<br>1. Display the flashcards of *olives*, *cheese*, *labneh* and *bread* the whiteboard.<br>2. Tell learners they will listen to the audio and match the person with the food.<br>3. Play the audio twice and give learners time to write the correct number for each food.<br>**Feedback**<br>Check answers as a class by pointing at each of the flashcards on the board and asking individual learners to say the name of the person. Write the names on the board next to the flashcards.<br>**Answers**<br>Olives - 2; cheese – 1; labneh – 4; bread - 3 |
| **Activity Book page 26** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures.<br>2. Ask them to add letters to complete the name of the food.<br>**Feedback**<br>Check the answers by asking individual learners to spell the words. Write the words on the board as they say the letters, so that learners can compare with what they have written.<br>**Answers**<br>1 noodles; 2 yoghurt; 3 bread; 4 cheese; 5 olives; 6 eggs; 7 labneh; 8 balaleet |
| **Learner's Book page 33** | **What do they eat?: Activity 2**<br>1. Draw learners' attention to the names and the food.<br>2. Ask learners to follow the first name to the food, and elicit the food.<br>3. Say: *Samia eats labneh*.<br>4. Put learners in pairs so they can follow the path and talk about who eats which food.<br>**Feedback**<br>When learners have finished, asked individual learners to say when the remaining three children eat.<br>**Answers**<br>1 Samia eats labneh.<br>2 Ahmad eats olives.<br>3 Mariam eats cheese.<br>4 Abdullah eats bread. |

| | |
|---|---|
| **Activity Book page 26** | **Activity Book: Activity 2**<br>1. Quickly revise the alphabet with learners, and write it on the board.<br>2. Write the words for food from Activity 1 on the board.<br>3. Underline *balaleet* and tell students it comes first because it starts with the letter *b.* Ask learners to tell you which word comes next (*bread*), and tell them to write it next to number 2 in Activity 2.<br>4. Tell students to write the words from Activity 1 in alphabetical order. They can work in pairs.<br>**Feedback**<br>Check the answers as a class, by asking learners to put their hands up if they would like to say the answers. Ask individual learners to say the words in the correct order. As they do this, write the correct order of the words on the board, so learners can compare with what they have written.<br>**Answers**<br>1 balaleet; 2 bread; 3 cheese; 4 eggs; 5 labneh; 6 noodles; 7 olives; 8 yoghurt |
| | **Differentiation activities (Support):**<br>1. Give learners letter cards with the letters that start the words in Activity Book Activity 2.<br>2. Arrange the letter cards alphabetically so that learners can refer to them when deciding the order to write the words. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 2, ask them to write down the alphabet in the correct order, without looking at the board.<br>2. Learners can check their answers by looking at the board. |
| **Resources** | **Plenary** |
| **Activity Book page 26** | **Activity Book: Activity 3**<br>1. Learners complete the sentence about their favourite food and read it to the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and respond to informational text.<br>**Reading:** To read informational text, read and discuss a chart.<br>**Speaking:** To ask and answer questions about eating habits and preferences, to practise topic vocabulary.<br>**Writing:** To complete sentences about yourself and others, to write a recipe and make a chart. | | **Learning outcomes: By the end of this lesson, learners will be able to …**<br>• use imperatives to write a recipe<br>• ask and answer *yes/no* questions in the present simple. |
| **Link to prior learning:**<br>• The alphabet<br>• Numbers 1 to 10<br>• Colours<br>• Lexis for family members<br>**21st Century Skills:**<br>• Health Literacy: Students will be able to make connections using English standard to other disciplines such as science, health, national education and social sciences | | |
| **Key vocabulary:** Breakfast foods: *bread, labneh, olives, noodles, balaleet, eggs, cereal with milk, yogurt*; *cheese*, fruit: *apple, banana, grapes, mango, orange, pear, strawberry, pineapple, watermelon*<br>**Key expressions/structure:** affirmative statements in the present simple: *I eat (bread), She/He eats (rice)*; imperatives: *cut, wash, eat*; questions in the present simple: *What do you eat for breakfast?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may notice that the plural of *strawberry* is irregular. You can explain to them that this is because *strawberry* ends in a *y*, so it has to have *-ies* in the plural form. You do not need to go into this explanation too deeply. | | |
| **Resources/equipment needed:**<br>Learner's Book page 34<br>Activity Book page 27<br>Audio Track 25<br>Flashcards: *apple, grapes, orange, pear, strawberry*<br>Handmade flashcards: *banana, mango, pineapple, watermelon*<br>PCM 13: *fruit, apple, banana, grapes, mango, strawberry, pineapple, watermelon, orange, pear, wash, cut, eat, recipe*<br>Food poster; sheets of paper; crayons or coloured pencils | | |

## UNIT 2 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Use the flashcards to teach the new fruit vocabulary.<br>2. Point to each picture and say the word, then ask learners to repeat. Check for correct pronunciation. |
| **Resources** | **Main Activity** |
| **Learner's Book page 34**<br>**Audio Track 25**<br>**PCM 13** | **Mariam and Salim's fruit salad: Activity 1**<br>1. Say and hold up a flashcard/word card (PCM 13): *I like (mango and strawberries). Tasty! Look! Which fruits do you like?* Help learners answer.<br>2. Ask: *Do you like fruit salad? Look, Mariam and Salim like fruit salad. This is their recipe. Let's listen.*<br>3. Play the audio a few times. Mime the actions and hold up the flashcard and word card for each fruit. Learners follow in their books and mime the actions for making the salad. |
| **Learner's Book page 34**<br>**Activity Book page 27** | **Write a recipe: Activity 2 and Activity Book: Activity 1**<br>1. In their Activity Books, learners write their own recipe using the model from the Learner's Book. They can decorate the recipe with pictures of the fruits in their salad. |
| | **Differentiation activities (Support):**<br>1. Learners can draw the steps in the recipe instead of writing. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, they can ask a partner about their recipe. |
| **Activity Book page 27** | **Activity Book: Challenge**<br>1. Read the instructions. Learners write the words.<br>**Feedback**<br>Put learners in pairs so they can compare what they have written. Then check as a class by asking learners to put their hands up if they would like to say the fruits they have written. Write the fruits on the board if necessary.<br>**Suggested answers**<br>Red fruits: apple, strawberry, grapes, watermelon<br>Green fruits: apple, grapes, pear, mango<br>Yellow fruit: pineapple, mango |
| **Learner's Book page 34** | **A class chart: Activity 3**<br>1. Draw attention to the chart. Read the title of the chart and the answer in the first row. Ask the class: *How many children like bananas? Let's count*. Repeat these steps with the next row.<br>2. Make your own class chart. Give learners sheets of paper with an empty chart. Assign each group a fruit and the learners write the title question.<br>3. The group leader asks the class: *Do you like bananas?* and the learners that like bananas raise their hands. The group leader then says: *If you don't like bananas, then raise your hands.* Learners then complete their chart. Keep a tally chart of all learners' likes and dislikes for reference in this and future lessons. |
| **Resources** | **Plenary** |
| | 1. Ask students to look at the class chart and say how many people in the class like each fruit. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.

(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organiSe and present information.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To practise listening to a chant and questions about what people eat for breakfast.

**Speaking:** To practise naming different breakfast foods, and ask and answer questions about what they eat for breakfast.

**Reading:** To practise recognising common sight words for breakfast foods and simple questions.

**Writing:** To practise writing common sight words for breakfast foods.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- consolidate understanding and use of simple nouns
- make and respond to affirmative, negative and interrogative sentences in the present simple.

**Link to prior learning:**

- Lexis for food
- Language for asking and answering about foods learners eat for breakfast

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners.

**Key vocabulary:** *bread, cereal, labneh, yoghurt, noodles, cheese, olives, eggs, fruit, balaleet*

**Key expressions/structure:** *What do you eat for breakfast? Do you eat ____ for breakfast? Yes, I do/No, I don't.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the target vocabulary, particularly the words with sounds that are problematic for Arabic learners, for example, with long and short vowels or the consonants *b* and *ch*. Remodel with accurate pronunciation and encourage repetition of the correct model.

**Resources/equipment needed:**

Learner's Book page 35

Activity Book page 28

Audio Track 26

Flashcards: *bread, olives, noodles, balaleet, eggs, fruit, yoghurt*

Handmade flashcards: *cereal with milk, labneh, cheese*

PCM 12: *bread, cereal, labneh, yoghurt, noodles, cheese, olives, eggs, fruit, balaleet*

## UNIT 2 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show the flashcards one by one and ask the learners to name the breakfast foods. Put the flashcards on the board.<br>2. Tell learners you are going to take away one of the flashcards and they have to remember and say the name of the missing flashcard.<br>3. Say: *Close your eyes*. Take away one of the flashcards and hide it behind your back. Say: *Open your eyes. What's missing?* Repeat this with different flashcards.<br>4. Divide the class into groups and let them take it in turns to guess which flashcard is missing. |
| **Resources** | **Main Activity** |
| **Learner's Book page 35** | **Memory game: Activity 1**<br>1. Ask learners to look at the picture on page 35 and quickly tell you what food they can see.<br>2. Tell the learners they have 30 seconds to look at the picture and try to remember all the things they can see. Then ask them to close their books.<br>3. Ask learners to work in pairs to remember the foods they saw in the picture.<br>4. Ask the class to tell you the foods they saw in the picture. As they name the foods, write them up on the board so that they can see which foods have been mentioned and also practise reading/recognising the words. |
| **Learner's Book page 35**<br>**Audio Track 26**<br>**PCM 12** | **Chant: Activity 2**<br>1. Tell the learners they are going to answer some questions about the foods they eat for breakfast.<br>2. Play the audio once for learners to just listen.<br>3. Tell learners you are going to play the chant again. If they hear the food they eat for breakfast, they should stand up and say: *Yes, yes, yes, I do!* If they don't eat this food for breakfast, they stay sitting down and say: *No, no, no I don't!*<br>4. Demonstrate the chant using flashcards. Ask: *What do you eat for breakfast? Do you eat bread*? (show the flashcard of bread) and ask the learners to respond by standing up or sitting down. Ask the learners standing up to chant first: *Yes, yes, yes, I do!* Then indicate to the learners sitting down they need to say: *No, no, no, I don't*.<br>5. Repeat this procedure with the different breakfast food flashcards.<br>6. Play the audio and do the activity with learners. Then, play it again and have learners listen, say and read the chant on page 35 in their Learner's Books.<br>**If you have time**, you can ask the learners to practise the chant in pairs. |
| | **Differentiation activities (Support):**<br>1. Put the food flashcards and word cards (PCM 12) on the board to help the learners remember the breakfast foods.<br>2. Pair weaker learners with a more confident learner so that they can help them to produce the chant. |
| | **Differentiation activities (Stretch):**<br>1. Learners can include the question *What do you eat for breakfast?* as well as *Do you eat ….?* |

| | |
|---|---|
| | **Guessing game**<br>1. Put the breakfast food flashcards on the board. Ask a confident learner to come to the front of the class. Tell the learner to secretly choose one of the foods they eat for breakfast.<br>2. Demonstrate how to play the game by asking the learner questions to guess the food they chose, for example, *What colour is it? Is it big or small?* Count down the questions you ask using your fingers (maximum five questions). Encourage the learner to answer: *Yes, I do*. If you guess the food in fewer than five questions, you are the winner. If you can't guess the food in five questions, the learner is the winner.<br>3. Ask: *Do you eat _____ for breakfast?* and have learners repeat the question. Write this up on the board for support.<br>4. Divide the learners into pairs and tell them to take turns playing the guessing game. |
| **Activity Book page 28** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity 1. Tell them they are going to find the words to match the foods they can see. Show them the example. Then ask them to find the correct picture and tick it.<br>2. Ask learners to find the other food words. Tell them to tick the pictures when they have found the word.<br>3. When students have finished, ask them to write the words they found in the wordsearch in their notebooks.<br>**Feedback**<br>Put learners in pairs or small groups so they can compare their answers, and help each other find any missing words. |
| | **Differentiation activities (Support):**<br>1. Give learners word cards for the foods to help them find the words. They can also work in pairs to find the words. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, they can copy the correct word under each of the pictures to help them practise writing and spelling the words. |
| **Resources** | **Plenary** |
| **Activity Book page 28** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.2.1.1.6) Talk about habits and routines using the present simple tense, in positive and negative sentences; respond to *yes/no* questions about habits and routines in short answers.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Listening:** To listen to a rhyme, and identify the sound of short *a*.<br>**Speaking:** To say a rhyme.<br>**Reading:** To read a short rhyme.<br>**Writing:** To write rhyming words with the short *a* sound. | • identify and read the short *a* sound in sight words<br>• identify and write rhyming words with the short *a* sound<br>• repeat words following a model. |

**Link to prior learning:**

- The alphabet
- Poems

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *cat, hat, lap, map, nap, cap, clap, glasses, apple, Grandma*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to pronounce the short *a* sound. You can help them by demonstrating that they need to open their mouth wide to do this, and make the drilling of the sound into a game.

**Resources/equipment needed:**

Learner's Book page 36

Activity Book page 29

Audio Tracks 27 and 28

PCM 14: *cat, hat, map, nap, clap, back, lap, glasses, cap, hand, man*

Realia or pictures of: a hat, a pair of glasses, a toy cat, a cap; paper and pencils, crayons, A4 sheets of paper

## UNIT 2 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Play *Mum says* or *Dad says* - a variation of *Teacher says* - to revise actions from Lessons 1–4. Say: *Mum says eat the apple. Mum says read a book. Mum says fly a kite,* etc. and encourage learners to mime the actions. Remind them that they should only mime if you say *Mum says …* or *Dad says…* |
| **Resources** | **Main Activity** |
| **Learner's Book page 36**<br>**Audio Track 27** | **Listen and look: Activity 1**<br>1. Hold up the toy cat or the show learners the picture of the cat in the book, and ask: *What is it?* Elicit: *A cat*.<br>2. Show the hat (or picture) and say: *Look, a hat. A cat and a hat*. Do the same with the cap and the glasses. Ask learners to repeat the words after you.<br>3. Learners open books at page 36. Point to the pictures and say: *Let's listen*.<br>4. Play the audio and point to letter *a* and the pictures in turn.<br>5. Play the audio again. Learners repeat. |
| **Learner's Book page 36**<br>**Audio Track 28** | **Grandma's glasses: Activity 2**<br>1. Direct learners' attention to the rhyme and the picture. Say: *Look! This is Grandma.*<br>2. Tell the class you are going to listen to a rhyme. Play the audio. Mime the actions to help learners understand *folds her hands* and *puts them on her lap*.<br>3. Play the rhyme again. Pause after each line for learners to repeat.<br>4. As learners grow more confident, invite them to say the rhyme without help. Begin by saying the first words of each line and ask them to finish (for example, *Here are Grandma's … , Here is Grandma's …* ). Progressively say fewer words until learners are able to say complete lines by themselves. |
| **Learner's Book page 36** | **Rhyming words: Activity 3**<br>1. Draw learners' attention to the words. Say the words and ask learners to repeat them.<br>2. Ask them to find the similarities in the words: They all contain the sound *a* and they all finish with *p*. Then ask what the differences are: *They begin with a different letter*.<br>3. Write *ap* on the board and ask learners to spell the three words (*map, lap* and *nap*).<br>4. Turn to the next pictures (*cap* and *clap*). Point and ask: *What's this? Can you spell it?* Encourage learners to answer. Then they write the words: *cap* and *clap*. |
| | **Differentiation activities (Support):**<br>1. Provide flashcards with the words on them. Ask the learners to identify the *a* sound and *p* ending sound. See if they can identify these sounds on the other flashcards and circle or point to them. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can use the rhyming words in their book to write a funny sentence or short poem. |

| | |
|---|---|
| **Activity Book page 29** | **Activity Book: Activity 1**<br>1. Read the sentences as a class. Point to the pictures and ask: *Where is Dad's hat?* Ask learners to complete and colour each picture. |
| **Resources** | **Plenary** |
| **Activity Book page 29** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a story and identify the short *a* sounds.<br>**Speaking:** To say words with the short *a* sound.<br>**Reading:** To read a short phonics story.<br>**Writing:** To write words with the short *a* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and read words with the short *a* sound<br>• identify and write rhyming words with the short *a* sound. |
| **Link to prior learning:**<br>• Words with the short *a* sound<br>• Rhyming words<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *cat, hat, lap, map, nap, cap, clap, back, glasses*<br>**Key expressions/structure:** *The cat has a hat.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to pronounce the short *a* sound. You can help them by demonstrating that they need to open their mouth wide to do this, and make the repetition of the sound into a game. | | |
| **Resources/equipment needed:**<br>Learner's Book page 37<br>Activity Book page 30<br>Audio Track 29<br>Word cards PCM 14: *cat, hat, map, nap, clap, back, lap, glasses, cap, hand, man* | | |

## UNIT 2 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write some of the words from the previous lesson on the board and ask learners to identify and say them, focusing on the short *a* sound. |
| **Resources** | **Main Activity** |
| **Learner's Book page 37**<br>**Audio Track 29** | **Phonics story: Activity 1**<br>1. Direct learners' attention to the pictures. Tell learners that they are going to listen to a story about a cat.<br>2. Play the recording once and point at each picture in turn. Play the recording again and mime to make the meaning of *back* clear to learners.<br>3. Play the recording again. Invite learners to repeat after each line.<br>4. Ask learners to count the words that they hear with the short *a*.<br>**Answers**<br>There are nine words with the short *a* sound (cat, has, hat, map, claps, back, nap, Dad, lap). |
| | **Differentiation activities (Support):**<br>1. Less able/confident children can just do the actions and say the phrases they know. |
| | **Differentiation activities (Stretch):**<br>1. More able/confident children can perform the chant for the class. |
| **Activity Book page 30** | **Activity Book: Activity 1**<br>1. Ask learners to look at the first pair of pictures. Say the words. Point at the first picture, elicit the word and ask: *Does this word have the short a?*<br>2. Learners say *yes* or *no* and circle the pictures accordingly. Continue with the other words, reading them aloud to learners so they have a model.<br>**Answers**<br>hand, stand, cat, clap, Dad, apple |
| **Activity Book page 30** | **Activity Book: Activity 2**<br>1. Model the first word on the board. Invite learners to work on the others independently. Circulate to help if necessary.<br>**Feedback**<br>Check answers as a class by asking individual learners to say the correct words. Write the words on the board so learners can check their spelling.<br>**Answers**<br>1 clap; 2 hand; 3 cat |
| **Resources** | **Plenary** |
| **Activity Book page 30**<br>**PCM 14** | 1. Hold up an object or a flashcard or word card (PCM 14). Learners say the name of the object. Ask: *Which word rhymes with (cat)?* (Answer: *hat*)<br>2. Invite learners to spell the words. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to questions.

**Speaking:** To count from one to ten, ask and answer questions about numbers.

**Reading:** To read questions and answers.

**Writing:** To write the numbers 1 to 10.

**Learning outcomes: By the end of this lesson, learners will be able to …**

- say and write numbers one to ten.
- ask and answer questions using *how many?*
- understand and talk about quantities using *there is* and *there are*.

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Lexis for family and food items

**21st Century Skills:**

- Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results

**Key vocabulary:** Numbers 1 to 10; *door, window, bed, bowl, spoon*

**Key expressions/structure:** *How many … are there?; There is … /There are …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty differentiating between *there is* and *there are*; make sure to demonstrate by demonstrating with one finger when you say *there is* and making a plural gesture when you say *there are*.

**Resources/equipment needed:**

Learner's Book page 38

Activity Book page 31

Flashcards: *door, window, bed*

Number cards: *numbers 1 to 10*

PCM 14 and 15: *cat, hat, map, nap, clap, back, lap, glasses, cap, hand, man; door, window, bed, numbers*

Crayons, pencils or markers of different colours; two or three pictures of houses; for each learner: a paper clip, a pencil and one large circle of card (diameter at least 11 cm) divided into six equal segments. Each segment contains one of the following pictures: two beds, a TV, seven pencils, a table, five bowls, four spoons.

## UNIT 2 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| PCM 14 | 1. Have learners sit in a circle. Display word cards of short *a* sound words from PCM 14 the class has learned.<br>2. Divide the class into two or three groups, depending on the number of learners.<br>3. Show a picture and ask a group to say the word and then spell it. The group gets a point if they know the word and spell it correctly. The winning group is the one with the most points at the end of the game. |
| **Resources** | **Main Activity** |
| Learner's Book page 38 | **How many?: Activity 1**<br>1. Sit in a circle. Place crayons or markers in the middle of the circle. Say: *Find the (blue crayons). Let's count the crayons. How many blue crayons are there?*<br>2. Learners count and answer (for example, *There are five blue crayons*). Repeat their answer: *Yes, there are (five) crayons*. Continue with more examples.<br>3. Learners open books at page 38. Direct their attention to the picture, saying: *Look at this house. Look at the door. Look at the windows. Let's count!*<br>4. Point to the first question. Read it aloud and invite learners to answer. Then point at the answer on the page and say: *Yes! There is one door.* Repeat with the second question.<br>5. Ask learners how many doors and windows there are in their houses. Allow time for them to think about their answer and then invite the more confident ones to answer first.<br>6. Show the pictures of the houses. Repeat the activity. |
| Activity Book page 31 | **Activity Book: Activity 1**<br>1. Focus on the picture. Ask learners to count the items in turn. Ask: *How many (tables) are there?*<br>2. Learners answer as a class. Draw learners' attention to the written form of the numbers in the word box. They can use this to help them write the word form of the numbers to complete the sentences.<br>**Answers**<br>1 two; 2 one; 3 two; 4 six |
| Learner's Book page 38<br>PCM 15 | **Play a counting game: Activity 2**<br>1. Give learners a circle of card, a paper clip and a pencil each. Explain and model how to make the spinner.<br>2. In pairs, learners take it in turns to ask and answer questions depending on where the spinner lands. Example: *How many beds are there?* Answer: *There are two beds.*<br>**Feedback**<br>When learners have finished, ask individual learners direct questions about the object on the spinner, for example, *How many spoons are there?*<br>**Answers**<br>There are two beds.; There are seven pencils.; There are four spoons.; There are five bowls.; There is one table.; There is one TV. |
| | **Differentiation activities (Support):**<br>1. Encourage learners to count the items in the pictures, or give them number flashcards and word cards (from PCM 15) to help them. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. When learners have finished playing the game, they can write sentences about what is on their spinner using *there is*/*there are*. |
| **Resources** | **Plenary** |
| **Activity Book page 31** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to questions.<br>**Speaking:** To count from one to ten, ask and answer questions about numbers.<br>**Reading:** To read questions and answers.<br>**Writing:** To write numbers 1 to 10. | | **Learning outcomes: By the end of this lesson, learners will be able to …**<br>• say and write numbers 1 to 10<br>• understand and talk about quantities using *there is* and *there are*. |
| **Link to prior learning:**<br>• Numbers 1 to 10<br>• Vocabulary for classroom objects<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably | | |
| **Key vocabulary:** Numbers 1 to 10; *clock, table, chair, book, computer, whiteboard, numbers*<br>**Key expressions/structure:** *How many … are there?; There is … /There are…* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulty differentiating between *there is* and *there are*; make sure to demonstrate by demonstrating with one finger when you say *there is* and making a plural gesture when you say *there are*. | | |
| **Resources/equipment needed:**<br>Learner's Book page 39<br>Activity Book page 32<br>Realia: *books, crayons, pencils* | | |

## UNIT 2 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Tell learners they are going to play *Teacher says*.<br>2. Say: *Teacher says show me three books* and encourage learners to show you three books. Remind learners that they should only follow the instructions if you say *Teacher says*.<br>3. Ask them to look for things in order to review numbers, for example, *Show me two fingers, three pencils, four crayons...* |
| **Resources** | **Main Activity** |
| **Learner's Book page 39** | **Spot the difference: Activity 1**<br>1. Ask learners to look at the pictures and elicit the names of some of the objects.<br>2. Draw learners' attention to the differences in the pictures by reading out the speech bubbles.<br>3. Elicit another difference in the pictures, then put learners in pairs. Tell learners that there are ten differences. They work together to spot and say the differences.<br>**Feedback**<br>Check the answers as a class by asking individual learners to put their hands up and say one of the differences. |
| | **Answers**<br>**Picture 1:** The table is blue. There are three bananas. There is one pineapple. There are two apples. The chairs are green. There is one book. The book is red. There are six pencils. The pencils are yellow.<br>**Picture 2:** The table is purple. There are four bananas. There are two pineapples. There is one apple. The chairs are black. There are three books. The books are pink and yellow. There is one pencil. The pencil is white. |
| **Activity Book page 32**<br>**Learner's Book page 39** | **Activity Book: Activity 1**<br>1. Learners need to have their Learner's Book open to page 39.<br>2. Ask learners to look at the pictures in their Learner's Books. Ask them: *How many pencils are there?* Learners should count the total number of pencils in both pictures, and then write them in the chart in their Activity Book.<br>3. Learners look at the pictures, count the total number of objects and complete the remaining information in the charts.<br>**Feedback**<br>Check the answers as a class by saying the name of the object and asking learners, as a group, to call out the correct number. |
| | **Answers**<br>Pencils – 7; chairs – 4; books – 4; pineapples – 3; tables – 2 |

| | |
|---|---|
| **Activity Book page 32** | **Activity Book: Activity 2**<br>1. Learners use the information in the chart in Activity 1 to write complete sentences using *there are*.<br>**Feedback**<br>Check the answers as a class by asking individual learners to read out the sentences they have written. Write these on the board so that learners can compare with the ones in their books.<br>**Answers**<br>1. There are seven pencils. 2. There are four chairs. 3. There are four books. 4. There are three pineapples. 5. There are two tables. |
| | **Differentiation activities (Support):**<br>1. Give learners word cards with the names of the objects and number cards, so that they can arrange the sentences before copying them into their Activity Book. |
| | **Differentiation activities (Stretch):**<br>1. Learners look around the classroom and write two more sentences using *there are* to say what is in their classroom. |
| **Resources** | **Plenary** |
| | 1. Ask learners to look at the information in the chart for Activity Book, Activity 1 and say whether it is the same for their houses, for example, *In my house there are two tables. No.* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of this lesson, learners will be able to …** |
|---|---|
| **Listening:** To listen to and say a chant about numbers, follow instructions.<br>**Speaking:** To count from one to ten, ask and answer questions about numbers, do simple sums.<br>**Reading:** To read the numbers 1 to 10 forwards and backwards.<br>**Writing:** To write the numbers 1 to 10. | • read and write the numbers 1 to 10<br>• understand and use language for simple mathematical sums<br>• repeat words following a model. |

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Lexis for family and food items

**21st Century Skills:**

- Financial, Economic and Business Literacy: Learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences

**Key vocabulary:** Numbers 1 to 10; *and*, *take away*, *bed, fall out, roll over*

**Key expressions/structure:** *How many … are there?, There is … /There are … ; … and … is … ; … take away … is …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty doing simple sums; make sure to support them by giving them word cards and counters (for example, beans) to do the sums.

**Resources/equipment needed:**

Learner's Book page 40

Activity Book pages 32 and 33

Audio Track 30

PCM 16: *one, two, three, four, five, six, seven, eight, nine, ten, add +, take away –*

Spinners from Lesson 9; items to use as counters (for example, beans)

## UNIT 2 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Sit in a circle and play the counting game with the spinners that the learners made in Lesson 9.<br>2. Learners take it in turns to ask and answer questions depending on where the spinner lands. |
| **Resources** | **Main Activity** |
| **Learner's Book page 40**<br>**Audio Track 30**<br>**PCM 16** | **Counting chant: Activity 1**<br>1. Give each learner ten index cards, crayons or markers. Ask them to write the numbers 1 to 10 one on each card, as illustrated on page 40 in the Learner's Book.<br>2. Call out numbers and ask learners to hold up the corresponding number card.<br>3. Direct learners' attention to the number cards on page 40. Ask them to count aloud. Then ask them to count backwards. Repeat this a few times at a progressively quicker pace. Use the word cards on PCM 16 to help.<br>4. Draw learners' attention to the chant. Tell learners to put their number cards in order on their tables and point at them in turn as they listen.<br>5. Play the chant once, miming as necessary to make the meaning clear to the learners.<br>6. Play the chant again. Learners hold up the corresponding number as they hear it and mime along.<br>7. Encourage them to chant along as you continue chanting the verses until you get to 1. At this point, say the last line provided in the Learner's Book: *And the little one says, 'Good night!'* |
| **Activity Book page 32** | **Activity Book: Activity 1**<br>1. Revise the numbers and do the first sum as a class by writing it on the board.<br>2. Divide the class into pairs and ask learners to do the rest of the sums.<br>**Feedback**<br>1. Check the answers as a class by writing the sum on the board and asking individual learners to come up to the board and write the correct number, then say it.<br>**Answers**<br>2 + 2 = 4 Two and two is four.<br>3 + 2 = 5 Three and two is five. |
| **Activity Book page 33** | **Activity Book: Activity 2**<br>1. Explain the activity. Do the first subtraction as a class, by writing it on the board.<br>2. Put learners in pairs. They work together to do the subtractions.<br>**Feedback**<br>Check the answers as a class by writing the sum on the board, and asking individual learners to come up to the board and write the correct number, then say it as a class.<br>**Answers**<br>7 – 2 = 5; 5 – 2 = 3; 3 – 2 = 1; There is one in the bed. |
| | **Differentiation activities (Support):**<br>1. Give learners counters to help them with the sums. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 2, they can write two new sums and give them to their partner to complete. |
| **Resources** | **Plenary** |
| | 1. Point to a classroom object or put flashcards on the board. Ask: *How many (doors) are there?* Elicit the answer from a learner beginning *There are ...* and invite the learner to write the number on the board.<br>2. Invite individual learners to lead the activity. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a chant.<br>**Speaking:** To talk about family members.<br>**Reading:** To read descriptions of families.<br>**Writing:** To write about family members. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and use simple sentences using *there is/there are*<br>• repeat words following a model. |
| **Link to prior learning:**<br>• Numbers 1 to 10<br>• Lexis for family members<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Numbers 1 to 10; *mum, mother, dad, father, brother, sister, grandpa, grandma*<br>**Key expressions/structure:** Affirmative statements in the present simple: *There are ____ people in my family, my _____, my ____ and me.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may not be able to copy the intonation, rhythm and features of connected speech in the chant at speed. Model each line of the chant separately, allocating different lines of the chant to groups so they only have to repeat one line. | | |
| **Resources/equipment needed:**<br>Learner's Book page 41<br>Activity Book page 34<br>Audio Track 31<br>Flashcards: *mum, dad, brother, sister, grandpa, grandma*<br>Number cards: *numbers 1 to 10*<br>PCM 10 and PCM 16: *mum, dad, brother, sister, grandpa and grandma; one, two, three, four, five, six, seven, eight, nine, ten* | | |

## UNIT 2 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 16** | **Flashcard game**<br>1. Show the number cards one by one and elicit the numbers from learners.<br>2. Play a game. Hold the number flashcards (for example, 1) face down in front of you so the learners can't see the number. Tell them to watch carefully and tell you the number. Quickly hold up the flashcard and put it down again. Ask the learners to tell you which number they saw.<br>3. Hold up the number word cards (PCM 16) and ask the learners to read each one with you and show the correct number of fingers.<br>4. Put the number word cards randomly on the board. Tell learners you will say a number and point at different word cards, when you point to the correct word card, they need to hold up their hands and say STOP. |
| **Resources** | **Main Activity** |
| **Learner's Book page 41** | **Read and match: Activity 1**<br>1. Ask the learners to read the descriptions of the families and match them with the correct pictures.<br>**Feedback**<br>Ask learners to check their answers with a partner, then elicit answers from the class and write these on the board.<br>**Answers**<br>A – picture a; B – picture c; C – picture b |
| **Learner's Book page 41**<br>**Audio Track 31** | **Which family?: Activity 2**<br>1. Ask learners to look at the pictures of families on page 41 again.<br>2. Play the audio and ask learners to write the correct number.<br>**Feedback**<br>Check answers as a class by asking individual learners to say the correct order of the numbers. If you have time, learners can cover the sentences and practice describing the families in pairs.<br>**Answers**<br>a – 3; b – 2; c – 1 |
| | **Chain drill: My family**<br>1. Choose three confident learners to come to the front of the class. Demonstrate the chain drill with them.<br>2. Write the title of the chant on the board: *How many people are in your family?* Ask one of the learners about their family and then write up the sentence.<br>*There are ___ people in my family. My _____, my _____, my ____ and me.*<br>3. Encourage the learner to make the sentence about their family. The learner turns to the learner on the left, and says: *How about you?* This learner responds by describing their family using the sentence on the board. Continue like this until all three learners have described their family.<br>4. Divide the class into groups of four or five. Ask learners to take it in turns to describe their family using the sentence on the board. |

| | |
|---|---|
| **Activity Book page 34**<br>**PCM 10** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity 1 on page 34. First, they fill in the gaps in the sentence to describe their family.<br>2. Learners then draw a simple picture of their family.<br>**Feedback**<br>**If you have time**, learners can present their picture and describe their family to the class. |
| | **Differentiation activities (Support):**<br>1. Learners should fill in the gaps in the sentence and use the family word cards (PCM 10) on the board to help them with spelling. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write the description of their family in full sentences in their notebooks. |
| **Resources** | **Plenary** |
| **Activity Book page 34** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to informational text.

**Speaking:** To make predictions about informational text, talk about the text, discuss family roles.

**Reading:** To read along as you listen to informational text, practise words about family roles.

**Writing:** To write answers about family roles.

**Learning outcomes: By the end of this lesson, learners will be able to …**

- understand and explain ideas in simple informational text
- read and use simple nouns
- understand and use affirmative sentences in the simple present.

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Lexis for family members

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *grown-ups, children, people, little (brother/sister) fun, laugh, help each other, do homework*

**Key expressions/structure:** affirmative sentences in the simple present: *This family is big. This family is small.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may confuse *I* and *my*; if they make a mistake, such as *I mum*, say the correct form and ask them to repeat it.

**Resources/equipment needed:**

Learner's Book page 42

Activity Book page 35

PCM 10

Pictures of families (from Lesson 1) or, if appropriate, photos of your family and the learners' families; paper and pencils, crayons, A4 sheets of paper

## UNIT 2 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show pictures of families or, if appropriate, a photo of your family, and revise family vocabulary.<br>2. Learners then show photos of their own families or look at magazine pictures and talk about family members. |
| **Resources** | **Main Activity** |
| **Learner's Book page 42** | **Before you read: Activity 1**<br>1. Use the photos or pictures to introduce the words *grown-up* and *children*. Ask questions: *How many people are there in this photo/classroom? How many grown-ups? How many children?*<br>2. Ask learners to point to the grown-ups and then to point to the children in the pictures.<br>3. Ask learners how many grown-ups there are in their families and how many children. |
| **Activity Book page 35** | **Activity Book: Activity 1**<br>1. Read the questions together and ask learners to say the answers before writing.<br>**Writing tip:** Focus on the example. Explain that we use the word *and* when we speak about more than one member of the family, for example, *My mum and my dad.*<br>**Feedback**<br>Write the sentences on the board so learners can check they have written them correctly.<br>**Answers**<br>1 Learners' own answers.<br>2 There are nine/9 people.<br>3 Mum, Dad, three/3 brothers, four/4 sisters |
| **Learner's Book page 42**<br>**PCM 10** | **Read and tick the correct picture: Activity 2**<br>1. Ask learners to read the sentence, then look at the pictures and tick the correct one.<br>**Feedback**<br>Elicit the correct answer and check as a class, then elicit information about the other picture**.**<br>**Answer**<br>Picture 2 |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 10) and flashcards for the family members, so they can check them against the text in the Learner's Books. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Learner's Book Activity 2, they write a sentence in their notebook about the family in the second picture. |

| | |
|---|---|
| **Learner's Book page 42** | **Yes or no?: Activity 3**<br>1. Read out the sentences below:<br>*My family is big.*<br>*My family is small.*<br>*There are two grown-ups in my family.*<br>*There are four children in my family.*<br>2. Ask students to think about their families and raise their hands for *yes* and do nothing for *no* for each statement.<br>3. Read the sentences again and ask individual learners to say *yes* or *no*.<br>**If you have time**, you can write the sentences on the board and invite individual learners to say which ones are true about their family. |
| **Resources** | **Plenary** |
| **Activity Book page 35** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (for example, tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to other learners talking about a member of their family.<br>**Speaking:** To talk about activities family members do at home.<br>**Reading:** To read sentences about family members.<br>**Writing:** To write a short paragraph. | | **Learning outcomes: By the end of this lesson learners will be able to:**<br>• understand and use action verbs in the simple present<br>• write simple affirmative sentences using the third person singular form of the present simple. |
| **Link to prior learning:**<br>• Lexis for family members<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Family words (revision); *grown-ups, (brother/sister);* activities*: work on the computer, cook dinner, work, lay the table, tidy (her) room.*<br>**Key expressions/structure:** affirmative sentences in the present simple: *This dad works on the computer. This mum cooks dinner.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulty changing from using the first person to using the third person; make sure to demonstrate and emphasise that difference by pointing to yourself when saying *I* and pointing to another learner or a picture when saying *he* or *she*. | | |
| **Resources/equipment needed:**<br>Learner's Book page 43<br>Activity Book page 36<br>Pictures of families (from a magazine or pictures of your own family) | | |

## UNIT 2 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show pictures of families and revise family vocabulary.<br>2. Ask learners to name the members of their family. |
| **Resources** | **Main Activity** |
| **Learner's Book page 43** | **Read: Activity 1**<br>1. Ask learners to look at picture 1 and to tell you what they see.<br>2. Read the sentence in picture 1. Emphasise the *s* sound in *cooks*.<br>3. Ask learners to repeat after you. Say *I cook*, point to yourself and make the gestures. Now point to the woman in picture 1 and say *she cooks*, emphasise the *s* sound in *cooks* again.<br>4. Ask learners to look at picture 2 and to tell you what they see.<br>5. Read the sentence in picture 2. Emphasise the *s* sound in *works*. Ask learners to repeat after you. Say *I work* on the computer. Use gestures to explain the meaning. Point to the man in picture 2 and say *he works* on the computer. Emphasise the *s* sound in *work*s.<br>6. Ask students to come to the front of the class and do the same. If the class is of girls, they say *I cook, she cooks* (pointing to another girl). If the class is for boys, they say *I work, he work*s (pointing to another boy).<br>7. Do the same with pictures 3 and 4. |
| **Activity Book page 36** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures of Sameera's family and elicit the activity each family member is doing.<br>2. Learners complete each sentence.<br>**Feedback**<br>Check the answers as a class by inviting individual learners to read out the sentences. Write the verbs on the board so learners can compare with what they have written. Learners may notice that the *y* in *tidy* changes to *ies.* If this is this case, acknowledge this but do not spend time explaining it.<br>**Answers**<br>1 cooks; 2 uses; 3 tidies; 4 lays |
| **Activity Book page 36** | **Activity Book: Activity 2**<br>1. Remind learners of the possessive adjective *her* by saying: *My mum cooks* and pointing at yourself, then say: *her mum cooks* and point at Sameera in the book.<br>2. Put learners in pairs so they can look at the pictures and say what Sameera's family does.<br>**Feedback**<br>When learners have finished, invite individual learners to say a sentence about one of Sameera's family members. Ensure that learners correctly use *her*.<br>**Answers**<br>1 Her mum cooks the dinner.<br>2 Her brother uses the computer.<br>3 Her sister tidies her room.<br>4 Her dad lays the table. |

| | |
|---|---|
| **Learner's Book page 43** | **Draw someone in your family: Activity 2**<br>1. Ask learners to draw a picture of someone in their family working in the house. They can do this in their notebooks.<br>**Feedback**<br>Put learners in pairs and ask them to show each other their pictures. If you have time, you can ask individual learners to present their pictures to the class and describe it. |
| | **Differentiation activities (Support):**<br>1. Learners label their picture with the name of the family member they have drawn. |
| | **Differentiation activities (Stretch):**<br>1. Learners write a sentence under their picture, similar to the ones in Activity Book Activity 1. |
| **Resources** | **Plenary** |
| | 1. Mime a household activity from Learner's Book page 43, and ask learners to guess what it is.<br>2. Invite individual learners to mime an action for their partner. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to classmates talking about a member of their family.<br>**Speaking:** To talk about activities family members do at home.<br>**Reading:** To read sentences about family members.<br>**Writing:** To write sentences about family members. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and use action verbs in the present simple sentences<br>• write affirmative sentences in the present simple. |
| **Link to prior learning:**<br>• Lexis for family<br>• Verbs for activities<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably | | |
| **Key vocabulary:** *play, laugh, talk, read, cook, watch, walk*<br>**Key expressions/structure:** affirmative sentences in the present simple: *we cook together, these men, these children* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulty understanding the difference between the third person (he/she) and the third person plural (they); make sure to demonstrate and emphasise the difference by pointing to another learner or a picture when saying *he* or *she*, and several learners when saying *they*. | | |
| **Resources/equipment needed:**<br>Learner's Book page 44<br>Activity Book page 37 | | |

## UNIT 2 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask students: *What do we do at school?* and encourage them to say the activities learned in Unit 1 (*read, use computers, do math, draw, write*).<br>2. Mime an activity and have learners say what it is. |
| **Resources** | **Main Activity** |
| **Learner's Book page 44** | **Families have fun together: Activity 1**<br>1. Ask students to look at picture 1 and say what the children do.<br>2. Ask them to look at their faces, then ask: *Are they happy? Are they having fun?*<br>3. Read the sentence below the picture. Ask learners to repeat after you.<br>4. Do the same with picture 2. |
| **Learner's Book page 44** | **How do you have fun with your family?: Activity 2**<br>1. Ask learners to look at the pictures and elicit the activities.<br>2. Say: *I walk in the park with my family*. Ask a learner: *How do you have fun with your family?* and encourage them to say one of the activities shown in the pictures.<br>3. In pairs, learners point at the pictures and say how they have fun with their family. |
| **Activity Book page 37** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures and elicit the activities.<br>2. Read the first sentence and ask learners to point to the correct picture. Then tell learners to match the picture to the sentence.<br>3. Learners read the sentences and match them to the pictures.<br>**Feedback**<br>Check the answers as a class by asking individual learners to read out a sentence and say which picture it goes with.<br>**Answers**<br>1 b; 2 c; 3 e; 4 a; 5 d |
| **Activity Book page 37** | **Activity Book: Activity 2**<br>1. Ask learners to write two activities that they do with their family.<br>**Feedback**<br>Circulate the room during the activity and check learners are writing the sentences correctly. Support them as necessary.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If learners have difficulty writing, they can draw a picture of them having fun with their families instead, then explain it to you. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they compare their sentences with a partner to see if they have anything in common. |
| **Resources** | **Plenary** |
| | 1. Ask each learner: *How do you have fun with your family?* and elicit a full sentence in reply. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To talk about ways learners help their family.<br>**Reading:** To read sentences about helping family members.<br>**Writing:** To write words in a dialogue. | | **Learning outcomes: By the end of this lesson, learners will be able to:**<br>• understand and use sentences in the present simple<br>• understand and respond to prompts in a simple dialogue. |
| **Link to prior learning:**<br>• Lexis for family members<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *brother, sister, son, daughter, mum, dad, grandma, grandpa; help, thank you, please*<br>**Key expressions/structure:** affirmative sentences in the present simple: *The boy helps his sister, The girl helps her brother, I help my mum* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulty with the pronunciation of the *th* sound in *this*; make sure to demonstrate and drill the pronunciation, if necessary. | | |
| **Resources/equipment needed:**<br>Learner's Book page 45<br>Activity Book page 38<br>Flashcards: *mum, dad, brother, sister* | | |

## UNIT 2 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show a flashcard of a family member and ask learners to name them.<br>2. Then ask individual learners to say what this family member does at home, for example, *My mum cooks.* |
| **Resources** | **Main Activity** |
| **Learner's Book page 45** | **People in a family help each other: Activity 1**<br>1. Tell learners to look at the pictures and ask: *Who are they?* Elicit that they are brother and sister.<br>2. Read the sentences and explain *help*. |
| **Activity Book page 38** | **Activity Book: Activity 1**<br>1. Ask learners to describe the picture then ask: *How does the boy help his sister?*<br>2. Ask learners what they say when someone helps them.<br>3. Ask learners to think about what the girl says.<br>4. Draw learners' attention to the Word box. Read out the words and have learners repeat.<br>5. Ask learners to look at the Word box and choose what the girl says, then write it in the speech bubble.<br>**Feedback**<br>Ask learners to check their answers with a partner, then check the answer as a class by asking an individual learner to say it.<br>**Answer**<br>Thank you. |
| | **Differentiation activities (Support):**<br>1. Tell learners to highlight the words *Thank you* in the word box in a different colour, to make it easier for them to copy. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity Book Activity 1, ask them to write another simple dialogue/sentence with the word *Please*. |
| **Learner's Book page 45** | **Who do you help in your family?: Activity 2**<br>1. Ask learners*: Do you help your mum?* and elicit: *Yes*. Say: *Yes, I do* and have learners repeat. Then say: *No, I don't* and wag your finger to demonstrate meaning.<br>2. Split learners into two groups. To group one, say: *Do you help your dad?* And have them repeat. To group two, say: *Yes, I do* and emphasise meaning with a nod. Repeat with: *Do you help your brother?* then have groups swap roles.<br>3. Put learners in pairs to ask and answer about helping their family in pairs.<br>**Words to remember:** Draw learner's attention to the Words to remember box and write *this*, *his* and *her* on the board.<br>Learners look for the words in the reading text on page 45. Ask: *How many times do you see the word?* Ask them to circle the words and then to count all the words they have circled.<br>**Feedback**<br>Write the words *this*, *his* and *her* on the board. Read out the words and elicit from learners, as a group, the number of times each word appears in the text. Then write the number next to the word on the board. |

| | |
|---|---|
| | **Answers**<br>this – 2; his – 1; her – 1 |
| **Resources** | **Plenary**<br>1. Put learners in pairs. Write *help me*, *please* and *thank you* on the board.<br>2. Learners work in pairs to role-play a situation in which one learner asks for help and the other helps. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.4.3.1.1) Use grade-appropriate language structures, for example, pronouns.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of this lesson, learners will be able to …** |
|---|---|
| **Listening:** To listen to questions about family members, work and fun.<br>**Speaking:** To talk about an informational text, discuss family roles.<br>**Reading:** To answer simple *yes/no* questions about family members, work and fun.<br>**Writing:** To write about helping your family. | • write answers to simple questions in the present simple<br>• ask and answer *yes/no* questions in the present simple. |

**Link to prior learning:**

- The alphabet
- Possessive pronouns (*his/her*)
- Action verbs

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably.

**Key vocabulary:** *grown-ups, children, people, little (brother/sister); work on the computer, cook dinner, work, lay the table, tidy (her) room, play games, talk, have fun, laugh, help each other, do homework*

**Key expressions/structure:** *Yes/No* questions and short answers in present simple: *Do you tidy your room? Yes, I do./No, I don't; How many … ?*

**Common misconceptions for learners ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty with the pronunciation of the *th* sound in *this*; make sure to demonstrate and drill the pronunciation of the word, if necessary.

**Resources/equipment needed:**

Learner's Book page 46

Activity Book page 38

Flashcard: *talk*

Handmade flashcards: *cook dinner, work, lay the table, tidy (her) room, play games, have fun, laugh, help each other, do homework*

PCM 17: *grown-ups, children, cook dinner, lay the table, tidy (her) room, play, talk, laugh, help, do homework*

Pictures of families or, if appropriate, photos of your family and the learners' families; paper and pencils, crayons, A4 sheets of paper

## UNIT 2 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 17** | 1. Display the flashcards and word cards from PCM 17 on the board.<br>2. Play a game of *Teacher says* with the actions. Get learners to mime the actions.<br>3. Then invite individual learners to mime the actions for their classmates to guess. |
| **Resources** | **Main Activity** |
| **Learner's Book page 46** | **Family questionnaire: Activity 1**<br>1. Direct learners' attention to the questionnaire on page 46. Read the questions and check learners understand them. Then read the questions again and have students repeat.<br>2. Put learners into pairs. Explain the activity. Learners ask each other the questions and circle or write the answers.<br>**Feedback**<br>Ask individual learners to report their answers to the class. Chose a question from each section of the questionnaire and model asking questions: *How many people are there in (Amira's) family?* Help learners answer in a complete sentence: *There are (four) people in (her) family.* |
| **Learner's Book page 46**<br>**Activity Book page 38** | **Draw and write: Activity 2 and Activity Book: Activity 1**<br>1. Ask learners to draw a picture of how they help at home on page 38 in their Activity Book, then write a sentence about it.<br>**Writing tip:** Draw learners' attention to the Writing tip box and focus on the example sentence. Ask: *Is there a capital letter in this sentence?*<br>Explain the use of a capital letter at the beginning of a sentence and a full stop at the end of a sentence.<br>Ask learners to add a speech bubble and a sentence to their pictures.<br>**Feedback**<br>Put learners in pairs. They show each other their pictures and read out their sentences. |
| **Resources** | **Plenary** |
| **Learner's Book page 46** | 1. Ask learners the questions from the work section of the questionnaire on page 46 of the Learner's Book. Tell learners to raise their hands if the questions are true for them, and then do a tally on the board to find out how many learners in the class do each job around the house. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.1) With support, prompting and highly independent writing, compose a simple logically connected paragraph linked to speaking and reading activities (for example, simple stories, recounts, descriptions and captions); introduce the topic, provide simple facts and a conclusion.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and respond to questions about activities.<br>**Speaking:** To ask and answer questions about activities. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• ask and answer simple questions in the present tense. |
| **Link to prior learning:**<br>• Action verbs<br>• Affirmative sentences, *yes/no* questions and short answers in the present simple<br>**21st Century Skills:**<br>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students | | |
| **Key vocabulary:** *cook dinner, work on the computer, lay the table, tidy the room, walk in the park, read a book, play games, watch TV, fly a kite, talk and laugh together*<br>**Key expressions/structure:** affirmative sentences in the present simple: *I (play games).*, *yes/no* questions and short answers in the present simple: *Do you watch TV? Yes, I do*. | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may not be able to produce the present simple in affirmative, question and short answer forms. Model this before learners need to use it in the activities and write the structure on the board for learners to refer to during the activities if necessary. | | |
| **Resources/equipment needed:**<br>Learner's Book page 47<br>Activity Book page 39<br>Flashcard: *talk*<br>Handmade flashcards: *cook dinner, work on the computer, lay the table, tidy the room, walk in the park, read a book, play games, watch TV, fly a kite, laugh together*<br>PCM 17: *grown-ups, children, cook dinner, lay the table, tidy (her) room, play, talk, laugh, help, do homework*<br>Counters for the game | | |

## UNIT 2 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show the flashcards one by one. Ask the class to name each of the flashcards. Model the pronunciation and ask learners to repeat.<br>2. Tell the class you are going to hold up a flashcard. If the word you say is correct, they repeat after you. If it's not correct, they stay silent.<br>3. Show each of the flashcards, saying the correct word/incorrect word to test learner's memory of the vocabulary. |
| **Resources** | **Main Activity** |
| **Learner's Book page 47**<br>**PCM 17** | **Who am I?: Activity 1**<br>1. Ask learners to look at Activity 1 and elicit from them the activities shown in the pictures.<br>2. Ask a confident learner to come to the front with their book, ask them to pretend to be one of the children (Hassan) and model asking questions, for example, T: *Do you read books?* L: *No, I don't*. T: *Do you watch TV?* L: *Yes, I do*. T: *Do you fly kites?* L: *Yes, I do*. T: *Do you play games?* L: *Yes, I do*. *Who am I?*<br>3. Ask the class to say the answer to their partner before you elicit from the class. *( You are Hassan!)*<br>4. Divide the class into pairs and ask the learners to take turns playing the guessing game with their partner. |
| | **Differentiation activities (Support):**<br>1. Put the flashcards and word cards from PCM 17 on the board, along with examples of the language the learners need to refer to during the activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners can change partners and play the game again. |
| **Activity Book page 39** | **Activity Book: Activity 1**<br>1. Ask learners to look at the activity. Draw the table on the board. Ask a confident learner to come to the front of the class and ask him/her: *Do you read books?* Encourage him/her to answer: *Yes, I do*/*No, I don't*. Complete the table with the learner's answers using ticks (✓) and crosses (×).<br>2. Model the question and ask learners to repeat after you. Ask them to repeat at a normal volume first, then to repeat it very quietly and then very loudly. Write the question form on the board.<br>3. Divide the class into pairs and ask them to interview their partner and fill in the table.<br>4. Then have learners swap pairs and repeat the activity with a different partner. |
| **Learner's Book page 47**<br>**PCM 17** | **Game: Activity 2**<br>1. Review the vocabulary the learners need for the game by showing the flashcards and asking different learners in the class to say who does that task in their house. For example, show the flashcard for *cook* and elicit: *My mum cooks dinner*.<br>2. Ask children to look at their books. Demonstrate how to play the game with two confident learners at the front of the class. Learners start by putting a counter on the Start square. Each learner takes a turn to move their counter forward one square. They have to make sentence about the picture in the square, for example, *My mum cooks the dinner*. If the learner's sentence is correct, they can stay on the square, if they can't make the sentence, they go back one square.<br>3. Divide the class into pairs or groups. Give them a counter and tell them to play the game. |

| | |
|---|---|
| | **Feedback**<br>At the end of the game, ask each pair/group to say who the winner was.<br>If you have time, you can ask individual learners to say sentences from the game. |
| | **Differentiation activities (Support):**<br>1. Put the flashcards and word cards from PCM 17 on the board, along with the sentence structure for learners to refer to during the game. |
| | **Differentiation activities (Stretch):**<br>1. If learners finish the game quickly, they can write sentences in their notebooks about three of the pictures in the game. |
| **Resources** | **Plenary** |
| **Activity Book page 39** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving correct answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to questions and words with short vowels.

**Speaking:** To ask and answer questions about foods learners like.

**Reading:** To read numbers and words with short vowels.

**Writing:** To write numbers and words with short vowels.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- use numbers 1 to 10
- ask and answer short questions in the present simple
- consolidate understanding and use of simple nouns
- understand and use sight words with a short *a* sound.

**Link to prior learning:**

- Numbers 1 to 10
- Lexis for family
- Words with short *a* sound
- Present simple question forms and short answers

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students

**Key vocabulary:** Numbers 1 to 10, *bread, noodles, balaleet, fruit, yoghurt,* words with short *a* sound: *hat, hand, black, cap, clap, cat, man; mum, dad, brother, sister, grandpa, grandma, watch TV, read*

**Key expressions/structure:** questions and short answers in the present simple: *Do you like (mangos)? Yes, I do/No, I don't*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have problems with reading and writing the words in the lesson. Review the written form of these words using word cards before learners complete the activities. If necessary, put the word cards on the board for support during the activity.

**Resources/equipment needed:**

Learner's Book page 48

Flashcards: *bread, noodles, balaleet, fruit, yoghurt*

Number cards: numbers 1 to 10

PCM 14 and PCM 16: *hat, cat, man; cap, black, hand, one, two, three, four, five, six, seven, eight, nine, ten*

Mini whiteboards and pens, laminated sheets of white paper or large scraps of paper

## UNIT 2 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| PCM 16 | 1. Divide the class into pairs. Ask pairs to take it in turns to count from 1 to 10, for example, Learner A says 1, Learner B says 2, Learner A says 3, etc.<br>2. Give out mini whiteboards or scraps of paper. Hold up number word cards (PCM 16) and ask learners to read the word and write the correct number (for example, 5).<br>**Feedback**<br>Ask learners to show the number they have written to the class to check answers. |
| **Resources** | **Main Activity** |
| Learner's Book page 48 | **Talk about you: Activity 1**<br>1. Review the food vocabulary using flashcards.<br>2. Ask learners to look at page 48 and go through the pictures with them.<br>3. Read out the example sentences, and ask learners to point at the pictures. Then read them out again and have learners repeat.<br>4. Put learners in pairs. Ask them to point to the pictures and say sentences about themselves.<br>**Feedback**<br>Ask individual learners to say one sentence about themselves. |
| | **Differentiation activities (Support):**<br>1. You can write the question and short answer forms on the board for learners to use as a reference. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can write two sentences about themselves in their notebooks. |
| Learner's Book page 48<br>PCM 14 | **Word cards: Activity 2**<br>1. Hold up the word cards (PCM 14) up one by one and ask learners to read them with you. Ask learners to find the picture for each one in their books and tell you the number.<br>2. Put the word cards on the board and ask learners to copy each word under the correct picture on their board.<br>3. Put learners in pairs. Learners test each other by taking turns pointing at a word and asking their partner to read it.<br>**Answers**<br>1 hat; 2 cat; 3 man; 4 cap; 5 black; 6 hand |

| | |
|---|---|
| | **Pairwork**<br>1. Demonstrate the activity by asking a couple of confident learners to tell the class about their family. Write up these sentence prompts on the board to help them.<br>*My family is _____ (big/small)*<br>*My ____, my _____, my ____ and me.*<br>*I _____ with my family (read books, watch TV, play games)*<br>2. Tell the class they are going to tell each other about their family. Give learners time to think about what they are going to say about their family and encourage them to use the sentences on the board.<br>3. Put learners in pairs and ask them to tell each other about their family.<br>If you have time, continue the activity so that learners swap partners. Tell learners that when you clap your hands, they must stop and move places to find a new partner. |
| **Resources** | **Plenary** |
| **Learner's Book page 48** | **Look what I can do**<br>1. Ask learners to look at the 'Look what I can do' statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.3.1.1.1) Students build upon and continue applying previously learned skills.

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Speaking:** To ask and answer questions about food.<br>**Reading:** To read word cards and charts.<br>**Writing:** To complete a chart on likes and dislikes. | | **Learning outcomes: By the end of this lesson, learners will be able to: …**<br>• ask questions and answer using short answers in the present simple<br>• understand and use numbers from 1 to 10 with plural nouns. |
| **Link to prior learning:**<br>• Revision of Unit 2<br>**21st Century Skills:**<br>• Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results | | |
| **Key vocabulary:** colours, classroom objects; food<br>**Key expressions/structure:** adjective + noun: *a red pencil* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to remember and write the words for the vocabulary they have learned in this unit, so ensure that they are well supported by displaying word cards on the board. | | |
| **Resources/equipment needed:**<br>Learner's Book page 49<br>PCM 18<br>Flashcards: *olives, noodles, balaleet, eggs, fruit, yoghurt, bread*<br>Handmade flashcards: *labneh, cereal with milk, cheese*<br>Old magazines, glue, scissors, coloured pencils, crayons | | |

## UNIT 2 LESSON 20 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write numbers from 1 to 10 on the board.<br>2. Ask learners to count from 1 to 10.<br>3. Point to a number at random and ask learners to say the number.<br>4. Ask learners to say the counting chant from Lesson 11. |
| **Resources** | **Main Activity** |
| | You should choose **one** of the project options given below. |
| **Learner's Book page 49**<br>**PCM 18** | **Option 1**<br>**Project A: Make a chart**<br>1. Ask learners what they like, for example, *Do you like bread?*<br>2. Give them PCM 18.<br>3. Ask learners to complete the question in the chart with food vocabulary from Unit 2.<br>4. Tell learners to ask the question to ten of their classmates and mark the answers in the chart.<br>5. Ask learners how many classmates said *yes* and how many classmates said *no* to their question. |
| | **Differentiation activities (Support):**<br>1. Ensure that learners have their Learner's Books open so they can check the correct spelling of words from the unit and find inspiration. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences about how many people like and don't like the food they chose. |
| | **OR**<br>**Option 2**<br>**Project B: Make a counting book**<br>1. Prepare 3 sheets of A4 paper, fold them in half and staple them together to make books.<br>2. Give each learner a book.<br>3. Tell learners to look through Unit 2 in their Learner's Book and choose five items.<br>4. Learners draw these items in their book, but draw multiple versions as the pages go up, so that page one has one item, page two has two items, etc.<br>5. Learners colour their pictures and then write the number and the name of the item below. |
| | **Differentiation activities (Support):**<br>1. Ensure that learners have their Learner's Books open so they can check the correct spelling of words from the unit and find inspiration. |
| | **Differentiation activities (Stretch):**<br>1. Learners can add more pages to their counting books. |
| **Plenary** | 1. Display the food flashcards on the board.<br>2. Call out the name of a food and ask a learner to come up to the board and touch the correct flashcard. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.6) Talk about habits and routines using the simple present tense, in positive and negative statements; respond to *yes/no* questions about habits and routines in short answers.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 21 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 2** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and evaluate presentations.<br>**Speaking:** To present a project.<br>**Reading:** To read numbers. | | **Learning outcomes: By the end of this lesson, learners will be able to …**<br>• make a simple presentation using the present simple. |
| **Link to prior learning:**<br>• Lexis for food<br>• Lexis for family members<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 2 revision<br>**Key expressions/structure:** Unit 2 revision | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may be unwilling to present their projects because they feel uncomfortable speaking in front of the class; ensure that learners feel secure and supported. | | |
| **Resources/equipment needed:**<br>Learner's Book page 49<br>Flashcards: all flashcards from Unit 2<br>PCM 9 (learners' copies from Unit 1)<br>A small ball | | |

## UNIT 2 LESSON 21 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show learners the food flashcards.<br>2. Ask learners to say the name of the food on the flashcards you show them. Once learners say the name, stick the flashcard on the board.<br>3. Display word cards on the desk.<br>4. Ask learners to take a word card and stick it next to the corresponding flashcard.<br>5. Ask learners: *Do you like...?*<br>6. Ask them to say: *Yes, I do* or *No, I don't*. |
| **Resources** | **Main Activity** |
| **Learner's Book page 49**<br>**PCM 9** | 1. Give learners time to finish their projects, if necessary.<br>2. Give each learner their copy of PCM 9.<br>3. Tell learners they are now going to present their project. Explain that they will record how many stars they get for their project presentation.<br>4. If you chose Project A, write on the board:<br>*X people like X.*<br>*X people don't like X.*<br>5. If you chose Project B, write on the board:<br>*This is my counting book.*<br>*There is ...*<br>*There are …*<br>6. Tell learners to look at the projects on page 49 of their Learner's Book as you read out the sentences on the board.<br>7. Invite a volunteer learner to make a similar presentation about their project.<br>8. Put learners in pairs so they can present their project to each other.<br>9. When learners have presented, draw their attention to the second column for Project 2 on PCM 9 and tell them to colour the face that represents how they feel about their project.<br>10. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 2 on the PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>11. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |
| **Resources** | **Plenary** |
| | 1. Ask learners to stand in a circle and throw around a small ball quickly.<br>2. Whenever a learner drops the ball, show him/her a flashcard and ask him/her to say the name of the object. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.<br>(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a poem and dialogue, listen for information.<br>**Speaking:** To use imperative verbs, practise key vocabulary, spell words.<br>**Reading:** To read and recite a poem.<br>**Writing:** To write imperative verbs. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand, write and say verbs in the imperative<br>• understand and follow simple instructions. |
| **Link to prior learning:**<br>• The alphabet<br>• Action verbs learned in Unit 2<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably | | |
| **Key vocabulary:** *throw, catch, roll, hit, kick, bounce, ball, box, bat*<br>**Key expressions/structure:** Imperatives: *throw, bounce, roll, etc*. | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may struggle with pronunciation of vowel sounds; make sure to drill words such as *roll, bounce, ball* to ensure correct pronunciation.<br>• Some learners may struggle to understand and follow multi-step instructions in English. Ensure that instructions are clear, short, followed by teacher modelling and checking for understanding prior to learners starting a task. | | |
| **Resources/equipment needed:**<br>Learner's Book page 50<br>Activity Book page 40<br>Audio Tracks 32 and 33<br>Flashcards: *catch, throw, kick*<br>Handmade flashcards: *roll, bounce, hit*; action verbs from Unit 2<br>PCM 19: *throw, catch, roll, hit, kick, bounce, ball, box, bat*<br>A small rubber ball for each learner (optional); boxes and balls of different sizes; markers or coloured pencils; pictures of children playing games; A4 sheets of paper | | |

## UNIT 3 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show learners the rubber ball and elicit games that learners can play with it.<br>2. Ask learners to mime an action. You should follow and do it with the ball. |
| **Resources** | **Main Activity** |
| **Learner's Book page 50**<br>**Audio Track 32**<br>**PCM 19** | **Read and listen: Activity 1**<br>1. Ask learners to open their books at page 50. Direct their attention to the instructions for the activity.<br>2. Mime *clap* and *bounce*. Say the words and ask learners to mime and repeat after you.<br>3. Point to the poem. Say: *Read and listen*. Play the audio a few times.<br>4. Demonstrate the actions with a small rubber ball: *bounce, roll, throw, catch*.<br>5. Pause for learners to repeat each line and mime.<br>6. Practise reciting the poem together as you bounce the ball. If you have enough rubber balls for each learner, you can give them a ball and ask them do the actions with the ball, instead of miming. |
| | **Differentiation activities (Support):**<br>1. Provide learners with picture/word cards (PCM 19) for the actions. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think of other actions they can do with a ball, for example, *dribble*. |
| **Learner's Book page 50**<br>**Audio Track 33** | **Which picture?: Activity 2**<br>1. Play the audio. Pause after each exchange.<br>2. Learners repeat and point to the corresponding people in the picture.<br>**Feedback**<br>Play the audio again, and pause after each exchange. Ask an individual learner to say the letter of the corresponding picture.<br>**Answers**<br>1 d; 2 a; 3 c; 4 b; 5 e |
| **Activity Book page 40** | **Activity Book: Activity 1**<br>1. Focus on the pictures. Ask learners to find the correct action word in the Word box.<br>2. Learners write the word in the correct sentence. Check as a class.<br>**Feedback**<br>Check the answers as a class by asking individual learners to read out the completed sentences. Write the answers on the board to give learners a visual reference.<br>**Answers**<br>1 Throw; 2 Bounce; 3 Hit; 4 Catch; 5 Kick; 6 Roll |
| | **Differentiation activities (Support):**<br>1. Provide flashcards with pictures of the action words to assist in understanding of new vocabulary: *throw, hit, catch, roll, bounce, kick*. |
| | **Differentiation activities (Stretch):**<br>1. Learners cover the Word box with their hand and try to write the words from memory. |

| Resources | Plenary |
|---|---|
| **Activity Book page 40** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1) Listen to rhymes, songs, descriptions, instructions, short monologues and dialogues of about 1-3 exchanges about familiar topics, delivered slowly using simple repetitive language; apply various strategies of listening and comprehension skills.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homonyms.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to and answer questions.<br>**Reading:** To read and answer questions.<br>**Speaking:** To ask and answer questions about games, practise key vocabulary, spell words<br>**Writing:** To write positive and negative statements about games using *can/can't.* | • ask questions using *can*<br>• answer questions using *can/can't*<br>• say and write positive and negative statements using *can/can't*. |

**Link to prior learning:**

- Action verbs (Unit 2)

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *throw, catch, roll, hit, kick, bounce, ball, box, bat*

**Key expressions/structure:** Imperatives: *throw, bounce, roll,* etc.; questions and short answers with *can: Can you …? Yes, I can/No, I can't;* affirmative statements with *can: I can bounce a ball four times.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may feel uncomfortable working semi-independently in pairs. You will need to monitor pairwork carefully and give clear instructions and set a time limit before the start of the pairwork.
- Some learners may feel uncomfortable about their drawing skills and not want to display their flashcards. You will need to give a lot of positive praise when monitoring. Do not force them to display their flashcards if they don't want to.

**Resources/equipment needed:**

Learner's Book page 51

Activity Book page 41

Audio Track 34

Flashcards: *catch, throw, kick*

Handmade flashcards: *roll, bounce, hit*

PCM 19: *throw, catch, roll, hit, kick, bounce, ball, box, bat*
A small ball

## UNIT 3 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to make a circle.<br>2. Take the ball and say: *bounce the ball*. Do the action.<br>3. Pass the ball to another learner and say an action (*catch*, *throw, roll, hit, kick* or *bounce*). The learner does this action and then passes the ball to another learner.<br>4. Repeat until all learners have performed an action. |
| **Resources** | **Main Activity** |
| **Learner's Book page 51**<br>**Audio Track 34**<br>**PCM 19** | **Topic vocabulary: Activity 1**<br>1. Direct learners' attention to the words and pictures on page 51. Play the first part of the audio (as far as *Ball, ball, bounce the ball.*).<br>Mime to make the meanings clear.<br>2. Play the first part of the audio again and pause after each word. Learners point at the correct picture and repeat.<br>3. Learners listen again and mime the actions.<br>4. Display the word cards on the board. Read the words together. Check for correct pronunciation.<br>5. Direct learners' attention to the pictures on page 51. Play the second part of the audio (from 'H-I-T.'). Then ask*: Which word does it spell?* and *What picture is it?*<br>6. Play the same part of the audio at least twice. Pause after each word to give the class time to think and decide. Then elicit the answers from the group and individual learners. |
| **Learner's Book page 51**<br>**PCM 19** | **Can you do it?: Activity 2**<br>1. Point to the pictures and sentences and ask individual learners: *Can you (kick a ball)?* Help them answer: *Yes, I can. / No, I can't*.<br>2. Point to each picture and sentence in turn. Ask the class to mime the actions and repeat the sentences after you.<br>3. In pairs, learners ask and answer questions about what they can do, then tell the class. |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 19) and flashcards for the verbs that will be used in this activity. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a sentence about what they can or can't do, from the activities presented. |
| **Activity Book page 41**<br>**PCM 19** | **Activity Book: Activity 1**<br>1. Ask the questions and allow time for learners to think and decide on their answer.<br>2. Learners circle their answers for items 1 and 2, and write their answer for items 3 and 4.<br>**Feedback**<br>Check answers by asking each question and asking learners to raise their hands if they can do it.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 19) and flashcards for the verbs that will be used in this activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners write more sentences about things they can and can't do outside the context of the lesson, for example, *I can read a book.* |
| **Resources** | **Plenary** |
| | 1. Divide learners into pairs and give instructions.<br>2. Show an example of a handmade or learner-created flashcard.<br>3. Each pairs creates a flashcard (artwork + word) for the key vocabulary words from the lesson (*throw, catch, roll, hit, kick, bounce, ball, box, bat*) for the word wall. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Reading:** To read instructions to a game.<br>**Speaking:** To give instructions and teach a game to the class.<br>**Writing:** To write instructions for a game in small groups. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• write instructions<br>• give instructions using the imperative. |
| **Link to prior learning:**<br>• Action verbs<br>**21st Century Skills:**<br>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems | | |
| **Key vocabulary:** *throw, catch, roll, hit, kick, bounce, ball, box, bat*<br>**Key expressions/structure:** Imperatives: *throw, bounce, roll,* etc. | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may have difficulty differentiating the pronunciation between *can* and *can't.* Make sure to provide a model for them and emphasise the final *t* sound for *can't.* | | |
| **Resources/equipment needed:**<br>Learner's Book page 52<br>Activity Book page 42<br>Flashcards: *catch, throw, kick, ball, box, bat*<br>Handmade flashcards: *roll, bounce, hit*<br>PCM 19 and 20: *throw, catch, roll, hit, kick, bounce, ball, box, bat; Can you…? Yes, I can. No, I can't.*<br>A small rubber ball for each learner; boxes and balls of different sizes; markers or coloured pencils; magazine photos of children playing games | | |

## UNIT 3 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 19**<br>**PCM 20** | 1. Play a matching game with a set of flashcards of action verbs and a set of word cards (PCM 19, 20) with the same verbs.<br>2. Place the cards face down on the table or floor in separate piles.<br>3. Choose one learner.<br>4. Say: *Turn over a picture card. Now turn over a word card. Say the action words.* Ask: *Are they the same?*<br>5. The learner turns over one picture flashcard and one word card, saying the action word aloud.<br>6. If the cards match and they have a pair, the learner puts the matching cards to the side. If they do not match, the learner turns them back over.<br>7. Repeat with other learners until there are no cards left. |
| **Resources** | **Main Activity** |
| **Activity Book page 42** | **Activity Book: Activity 1**<br>1. Learners ask their friend what they can and can't do. Model an example with a learner. *What can you do? What can't you do?*<br>2. Help them answer: *I can ___. I can't___.*<br>3. Learners write sentences using the prompts on Activity Book page 42.<br>**Feedback**<br>Ask learners to read out their sentences to the class. |
| **Learner's Book page 52**<br>**Activity Book page 42** | **Make up a game with a ball: Activity 1 and Activity Book: Challenge**<br>1. Divide learners into small groups.<br>2. Give out different-sized balls and boxes.<br>3. Learners draw pictures and write about their made-up game in the Activity Book.<br>4. Walk around and monitor that learners are on task and assist them with brainstorming for ideas and writing. |
| | **Differentiation activities (Support):**<br>1. Learners can draw pictures to demonstrate how to play their game (or show you using the objects themselves) and then verbally tell you about it. |
| | **Differentiation activities (Stretch):**<br>1. Learners write more extended rules for their game. |
| **Learner's Book page 52** | **Teach your game: Activity 2**<br>1. Each group teaches their game to the class.<br>2. Other learners play the game.<br>**Feedback**<br>After each game, ask learners: *What do you like about the game? What do you want to change?* |
| **Resources** | **Plenary** |
| | 1. Take a vote on which game the class liked the most. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.<br>(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. | | | |

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to and follow instructions.<br>**Speaking:** To practise vocabulary through a game.<br>**Reading:** To read instructions, match sentences and pictures.<br>**Writing:** To complete a chart with names. | • read, understand and follow simple instructions<br>• say affirmative statements with *can*<br>• understand and say sentences with imperatives. |

**Link to prior learning:**

- Action verbs
- Imperatives

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** *rock, paper, scissors, instructions, say, make, look, partner, win, drink, cover, cut, break*

**Key expressions/structure:** Imperatives: *Say …, Make …,* etc.; affirmative statements with *can: Scissors can cut paper.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners at this age may struggle with losing a game. Explain to them that sometimes we win and sometimes we lose, and that fair play is important before starting the game. Monitor the pairs carefully during the game.

**Resources/equipment needed:**

Learner's Book pages 50 and 53

Activity Book page 43

Audio Track 35

Handmade flashcards: *rock, paper, scissors, cut, cover, break, drink, hit*

PCM 21: *rock, paper, scissors, cut, cover, break, drink, hit, win*

Realia for rock, paper, scissors

Small rubber ball and blank cards/strips of paper

## UNIT 3 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 50** | 1. Act out the poem *Bounce the ball* from Learner's Book page 50.<br>2. Learners stand in a row.<br>3. Give first learner a small rubber ball that bounces.<br>4. Learner 1 bounces the ball to Learner 2. Learner 2 bounces the ball to Learner 3. Continue until the final learner catches the ball. Learners can chant the poem as they play. |
| **Resources** | **Main Activity** |
| **Learner's Book page 53**<br>**Audio Track 35**<br>**PCM 21** | **Read and play: Activity 1**<br>1. Show the objects and word cards (PCM 21) for *rock*, *scissors* and *paper*. As you show each object and word card, say the word. Learners repeat.<br>2. Ask learners to open their books at page 53 and tell them that they are going to read and listen to the instructions for a game. Point to the instructions in the book.<br>3. Play the audio. Point to the phrases and pictures. Mime the actions: paper covering a rock, scissors trying to cut a rock and breaking, scissors cutting paper and the word *win*.<br>4. Play again, pause and say: *Repeat each line and mime with me*.<br>5. Practise instructions 2 and 3 as a class.<br>6. Ask more confident learners to play the game with you in front of the rest of the class.<br>**Speaking Tip:** Draw learners' attention to the Speaking Tip box and explain that they should always ask if they don't understand a word. Read out the question: *What does it mean?* and ask learners to repeat. |
| **Activity Book page 43**<br>**PCM 22** | **Activity Book: Activity 1**<br>1. Give instructions and model activity. Say: *Draw a line to the matching picture.*<br>2. Learners read the sentences aloud, then match them to the pictures by drawing a connecting line.<br>**Feedback**<br>Check answers as a class by reading out each sentence, then saying each letter (*a, b, c*) and ask learners to put their hands up when they hear the corresponding letter.<br>**Answers**<br>1 b; 2 c; 3 a |
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards/word cards (PCM 22) for new vocabulary.<br>2. If learners are unable to read the sentences, read the sentences for them. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can close their book and try to draw or write the actions from memory. |

| | |
|---|---|
| **Activity Book page 43** | **Activity Book: Activity 2**<br>1. Divide learners into pairs.<br>2. In pairs, learners play five rounds of the game.<br>3. After each game, learners write the winner's name in the chart. Demonstrate how to do this.<br>**Word box:** Read out the expressions and encourage learners to use them as they play.<br>**Feedback**<br>Ask pairs: *Who won the most rounds?* |
| **Activity Book page 43** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | 1. Say: *Let's play a game.*<br>2. Divide the learners into two teams: A and B. Learners stand in two lines, facing each other.<br>3. Hold up an object or a flashcard and ask a learner in Team A: *What's this?* Give a point for the correct answer. If the flashcard is an action, say: *Show me the action.* Make sure that every learner in each team gets a turn.<br>4. Give a point for each correct answer. The team with the most points wins. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.3) Add, give and follow dual-step directions.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to and follow instructions.

**Speaking:** To compare and contrast, practise vocabulary, to talk about ways to have fun.

**Reading:** To read instructions.

**Writing:** To practise vocabulary, complete a chart.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- read, understand and follow simple instructions
- say affirmative statements with *can*
- understand and say sentence with imperatives.

**Link to prior learning:**

- Imperatives
- Lexis for playing games

**21st Century Skills:**

- Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results

**Key vocabulary:** *rock, paper, scissors, instructions, say, make, look, partner, win, bird, water, drink, cover, so, similar, different*

**Key expressions/structure:** Imperatives: *Say …, Make …,* etc.; affirmative statements with *can*: *Scissors can cut paper.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with reading the sentences in the matching game but not raise their hand to ask for help. Walk around during the activity and provide individual reading assistance when you see it is necessary.

**Resources/equipment needed:**

Learner's Book page 54

Activity Book page 44

Audio Track 36

Flashcards: *bat, hit, bird, water, drink*

Handmade flashcards: *similar, different, scissors can cut paper, rock, paper, scissors, cut, cover, break, drink, hit, win, bird, water*

PCM 19, 21 and 22: *throw, catch, roll, hit, kick, bounce, ball, box, bat, , rock, paper, scissors, cut, cover, break, drink, hit, win, bird, water, similar, different, instructions, Scissors can cut paper*

Realia for rock, paper, scissors

Map of the world or globe (optional)

## UNIT 3 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Say: *Let's play a game of 'Rock, paper, scissors'. Find a partner!* Encourage learners to use the vocabulary from Lesson 4.<br>2. Learners play three rounds of the game and swap partners. |
| **Resources** | **Main Activity** |
| **Learner's Book page 54**<br>**Audio Track 36**<br>**PCM 19**<br>**PCM 21**<br>**PCM 22** | **Read, play and compare: Activity 1**<br>1. Introduce the words *bird* and *water*, showing learners the flashcards and the word cards (PCM 19, 21, 22). Say the words for learners to repeat.<br>2. Point to the new game on page 54 and explain that it is a game played in Malaysia. If you have access to a map of the world or globe, you may like to show it to learners and point to Malaysia.<br>3. Point to the pictures. Say: *Look at the pictures. Listen to the audio. Read and follow the instructions.*<br>4. Play the audio, pausing and repeating as necessary.<br>5. As you come to the sentences with missing words, ask: *What's missing?* Help learners complete the missing words in the instructions.<br>6. Learners write the complete sentences in their notebooks.<br>**Feedback**<br>Correct the answers as a class by asking learners to read out the completed sentences. Write them on the board so learners can compare what they have written.<br>**Answers**<br>Water can cover a rock, so water wins.<br>A rock can hit a bird, so rock wins. |
| **Activity Book page 44** | **Activity Book: Activity 1**<br>1. Learners play five rounds of the new game. Remind learners of the 'good sport' phrases from the Activity Book page 43.<br>2. Learners write the winner of each game in the chart. |
| | **Differentiation activities (Support):**<br>1. Pair learners with a more confident peer who has empathy to support them in the task. |
| | **Differentiation activities (Stretch):**<br>1. Let confident learners support less confident learners in pair work. |
| **Learner's Book page 54**<br>**PCM 21** | **Similar or different?: Activity 2**<br>1. Ask the questions aloud. Explain the words *similar* and *different*.<br>2. Give learners some time to think about their answers.<br>**Feedback**<br>Check answers by asking individual learners to put their hands up and share why they think the games are the same or different.<br>**Answers**<br>1 The games are similar because they are played by two people making hand signs.<br>2 The games are different because they use different hand signs. |
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards/word cards (PCM 19, 21, 22) for new vocabulary. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write the sentences in their notebook. |
| **Activity Book page 44** | **Activity Book: Activity 2**<br>1. Remind the learners of the rules of *Rock, paper, scissors*, which they learned in Lesson 4.<br>2. Focus on the chart in the Activity Book. Learners fill in the chart.<br>**Feedback**<br>Draw the chart on the board, and ask learners to put their hands up and to give the answers ideas for each column. Write them on the board.<br>**Answers**<br>Only in Rock, paper, scissors: paper, scissors; Only in Bird, water, rock: bird, water; In both games: rock |
| **Resources** | **Plenary** |
| | 1. Ask: *Which game do you prefer? Why?*<br>2. Discuss answers as a class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To practise listening to a poem and questions.

**Speaking:** To practise reciting a poem.

**Reading:** To practise reading a poem.

**Writing:** To practise spelling words, writing positive and negative statements about actions using *can/can't* and writing short answers using *can/can't*.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- write and say positive and negative statements using can and *can't*
- answer *yes/no* questions using short answers with *can* and *can't*
- understand and follow simple instructions.

**Link to prior learning:**

- The alphabet
- *can/can't*
- Action verbs

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students

**Key vocabulary:** *throw, catch, roll, hit, kick, bounce, ball, box, bat*

**Key expressions/structure:** *Can you…?; Yes, I can./No, I can't.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with a semi-free speaking exercise asking and answering questions with *can*. Provide learners with flashcards and word cards if needed. Put them in mixed ability pairs so they can support each other, monitor carefully and provide positive reinforcement.

**Resources/equipment needed:**

Learner's Book page 55

Activity Book page 45

Audio Track 37

Flashcards: *catch, throw, kick*

Handmade flashcards: *roll, bounce, hit*

PCM 19: *throw, catch, roll, hit, kick, bounce, ball, box, bat*

## UNIT 3 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Tell learners you have an imaginary ball.<br>2. Mime throwing the ball to a learner and ask them to do an action with it. The other learners have to guess what it is.<br>3. The learner then throws the ball to another learner. Continue in this way until all learners have had a turn. |
| **Resources** | **Main Activity** |
| **Learner's Book page 55**<br>**Audio Track 37** | **Guess the word: Activity 1**<br>1. Show students the pictures. Explain that you will play the audio and learners must guess the sound.<br>2. Play the audio, and pause after each sound. Tell learners to point at the picture and say the action.<br>3. Then say the number of a picture and elicit the action from learners. Put learners in pairs and ask them to take it in turns to say the number and the action.<br>**Answers**<br>1 roll the ball<br>2 hit the ball<br>3 bounce the ball<br>4 kick the ball<br>5 throw the ball/catch the ball |
| | **Differentiation activities (Support):**<br>1. Provide flashcards with pictures of the action words to assist in understanding of the vocabulary: *hit, catch, roll, bounce, kick.* |
| | **Differentiation activities (Stretch):**<br>1. Let learners mime a Unit 2 action verb for the rest of the class to guess which word it is. |
| **Activity Book page 45**<br>**PCM 19** | **Activity Book: Activity 1**<br>1. Say the number of the box and show word cards (PCM 19) in the following order: *throw, catch, roll, hit, kick, bounce, ball, box, bat.*<br>2. Learners write the word in the correct box in Activity Book page 45.<br>3. Repeat for all words.<br>**Feedback**<br>Call out a number and ask an individual learner to say the correct word. Write the answers on the board so learners can compare with what they have written.<br>**Answers**<br>1 hit; 2 roll; 3 cut; 4 catch; 5 throw; 6 break; 7 kick; 8 bounce |
| | **Differentiation activities (Support):**<br>1. Give the learners the word cards to choose from. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write sentences using the words in the boxes. |

| | |
|---|---|
| **Learner's Book page 55** | **Can you do it?: Activity 2**<br>1. Display the action flashcards on the board. Ask individual learners: *Can you (throw a ball)?* If learners struggle, provide them with flashcards or pictures.<br>2. Learners answer: *Yes, I can. /No, I can't*.<br>3. Play 'Talking line'. Model the activity with one learner. Learners line up in two rows facing each other. They look at the flashcards on the board and ask each other two questions with *Can you* + one of action verbs in the flashcards. You should say *Stop* at random intervals. Each time you say *Stop*, learners in one line move up one spot so they are facing a new partner. Repeat the activity three times. |
| **Activity Book page 45** | **Activity Book: Activity 2**<br>1. Learners write one of the questions they asked their partners and the answer they received.<br>2. Model with an example and write it on the board, for example, *Can you bounce a ball? Yes, I can*.<br>3. Check and correct what learners have written. |
| **Resources** | **Plenary** |
| **Activity Book page 45** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.2.2.1.3) Add, give and follow dual-step directions.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a rhyme, identify the short *u* vowel sound.<br>**Speaking:** To say a rhyme, play a rhyming game<br>**Reading:** To recognise words with a short *u* sound, identify words that rhyme, read and act out a poem. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and read words with a short *u* sound<br>• identify rhyming words<br>• repeat words following a model. |
| **Link to prior learning:**<br>• The alphabet<br>• short *a* sound<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *cup, bug, run, puppy, jump, buzz, bee, sit, rug, duck, truck, sun, flag, sad, hat*<br>**Key expressions/structure:** Blending short *u* words, *can* for ability | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with classifying short *a* and short *u* sounds. Provide additional practice with other words and drill the sounds until they can hear the difference. | | |
| **Resources/equipment needed:**<br>Learner's Book page 56<br>Activity Book page 46<br>Audio Track 38<br>Flashcards: *cup, bug, bee, rug, duck*<br>Handmade flashcards: *puppy*, *truck*<br>PCM 23: *cup, bug, run, puppy, jump, buzz, rug, duck, truck, nut*<br>Toys or pictures representing the vocabulary; large copy of a tic-tac-toe grid, sheets of coloured paper (different colour for each partner in pair) | | |

## UNIT 3 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Remind learners of the rhyme they learned in Unit 2 Lesson 7 (Grandma's glasses). Say the poem as a class, miming as you recite. |
| **Resources** | **Main Activity** |
| **Learner's Book page 56**<br>**Audio Track 38** | **Listen and look: Activity 1**<br>1. Use the flashcards (or realia) to introduce vocabulary. Show the flashcard for *cup* and ask: *What's this? A cup.*<br>2. Show the flashcard for *bug* and say: *Look, a bug. A cup and a bug.* Ask learners to repeat the words after you.<br>3. Play the audio up to the pause, and point to the letter *u* and the pictures in turn.<br>4. Play the audio again. Learners repeat. |
| **Learner's Book page 56**<br>**Audio Track 38**<br>**PCM 23** | **I can run like a puppy: Activity 2**<br>1. Display the flashcards and word cards (PCM 23) *puppy*, *bug*, *bee* and *rug* on the board.<br>2. Remind the class about rhyming, and give them an example of what rhyming words sound like.<br>3. Direct learners' attention to the poem *I can run like a puppy* and the picture. Point to the flashcards and word cards on the board. Ask: *Which word rhymes with bug?* Elicit the answer: *rug.*<br>4. Play the audio (from after the pause). Mime the actions with learners.<br>5. Play the rhyme again. Pause after each line for learners to repeat and act out. |
| **Activity Book page 46** | **Activity Book: Activity 1**<br>1. Read the instructions and ask learners to read the words in the Word box.<br>2. With a partner, they classify the words according to their sound.<br>**Feedback**<br>Write *u* and *a* on the board. Then check the answers by asking individual learners to say a word each for one of the categories. Write the words on the board for them to check with their answers.<br>**Answers**<br>Words with a short *u* sound: duck, bug, rug, cup<br>Words with a short *a* sound: hat, man, bag, hand |
| | **Differentiation activities (Support):**<br>1. Pair learners with a more confident peer who has empathy to support them in the task. |
| | **Differentiation activities (Stretch):**<br>1. Confident learners support less confident learners during pair work.<br>2. Learners write additional words with short *a* and short *u*. |

| | |
|---|---|
| **Learner's Book page 56** | **Rhyming game '*Tic-tac-toe*': Activity 3**<br>1. Display a large copy of the tic-tac-toe grid or draw it on the whiteboard.<br>2. Model how the game of tic-tac-toe is played with one learner (based on 'Noughts and crosses') and give instructions.<br>3. Let the learners read the instructions at the Learner's Book.<br>4. Divide learners into pairs. They draw a tic-tac-toe grid on a piece of paper.<br>5. Learners make nine counters.<br>6. Learners play the game in pairs.<br>7. Divide the learners into new pairs and let them play again. |
| | **Differentiation activities (Support):**<br>1. Check that learners understand the instructions. Repeat them if necessary.<br>2. Pair learners with a more confident peer who has empathy to support them in the task. |
| | **Differentiation activities (Stretch):**<br>1. Let learners support other learners in the game. |
| **Activity Book page 46** | **Activity Book: Activity 2**<br>1. Copy the words on the whiteboard.<br>2. Model the activity. Give instructions and point to the whiteboard. Say: *Read the first word. Look at the picture. Change the letter with the space.*<br>3. Learners do this individually in their Activity Books.<br>**Feedback**<br>Check the answers by asking individual learners to say the missing letters and the completed word in sequence.<br>**Answers**<br>mug, bug, bus, bun, run, sun, fun |
| **Resources** | **Plenary** |
| | 1. Revise the words learned in this class by holding up a flashcard and asking individual learners to say the word. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To practise listening to a story and identifying the sound of the short *u* vowel sound.<br>**Speaking:** To practise saying a story.<br>**Reading:** To practise recognising words with a short *u* sound, identifying words that rhyme and reading a story.<br>**Writing:** To practise writing a sentence and a class poem. | • identify and read words with a short *u* sound<br>• identify rhyming words<br>• repeat words based on a text. |

**Link to prior learning:**

- The alphabet
- Words with short *u* sound

**21st Century Skills:**

- Communication and Collaboration: Introduce working in teams, with a common goal, to solve a problem

**Key vocabulary:** *up, cup, can, man, run, sun, fun, duck, stuck, mud, muddy, truck, luck, much*

**Key expressions/structure:** Blending short *u* words

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with finding words that rhyme. Give lots of examples and invite other learners to share examples and underline the final sounds that are the same.
- Learners may feel uncomfortable acting out the story in front of the class. Don't force them to if they don't want to. Let them perform it for just one other small group and provide lots of praise.

**Resources/equipment needed:**

Learner's Book page 57

Activity Book pages 47

Audio Track 39

Flashcards or realia: *up, cup, run, sun, fun, duck, stuck, mud, muddy, truck, luck, much*

Material for making masks: paper, paper plates, colouring pencils

## UNIT 3 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards or realia** | 1. Give a flashcard or realia to each learner.<br>2. Ask each learner to hold up his/her flashcard/realia and say the word. |
| **Resources** | **Main Activity** |
| **Learner's Book page 57**<br>**Audio Track 39** | **Phonics story: Activity 1**<br>1. Focus on the pictures and ask learners to predict what happens in the story.<br>2. Tell learners to listen and count the words with short *u* sound that they hear.<br>3. Play the recording a few times. Ask: *How many words are there with the short u sound?*<br>4. Play the recording again and point to each picture in turn. Mime to make the meaning of the word *up* clear to learners.<br>5. Play the recording again. Invite learners to repeat after each line. |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, tell them the story in a clear and slow voice instead (using the audioscript), pointing out the phrases and pictures in the book. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think of any other words they know with a short *u* sound. |
| **Activity Book page 47** | **Activity Book: Activity 1**<br>1. Explain the activity.<br>2. Invite learners to say the words aloud before deciding which ones to use and writing them.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give several examples of other words that rhyme and explain what *rhyme* means. |
| | **Differentiation activities (Stretch):**<br>1. Learners write other words that they know that rhyme. |
| **Activity Book page 47** | **Activity Book: Challenge**<br>1. Make sure learners understand the activity. Explain that they need to choose two words to complete the sentence.<br>2. Learners fill in the gaps in the sentence with two words from the Word box on page 47.<br>3. Monitor and help as necessary.<br>If you have time, learners work in pairs to say their sentences and show their pictures.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Activity Book page 47** | **Activity Book: Activity 2**<br>1. Explain how the crossword works.<br>2. Learners work on their own, or in pairs, to complete the crossword.<br>**Feedback**<br>Put learners in pairs so they can compare their answers. Then check as a class by calling out the number of a row and asking individual learners to say the correct answer. |
| | **Answers**<br>1 sad; 2 truck; 3 cats; 4 sun; 5 bugs; 6 ducks; 7 hand |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards to help them. |
| | **Differentiation activities (Stretch):**<br>1. Let learners help their partner during pairwork. |
| **Resources** | **Plenary** |
| **Activity Book page 47** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To practise giving and following instructions.<br>**Speaking:** To practise saying where things are and giving instructions.<br>**Reading:** To practise reading and matching sentences and pictures.<br>**Writing:** To practise writing where things are. | • identify and say nouns for parts of the body<br>• understand and say simple prepositions<br>• understand and follow instructions. |

**Link to prior learning:**

- Imperatives

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** *on, under, next to;* parts of the body

**Key expressions/structure:** *Where is it?* Prepositions: *on, under, next to*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to draw the missing objects in the Activity Book picture. Provide learners with flashcards as a model and give them lots of praise.
- Learners may struggle reading the sentences with the prepositions. Let the learners try to read some words, read the sentences for the learners or pair them with a learner who can read the sentences for them. Give them lots of praise for trying to read.

**Resources/equipment needed:**

Learner's Book pages 58

Activity Book page 48

Audio Track 38

Flashcards: *hat, ball, cup, bug, box*

PCM 24 and PCM 26: *on, under, next to, hat, ball, cup, bug, box*: *finger, arm, leg, toes, knee, ear, nose, foot, hair, eye, mouth, shoulders, left, right, Put your finger under your nose*

## UNIT 3 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 38** | 1. Divide the class into two groups.<br>2. Ask them to recite the rhyme they learned in Unit 3 Lesson 7. Play the audio once.<br>3. The groups take turns to recite and mime one line each. |
| **Resources** | **Main Activity** |
| **Learner's Book page 58** | **Where is the duck?: Activity 1**<br>1. Introduce the prepositions *on*, *under* and *next to*. Put a few objects (or pictures of objects) that learners know either *on*, *under* or *next to* your table. Say: *The truck is on the table, the duck is under the table*, etc. Give a few examples with all three prepositions.<br>2. Ask learners to put objects or pictures in different places around the classroom and say where they are.<br>3. Learners look at the three pictures showing the duck in different positions on page 58. Ask: *Where is the duck in a?* Learners answer. Repeat for pictures b and c.<br>**Feedback**<br>Ask learners to read the sentences. |
| **Activity Book page 48** | **Activity Book: Activity 1**<br>1. Learners look at the pictures.<br>2. They read the sentences.<br>3. They fill in the space with a word from the Word box.<br>**Feedback**<br>Check answers by asking individual learners to read out the sentences.<br>**Answers**<br>1 The girl is **next to** the table.<br>2 The rug is **under** the table.<br>3 The chair is **next to** the table.<br>4 The cat is **on** the chair. |
| **Activity Book page 48**<br>**PCM 24** | **Activity Book: Activity 2**<br>1. Display the flashcards for *hat*, *ball*, *cup*, *bug* and *box*.<br>2. Display the corresponding word cards (PCM 24), but in a random order.<br>3. Ask individual learners to match a word card with a flashcard.<br>4. Ask learners to read the instructions in pairs and draw the missing objects in the picture.<br>**Feedback**<br>Learners compare pictures with a partner. |

| | |
|---|---|
| **Learner's Book page 58**<br>**PCM 26** | **Play an instructions game: Activity 2**<br>1. Divide the class into small groups or pairs.<br>2. Point to your arm and ask: *What is it? It's my finger. Look, finger, ten fingers*. Repeat with *leg*, *toes*, *knee*, *ear*, *nose*, *foot*, *finger* and *arm*.<br>3. Hold up a word card (PCM 26): *leg*. Say the word. Point at yourself. Get learners to point to the part of their body. Repeat with the other word cards.<br>4. Have learners look at the pictures in Activity 2.<br>5. Tell learners you are going to play a game. Say: *Put your finger under your nose.* Then put your finger under your nose. The say: *Put your arm on the table.* Learners should copy.<br>6. Model the game playing a few rounds as a class, giving instructions using words for body parts, prepositions and *table, chair* and *book*.<br>7. Learners then play with their partners. One player gives instructions. The other player follows their instructions. Then learners swap roles. |
| | **Differentiation activities (Support):**<br>1. Give learners word cards and flashcards for the prepositions.<br>2. Pair learners with a more confident peer who has empathy to support them in the task. |
| | **Differentiation activities (Stretch):**<br>1. Confident learners support less confident learners during pair work. |
| **Resources** | **Plenary** |
| **PCM 24** | 1. Display the word cards (PCM 24) *Where is it? under*, *on* and *next to*.<br>2. Draw a picture of a ball next to a table.<br>3. Ask: *Where's the ball?* Elicit the answer: next to the table.<br>4. Ask a learner to place the correct word card next to the picture.<br>5. Invite a learner to draw a similar picture on the board, showing a ball *next to*/*under*/*on* another object.<br>6. The learner asks a question using the structure: *Where's the …?*<br>7. The other learners provide the answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.2.2.1.3) Add, give and follow dual-step directions.

(G2.4.3.1.1) Use grade-appropriate language structures.

(G2.4.3.1.2) Write complete simple and compound declarative, imperative and exclamatory sentence in response to prompts.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To practise giving and following instructions.<br>**Speaking:** To practise saying where things are, naming the parts of the body and singing a song.<br>**Reading:** To practise reading instructions and matching them to pictures.<br>**Writing:** To practise writing the words for the body parts. | • say and write simple nouns for body parts<br>• understand and follow instructions<br>• repeat words based on a model. |

**Link to prior learning:**

- The alphabet
- Lexis for body parts
- Prepositions
- Imperative forms

**21st Century Skills:**

- Communication and Collaboration: Introduce learning to work in small teams, with a common goal, to solve problems

**Key vocabulary:** *on, under, next to;* parts of the body: *arm, hand, toes, ear, nose, foot; left, right, pull, clap, put, touch, shake, point to, put*

**Key expressions/structure:** *Where is it?* Prepositions: *on, under, next to:* Imperative form: *Touch your right ear.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with the pronunciation of words as spelling and pronunciation are very different. Drill words such as *touch* and *mouth* (which look the same but sound different).

**Resources/equipment needed:**

Learner's Book page 59

Activity Book page 49

Audio Track 40

Flashcards: *finger, leg, knee, nose, foot, hair, eye, mouth, shoulders*

Handmade flashcards: *arm, toes, ear, left, right*

PCM 25: Board game

PCM 26: *finger, arm, leg, toes, knee, ear, nose, foot, hair, eye, mouth, shoulders, left, right, Put your finger under your nose*

## UNIT 3 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Say: *Let's play a game.* Put a book under the table. Ask: *Where's the book?* Point to the book. Elicit the answer: *Under the table.*<br>2. Repeat with other classroom objects to review the prepositions from Lesson 9. |
| **Resources** | **Main Activity** |
| **Learner's Book page 59**<br>**PCM 26** | **Listen and point: Activity 1**<br>1. Point to different body parts and elicit the words from learners.<br>2. Say: *Point to your nose!* Learners follow your instructions. Continue with other body parts.<br>3. Divide the class into two groups. Ask them to take turns giving instructions. Display the word cards (PCM 26) on the board for additional support. |
| **Learner's Book page 59**<br>**Audio Track 40**<br>**PCM 26** | **Left and Right: Activity 2**<br>1. Draw learners' attention to the pictures. Explain *left* and *right*. Display the word cards (PCM 26) on the board. Tell them to match the pictures to the instructions.<br>2. Ask them to read the instructions aloud and mime the actions, then tell them to listen and follow the instructions they hear.<br>3. Play the audio a few times.<br>**Answers**<br>1 a; 2 c; 3 b |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read the sentences to them in a clear and slow voice instead (using the audio script), pointing out the sentences and pictures in the book. |
| | **Differentiation activities (Stretch):**<br>1. Ask confident learners stand in front of the class and model to the others. |
| **Learner's Book page 59**<br>**Audio Track 40** | **Which word do you hear?: Activity 3**<br>1. Tell the learners to look at the words and the text on page 59 of the Learner's Book.<br>2. Play the audio and pause after the first sentence. Model the example. Ask: *Which word does number one go above?*<br>3. Tell learners to listen to the audio and write the number above the word they hear.<br>4. Play the audio and pause after each sentence.<br>**Feedback**<br>Check answers by saying the word and eliciting the correct number from learners. Then play the audio again and ask learners to repeat.<br>**Answers**<br>1 hand; 2 foot; 3 left; 4 ear; 5 right; 6 shake |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read it to them in a clear and slow voice instead (using the audio script). |
| | **Differentiation activities (Stretch):**<br>1. Let the learners try to do the activity filling in the gaps with the words covered. |

| | |
|---|---|
| **Activity Book page 49** | **Activity Book: Activity 1**<br>1. Focus on the picture. Tell learners to listen and point as you say the words: *arm*, *foo*t, *nose*, *hand* and *foot*.<br>2. Read the words again. Learners follow the instructions.<br>3. Learners label the picture using the words in the box. Circulate, helping them with spelling.<br>4. Check the answers with the whole class.<br>**Answers**<br>1 nose; 2 arm; 3 hand; 4 foot; 5 toes |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards (PCM 26) to help them with the exercise. |
| | **Differentiation activities (Stretch):**<br>1. Learners draw and label other body parts. |
| **Activity Book page 49**<br>**PCM 25** | **Activity Book: Activity 2**<br>1. Give each learner a board from PCM 25 and make sure they have pens to cross out the words on the board. Give instructions to the learner and model an example.<br>2. Place the word cards (cut up from list) in a bag.<br>3. Call out the name of the body part but do not show the card to the learners.<br>4. Learners find that body part on their board and cross it out. The first learner to correctly cover all the body parts on their board stands up and is the winner. |
| **Resources** | **Plenary** |
| | 1. Put learners in pairs. They should take it in turns to read out the words on their game boards for their partner to point to the correct body part. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.2.2.1.3) Add, give and follow dual-step directions.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a chant and follow instructions.<br>**Speaking:** To name the parts of the body and say a chant.<br>**Reading:** To read a chant.<br>**Writing:** To write a verse of a chant. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and follow instructions<br>• repeat words following a model. |
| **Link to prior learning:**<br>• The alphabet<br>• Lexis for body parts<br>• Imperative forms<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** parts of the body: *ear, nose, shoulders, toes; left, right, pull, clap, ceiling, floor, put, touch, shake, point to, wind … up*<br>**Key expressions/structure:** Imperatives: *Point to your nose.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable performing their new chant verse in pairs in front of the class. If so, don't force them to perform in front of the whole class. Instead they can just perform in front of one other pair or in front of you. As they see others perform and become more confident in English, they may gain more confidence in future lessons. | | |
| **Resources/equipment needed:**<br>Learner's Book page 60<br>Activity Book page 50<br>Audio Track 41<br>PCM 26: *finger, arm, leg, toes, knee, ear, nose, foot, hair, eye, mouth, shoulders, left, right* | | |

## UNIT 3 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide the learners into small groups.<br>2. Learners take turns to give instructions to the rest of their group, beginning with *Put your hand on your …* or *Put your finger on …* |
| **Resources** | **Main Activity** |
| **Learner's Book page 60**<br>**Audio Track 41** | **Wind the bobbin up: Activity 1**<br>1. Look at the picture. Tell learners to listen and follow the instructions.<br>2. Play the chant twice to familiarise learners with the content.<br>3. Play the chant again. Learners sing along and do the actions.<br>**Note**: 'Wind the bobbin up' is a traditional children's chant traced back to the 1890s. A bobbin is a cylindrical object on which thread or yarn is wound. In the song, two players wind fists around each other. At *Pull, pull,* they push their fists away from each other. |
| **Learner's Book page 60** | **Make up a new verse of the chant: Activity 2**<br>1. Talk to the learners about how you could change the words of the song.<br>2. Ask: *What other things could you point to? What else could you do with your hands or feet?* |
| **Activity Book page 50**<br>**PCM 26** | **Activity Book: Activity 1**<br>1. Learners look at the template for writing the new chant in the Activity Book on page 50.<br>2. Put learners in pairs.<br>3. Tell them to write different body words in the four blank spaces. (If they wish, they could also change the last word, *knees*.)<br>4. Then tell them to draw a picture of their new verse of the song in the box.<br>5. They practise their new verse of the song. |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards or word cards (PCM 26) to support them as they write. |
| | **Differentiation activities (Stretch):**<br>1. Learners write an additional verse. |
| **Resources** | **Plenary** |
| **Activity Book page 50** | **Activity Book: Learning goals**<br>1. Direct learner's attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To recognise words with the short *u* sound.<br>**Speaking:** To practise saying words with the short *u* sound and say nouns for body parts.<br>**Reading:** To practise reading words with the short *u* sound and nouns for body parts.<br>**Writing:** To practise writing words with short *u* sound and nouns for body parts. | • say and write words with short *u* sound<br>• say and write nouns for body parts<br>• understand and say simple prepositions<br>• understand and follow simple instructions. |

**Link to prior learning:**

- The alphabet
- Numbers 1–10
- Colours
- Lexis for body parts

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** Unit 3 Lessons 1–11

**Key expressions/structure:** Unit 3 Lessons 1–11

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with rhyming words. Model with plenty of examples and underline the final sounds in the words that rhyme. Pair them with another learner who can help them.

**Resources/equipment needed:**

Learner's Book page 61

Activity Book page 51

Audio Track 42

Word cards from Unit 3 Lessons 7–11 (PCMs 23, 24, 26)

Flashcards from Unit 3 Lessons 7–11

Large box

Mini whiteboards and whiteboard markers, laminated sheets of white paper or large strips of paper (one for each group)

## UNIT 3 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Spread the body part flashcards around the room.<br>2. Call out the name of a body part, then ask an individual learner to find the corresponding flashcard.<br>3. Repeat until all of the flashcards have been picked up. |
| **Resources** | **Main Activity** |
| **Learner's Book page 61**<br>**Audio Track 42**<br>**PCM 26** | **Body parts chant: Activity 1**<br>1. Show word cards (PCM 26) of body parts and elicit their names from learners.<br>2. Play the audio for learners to listen to the chant.<br>3. Tell learners to open their books on page 61. Play the audio again for learners follow in their Learner's Book and repeat line by line.<br>4. Learners do the entire chant while pointing to the different body parts and miming the actions.<br>5. Have learners repeat the chant several times, increasing the speed each time. |
| **Activity Book page 51** | **Activity Book: Activity 1**<br>1. Learners put the letters in the correct words to make body part words.<br>2. Learners match the body part words with the pictures.<br>**Feedback**<br>Learners check with a partner, then elicit answers and check as a class.<br>**Answer**<br>1 finger; 2 leg; 3 ear; 4 foot; 5 arm; 6 nose |
| **Learner's Book page 61** | **Mime: Activity 2**<br>1. Ask learners to stand in a circle.<br>2. Show them a box and demonstrate *on, next to, under, left, right* by putting your arm in the different positions (for example, *on the box*, *next to the box*, etc.).<br>3. Call out prepositional phrase with body part and *box*, for example, call out: *leg under the box*, *arm in the box*<br>4. Learners pass the box around the circle and mime the action. Call out the phrases quickly, so that learners have to pass the box and do the mime quickly. If a learner makes a mistake, they have to leave the circle. |
| | **Differentiation activities (Support):**<br>1. Allow less confident learners more time to think and carry out the mime. |
| | **Differentiation activities (Stretch):**<br>1. Let learners take the role of the teacher, calling out prepositional phrases. |
| **Learner's Book page 61**<br>**PCM 26** | **Board race: Activity 3**<br>1. Divide learners into groups and distribute one mini whiteboard to each group.<br>2. Call out a word from one of the word cards (PCM 26).<br>3. Learners write the word on the mini whiteboard.<br>4. Say: *1, 2, 3* and then tell learners to show their whiteboards. If the word is spelled correctly, they get one point. Stick the word card on the board for learners to compare with what they have written.<br>5. Repeat using several different words. The winner is the group with the most points. |

| | |
|---|---|
| **Activity Book page 51** | **Activity Book: Activity 2**<br>1. Divide learners into pairs.<br>2. Learners read the words in the Word box.<br>3. Learners fill in story with the rhyming word from Word box.<br>**Feedback**<br>Check answers by asking individual learners to read out a sentence with a missing word each.<br>**Answers**<br>The duck runs in the sun.<br>She's stuck.<br>The man has a truck.<br>The duck has good luck.<br>The duck has fun in the sun. |
| **Resources** | **Plenary** |
| **Activity Book page 51** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

((G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a play<br>**Speaking:** To make predictions about a play.<br>**Reading:** To read as you listen, understand the basic conventions of a play, do a reading comprehension exercise and practise sight words.<br>**Writing:** To read sentences and choose words to complete them. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and answer simple *wh*- questions in the present simple. |
| **Link to prior learning:**<br>• The alphabet<br>• Lexis for animals<br>• Numbers 1 to 10<br>• Prepositions<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Introduce working in small teams, with a common goal, to solve problems | | |
| **Key vocabulary:** *duck, rabbit, frog, lion, pond, hears, strange, scary, sound, nut, tree, silly, wise, characters.* Sight words: *a, the, run, help*<br>**Key expressions/structure:** Phrases: *Hurry!, I don't know, Let's go home;* questions: *What's wrong? What's a …? yes/no* questions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to listen to the audio and understand the story. If so, read the story slowly using the audioscript and pause after each sentence. Point to the flashcards on the whiteboard while reading. | | |
| **Resources/equipment needed:**<br>Learner's Book pages 62-64<br>Activity Book page 52<br>Audio Track 43<br>Flashcards: *duck, rabbit, frog, pond, tree*<br>Handmade flashcards: *nut, lion*<br>PCM 27: *duck; rabbit, frog, lion, nut, tree; adjectives: scary, silly, wise; run, flap, jump* | | |

## UNIT 3 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 27** | 1. Use the flashcards and word cards (PCM 27) to introduce the new vocabulary: *rabbit*, *frog*, *lion*, *pond*, *nut, tree, silly, scary* and *wise*.<br>2. Show each picture in turn and ask: *What's this?*<br>3. Learners answer.<br>4. Explain the meaning of the adjectives and mime the words.<br>5. Say the verbs and mime the actions. Learners mime the actions and repeat the verbs. |
| **Resources** | **Main Activity** |
| **Learner's Book pages 62-64**<br>**Audio Track 43** | **Before you read: Activity 1**<br>1. Say: *Open books at page 62.* and tell learners to look at the pictures. Ask: *How many types of animals are there in the play?*<br>2. Read and explain the introduction. Ask: *Is this a chant? Is it a poem? Is it a story?* Tell learners that it is a play and explain what a play is.<br>3. Learners look at the pictures to predict what the play will be about.<br>4. Tell learners to listen to the play and follow in their books to check if they are right. Play the audio.<br>5. Mime the situation to make the meaning of new words clear, for example, *scary* or *strange*.<br>6. Play the audio again, pausing to allow learners to repeat each line.<br>7. Ask questions to check comprehension: *Is the rabbit happy? What's wrong? Where's the rabbit?* |
| | **Differentiation activities (Support):**<br>1. Hold up the flashcards of key vocabulary while the learners listen. |
| | **Differentiation activities (Stretch):**<br>1. Let learners read along while listening if they can. |
| **Activity Book page 52** | **Activity Book: Activity 1**<br>1. Focus on the pictures and explain the activity. Read the sentences together with the learners and model the first question. Ask: *Is it true?* Say: *Circle yes or no.*<br>2. Learners read the sentences and circle *yes* or *no*.<br>3. Learners work independently to complete the task.<br>**Feedback**<br>Check answers a class by reading out the sentences and asking learners to say *yes* or *no*.<br>**Answers**<br>1 The tree is next to the pond. **yes**<br>2 Rabbit hears a strange sound. **yes**<br>3 Rabbit is scared. **yes**<br>4 There are three ducks. **no**<br>5 There are three frogs. **yes**<br>6 The Ker-PLUNK is a big scary animal. **no**<br>7 The Ker-PLUNK is a nut falling in the pond. **yes**<br>8 The lion is silly. **no**<br>9 The rabbit, ducks and frogs are silly. **yes** |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Give learners flashcards of the new vocabulary.<br>2. Read the sentences for the learner or let them work with a partner who can read them. |
| | **Differentiation activities (Stretch):**<br>1. If learners have time, let them write another *yes* or *no* sentence about the play. |
| **Resources** | **Plenary** |
| **Activity Book page 52** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational text, etc.).

(G2.3.5.1.2) Follow, recognise, and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (for example, *and, first, then*).

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to comprehension questions.<br>**Speaking:** To talk about the text, answer comprehension questions and describe characters.<br>**Reading:** To understand the basic conventions of a play and do a reading comprehension exercise.<br>**Writing:** To choose words to complete sentences. | • identify questions in a simple reading text<br>• ask simple *wh*-questions. |

**Link to prior learning:**

- Story from Lesson 13
- Lexis for animals
- Prepositions

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *duck, rabbit, frog, lion, pond, hears, strange, scary, sound, nut, tree, silly, wise, characters*; Sight words: *a, the, run, help*

**Key expressions/structure:** Questions: *What's wrong? What's a … ? Where is … ?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty understanding the difference between the *wh*-question words *who* and *what*. Give plenty of examples.

**Resources/equipment needed:**

Learner's Book pages 62–65

Activity Book page 53

Audio Track 43

Flashcards: *rabbit, frog, pond, tree*

Handmade flashcards: *nut, lion*

PCM 7, 27 and 28: *duck; rabbit, frog, lion, pond, nut, tree, scary, silly, wise; run, flap, jump; hears, sound, character, a, the, run, help. What's wrong? What's a Ker-PLUNK? Is the Ker-PLUNK a nut?*

## UNIT 3 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 43** | 1. Ask learners if they can remember the play from the previous lesson.<br>2. Play the audio for the play again. Pause and allow learners to repeat the words and mime the actions. |

| Resources | Main Activity |
|---|---|
| **Learner's Book page 65**<br>**PCM 7**<br>**PCM 27**<br>**PCM 28** | **Characters in the story: Activity 1**<br>1. Display the word card characters (PCM 7, 27) on the board. Explain that the animals are characters in the play.<br>2. Display the animal flashcards and word cards (PCM 27) *silly* and *wise* on the board.<br>3. Ask learners what they think about the characters. Ask: *Who is silly? Who is wise?*<br>4. Learners write their answers in their notebooks. Remind them to look at the previous pages for help with the spelling.<br>**Answers**<br>The characters are the ducks, the frogs, the rabbit and the lion.<br>The ducks, frogs and rabbit are silly.<br>The lion is wise. |
| | **Differentiation activities (Support):**<br>1. Let learners use the word cards to help them spell the words. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write down a sentence about people in their family who are silly or wise, for example, *My father is wise. My baby brother is silly*. |
| **Learner's Book page 65**<br>**PCM 27**<br>**PCM 28** | **Scary things: Activity 2**<br>1. Display the word card (PCM 27) *scary* on the board. Ask a learner to explain the meaning of the word.<br>2. Read the questions and discuss as a class. Learners then write the answers.<br>3. Ask: *What things are scary?* Learners draw things they are scared of in their notebooks and show their partner. Give the names of the items in English.<br>4. If needed, use PCM 28 (word cards) for this activity.<br>**Language detective**: Draw learners' attention to the Language detective box and ask them to find the question words *who* and *what* in the questions on page 65. Explain that we use *who* to ask about people and *what* to ask about things.<br>**Answers**<br>Rabbit is scared of the Ker-PLUNK.; It's a nut. |
| | **Differentiation activities (Support):**<br>1. Provide support by writing the correct answers on the board for learners to copy. |
| | **Differentiation activities (Stretch):**<br>1. Learners can explain the meaning of the word *scary* and give an example.<br>2. Confident learners can help other learners write the answers to the questions in mixed ability pairs. |

| | |
|---|---|
| **Learner's Book pages**<br>**62, 63, 64 and 65** | **Questions: Activity 3**<br>**Writing Tip:** Point to the writing tip box in the Learner's Book. Explain that a question ends in a question mark. Ask learners to make a question mark in the air.<br>1. Divide the learners in pairs.<br>2. Ask learners to read the play while listening again.<br>3. Ask learners in pairs to count the question marks in the play.<br>4. Ask learners to give the questions. Say: *What animal asks them?* Learners match the questions to the animals in the Learner's Book.<br>**Feedback**<br>Check the answers as a class by reading out the question, then showing the flashcards for each of the animals (*duck*, *rabbit*, *lion*, *frog*) and ask learners to raise their hands when they see the animal that asked the question. Repeat for all of the questions.<br>Ask learners to put their hands up and vote for their favourite question. Then they write their favourite question in their notebooks.<br>**Answers**<br>What's a Ker-PLUNK? - lion<br>Is the Ker-PLUNK a nut? - ducks<br>What's wrong? What's wrong? - frogs |
| **Activity Book page 53** | **Activity Book: Activity 1**<br>1. Focus on the picture and the words in the Word box. Ask: *Where's the lion? Where's the duck? Are the frogs under the tree?*<br>2. Ask learners to complete the missing words sentences. Help with spelling as necessary.<br>**Feedback**<br>Check answers by asking individual learners to read out the completed sentences.<br>**Answers**<br>1 The lion is **on** a rock.<br>2 The frogs and ducks are **under** a tree.<br>3 The tree is **next to** a pond. |
| **Activity Book page 53** | **Activity Book: Activity 2**<br>1. Read the sentences with learners and check they understand them.<br>2. Ask learners to draw the objects on the picture. |
| **Resources** | **Plenary** |
| | 1. Put learners in pairs so they can show each other their pictures from Activity Book Activity 2. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (for example, *and, first, then*).

(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.4.1.2) Correctly use a full stop, question mark or exclamation mark at the end of a sentence.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a description of a picture and distinguish between the short vowel sounds.<br>**Speaking:** To describe a picture, pronounce the short vowel sounds (a/e/i/o/u) and pronounce r-controlled vowel sounds.<br>**Reading:** To read sentences and recognise words with r-controlled vowel sounds.<br>**Writing:** To write simple words from the play with short vowel sounds and identify the r-controlled vowel sounds. | • identify and read words with a short vowel (a/e/i/o/u) sounds<br>• identify and read words with r-controlled vowel sounds. |

**Link to prior learning:**

- Lexis for animals
- Short vowel sounds (a/e/i/o/u)

**21st Century Skills:**

- Communication and Collaboration: Introduce working in small teams, with a common goal, to solve problems

**Key vocabulary:** *nap, flap, help, yes, big, in, pond, not, nut, run, car, mother, short, shark, corn, sport, horn, circle, girl, brother*

**Key expressions/structure:** Blending words with r-controlled vowels (ar/er/ir/or)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with hearing the difference between the regular short vowel sounds and r-controlled vowel sounds. Provide additional practice at the whiteboard with other words and drill the sounds until they can hear the difference.

**Resources/equipment needed:**

Learner's Book page 66

Activity Book page 54

Audio Tracks 44 and 45

Different coloured counters (four for each group) in a small bag

## UNIT 3 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Draw pictures on the board for the following words: *help, flap, pond, nut, big.*<br>2. Ask learners to say the correct word. |
| **Resources** | **Main Activity** |
| **Learner's Book page 66**<br>**Audio Track 44** | **Which sound?: Activity 1**<br>1. Point to the words and the sounds in the Learner's Book.<br>2. Learners listen to the words from the audio. Pause after each word.<br>3. Learners say the words and match them to the sound.<br>**Feedback**<br>Check the answers by saying each word and asking learners to tell you the correct letter of the vowel sound.<br>**Answers**<br>1 help – *e*<br>2 flap – *a*<br>3 pond – *o*<br>4 nut – *u*<br>5 big – *i* |
| | **Differentiation activities (Support):**<br>1. Let learners listen to the audio a second time or read the words from the audioscript if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Learners write other words they know for each short vowel sound. |
| **Learner's Book page 66** | **Same sound: Activity 2**<br>1. Point to the words in the Learner's Book.<br>2. Ask: *Which words have the same sound?*<br>3. Learners colour the words with the same sound in the same colour as those on the top row.<br>**Feedback**<br>Check the answers by reading out the words in the second line and asking learners to say the correct colour.<br>**Answers**<br>run – nut (orange), in – big (red), nap – flap (blue), not – pond (yellow), yes – help (green) |
| | **Differentiation activities (Support):**<br>1. Read the words for the learners if they can't read them. |
| | **Differentiation activities (Stretch):**<br>1. Learners write other words they know with the same short vowel sounds. |

| | |
|---|---|
| **Learner's Book page 66**<br>**Audio Track 45** | **R-controlled vowels: Activity 3**<br>1. Learners look at Learner's Book page 66. Point to the pictures and say: *Let's listen*.<br>2. Play the audio for the first word. Pause the audio. Get the learners to point to the word they hear.<br>3. Tell learners to underline the letter after the short vowel in red.<br>4. Ask: *What is the letter after the short vowel?* and elicit the answer: *r.*<br>5. Play the audio again and after each word, say word with same short vowel, for example, *cat*/*car.* Ask learners: *Do they sound the same?*<br>6. Play the audio again and learners repeat the words.<br>7. Ask learners to find and colour the words with the same sound in the same colour.<br>**Feedback**<br>Check answers as a class by calling out a word and asking individual learners to say the word that rhymes.<br>**Answers**<br>car – shark; mother – brother; corn-horn; girl – circle; sport – short |
| | **Differentiation activities (Support):**<br>1. Give other examples of words with r-controlled vowels so learners can hear the differences and similarities in the sounds. |
| | **Differentiation activities (Stretch):**<br>1. Let learners think of other words with r-controlled vowels |
| **Learner's Book page 66**<br>**Audio Track 45** | **Which words have the same sound?: Activity 4**<br>1. Play the audio again. Tell learners to underline the words that have the same sound.<br>**Feedback**<br>Check the answers by asking individual learners to raise their hands and say two words that have the same sound.<br>**Answer**<br>car-shark; mother-brother; girl-circle; short-sport; corn-horn |
| **Activity Book page 54** | **Activity Book: Activity 1**<br>1. Put learners into groups of four and give each group a bag on counters. Assign a colour from 1 to 4 for each counter and write this on the board, for example, *red* = 1, *green* = 2, etc.<br>2. Learners should use one book per group. Each learner puts a rubber on the *start* square. Explain that they need to take it in turns to take a counter and move their rubber the number of times shown by the counter. They must say the name of the picture they land on. If they can't say the name, they move back to the beginning. |
| **Resources** | **Plenary** |
| | 1. Mime an action or sound made by one of the animals in the play (rabbit, lion, duck, frog). Learners say the name of the animal. Allow individual learners to mime or make a sound for the rest of the class to guess. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homonyms.

(G2.4.4.1.6) Spell words with short and long vowel sounds, r-controlled vowels and consonant blend patterns.

(G2.4.4.1.7) Use knowledge of short and long vowel sounds, vowel teams sounds, r-controlled sounds and consonant blends to spell words correctly.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to instructions.<br>**Speaking:** To perform a play.<br>**Reading:** To read sentences.<br>**Writing:** To match sentences with pictures. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read simple sentences in the present simple<br>• repeat sentences following a model. |
| **Link to prior learning:**<br>• Lexis for animals<br>• Story from Lesson 13<br>**21st Century Skills:**<br>• Communication and Collaboration: Introduce working in small teams, with a common goal, to solve problems. | | |
| **Key vocabulary:** *rabbit, duck, frog, lion, pond, hears, strange, scary, sound, nut, tree, silly, wise, characters*<br>**Key expressions/structure:** Questions: *What's wrong? What's a … ? Where is … ?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may feel uncomfortable acting out the play in front of the class. Ask for volunteers and give lots of praise. In the future when learners are more confident speaking in English, they will think it is fun and volunteer. | | |
| **Resources/equipment needed:**<br>Learner's Book page 67<br>Activity Book page 55<br>Audio Track 43<br>Flashcards: *rabbit, frog, pond, tree*<br>Handmade flashcards: *nut, lion*<br>PCM 7 and 27*: duck; rabbit, frog, lion, pond, nut, tree, scary, silly, wise; run, flap, jump*<br>Card, crayons, scissors, paper plates and elastic | | |

## UNIT 3 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to stand up.<br>2. Call out the names of the animals from the story (*rabbit*, *duck*, *frog*, *lion*) and ask learners to imitate them. |
| **Resources** | **Main Activity** |
| **Learner's Book page 67** | **Remember: Activity 1**<br>1. Point to the pictures of the animals.<br>2. Ask learners to name the animals. Ask: *What is your favourite animal? Why?* |
| **Activity Book page 55** | **Activity Book: Activity 1**<br>1. Divide the learners into pairs.<br>2. Learners look at the pictures on page 55 in the Activity Book. Explain the activity.<br>3. Learners have to put the pictures in the correct order.<br>4. Model the first one.<br>**Feedback**<br>Check the answers by asking individual learners to say the sequence of the pictures. If learners are finding the activity difficult, remind them that they read the story in their Coursebooks, pages 62–64.<br>**Answers**<br>a 4; b 2; c 6; d 5; e 1; f 3 |
| **Activity Book page 55**<br>**PCM 7**<br>**PCM 27** | **Activity Book: Activity 2**<br>1. Read the sentences together and then ask learners to the match the sentences to the correct picture.<br>2. Learners match the sentence to the picture.<br>3. Model the first one.<br>4. Learners work in pairs to complete the task.<br>**Feedback**<br>Check the answers by reading the sentences and asking learners to say the number of the picture.<br>**Answers**<br>The ducks are scared. **2**<br>The frogs are scared too. **3**<br>The rabbit hears the Ker-PLUNK and is scared. **1**<br>The lion asks 'What's wrong'? **4**<br>The animals go home. **6**<br>The lion talks about the nut. **5** |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards (PCMs 7 and 27) to support their understanding of the text. |
| | **Differentiation activities (Stretch):**<br>1. Let learners support their partner by reading the sentences and explaining them, if necessary. |

| | |
|---|---|
| **Learner's Book page 67** | **Make a mask: Activity 2**<br>1. Divide the class into four groups: rabbit, ducks, frogs and lion.<br>2. Give learners card, scissors and crayons, paper plates and elastic. Explain that they need to use them to make masks.<br>3. Tell learners to look at the pictures of the animals on page 67 to help them make their masks.<br>4. Monitor activity closely and help learners as necessary. |
| **Learner's Book page 67**<br>**Audio Track 43** | **Act it out: Activity 3**<br>1. Play the recording and pause to let each group (rabbit, ducks, frogs and lion) repeat their lines.<br>2. Learners then exchange masks, switch roles and repeat. |
| | **Differentiation activities (Support):**<br>1. Let learners write their lines on a card so they can read them while they act. |
| | **Differentiation activities (Stretch):**<br>1. Let learners act out the play in front of the class. |
| **Resources** | **Plenary** |
| | 1. Invite more confident learners to act out the story.<br>2. Confident learners act out the text using their masks.<br>3. Other learners are the audience. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

((G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to words with r-controlled vowels.<br>**Speaking:** To describe where animals are in a picture.<br>**Reading:** To read and match questions and answers.<br>**Writing:** To write the names of animals and words with r-controlled vowels. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use *there is* and *there are*<br>• read and write words with r-controlled vowels. |
| **Link to prior learning:**<br>• The alphabet<br>• Lexis for animals<br>• Numbers 1–10<br>• Words with r-controlled vowels<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision from Unit 3 Lessons 13–16<br>**Key expressions/structure:** Revision from Unit 3 Lessons 13–16 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may struggle with the language needed to describe and compare pictures. Provide learners with flashcards and word cards if needed. Put them in mixed ability pairs so they can support each other, monitor carefully and provide positive reinforcement. | | |
| **Resources/equipment needed:**<br>Learner's Book page 68<br>Activity Book page 56<br>Audio Track 46<br>Flashcards: from Unit 3 Lessons 13–6<br>Wordcards: from Unit 3 Lessons 13–16 | | |

## UNIT 3 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write the following letters on the board: *w*, *f*, *n*, *r*, *d*, *p*, *l*, *s*.<br>2. Put learners into groups.<br>3. Ask one learner from each group to stand up. Then say one of the following words: *lion, wise, silly, duck, rabbit, pond, nut*, *frog*.<br>4. Learners must run to the board and circle or point to the letter the word begins with. The first learner to do it correctly gets a point for his/her group.<br>5. Repeat with all of the words. |

| Resources | Main Activity |
|---|---|
| **Activity Book page 56** | **Activity Book: Activity 1**<br>1. Tell the learners to think about the story *The Ker-PLUNK*.<br>2. Learners look at the pictures.<br>3. Model the example.<br>4. Learners write the words next to the pictures.<br>5. Learners work independently to complete the task.<br>**Feedback**<br>Check answers as a class by saying a number and asking individual learners to say the correct word. Write the words on the board so learners can check their spelling.<br>**Answers**<br>1 tree; 2 frog; 3 lion; 4 pond; 5 nut; 6 duck |
| | **Differentiation activities (Support):**<br>1. Give learners word cards to help them complete the activity. |
| | **Differentiation activities (Stretch):**<br>1. Let learners draw another word from the story and label it. |
| **Learner's Book page 68** | **Spot the difference: Activity 1**<br>1. Divide learners into pairs. One learner is A and the other learner is B.<br>2. Model the activity with a learner, for example, you say: *In Picture A there is a lion next to the rock*. Learner: *In Picture B there is a lion on the rock.*<br>3. Learner A describes one object in their picture.<br>4. Learner B checks their picture. Learner B describes the same object.<br>**Feedback**<br>Check answers by asking individual learners to say the differences.<br>**Answers**<br>(Sentence 1 Picture A; Sentence 2 Picture B)<br>1 There is a lion next to the rock. There is a lion on the rock.<br>2 The rabbit is brown. The rabbit is white.<br>3 There are two ducks. There are three ducks.<br>4 The rabbit is next to the tree. The rabbit is next to the lion.<br>5 There are three frogs. There are two frogs. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards for animals, colours and prepositions. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write a sentence about the differences between the pictures in their notebooks. |
| **Activity Book page 56**<br>**Audio Track 46** | **Activity Book: Activity 2**<br>1. Ask learners to look at the pictures and say the words. Then learners complete the missing letters in the words.<br>2. Play the audio and stop after the first word. Elicit the word from learners and ask them write the number next to the correct picture.<br>**Feedback**<br>Check the answers as a class by asking learners to say the number, the object and spell the word. Write the words on the board so that learners can compare.<br>**Answers**<br>3 horn; 4 circle; 1 shark; 2 mother |
| **Resources** | **Plenary** |
| **Activity Book page 56** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place, or action.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To practise listening and correctly numbering pictures and following instructions.<br>**Speaking:** To practise talking about pictures and spelling words with short *u*, short *a* and r-controlled vowels.<br>**Reading:** To practise reading positive and negative statements using *can* and *can't*.<br>**Writing:** To practise writing questions and positive and negative statements using *can* and *can't.* | • understand and follow simple instructions<br>• ask and answer questions with *can*<br>• spell words with short *u*, short *a* and r-controlled vowels. |

**Link to prior learning:**

- Lexis from Unit 3 Lessons 1–17

**21st Century Skills:**

- Learning and Innovation: Introduce learning to develop, communicate and implement ideas effectively in English

**Key vocabulary:** Review of Unit 3 Lessons 1–17

**Key expressions/structure:** Review of Unit 3 Lessons 1–17

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with a free speaking exercise, describing pictures in pairs. Provide learners with flashcards and word cards if needed. Put them in mixed ability pairs so they can support each other, monitor carefully and provide positive reinforcement.

**Resources/equipment needed:**

Learner's Book page 69

Audio Track 47

Flashcards: from all lessons in Unit 3

Word cards: from all lessons in Unit 3

Mini whiteboards and whiteboard marker or laminated sheets of white paper (one for each group) or large strips of paper

## UNIT 3 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Say: *Let's play 'Teacher says'*. Play the game using language from all lessons in Unit 3, for example, *Point to the table; Touch your nose with your finger; Put your book next to your chair; Catch the ball, Shake your left foot)*.<br>2. Learners follow the instructions. They do or mime the actions.<br>3. Learners take turns being the teacher and giving instructions. Remind learners that they should only do the action if you say *Teacher says.* If not, they are out of the game. |

| Resources | Main Activity |
|---|---|
| **Learner's Book page 69**<br>**Audio Track 47** | **Listen: Activity 1**<br>1. Play the audio and pause after each sentence.<br>2. Do the first picture as a class.<br>3. Learners listen and put the correct number in the circle next to the picture.<br>4. Play the audio twice.<br>5. Then, divide the learners into pairs.<br>6. Say: *Look at the first picture*. Ask: *What do you see? What can he/she do?*<br>7. Model example. Example: *The girl can jump.*<br>8. Write the questions on the board.<br>9. Learners take turns asking the question and describing all the pictures in this activity.<br>**Feedback**<br>Check answers by saying a number and asking learners to say the word.<br>**Answers**<br>2 Bounce the ball.; 4 Kick the ball.; 6 The boy can catch the ball.; 8 The duck is next to the pond.; 1 The girl can jump.; 3 Touch your left ear.; 5 Put your finger on your nose.; 7 Throw the ball into the box.; 9 Shake your right foot. |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read the audio script aloud in a clear and slow voice to the learners instead, pointing out the phrases and pictures in the book. |
| | **Differentiation activities (Stretch):**<br>1. Let learners draw another picture with a sentence they remember in their notebooks. |
| | **Spelling Race**<br>1. Divide learners into small teams. Give each team a mini whiteboard and a whiteboard marker.<br>2. Call out a word: *rug, bag, man, bug, hat, girl, mug, car, hand, duck*<br>3. Learners write the word on the mini whiteboard or sheet of paper.<br>4. Say: *1,2,3.* Learners show the whiteboard to you.<br>5. Give one point for each correct word. Write the correct word on the whiteboard.<br>6. Model an example.<br>7. Repeat the steps 2-5 for all 10 words.<br>**Feedback**<br>Spell the following words in the spelling race: *rug, bag, man, bug, hat, girl, mug, car, hand, duck.* |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Pair learner with supportive peer who has empathy. |
| | **Differentiation activities (Stretch):**<br>1. Learners support other learners during group work. |
| | **Talking Pairs**<br>1. Say: *Let's remember the actions and games with the ball.*<br>2. Ask: *Which actions do you remember*? Give an example and mime if necessary, for example, *Roll the ball.*<br>3. Divide the learners in pairs.<br>4. Write questions and sentence prompts on the whiteboard, for example, *What can you do? I can …. I can't.*<br>5. Model the activity with a learner. Ask the question and learner answers with can and can't statements.<br>6. In pairs, learners take turns asking and answering the questions.<br>7. Monitor and encourage learners during the activity.<br>8. Write the following question and sentence prompts on the whiteboard:<br>*9. (Name) can _____. (Name) can't _____.*<br>10. Learners copy the questions and sentence prompts in their notebooks and answer from the conversation with their partner.<br>**Feedback**<br>Learners read their sentences to a partner. |
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards and word cards. |
| | **Differentiation activities (Stretch):**<br>1. Learners support other learners during group work. |
| **Resources** | **Plenary** |
| **Learner's Book page 69** | **Look what I can do**<br>1. Ask learners to look at the 'Look what I can do' statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Speaking:** To practise your project presentation with a partner.<br>**Reading:** To read instructions, make a poster or make up a clapping game.<br>**Writing:** To write on a poster or write and draw instructions for a clapping game. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read and follow instructions. |
| **Link to prior learning:**<br>• Vocabulary from Unit 3 Lessons 1–17<br>**21st Century Skills:**<br>• Initiative and Self-Direction: introduce the learning process to set goals, manage time and work independently | | |
| **Key vocabulary:** Revision from Unit 3<br>**Key expressions/structure:** Revision from Unit 3 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable working semi-independently in groups or pairs. You will need to monitor pair or group work carefully, give clear instructions, set a time limit before the start of the pair work and provide positive reinforcement to make them feel comfortable. | | |
| **Resources/equipment needed:**<br>Learner's Book page 70<br>Flashcards: from all lessons in Unit 3<br>Word cards: from all lessons in Unit 3<br>Crayons, scissors, glue, old magazines | | |

## UNIT 3 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write *My favourite game* on the board.<br>2. Ask learners to share names of their favourite games. Provide the names in English whenever possible. |
| **Resources** | **Main Activity** |
| | You should choose **one** of the project options given below. |
| **Learner's Book page 70** | **Option 1**<br>**Project A: Make a game for your class**<br>1. Read the instructions. Give learners the drawing supplies and cards. Each learner makes a set of eight cards.<br>2. They practise their games in pairs. |
| **Learner's Book page 70** | **Option 2**<br>**Project B: Make a clapping game**<br>1. Learners read the instructions.<br>2. Learners look at the pictures and do the actions themselves.<br>3. Learners think about a pattern for their game. Help them write and/or draw the instructions.<br>4. Learners practise explaining and teaching their game in pairs.<br>**Informal assessment opportunity:** Circulate as learners work. Informally assess their receptive and productive language skills. Ask questions. You may want to take notes on learners' responses. If possible, leave the learners' projects on display for a short while, then consider filing the projects, photos or scans of the work in learners' portfolios. Write the date on their work. |
| | **Differentiation activities (Support):**<br>1. Provide less confident learners with the opportunity to be successful in the project work by ensuring the partner they are working with is empathetic and supportive to their needs. |
| | **Differentiation activities (Stretch):**<br>1. Provide more confident learners with the opportunity to be leaders in the project work and support other learners' needs. |
| **Resources** | **Plenary** |
| | 1. Divide learners into teams.<br>2. Draw blanks on the board for one of the words from this unit, for example, _ _ _ (bug).<br>3. Learners take turns to guess the individual letters and then try to guess the word. You can then repeat with different words. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.3.1.2) Write complete simple and compound declarative, imperative and exclamatory sentence in response to prompts.

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and evaluate presentations.<br>**Speaking:** To present a project. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• give a presentation using the present simple. |
| **Link to prior learning:**<br>• Lexis from Unit 3<br>**21st Century Skills:**<br>• Flexibility and Adaptability: Introduce learning and understanding the importance of feedback in English, from teachers and students | | |
| **Key vocabulary:** Unit 3 Lesson 1–17<br>**Key expressions/structure:** Unit 3 Lesson 1–17 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable presenting their project in pairs or groups in front of the classroom. Don't force them to perform in front of the whole class. Instead they can just perform in front of another pair or small group or in front of you. As they see others perform and become more confident in English, they will be eager to perform in future lessons. | | |
| **Resources/equipment needed:**<br>Learner's Book page 70<br>Audio Track 42<br>Flashcards: from all lessons in Unit 3<br>Word cards: from all lessons in Unit 3<br>Learners' projects from Lesson 19<br>PCM 9 (learners' copies from Unit 1)<br>Sheets of paper | | |

## UNIT 3 LESSON 20 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Wordshaker game**<br>1. Divide the learners into small groups.<br>2. Write ten letters on the whiteboard.<br>3. Groups have five minutes to make as many words from three to seven letters long as possible and write them on sheet of paper. They cannot use names of people or places. All words must be in English and each letter can only be used once.<br>4. Display flashcards from Unit 3 on the board to help learners.<br>**Feedback**<br>Groups get points based on the number of letters in a word. The winning group is the one with the most points.<br>3 letters = 1 point, 4 letters = 2 points, 5 letters = 3 points, 6 letters = 4 points, 7 letters = 5 points |
| **Resources** | **Main Activity** |
| | 1. Give learners time to finish their projects, if necessary.<br>2. Give each learner their copy of PCM 9 from Unit 1.<br>3. Tell learners they are now going to present their project.<br>4. If you chose Project A, learners should read the action cards for their partners to do the actions.<br>5. If you chose Project B, learners should teach their partners the clapping pattern.<br>6. Put learners in pairs so they can present their project to each other.<br>7. When learners have presented, draw their attention to the second column on the PCM 9 and tell them to colour the face that represents how they feel about their project.<br>8. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 3 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>9. Take in the PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |
| **Resources** | **Plenary** |
| **Audio Track 42** | **Chant: Heads, shoulders, knees and toes**<br>1. Remind learners of the *Head, shoulders, knees and toes* chant.<br>2. Play the audio, chant and do the actions or mime. Learners watch and listen.<br>3. Learners chant and do the actions or mime.<br>4. Repeat the chant several times. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.2.2.1) Apply speaking skills to present information, concepts and ideas effectively in a variety of situations. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:**<br>**Listening:** To listen to a poem and listen for information.<br>**Speaking:** To ask and answer questions about what people are wearing.<br>**Reading:** To read a poem.<br>**Writing:** To write labels. | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• repeat words following a model<br>• understand and say affirmative sentences in the present simple. |
|---|---|

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Shapes

**21st Century Skills:**

- Critical Thinking and Problem-Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing

**Key vocabulary:** *clown, king, princess, superhero, pilot; plane, cook, funny, frown, silver, gold, ring, party; clothes, dress, hat, jacket*

**Key expressions/structure:** Affirmative sentences in the present continuous: *I'm wearing a pilot's hat.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle to listen to, recite and mime the poem at the same time. Play the audio recording several times and if necessary read the sentences one by one while learners repeat them and mime.

**Resources/equipment needed:**

Learner's Book page 71

Activity Book page 57

Audio Track 48 and 49

Flashcards: a selection from Units 1–3; *dress, hat*

Handmade flashcards: *clown, king, a silver ring, pilot, princess, party, superhero, cook, jacket*

PCM 29: *clown, king, ring, pilot, princess, party, superhero, cook, silver, gold*

Crayons

## UNIT 4 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Activity Book page 57**<br>**Flashcards** | **Activity Book: Activity 1**<br>1. Tell learners they are going to play the game *I-Spy* to revise vocabulary from previous units.<br>2. Give each learner or pair of learners a flashcard/flashcards.<br>3. Say: *Listen to your teacher. Guess the object and show the correct flashcard or picture*. Demonstrate and say: *I spy with my little eye something that begins with R*. (Answer: red). The learner with a red flashcard or picture should show it. |
| **Resources** | **Main Activity** |
| **Learner's Book page 71**<br>**Audio Track 48** | **Read and listen: Activity 1**<br>1. Show pictures or flashcards to introduce *clown*, *king* and *a silver ring*.<br>2. Mime *funny* and *frown* or show pictures to illustrate the meaning of the words. Ask learners to mime and repeat the words after you.<br>3. Say: *Open your books at page 71*. Focus on the picture. Ask: *Can you see a clown? A king? Who else can you see in the picture? What are they doing?*<br>4. Point to the poem. Say: *Read and listen*. Play the audio a few times.<br>5. Pause for learners to repeat each line and mime.<br>6. Practise reciting the poem together. |
| | **Vocabulary**<br>1. Display the flashcards for *pilot, princess, king, superhero* and *cook* on the board.<br>2. Say: *Look! She's a pilot*. Learners repeat after you.<br>3. Point to the characters in random order and ask: *Is he a king? Is she a princess?* Elicit answers from learners. |
| | **Differentiation activities (Support):**<br>1. Write the questions and the sentence prompts on the whiteboard. |
| | **Differentiation activities (Stretch):**<br>1. Let learners take the role of the teacher asking the question: *Is he/she a _____?* |
| **Learner's Book page 71**<br>**Audio Track 49**<br>**PCM 29** | **We're going to a party: Activity 2**<br>1. Focus on the pictures on page 71.<br>2. Introduce the word card *party* from PCM 29 and explain that Lucy is going to a party.<br>3. Tell learners to listen to the audio and point to Lucy.<br>4. Play the audio a few times. Ask: *What is Lucy wearing?*<br>5. Play the audio again. Point to the characters in the book and pause after each line for learners to repeat.<br>6. Point to Lucy in the picture and say: *Lucy is wearing a gold dress*. Ask: *What is she?* Elicit the answer: *A princess*. Repeat for her brother.<br>7. Introduce the colours *gold* and *silver* by pointing to the colours in the picture. |
| | 1. Give word cards to individual learners.<br>2. Stick flashcard on whiteboard, for example, *princess*. Ask: *What is this?* If you don't have flashcards for all the words, just say the word: *princess.*<br>3. Ask: *Who has princess?*<br>4. The learner who has the word card shows it to the class.<br>5. Repeat for all the vocabulary from the lesson. |

| Activity Book page 57 | **Activity Book: Activity 2**<br>1. Tell learners that you will call out a number and a colour. They should find the box with that number and colour it in. Call out numbers and colours in random order.<br>Suggested sequence:<br>2 – red, 5 – green, 9 – orange, 1 – blue, 7 – pink, 4 – yellow, 6 – purple, 3 – brown, 8 – pink |
|---|---|
| | **Feedback**<br>Put learners in pairs and ask them to compare their answers. Then, elicit the answers by asking individual learners to say a number and the colour. Write the number on the board and stick the corresponding colour flashcard next to it. |
| **Resources** | **Plenary** |
| | **Memory game**<br>1. Display flashcards with vocabulary from the lesson on the whiteboard and let learners see all of them for 30 seconds.<br>2. Turn the flashcards over so that they are facing the board.<br>3. Ask learners to talk in pairs about which flashcard they saw. You may like to pair a more able/confident learner with a less able/confident learner and ask them to remember where each flashcard is on the board.<br>**Feedback**<br>Ask individual learners to say the words on the flashcards they saw. Then turn over all of the flashcards. Say the words and have learners repeat, if necessary. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen for specific information.

**Speaking:** To ask and answer questions about what people are wearing.

**Reading:** To read vocabulary for items of clothing.

**Writing:** To write vocabulary for items of clothing.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and use simple questions and affirmative sentences in the present simple and present continuous
- recognise and use nouns for items of clothing.

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Lexis for family members

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** *clothes, abaya, trousers, jacket, dress, shoes, thobe, hat, glasses*

**Key expressions/structure:** Affirmative sentences in the present continuous: *I'm wearing a pilot's hat.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty with the fact that some items of clothing are used in the plural (*trousers, shoes, glasses);* if they use these words in the singular, repeat the correct form and then ask learners to repeat, too.

**Resources/equipment needed:**

Learner's Book pages 71 and 72

Activity Book page 58

Audio Track 50

Flashcards: *dress, thobe, trousers, shoes, hat, glasses, abaya*

Handmade flashcards: *clown, king, a silver ring, pilot, princess, party, superhero, cook; jacket*

PCM 29: *clown, king, ring, pilot, princess, party, superhero, cook, silver, gold, dress, thobe, trousers, jacket, abaya, shoes, hat, glasses*

Blank word cards

## UNIT 4 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Find the word! Game**<br>1. Divide learners into four teams.<br>2. Display the flashcards from the previous lesson on the board and then draw spaces for the number of letters in one of the words.<br>3. The teams take it in turns to guess the letters in the word. Each time they guess a letter correctly, they get a point. After the word has been correctly guessed, the team with the most points is the winner. If you feel that learners may take some time to do this, allow them to open their books and look for the word. Then, repeat with another word. |
| **Resources** | **Main Activity** |
| **Learner's Book pages 71 and 72**<br>**Audio Track 50**<br>**PCM 29** | **Topic vocabulary: Activity 1**<br>1. Display the clothes flashcards on the board. Point to the items of clothing, say the words and have the learners repeat.<br>2. Tell learners to look at page 72. Direct learners' attention to the words and pictures.<br>3. Play the audio and mime to make the meanings clear.<br>4. Play the audio again. Pause after each word. Learners point to the correct picture and repeat.<br>5. Display the word cards (PCM 29) on the board. Read the words together with the learners. Check for correct pronunciation.<br>6. Pause the audio at the beep. Learners look at the picture on page 71 again. They listen and decide who is who in the picture.<br>7. Play the recording at least twice. Play again and stop after each sentence to give the class time to think and decide on their answers.<br>**Feedback**<br>Check the answers as a class by asking individual learners to stand up and, showing their book to the class, point to someone in the picture and say the name of the family member.<br>**Answers**<br>Top, from left to right: dad, brother.<br>Bottom, from left to right: grandma, Lucy, mum, grandpa |
| | **Differentiation activities (Support):**<br>1. Put flashcards and word cards (PCM 29) on the whiteboard each time a new word is said in the audio track. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to describe the clothing of each person after listening to the audio. |
| **Activity Book page 58** | **Activity Book: Activity 1**<br>1. Read the words in the Word box as a class. Learners then write the words next to the correct picture.<br>2. Help learners through the activity, especially with the spelling of new words.<br>**Feedback**<br>Check answers as a whole class by asking individual learners to say the item of clothing for each number. |

| | |
|---|---|
| | **Answers**<br>1 jacket; 2 thobe; 3 shoes; 4 trousers; 5 abaya; 6 hat; 7 dress; 8 glasses |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards. |
| | **Differentiation activities (Stretch):**<br>1. Let learners draw other items of clothing that they know and label them. |
| **Learner's Book page 72** | **Yes or no?: Activity 2**<br>1. Read out the first sentence, ask learners to look at the pictures and tell them to say *yes* or *no* according to whether it is right or wrong.<br>2. Put learners in pairs and tell them to read the sentences and say *yes* or *no.*<br>**Feedback**<br>Check answers as a whole class by reading out the sentences and asking learners, as a group, to say *yes* or *no*.<br>**Answers**<br>1 no; 2 no; 3 no; 4 yes |
| **Learner's Book page 72** | **What are your family wearing?: Activity 3**<br>1. Explain to learners that they will now practise talking about their own family. Draw a picture of one or two of your family members on the board or, if it is appropriate, show learners a picture of them. Describe what the people are wearing.<br>2. Now, ask learners to draw a picture of the family in their notebooks.<br>3. Then, put students in pairs and tell them to describe what their family members are wearing. Make sure to monitor and help them if necessary. |
| **Activity Book page 58** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | 1. In pairs, learners draw a picture of themselves and label the picture with the clothes words. Provide assistance as necessary.<br>2. Display the posters on the walls and let learners walk around and look at each others' posters. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.4.3.1.1) Use grade-appropriate language structures.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a description of what someone is wearing.

**Speaking:** To describe what you are wearing.

**Reading:** To read descriptions of what people are wearing.

**Writing:** To write about what you are wearing.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify and write nouns for items of clothing
- say and write affirmative sentences in the present continuous
- ask and answer simple *wh*-questions in the present continuous.

**Link to prior learning:**

- The alphabet
- Numbers 1 to 10
- Colours
- Lexis for items of clothing

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *clown, king, princess, superhero, pilot; plane, cook, funny, frown, silver, gold, ring, party; clothes: dress, thobe, trousers, jacket, abaya, shoes, hat, glasses*

**Key expressions/structure:** Present continuous: *I'm wearing a pilot's hat. What is she wearing?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have difficulty pronouncing the *aʊ* sound in *clown*; make sure to model the pronunciation and have learners repeat. Demonstrate that they need to open their mouths wide to make the sound.

**Resources/equipment needed:**

Learner's Book pages 71 and 73

Activity Book page 59

Flashcards: *dress, thobe, trousers, shoes, hat, glasses*

Handmade flashcards: *clown, king, a silver ring, pilot, princess, party, superhero, cook; jacket, abaya*

PCM 29 *princess*

PCM 30: *What are you wearing?, I'm wearing a … , She's/He's wearing a …*

Marker pens or crayons; blank word cards

## UNIT 4 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 71** | 1. Revise the poem from Lesson 1.<br>2. Mime the words using facial and body gestures.<br>3. Say one line and have learners repeat.<br>4. Make the poem more challenging by saying it faster and faster. |
| **Resources** | **Main Activity** |
| **PCM 30** | **Vocabulary**<br>1. Display the flashcards on the board.<br>2. Point to the dress and ask: *What's this?* Elicit the answer: *a dress*. Repeat with the other items of clothing.<br>3. Hold up the word cards (PCM 30) one at a time. Say the words and get learners to repeat.<br>4. Display the word cards: *What are you wearing? I'm wearing a …* on the board. Tell the learners what you are wearing and point to each item of clothing as you say it. Ask a learner: *What are you wearing?*<br>5. Put learners in pairs, so they take turns to say what they are wearing. If learners ask you about a different item of clothing to the ones presented in this lesson, provide them with the word and write it on the board. |
| | **Differentiation activities (Support):**<br>1. Repeat the activity with the word cards a second time if needed.<br>2. Pair learners with more confident learners who can support them during pair work.<br>3. Let learners use word cards during the pair activity. |
| | **Differentiation activities (Stretch):**<br>1. Let more confident learners support less able/confident learners during pair work. |
| **Learner's Book page 73**<br>**PCM 29**<br>**PCM 30** | **Who are you?: Activity 1**<br>1. Show the *princess* flashcard and ask: *Who's this?* Elicit the answer: *a princess*. Hold up the word card *princess* (PCM 28) and get learners to repeat. Repeat with the other characters.<br>2. Display the word card *What's she/he wearing?* Focus on the pictures on page 73. Point to Lucy and say: *Lucy is wearing a gold dress*. Ask: *What is her brother wearing?* Elicit the answer: *He's wearing a (silver) jacket*. Repeat with the other characters.<br>3. Model the activity using the speech bubble on page 73. Invite learners to ask you who you are. You answer saying who you are and what you are wearing.<br>4. Put learners in small groups. They secretly choose a character and describe the clothes for their classmates to guess.<br>**Note**: If available, learners could dress up with real clothes or accessories as a variation of this activity.<br>**Feedback**<br>When learners have finished, check understanding as a class by asking one learner from each group to describe the clothes they chose for rest of the class to guess. |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards for clothes. |
| | **Differentiation activities (Stretch):**<br>1. Let learners pretend they are someone else and describe their clothes to you. |

| | |
|---|---|
| **Activity Book page 59**<br>**Learner's Book page 73**<br>**PCM 30** | **Draw and write: Learner's Book Activity 2 and Activity Book Activity 1**<br>1. Ask learners to draw a picture of themselves in party clothes.<br>**Writing tip.** Draw learners' attention to the Writing tip on page 73 in the Learner's Book. Write *I am* on the board. Explain how we join the words together to say: *I'm*. Write *I'm* on the board.<br>2. Learners should write a description of what they are wearing and draw a picture in the drawing frame on page 59 in the Activity Book. Circulate, helping with spelling as necessary. |
| | **Differentiation activities (Support):**<br>1. Put writing prompts on the board or give learners flashcards and word cards (PCM 30). |
| | **Differentiation activities (Stretch):**<br>1. Let learners write sentences with other clothes vocabulary they know. |
| **Activity Book page 59** | **Activity Book: Activity 2**<br>1. Remind learners what a word snake is.<br>2. Tell learners they have to find the words in the word snake and circle them.<br>3. Model circling another word in the word snake and then ask learners to carry on individually or in pairs.<br>**Feedback**<br>Put learners in pairs and ask them to compare their answers. Then check the answers as a whole class by asking learners to put their hands up and say a word they have found.<br>**Answers**<br>t**king**by**pilot**po**superhero**b**princess**txlm**cook**qwj**clown** |
| **Activity Book page 59** | **Activity Book: Activity 3**<br>1. Ask learners to read the sentences aloud.<br>2. Learners match them to the correct picture.<br>**Feedback**<br>Check the answers as a class by reading out the sentences and asking learners-as a group-to say the letter of the matching picture.<br>**Answers**<br>1 c; 2 a; 3 b |
| **Resources** | **Plenary** |
| **Activity Book page 59** | **Activity Book: Activity 1**<br>1. Ask learners to show their pictures from Activity 1 to a partner.<br>2. They read out the sentences, saying who they are and what they are wearing. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh*-type questions).

(G2.4.3.1.1) Use grade-appropriate language structures.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to and follow instructions.<br>**Speaking:** To compare, contrast and practise vocabulary.<br>**Reading:** To read instructions.<br>**Writing:** To complete a conversation. | • identify and use nouns for shapes and patterns<br>• understand and follow simple instructions |

**Link to prior learning:**

- Colours

**21st Century Skills:**

- Global Awareness: Introduce other cultures through the teaching of English

**Key vocabulary:** *triangle, rectangle, square, circle; quilt, make, cut*

**Key expressions/structure:** Affirmative statements in the present continuous: *He's cutting triangles*; Questions in the present continuous: *What are the children making?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may feel uncomfortable about their drawing and English language skills and not want to present their quilt. Make sure to give a lot of positive praise when monitoring. Do not force them to present to the class. Let them present to you or to just one other learner.

**Resources/equipment needed:**

Learner's Book page 74

Activity Book page 60

Audio Track 51

Flashcards: *triangle, rectangle, square, circle*

PCM 31: *triangle, rectangle, square, circle*

Shapes made of card: *a triangle, a rectangle, a square and a circle*

Different coloured card for making shapes, scissors, glue, sheets of A4 paper; a large sheet of paper (A3); clothes or pictures of clothes, a box for the clothes/pictures; pictures of quilts from magazines

A world map or globe (optional)

## UNIT 4 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Guessing game**<br>1. Play a guessing game. Put items of clothing or pictures of clothes in a box on your table.<br>2. Begin to take out an item of clothing or a picture, very slowly and ask: *What is it?*<br>3. Learners guess. When they have said the correct answer, ask: *Is it (red)? What colour is it? Is it (big)?* |
| **Resources** | **Main Activity** |
| **Learner's Book page 74**<br>**PCM 31** | **Before you read: Activity 1**<br>1. Introduce the shapes. Show each shape flashcard and say the word. Ask learners to repeat.<br>2. Ask learners to look around and find classroom objects with similar shapes to the cards. For example, *The board is a rectangle.*<br>3. Divide learners in small groups.<br>4. Say name and/or point to classroom object, for example, *clock.*<br>5. Ask: *Which shape and colour is it?* Elicit: *it's a circle and white.*<br>6. Repeat with other objects in the classroom, asking groups to raise their hands and call out answer.<br>7. Give one point for each correct answer.<br>8. Tell learners to open books at page 74 and look at the photo.<br>9. Read the explanation and explain what a quilt is.<br>10. Show magazine photos, if possible, of other quilts.<br>11. Point at the quilt in the book and ask learners to look for different shapes. You may also like to ask about individual shapes and colours, for example, *How many triangles are there? How many pink triangles are there? How many blue rectangles are there*? |
| | **Differentiation activities (Support):**<br>1. Give learners flashcard and word cards (PCM 31) for the different shapes or write shapes and words for shapes on the whiteboard. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write about the colours of the shapes in their notebooks, for example, *white squares*, *red triangles*, *blue rectangles*. |
| **Activity Book page 60**<br>**PCM 31** | **Activity Book: Activity 1**<br>1. Explain the activity.<br>2. Learners make a quilt, drawing and colouring the shapes in their quilt.<br>3. When learners have finished, ask them to describe their quilt to the class. Ask: *How many (triangles) are there? What colour are they?*<br>4. Learners then complete the sentences below with the colours from their quilt.<br>**Feedback**<br>Put learners in pairs and ask them to compare their pictures. |
| | **Differentiation activities (Support):**<br>1. Let learners use word cards (PCM 31) to talk about their quilt. |
| | **Differentiation activities (Stretch):**<br>1. Learners can add another column to their quilt and draw more shapes. |

| | |
|---|---|
| **Learner's Book page 74**<br>**Audio Track 51** | **Read and listen: Activity 2**<br>1. Tell learners to look at page 74 in the Learner's Book.<br>2. Point to each picture in turn. Say: *This is Mei-Mei. She's from China.* Then repeat with Kevin.<br>3. If you have access to a map or globe, you may like to show learners where China and the USA are.<br>4. Play the audio.<br>5. Learners listen and complete the missing words.<br>**Feedback**<br>1. Point to the pictures in turn and ask learners what the missing words are. Write the answers on the board.<br>**Answers**<br>The missing words are *yellow* and *squares* (or *rectangles*). |
| **Activity Book page 60** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | **Shape race**<br>1. Divide the learners into two teams.<br>2. Say the name of a shape.<br>3. In teams, one learner from each team races to the board and either draws or writes the shape.<br>4. The first team to score five correct answers wins. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*).

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to and follow instructions.

**Speaking:** To compare, contrast and practise vocabulary, to talk about what they are making.

**Reading:** To read instructions.

**Writing:** To complete a conversation.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- understand and say affirmative sentences in the present continuous
- ask and answer simple questions in the present continuous tense.

**Link to prior learning:**

- Colours
- Shapes

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** *triangle, rectangle, square, circle; quilt, make*, *cut*

**Key expressions/structure:** Affirmative statements in the present continuous: *He's cutting triangles.* Questions in the present continuous: *What are the children making?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may feel uncomfortable about their artwork and English language skills, and not want to present it to their partner or answer questions about it. You will need to give a lot of positive praise when monitoring. Let them present it to you if they prefer.

**Resources/equipment needed:**

Learner's Book page 75

Activity Book page 61

Flashcards: *triangle, rectangle, square, circle*

Handmade flashcards: *red, blue, yellow, green, orange*

PCM 32: *What are you doing?, What are you making?, I'm making … , He's making …, She's making ….*

Shapes made of card: a triangle, rectangle, square and circle

Different coloured card for making shapes, scissors, glue, sheets of A4 paper; large sheet of paper (A3), crayons

## UNIT 4 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Point to different shaped objects around the room, for example, the door or a table, and ask learners to say the name of the shape.<br>2. Invite individual learners to point to objects, and ask their classmates what shape it is. |
| **Resources** | **Main Activity** |
| **Learner's Book page 75**<br>**PCM 32** | **Paper shapes: Activity 1**<br>1. Draw a triangle on the board then mime cutting it. Say: *I'm cutting a triangle.* Invite a learner to draw a shape on the board and mime cutting it. Say: *She's/He's cutting a …*<br>2. Display the word cards (PCM 32) *I'm making …* , *He's making …* , *She's making …* and *They're making …* on the board.<br>3. Tell learners to look at the picture in the book. Point to the girl. Ask: *What is she doing?* Learners read the answer as a class.<br>4. Point to the boy and ask the question. Learners look and answer.<br>**Answer**<br>I'm cutting blue squares. |
| **Learner's Book page 75** | **Making things with paper shapes: Activity 2**<br>1. Tell learners to look at the picture.<br>2. Point and ask: *What are the children making?* Ask learners to answer.<br>3. Ask learners to read the speech bubbles to see if they were right.<br>4. Say: *Can we make a quilt and a picture? Yes!*<br>**Answers**<br>1 The boy is making a paper quilt.<br>2 The girl is making a picture. |
| **Learner's Book page 75**<br>**PCM 32** | **It's your turn!: Activity 3**<br>1. Put learners into pairs.<br>2. Give learners crayons, card, scissors, glue and a sheet of paper, and ask them to decide what they are going to make.<br>3. As they work, they ask and answer questions with their partner about what they are making.<br>4. Circulate, asking questions about what they are doing. Check for correct pronunciation.<br>5. Display the completed work on the class walls. |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards (PCM 32).<br>2. Learner will get support from their partner. |
| | **Differentiation activities (Stretch):**<br>1. Learners can help a less able/confident classmate.<br>2. Learners can write sentences about what they are making. |

| | |
|---|---|
| **Activity Book page 61** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity 1 in the Activity Book.<br>2. Learners count the shapes in the clown. Ask: *How many (triangles) are there?* They answer as a class and then write the numbers.<br>3. Learners answer all the questions with numbers.<br>**Feedback**<br>Check the answers as a whole class by reading out a question and asking all the learners to call out the correct number.<br>**Answers**<br>1 There are two/2 squares.<br>2 There are five/5 triangles.<br>3 There are eight/8 rectangles.<br>4 There are five/5 circles. |
| **Activity Book page 61** | **Activity Book: Activity 2**<br>1. Ask learners to read the sentences and colour the clown accordingly. |
| **Activity Book page 61** | **Activity Book: Over to you**<br>1. Individually, learners decide on the identity of their clown and answer the questions.<br>2. Help learners with their writing if necessary.<br>**Feedback**<br>Ask individual learners to show their clown and describe it to the class. |
| **Resources** | **Plenary** |
| | **Slap it!**<br>1. Divide learners into two teams to review vocabulary. Have all learners sit on the floor in a circle, with one team on each half of the circle.<br>2. Place shapes and colours flashcards with pictures facing upward on the floor.<br>3. Call forward one learner from each team. Say: *Where's the (purple) flashcard?* The learners must identify and slap the card.<br>4. The first team to slap the flashcard and spell the word correctly wins a point.<br>5. Continue until all flashcards have been slapped. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*).

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for information about what people are wearing.<br>**Speaking:** To describe what you are wearing.<br>**Reading:** To read a description of a shape.<br>**Writing:** To write the names of items of clothing. | • identify, say and write simple nouns<br>• say simple affirmative sentences in the present continuous. |

**Link to prior learning:**

- Colours
- Lexis for items of clothing
- Affirmative sentences in the present continuous

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** Revision from Unit 4 Lessons 1–5

**Key expressions/structure:** Revision from Unit 4 Lessons 1–5

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with reading the sentences in the *Draw the shape* activity but will not raise their hand to ask for help. Walk around during the activity and provide individual reading assistance when you see it is necessary.

**Resources/equipment needed:**

Learner's Book page 76

Activity Book page 62

Audio Track 52

Flashcards: *dress, thobe, trousers, shoes, hat, glasses, abaya*

Handmade flashcards: *jacket, black, blue, green, red, yellow, pink, purple, orange, white*

PCM 6 and 29: *black, blue, green, red, yellow, pink, purple, orange, white; dress, thobe, trousers, jacket, abaya, shoes, hat, glasses*

Mini whiteboards, laminated sheets of white paper (one for each team), or large strips of paper

Whiteboard markers (one for each team)

## UNIT 4 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 76** | **What's the word?: Activity 1**<br>1. Divide learners into mixed ability teams.<br>2. Give each team a mini whiteboard and a whiteboard marker (or equivalent).<br>3. Show each flashcard very quickly and then turn it around.<br>4. Teams look and write what it is on the mini whiteboard.<br>5. Show the flashcard again if learners don't guess it after seeing it once.<br>6. Give one point for correct word and one point for correct spelling.<br>7. Check the task as a whole class and write the correct answers on the whiteboard. |
| **Resources** | **Main Activity** |
| **Learner's Book page 76**<br>**Audio Track 52** | **Listen and say: Activity 2**<br>1. Point to the pictures of people in Learner's Book page 76.<br>2. Explain that learners will hear three people describing their clothes and that they need to say who it is.<br>3. Play the audio.<br>4. Pause after the first sentence.<br>5. Learners say the name of the person.<br>6. Repeat for the other two sentences, pausing after each one so that learners can say the correct name. |
| **Learner's Book page 76** | **Yes or no?: Activity 3**<br>1. Tell learners to look at the pictures from Activity 2. Read out the first question and elicit the answer *yes*.<br>2. In pairs, learners ask each other the questions and say *yes* or *no*.<br>**Feedback**<br>Check the answers as a class. Say the question and encourage learners to say *yes* or *no*.<br>**Answers**<br>1 yes; 2 no; 3 yes; 4 no; 5 no; 6 yes |
| **Activity Book page 62**<br>**PCM 6**<br>**PCM 29** | **Activity Book: Activity 1**<br>1. Put learners into pairs.<br>2. Learners write the words for their favourite clothes in the Activity Book, for example, *dress.*<br>3. Learners say the favourite clothes they are wearing to their partner. For example, *I am wearing a red dress and a blue jacket.*<br>4. Their partner then draws a picture of them in the Activity Book and completes the sentence, according to the description.<br>If you have time, ask learners to show their pictures to the rest of the class and describe what their partner is wearing. |
| | **Differentiation activities (Support):**<br>1. Learners can use word cards (PCM 6 and 29) and flashcards for the clothing and colour words. |
| | **Differentiation activities (Stretch):**<br>1. Learner can write a full description of their favourite clothes. |

| | |
|---|---|
| **Activity Book page 62**<br>**PCM 6**<br>**PCM 29** | **Activity Book: Activity 2**<br>1. Ask learners to read the sentences and draw the shapes, then colour them. If necessary, read the first sentence and draw the shape on the board as an example.<br>**Feedback**<br>Put learners in pairs so they can compare their drawings, then check as a class. |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards (PCM 6 and 29). |
| | **Differentiation activities (Stretch):**<br>1. Let learners write another sentence with colour and shape, and add other words such as *big* and *small*. |
| **Resources** | **Plenary** |
| **Activity Book page 62** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one step, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.4.3.1.1) Use grade-appropriate language structures.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Speaking:** To practise vocabulary, describe a picture and talk about what they are making.<br>**Reading:** To read instructions.<br>**Writing:** To write a description of a collage. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• write simple sentences in the present tense in response to *wh*-questions<br>• say simple sentences using basic adjectives (colours) and nouns. |
| **Link to prior learning:**<br>• Colours<br>• Shapes<br>**21st Century Skills:**<br>• Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems | | |
| **Key vocabulary:** *triangle, rectangle, square, circle*<br>**Key expressions/structure:** *It's a blue circle. Look at …* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to answer questions about the group collage. Let them think and discuss the questions and answers with a partner first before giving an answer to the whole class. | | |
| **Resources/equipment needed:**<br>Learner's Book page 77<br>Activity Book page 63<br>PCM 31<br>Different coloured card for making shapes, scissors, glue, sheets of A4 paper; large sheets of paper (A3), crayons | | |

## UNIT 4 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Activity Book page 61** | 1. Ask individual learners to show their clown from Lesson 5 and describe it. |
| **Resources** | **Main Activity** |
| **Learner's Book page 77** | **Read and match: Activity 1**<br>1. Ask learners to look at the pictures in Activity 1.<br>2. Then read out the sentences and ask learners to match them to the correct picture.<br>3. Elicit from learners the shapes and colours they can see in the pictures.<br>**Language Tip**: Draw learners' attention to the Language tip box and remind them that we say a *blue circle* not a *circle blue*.<br>**Feedback**<br>Check answers as a class by asking individual learners to read out the sentences and point to the correct picture.<br>**Answers**<br>1 Picture B; 2 Picture A |
| **Learner's Book page 77**<br>**PCM 31** | **What shapes do you see?: Activity 2**<br>1. Ask learners to look at the pictures and elicit the shapes and colours in the first one.<br>2. Put learners in pairs so they can point at the different shapes and say the names and colours.<br>**Feedback**<br>Ask individual learners to stand up and, with their books to the class, point at a shape in a picture and say the name and colour.<br>**Answers**<br>Picture 1 is a classroom.<br>Picture 2 is a house. |
| | **Differentiation activities (Support):**<br>1. Give learners word cards (PCM 31) to support them. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can close their books and try and recite from memory the shape and colours in each picture. |
| **Activity Book page 63** | **Activity Book: Activity 1**<br>1. Tell learners to look at page 63.<br>2. Point to the pencil and tell them to read the instructions.<br>3. Learners read the words in the box and colour the pencil.<br>**Feedback**<br>Ask learners to compare their pictures in pairs to check they have coloured them correctly. |

| | |
|---|---|
| **Activity Book page 63** | **Activity Book: Activity 2**<br>1. Ask learners to look at the collage they have coloured and elicit the name of the object.<br>2. Tell learners to write the word in the space.<br>**Feedback**<br>Ask one learner to say the name of the object. Then write it on the board.<br>**Answer**<br>It's a pencil. |
| **Learner's Book page 77** | **Make a class collage: Activity 3**<br>1. Write *Our class collage* on a large piece of paper.<br>2. Learners look at examples of class collages made by children in other countries on Learner's Book page 74.<br>3. Put learners in small groups (around four learners per group). Ask them to cut out shapes of different colours and create a class collage. Encourage them to make a landscape or a school scene.<br>4. While facilitating the task, individually ask learners questions in English about what they are doing to elicit individual responses (for example, *I'm cutting green triangles.*). |
| **Resources** | **Plenary** |
| **Activity Book page 63** | **Activity Book: Activity 3**<br>1. Read out the questions and elicit answers from learners in a group discussion. If any learners need extra support, write the answers on the board for learners to copy into their Activity Books. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.3) Add, give and follow dual-step directions.

(G2.3.1.1.1) Students build upon and continue applying previously learned skills.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a poem and identify the short *e* vowel sound.<br>**Speaking:** To say a rhyme with the short *e* sound.<br>**Reading:** To recognise words with short *e* sound and identify words that rhyme.<br>**Writing:** To spell sight words with short *a*, *u* and *e* using letter cards. | • repeat words following a model<br>• identify and say the short *e* sound<br>• spell words with short *a*, *e* and *u* sounds. |

**Link to prior learning:**

- Words with short *a* and *u* sounds

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *pen, egg, hen, gentlemen, bed, ten*

**Key expressions/structure:** Blending short *e* words; verb *have*: *Meg has an egg.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with finding words that rhyme. Give plenty of examples and invite other learners to share examples and underline the final sounds that are the same.
- Learners may struggle to distinguish between the different short vowel sounds. Replace the audio by reading the audio script in a slow voice, emphasising the sounds and repeat several times.

**Resources/equipment needed:**

Learner's Book page 78

Activity Book page 64

Audio Tracks 53 and 54

Flashcards: *pen, egg, hen, bed*

Handmade flashcards: *gentlemen*

PCM 33: *pen, egg, hen, gentlemen, bed*

Alphabet cards: Aa to Zz

Realia: toys or pictures to represent the vocabulary items

## UNIT 4 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Vocabulary**<br>1. Pick up the egg (or picture of an egg) and ask: *What is it?* Elicit the answer: *It's an egg.*<br>2. Show the pen and say: *Look, a pen. An egg and a pen.*<br>3. Do the same with the other words.<br>4. Ask learners to repeat the words after you. |
| **Resources** | **Main Activity** |
| **Learner's Book page 78**<br>**Audio Track 53** | **Listen and look: Activity 1**<br>1. Learners open books at page 78. Point to the pictures and say: *Let's listen.*<br>2. Play the audio and point to the letter *e* and the pictures in turn.<br>3. Play the audio again. Pause after each sound or word for learners to repeat. |
| **Activity Book page 64** | **Activity Book: Activity 1**<br>1. Divide learners into pairs and ask them to look at page 64 in their Activity Book.<br>2. Read the instructions, then ask learners to read out the words listed in the activity.<br>3. With a partner, they classify the words according to the short vowel sound.<br>**Feedback**<br>Copy the grid from Activity Book page 64 onto the board. Check answers as a class by inviting learners to come up to the board and write a word under the correct heading. If learners are not confident about writing, then you can ask them to say the word and you write it on the board for them.<br>**Answers**<br>Words with short *e* sound: ten, pen, bed, hen<br>Words with short *a* sound: man, cat, hand, pan<br>Words with short *u* sound: duck, sun, bug, rug |
| **Learner's Book page 78**<br>**PCM 33** | **Rhyming words: Activity 2**<br>1. Ask learners to look at the rhymes and the pictures in Activity 2.<br>2. Read the sentences out and ask learners to repeat. Then, ask them to find and underline the rhyming words.<br>3. Monitor learners as they write and provide individual support.<br>**Feedback**<br>Ask individual learners to share their rhymes with the class, then write them on the board.<br>**Answers**<br>Picture 1 Hen/pen<br>Picture 2 Meg/egg<br>Picture 3 bed/red |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Write several examples of words that rhyme with *bed* on the board, such as *red, pen, ten, hen*.<br>2. Give learners word cards (PCM 33) with short *e* sounds. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write an additional short *e* sound rhyme and draw a picture in their notebook. |
| **Learner's Book page 78**<br>**Audio Track 54** | **Higgledy Piggledy: Activity 3**<br>1. Tell learners to look at the rhyme and the picture of the hen on Learner's Book page 78. Ask: *What's this? What colour is it? How many eggs can you see?*<br>2. Tell the class they are going to listen to a rhyme.<br>3. Play the audio. Point to the picture to help learners understand them.<br>4. Play the audio again. Pause after each line for learners to repeat. |
| **Activity Book page 64** | **Activity Book: Activity 2**<br>1. Tell learners to look at Activity Book page 64.<br>2. Read the instructions and the sentences to learners.<br>3. Ask them to say the words aloud before deciding which words rhyme with those in the sentences.<br>**Feedback**<br>Check answers as a class by asking individual learners to say words that rhyme with those in the activity, then write them on the board.<br>**Answers**<br>1 Two words that rhyme with hen: pen, ten<br>2 A word that rhymes with bug: rug<br>3 Two words that rhyme with can: man, pan |
| **Resources** | **Plenary** |
| **Audio Track 54** | 1. Ask learners to try and remember lines from the Higgledy Piggledy rhyme.. Then, play the audio and have them chant in unison a final time. . |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Listening:** To listen to a story and identify the short *e* vowel sound.<br>**Speaking:** To act out a story with the short *e* sound.<br>**Reading:** To recognise words with the short *e* sound; to read a story.<br>**Writing:** To write a short sentence using words with the short *e* sound. | • repeat words following a model<br>• identify and say the short *e* sound<br>• write a simple sentence using rhyming words with the short *e* sound. |

**Link to prior learning:**

- The alphabet
- sight words with the short *a*, *e* and *u* sounds

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *pen, egg, hen, gentlemen, tent, bed, teddy, jet*

**Key expressions/structure:** Blending short words; *Let's …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to write a sentence containing two words with a short *e* sound. Give learners word cards and flashcards and provide individual writing support or let them work with partner who has strong writing skills.

**Resources/equipment needed:**

Learner's Book page 79

Activity Book pages 65 and 66

Audio Track 55

PCM 33: *pen, egg, hen, bed, jet*

Handmade flashcards: *gentlemen, tent, teddy*

Realia: toys or pictures to represent the vocabulary items

Card, pencils, crayons, glue

## UNIT 4 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write the following words on the board: *can, man, pan, pen, ten, hen, bug, rug, sun*. Then, read them out and have learners repeat.<br>2. Point to a word with a short *e* sound and ask learners to stand up. Then point to a word that doesn't have a short *e* sound and tell learners to sit down.<br>3. Explain that if you say a word with a short *e* sound, learners must stand up, and if you say a word that doesn't have a short *e* sound, they must sit down. Every time a learner does the wrong action, they are out.<br>4. Play the game until you have a winner. Then practise the pronunciation of the words one final time. |
| **Resources** | **Main Activity** |
| **Learner's Book page 79**<br>**Audio Track 55** | **Phonics story: Activity 1**<br>1. Tell learners to look at the pictures at page 79 in the Learner's Book.<br>2. Ask learners to predict what happens in the story.<br>3. Tell them to listen and count the words that they hear with the short *e* sound.<br>4. Play the audio a few times. Ask: *How many words are there with the short* e *sound?*<br>5. Play the audio again and point to each picture in turn. Mime to make the meaning clear to learners.<br>6. Play the audio again. Ask learners to repeat after each line.<br>7. As they grow more confident, invite them to act out the story in groups. |
| **Activity Book page 65** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity Book page 65 and read out the sentences.<br>2. Learners draw the missing items in the pictures.<br>**Feedback**<br>Put learners in pairs so they can compare their pictures. |
| | **Differentiation activities (Support):**<br>1. Read the sentences for the learners. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished this activity, they can draw another word in the picture and change the sentence. |
| **Activity Book page 65** | **Activity Book: Activity 2**<br>1. Learners look at the pictures and find the words in the wordsearch.<br>2. Model an example, such as *cat*.<br>**Feedback**<br>Put learners in pairs so they can check their answers and help each other circle words they may have missed. |
| **Activity Book page 66**<br>**PCM 33** | **Activity Book: Challenge**<br>1. Remind learners of the sentences they read in the story.<br>2. Ask them to choose two words from the Word box and think of a sentence with them. You may like to write a few examples on the board.<br>3. When they have finished, they write their sentence in the Activity Book and draw a picture of it.<br>4. Walk around, monitoring and providing individual writing support. |

| | |
|---|---|
| | **Feedback**<br>If you have time, learners can read their sentences to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give learners word cards (PCM 33) and flashcards. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write additional sentences with short words. |
| **Resources** | **Plenary** |
| **Activity Book page 65** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to and follow instructions, listen to and complete sentences.

**Speaking:** To speak about what people are doing and wearing.

**Reading:** To read sentences describing a picture.

**Writing:** To write missing words in sentences.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- say and understand simple sentences using the present continuous
- read and write simple sentences using the present continuous
- understand and follow simple instructions.

**Link to prior learning:**

- Colours
- Lexis for clothes
- Prepositions: *in, under, on, next to*

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce knowing when to speak and when to listen respectably

**Key vocabulary:** *flag, paint, think, gold, star, city, town, building, beautiful, boat, tree*

**Key expressions/structure:** Affirmative sentences and questions in the present simple and the present continuous: *Nabila is painting the UAE flag*.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to read the sentences. Read the sentences to them or let them work in pairs with partner who can read the sentences.

**Resources/equipment needed:**

Learner's Book page 80

Activity Book page 66

Audio Track 56

Flashcards: *boat, tree*

Handmade flashcards: *star, city, town, bridge, building*

PCM 6 and 29

Pictures of vocabulary items: *star, building, city, flag*

Pictures of people wearing colourful clothes

Pictures of people doing things

Crayons

## UNIT 4 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show the flashcards/pictures of items from page 80 in turn. Say: *What is it? It's a star. What colour is it? Look at the city. This is our city/town.*<br>2. When learners have seen all the words once, display the pictures in random order and ask learners to say the words.<br>3. Write the words on the whiteboard as a reference. |
| **Resources** | **Main Activity** |
| **Learner's Book page 80**<br>**Audio Track 56** | **Look and listen: Activity 1**<br>1. Have learners open books at page 80.<br>2. Tell them to look at the picture. Say: *Look at Nabila. These are her friends. What are they doing?*<br>3. Tell learners they are going to listen to Nabila and they have to say the missing words.<br>4. Play the recording a few times. Ask individual learners which words are missing and write them on the board.<br>5. Ask them to point at the words on the board. Learners then copy the words in their books.<br>**Answers**<br>1 Nabila is painting the UAE **flag**.<br>2 Aisha is painting a gold **bridge**.<br>3 Latifa **is painting** silver stars.<br>4 Sameera and Jamila are painting tall **buildings**.<br>5 Nabila thinks the city is **beautiful**. |
| **Activity Book page 66** | **Activity Book: Activity 1**<br>1. Remind learners of the use of auxiliaries by giving a few examples. For example, say *I … making a quilt. Which word is missing? Is it 'I am', 'I is', 'I are'?* Learners answer.<br>2. Ask learners to read the text and complete it.<br>**Feedback**<br>Check answers by asking individual learners to put their hands up and read out the completed sentences.<br>**Answers**<br>1 We **are** painting a picture on the wall.<br>2 I **am** painting a flag.<br>3 Latifa **is** painting stars.<br>4 Sameera and Jamila **are** painting tall buildings. |
| | **Differentiation activities (Support):**<br>1. Read the sentences for learners or let them work in pairs with partner who is strong reader. |
| | **Differentiation activities (Stretch):**<br>1. Let learners work in pairs and read the sentences for their partner. |

| | |
|---|---|
| **Learner's Book page 80**<br>**PCM 6**<br>**PCM 29** | **What are they wearing?: Activity 2**<br>1. Tell learners to look at the pictures and read the speech bubbles in the Learner's Book page 80.<br>2. In pairs, learners take turns to talk about the clothes the people are wearing. They fill in the gaps in the speech bubbles.<br>**Feedback**<br>Ask individual learners to talk about the pictures.<br>**Answers**<br>Aisha is wearing a pink dress, blue trousers and orange shoes.<br>The teacher is wearing a black abaya.<br>Sameera is wearing a purple dress. |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards (PCM 6 and 29) for clothes and colours. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can write sentences in their notebooks about what the girls are wearing. |
| **Resources** | **Plenary** |
| **Activity Book page 66** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation question.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others and produce these words themselves.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a chant and follow instructions.<br>**Speaking:** To sing a traditional chant.<br>**Reading:** To read a chant.<br>**Writing:** To write a chant following a pattern. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• repeat words following a model<br>• say affirmative sentences using the present continuous<br>• understand and follow simple instructions. |
| **Link to prior learning:**<br>• Affirmative sentences in the present continuous<br>**21st Century Skills:**<br>• Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results | | |
| **Key vocabulary:** *gold, silver, bridge, building*<br>**Key expressions/structure:** Affirmative sentences in the present continuous and present simple | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with the phrase *Build it up* in the song, as the initial vowel sounds in *it* and *up* join the word before it; make sure to demonstrate and practise with learners so they do not lose their confidence halfway through the song. | | |
| **Resources/equipment needed:**<br>Learner's Book page 81<br>Activity Book page 67<br>Audio Track 57<br>Handmade flashcards: *woman, star, city, town, bridge, building*<br>PCM 34 and 35: *star, city, town, bridge, building, beautiful*; *fair lady, silver, gold, starry, build, fall, up, down;*<br>Pictures of London and Tower Bridge; map of the world or globe (optional)<br>Crayons, sheets of A4 paper, file cards | | |

## UNIT 4 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Display the flashcards from the previous lesson on the board and review vocabulary with learners.<br>2. Ask learners to think of the city where they live and say the words that describe that city. |
| **Resources** | **Main Activity** |
| **Learner's Book page 81**<br>**Audio Track 57** | **A traditional chant: Activity 1**<br>1. Ask learners to look at the picture. If learners are unfamiliar with London, explain that it is the capital city of England.<br>2. If you have access to a map or globe, you may like to show leaners where London is on this map.<br>3. Tell learners that they are going to listen to a traditional British chant.<br>4. Play the audio twice to familiarise learners with the lyrics.<br>5. Then play again and mime the actions to the words: Mime as if something big is crumbling. Bend your knees and lower your body until your hands touch the floor. Then build it up again by doing the reverse movement. Open and close your hands, fingers stretched, as if miming something shiny to represent silver and gold.<br>6. Play the audio again. Learners chant and mime along. |
| **Learner's Book page 81** | **Make a new chant: Activity 2**<br>1. Chant the verse about Khalifa Tower twice.<br>2. Divide the learners into groups of three.<br>3. Tell learners they are going to write a new verse for the chant, replacing the building with one in their city and the colours with their favourite ones, for example, their school and the colours blue and green. Learners can write in their notebooks.<br>**Feedback**<br>When learners have finished, they can chant their new verse for the rest of the class. You may like to begin by having the whole class say the words of the first two verses (about Khalifa tower) together, and then asking each pair to say their verse.<br>**Answers**<br>Learners' own answers |
| **Activity Book page 67**<br>**PCM 34**<br>**PCM 35** | **Activity Book: Activity 1**<br>1. Ask learners to look at their Activity Books and elicit the names of the objects (*chair, table, car*), then look at the chant.<br>2. Tell learners they need to choose an object and two colours, then complete the chant. You may like to do an example with the whole class. Then learners work individually to complete the spaces.<br>**Feedback**<br>Put learners in pairs. They take it in turns chanting each other's chant together. Encourage other learners to clap along. |

| | |
|---|---|
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Provide flashcards and word cards (PCM 34 and 35) for the vocabulary words. |
| | **Differentiation activities (Stretch):**<br>1. Learners can add an extra verse, with a different family member, object and colour. |
| **Resources** | **Plenary** |
| | **Guess the word**<br>1. Divide learners into small groups.<br>2. Draw a picture of word (*star, city, town, bridge, building, boat, tree, fall, up, down*) from this lesson on the board.<br>3. Groups raise their hands and say the word if they know it.<br>4. The first group to get the word right wins a point. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Listening:** To listen and recognise shapes and short vowel sounds.<br>**Speaking:** To say shapes and simple words with short vowel sounds.<br>**Reading:** To read the names of shapes and simple words with short vowel sounds.<br>**Writing:** To write the names of shapes. | • understand and follow simple instructions<br>• say simple words with short vowel sounds. |

**Link to prior learning:**

- Shapes
- Colours
- sightwords with short vowel sounds *a*, *e* and *u*

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students

**Key vocabulary:** *triangle, circle, square, rectangle, hen, tent, man, cat, bug, sun, duck, bug, rug, pen*

**Key expressions/structure:** adjective (colour) + noun: *a red circle*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have problems pronouncing the vocabulary in the lesson, particularly with stress in multi-syllable words, for example, *triangle*, *rectangle*. Highlight correct pronunciation by remodeling and asking learners to repeat you, providing feedback/correction sensitively.

**Resources/equipment needed:**

Learner's Book page 82

Activity Book page 68

Audio Track 58

Flashcards: *triangle, square, circle, rectangle*; *hen, cat, hand, bug, sun, duck, hat*

Handmade flashcards: *man, tent, teddy*

PCM 31: *triangle, square, circle, rectangle*

Mini whiteboards, laminated sheets of paper or large strips of paper and whiteboard pens

Counters for playing the game

## UNIT 4 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 31** | **Shape action game**<br>1. Quickly review the shapes by showing flashcards of shapes and asking learners to name each of them. Show the word cards and ask learners to read with you. Match these on the board together.<br>2. Show each flashcard and at the same time demonstrate the action to represent the shape:<br>Square – hold both arms wide apart in the air, both legs wide apart on the floor to make a square shape<br>Triangle – hold both arms together above your head, legs wide apart to make a triangle shape<br>Rectangle – hold both arms together above your head, legs together to make a rectangle shape<br>Circle – hold your arms in an arch above your head<br>3. Ask learners to stand up, listen and copy your actions. Say the names of the shapes.<br>4. Ask learners to do the actions for the shapes they hear while you say the names of the shapes, but don't do the actions. Repeat the names of the shapes in random order to test learners are listening and that they understand. |
| **Resources** | **Main Activity** |
| **Learner's Book page 82**<br>**Audio Track 58** | **Shape sequences: Activity 1**<br>1. Describe the first shape sequence and ask learners to look and follow in their books.<br>2. Now explain that learners will listen to sequences of four shapes and that they must identify the sequence from the four rows. They will then number the sequences as they hear them.<br>3. Play the audio once for learners to write the correct number. Then play it again, pausing after each sentence. If necessary, play a third time.<br>**Feedback**<br>Check answers as a class by asking individual learners to put their hands up and read out a sequence.<br>**Answers**<br>a 2; b 4; c 1; d 3 |
| **Activity Book page 68**<br>**PCM 31** | **Activity Book: Activity 1**<br>1. Learners read the sequences in their books, draw the missing shape and write the name of the shape on the line.<br>**Feedback**<br>Encourage learners to check each other's work, for example, with the person next to them, or the next table. Check answers as a group by asking individual learners to say the correct shape, then write the words on the board for learners to check their spelling.<br>**Answers**<br>1 square; 2 circle; 3 triangle; 4 rectangle |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Display the flashcards and matching word cards (PCM 31) on the board as a visual support for writing the words. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw their own shape sequence in their notebooks and label it. |
| **Learner's Book page 82**<br>**PCM 31** | **Game: Activity 2**<br>1. Quickly review the pronunciation of the words in the game by showing each flashcard and asking learners to repeat in groups. Remodel and correct pronunciation as needed.<br>2. Divide the learners into pairs or groups. Each learner needs a counter. Show the game board and tell learners to put their counter on the START square. To play the game, each player takes turns to move their counter forward one square. The learner says the name of the picture in that square. If they say the word correctly, they can stay on the square. If they can't say the word correctly, they need to move back one square.<br>3. Learners play the game in pairs or groups. Monitor learners to help with pronunciation. |
| | **Differentiation activities (Support):**<br>1. Provide support with flashcards and word cards (PCM 31) on the board, putting the pictures with the corresponding word underneath. |
| | **Differentiation activities (Stretch):**<br>1. Learners who finish the game quickly can test their partner or group members by pointing to a picture and asking them to name the picture. |
| **Resources** | **Plenary** |
| **Activity Book page 68** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Speaking:** To say a describe objects and people, to respond to descriptions.<br>**Reading:** To interpret sentences to draw objects.<br>**Writing:** To write a song following a pattern. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• repeat words following a model<br>• say and write affirmative sentences in the present simple. |
| **Link to prior learning:**<br>• Vocabulary from the chant *London Bridge is Falling Down*<br>• Colours<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably | | |
| **Key vocabulary:** *gold, bridge, building*, *silver, stars, lady*<br>**Key expressions/structure:** Affirmative sentences in the present simple and present continuous | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may confuse the structures *it has* and *it's* when describing the objects; make sure to give plenty of examples and give learners more controlled practice of the language point if necessary. | | |
| **Resources/equipment needed:**<br>Learner's Book page 83<br>Activity Book pages 69<br>PCM 3, 6, 34, 35<br>Flashcards or pictures: *silver, gold, bridge, paint, city, boat, tree, star, building, think* | | |

## UNIT 4 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Pictures or flashcards** | **I Spy game**<br>1. Review vocabulary from previous lesson.<br>2. Stick pictures or flashcards on the walls.<br>3. Divide class into four teams.<br>4. Choose a picture and say: *I spy a word that begins with …* (first sound)*/ and ends with …* (last sound of the word).<br>5. One learner from each team runs to the picture or flashcard. The first learner to hit the word and say it correctly gets a team point. |
| **Resources** | **Main Activity** |
| **Learner's Book page 83**<br>**PCM 3**<br>**PCM 6** | **What is it?: Activity 1**<br>1. Tell learners to open their Learner's Book at page 83. Read out the descriptions and elicit the words. Then ask learners to write the word on the line.<br>**Feedback**<br>Check answers by asking a more able/confident learner to spell the words.<br>**Answers**<br>1 a boat 2 red |
| | **Differentiation activities (Support):**<br>1. Read the sentences for learners.<br>2. Give learners flashcards and word cards (PCM 3 and 6) of colours and objects. |
| | **Differentiation activities (Stretch):**<br>1. Let learners support their partners.<br>2. Let learners draw a picture and write a description for another object. |
| **Learner's Book page 83** | **Do you remember?: Activity 2**<br>1. Divide the learners into pairs.<br>2. Learners look at the words from the chant London Bridge and match them to the pictures.<br>**Feedback**<br>Put learners in pairs so they can check their answers together. Then check as a class by asking individual learners to point at a picture and say the correct word. |
| **Learner's Book page 83** | **Describe the word: Activity 3**<br>1. Demonstrate the activity by choosing one of the words from Activity 2 and describing it using the prompts in the speech bubbles. Elicit the answer from learners.<br>2. Put learners in pairs and ask them to choose a word from Activity 2 and describe it to their partner.<br>**Speaking tip**. Explain to learners that when they think they have guessed their partners' word, they can say *I know!* Have learners repeat sentences several times to practice pronunciation.<br>**Feedback**<br>Invite individual learners to describe a word for the class to guess. |

| | |
|---|---|
| **Activity Book page 69**<br>**PCM 3**<br>**PCM 6** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity Book page 69.<br>2. Ask learners to read the sentences aloud.<br>3. Then they draw the missing objects in the picture.<br>4. Support the learners with the new vocabulary words as necessary.<br>**Feedback**<br>Put learners in pairs so they can compare their pictures. |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 3 and 6) and flashcards to support them. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can write another sentence and add more details to the picture. |
| **Activity Book page 69**<br>**Learner's Book page 83**<br>**PCM 34**<br>**PCM 35** | **Activity Book: Challenge**<br>1. Ask learners to look at Learner's Book page 83 and point to the words in Activity 2.<br>2. Put learners in pairs. Learners use two words from the activity to write a sentence and draw a picture on Activity Book page 69.<br>3. Walk around and provide writing support to learners.<br>**Feedback**<br>Learners read their sentence to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give learners flashcards and word cards (PCM 34 and 35) for these vocabulary words. |
| | **Differentiation activities (Stretch):**<br>1. Let learners support their partners.<br>2. Let learners write a second sentence and draw a picture. |
| **Resources** | **Plenary** |
| | 1. Mime the action of painting. Ask: *What am I doing?* Elicit the answer: *You are painting.*<br>2. Invite learners to mime an action and say: *What am I doing?* Learners have to guess the action. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media.

(G2.3.1.1.1) Students build upon and continue applying previously learned skills.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a traditional story.<br>**Speaking:** To make predictions about a story, discuss the plot and assess the characters.<br>**Reading:** To read along to a story, do a reading comprehension exercise and identify the title of a story. | • understand and talk about key information in a simple text<br>• understand and respond to *wh*-questions in the present simple and present continuous. |

**Link to prior learning:**

- Lexis for items of clothing
- Colours

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills

**Key vocabulary:** *shoemaker, shoes, boots, sleep, help, make, wake up, sell, watch, work, thank, lovely, morning, tired, happy*; Sight words: *is, are, look, and, these*

**Key expressions/structure:** Affirmative sentences in the present continuous: *The children are making the shoes*; phrases: *I'm very tired*. *wh*-questions: *Who are the characters?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to participate in a class discussion. Let them talk to a partner first and share ideas before discussing as a whole class.

**Resources/equipment needed:**

Learner's Book pages 84–87

Activity Book page 70

Audio Track 59

Flashcard: *shoes*

Handmade flashcards: *shoemaker, sleep, wake up, tired, happy, shoes*

PCM 36: *shoemaker, shoes, boots, sleep, help, make, wake up, sell, watch, work, tired, happy*

## UNIT 4 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 36** | 1. Use flashcards and word cards (PCM 36) to introduce the new vocabulary in the story: *shoemaker, shoes, tired, wake up, happy*<br>2. Show each picture in turn and ask: *What's this?* Elicit the answer from learners.<br>3. Display the flashcards and word cards on the board. |
| **Resources** | **Main Activity** |
| **Learner's Book pages 84-86**<br>**Audio Track 59** | **Before you read: Activity 1**<br>1. Tell learners to open their books at page 84 and look at the pictures.<br>2. Ask: *Is this a chant? Is it a poem? A story? Why?* Explain the difference between a chant (speaking sentences with a rhythm), a poem (imaginative writing that is organised in groups of lines) and a story (the narration of a series of connected events). Ask learners which chants, poems and stories they have read or listened to in units 1 to 3, and in other classes at school or at home. Ask if they have ever read a story about a shoemaker.<br>3. Tell learners to look at the pictures and predict what the story will be about.<br>4. Play the audio once. Learners listen and follow in their books to check if they were right.<br>5. Read the two questions and ask learners to think about them as they listen again.<br>6. Play the audio a few times. Discuss the answers as a class. Ask questions to check comprehension. Ask: *How many children are there? What's the shoemaker doing? Is the shoemaker happy or sad?* |
| **Learner's Book page 87** | **Think about the story: Activity 2**<br>1. Ask learners to look at page 87.<br>2. Read the first question. Explain what a title is and ask the class to find the title of this story.<br>3. Continue reading one question at a time and elicit the answers orally from the learners.<br>**Feedback**<br>Invite individual learners to put their hands up and answer the questions.<br>**Answers**<br>1 The children and the shoemaker.<br>2 The shoemaker and his children.<br>3 The children help their father make some shoes to sell.<br>4 The shoemaker buys the children a delicious cake/a present. |
| **Activity Book page 70** | **Activity Book: Activity 1**<br>1. Tell learners to look at the words on page 71 in their Activity Book.<br>2. Learners read the words and fill in the missing letters.<br>3. Ask: *Which words are missing the same letters*?<br>**Feedback**<br>Check answers as a class by asking individual learners to say and spell the words. Write the words on the board as learners call out the letters.<br>**Answers**<br>1 shoemaker; 2 shoes; 3 help; 4 sleep; 5 happy; 6 tired |

| | |
|---|---|
| **Activity Book page 70** | **Activity Book: Activity 2**<br>1. Ask learners to look at the pictures and match them with the words.<br>**Feedback**<br>Put learners in pairs so they can check their answers. Then check as a class by asking individual learners to read out a word and point to the correct picture.<br>**Answers**<br>1 c; 2 d; 3 a; 4 e; 5 f; 6 b |
| **Resources** | **Plenary** |
| | 1. Write the words *help, make, wake up, sleep* on the board and ask learners to say whether the word can be associated with the shoemaker or the children. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1 and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:**<br>**Listening:** To listen to a discussion on a story.<br>**Speaking:** To discuss the title, ending, plot and characters of a story.<br>**Reading:** To interpret information in a story<br>**Writing:** To write words for items of clothing. | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use the present continuous<br>• identify synonyms for adjectives. |
|---|---|

**Link to prior learning:**

- Lexis for clothes
- Colours
- Story from Unit 4 Lesson 14
- Questions with *How many*

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *shoemaker, shoes, boots, sleep, help, make, wake up, sell, watch, work, thank, lovely, morning, tired, happy, present*; *is, are, look, and, these; beautiful, lovely, pretty, delicious*

**Key expressions/structure:** Affirmative sentences in the present continuous: *The children are making the shoes*; phrases: *I'm very tired*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle finding synonyms for vocabulary. Give several examples and focus on content clues.

**Resources/equipment needed:**

Learner's Book pages 84–87

Activity Book page 71

Flashcards: *shoes, glasses, hat, trousers, yellow*

Handmade flashcards or pictures: *shoemaker, jacket, sleep, wake up, tired, happy, boots, blue, red, green*

PCM 36 and 37: *child, children, shoemaker, shoes, boots, sleep, help, make, wake up, sell, watch, work, tired, happy, cake, present, delicious; pretty, lovely*

## UNIT 4 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Fashcards/ pictures** | 1. Review the vocabulary from the previous class by holding up a flashcard/picture and eliciting the word from learners.<br>2. Then repeat by making gestures for the words or pointing at pictures, and eliciting the words again. |
| **Resources** | **Main Activity** |
| **Activity Book page 71**<br>**PCM 36** | **Activity Book: Activity 1**<br>1. Explain the activity. Ask learners to help you read the questions.<br>2. As a class, work together to match the questions to the answers. Do this by reading the question and eliciting the answer from learners. You may like to prepare word cards (PCM 36) with the questions and the answers, and display them on the board to give learners a better visual representation.<br>3. Then tell learners to match the answers and the questions in their books.<br>**Feedback**<br>Check answers as a class by reading a question and asking individual learners to read the correct answer.<br>**Answers**<br>1 b; 2 a; 3 c; 4 d |
| | **Differentiation activities (Support):**<br>1. If learners cannot remember the story, replay the audio or ask other learners to share what they remember from the story. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to share what they remember from the story. |
| **Learner's Book pages 84-87**<br>**PCM 37** | **Clothes in the pictures: Activity 1**<br>1. Ask learners to look at Learner's Book page 87 and read the clothes words aloud.<br>2. Ask them to find the clothes in the pictures on pages 84, 85 and 86. Ask: *How many jackets can you see? What colour are they?*<br>3. Learners point to the pictures in the book and answer.<br>**Feedback**<br>Ask each learner to describe one item of clothing.<br>**Language detective:** Draw learners' attention to the Language detective box and explain the word *beautiful*. Say the word and have learners repeat. Ask them to look for the word *beautiful* in the text. When learners have found it, ask them which word comes after it (*shoes*). Then ask learners to look for two other words that come before *shoes* in the text (*lovely* and *pretty*). Explain that these means the same as *beautiful.* Display the word cards (PCM 37) *lovely* and *pretty* on the board and practise the pronunciation.<br>**Words to remember:** Draw learners' attention to the Words to remember box. Write the words: *is*, *are*, *look* and *these* on the board and ask learners to look for the words in the text. Ask: *How many times do you see the words?*<br>**Answers**<br>*is* appears nine times (ten including contraction in it's)<br>*are* appears three times<br>*look* appears once<br>*these* appears twice |

| | |
|---|---|
| **Activity Book page 71** | **Activity Book: Activity 2**<br>1. Ask learners to label the picture with the clothes words.<br>2. Tell them to refer to the Word box if they need to check the spelling.<br>**Feedback**<br>Put learners in pairs so they can check how they have labelled their pictures.<br>**Answers**<br>Top to bottom: glasses, jacket, trousers, shoes |
| **Activity Book page 71** | **Activity Book: Activity 3**<br>1. Draw learners' attention to the picture and ask them to describe what they can see.<br>2. Read out the sentences and ask learners to say *yes* or *no* after each one. Then tell them to circle the correct answer.<br>**Answers**<br>1 yes; 2 no; 3 yes; 4 no |
| **Resources** | **Plenary** |
| | **Vocabulary Board Jumble**<br>1. Divide the learners into four groups.<br>2. Write the following jumbled up words on the board: *tah (hat), haypp (happy), dre (red), sohes (shoes)* and display the flashcards.<br>3. Ask a member from each team to come up to the board, choose a word to unscramble and circle the correct flashcard. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G1.1.1.1.1) Ask and answer questions about main idea and key details in a text read aloud, or information presented orally or through other media.

(G1.2.1.1.6) Talk and respond to questions about actions happening now using the present continuous tense.

(G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G1.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to other learners using masks to retell a story.<br>**Speaking:** To act out a story.<br>**Reading:** To read a story.<br>**Writing:** To write a thank you letter. | • read words following a model<br>• say simple sentences in the present<br>• understand and use the conventions of letter-writing to write a simple thank you letter using the present tense. |

**Link to prior learning:**

- Lexis for clothes
- Colours
- Story from Unit 4 Lesson 14

**21st Century Skills:**

- Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems

**Key vocabulary:** *shoemaker, shoes, boots, sleep, help, make, wake up, sell, watch, work, thank, lovely, morning, tired, happy; is, are, look, and, these; thank you, Dear, delicious, like, cake*

**Key expressions/structure:** Affirmative sentences in the present continuous; *thank you for the delicious cake*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to write the thank you letter. Provide plenty of individual support and encouragement while monitoring the activity.

**Resources/equipment needed:**

Learner's Book pages 84–87

Activity Book page 72

Flashcards and PCM 36 and 37 from Lesson 15

PCM 38

Crayons, glue, scissors, cotton, card for making masks

## UNIT 4 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Backs to the Board Game**<br>1. Divide the learners into four teams.<br>2. One learner from each team stands in front of the board, facing away from it.<br>3. Write a word or draw a picture (from the vocabulary in Lesson 13) on the board. Learners have to explain the word to their team member.<br>4. The first learner standing in front of the board to guess the word wins a point for their team. |
| **Resources** | **Main Activity** |
| **Learner's Book pages 84-87**<br>**PCM 38** | **Masks: Activity 1**<br>1. Give each learner a copy of PCM 38, pencils and crayons, cotton and card to make the masks (shoemaker and two children).<br>2. When they have finished, divide the class into groups of three.<br>3. Learners act out the story wearing their masks. |
| | **Differentiation activities (Support)**<br>1. Learners write their lines on card and read them while they act out the play. |
| | **Differentiation activities (Stretch):**<br>1. Learners memorise their lines and say them. |
| **Activity Book page 72** | **Activity Book: Activity 1**<br>1. Put learners in pairs and ask them to look at Activity Book page 72.<br>2. Go through the letters on the alphabet in the activity with learners. If necessary, ask them to point out the letters on an ABC chart.<br>3. Learners work together to look back at the story and find words.<br>**Feedback**<br>Ask each pair to say a word they have written. Write the words on the board. Explain words as necessary.<br>**Suggested answers**<br>1 two words that starts with s: shoemaker, shoe, selling, sleeping<br>2 a word that starts with b: beautiful<br>3 a word that starts with t: tired, thank, thank you<br>4 two words that start with w: working, watching |
| **Activity Book page 72** | **Activity Book: Challenge**<br>1. Explain to learners that they will write a thank you letter from the children. Draw their attention to the Word box and check they understand the words.<br>Write a model letter on the board and explain to learners. Then erase the model letter. For example:<br>*Dear Miriam,*<br>*Thank you for making a picture for me.*<br>*From*<br>*Sarah*<br>2. Learners read instructions, write the model letter and draw a picture about the story.<br>3. Walk around and help learners as needed.<br>**Feedback**<br>Ask volunteer learners to read their letter and show their picture to the class. |

| Resources | Plenary |
|---|---|
| | 1. Learners stick their masks into their notebooks and write a sentence about their part in acting out the story, for example, *I am the shoemaker. I make shoes.* |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and respond to a story<br>**Speaking:** To describe what someone is doing, to retell a story.<br>**Reading:** To read and match simple sentences from a story with pictures.<br>**Writing:** To copy simple sentences to make a story. | • use affirmative sentences in the present continuous to describe a person's actions<br>• identify and talk about key information in a simple text<br>• read and write simple sentences in the present. |

**Link to prior learning:**

- Revision from Unit 4 Lessons 13–16

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** *shoemaker, children, making shoes, tired, sleeping, waking up, looking, smiling, selling, buying a cake, giving, happy, colours; clothes vocabulary*

**Key expressions/structure:** Affirmative sentences in the present continuous: *The shoemaker is sleeping.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have problems remembering the vocabulary from the story. Use the ball game to activate key vocabulary with group support.
- Some learners may have problems forming sentences to describe what the characters are wearing. Model this through a listening activity and provide support by writing gapped sentences on the board.

**Resources/equipment needed:**

Learner's Book 88

Activity Book 73

Audio Track 60

Balls (one per small group of students)

Mini whiteboards, laminated sheet of white paper (one per group) or large strips of paper and whiteboard markers

## UNIT 4 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Ball game**<br>1. Remind learners of the story of the shoemaker and his children. Invite four learners to come to the front of the class and demonstrate the game.<br>2. Hold a ball and say a word or phrase from the story. Pass the ball to the learner on your left. They say a different word or phrase and pass the ball to the next learner. Continue in this way until all the learners have said a word or phrase.<br>3. Divide the class into groups and give each group a ball. Learners play the same game in groups. |
| **Resources** | **Main Activity** |
| **Learner's Book page 88**<br>**Audio Track 60** | **Story review: Activity 1**<br>1. Learners look at the pictures on page 88. Ask learners to say what they can see in the pictures.<br>2. Explain to learners that they will listen to sentences and they must put the pictures in order. Play the audio once, then play again and pause after each sentence. Learners write the correct number next to the picture.<br>**Feedback**<br>Learners check with a partner. Ask individual learners to say a number in the correct sequence, and write it on the board.<br>**Answers**<br>Correct order: a 1; b 6; c 3; d 2; e 5; f 4 |
| **Activity Book page 73**<br>**PCM 36 and 37** | **Activity Book: Activity 1**<br>1. Learners complete the activity by reading and matching the sentences to the pictures.<br>2. Monitor the learners and ask questions about the story as you do this.<br>**Feedback**<br>Check answers as a class by saying the number of the picture and asking individual learners to read the sentence that matches the picture. Write the letters of the sentences on the board for the learners to check their answers.<br>**Answers**<br>Correct order: top row left to right (4, 3, 2), bottom row left to right (5, 6, 1) |
| | **Differentiation activities (Support):**<br>1. Give learners word cards (PCM 36 and 37) with the sentences written on them, so they can match the sentences visually. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can cover the sentences under the pictures and copy/write them in their notebooks. Then they look and check their sentences. |
| **Learner's Book page 88** | **Who am I?: Activity 2**<br>1. Learners look at the pictures of the story characters on page 88. Describe an item of clothing that one of the characters is wearing, for example, *I'm wearing blue trousers*. Learners identify the character, for example, *the shoemaker.*<br>2. Put learners into pairs so they can take turns describing the clothes and guessing, with one learner describing the character and the other pointing to the correct picture. |

| | |
|---|---|
| | **Feedback**<br>Ask individual learners to describe individual items of clothing in the pictures. |
| **Learner's Book page 88**<br>**PCM 36 and 37** | **Find the mistakes: Activity 3**<br>1. Draw learners' attention to the sentences. Read the first one and elicit the mistakes. Tell learners to circle the mistakes.<br>2. Learners read the descriptions of the characters' clothes and find the mistakes. |
| | **Feedback**<br>Learners check their answers in pairs. Read the texts from the book to the class. Ask learners to tell you to stop when they hear information which is not correct. Encourage them to say: *No, he's/she's wearing …*<br>**Answers**<br>1 The shoemaker is wearing a **~~black~~ red** jacket, **~~brown~~ blue** trousers and a blue hat. He's wearing glasses.<br>2 The girl is wearing **~~a pink~~ an orange** dress, red shoes and a white **~~hat~~ jacket**.<br>3 The girl is wearing **a** yellow **~~trousers~~ dress**, **~~purple~~ white** shoes and a pink jacket. |
| | **Differentiation activities (Support):**<br>1. Learners only need to circle the mistakes.<br>2. Put clothes flashcards with word cards (PCM 36 and 37) next to them on the board for these learners to refer to while reading. |
| | **Differentiation activities (Stretch):**<br>1. More able/confident learners can change the incorrect information and write the correct words next to the text, for example *The shoemaker is wearing a ~~black~~ red jacket.* |
| **Resources** | **Plenary** |
| **Activity Book page 73** | **Activity Book: Learner goals**<br>1. Direct learners' attention to the self-evaluation questions.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.5.1.4) With guidance and support, ask and answer simple questions about main ideas and key details in simple emergent readers such as big books or other enlarged text using visual clues.

(G2.3.5.1.5) With support, retell main ideas, facts and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary), and understand their central message, lesson or moral.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To practise listening and identifying the *-est* sound.<br>**Speaking:** To practise pronouncing words with the *-est* sound.<br>**Reading:** To practice reading words with the *-est* sound and finding words that rhyme.<br>**Writing:** To practise filling in beginning letters in words with *-est* and writing words with *-est*. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• Identify and say words from the *-est* family<br>• Identify and say words that rhyme. |
| **Link to prior learning:**<br>• The alphabet<br>• Sight words with short *e* vowel sounds<br>• Affirmative sentences in the present continuous<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *nest, test, vest, rest, chest*<br>**Key expressions/structure:** Affirmative sentences in present continuous: *She's wearing a dress*. | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may struggle to understand and follow multi-step instructions in English. Ensure that instructions are clear, short, followed by modelling and checking for understanding prior to learners starting the task. | | |
| **Resources/equipment needed:**<br>Learner's Book pages 78 and 89<br>Activity Book page 74<br>Audio Tracks 61 and 62<br>Handmade flashcards: *chest, nest, test, rest, vest*<br>PCM 39: *chest, nest, test, rest, vest* | | |

## UNIT 4 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 78** | 1. Remind learners of the rhyme they learned in Unit 4 Lesson 8: *Higgledy Piggledy*.<br>2. Say the rhyme as a class, miming as you recite.<br>3. Ask: *Which words have the short e sound?* If they don't remember give an example (*eggs*). |
| **Resources** | **Main Activity** |
| **Learner's Book page 89**<br>**Audio Track 61** | **Listen and look: Activity 1**<br>1. Point to the pictures and say: *Let's listen.*<br>2. Play the audio and point to the pictures.<br>3. Play the audio again. Pause after each word for the learners to repeat.<br>4. Ask: *What is the same in these words?* Elicit that they both end in *-est*. |
| **Learner's Book page 89** | **Same sound: Activity 2**<br>1. Ask learners to look at the word box. In pairs, learners say the words and circle the words that have the same sound.<br>**Feedback**<br>Read out the words and ask learners to put their hands up if the word has the same sound, and do nothing if it doesn't.<br>**Answers**<br>duck, sun, bug; rest, chest, test |
| | **Differentiation activities (Support):**<br>1. Give learners extra pronunciation practice of the words, to help them recognise the pronunciation patterns. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional words that end in *-est*. |
| **Learner's Book page 89**<br>**Audio Track 62** | **Poem: Activity 3**<br>1. Ask learners to look at the picture in Activity 3 and ask: *What is this*?<br>2. Point to the poem in Learner's Book and play the audio. Play once and then play again, pausing after line for learners to repeat.<br>3. Learners read the poem on their own. |
| **Activity Book page 74**<br>**PCM 39** | **Activity Book: Activity 1**<br>1. Say: *Look at the pictures. Write the words.*<br>2. Model the activity on the board, and then ask learners to complete the crosswords. Learners can work in pairs if necessary.<br>**Feedback**<br>Learners compare their crossword puzzles to check they have written the correct words and to help find any words that they are having difficulty with.<br>**Answers**<br>1 nest; 2 vest; 3 test; 4 rest; 5 chest |
| | **Differentiation activities (Support):**<br>1. Learners can use word cards (PCM 39) to help them write the words. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Learners write a sentence for each *-est* word in the crossword. |
| **Activity Book page 74** | **Activity Book: Challenge**<br>1. Ask learners to look at the Word box and the sentences. Tell learners that they need to choose one word to complete each sentence.<br>2. Tell learners to draw a picture for each sentence they have written. |
| **Resources** | **Plenary** |
| **Activity Book page 74** | **Activity Book Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (for example, tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to sentences and match them to pictures.<br>**Speaking:** To talk about what someone is doing.<br>**Reading:** To read sentences and match them to pictures.<br>**Writing:** To write rhyming words with short vowels (*a, e, u*) and words ending in *-est*, and to write a description of what someone is wearing. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• recognise and write rhyming words for words with short vowels (*a, e, u*) and words ending in *-est*<br>• say simple sentences using the present continuous. |
| **Link to prior learning:**<br>• Review lexis from Unit 4<br>**21st Century Skills:**<br>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently | | |
| **Key vocabulary:** Review Unit 4 Lessons 13–18<br>**Key expressions/structure:** Review Unit 4 Lessons 13–18 | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners at this age may struggle with losing a game. Explain to them that sometimes we win and sometimes we lose and that fair play is important. | | |
| **Resources/equipment needed:**<br>Learner's Book page 90<br>All flashcards from Unit 4<br>All word cards (PCM 29-39) from Unit 4<br>Audio Track 63<br>Flashcards: *circle, hen, trousers, flag, hat, dress, thobe*<br>Handmade flashcards: *nest, vest*<br>Pictures of children wearing colourful clothes (one for each group)<br>A4 paper (one sheet for each group)<br>Mini whiteboards, laminated sheets of paper or large strips of paper and whiteboard markers | | |

## UNIT 4 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | **Dictation competition**<br>1. Divide the class into four teams.<br>2. Each team chooses and writes ten words they have learned in Unit 4.<br>3. Team A says a word to one learner from Team B. This learner writes the word on the board. Give one point for each correct word. Then Team B says one word to one learner from Team C, etc. Continue this way so that all four teams take turns saying and writing words. Serve as the moderator and give one point for each word spelled correctly. The winner is the team that spells the most words correctly. |
| **Resources** | **Main Activity** |
| **Flashcards** | **Memory Game**<br>1. Stick the flashcards on the board.<br>2. Learners look at the flashcards for one minute.<br>3. Take the flashcards off the board.<br>4. In pairs, learners discuss and remember as many of the flashcards as possible. |
| **Learner's Book page 90**<br>**Audio Track 63** | **Listen and number: Activity 1**<br>1. Play the audio and pause after each sentence.<br>2. Do the first picture as a class.<br>3. Learners listen and put the correct number in the box next to the picture.<br>4. Play the audio twice.<br>**Feedback**<br>Check answers as a class by asking individual learners to say the correct word for each number.<br>**Answers**<br>Correct order: top row left to right (5, 4, 8, 3), bottom row left to right (6, 2, 7, 1) |
| | **Rhyming word competition**<br>1. Put learners in small groups.<br>2. Display all the flashcards of words with short *e* and words with *-est* endings on the board. Review the words by pointing at a flashcard and asking: *What is this?* For example, *bed*. Then ask: *What rhymes with bed?* and elicit *red*.<br>3. Call out a word with short *e* or *-est* ending sound.<br>4. Give the groups some time to look and find a word on the board that rhymes. They write the rhyming word on the mini whiteboards (or equivalent). Then, count down from 3 to 1 and ask learners to show their whiteboard.<br>5. If the word is correct, group gets one point.<br>6. If this is easy for the learners, add flashcards for words with short *a* and short *u,* and call out the words.<br>**Word List**<br>1 leg; 2 ten; 3 nest; 4 pen; 5 egg; 6 test |

| | |
|---|---|
| | **Describing a picture**<br>1. Divide learners into small groups.<br>2. Give each group a picture of a child wearing colourful clothes.<br>3. Write on the board: *He is wearing … She is wearing…*<br>4. Groups write a description of what the child is wearing.<br>**Feedback**<br>Ask learners to display their pictures and sentences on the wall, then learners can walk around and look at their classmates work. |
| **Resources** | **Plenary** |
| **Learner's Book page 90** | **Look what I can do!**<br>1. Ask learners to look at the 'I can' statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1 and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.3.1.1) Use grade-appropriate language structures.

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** Listen to a story and put pictures in the correct order.

**Speaking:** Talk about the characters and the theme of a story.

**Reading:** Read the lines of a story and put them in the correct order.

**Writing:** Write the lines of a story.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and say sentences in the third person present simple
- understand and say positive and negative statements with *can*
- answer simple questions in the present about a text
- use numbers 1 to 10.

**Link to prior learning:**

- Numbers 1–10
- R-controlled vowels

**21st Century Skills:**

- Productivity and Adaptability: Introduce learning to manage small projects, individually or in teams, to produce the intended results

**Key vocabulary:** *crow, jar, thirsty, smart, think, stones, drink, water*

**Key expressions/structure:** Positive statements with *can*: *He can drink the water. I can do it.*, Negative Statements with *can*: *He can't drink the water. I can't do it.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners at this age may struggle to read the instructions for the project work. Monitor carefully at the start of the project and repeat the instructions to small groups if needed.

**Resources/equipment needed:**

Learner's Book pages 91-93

Audio Track 64

Flashcards: *thirsty, drink*

Handmade flashcards: *crow*, *jar with water, stones*

PCM 40: *crow, jar with water, stones, thirsty, drink*

PCM 41

PCM 42

Flashcards from Unit 4

A3 or A4 paper

Cards, coloured pencils, A3 copies of the pictures in story, glue, ice pop sticks, note cards

## UNIT 4 LESSON 20: TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| PCM 40 | 1. Ask: *Do you know any stories about animals?*<br>2. Stick the word cards (PCM 40) on the whiteboard, say the words and have learners repeat. |
| **Resources** | **Main Activity** |
| Learner's Book page 91 | **Before you read: Activity 1**<br>1. Draw learners' attention to the pictures on page 91 and ask: *What do you see?* Elicit the name of the animal.<br>2. Ask: *What do you think the story is about?* and elicit ideas from learners. Explain to learners that this is a fable, which is a short story that is usually about animals and has a message. |
| Learner's Book page 91<br>Audio Track 64<br>PCM 41 | **Listen and read: Activity 2**<br>1. Point to the pictures on page 91 and say: *Listen to the story and look at the pictures.*<br>2. Play the audio for learners to listen and read.<br>3. Play again, pausing after each sentences for learners to read out loud if they would like. |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read the audio script to them in a clear and slow voice instead. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to tell you what they can remember about the story after listening. |
| | **Picture ordering**<br>1. Put learners in pairs or groups of three. Give each group a cut-up copy of PCM 41.<br>2. Play the audio again.<br>3. Ask learners to work together to put the pictures back in the correct order.<br>**Feedback**<br>Correct as a class by asking one member from each group to come up and stick a flashcard on the board in the correct sequence. |
| Learner's Book page 92 | **Think about the story: Activity 3**<br>1. Read the questions on page 92. Ask learners to look back at the story and find the answers.<br>2. You can do this orally or ask learners to write the answers down.<br>3. Remind learners that this story is a fable. Ask them if they can identify the message of the story (if you do things slowly and little by little, you can achieve your goals).<br>**Answers**<br>1 He wants to drink water.<br>2 He uses 10 stones.<br>3 Yes, he can. |
| | **Differentiation activities (Support):**<br>1. Pair learners with supportive peer who has empathy. |
| | **Differentiation activities (Stretch):**<br>1. Let more confident learners support less confident learners for the activity. |

| Resources | Main Activity |
|---|---|
| | You should choose **one** of the project options below. |
| **Learner's Book page 93**<br>**PCM 42** | **Option 1**<br>**Project A: Act out the story**<br>1. Put learners into groups of four and give each group a copy of PCM 42. Each learner chooses a different picture.<br>2. Learners colour and cutout their picture. Then the group sticks all of their pictures to a large sheet of poster paper.<br>3. Say: *You are going to act out the story.*<br>4. Learners each write one line from the story on a note card.<br>5. Learners take turns practising reading their line.<br>**Note:** Learners do not have to finish their projects in this lesson. They will have time to finish them in Lesson 21. |
| | **Option 2**<br>**Project B: Make a picture book**<br>1. Say: *You are going to make a picture book*.<br>2. Put learners into groups of eight so that each learner has one sentence.<br>3. (In case some groups are smaller than eight, give the stronger learners an additional sentence. The number of picture books will depend on the number of learners in the class.)<br>4. Give each learner a sentence from the story. Tell learners to draw a picture on the paper, then write the sentence under the picture.<br>5. Put the pictures in the correct order to make the picture book.<br>6. One learner holds the book while the others practise reading their lines.<br>**Note:** Learners do not have to finish their projects in this lesson. They will have time to finish them in Lesson 21. |
| **Resources** | **Plenary** |
| | 1. Ask learners to stand in a circle and throw around a small ball quickly.<br>2. Whenever a learner drops a ball, show him/her a flashcard and ask him/her to say the name of the object. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.3.1.1.1) Students build upon and continue applying previously learned skills.

(G2.3.5.1.5) With support, retell main ideas, facts and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary), and understand their central message, lesson or moral

(G2.3.6.1.2) With help and guidance, read emergent readers to identify who is telling the story at various points in a text; identify the elements of plot, setting and characters in a story, as well as the story's beginning, middle and ending. (for example, through answering simple questions).

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 21 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 4** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and evaluate presentations.<br>**Speaking:** To present your project to partners or act out the story. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• make a simple presentation using the present simple. |
| **Link to prior learning:**<br>• Story: The Smart Crow<br>• Statements with *can/can't*<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *crow, jar, thirsty, smart, think, stones, drink, water*<br>**Key expressions/structure:** Positive statements with *can*: *He can drink the water. I can do it*; Negative Statements with can: *He can't drink the water. I can't do it.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable speaking in front of the class and nervous about failing a presentation. If they don't want to say their sentence during the presentation, don't force them. Let another learner or the teacher read it. After seeing all of their classmates participate, they will probably feel more comfortable and prepared during the next project presentation. | | |
| **Resources/equipment needed:**<br>Learner's Book pages 91–93<br>PCM 9<br>Learners' projects from the previous lesson<br>Flashcards and Handmade flashcards from Unit 4 | | |

## UNIT 4 LESSON 21: TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Say: *Let's play a game.*<br>2. Divide the learners into two teams: A and B. Learners stand in two lines, facing each other.<br>3. Hold up an object or a flashcard and ask a learner in team A: *What's this?* Give a point for the correct answer. If the flashcard is an action, say: *Show me the action*. Then repeat with team B.<br>4. Make sure that every learner in each team gets a turn. Give a point for each correct answer. The team with the most points wins. |
| **Resources** | **Main Activity** |
| **PCM 40** | 1. Give learners time to finish their projects.<br>2. Give each student their copy of PCM 9.<br>3. Tell learners they are now going to present their project. Explain that learners will record how many stars they get for their project presentation.<br>**4. If you chose Project A**, put learners in pairs and ask them to show each other their pictures and read out their lines from the story.<br>**5. If you chose Project B**, pass around the picture books and ask each learner to show his/her picture and read out the sentence.<br>6. When learners have presented, draw their attention to the fourth row on PCM 9 and tell them to colour the face that represents how they feel about their project.<br>7. Next, ask each learner to say how many stars they give another classmate. That classmate then colours in that number of stars next to Project 4 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>8. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |
| | **Differentiation activities (Support):**<br>1. Allow learners to use word cards (PCM 40) when acting out the story. |
| | **Differentiation activities (Stretch)**<br>1. Learners say their memorised lines instead of reading them. |
| **Resources** | **Plenary** |
| | 1. Scatter flashcards from Unit 4 around the room.<br>2. Give learners three minutes to run around the classroom and find one or two flashcards, and then sit back down in their seats.<br>3. Ask learners to hold up the flashcard(s) they found and say the name of the object on it. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.2.2.1) Apply speaking skills to present information, concepts and ideas effectively in a variety of situations.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a poem for information.<br>**Speaking:** To read and recite a poem.<br>**Reading:** To read a poem. | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• understand and use affirmative sentences in the present continuous<br>• say words following a model. |
| **Link to prior learning:**<br>• Present continuous affirmative and question forms<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Knowing when to speak and when to listen, respectably | | |
| **Key vocabulary:** *farmer, tractor, stall, cow, field, chick, hen, vegetable, egg, dates, plant, pick, drive, feed, collect*<br>**Key expressions/structure:** Present continuous affirmative and question forms | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have problems forming present continuous statements and questions, for example, forgetting to use the auxiliary and not inverting the main verb and verb *to be* for the question form. Model the language structures clearly and write on the board. Correct mistakes as necessary. | | |
| **Resources/equipment needed:**<br>Learner's Book page 94<br>Activity Book page 75<br>Audio Tracks 65 and 66<br>A picture of a farm; coloured paper or a book to cover the picture with; one toy microphone made from rolled-up paper for each group (optional) | | |

## UNIT 5 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Cover the picture (sourced farm picture) of a farm with the coloured paper or book so learners can't see the picture. Ask learners to look carefully and try to guess what the picture is. Then gradually reveal the image by moving the picture up behind the book or paper so that learners can see more of the picture. If the learners don't guess correctly, tell them this is a farm.<br>2. Ask learners if they have ever visited a farm. |
| **Resources** | **Main Activity** |
| **Learner's Book page 94**<br>**Audio Track 65** | **Read and listen: Activity 1**<br>1. Ask learners to open their books at page 94. Draw their attention to the Speaking tip. In L1, explain that they can ask the question if they want to know a word in English. Say *How do you say ____ in English?*, and insert the Arabic word for pencil in the gap. Ask learners to repeat and then elicit *pencil.* Repeat with a few more simple words, until you are comfortable that learners understand the concept.<br>2. Focus on the pictures on page 94 and ask: *What can you see?* Encourage learners to ask: *How do you say ____ in English?* if they don't know the word in English. Teach the words *farmer, tractor*, *cow*, *chicks, dates* and *vegetables* by pointing at the pictures. Say the words and ask learners to repeat.<br>3. Play the audio. Learners listen and repeat. Then play again for learners to listen and point to the correct picture.<br>4. Play the audio a final time, pausing after each line. Ask learners to say the letter of the corresponding picture.<br>**Feedback**<br>Call out the new vocabulary (*farmer, tractor, cow, vegetable, chick, dates*) and have individual learners tell you the letter of the corresponding picture. Ask: *Which picture isn't in the poem?* (Picture c)<br>**Answers**<br>farmer – picture b; tractor – picture d; cow – picture a; fields – picture f; chicks – picture e |
| **Learner's Book page 94**<br>**Audio Track 65** | **Say the poem**<br>1. Play the audio again, pausing after each line. Ask learners to repeat each line – first as a class, then ask them to repeat in small groups. Correct pronunciation errors when you hear them.<br>2. Divide the class into six groups. Allocate one line of the poem to each group. They need to say this line. Encourage them to wave *Hello* as they say their line. Recite the poem aloud, asking each group to join in when it is their line. |
| **Learner's Book page 94**<br>**Audio Track 66** | **Interviews with farm families: Activity 2**<br>1. Teach the verbs *drive, feed, plant and pick* by making gestures. Say the words and have learners repeat. Then say the words and ask learners to do the gestures. Finally, do the gestures and have learners say the words. Ask learners to look at the pictures on page 94 again. Say *drive* and ask learners to point to the correct picture (b). Say: *He's driving*, emphasising the use of the present continuous, and encourage learners to repeat after you. Do the same with the remaining verbs.<br>2. Point to the picture of the reporter. Ask: *Is he a farmer? (No, he isn't.)*. Tell learners he is a reporter on television. He is talking to the people on the farm and asking questions (emphasise that this is happening now to show the use of the present continuous for actions in progress). |

| | |
|---|---|
| | 3. Play the audio. Pause after each line and ask learners to point to the person in each picture speaking.<br>**Feedback**<br>Play the audio again and pause after each line. Ask individual learners to tell you the letter of the picture. |
| **Learner's Book page 94** | **Acting out the interview**<br>1. Tell learners they are going to pretend to be the characters on the farm. Explain that they are being interviewed. Use the role-play teaching strategy.<br>2. Ask individual learners to tell you the things that the people in the pictures on page 94 are doing, and then have the rest of the class mime the action.<br>3. Write the reporter's question on the board: *Hello! What are you doing?* Model the pronunciation and ask learners to repeat chorally, then ask different groups of learners to repeat.<br>4. Ask volunteer learners to come to the front of the class and be the reporters. If you like, you can give them each a toy microphone. Divide the rest of the class into groups and allocate an action to each group. The reporters then ask each group the question. The group members respond with *I'm (feeding the cows)* and do the action.<br>5. If you have time, you can allocate a reporter to each of the groups. Each group then acts out the whole interview, using the pictures in the book to help them remember the actions. |
| **Activity Book page 75** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures. Elicit the word to describe each picture.<br>2. Focus on the words. Read the first word (*planting*) and ask learners to tell you the letter of the corresponding picture (d). Learners draw a line between the word and the picture.<br>3. Learners work individually to complete the rest of the activity.<br>**Feedback**<br>Ask learners to check their answers with a partner. Check the answers as a class by asking individual learners to say the word and the letter of the picture. Write the answers on the board.<br>**Answers**<br>1 d; 2 a; 3 b; 4 c |
| | **Differentiation activities (Support):**<br>1. Allow learners to work in pairs to read and match. |
| | **Differentiation activities (Stretch):**<br>1. Learners can cover the words and then try and write them from memory under the correct picture. |
| **Resources** | **Plenary** |
| **Activity Book page 75** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.2.1.1.9) Ask for clarification about the topics under discussion.

(G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension and in a manner that sounds like natural speech.

(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems and informational texts, etc).

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a description and identify missing information.<br>**Speaking:** To talk about actions happening at a present moment.<br>**Reading:** To read sentences about actions happening on a farm.<br>**Writing**: To write simple sentences about actions happening at a present moment. | • ask and answer *yes/no* questions using the present continuous tense<br>• use correct punctuation to write simple sentences using the present continuous tense. |

**Link to prior learning:**

- Farm related vocabulary
- Present continuous tense (affirmative and question forms)

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** *feed, plant, pick, drive, collect, chicks, cow, car, tractor, flowers, vegetables, strawberries, dates, hen, horse*

**Key expressions/structure:** Present continuous (affirmative, question and short answer forms): *I'm planting vegetables, Are you feeding the cows? Yes, I am, No, I'm not.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems choosing the correct subject pronoun and agreement for the verb *to be*. Use the Language tip and ask questions to check learners' understanding.
- Learners may not remember how to use punctuation marks (capital letters, full stops and apostrophes) correctly. Review this by writing example sentences on the board and highlighting punctuation in a different colour.

**Resources/equipment needed:**

Learner's Book page 95

Activity Book page 76

Audio Track 67

PCM 43: *driving, collecting, feeding, planting, helping, picking, Are you…?, Yes, I am., hen, horse, cow, He is, She is, They are*

## UNIT 5 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Remind learners of the farm actions by miming them and saying the words (*picking, driving, feeding, collecting, planting*).<br>2. Then tell learners to say *Yes* if the word they hear is the same as the action you do. Do one of the actions and say either the correct word or an incorrect word. Learners say *Yes* if the word is correct, *No* if it's wrong.<br>3. You can then ask a confident learner to take over your role. |
| **Resources** | **Main Activity** |
| **Learner's Book page 95**<br>**Audio Track 67** | **Topic vocabulary: Activity 1**<br>1. Ask learners to look at the pictures on the left in Activity 1.<br>2. Play the first part of the audio, pausing after each action for learners to point to the correct picture.<br>**Feedback**<br>Play the audio again and ask individual learners to hold up their books and point to the correct picture.<br>3. Ask learners look at the images on the right of Activity 1. Elicit the words for the pictures (*cow, tractor, vegetables, apple, eggs*).<br>4. Explain that they will listen to sentences and they must say the correct word to complete each sentence.<br>5. Play the audio, pausing after each sentence for learners to say the correct word.<br>**Feedback**<br>Ask learners to check answers with a partner. Then check the answers as a whole class by asking individual learners to read out the complete sentences.<br>**Answers**<br>cow; tractor; vegetables; apples; eggs |
| **Learner's Book page 95** | **Act it out: Activity 2**<br>1. Demonstrate the game with a volunteer at the front of the class. Model the question: *Are you planting vegetables?* Encourage the volunteer to say *Yes, I am.* / *No, I'm not.* Ask the class to repeat the question and answer in groups. Write the question and answer prompts on the board.<br>2. Divide the class into pairs. Learners take turns to mime one of the actions and the partner guesses the action by asking the question. Tell learners they can look at the pictures in Activity 1 to help them. |
| **Activity Book page 76**<br>**PCM 43** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the Language tip. Read out each sentence and check their understanding of *he, she* and *they.* Draw a stick man on the board with *he* under it, a stick woman with *she* and two stick men with *they.* Point at the first picture in Activity 1 and say *She is feeding the cow.* Ask learners to repeat. Then repeat by pointing at *he* and *they.* Do the same procedure with the other two pictures. By the third picture, you should have stopped giving a model and just elicit the correct structure by pointing at the board. For more information about the practice and drill strategy, please see page 7 in this Teacher's Guide.<br>2. Review punctuation using the example sentences in the Language tip and ask questions: *When do we use a capital letter? Can you see a full stop? Where is it?* |

| | |
|---|---|
| | 3. Ask learners to look at the pictures in Activity 1 and elicit the action *(feeding)* and the correct animal *(cow, hen, horse)*. Point to each picture and say: *he, she* or *they?*<br>4. Learners work individually to write a sentence to describe each picture, using the correct pronoun and form of the verb *to be*. Remind them to use the Language tip to help them. Monitor to help learners.<br>**Feedback**<br>Write the correct answers on the board and ask learners to check.<br>**Answers**<br>1 She is feeding the cow. 2 He is feeding the hen. 3 They are feeding the horse. |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 43) so they can create the sentences visually before copying them into their books. |
| | **Differentiation activities (Stretch):**<br>1. Learners who finish quickly can write the sentences on the board – but you must check their answers are correct before Feedback. |
| **Learner's Book page 95** | **Draw and write: Activity 3**<br>1. Ask learners to think about an activity they are doing on the farm and write a sentence describing this in their notebooks, for example, *I am feeding the chicks.* Draw learners' attention to the Writing tip and remind them to use capital letters and full stops when writing their sentence.<br>2. Ask learners to draw a picture of themselves doing this action. |
| **Resources** | **Plenary** |
| | 1. In pairs, learners show each other their pictures and read the sentences they have written. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrate comprehension and in a manner that sounds like natural speech.

(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational texts, etc.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a chant and identify key vocabulary.<br>**Speaking:** To say a chant.<br>**Reading:** To read and recognise key topic vocabulary.<br>**Writing**: To write simple sentences using *there is/there are.* | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• say words following a model<br>• write sentences using *there is/there are.* |
| **Link to prior learning:**<br>• *There is/There are*<br>**21st Century Skills:**<br>• Learning and Innovation Skills: Learning to develop, implement and communicate new ideas to others effectively in English | | |
| **Key vocabulary:** *horse, cow, goat, hen, sheep, duck, moo, baa, cluck, neigh, quack*<br>**Key expressions/structure:** *There is/there are (a) duck(s), He had some + (goats)* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may be confused with the animal noises if these are different in Arabic. Elicit noises in Arabic first, then tell learners these are different in English. Read the words with learners so they can recognise the noises. | | |
| **Resources/equipment needed:**<br>Learner's Book page 96<br>Activity Book page 77<br>Audio Track 68<br>Flashcards: *horse, cow, goat, hen, sheep, duck*<br>PCM 44: *horse, cow, goat, hen, sheep, duck* | | |

## UNIT 5 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Using the flashcards, quickly show one and elicit the name of the animal.<br>2. Stick the flashcards on the board and point at them in random order, asking individual learners to say the correct word. |
| **Resources** | **Main Activity** |
| **Learner's Book page 96**<br>**Audio Track 68** | **Noisy animals: Activity 1**<br>1. Ask learners to look at the picture on page 96. Ask: *What animals can you see?* and elicit answers.<br>2. Elicit the noises each of the animals make in Arabic. Tell learners that in English the animal noises are different. Read each of the animal noises in the picture with learners and ask them to repeat after you.<br>3. Ask learners to practise the animal noises. Tell them that they will listen to a chant and will hear animal noises in the chant.<br>4. Play the first part of the audio. Learners listen to the chant and point to the animals as they hear the noise each one makes.<br>5. Play the second part of the audio, and pause after each verse for learners to point to the animals.<br>**Feedback**<br>Play the audio again, pausing after each verse. Ask learners to say the name of the animal and make the correct noise. |
| **Learner's Book page 96**<br>**Audio Track 68** | **Chant some new verses: Activity 2**<br>1. Practise saying the chant with the class by playing the audio from Activity 1and pausing after each line for learners to repeat. Then play the whole chant and encourage learners to join in. Ask learners to repeat with you.<br>2. Divide the class into groups. Allocate an animal to each group. They practise chanting the verse for their animal, doing the actions and making their animal noise. |
| **Activity Book page 77**<br>**PCM 44** | **Activity Book: Activity 1**<br>1. Use the animal flashcards and word cards (PCM 44) to check learners can recognise the words. Ask learners to help you read the words and match them with the flashcards. Stick these on the board for reference.<br>2. Learners then work individually to circle the words in the word search. Then they can check with a partner.<br>**Feedback**<br>Ask individual learners to put their hands up and tell you the words. Write the words on the board.<br>**Answers**<br>horse, cow, sheep, duck, goat, hen |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs and use the word cards and flashcards on the board for support. |
| | **Differentiation activities (Stretch):**<br>1. Learners can work in pairs to test each other on the spelling of the words. |

| | |
|---|---|
| **Activity Book page 77** | **Activity Book: Activity 2**<br>1. Ask learners to look at page 77 and say which animals they can see.<br>2. Learners read the sentences and colour the animals. Then they look at the remaining animals, colour them and complete the sentences. |
| **Resources** | **Plenary** |
| **Activity Book page 77** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To listen and identify pictures, listen and respond to simple questions.<br>**Speaking**: To say present simple sentences about the life cycle of a hen.<br>**Reading**: To read simple sentences about the life cycle of a hen.<br>**Writing**: To spell vocabulary items related to the life cycle of a hen. | • ask and answer questions in the present simple. |

**Link to prior learning:**

- Present simple
- Farm animals vocabulary

**21st Century Skills:**

- Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences

**Key vocabulary:** *tiny, chick, egg, grow, inside, come out, eat, become, hen, lay egg*

**Key expressions/structure:** Present simple third person affirmative statements

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not be familiar with the concept of life cycles. Use the images and ask guiding questions to help learners to understand the concept.

**Resources/equipment needed:**

Learner's Book page 97

Activity Book page 78

Audio Track 69

Flashcards: *egg, chick, hen*

PCM 45: *eggs, chick, hen*

## UNIT 5 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show learners the flashcards and elicit the words.<br>2. Activate learners' previous knowledge about life cycles by asking the following questions:<br>(Show the flashcard of chick.) *What's this? (A chick) Is it big or small? (small)*<br>(Show the flashcard of hen.) *What's this? (A hen) Is it bigger or smaller than the chick? (bigger) Which one is older/Which is a baby?*<br>(Show the flashcard of egg.) *What's this? (An egg) Is it big or small? (small) Where does the egg come from? Where does the chick come from?* |
| **Resources** | **Main Activity** |
| **Learner's Book page 97** | **Before you read: Activity 1**<br>1. Ask learners to look at the life cycle of a hen and explain what happens. Use gestures and mime to help learners' understanding. |
| **Learner's Book page 97**<br>**Audio Track 69** | **Read and listen: Activity 2**<br>1. Learners look at the pictures and follow the arrows before they listen. Ask them to talk about what they can see in each of the pictures. Pre-teach *tiny, come out* and *lay* by drawing on the whiteboard.<br>2. Play the audio. Learners listen and point to the images as they hear them.<br>3. Then play the audio again. Point to the pictures and ask learners to do an action for each part of the life cycle. Then play the audio again and have learners act out the life cycle. You may like to assign an action to each learner and have them act out their part when they hear it. |
| **Activity Book page 78**<br>**PCM 45** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures and say what they can see to help them understand the meaning of the words.<br>2. Learners spell the words.<br>**Feedback**<br>Ask volunteer learners to write the words on the board.<br>**Answers**<br>1 eggs; 2 hen; 3 chick |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs for support. Put word cards (PCM 45) on the board for extra support. |
| | **Differentiation activities (Stretch):**<br>1. Learners who finish quickly can help other learners and write the answers on the board. |

| | |
|---|---|
| **Activity Book page 78** | **Activity Book: Activity 2**<br>1. Learners look at the pictures on page 78 in the Activity Book and tell you what they can see.<br>2. Read the words in the Word box and ask learners to match them to the picture. Learners then complete the sentences with the correct word. Finally, they number the sentences in the order that they are in the life cycle.<br>**Feedback**<br>Ask individual learners to put their hands up and give the answers. Write the answers on the board.<br>**Answers**<br>a grows – 2; b lays – 1; c eats – 3 |
| | **Differentiation: (Support)**<br>1. Learners can check the answers on page 97 of their Learner's Books. |
| | **Differentiation: (Stretch)**<br>1. Learners can practise covering and writing the sentences in their notebooks. They can draw pictures too, if they have time. |
| **Resources** | **Plenary** |
| | 1. Ask learners if they know of any other animals that have a similar life cycle to the hen (duck/goose). Ask different groups to come to the front of the class and act out the life cycle. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.2) Describe main ideas and key details in a text read aloud or information presented orally or through other media.

(G2.2.1.1.3) Consolidate from grade 1 and extend the ability to describe people, things, location and actions using present simple tense.

(G2.2.1.1.7) Engage in short conversations while reading, with the teacher and peers, making simple comments, asking and answering simple questions.

(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (for example, storybooks, poems, informational texts, etc).

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening**: To listen for information<br>**Speaking**: To ask and answer questions about animals using the present simple.<br>**Reading**: To read names of animals.<br>**Writing**: To copy and spell names of animals. | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• ask and answer questions using present simple question form and short answers<br>• write simple nouns. |
| **Link to prior learning:**<br>• Animals vocabulary<br>• Present simple questions and affirmative sentences.<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences | | |
| **Key vocabulary:** *squirrel, duck, fish, hen, snake, cow, rabbit, tiger, turtle, horse*<br>**Key expressions/structure:** *Does a/an _____ lay eggs? Yes, it does/No, it doesn't.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may not be able to produce the present simple question form. Write this on the board and drill it for support. | | |
| **Resources/equipment needed:**<br>Learner's Book page 98<br>Activity Book page 79<br>Audio Track 70<br>Flashcards: *egg, chick, hen* | | |

## UNIT 5 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show the flashcards of the egg, chick and hen and ask learners if they can remember the stages in the life cycle.<br>2. Act out the stages of the life cycle as a class. |
| **Resources** | **Main Activity** |
| **Learner's Book page 98** | **Look and say: Activity 1**<br>1. In pairs, learners look at the images of animals on page 98 and try to name them.<br>2. Teach the words, model the pronunciation and have learners repeat as a whole class.<br>**Feedback**<br>Hold up your book, point to different animals and call on individual learners to say the names.<br>**Answers**<br>1 squirrel; 2 duck; 3 fish; 4 hen; 5 snake; 6 cow; 7 rabbit; 8 tiger; 9 turtle |
| | **Differentiation activities (Support):**<br>1. Learners can practise making the sounds of the animals in pairs. |
| | **Differentiation activities (Stretch):**<br>2. In pairs, learners can also try to write the names of the animals in their notebooks. |
| **Learner's Book page 98** | **Look and think: Activity 2**<br>1. Tell learners they are going to find out more about which of these animals lay eggs. Stick the flashcard of *egg* on the board. Explain that five of the animals lay eggs.<br>2. Learners work in groups to decide which of the animals they think lay eggs and which ones don't.<br>**Feedback**<br>Elicit predictions from the different groups. Encourage learners to use complete sentences, following the model in the Student's Book. Don't tell learners the answers yet. |
| **Learner's Book page 98**<br>**Audio Track 70** | **Listen and point: Activity 3**<br>1. Tell learners to look at the pictures of the animals in Activity 1. Explain that they will listen to someone talking about which animals lay eggs, and they must point to the ones they hear.<br>2. Play the audio. Learners listen and point to the animals.<br>**Feedback**<br>Put learners in pairs and ask them to remember together which animals they heard. Then check the answers as a class by asking individual learners to say an animal. Write the names on the board. You can play the audio again if necessary.<br>**Answers**<br>duck, hen, turtle, fish, snake |

| | |
|---|---|
| **Learner's Book page 98** | **Ask your friend: Activity 4**<br>1. Draw learners' attention to the Language tip. Then demonstrate the dialogue with a confident learner at the front of the class.<br>Teacher: *Does a duck lay eggs?*<br>Learner: *Yes, it does.*<br>2. Write the question and short answers on the board. Encourage the learner to ask you the question. Repeat this demonstration with another confident learner.<br>3. Have all the learners repeat the question and answer forms, using a different animal. Make this more fun by asking them to whisper first and then shout as they repeat.<br>4. Divide the class into pairs and tell them to test their partner. They should ask about the animals in Activity 1. Walk around the room and monitor learners as they talk. |
| **Activity Book page 79** | **Activity Book: Activity 1**<br>1. Show learners the table in Activity 1. Read the heading of each column and the example animals to demonstrate the activity.<br>2. Learners complete the table by copying the names of the animals which lay or don't lay eggs.<br>**Feedback**<br>Ask fast finishers to write the answers on the board. Check these are correct. Tell the class to check their answers from the board.<br>**Answers**<br>Animals that lay eggs: hen, duck, fish, snake, turtle<br>Animals that don't lay eggs: squirrel, cow, rabbit, tiger, horse |
| **Resources** | **Plenary** |
| **Activity Book Page 79** | **Activity Book: Challenge**<br>1. Read out the Challenge sentence and ask learners to think about which animal could fit that role. If necessary, demonstrate *swim* using actions.<br>2. As a whole class, ask learners to say which animals fit the sentence. Elicit *turtle, duck* and *fish* and write the words on the board. Learners choose two of the words and copy them into their Activity Books. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.2) Describe main ideas and key details in a text read aloud or information presented orally or through other media.

(G2.2.1.1.3) Consolidate from grade 1 and extend the ability to describe people, things, location and actions using present simple tense.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and identify, listen to a partner's questions and respond.<br>**Speaking:** To describe a picture, use the present continuous, use *There is/are.*<br>**Reading:** To read for information.<br>**Writing**: To write statements using the present continuous and farm vocabulary. | | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• ask questions using the present continuous<br>• understand and say affirmative sentences using the present continuous and simple nouns. |
| **Link to prior learning:**<br>• Vocabulary from Lessons 1–5<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectably | | |
| **Key vocabulary:** *hen, chick, horse, cow, dog, duck, sheep, tractor, sleeping, driving, feeding, eating*<br>**Key expressions/structure:** Present continuous third person affirmative statements | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may have difficulty forming statements using the present continuous. Write the structures on the board at the beginning of the activity for learners to refer to for support during the oral activities. | | |
| **Resources/equipment needed:**<br>Learner's Book page 99<br>Activity Book page 80<br>Audio Track 71<br>Flashcards**:** *hen, chick, horse, cow, dog, duck, sheep*<br>PCM 44: *horse, cow, goat, hen, sheep, duck* | | |

## UNIT5 LESSON 6 TASKS/ACTIVITIES

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show learners the farm animals flashcards and elicit the name of each of the animals.<br>2. Stick the flashcards on the board. Tell learners to close their eyes while you take away and hide one of the flashcards. Learners open their eyes and say the name of the animal in the missing flashcard.<br>3. Repeat a few times, taking away different flashcards. |
| **Resources** | **Main Activity** |
| **Learner's Book page 99** | **Uncle Tom's farm: Activity 1**<br>1. Tell learners to look at the picture on page 99 of the Learner's Book. Ask learners: *What can you see?* and elicit some things in the picture.<br>2. Then put learners in pairs so they can look at the picture and describe what they see. Monitor learners as they talk and help as necessary. |
| **Learner's Book**<br>**Page 99**<br>**Audio Track 71** | **Yes or no?: Activity 2**<br>1. Explain to learners that they will listen to a description of the farm. They have to look at the picture and say *yes* or *no* according to if the sentence is correct or not.<br>2. Play the audio, pausing after each sentence for learners to look and say *yes* or *no.* If you have a mixed-ability class, you can ask them to put one hand up for *yes* and two hands for *no.* Then, when all learners have put a hand/two hands up, ask an individual learner to say *yes* or *no.*<br>**Answers**<br>1 No (picking dates); 2 Yes; 3 Yes; 4 No (the chicks); 5 No (planting); 6 Yes |
| **Learner's Book page 99** | **Memory game: Activity 3**<br>1. Tell learners they are going to play a memory game based on the picture. Ask them to look at the picture for a minute or two then tell them to close their books.<br>2. Divide the class into pairs or groups. Learners work together to try to remember all the things they could see in the picture. Write the following prompts on the board to encourage learners to use them:<br>*There's a ____.*<br>*There are ____.*<br>*A boy is ____ing ____.*<br>*The (sheep) are ____ing.*<br>Monitor the learners as they discuss and help as necessary.<br>**Feedback**<br>Ask individual learners to put their hands up and say a sentence about the picture. The other learners can open their books quickly and say if it is correct or not. |
| | **Differentiation activities (Support):**<br>1. You can draw pictures or write the names of different animals and actions from Lessons 1–5 on the board to prompt learners. |
| | **Differentiation activities (Stretch):**<br>1. Once they have finished discussing what is in the picture, learners can try to write a short description of it from memory. |

| | |
|---|---|
| **Activity Book page 80** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the pictures in Activity 1. Elicit from the learners what they can see in the pictures.<br>2. Ask learners to look at the first picture and read the two sentences. Ask: *a* or *b*? (*a*). Tell learners to tick the box next to sentence *a*.<br>3. Learners work individually to read the sentences and tick the correct one according to the pictures.<br>**Feedback**<br>Ask learners to check their answers with a partner. Then check the answers as a whole class by asking individual learners to read out the correct sentence. Write the letter of the correct sentence on the board.<br>**Answers**<br>1 a; 2 b; 3 b |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to read and tick. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can draw pictures to illustrate the sentences that they didn't tick. |
| **Activity Book Page 80**<br>**PCM 44** | **Activity Book: Activity 2**<br>1. Ask learners to draw two simple pictures of a farm scene and write a sentence under each one. Learners should use the present continuous. Encourage learners to use Activity 1 in the Activity Book to help them, but they shouldn't copy. Monitor and encourage learners to refer to the word cards (PCM 44) for spelling support if necessary.<br>**Feedback**<br>If you have time, ask some learners to read their sentences to the class or ask learners to show their pictures and sentences to a partner. |
| **Resources** | **Plenary** |
| **Activity Book Page 80** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation sentences.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To recognise words with the short *i* sound.<br>**Speaking**: To pronounce words with the short *i* sound in tongue twisters.<br>**Reading**: To read words with the short *i* sound. | • say the short *i* sound following a model<br>• recognise words with the short *i* sound. |

**Link to prior learning:**

- Short vowel sounds

**21st Century Skills:**

- Learning and Innovation Skills**:** Learning to develop, implement and communicate new ideas to others effectively in English

**Key vocabulary:** *six, sisters, sing, sick, sheep, stick, kick, chick, big, fig, ship, bug*

**Key expressions/structure:** Present simple affirmative sentences

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may find it difficult to identify and pronounce the short *i* sound. Provide listening tasks to give learners practice in recognising the sound. Show learners how to produce the sound. Use drilling and correction techniques to improve pronunciation.
- Learners may find it difficult to say the tongue twisters at speed. Allow learners to listen first, then break the tongue twister into sections and focus on the pronunciation of each section before learners have to say the whole tongue twister. Allow learners to say the tongue twisters slowly until they feel more confident.

**Resources/equipment needed:**

Learner's Book page 100

Activity Book page 81

Audio Tracks 72 and 73

Several large strips of paper per pair of learners

Flashcards: *chick, kick, stick, ship*

Handmade flashcards: *six, big, pick, in, fish, pink*

PCM 46: *chick, ship, stick, fish, red, bug, on, pink, big*

## UNIT 5 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show each of the flashcards and say the word.<br>2. Stick the flashcards on the board and write a number next to each one. (for example, *chick* – 1, *six* – 2, etc.)<br>3. Divide the class into pairs and give each pair several strips of paper. Call out the names of the flashcards, one by one. Learners write the number of the flashcard on the strips of paper and hold it up. Check the answers after each flashcard. |
| **Resources** | **Main Activity** |
| **Learner's Book page 100**<br>**Audio Track 72** | **Listen and look: Activity 1**<br>1. Point to each of the pictures and say the words with the short *i* sound.<br>2. Play the audio so learners can hear the short *i* sound. Then play again, pausing after each word for learners to repeat.<br>3. Point at the pictures in the book and ask learners to repeat the words. Use choral and group drilling. Correct pronunciation sensitively when necessary. |
| **Learner's Book page 100**<br>**Audio Track 73** | **Tongue twisters: Activity 2**<br>1. Learners look at the first picture. Ask them what they can see. Ask questions to check they understand the meaning of the tongue twister, such as *Are the girls sisters? (yes); What are they doing? (looking after the sheep); How many sheep are there? (six)*;*Look at the girls. They are sisters.*<br>2. Introduce the idea of a tongue twister – something that is difficult to say because the sounds are similar.<br>3. Play the audio of the first tongue twister.<br>4. Model each of the words in the tongue twister and ask learners to repeat. Use choral repetition and group repetition.<br>5. Divide the class into groups and let them practise the tongue twister with their group.<br>6. Then repeat steps one to five with the second tongue twister.<br>7. Finally, do the same procedure with the third tongue twister. |
| | **Differentiation: (Support)**<br>1. Divide learners into similar ability groups and allocate the easiest tongue twister (the third one) to the lower ability groups. |
| | **Differentiation: (Stretch)**<br>1. Divide learners into similar ability groups and give the most challenging tongue twister (the first one) to these groups. |
| **Activity Book page 81**<br>**PCM 46** | **Activity Book: Activity 1**<br>1. Read the sentences on page 81 in the Activity Book aloud to the learners as they follow, pointing at each of the words as you read them. You may like to stick the word cards (PCM 46) on the board to give learners additional support. Check learners' understanding.<br>2. Learners work individually to read the sentences again and draw the pictures.<br>**Feedback**<br>Draw an outline of a pond on the whiteboard. Then read out the sentences and invite individual learners to come up to the board and draw the pictures in the correct place. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to support each other. |
| | **Differentiation activities (Stretch):**<br>1. When they have finished the activity, learners can draw additional items and write about them. |
| **Resources** | **Plenary** |
| | 1. Ask groups of learners to perform one of the tongue twisters for the class. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying the phoneme-grapheme correspondences.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening**: To listen for information and to recognise words with the short *i* sound.<br>**Speaking**: To practise saying the short *i* sound.<br>**Reading**: To read a phonics story containing words with the short *i* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read and say words containing the short *i* sound following a model. |
| **Link to prior learning:**<br>• Short *i* sound<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably | | |
| **Key vocabulary:** *fish, fix, things, ship, swing, tail, fin, wing*<br>**Key expressions/structure:** *Can you fix it? Yes, I can. Thank you*. Present continuous: *He is fixing it.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not be able to identify and pronounce the short *i* sound accurately. Provide opportunities for learners to listen and identify the sound as a class; show how the sound is made. | | |
| **Resources/equipment needed:**<br>Learner's Book page 101<br>Activity Book page 82<br>Audio Track 74<br>Flashcards: *chick, sheep, dog, cat, duck, hen, egg, kick, stick, ship*<br>Handmade flashcards: *fish, six*<br>PCM 47: *this, things, it, ship, fin, swing, fix, fish, fixing, wing, is* (You will need enough copies so that there is one word card for each learner.) | | |

## UNIT 5 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Hold up the flashcards one by one and say the word. Learners say *Yes* if the word contains the short *i* sound and *No* if it doesn't.<br>2. Hold up each flashcard and say the name of one of the flashcards (sometimes say the correct word, and sometimes an incorrect word). Ask learners to repeat the word if the word you say is correct.<br>**Answers**<br>These words contain the short *i* sound: *fish, chick, six, kick, stick, ship*. |
| **Resources** | **Main Activity** |
| **Learner's Book page 101**<br>**Audio Track 74** | **Phonics story: Activity 1**<br>1. Divide the class into pairs. Learners look at the title of the story and the pictures and talk to their partner about the things they can see in the pictures.<br>2. Ask learners to hold up their hands if they can see the following things: a fish, a ship, a duck and a bird. (Tell learners the bird is called a seagull and it lives near the sea.)<br>3. Teach the words *swing, tail, fin, wing, fix* by pointing to the appropriate picture and saying the word as you point. Ask learners to repeat each word.<br>4. Learners listen to the audio and follow the story in their books.<br>5. Draw learners' attention to the Speaking tip and explain that we usually reply *You're welcome.* if someone says *Thank you.* Do a chain drill activity with learners to practise, as follows:<br>Learner 1: Thank you.<br>Learner 2: You're welcome. Thank you.<br>Learner 3: You're welcome … |
| **Learner's Book page 101**<br>**Audio Track 74**<br>**PCM 47** | **Listen again: Activity 2**<br>1. Hold up the word cards from the story, one by one. Ask learners to read the word with you and then repeat the word. Show them how to form the short *i* sound.<br>2. Give out the word cards (PCM 47) so that each learner has a word card. Ask learners to hold up their word card when they hear it in the story. Play the audio again.<br>3. Play the audio again and this time learners put their hands up when they hear a word with the short *i* sound.<br>4. Tell learners they are going to play a game. They need to listen and if the word they hear is the same as the word they see, they repeat it. If the word is not the same, they need to be silent.<br>5. Hold up the word cards one by one and say either the correct word or an incorrect word. When the word is correct, learners repeat it, when it is incorrect, they stay silent. |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs if they struggle with the activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners can be given more than one word card. |

| | |
|---|---|
| **Activity Book page 82** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the pictures and elicit the words. Say *stick* and have learners repeat. Then say the word again and ask: *What word does it rhyme with?* Elicit: *chick.* Learners should draw a line between the picture of the stick and the chick.<br>2. Learners work individually to draw lines between the pictures of words that rhyme.<br>**Feedback**<br>Ask learners to put their hands up and tell you which words rhyme.<br>**Answers**<br>The following pairs of words rhyme: stick/chick; truck/duck; ring/swing |
| **Activity Book page 82** | **Activity Book: Activity 2**<br>1. Draw learners' attention to the pictures around the crossword and elicit the names.<br>2. Learners work individually to complete the crossword.<br>**Feedback**<br>Put learners in pairs so they can compare their crosswords.<br>**Answers**<br>(Down) 1 cat; 2 fish; 3 duck<br>(Across) 1 chick; 4 bug; 5 hen |
| | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation sentence.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | 1. Ask learners to give their opinions about the story, for example *What is your favourite part of the story? Who was your favourite character? Is Fix-it Fish a good friend to have? Why?* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying the phoneme-grapheme correspondences.

(G2.3.3.1.3) Read irregularly spelt high frequency sight words.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and respond to questions.<br>**Speaking:** To ask and answer questions about a picture using the present continuous.<br>**Reading:** To recognise the written form of nouns for vegetables.<br>**Writing**: To write the prepositions *above* and *under.* | • ask and answer questions using the present continuous and short answers<br>• understand and use simple prepositions of place. |

**Link to prior learning:**

- Present continuous questions and short answers

**21st Century Skills:**

- Critical Thinking and Problem Solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences

**Key vocabulary:** *potatoes, carrots, peppers, onions, tomatoes, beans, above, under*

**Key expressions/structure:** Present continuous question and answer forms: *Is the boy picking a pepper? No, he isn't.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have problems forming present continuous questions and answers correctly, for example, omitting the auxiliary verb. Encourage learners to look at the question prompts in the book for support.

**Resources/equipment needed:**

Learner's Book page 102

Activity Book page 83

Realia: potato, carrot, onion, tomato, pepper, green bean, bag

PCM 48: *carrots, onions, tomatoes, peppers, beans, potatoes*

## UNIT 5 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 48** | 1. Before class, prepare a bag with the vegetables in it. Take out the bag at the beginning of the class. Ask learners to guess what is in the bag. Take out the vegetables one by one, say the name of the vegetable and show the word card (PCM 48). Stick the word cards on the board.<br>2. Put the vegetables on the table and ask learners to think about where the vegetables come from.<br>3. Tell learners they are going to learn more about these vegetables and how they grow. |
| **Resources** | **Main Activity** |
| **Learner's Book page 102** | **Growing vegetables: Activity 1**<br>1. Learners look at the picture on page 102. Say the names of the vegetables and ask learners to repeat the words after you.<br>2. Draw learners' attention to the Language detective box. Read the question and demonstrate above and under using gestures (put your hands in the hair and say above, then put your hands towards your feet and say under). Ask learners to look at the picture in the Language detective box and answer the question.<br>3. Learners look at the picture for one minute then close their books. Ask learners to stand up. Tell them you are going to show them a vegetable. If the vegetable grows above the ground, they put their hands in the air. If it grows under the ground, they put their hands down towards their feet. Hold up each vegetable (or vegetable flashcard) one by one and learners respond.<br>**Answers**<br>**Above**: tomatoes, peppers, beans<br>**Under:** carrots, onions, potatoes |
| **Learner's Book page 102** | **Ask and answer: Activity 2**<br>1. Demonstrate the activity by asking a confident learner to come to the front of the class with their book. Write the following short answers on the board for support:<br>*Yes, he is.*<br>*No, he isn't.*<br>*Yes, they are.*<br>*No, they aren't.*<br>2. Ask the learner the following questions and ask them to use the correct short answer response:<br>*Are the potatoes growing above the ground? ( No, they aren't. )*<br>*Is the boy picking a tomato? ( Yes, he is. )*<br>3. Divide the class into pairs and ask them to ask and answer questions about the picture using the question forms in the speech bubbles. |
| **Activity Book page 83** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the Writing tip box in Learner's Book page 102. Explain that we can join some words together, for example, *He is*/*He's, It is*/*It's, They are*/*They're.* Remind learners of *I am*/*I'm.* Write the words on the board.<br>2. Ask learners to look at the picture in Activity Book page 83. Focus on the picture and ask learners to describe what they see.<br>3. Read the first question aloud and tell learners to trace the line to the answer. Ask a learner to read the answer. Check learners understand what to do, then tell them to work in pairs to match the questions to the answers. |

| | |
|---|---|
| | **Feedback**<br>Check the answers as a class, by reading the questions and having individual learners say the answers.<br>**Answers**<br>1 d; 2 b; 3 c; 4 e; 5 a |
| **Activity Book page 83** | **Activity Book: Activity 2**<br>1. Ask learners to read the questions, then look back at the picture and write *yes, no* or *isn't*.<br>**Feedback**<br>Put learners in pairs to check their work, then check the answers as a whole class by asking one learner to read the question and another learner to say the answer.<br>**Answers**<br>1 No, aren't; 2 Yes; 3 No, isn't; 4 Yes; 5 No, isn't |
| **Resources** | **Plenary** |
| **Activity Book page 83** | 1. Put learners in pairs. One learner has the Activity Book open at page 83. The other learner has to try and remember what is happening in the picture. Then learners swap roles. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening**: To listen and identify the sequence of the life cycle stages.<br>**Speaking**: To talk about the life cycle of a bean plant.<br>**Reading**: To read sentences about the life cycle of a bean plant.<br>**Writing**: To write about a plant. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and use simple prepositions of place<br>• say affirmative sentences using the present simple and the present continuous. |
| **Link to prior learning:**<br>• Life cycles<br>• Present simple<br>• Present continuous<br>**21st Century Skills:**<br>• Critical Thinking: Introduce the concept of systems thinking by establishing cross-disciplinary learning – infusing English communication skills into mathematics, science, health, national education and social sciences | | |
| **Key vocabulary:** *leaf, roots, seed, stem*<br>**Key expressions/structure:** *We think _____ grows from seeds, We don't think ____ grows from seeds* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• For some learners the concept of the life cycle of a bean plant may be new so previous knowledge cannot be activated. Encourage learners to use the images to help clarify the concept. | | |
| **Resources/equipment needed:**<br>Learner's Book page 103<br>Activity Book page 84<br>Audio Track 75<br>Picture of a bean plant | | |

## UNIT 5 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show learners a sourced image of a bean plant.<br>2. Ask them if they can remember the life cycle of a hen and tell learners that a bean plant has a life cycle as well and they are going to learn about this today. |
| **Resources** | **Main Activity** |
| **Learner's Book page 103** | **Before you read: Activity 1**<br>1. Ask learners to look at the diagram on page 103. Explore the diagram with them and ask them if they can say what is happening. It is likely that learners won't be able to do this in English, so allow them to mime the cycle. |
| **Learner's Book page 103**<br>**Audio Track 75** | **Read and listen: Activity 2**<br>1. Ask learners to look at the pictures in the life cycle diagram. Point to the bean plant and ask learners to predict what happens in the life cycle. They can use gestures to demonstrate.<br>2. Play the audio. Learners listen and point to the correct picture. |
| **Learner's Book page 103** | **Things that grow from seeds: Activity 3**<br>1. Learners look at the pictures in Activity 3 and work in pairs or groups to decide which things grow from seeds.<br>2. Write these sentence stems on the board and ask learners to repeat them:<br>*We think ____ grows from seeds.*<br>*We don't think ____ grows from seeds.*<br>**Feedback**<br>Say the name of each picture in turn and ask learners to put their hands up if it grows from a seed.<br>**Answers**<br>a A corn plant grows from seeds.; b A tree grows from seeds.; c An ant doesn't grow from seeds.; d A flower grows from seeds. e A rock doesn't grow from seeds. |
| | **Differentiation activities (Support):**<br>1. Use mixed-ability groups to provide support for this task. |
| | **Differentiation activities (Stretch):**<br>1. Learners can report their group's predictions to the class. |
| **Activity Book page 84** | **Activity Book: Activity 1**<br>1. Focus on the pictures in Activity 1 and ask learners what they can see.<br>2. Read the sentences aloud and check learners understand. Ask learners: *Which picture does sentence a match?* and elicit the answer (picture 5).<br>3. In pairs, learners match the sentences to the pictures.<br>**Feedback**<br>Check the answers as a group by reading the sentences aloud and asking individual learners to say the number of the matching pictures.<br>**Answers**<br>1 b; 2 d; 3 c; 4 e; 5 a |

| | |
|---|---|
| | **Draw and write Activity 4**<br>1. Ask learners to look at the pictures. Elicit the order of the life cycle from the pictures.<br>2. Learners draw and write.<br>**Answers**<br>The duck/goose lays an egg.<br>A baby duckling/gosling grows inside the egg.<br>The duckling/gosling comes out the egg.<br>It starts to grow.<br>It becomes a duck/goose and lays an egg. |
| **Resources** | **Plenary** |
| **Audio Track 75** | 1. Divide the class into five groups. Allocate a stage of the life cycle to each group. Ask the group to act out their part of the life cycle when they hear their sentence on the audio.<br>2. Play the audio, pausing between each part of the life cycle.<br>3. If you have time, change the action for each of the group. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.2) Describe main ideas and key details in a text read aloud or information presented orally or through other media.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions.

(G2.3.5.1.2) Follow and recognise and respond to dual step instructions written with familiar words to perform simple actions, understand the connectives used for sequencing (e.g. *and, first, then*).

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To listen and respond to instructions.<br>**Speaking**: To say simple nouns and present simple affirmative sentences.<br>**Reading**: To read simple nouns and present simple affirmative sentences.<br>**Writing**: To label a diagram. | • say words following a model<br>• say present simple sentences in a sequence. |

**Link to prior learning:**

- Life cycles

**21st Century Skills:**

- Health Literacy: Learners will be able to make connections using English standards to other disciplines such as science, health, national education and social sciences

**Key vocabulary:** *roots, stem, leaf, seed, hole, pour, pull, weed, chase*

**Key expressions/structure:** Imperatives: *plant a little seed, pull a little weed*, etc. Present simple: *This is my bean plant, It's got a ____.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing the new vocabulary about plants. Model, drill and break words into syllables as necessary.

**Resources/equipment needed:**

Learner's Book page 104

Activity Book page 85

Audio Track 76

Handmade flashcards: *hole, weed*

PCM 49: *seed, stem, roots, leaf*

## UNIT 5 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to tell the class about the stages in the life cycle of a bean plant. Explain that they are going to talk about the different parts of a bean plant. |
| **Resources** | **Main Activity** |
| **Learner's Book page 104**<br>**PCM 49** | **Grow a bean plant: Activity 1**<br>1. Learners look at page 104. Point to the different parts of the bean plant and ask learners if they can name the different parts.<br>2. Say the names of the parts of the bean plant, one by one. Learners listen and point to the correct part of the plant.<br>3. Show the word cards (PCM 49) one by one and ask learners to read them aloud with you. After reading each card, ask learners to point to the correct part of the plant. |
| **Learner's Book page 104**<br>**Audio Track 76** | **Poem: Activity 2**<br>1. Ask learners to look at the picture on page 104. Ask: *What can you see?* Let learners discuss this in pairs first before you elicit the answer from the class.<br>2. Pre-teach the following key vocabulary for the poem using flashcards and/or gestures: *hole, pour, pull, weed, chase.* Demonstrate the poem with actions:<br>*Dig a little hole.* (Mime digging a hole.)<br>*Plant a little seed.* (Bend down and plant a seed in the ground.)<br>*Pour a little water.* (Mime pouring water on the seed.)<br>*Pull a little weed.* (Bend down and mime pulling out a weed.)<br>*Chase a little bug.* (Mime waving your arms to chase away the bug.)<br>*Where did it go?* (Make a questioning action.)<br>*Here comes the sun!* (Make a circle in the air with your hands to show the sun coming out.)<br>*Watch my garden grow.* (Mime the plant growing bigger.)<br>3. Learners listen to the audio and do the actions along with the poem.<br>4. Ask learners what kind of text this is – an information text, a story or a poem (poem).<br>5. Ask learners to repeat each line of the poem. Model this yourself or play the audio, pausing it so that learners can repeat easily. Then divide learners into groups to practise the poem. |
| **Activity Book page 85** | **Activity Book: Activity 1**<br>1. Ask learners to look at the jumbled letters in Activity 1. Write the first one on the board and unscramble it as a whole class to demonstrate the activity.<br>2. Learners then work individually to unjumble the letters to spell the words.<br>**Feedback**<br>Ask individual learners to spell the words and write them on the board for learners to check their answers.<br>**Answers**<br>1 seeds; 2 bean; 3 plant; 4 leaf; 5 stem; 6 roots |

| | |
|---|---|
| **Activity Book page 85** | **Activity Book: Activity 2**<br>1. Learners read the instructions, draw and label a bean plant.<br>2. Learners write a description of their bean plant drawing.<br>**Feedback**<br>Put learners in pairs so they can show each other their drawings. |
| | **Differentiation: (Support)**<br>1. Learners can copy the drawing from Learner's Book page 104 and just label their drawing. |
| | **Differentiation: (Stretch)**<br>1. Learners work without the support of the Learner's Book and write a couple of sentences about their drawing underneath the picture. |
| **Resources** | **Plenary** |
| | 1. Invite learners to come up to the front to perform the poem from Learner's Book Activity 2 for the rest of the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words.

(G2.4.1.1.2) Write legibly progressing form left to right, space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To listen to a chant and identify pictures.<br>**Speaking**: To say a chant.<br>**Reading**: To read simple statements using the present simple, read questions using the present continuous.<br>**Writing**: To complete the missing letters in words. | • ask questions using the present continuous<br>• answer present continuous questions using short answers<br>• say words following a model. |

**Link to prior learning:**

- Vocabulary from Lessons 6–11

**21st Century Skills:**

- Learning and Innovation Skills: Introduce learning and understanding of the importance of Feedback in English, from teachers and other students

**Key vocabulary:** *potatoes, tomatoes, onions, peppers, carrots, beans, under, above, ground, fish, leaf, seed, roots*

**Key expressions/structure:** Present continuous statements, questions and short answers; present simple questions: *Which one doesn't lay eggs?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may find the chant difficult to say because of the speed of delivery. Allow learners to listen and do the actions only to familiarise them with the chant. Then model and drill the chant line by line.
- Some learners may find it difficult to read simple sentences. Allow learners to work in pairs for support.

**Resources/equipment needed:**

Learner's Book page 105

Activity Book page 86

Audio Track 77

Mini whiteboards, laminated sheets of white paper or large strips of paper for each pair; marker pens

PCMs 47, 48 and 49: *fish; peppers, carrots; leaf, seed, roots*

## UNIT 5 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide the class into pairs. Give each pair a mini whiteboard (or equivalent) and marker.<br>2. Say the words *leaf, stem, roots, seed* one by one and learners have to draw each one on their mini whiteboard (or equivalent).<br>3. When they have finished, learners can show each other their drawings. Invite a more confident learner to the front of the class to draw on the board. |
| **Resources** | **Main Activity** |
| **Learner's Book page 105**<br>**Audio Track 77** | **Chant: Activity 1**<br>1. Ask learners to look at the picture of the basket on page 105 and say which vegetables they can see.<br>2. Learners listen to the audio and point to the vegetables in Activity 1 as they hear them.<br>3. Demonstrate the chant using actions and the audio.<br>4. Ask learners to join in the chant by doing the actions only.<br>5. Repeat the chant line by line with the learners.<br>6. Divide learners into mixed-ability groups and let them perform the chant in their groups.<br>**Feedback**<br>Invite some of the groups to come and perform the chant for the class, if time. |
| | **Differentiation activities (Support):**<br>1. Learners can just do the actions as they listen to the chant or join in with the repeated phrases, for example, *under the ground.* |
| | **Differentiation activities (Stretch):**<br>1. Learners can lead the chant in their groups. |
| **Learner's Book page 105** | **Read and point: Activity 2**<br>1. Draw learners' attention to the sentences and read them together. Check their understanding. Read the first sentence and ask learners to hold up their books and point to the correct picture.<br>2. Then put learners in pairs so they can read the remaining sentences together and find the correct picture. Circulate and help learners as necessary.<br>**Feedback**<br>Check the answers as a whole class, by asking learners to put their hands up if they would like to read the sentence and say the correct answer.<br>**Answers**<br>1 a, d, f, g; 2 f; 3 b, c; 4 b; 5 c, e |
| **Activity Book page 86**<br>**PCM 47**<br>**PCM 48**<br>**PCM 49** | **Activity Book: Activity 1**<br>1. Learners look at the words in Activity 1. Elicit the missing letter from the first word and tell learners to write it in the word.<br>2. Then, learners work individually to complete the activity.<br>**Feedback**<br>Allow learners to check their answers in pairs. Stick the word cards on the board so learners can check what they have written.<br>**Answers**<br>1 fish; 2 leaf; 3 seed; 4 peppers; 5 carrots; 6 roots |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs and can use word cards for support. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished the activity, they can write different words from Unit 5 and draw pictures of them. |
| **Activity Book page 86** | **Activity Book: Activity 2**<br>1. Draw learners' attention to the pictures in Activity 2 and ask them to say what they can see.<br>2. Read the questions and check learners' understanding.<br>3. Read aloud the first question and then ask: *Yes or no?* Elicit *No.* Remind learners of the short answer form *No, he isn't.* Learners write the answer on lined paper.<br>4. Repeat in this way for all of the questions. Be sure to remind learners of the short answer form. You may like to write these on the board for learners to copy.<br>**Answers**<br>1 No, he isn't.; 2 Yes, it is.; 3 Yes, they are.; 4 No, he isn't.; 5 Yes, they are. |
| **Resources** | **Plenary** |
| **Activity Book page 86** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.

(G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension and in a manner that sounds like natural speech.

(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational texts, etc.).

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives**: | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To listen and follow a folktale, to respond to questions about a folktale.<br>**Speaking**: To answer questions about a folktale.<br>**Reading**: To read a folktale and answer questions. | • read simple sentences in the present continuous<br>• identify the text type and key elements of the text type. |

**Link to prior learning:**

- Animal vocabulary
- Present continuous

**21st Century Skills:**

- Social and Cross-Cultural Skills**:** Introduce learning to know when to speak and when to listen respectably

**Key vocabulary***: hen, chick, duck, pick, bread, wheat, flour, grind, make bread, help, helpful, delicious, busy, myself, wash the dishes, sweep the flour*

**Key expressions/structure:** *Can you please help me to ____?, Sorry, I'm busy; I'm ____ ing it myself, Can you/we please ____? Will you ____?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners will not be familiar with vocabulary to describe aspects of a story, for example, characters, setting, beginning, middle and ending. Pre-teach these items and provide a simple task for learners to identify each of the aspects of the story.

**Resources/equipment needed:**

Learner's Book pages 106-108

Activity Book page 87

Audio Track 78

A loaf of bread

Handmade flashcards: *bread, flour, water, wheat, oven*

PCM 50: *make bread, pick wheat, wash the dishes, sweep the floor*

## UNIT 5 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Tell learners they are going to read and listen to a story about some farm animals. Show learners a piece of bread or a flashcard of bread. Ask them if they know how to make bread. Demonstrate by showing them the flashcards of wheat and flour.<br>2. Demonstrate making bread and get learners to join in doing the actions with you. (Pick the wheat, grind the wheat into flour, mix the flour with water, shape the bread, put it in the oven.) |
| **Resources** | **Main Activity** |
| **Learner's Book pages 106-108**<br>**Audio Track 78**<br>**PCM 50** | **Before you read: Activity 1**<br>1. Read the questions and ask learners to look at the pictures on page 106. Elicit the answers from learners. Present the main actions *make bread, pick wheat, wash the dishes, sweep the floor* by demonstrating and showing the word cards (PCM 50). Stick the word cards on the board as support for learners to refer to during the story.<br>2. Encourage them to share their ideas. If they speak in L1, repeat the words back at them in English.<br>3. Then play the audio while learners follow the text in their books. Ask learners: *Do you like the story?*<br>4. Play the story again. Then talk to learners about the message/moral of the story. Ask questions such as: *Do all the animals make the bread? (No, only Little Red Hen); Do all the animals eat the bread? (Yes); Why does Little Red Hen share the bread? (Because it's important to share)*<br>**Answers**<br>Little Red Hen is making bread.<br>No, Duck and Chick aren't helping her. |
| **Activity Book page 87** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the question in Activity 1 and read it aloud. Explain the meaning of *setting* (it is where the story happens) and ask learners to think about where the story takes place.<br>2. Have learners read the options, then elicit the correct answer. Tell learners to circle the answer.<br>**Answer**<br>2 (a farm) |
| **Activity Book page 87** | **Activity Book: Activity 2**<br>1. Copy the diagram from Activity 2 on the board. Write the words *beginning, middle* and *end* and explain the meaning, using the diagram to illustrate this.<br>2. Check learners' understanding by pointing to different sections in the diagram and asking learners to say *beginning, middle* or *end.*<br>3. Direct learners to Activity 2 in their Activity Book. Read aloud the sentences in the Word box. Explain to learners that they need to decide if they happen at the beginning, middle or end of the *Little Red Hen* story.<br>4. Learners work in pairs to complete the diagram. |

| Activity Book page 87 | **Feedback**<br>Check the answers as a whole class by asking individual learners to read out the sentences in each section. Write these in the diagram on the board so learners can check.<br>**Answers**<br>Beginning – 6; Middle – 1, 2, 5; End – 3, 4, 7 |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can write only the number of the corresponding phrase in the diagram. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write the full sentence in the diagram. |
| **Resources** | **Plenary** |
| | 1. Tell learners they are going to play *Teacher says*. Before you start the game, demonstrate the actions from the story (*read a recipe, play hopscotch, make the bread,* etc.) and ask learners to copy you.<br>2. Play *Teacher says*, using the sentences above. Remind learners that they must only do the action if you say *Teacher says.* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.2) Describe main ideas and key details in a text read aloud or information presented orally or through other media.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions.

(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational texts, etc.).

(G2.3.6.1.1) Recognise and identify the basic features of narrative text genres (e.g. stories and fairytales) and information text, use various texts features (e.g. headings, subheadings and captions) to locate key facts in a text.)

(G2.3.6.1.2) With help and guidance, read emergent readers to identify who is telling the story at various points in a text and identify the elements of plot, setting and characters, such as a story's beginning, middle and ending.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening**: To listen and identify a picture.<br>**Speaking**: To describe pictures using the present continuous.<br>**Reading**: To read sentences using the present continuous and decide if they are true or false. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read and say sentences in the present continuous. |
| **Link to prior learning:**<br>• Vocabulary from Lesson 13<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce creative thinking activities, such as brainstorming, to learn and respect all ideas | | |
| **Key vocabulary:** *hen, chick, duck, pick, bread, wheat, flour, grind, make bread, help, helpful, delicious, busy, myself, wash the dishes, sweep the flour*<br>**Key expressions/structure:** *Can you please help me to ____?, Sorry, I'm busy; I'm ____ ing it myself, Can you/we please ____? Will you ____?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may not be able to retell the story in English. Provide support for this by using the story map and reviewing the sentences for this through a listening.<br>• Some learners may not be able to use the present continuous accurately. Model this and write the structure on the board before the activity. Monitor and correct as necessary. | | |
| **Resources/equipment needed:**<br>Learner's Book page 109<br>Activity Book page 88<br>Word cards PCM 51: *Can you please help me?, Will you…? Sorry, I'm busy.* | | |

## UNIT 5 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Page 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember about the Little Red Hen story. With books closed, try to piece the story together as a whole group. You may like to write down the words that learners remember on the board. |
| **Resources** | **Main Activity** |
| **Learner's Book page 109** | **Think about the story: Activity 1**<br>1. Focus on the questions on page 109. Read them and check learners' understanding.<br>2. Then read the questions one by one and elicit the answers from learners.<br>**Answers**<br>1 Little Red Hen, Duck, Chick and Bird; 2 Duck and Chick; 3 A happy ending; 4 (Learners' own answers.) |
| **Learner's Book page 109**<br>**PCM 51** | **Story map: Little Red Hen: Activity 2**<br>1. Learners look at the pictures. Elicit what is happening in each picture. Read out the following sentences: *Little Red Hen is picking the wheat., Little Red Hen is grinding the wheat., Little Red Hen is making the bread., Little Red Hen is feeding the bird., Chick is washing the dishes and Duck is sweeping the floor.* and have learners repeat after you.<br>2. Then ask a learner to come to the front of the class with their book. Demonstrate the activity. The learner points to a picture and you say the sentence. Then you point to a picture in the story map and the learner says the sentence using the present continuous. Write the sentence structure on the board. Use PCM 51 to help with the activity.<br>3. Divide the class into pairs. Learners take turns testing their partner as you demonstrated. |
| | **Differentiation activities (Support):**<br>1. Learners can have their books open at the story on pages 106–108 to help them with their sentences. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write the sentences in their notebooks or make up new sentences for the pictures. |
| **Activity Book page 88** | **Activity Book: Activity 1**<br>1. Read the sentences in Activity 1 aloud and check learners' understanding.<br>2. Read the first sentence and ask: *Yes or no?* Elicit *yes.*<br>3. Individually, learners read the sentences and choose the correct answer.<br>**Feedback**<br>Read the sentences one by one, and ask learners to stand up if the answer is *yes* and remain seated if it *no.*<br>**Answers**<br>1 yes; 2 no; 3 no; 4 yes; 5 no |

| Activity Book page 88 | **Activity Book: Activity 2**<br>1. Ask learners to look at Activity 2. Explain the meaning of favourite character. Say the names of the characters and ask learners to put their hands up when they hear their favourite character.<br>2. Learners choose their favourite character and circle the picture.<br>3. Read the question *Who's your favourite character?* and have learners repeat. Ask a few learners the question and write their answers on the board to model the activity.<br>4. Put learners in pairs so they can do the activity. |
|---|---|
| **Resources** | **Plenary** |
| | 1. Ask different pairs to tell the class about their favourite character and if it is the same as their partner's. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.3.5.1.5) With support, retell main ideas, facts and key details in a text, retell stories such as fables and folktales from diverse cultures (using Arabic as necessary) and understand their central message, lesson or moral.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading**: To read sentences using the present continuous.<br>**Listening**: To listen to a folktale.<br>**Speaking**: To read a character's part in a story.<br>**Writing**: To write a simple sentence using the present continuous. | • use contractions in present continuous statements. |

**Link to prior learning:**

- Present continuous
- Contracted form of verb *to be*

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *hen, chick, duck, pick the wheat, grind the wheat, make the bread, wash the dishes, sweep the floor, eat*

**Key expressions/structure:** *Can you/we please …? Sorry, I'm busy. Me too., Will you wash the dishes?, Will you sweep the floor?* Present continuous: *I'm sweeping the floor.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may have problems reading aloud. Provide support while monitoring and allocate different roles based on learners' abilities.
- Learners may struggle to differentiate between the contracted and the full form of the verb *to be*. Work through the Writing tip with learners, using examples from the story text to highlight this.

**Resources/equipment needed:**

Learner's Book page 110

Activity Book page 89

Audio Track 78

## UNIT 5 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 78** | 1. Elicit the names of the characters from the folktale and write these on the board. (Little Red Hen, Duck and Chick)<br>2. Divide the class into three groups and allocate one of the characters to each group, for example, *Group one – Little Red Hen,* etc.<br>3. Tell the groups that when they hear their character speak in the story, they stand up.<br>4. Play the audio for the class. The groups listen and stand up, for example, Group 1 stands up when they hear *Can you please help me pick the wheat?* |
| **Resources** | **Main Activity** |
| **Learner's Book page 110** | **Who says it? Activity 1**<br>1. Ask learners to read the sentences on page 110. Read the sentences and ask learners to point to the correct character.<br>2. Ask learners to look at the Writing tip. Remind them we can use contractions to join the words together when we are speaking quickly. Write the contraction in a different colour on the board, for example, *We're eating the bread.*<br>3. Read aloud the first sentence and elicit the contracted form (*I'm picking the wheat).* Put learners in pairs so they can practise saying the sentences with the contracted form of the verb *to be* and pointing at the characters.<br>**Feedback**<br>Ask individual learners to put their hands up if they would like to read out the sentences.<br>**Answers**<br>1 I'm picking the wheat. (Little Red Hen)<br>2 I'm making the bread. (Little Red Hen)<br>3 Sorry, I'm busy. (Chick and Duck)<br>4 We're all eating the bread. (Little Red Hen)<br>5 I'm washing the dishes. (Chick)<br>6 I'm sweeping the floor. (Duck)<br>4. Draw learners' attention to the Words to remember box. In pairs, they look and find the words in the story on pages 106–8 of the Learner's Book. You may like to ask them to circle the words as they find them. |
| **Learner's Book page 110** | **I'm busy: Activity 2**<br>1. Focus on the title of the activity (*I'm busy!*) and ask learners to remember who says it in the story (Chick and Duck). Elicit the meaning of *busy* and demonstrate by acting it out (for example, rush around so it looks like you don't have any time).<br>2. Ask learners to think of something that they do that keeps them busy. Elicit some ideas and write the sentences on the board using the present continuous (with the contracted form of verb *to be*).<br>3. Learners draw a picture of themselves doing something that keeps them busy, then they copy the sentence prompt from Activity 2 in their books and complete it. Learners can write in their notebooks. Circulate and help learners with any difficulties in writing words.<br>**Feedback**<br>Learners can show each other their pictures in pairs. |

| | |
|---|---|
| **Learner's Book page 110** | **Act it out: Activity 3**<br>1. Divide learners into groups of three. Allocate a character to each learner in the group: Little Red Hen, Duck, Chick.<br>2. Ask learners to take turns reading out their part of the story dialogue using their books. They can also do the actions as they speak.<br>3. Then, ask learners to read the story again and underline *I'm* and *We're*. |
| | **Differentiation activities: (Support)**<br>1. Allocate the role of Duck or Chick to less confident learners. |
| | **Differentiation activities: (Stretch)**<br>1. Allocate the role of Little Red Hen to more confident learners as her role is more challenging. |
| **Activity Book page 89** | **Activity Book: Activity 1**<br>1. Show learners the pictures and sentences in Activity 1. Demonstrate the activity by doing the first example on the board.<br>2. Ask learners to read the sentences and fill in the gaps using the words from the Word box.<br>**Answers**<br>1 Hen; 2 is; 3 bread; 4 are; 5 Chick, Duck |
| **Resources** | **Plenary** |
| **Activity Book page 89** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension and in a manner that sounds like natural speech.

(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational texts, etc).

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening**: To listen to a chant and identify the initial *h* sound.<br>**Speaking**: To say a chant focusing on pronunciation of the initial *h* sound.<br>**Reading**: To read and identify words with the initial *h* sound.<br>**Writing**: To write words with the initial *h* sound | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• say words following a model<br>• identify and say words with the initial *h* sound. |
| **Link to prior learning:**<br>• Present simple affirmative sentences<br>**21st Century Skills:**<br>• Learning and Innovation Skills: Learning to develop, implement and communicate new ideas to others effectively in English | | |
| **Key vocabulary:** *hen, house, hat, hay, has, happy, horse, hand, head*<br>**Key expressions/structure:** *Who has Hen's hat? Horse has Hen's hat.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not be able to hear/identify the target sound. Include a listening activity to focus learners on the sound first. Exaggerate the sound slightly if necessary, or break the word down into sounds. Use words that learners are already familiar with. | | |
| **Resources/equipment needed:**<br>Learner's Book page 111<br>Activity Book page 90<br>Audio Tracks 79 and 80<br>Flashcards: *hen, duck, chick, horse, sheep, cow* | | |

## UNIT 5 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Tell learners you are going to say some words. Explain that they should put up their hand if the word was in the Little Red Hen story. Read out the words: *chick, hen, pick, bread, duck, bird, egg*.<br>**Answers**<br>All of the words feature in the story except for *egg*. |
| **Resources** | **Main Activity** |
| **Learner's Book page 111**<br>**Audio Track 79** | **The initial *h* sound: Activity 1**<br>1. Model the initial *h* sound for learners and ask them to repeat it with you.<br>2. Play the audio for learners to listen and point at the pictures. Then play again, pausing after each word for learners to repeat.<br>3. Say a word (for example, *hay*) and ask learners to hold up their books and point at the correct word/picture.<br>4. Put learners in pairs so they can continue the activity, testing each other on the words and practising the initial *h* sound. |
| **Learner's Book page 111**<br>**Audio Track 80** | **Who has Hen's hat?: Activity 2**<br>1. Learners look at the pictures. Ask them to say what they can see.<br>2. Play the audio. Learners point to the correct picture when they hear the word *hat.*<br>3. Play the audio again. Learners hold up their hand when they hear the initial *h* sound.<br>4. Write the words with the initial *h* sound on the board as learners give you the answers. Draw learners' attention to the letters in the word that makes this sound.<br>5. Ask them if it is always the letter *h* that makes this sound. (No – *wh* also makes the sound.)<br>6. Divide the class into four groups and read the chant as a class, with each group saying a section. You can continue chanting and rotate the groups so that all of the groups have the opportunity to read each section. |
| **Activity Book page 90** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the pictures in Activity 1. Elicit the names of each picture.<br>2. Explain to learners that, in each pair, they need to circle the picture that begins with the initial *h* sound.<br>3. Learners complete the activity individually.<br>**Feedback**<br>Check the answers as a whole class. Ask individual learners to put their hands up and say the words that begin with the initial *h* sound. Write the words on the board.<br>**Answers**<br>1 hen; 2 horse; 3 head; 4 hand |
| | **Differentiation activities (Support):**<br>1. Write the words on the board in the order in which they appear in the activity, to help learners identify the words with the initial *h* sound. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write the word under each picture. |

| | |
|---|---|
| **Activity Book page 90** | **Activity Book: Challenge**<br>1. Ask learners to look back at Activity 1 and tell you which words represent body parts (*head, foot, hand, nose*). Then ask: *Which ones have the initial h sound?* Elicit: *hand, head.*<br>2. Ask the learners to read the sentence and complete the task. If necessary, you can write the words on the board for learners to copy. |
| **Activity Book page 90** | **Activity Book: Activity 2**<br>1. Show learners the pictures. Explain that they need to read the sentence and draw the hat in the correct picture. Then they can colour the pictures.<br>**Feedback**<br>Put learners in pairs so that they can compare their answers.<br>**Answers**<br>Learners should draw a hat on the picture of the horse. |
| **Resources** | **Plenary** |
| | 1. Ask some of the learners to come to the front of the class and perform the chant from Learner's Book Activity 2 for the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.3.2.1.1) Students consolidate hearing and saying the phoneme-grapheme correspondences, for example, (s, m, c, ck, l, t, g, h) and hear and say phonemes in the initial and final positions.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words.

(G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrate comprehension and in a manner that sounds like natural speech.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and identify vocabulary items which contain the target phonic sounds.<br>**Speaking:** To say words with the target phonic sounds accurately.<br>**Reading:** To read words containing the target phonic sounds and sentences with the present continuous.<br>**Writing**: To write the contracted form of the verb *to be.* | • use the contracted form of the verb *to be* in present continuous sentences<br>• identify and say the short *i* sound<br>• identify and say the initial *h* sound. |

**Link to prior learning:**

- The short *i* sound
- The initial *h* sound
- Present continuous

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *chick, house, wing, ship, stick, hand, six, hen, hat, sweep, happy, feed, cow*

**Key expressions/structure:** Present continuous contracted forms; *Who has the hen's hat? ____ has the hen's hat*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may still have problems recognising and producing the target phonic sounds. Provide support and sensitive correction by remodeling the pronunciation of the word and asking the learner to repeat after you. Praise and encourage them.

**Resources/equipment needed:**

Learner's Book page 112

Activity Book page 91

A hat; nine small squares of paper per learner

## UNIT 5 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners if they can remember the chant about the hen's hat from Lesson 16. Say the chant with the class and correct learners if necessary.<br>2. Tell learners they are going to play a game. Show them a hat. Tell them this is the hen's hat. Learners close their eyes while you put the hen's hat on a learner's head.<br>3. Ask the class to open their eyes and ask the question: *Who has Hen's hat?* Learners respond, for example, *Mahmoud has Hen's hat.* Repeat this a couple of times.<br>4. If time, divide the class into two groups. Tell Group 1 they are going to give the hen's hat secretly to one of the children in their group and hide it. Group 2 close their eyes while Group 1 give someone the hen's hat. Group 1 ask: *Who has Hen's hat?* Group 2 guess by saying ____ *has Hen's hat*. If it's true, Group 1 say *yes*. |
| **Resources** | **Main Activity** |
| **Learner's Book page 112** | **Game: Activity 1**<br>1. Learners look at the pictures on the game board. Elicit the names of each of the pictures with the whole class before you start the game.<br>2. Give each learner nine small squares of paper.<br>3. Read out the following words slowly: *hen, chick, six, house, wing, hand, hat, ship, stick.* Learners listen to you read out the words and cover the pictures as they hear them.<br>4. Then ask learners to uncover all the pictures, and put them in pairs. First, learners point at and say the words with the initial *h* sound. Then they repeat with words with the short *i* sound. Demonstrate the sounds to help learners identify the words.<br>5. Play the game again but this time ask learners to choose two of the pictures and cover them before you read out the words. (This makes the game more competitive and fun. The first person to cover all their remaining squares is the winner.)<br>**Feedback**<br>Ask individual learners to put their hands up and tell you the words with the *h* and *i* sounds.<br>**Answers**<br>Initial *h* sound: house, hen, hand, hat<br>Short *i* sound: chick, wing, ship, stick, six |
| | **Differentiation activities (Support):**<br>1. Learners listen and play the game to give them more recognition practice of the words in preparation for the next activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners take on the role of the teacher and call out the words. |
| **Learner's Book page 112** | **Test your friend: Activity 2**<br>1. Demonstrate the activity with the class. Ask a confident learner to come to the front. Point at one of the images on the game board in Activity 1 and ask the learner to say the word. Ask the class if this is correct. If the learners have good literacy skills, you can elicit the spelling.<br>2. Divide learners into pairs and ask them to take it in turns to test each other to say words from the game board. Monitor and check for accurate pronunciation. |

| | |
|---|---|
| **Learner's Book**<br>**Page 112** | **Yes or no?: Activity 3**<br>1. Focus on the picture in Activity 3. Ask learners what they can see in the picture and encourage them to contribute with ideas.<br>2. Read the first sentence aloud, then ask learners to look at the picture and say *yes* or *no*. Elicit: *yes.*<br>3. Check that learners understand the activity. Then put them in pairs so they can read the sentences and say *yes* or *no.*<br>**Feedback**<br>Check the answers as a whole class. Read a sentence and ask learners to put their hands up if the answer is *yes* and to sit on their hands if the answer is *no.*<br>**Answers**<br>1 Yes; 2 Yes; 3 Yes; 4 No; 5 Yes |
| **Activity Book**<br>**page 91** | **Activity Book: Activity 1**<br>1. Focus on the pictures in Activity 1. Elicit the words for each picture from learners.<br>2. Demonstrate the activity by doing the first example with the class.<br>3. Learners complete the activity individually.<br>**Feedback**<br>Check the answers as a whole class. Ask individual learners to say the incorrect word in each sequence.<br>**Answers**<br>1 c (kick); 2 c (mouth) |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs for support when completing the activity. Monitor and say the words to help learners hear the sound. |
| | **Differentiation activities (Stretch):**<br>1. Learners can work alone to complete the activity. When they have finished, they can design an extra example themselves to test the rest of the class. |
| **Activity Book**<br>**page 91** | **Activity Book: Activity 2**<br>1. Ask learners to look at the pictures and tell you what is happening in each one.<br>2. Read the first question aloud and ask learners to look at the picture and tell you *yes* or *no* (yes). Draw learners' attention to the Word box and ask them to identify which answer goes with that question (*Yes, it is.*). Learners write this next to the question.<br>3. Learners complete the activity, writing the answers next to the questions.<br>**Feedback**<br>Check the answers as a whole class by reading out the question and choosing individual learners to say the answer.<br>**Answers**<br>1 Yes, it is.; 2 No, he isn't.; 3 No, they aren't. |
| **Resources** | **Plenary** |
| **Activity Book**<br>**page 91** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |
| **Standards/SLOs:**<br>(G2.3.2.1.1) Students consolidate hearing and saying the phoneme-grapheme correspondences.<br>(G2.3.3.1.3) Read irregularly spelled high frequency sight words. | | | |

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To listen and respond, listen and answer a question, listen and choose the correct picture.<br>**Speaking**: To ask and answer questions using the present continuous.<br>**Reading**: To read simple statements with *can.* | • understand and say affirmative sentences using the present continuous<br>• ask questions using the present simple and present continuous tenses<br>• use short answers in the present simple and present continuous tenses. |

**Link to prior learning:**

- Vocabulary from Unit 5

**21st Century Skills:**

- Flexibility and Adaptability: Introduce learning and understanding of the importance of Feedback in English, from teachers and other students

**Key vocabulary:** farm activities *(driving a tractor, picking dates, fixing a tractor, planting vegetables, feeding chicks);* farm animal vocabulary *(cow, sheep, duck, hen, chick, horse);* vegetables

**Key expressions/structure:** Present continuous affirmative and question forms, short answers

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not use the present continuous affirmative or question forms accurately. Write the structure on the board for support and remind learners to use this.

**Resources/equipment needed:**

Learner's Book page 113

## UNIT 5 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Play a mime game. Give the instructions and learners do the actions:<br>*You're driving a tractor.*<br>*You're feeding the chicks.*<br>*You're planting vegetables.*<br>*You're picking dates.*<br>*You're fixing the tractor.*<br>*You're making bread.*<br>*You're washing the dishes.*<br>*You're sweeping the floor.*<br>2. Divide the class into groups. Let them take turns to play the mime game in their groups. One learner chooses an action. The other learners in the group guess the action by saying *You're ____.*<br>Write the sentence stem and the short answers on the board for support:<br>*You're ___ing.*<br>*Yes, I am. / No, I'm not.* |
| **Resources** | **Main Activity** |
| **Learner's Book page 113** | **Can you remember?: Activity 1**<br>1. Show learners the picture on page 113 of the Learner's Book. Ask them to describe what they can see, what is happening, etc.<br>2. Put learners in pairs. Write the following verbs on the board: *sleep, feed, fix, eat.* Drill pronunciation and check learners' understanding. Elicit a sentence about the picture using the words on the board, for example, *the baby is sleeping*. In pairs, learners talk about the picture and make similar sentences. Monitor the activity and offer help as necessary.<br>3. Then, draw learner's attention to the example sentences in the speech bubbles. Say sentences about the picture, such as *The boy is fixing a toy car., The man is eating., etc.* Encourage learners to say if they are true or false, and correct the false sentences. If you feel learners are confident enough to do this in pairs, let them carry on the activity with a partner. If not, make this a whole-class activity. You may also like to include sentences with *there is/there are,* such as *There are tomatoes.* |
| **Learner's Book page 113** | **Guessing game**<br>1. Play a guessing game with the class. Ask a confident learner to come to the front of the class. Ask them to secretly choose an animal or person from the picture in Activity 1.<br>2. Write the following question prompts on the board and encourage learners to ask them to guess the secret person/animal. For example:<br>Learner 1: *Is it a person?*<br>Learner 2: *Yes, it is./No, it isn't.*<br>Learner 1: *Is it an animal?*<br>Learner 2: *Yes, it is./No. it isn't.*<br>Learner 1: *Is he/she/it ____ing?*<br>Learner 2: *Yes, ___ is./No, ___ isn't.*<br>Learner 2: *Is it number ____?*<br>3. When learners have guessed the number, another learner can have a turn. Continue until all learners have had a turn. |

**Quiz**

1. Divide the class into mixed-ability teams/groups. Learners can discuss their answers in groups before telling the class.
2. Ask the following questions:

*1 Say the names of three farm animals.*
*2 Say the names of two vegetables that grow above the ground.*
*3 Say the names of two vegetables that grow under the ground.*
*4 Say the names of three parts of a bean plant.*
*5 Say the names of two things that grow from seeds.*
*6 Say the names of three animals that lay eggs.*
*7 Say two words with the short* i *sound.*
*8 Say two words with the initial* h *sound.*

**Feedback**

To make the quiz more competitive, set up a scoring system on the board. Each team receives a point for each correct answer.

**Answers**

Possible answers:

1 cow, sheep, duck, dog, chick, hen

2 peppers, beans, tomatoes

3 carrots, potatoes, onions

4 leaf, stem, roots, seed

5 trees, plants, flowers, vegetables

6 duck, hen, bird, snake, turtle

7 chick, kick, big, fish, fix, it, swing, ship, etc.

8 hen, hat, hand, happy , horse, hay, etc.

| **Resources** | **Plenary** |
|---|---|
| **Learner's Book page 113** | Look what I can do!<br>1. Ask learners to look at the statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from Grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and follow instructions.<br>**Speaking**: To say simple nouns, say affirmative sentences in the present continuous.<br>**Reading**: To read instructions.<br>**Writing**: To write letters of the alphabet, write words for each letter of the alphabet, draw and label a map. | • say the alphabet<br>• write simple nouns<br>• write affirmative sentences in the present continuous. |

**Link to prior learning:**

- Vocabulary from Unit 5

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** the alphabet, farm animals, farm activities, vegetables

**Key expressions/structure:** *There are … ,* present continuous affirmative: *The hens are eating.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to follow multi-step instructions. Give instructions slowly, write them on the whiteboard for support, model with examples and check that learners understand what they have to do before starting the project.
- Learners may not be used to working effectively in groups. Set out behaviour expectations before starting the project. Give clear instructions and set time limits. Monitor closely to check that groups are on task at all times.

**Resources/equipment needed:**

Learner's Book page 114

Project A: Cards for making alphabet chart, pencils, rubbers, sharpeners, coloured pencils, flashcards and word cards from Unit 5, sticky tape

Project B: Large poster or flipchart paper (one for each group and some extra), sheets of white paper for drawing/cutting up, pencils, rubbers, sharpeners, coloured pencils, pairs of scissors, glue sticks, sticky tape

## UNIT 5 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. As a whole class, brainstorm the vocabulary they can remember from this unit. Learners take turns to say different words they remember.<br>2. You can build up a word bank on the board, using these headings: *Farm animals, Things you can see on a farm, Farm activities, Vegetables.*<br>3. As you write up the words in the word bank on the board, revise the alphabet by asking learners what letter each one begins with. |
| **Resources** | **Main Activity** |
| | You should choose **one** of the project options below. |
| **Learner's Book page 114** | **Option 1**<br>**Project A: Make an alphabet chart**<br>1. Learners work in groups of six to make an alphabet chart for farm vocabulary. Learners can use the word bank on the board to help them.<br>2. Learners draw a picture of their word and then write the word below.<br>3. Above the picture, they write the letter the word begins with, in upper and lower case.<br>4. Learners practise presenting their project in their groups.<br>5. Learners can also practise playing the game 'I spy':<br>*I spy with my little eye, something with the letter ____* |
| **Learner's Book page 114** | **Option 2**<br>**Project B: Draw a map of a farm**<br>1. Write the following instructions on the board: *Design your farm. You need animals, vegetables and people. The people and animals are doing things, for example, The cows are eating. The dog is sleeping. The farmer is driving a tractor.*<br>2. Learners decide in their groups which things they are going to have on their farm and decide who is going to draw each thing.<br>3. Give out the materials for the project. (Give small sheets of blank paper for learners to draw on. They can each draw on these, cutting out their pictures and sticking them on the poster paper at the end.)<br>4. Learners plan how they are going to present their project to the rest of the class. Encourage them to use the example on Learner's Book page 114 for ideas. You can also write useful sentence stems on the board, such as:<br>*There are_____ on our farm.*<br>*They are ____ing.* |
| | **Differentiation activities (Support):**<br>1. Learners work in mixed-ability groups. Make sure that all learners are involved in creating the project and provide opportunities for them to be successful.<br>2. Break instructions down into steps and write these on the board if necessary. |
| | **Differentiation activities: (Stretch)**<br>1. Learners can contribute more to the project in linguistic terms, for example, take on more responsibility for writing text in English. They can also be given additional responsibilities, such as group organiser, checking for errors, etc. |

| Resources | Plenary |
|---|---|
| | 1. Collect in the projects and make sure the groups have written their names on their project.<br>2. Involve learners in collecting up the materials and giving them to you and also in tidying up the classroom.<br>3. Tell learners that in the next lesson they will present their projects to the rest of the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen and respond to instructions of one or more steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, location and actions using present simple tense and present continuous.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.3.5.1.2) Follow and recognise and respond to dual step instructions written with familiar words to perform simple actions, understand the connectives used for sequencing.

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening**: To listen to classmates' presentations.<br>**Speaking**: To present a project to the class, ask and answer questions about the projects.<br>**Reading**: To read classmates' project posters. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• make a simple presentation of a project using the present simple and present continuous tenses. |
| **Link to prior learning:**<br>• Vocabulary from Unit 5<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** the alphabet, farm animals, farm activities, vegetables<br>**Key expressions/structure:** *There is/are ____ on our farm. The cows are ____ing.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable presenting their project in pairs or groups in front of the class. Allow learners to present their projects to another pair or small group. This also allows all groups time to present their projects. If learners have presented once, they may feel more confident to present to the class. | | |
| **Resources/equipment needed:**<br>Learners' projects from Lesson 19<br>PCM 9 | | |

## UNIT 5 LESSON 20 TASKS/ACTIVITIES

| Resources | Starter |
|---|---|
| | 1. Remind learners about the projects they produced in the previous lesson. Tell them they are going to take turns presenting their project to their classmates.<br>2. Divide learners into their project groups and give them back the project materials they made in the previous lesson. |
| **Resources** | **Main Activity** |
| | 1. Give learners some time to practise presenting their project again with their group. Monitor and help them if necessary.<br>2. Give each student their copy of PCM 9.<br>3. Tell learners they are now going to present their project. Explain that learners will record how many stars they get for their project presentation.<br>4. Remind learners that they will take turns presenting their project and that they must listen to their classmates when they are speaking. You can award points for good behaviour if you want.<br>5. Learners show and present their project.<br>6. When learners have presented, draw their attention to the Project 5 row on PCM 9 and tell them to colour the face that represents how they feel about their project.<br>7. Next, ask each learner to say how many stars they give another classmate. That classmate then colours in that number of stars next to Project 5 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>8. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |
| **Resources** | **Plenary** |
| | 1. Stick the projects on the walls of the classroom and ask learners to do a gallery walk and look at/read the posters/projects. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.2.1) Apply speaking skills to present information, concepts and ideas effectively in a variety of situations.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.2.1.1.9) Ask for clarification about the topics under discussion.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a poem, listen for information.

**Speaking:** To ask and answer questions about what people can do.

**Reading:** To read and recite a poem.

**Writing:** To write about using the senses.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- say words following a model
- understand and ask simple questions using *can*
- write simple sentences with *can* and verbs for the senses.

**Link to prior learning:**

- *I can ...*
- Colours
- Parts of the body

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *eyes, ears, hand, nose, mouth; see, hear, smell, senses, touch, taste*

**Key expressions/structure:**

*Can* with sense verbs to express ability: *I can hear with my ...*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty forming *can* statements and questions, for example, using the verb following *can* and inversion for question forms. Model the language structures clearly and write on the board. Correct learners as appropriate.

**Resources/equipment needed:**

Learner's Book page 115

Activity Book page 92

Audio Tracks 81 and 82

A bottle of perfume; a picture of a landscape

Flashcards: *nose, hand, mouth, rabbit*

Handmade flashcards/Pictures: eyes, ears, cherries

PCM 52: *eyes, ears, nose, hand, mouth*

## UNIT 6 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 52** | 1. Play a game of 'Salman says' to review the parts of the body.<br>2. Say: *Let's play 'Salman says'*. Give instructions. Say: *Salman says ...* and use body parts from Unit 3, for example, *Salman says touch your ear. Salman says touch your nose with your finger. Salman says touch your right foot.*<br>3. Learners follow the instructions and do the actions. If an action is not preceded by *Salman says*, learners must not do the action. If they do the action, they are out and must sit down.<br>4. Continue playing until there is only one learner standing. They are the winner.<br>5. Learners take turns being the teacher and giving instructions.<br>6. Finally, stick the word cards (PCM 52) on the board, point to a word and have learners point to the correct body part. |
| **Resources** | **Main Activity** |
| **Learner's Book page 115**<br>**Audio Track 81** | **Read and listen: Activity 1**<br>1. Show learners the picture of a landscape. Ask: *What things can you see in the picture?*<br>2. Show learners the bottle of perfume, open it, point at your nose and say: *It smells nice.*<br>3. Tell learners that we have five senses; mime to make your meaning clear.<br>4. Say: *see, hear, smell, taste, touch.* Point to your eyes, ears, nose, mouth and hands. Learners mime and repeat after you.<br>5. Open books at page 115. Point to the poem. Play the audio a few times. Learners point to the different parts of their faces.<br>6. Play again. Pause after each line for learners to repeat.<br>7. Practise reciting the poem together.<br>8. Ask: *What can you do with your ears/eyes/nose/mouth?* |
| **Learner's Book page 115**<br>**Audio Track 82** | **In the park: Activity 2**<br>1. Point to the picture on page 115 and ask learners what they see.<br>2. Play the audio once. Tell learners to look at the picture while they listen. They don't point at this stage. Mime to help learners understand.<br>3. Say: *Let's listen and point.* Play the audio again. This time, learners find and point to the corresponding item in the picture.<br>4. Point at the picture of the cherries and toy rabbit in the Learner's Book, say the words and have learners repeat after you. Check for correct pronunciation. |
| **Activity Book page 92** | **Activity Book: Activity 1**<br>1. Ask learners to read and complete the sentences with the words in the Word box.<br>2. Walk around and check individual learners are spelling words correctly.<br>**Feedback**<br>Check the answers as a whole class by asking individual learners to read out the completed sentences. Write the sentences on the board.<br>**Answers**<br>1 I see with my eyes.; 2 I hear with my ears.; 3 I smell with my nose.; 4 I taste with my mouth.; 5 I touch with my hand. |

| | |
|---|---|
| **Activity Book page 92** | **Activity Book: Challenge**<br>1. Read the instructions and provide examples, such as *I can see a desk. I can hear children.* Write the examples on the whiteboard.<br>2. Learners look around them and write about what they can see. Then ask them to pay attention to sounds they can hear and write about them. Circulate, helping with additional vocabulary if necessary. Write any words learners say on the whiteboard.<br>**Feedback**<br>Learners compare sentences with a partner. Select some learners to read their sentences to the class and write the sentences on the whiteboard. |
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards and word cards of things they are likely to see or hear around them, or write the words on the whiteboard. |
| | **Differentiation activities (Stretch):**<br>1. Let learner write additional sentences with *I can see* and *I can hear*. |
| **Resources** | **Plenary** |
| **Activity Book page 92** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a poem, listen for information.

**Speaking:** To ask and answer questions about what people can do.

**Reading:** To read and recite a poem.

**Writing:** To write about how learners can use their senses, write a new verse.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- say words following a model
- understand and ask simple questions using *can*
- write simple sentences with *can* and verbs for the senses.

**Link to prior learning:**

- *I can …*
- Colours
- Animals

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** (Revision: *eyes, ears, hand, nose, mouth); see, hear, smell, senses, touch, taste; cat, bird, duck, horse, sheep*

**Key expressions/structure:** *Can* with verbs for the senses to express ability: *I can say meow*.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing the verbs for the senses. Drill the correct pronunciation as a whole class and then in small groups when introducing the vocabulary.

**Resources/equipment needed:**

Learner's Book pages 115 and 116

Activity Book page 93

Audio Tracks 83 and 84

Flashcards: *cat, bird, duck, horse, sheep*

PCM 53: *smell, touch, hear, taste*

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 115** | 1. Say the poem *Two little eyes* from Lesson 1.<br>2. Encourage learners to repeat the poem.<br>3. Change the speed and pitch of voice. |
| **Resources** | **Main Activity** |
| **Learner's Book page 116**<br>**Audio Track 83**<br>**PCM 53** | **Topic vocabulary: Activity 1**<br>1. Focus on page 116. Direct learners' attention to the words: *see, hear, smell, taste* and *touch*. Play the first part of the audio and mime to make the meanings clear.<br>2. Play the first part of the audio again. Pause after each word so that learners can point at the correct picture and repeat.<br>3. Display the word cards (PCM 53) on the board. Read the words together. Check for correct pronunciation.<br>4. Play the second part of the audio. Direct learners' attention to the pictures.<br>5. Play the second part of the audio again and pause after each sentence.<br>**Answers**<br>eyes; ears; nose; mouth; hand; 'touch' is not in the poem. |
| **Learner's Book pages 115 and 116** | **Your five senses: Activity 2**<br>1. Write *see*, *hear*, *smell*, *taste* and *touch* on the board. Ask learners to look at the picture of the park on page 115.<br>2. Point at *see* on the board. Say the word and ask learners to say what they can see in the picture in their books. Then repeat with the other verbs.<br>**Feedback**<br>Check answers as a whole class. Call on learners who raise their hand. Write the answers on the board.<br>**Answers**<br>See: baby, family, trees, pond, water, flowers, train<br>Hear: birds, train, people<br>Smell: flowers<br>Taste: cherries<br>Touch: toy rabbit, flowers |
| **Activity Book page 93** | **Activity Book: Activity 1**<br>1. Explain the activity. Learners look at the picture carefully and colour it in according to the instructions.<br>2. Ask: *What can the children hear? What can the children see?*, etc.<br>**Feedback**<br>Check answers as a whole class. Call on learners who raise their hand.<br>**Answers**<br>Smell: flower<br>Taste: cherry<br>Hear: bird |

| | |
|---|---|
| **Learner's Book page 116**<br>**Audio Track 84** | **Say a poem: Activity 3**<br>1. Show the flashcards of the animals, then say the name of each animal and have learners repeat. Stick the pictures of the animals on the board.<br>2. Say: *There are lots of animals in the park.*<br>3. Play the audio once. Learners listen to the sound and point to the animal.<br>4. Play the first line of the audio again, then pause. Learners repeat the sound the animal makes. Repeat for the other lines.<br>5. Play the audio a third time and pause after each line. Learners repeat the line.<br>6. Finally, learners say the whole poem with the audio. |
| | **Differentiation activities (Support):**<br>1. Read the audioscript slowly if the audio is too fast and pause after each line. |
| | **Differentiation activities (Stretch):**<br>1. Learners can read the lines of the poem in the Learner's Book. |
| **Activity Book page 93** | **Activity Book: Activity 2**<br>1. Ask learners to look at the pictures, read the words and use their finger to trace the word to the animals. They then draw the lines.<br>**Feedback**<br>Put learners in pairs and ask them to check their answers together. Then ask learners to raise their hand and call on them to give answers.<br>**Answers**<br>1 c – bird; 2 e – cat; 3 b – duck; 4 a – sheep; 5 d – horse |
| **Resources** | **Plenary** |
| **Learner's Book Page 116** | **Guessing game: Activity 4**<br>1. Play the guessing game in pairs or as a class competition. Pretend to be an animal and make a sound. Learners guess the name of the animal. Encourage learners to use the animals in the poem in the previous activity, or remind them of farm animals seen in Unit 5 (sheep, cow, etc.).<br>2. Learners can win a point for every animal they guess correctly in the game. At the end the winning learner or pair is the one with the most points. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand key information.<br>**Speaking:** To talk about differences in pictures.<br>**Reading:** To read and understand a text.<br>**Writing**: To complete sentences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use *can* with verbs of the senses to make simple affirmative sentences. |
| **Link to prior learning:**<br>• Vocabulary from Units 1–5<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *see,* **Key expressions/structure:** *I can see …;* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have problems with the use of the present simple verb *to be* third person singular and plural forms. Elicit sample sentences for Pictures A and B, write them on the whiteboard and underline the verb and the subject to make it clear for learners. | | |
| **Resources/equipment needed:**<br>Learner's Book page 117<br>Activity Book page 94<br>Audio Track 85<br>Flashcards and handmade flashcards/pictures from Lessons 1 and 2<br>PCM 53: *see, smell, touch, hear, taste* | | |

## UNIT 6 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. As a class, learners recite the poem *What do they say*? from Lesson 2. |
| **Resources** | **Main Activity** |
| **Learner's Book page 117**<br>**Audio Track 85** | **From my window: Activity 1**<br>1. If there is a window in your class that looks outside, ask learners to look out of it and tell you what they can see.<br>2. Draw learners' attention to the picture in their books and explore it with them. Ask them to tell you what they can see in the picture.<br>3. Explain to learners that they will listen to Badria talking about what she can see out of her window. Learners have to listen and decide whether it is true or false, according to what they can see in the picture.<br>4. Play the audio, pausing after each sentence for learners to say *yes* or *no*.<br>**Answers**<br>1 yes; 2 yes; 3 no; 4 no; 5 yes; 6 yes |
| **Learner's Book page 117** | **Seeing: Activity 2**<br>1. Point at the pictures in turn and ask: *What are the children doing? What can you see in the picture?*<br>2. Ask learners to point out some differences between the two pictures.<br>3. Read each sentence, allowing learners to fill in the gaps.<br>4. Learners should come up with their own sentences for the last two examples. Walk around and assist learners with new words and spellings. Write the words on the board.<br>**Feedback**<br>Ask volunteer learners to raise their hands and read out their sentences.<br>**Answers**<br>Picture A: 1 There are *two* books on the table.; 2 The boys have *black* hair. 3 The books are *red* and *green*.; 4 Possible answers: The boys are wearing white tops. There is a toy cat.<br>Picture B: 1 There are *three* books on the table.; 2 The boys have *brown* hair.; 3 Two of the books are *red*. The other book is a *blue*.; 4 Possible answers: One boy is wearing a green top. There is a toy horse. |
| **Activity Book page 94**<br>**PCM 53** | **Activity Book: Activity 1**<br>1. Explain to learners that they will now draw what they can see from their bedroom window or a window in their house.<br>2. Give learners some time to draw the picture and then to complete the sentence.<br>3. Monitor learners' work, helping them as necessary and writing any new words on the board.<br>**Feedback**<br>Learners show their pictures in pairs and read out their sentences. |
| | **Differentiation activities (Support):**<br>1. Give learners word cards to copy from. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write extra sentences about what they can hear from their window when it is open. |

| | |
|---|---|
| **Activity Book page 94** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | **Memory Game**<br>1. Display flashcards and pictures with vocabulary from Lessons 1–3 with the picture facing upwards on the whiteboard and let learners see all of them for 30 seconds.<br>2. Remove the flashcards from the whiteboard.<br>3. Ask learners to talk in pairs about which flashcard they saw. You may like to pair a more able/confident learner with a less able/confident learner and ask them to write down the names of the flashcards.<br>**Feedback**<br>Elicit and check the answers with the whole class. Write the words on the board. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand key information in simple questions.<br>**Speaking:** To say how things smell, ask and answer questions about smells.<br>**Reading:** To read simple nouns.<br>**Writing:** To make a list and write short answers to questions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• make and understand simple affirmative sentences using verb *to smell*<br>• ask *yes/no* questions and give short answers in the present simple. |
| **Link to prior learning:**<br>• Verbs of the senses<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *onion, fish, soap, mango, flowers, smoke, perfume, coffee, mint*<br>**Key expressions/structure:** Present simple questions: *Do you like the smell of …? Yes, I do. No, I don't.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may confuse the positive and affirmative form in short answers, for example, they may say *Yes, I don't*. or *No, I do*. Correct this mistake orally and give learners the opportunity to say it again. | | |
| **Resources/equipment needed:**<br>Learner's Book page 118<br>Activity Book page 95<br>Realia of objects that smell (for example, a mango, perfume, coffee, an onion, a flower)<br>Handmade flashcards/Pictures: *soap, mango, smoke, flowers, fish, onion, perfume, coffee, mint*<br>PCM 54: *soap, mango, smoke, flowers, fish, onion, coffee, mint, perfume, Yes, I do., Do you like the smell of…?, No, I don't.* | | |

## UNIT 6 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Place the realia (the objects that smell) into a bag.<br>2. Ask learners to sit on the floor in a circle, and tell them to close their eyes.<br>3. Take out one object and give learners the chance to smell it (still with their eyes closed) and say what it is.<br>4. Put the object back in the bag, ask learners to open their eyes and tell you what they think the object was.<br>5. Repeat with the other objects. |
| **Resources** | **Main Activity** |
| **Learner's Book page 118**<br>**PCM 54** | **Smelling: Activity 1**<br>1. Introduce the key vocabulary of soap, mango, smoke, flowers, fish, onion, perfume, coffee and mint by showing learners realia or pictures, then saying the words (PCM 54) and asking learners to repeat.<br>2. Ask learners to open their books at page 118. Revise the vocabulary by pointing at the pictures and asking questions. For example, ask *What's this? Is it an apple or a mango?* Repeat for *coffee*, *mint* and *perfume*.<br>3. Focus on the speech bubbles and read the dialogue with learners.<br>4. In pairs, learners ask and answer questions about the pictures, using the dialogue as a model.<br>**Feedback**<br>Ask individual learners about different smells, and elicit a short answer. |
| | **Differentiation activities (Support):**<br>1. Provide learners with sentence prompts on paper strips. |
| | **Differentiation activities (Stretch):**<br>1. Let learners draw and write additional sentences. |
| **Activity Book page 95** | **Activity Book: Activity 1**<br>1. Focus on the pictures and the question.<br>2. Ask a few example questions: *Do you like the smell of (flowers)?*<br>3. Learners answer and then write in their Activity Books. Walk around and assist learners as needed.<br>**Feedback**<br>Learners compare their answers with their partner.<br>**Answers**<br>Learners' own answers. |
| **Learner's Book page 118** | **Favourite smells: Activity 2**<br>1. Ask: *What's your favourite smell?* and elicit answers from a few learners.<br>2. Put learners in pairs, so they can ask each other about their favourite smells.<br>3. Then, ask learners to tell the class about their partner's favourite smell. Elicit the structure: *His/Her favourite smell is…*<br>4. Write up the smells on the board to make a list – help learners with any new words.<br>5. In their notebooks, learners draw a picture of their favourite smell and then write a sentence, following the model on page 118 of their Learner's Book.<br>**Feedback**<br>Invite individual learners to read their sentences for the rest of the class. |

| | |
|---|---|
| **Activity Book page 95** | **Activity Book: Challenge**<br>1. Show learners the Challenge question.<br>2. Ask learners to give examples of smells they like, or remind them of the list you made on the board in the previous activity.<br>3. Learners write down their answers in their Activity Book.<br>**Feedback**<br>Learners compare their answers with their partners to see if they like the same smells. |
| | **Differentiation activities (Support):**<br>1. Write up words of smells from this and the previous lessons on the board. Learners select three words and write them in their books. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write a sentence about each word from this lesson in their notebooks. |
| **Activity Book page 95** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| **Pictures/ flashcards** | **I-Spy game**<br>1. Review vocabulary from this lesson and previous lessons.<br>2. Stick pictures or flashcards on the walls.<br>3. Divide class into four teams.<br>4. Choose a picture and say: *I spy a word that begins with* (first sound) / *ends with* (last sound of the word) *and that I can smell.*<br>5. One learner from each team runs to the picture or flashcard. The first learner to tap the word and say it correctly gets a team point. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and understand key information.<br>**Speaking:** To say how things feel and talk about differences.<br>**Reading:** To read and understand a scenario.<br>**Writing:** To correctly spell simple adjectives. | • understand and write simple adjectives to describe how things feel. |

**Link to prior learning:**

- Verbs of the senses

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *apple, ball, door, sock, bat, paper clip, pencil, ring, worm, noodle, quilt;* adjectives: *soft, hard, round, flat, short, long, big, little, rough, smooth*

**Key expressions/structure:** Revision of present simple questions: *How does it feel?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the lesson vocabulary, particularly with vowels and consonants that are problematic for Arabic learners, such as *rough, round, smooth, short* and *long*. Model pronunciation clearly, breaking words down into syllables and demonstrating how the mouth moves when saying these words. Ask learners to copy your demonstrations. Correct pronunciation sensitively.

**Resources/equipment needed:**

Learner's Book page 119

Activity Book page 96

Fluffy toys, a stone, a plastic toy, small plastic or rubber balls; a blindfold; one small bag per pair of learners

Flashcards: sock, apple, pencil, ball, bat

Handmade flashcards or pictures: paper clip, ring, worm, noodle, quilt, door

(PCMs 53, 54 and 55): *see, smell, touch, hear, taste, soap, mango, smoke, flowers, fish, onion, coffee, mint, perfume; soft, hard, round, flat, short, long, big, little, How does it feel?, rough, smooth*

## UNIT 6 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 53**<br>**PCM 54** | 1. Prepare the following word cards from PCMs 53 and 54: *smell, touch, hear, see, taste, soap, perfume, coffee, mint, fish, onion, mango, flowers.*<br>2. Divide the learners into three teams and invite one learner from each team to come up to the board.<br>3. Show one of the team members a word card. They must draw or mime the word to their team. If the team guesses the word, they get a point. Repeat with the other teams.<br>4. Ask the team members to sit down, and then invite another team member from each team to come up to the board. Repeat the game.<br>5. Continue until you run out of word cards. |
| **Resources** | **Main Activity** |
| **Learner's Book page 119** | **Touching: Activity 1**<br>1. Ask learners to touch the different objects (for example, fluffy toys, a stone, a plastic toy, a rubber ball) to introduce the key vocabulary*: soft, hard, round, flat, short, long, smooth* and *rough*. Ask: *How does it feel?*<br>2. Learners then give more examples of things that are soft, hard, etc.<br>3. Ask learners to close their eyes. Blindfold one of the children. Say: *Imagine you are blind and you can't see. You touch something (soft). What is it?* Elicit answers from learners.<br>4. Focus on the picture of the blindfolded girl on page 119. Read the question and elicit the answer from learners.<br>5. Focus on the pictures in the table and ask: *How do these objects feel?* Elicit an adjective from learners. Ask: *How are the objects similar (same) and different?*<br>**Feedback**<br>Ask learners who hold up their hand to give the answers. Write the answers on the whiteboard.<br>**Answers**<br>Ball: hard, round<br>Pencil: hard, long<br>Bat: hard, flat<br>Paper clip: hard, flat, smooth<br>Socks: soft<br>Wood: hard, rough |
| **Activity Book page 96** | **Activity Book: Activity 1**<br>1. Point to the pictures in Activity 1. Say the words and have learners repeat. Then ask: *Is a ring hard? Is it long?,* etc. and elicit adjectives to describe it. When you have elicited that the ring is *hard, round, little,* tell learners to write these words on the lines next to the picture.<br>2. Learners work independently to complete the activity. They then check their answers with a partner.<br>**Feedback**<br>Call on learners who raise their hands to give answers. Write the correct answers on the whiteboard so learners can copy them. |

| | |
|---|---|
| | **Answers**<br>A ring: hard, round, little<br>A coconut: rough, round, hard<br>A door: hard, flat, big<br>An apple: hard, round, little, smooth<br>A quilt: soft, flat, big<br>A noodle: soft, round, long |
| **Activity Book page 96**<br>**PCM 55** | **Activity Book: Challenge**<br>1. Focus on the Challenge question.<br>2. Encourage learners to offer examples and write them in their Activity Book.<br>3. Walk around and help with additional vocabulary if necessary. Write any new words on the board. |
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards and word cards to help them select a word. |
| | **Differentiation activities (Stretch):**<br>1. Learners draw a picture and write a word (PCM 55) for *round* and *soft* in their notebook. |
| **Learner's Book page 119** | **Mystery bag: Activity 2**<br>1. Take one of the small bags and, without the learners seeing, place a pencil in it. Model the dialogue and mime with one learner.<br>2. Put learners in pairs (name them Learner A and Learner B) and give each pair a small bag. Tell Learner As to close their eyes and tell Learner Bs to put something from their school bag/pencil case into the bag. When all Learner Bs have put something in their bag, Learner As can open their eyes. They feel the object in the bag and ask *yes*/*no* questions to try and guess what Learner B has put in it. Then have learners swap roles and repeat the procedure. Walk around and assist learners if necessary. You can also give learners the objects used to introduce adjectives in Activity 1 (rubber ball, fluffy toy, etc.) to use in the mystery bags. |
| **Resources** | **Plenary** |
| | 1. Ask learners to take all of the objects out of their bags and describe them to the rest of the class. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using simple present tense and present continuous.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.2.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To talk about the five senses and describe pictures.<br>**Listening:** To listen to a description of a picture.<br>**Reading:** To read simple nouns and verb phrases.<br>**Writing**: Write questions and short answers using the verb *like*. | • say and understand simple sentences with *like*<br>• understand and use *yes/no* questions and short answers using the present simple. |

**Link to prior learning:**

- Language from Unit 6 Lessons 1–5

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** Revision from Unit 6 Lessons 1–5

**Key expressions/structure:** Revision from Unit 6 Lessons 1–5

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may be confused between the use of *touch/feel, hear/sound* and *see/look*. Write example sentences on the whiteboard and explain. Check learners' comprehension by asking them to provide examples.

**Resources/equipment needed:**

Learner's Book page 120

Activity Book page 97

Audio Track 81

Flashcards: *nose, mouth, tongue*

Handmade flashcards or pictures: *eyes, ears; see, hear, smell, like, senses, touch, taste*

PCM 53: *senses, see, smell, touch, hear, taste*

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 81** | **Two little eyes**<br>1. Play the chant from Lesson 1. Learners point to the different parts of their faces and sing along.<br>2. Ask one of the learners to lead the activity. Learners sing the song and point to the different parts of their face without the audio. |
| **Resources** | **Main Activity** |
| **Learner's Book page 120** | **What can you do?: Activity 1**<br>1. Open books at page 120.<br>2. Explore the pictures with learners and read the example sentence.<br>3. In pairs, learners say what they can do with each body part, as in the example.<br>**Feedback**<br>Hold your book up, point to a picture and ask individual learners to say the correct sentence.<br>**Answers**<br>I can see with my eyes.; I can taste with my mouth.; I can smell with my nose.; I can touch with my hand.; I can hear with my ears. |
| **Learner's Book page 120**<br>**PCM 52** | **Hear, see, smell: Activity 2**<br>1. Write *I can smell…*, *I can see…*, *I can hear…* on the board. Elicit some sentences from learners about what they can smell/see/hear at that moment.<br>2. Then tell learners to look at the pictures on page 120. Put learners in pairs and assign a picture to each learner in the pair. Learners take it in turns to imagine they are the child in the picture and say what they can hear, see and smell in the picture. If necessary, stick the word cards (PCM 52) on the board to remind learners of the verbs for the senses.<br>**Feedback**<br>Ask volunteer learners to describe the pictures. |
| **Activity Book page 97** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures and elicit the verbs for the senses.<br>2. Then read through the words next to number one and ask learners to say which is the odd one out (the one that doesn't go with *taste*). Tell learners to circle *sun.*<br>3. Learners work individually to read and circle the words.<br>**Feedback**<br>Learners can compare their answers in pairs. Then ask learners to put their hands up and correct the activity as a whole class.<br>**Answers**<br>1 sun; 2 star; 3 sky; 4 rug |
| | **Differentiation activities (Support):**<br>1. Write the words of the objects on the board and draw a simple picture next to them to give learners a visual representation of the words. |
| | **Differentiation activities (Stretch):**<br>1. Let learners add other words of things you can taste/hear/feel/smell. |

| | |
|---|---|
| **Activity Book**<br>**page 97** | **Activity Book: Activity 2**<br>1. Learners read the first two questions, circle the correct verb and then write *Yes, I do* or *No, I don't*.<br>**Feedback**<br>Ask pairs of learners to role-play the questions and answers in open pairs in front of the whole class.<br>**Answers**<br>Learners' own answers |
| **Learner's Book**<br>**page 120**<br>**Activity Book**<br>**page 97**<br>**PCM 53** | **Asking questions: Activity 3** and **Activity Book: Activity 3**<br>1. Ask two individual learners the questions from Activity Book Activity 2.<br>2. Then draw learners' attention to the blank questions in Activity 3 in the Activity Book. Explain that learners need to complete the questions as they like. You can stick word cards (PCM 53) on the board to give learners some examples of words to choose from.<br>3. Learners write the questions individually. Circle the room, offering help as necessary.<br>4. Then, put learners in pairs. They ask each other the questions and write down their partner's answers.<br>**Answers**<br>Do you like the smell of perfume? – Yes, I do. / No, I don't.<br>Do you like the taste of ice cream? – Yes, I do. / No, I don't. |
| **Resources** | **Plenary** |
| **Activity Book**<br>**page 97** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and recognise differences between sounds.<br>**Speaking:** To say how things sound.<br>**Reading:** To read simple sentences.<br>**Writing**: To correctly spell adjectives. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and use simple adjectives and nouns. |
| **Link to prior learning:**<br>• Verbs for the senses<br>**21st Century Skills:**<br>• Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen respectably | | |
| **Key vocabulary:** adjectives: *loud, quiet, high, low*<br>**Key expressions/structure:** *I think the ____ is____ .* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to distinguish between high and low sounds. Give plenty of examples including with your own voice. Let learners try to make their own low and high sounds. | | |
| **Resources/equipment needed:**<br>Learner's Book page 121<br>Activity Book page 98<br>Audio Tracks 86 and 87<br>Flashcards: *flower, fish, ball, sock, bat, cat, horse, sheep, duck, train, bird*<br>PCM 56: *loud, quiet, high, low* | | |

## UNIT 6 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show a flashcard and ask learners to point to the body part they associate with it, for example, if you show a flower, learners can point to their nose and eyes.<br>2. Repeat with other flashcards. |
| **Resources** | **Main Activity** |
| **Learner's Book page 121**<br>**Audio Track 86**<br>**PCM 56** | **Different types of sounds: Activity 1**<br>1. Introduce the adjectives (*loud*/*quiet*/*high*/*low*) and explain the meaning (note that *high* and *low* refer to the pitch of the sound). Display the word cards (PCM 56) on the whiteboard.<br>2. Tell learners they are going to listen to some sounds.<br>3. Play the audio track and pause after each sound. Elicit from learners: *loud* or *quiet* for the first and second sounds, and *low* or *high* for the third and fourth sounds.<br>**Answers**<br>train – loud; popcorn popping – quiet; cow – low; mouse – high |
| **Activity Book page 98** | **Activity Book: Activity 1**<br>1. Divide learners into pairs. Read the instructions with the learners in the Activity Book.<br>2. Learners read the questions and circle the correct answer. Walk around and assist learners as needed by making the sounds if they don't know them.<br>**Feedback**<br>Check the answers as a whole class by calling on individual learners.<br>**Answers**<br>loud: ambulance<br>quiet: bee buzzing<br>high: bird<br>low: lion |
| **Learner's Book page 121** | **Making sounds: Activity 2**<br>1. Divide learners into mixed-ability pairs.<br>2. Model the activity with a learner. Ask: *Can you make a loud sound?* Learner says *yes* and makes the sound. (Example: *ring of alarm*)<br>3. In pairs, learners take turns to ask questions and make sounds. Walk around, monitor pair work and assist with giving sounds if learners cannot think of any.<br>**Feedback**<br>At the end, ask learners to share some of the different sounds they made.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Activity Book page 98**<br>**PCM 55** | **Activity Book: Activity 2**<br>1. Learners think of a loud and a quiet sound.<br>2. Give an example by drawing a picture and writing a model sentence on the board.<br>3. Learners write sentences for their sounds and draw pictures.<br>**Feedback**<br>At the end, ask volunteers to show their pictures and read their sentence to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 55) or a word list to select words from. |
| | **Differentiation activities (Stretch):**<br>1. Let learners draw pictures and write additional sentence for low and high sounds. |
| **Learner's Book page 121**<br>**Audio Track 87** | **What is it?: Activity 3**<br>1. Divide learners into small groups.<br>2. Play the audio. Ask learners to put their hands up when they know the sound. The first learner to put their hand up and say the correct word and an adjective to describe it, wins a point for their group.<br>3. Repeat with additional sounds.<br>**Answers**<br>1 car - loud/low; 2 train – loud/high; 3 phone ringing – loud/high; 4 sheep – quiet/low; 5 horse – loud/low; 6 duck – loud/low; 7 cat – quiet/high ; 8 bird – quiet/high |
| **Resources** | **Plenary** |
| **Activity Book page 98** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, adjectives.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To taste and feel differences between foods.

**Speaking:** To say how things taste and feel, speak about differences.

**Reading:** To read and complete sentences.

**Writing:** To correctly spell adjectives.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- use simple adjectives in affirmative sentences in the present simple
- form present simple sentences in the affirmative and negative.

**Link to prior learning:**

- Verbs of the senses
- Present simple

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *jam, cake, yoghurt, ice cream, apple, watermelon, salt, lemon, coffee, mango, chocolate, noodles*; adjectives: *cold, hot, sweet, sour, salty, juicy*

**Key expressions/structure:** *How does it taste? It's ... My favourite food is ....*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the lesson vocabulary, particularly with vowels and consonants in words such as *juicy* and *sour*. Model pronunciation clearly, breaking words down into syllables and showing the position of the mouth. Ask learners to copy your demonstrations. Correct pronunciation at the end of the lesson with choral drilling instead of correcting individual learners.

**Resources/equipment needed:**

Learner's Book page 122

Activity Book page 99

Audio Tracks 88 and 89

PCM 57: *yoghurt, mango, sweet, juicy, cold, sour, salty, hot*

## UNIT 6 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Revise sounds by drawing or writing the words of different objects on the board (for example, *bird, car, cow*), saying an adjective to describe the sound (*low, high, loud, quiet*).<br>2. Learners put their hands up and identify a word on the board with the sound you have described. |
| **Resources** | **Main Activity** |
| **Learner's Book page 122**<br>**Audio Track 88**<br>**PCM 57** | **Vocabulary: Activity 1**<br>1. Present the new vocabulary by saying the adjectives, showing learners the word cards (PCM 57) and asking them to repeat. Give examples of foods for each adjective (avoiding the pictures given in the book).<br>2. Divide learners into pairs. Open books at page 122. Point to the pictures and ask: *What is Haya eating? (noodles) What is Omar eating? (mango).*<br>3. Play the audio once for learners to listen. Then play again for them to listen and read in the book.<br>4. Go through each question, reading it aloud and eliciting the answer from learners. Encourage learners to notice that the adjectives are in blue in the text.<br>5. Focus on the final question and ask learners to think of, and tell you, food that can be described using each of the adjectives. Encourage them to think of foods they learned in Unit 2 (breakfast food and fruits). If a learner says a food item in Arabic, give the word in English and ask them to repeat it back to you.<br>**Answers**<br>1 Omar 2 Omar 3 Haya 4 Omar<br>5 Possible answers: cold and juicy – pineapples, strawberries, grapes, watermelons, oranges, pears, tomatoes; hot and salty – balaleet, fish |
| **Activity Book page 99** | **Activity Book: Activity 1**<br>1. Ask learners to look at the activity. Explain that the letters are in the wrong order. Copy number 1 (*rosu*) on the board and demonstrate writing the word in the correct order (*sour*). Repeat with number 2 (*ldco* to *cold*) until you are sure that learners understand what to do.<br>2. Learners work individually to unscramble the letters and write the words. Allow them to consult page 122 in their Learner's Books for extra support.<br>3. Focus on the pictures of food. Read out the names and have learners repeat. Ask learners to look at the first picture and tell you which adjective they could use to describe it (salty).<br>4. Learners then match the words to the pictures.<br>**Feedback**<br>Check the answers as a whole class by calling on individual learners to say the correct word.<br>Then ask individual learners to put their hands up and say the food that goes with each adjective.<br>**Answers**<br>1 sour – b; 2 cold – e; 3 sweet – c; 4 juicy – d; 5 hot – f; 6 salty – a |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Write the words (*sour, cold, sweet, juicy, hot, salty*) in random order on the board for learners to copy. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write other examples for *sweet, salty, sour, hot, cold*. |
| **Learner's Book page 122** | **Tasting: Activity 2**<br>1. Learners open their books. Tell learners to look at the pictures and elicit the names of the foods.<br>2. Ask: *Do you like (jam)? Is (jam) sweet?* and elicit *Yes, it is.*<br>3. Divide learners into pairs. In pairs, learners decide how each of the foods taste.<br>**Feedback**<br>At the end of the activity, as a whole class, say the food and then ask individual learners to say the correct adjective. .<br>**Answers**<br>watermelon – juicy/sweet; jam – sweet; yoghurt – cold and sweet; mango – sweet/juicy; balaleet – salty; chocolate – sweet; noodles – hot and salty; apple – sweet/sour |
| **Learner's Book page 122**<br>**Audio Track 89** | **Listen and point: Activity 3**<br>1. Tell learners to look back at the pictures of food in Activity 1 and 2, and elicit the food items.<br>2. Read out the sentence in the speech bubble and ask learners to point to the correct picture.<br>3. Explain that learners will listen to descriptions of foods, and they need to point to the pictures.<br>4. Play the audio, pausing after each sentence for learners to point to the pictures.<br>**Feedback**<br>Play the audio again, pause after each sentence and call on individual learners to say the correct word.<br>**Answers**<br>1 watermelon; 2 yoghurt; 3 balaleet; 4 jam |
| **Activity Book page 99**<br>**PCM 57** | **Activity Book: Activity 2**<br>1. Review the adjective word cards (PCM 57) with learners on the whiteboard.<br>2. Model an example. Show the learners a picture of your favourite food. Say: *I like _____. It tastes _____.*<br>3. Then ask: *What do you like?*<br>4. Learners ask and answer in the question in pairs.<br>5. Next they write the sentences in their Activity Book and draw a picture. Walk around and provide support with the spelling of any new words as needed.<br>**Feedback**<br>Invite learners to share their sentences with the whole class. |
| | **Differentiation activities (Support):**<br>1. Write an example sentence on the board that learners can copy into their books. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional sentences in their notebooks. |

| Resources | Plenary |
|---|---|
| **Activity Book page 99** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a rhyme, identify the sound of short *o*.<br>**Speaking:** To say a rhyme, act out a rhyme.<br>**Reading:** To recognise words with the short *o* sound, identify words in a word snake<br>**Writing**: To write words with the short *o* sound. | • read and write words with the short o sound<br>• say words following a model. |

**Link to prior learning:**

- Rhyming sounds

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *log, frog, fox, rock, hot, oil, pot, popcorn, grin, sizzle,*

**Key expressions/structure:** preposition: *on*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the lesson vocabulary, particularly with consonant blends, such as *fr* in *frog*. Model pronunciation clearly and drill in whole class and small groups. Ask learners to copy your demonstrations. Correct pronunciation sensitively at the end of the lesson and not with individual learners.

**Resources/equipment needed:**

Learner's Book page 123

Activity Book page 100

Audio Tracks 90 and 91

PCM 58: *log, frog, rock, hot, pot, popcorn, fox, sizzle, oil, hop, grin, pond*

## UNIT 6 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Revise the vowels by writing them on the board and drilling them with learners.<br>2. Assign an action to each vowel (for example, *a* = jump, *e*= hop). Ask learners to stand up. Call out the vowels at random, and learners do the corresponding actions. |
| **Resources** | **Main Activity** |
| **Learner's Book page 123**<br>**Audio Track 90**<br>**PCM 58** | **Listen and look: Activity 1**<br>1. Learners open books at page 123. Point to the pictures and say: *Let's listen.*<br>2. Play the audio and learners point to the letter *o* and the pictures in turn.<br>3. Explain the preposition *on*. Give a few examples of sentences with *on* using objects in the classroom: *The (pencil) is on the (book).*<br>4. Play the audio again. Pause after each sound or word. Learners repeat.<br>5. Ask learners to make a sentence using the words in the audio. |
| | **Differentiation activities (Support):**<br>1. Provide additional examples of words with the short *o* sound and repeat several times if needed. Use the word cards (PCM 58). |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think of any other words with the short *o* sound. |
| **Learner's Book page 123** | **Which picture?: Activity 2**<br>1. Focus on the pictures and introduce the new words (*log, fox, rock, hot*).<br>2. Read the sentences out and ask learners to repeat. Then they match them to the pictures.<br>**Answers**<br>1 c; 2 b; 3 a |
| **Activity Book page 100** | **Activity Book: Activity 1**<br>1. Remind learners what a word snake is and ask them to find the words in it.<br>2. Learners write the correct word next to the correct picture.<br>**Feedback**<br>Have learners check their answers in pairs, then check the answers with the whole class by calling on individual learners to say the words.<br>**Answers**<br>as**box**pth**frog**kssl**sock**prg**top**arr**fox**bbz**clock**js**rock**qu**log**shirt<br>1 top; 2 fox; 3 sock; 4 clock; 5 log; 6 frog; 7 rock; 8 box |
| **Learner's Book page 123**<br>**Audio Track 91** | **Popcorn: Activity 3**<br>1. Tell learners they are going to listen to a rhyme.<br>2. Point to the different words in the picture (for example, *pot, popcorn*) to make sure learners know the meaning. If necessary, make gestures (*grin*) or sounds (*sizzle*) to explain the new words.<br>3. Play the audio a few times. Mime to make the meaning clear.<br>4. Play the audio again. Pause after each line for learners to repeat. |

| | |
|---|---|
| | 5. Ask learners to find and say the words that have the short *o*, then circle the words in their Learner's Book.<br>6. Ask learners if they have ever eaten popcorn. Ask: *Do you like it? Where do you buy it? Do you make it at home with your family? Is the popcorn sweet or salty?*<br>**Feedback**<br>Call out the words in the rhyme and ask learners to say *yes* or *no* as a whole group according to whether the word has a short *o* sound or not.<br>**Answers**<br>There are four words with the short *o* sound: *pot, hot, popcorn and pop.* |
| **Resources** | **Plenary** |
| **Activity Book page 100** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.4.1.6) Spell words with short and long vowel sounds, r-controlled vowels and consonant blend patterns.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a story, identify the sound of short *o*.<br>**Speaking:** To act out a story.<br>**Reading:** To recognise words with the short *o* sound, read a story and answer questions about it.<br>**Writing:** To write words with the short *o* sound. | • read and write words with the short *o* sound<br>• understand and answer *wh*-questions in the present simple. |

**Link to prior learning:**

- Short vowel sounds

**21st Century Skills:**

- Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results

**Key vocabulary:** *fish, frog, hop, fox, rabbit, rock, pond, clock*

**Key expressions/structure:** Blending short *o* words

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the lesson vocabulary, particularly with difficult consonants such as *x* in *fox*. Model pronunciation clearly, showing the position of the mouth and practising with different words, for example, *fox, box*. Drill the words first as a whole class and then in small groups.

**Resources/equipment needed:**

Learner's Book page 124

Activity Book page 101

Audio Track 92

Real objects, toys, pictures or word cards to represent the vocabulary items; blank cards

Pictures of: *log, frog, fox, rock, hop, pond, clock, rabbit, fish*

Word cards PCM 58: *log, frog, fox, rock, hop, pond*

## UNIT 6 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Draw a picture of popcorn on the board and, as a whole class, discuss how to make it. Elicit words from learners that they remember from the popcorn rhyme, such as *pop, hot grin,* etc. Then ask learners: *Do you like popcorn?* |

| Resources | Main Activity |
|---|---|
| **Learner's Book page 124**<br>**Audio Track 92** | **Phonics story: Activity 1**<br>1. Direct learners' attention to the pictures on page 124. Say: *What can you see in the pictures? Are the sticks hard or soft? Look at the fish! They're in the pond. Do you think the water is cold? Let's listen.*<br>2. Play the audio. Point to each picture to help learners understand.<br>3. Play the audio again. Pause after each line for learners to repeat and mime.<br>4. Tell learners to listen again and raise their hands when they hear words with the short *o* sound. They then circle those words.<br>5. Learners say the words with the short *o* sound.<br>6. Invite learners to point to the pictures and read the story along with the audio.<br>**Feedback**<br>Ask individual learners to call out the words with the short *o* sound. Write the words on the board as the learners say them.<br>**Answers**<br>There are 13 words: *tock, hop/s, Bob, frog, pond, stop, clock, odd, fox, rock, bop, flop, on*. |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read out the audioscript in a clear and slow voice instead. |
| | **Differentiation activities (Stretch):**<br>1. Invite learners to read the text aloud for the rest of the class. Each learner can read one sentence. |
| **Activity Book page 101** | **Activity Book: Activity 1**<br>1. Ask learners to read the story from the Learner's Book again.<br>2. Read the first question aloud and ask learners to choose the right answer.<br>3. Learners in pairs read the questions and circle the correct answers.<br>**Feedback**<br>At the end of the activity, call on learners who raise their hand to answer the questions. Write the answers on the whiteboard.<br>**Answers**<br>1 a clock; 2 Fred the fox; 3 the fish in the pond; 4 the rabbits and the frog |
| | **Differentiation activities (Support):**<br>1. Stick flashcards or pictures on the board for *clock, pond, rabbit, fish, frog* and write the words next to them. Learners can use these as a visual reference when choosing the answers to the questions. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional questions and answers for the story. |

| | |
|---|---|
| **Activity Book page 101** | **Activity Book: Activity 2**<br>1. Read the instructions with learners. They colour the picture according to the instructions.<br>2. When they have finished, ask a few learners to show and describe their pictures.<br>**Feedback**<br>Learners compare their pictures in pairs. |
| **Learner's Book page 124** | **Act it out: Activity 2**<br>1. Ask: *What does the frog do? What does Bob hear?*<br>2. Divide the class into groups of five (one learner for each animal including the speaker) and ask learners to choose a role.<br>3. Write the lines for each character on the whiteboard.<br>4. Read the lines and ask learners to repeat so they can memorise the lines.<br>5. Learners copy their lines onto a card.<br>6. They practise saying their lines and miming their character's actions.<br>7. Learners act out the story in front of the class. |
| **Resources** | **Plenary** |
| **PCM 58** | **Memory game**<br>1. Stick the flashcards and the word cards (PCM 58) from the lesson face down on the whiteboard. Write numbers in pencil on the top of the cards.<br>2. Learners take turns calling out pairs of numbers. Turn the two cards around and let the learner say the words. If the word and the picture are the same, the learner gets a point. Continue until there are no flashcards or word cards left. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To identify the sound of short *o* and words with the short *o* sound that rhyme.<br>**Speaking:** To say words with short vowels.<br>**Reading:** To read words with short vowel sounds.<br>**Writing:** To write words with short vowel sounds. | • say words that rhyme<br>• read and write words with short vowel sounds. |

**Link to prior learning:**

- Short *a, e, i, o, u* vowel sounds
- Rhyming words

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *frog, hop, fox, rock, pond, clock, pot, box, hot, log*

**Key expressions/structure:** Blending short *o* words

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems with rhyming words. Model examples, saying them, writing them on the whiteboard and underlining the part that rhymes. Repeat until you feel confident that learners understand. Check that learners understand by asking them to give you rhyming words.

**Resources/equipment needed:**

Learner's Book page 125

Activity Book page 102

Sheets of coloured paper

Flashcards: *fish, frog, pond*

Handmade flashcards: *six*

## UNIT 6 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Stick the flashcards on walls around the classroom.<br>2. Divide learners into teams. Model an example by saying: *fish.*<br>3. One learner from each team runs to the flashcard and touches it. The first learner to touch the correct flashcard wins a point for their team.<br>4. Then, make the activity more challenging by calling out the vowel sound in each word and repeating the steps above. |
| **Resources** | **Main Activity** |
| **Learner's Book page 125** | **Rhyming words: Activity 1**<br>1. Elicit examples of words with short *o* that rhyme, for example, *top, pop.*<br>2. Divide learners in pairs and explain the instructions in the Learner's Book.<br>3. Learners read words and connect words that rhyme.<br>**Feedback**<br>As a whole class, ask learners who raise their hand to provide the correct rhyming word answers.<br>**Answers**<br>1 d; 2 c; 3 a; 4 b |
| | **Differentiation activities (Support):**<br>1. Provide additional examples of words that rhyme if learners don't understand immediately. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional rhyming pairs with other short vowels in their notebooks. |
| **Activity Book page 102** | **Activity Book: Activity 1**<br>1. Read out the instructions and explain the activity. Learners look at page 125 in their Learner's Book to find words that rhyme.<br>2. Invite learners to say the words aloud before deciding and writing them.<br>**Feedback**<br>As a whole class, ask learners who raise their hand to provide the correct rhyming word answers.<br>**Answers (Examples)**<br>Two words that rhyme with *tock*: *clock, rock* |
| **Learner's Book page 125** | **'Same sounds' memory game: Activity 2**<br>1. Read through the instructions in the Learner's Books and have learners make the word cards using the coloured paper.<br>2. Demonstrate how to play the game by showing learners the examples in the book.<br>3. Tell learners to take it in turns to turn over two cards, read the words and say if they have the same sound pattern.<br>4. Learners play the game in pairs.<br>5. Put learners in new pairs and then let them play again. |

| Activity Book page 102 | **Activity Book: Challenge**<br>1. Write the words from the Word box on the board. Circle the words *frog, hops, in, the, pond* and elicit the sentence *The frog hops in the pond.*<br>2. Erase the circles around the words and ask learners to choose other words and make a sentence. Repeat until you have a few different sentences on the board. Learners write a sentence in the space provided and draw a picture that illustrates it.<br>3. Monitor and help as needed.<br>4. Learners read their sentences aloud to the class.<br>**Answers**<br>Learners' own answers |
|---|---|
| | **Differentiation (Support)**<br>1. Learners can copy the example sentences provided by their classmates. |
| | **Differentiation (Stretch)**<br>1. Learners can make up different sentences to the ones suggested by the class. |
| **Resources** | **Plenary** |
| | 1. Divide the class into two groups. Call out any word with a short vowel sound from Units 1 to 6. The first group to put their hands up and say a word that rhymes wins a point.<br>2. Continue the game until the class is over and/or there is a clear winner. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a description, to identify the sound of short *o*.

**Speaking:** To describe a picture, to say words that rhyme and describe a picture.

**Reading:** To recognise words with the short *o* sound.

**Writing**: To write words with the short *o* sound.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- use words with the short *o* sound
- understand and say affirmative sentences in the present simple
- ask *yes/no* questions in the present simple and give short answers.

**Link to prior learning:**

- The short *o* sound
- Vocabulary from Unit 6 Lessons 7–11
- Colours

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *box, frog, log, fox, rock, clock, hop, fish, rabbit, top, sock*

**Key expressions/structure:** preposition *on,*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems distinguishing between the short vowel sounds. Say words clearly and repeat several times, drilling the short vowel sounds of similar words individually and in groups, for example, *top, tap*

**Resources/equipment needed:**

Learner's Book page 126

Activity Book page 103

A set of handmade letter cards for each small group

Flashcards: *fox, frog, fish, on*

Handmade flashcards or pictures: *hop, log, rock*

PCMs 53, 55, 56, 57 and 58: (PCM 53) *see, smell, touch, hear, taste*; (PCM 55) *soft, hard, round, flat, short, long, big, little, rough, smooth*; (PCM 56) *loud, quiet, high, low;* (PCM 57) *cake, ice cream, watermelon, sweet, juicy, cold, sour, salty, hot*; (PCM 58) *frog, hop, popcorn, pond, log*

Handmade word cards: *on, fish, flower, tree, bird, rabbit, child, cat*

## UNIT 6 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide learners into small groups and give each group a set of sourced letter cards.<br>2. Call out a word from the Word list below. Learners spell the word using the letter cards.<br>3. Say *1, 2, 3*, then learners show the word they have written.<br>4. Give a point for a correct answer and write the word on the whiteboard.<br>**Word list:** *fox, top, frog, hop, sock, on* |
| **Resources** | **Main Activity** |
| **Learner's Book page 126**<br>**PCMs 53, 55, 56, 57 and 58** | **I spy with my little eye: Activity 1**<br>1. Learners look at the picture in the Learner's Book.<br>2. Model the activity. Say: *I spy with my little eye something red*. Tell learners they have to guess what the object is. Ask learners to ask questions. Elicit the question: *Does it smell nice?* Answer: *Yes.*<br>Tell learners to ask what it is. Elicit the question: *Is it a flower?* Answer: *Yes, it is.*<br>3. Write the questions and answers on the whiteboard for learners to use as a model for this game.<br>4. Choose one learner to be the spy. Tell the learner to select an object from the picture and whisper it in your ear. Learner follows the model. Other learners have to guess what the object is. The learner who guesses correctly becomes the next spy.<br>5. Play the game until all the objects from Unit 6 in the picture have been used up. |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCMs 53, 55, 56, 57 and 58) for all the objects in the picture, descriptive adjectives and verbs for the senses. |
| | **Differentiation activities (Stretch):**<br>1. Learners describe objects they see that are not part of Unit 6. |
| **Activity Book page 103** | **Activity Book: Activity 1**<br>1. Point to the scrambled words in the Activity Book.<br>2. Tell learners to write the word and draw the picture.<br>3. Learners work individually. Walk around and provide support with spelling if needed.<br>4. Ask the learners which word rhymes with each of the words. Write example of rhyming words on the whiteboard if needed and underline the ending. Tell learners to write a rhyming word on the final line next to their pictures.<br>**Feedback**<br>As a whole class, call on learners who raise their hands to give answers. Write the answers on the whiteboard.<br>**Answers**<br>1 sock – rock /clock; 2 box – fox; 3 frog – log; 4 top – hop |

| | |
|---|---|
| **Activity Book page 103** | **Activity Book: Activity 2**<br>1. Point to the pictures in Activity 2 and elicit from learners what they can see.<br>2. Write the words from the word box on the board. Then model the activity by pointing at the first picture, then reading the words on the board and eliciting the ones that match the picture: *fox* and *rock.* Cross out the words on the board, then write the sentence *The fox is on a rock.*<br>3. Check learners understand the activity. If necessary, point to the next two pictures and elicit the correct words for each sentence.<br>4. Learners individually write sentences using the words in the word box. Walk around and provide support if needed.<br>**Feedback**<br>At the end of the activity, learners check their answers in pairs. Write the answers on the whiteboard. Ask learners who volunteer to share a sentence. Write the sentences on the whiteboard.<br>**Answers**<br>1 The fox is on a rock.; 2 The fish tastes salty.; 3 The train is loud. |
| | **Differentiation activities (Support):**<br>1. Provide individual help to learners, helping them to draw a line from the words in the word box to the pictures, so they can use these to write the sentences. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw another picture and write a sentence to describe it. |
| **Learner's Book page 126** | **Find the short *o* sound: Activity 2**<br>1. Divide learners into mixed-ability pairs.<br>2. Point to the pictures in the Learner's Book.<br>3. Call out each set of three words while learners look at the pictures in the Learner's Book.<br>4. Learners have to call out the word with the short *o* sound and spell it.<br>5. Then they have to circle the correct picture in their Learner's Book.<br>6. The first pair to call out and spell the word correctly wins.<br>**Feedback**<br>Write the answers on the whiteboard and show the picture or flashcard of the correct word.<br>**Answers**<br>1 pot; 2 log; 3 top; 4 box; 5 clock; 6 hot |
| **Resources** | **Plenary** |
| **Activity Book page 103** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation sentences.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, *yes/no, either/or* and simple *wh-* questions).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a traditional story.

**Speaking:** To make predictions about a story, discuss the plot.

**Reading:** To read along as you listen, do a reading comprehension exercise, read sight words.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and answer *wh*-questions in the present simple
- make simple sentences using verb *to be* and adjectives
- use simple nouns.

**Link to prior learning:**

- Colours
- Verbs for senses

**21st Century Skills:**

- Health Literacy: Learners can use the topic of Health Literacy to discuss issues with learners from other countries through various forms of media

**Key vocabulary:** *elephant, tail, trunk, leg, side, wall, fan, snake, rope; adjectives: blind, friendly, wiggly, thin, strong, giant*

**Sight words:** *and, to, friend, they*

**Key expressions/structure:** Present simple statements; *can: Can we meet your elephant?; Sense verb phrases: feel like, smell like*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems pronouncing some of the lesson vocabulary, particularly the long vowel sound in *rope*, *snake* and *tail*, the *th* in *thin* and the adjective *giant*. Model pronunciation clearly, breaking words down into sounds and showing the position of your mouth when you say the words. Ask learners to copy your demonstrations. Do whole-class and small-group drilling.

**Resources/equipment needed:**

Learner's Book pages 127-129

Activity Book page 104

Audio Track 93

A map of the world or globe (optional)

Flashcards: *elephant, fan, snake, leg*

Handmade flashcards or pictures: *wall, side, tail, trunk, rope, smell, touch, rope*

Word cards PCM 59: *elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, friendly, thin, wiggly, giant, strong*

## UNIT 6 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Use the pictures or flashcards to introduce the new vocabulary. Draw an elephant on the board or use a picture of an elephant to teach the parts of its body.<br>2. Tell learners that the friends are blind like the girl with the mystery bag in Lesson 5. Ask learners to shut their eyes and then do simple actions like going to the door or finding something in their school bag.<br>3. Ask: *How do blind people learn about the world around them?* |
| **Resources** | **Main Activity** |
| **Learner's Book pages 127-129**<br>**Audio Track 93** | **Before you read: Activity 1**<br>1. Open books at page 127. Tell learners that this is a story from India. If you have access to a map or globe, you may like to show learners where India is located.<br>2. Ask: *Is this a song? Is it a poem? A story? Why*? Ask learners what the differences are between a poem and a story.<br>3. Read the title. Tell learners to look at the pictures on the first page and predict what the story will be about.<br>4. Play the first part of the recording once up until *This elephant feels like a rope!* Learners listen and follow in their books to check if their predictions were right.<br>5. Ask learners what they think the next friend will do and say. You may write their suggestions on the board. Play the rest of the story. Discuss with learners if their predictions were correct or not.<br>6. Ask questions to check learners' understanding of the story, for example, *How many friends meet the elephant? What do the friends do?* |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, speak in a clear and slow voice to the learner instead (using the audio script). |
| | **Differentiation activities (Stretch):**<br>1. Learners read the story along with the audio. |
| **Activity Book page 104** | **Activity Book: Activity 1**<br>1. Read the instructions and the question.<br>2. Learners look at the pictures and discuss the question as a class.<br>3. They then draw lines to match the pictures and the speech bubbles.<br>**Answer**<br>The friends use their ears, nose and hands to learn each new thing. |

| | |
|---|---|
| **Learner's Book pages 127-129**<br>**PCM 59** | **Words to remember**<br>1. Write the words *and*, *to*, *friend* and *they* on the board.<br>2. Learners look for the sight words in the story. How many times do they see each word? Tell them to count on their fingers.<br>3. Ask learners to make word cards for these words. Stick one set of sight words on the wall.<br>**Feedback**<br>Ask learners who raise their hand to give the answers. Write the answers on the whiteboard.<br>**Answers**<br>*and* appears twice<br>*to* appears five times<br>*friend* appears five times (and *friends* appears five times)<br>*they* appears three times |
| | **Optional activity: Describing things**<br>1. Stick the flashcards *elephant, tail, trunk, leg* and the word cards (PCM 59) *friendly, thin, long, strong* and *wiggly* on the whiteboard.<br>2. Model the activity describing something from the story. For example, *The trunk is long*. Write the sentence on the whiteboard and underline the words *trunk* and *long*. Tell learners to replace these words with others.<br>3. Divide learners into small groups. Learners take turns in their groups making a descriptive sentence by choosing a flashcard and word card from the whiteboard.<br>4. Call on groups to give a sentence. They get one point for every correct sentence.<br>**Feedback**<br>Write the correct sentences on the whiteboard. Read them out loud and have learners repeat.<br>**Answers**<br>The elephant is friendly / strong.; The tail is long / thin.; The leg is big / strong.; The trunk is long / wiggly. |
| **Resources** | **Plenary** |
| | 1. Say: *Let's play a game*.<br>2. Divide the learners into two teams: A and B. Learners stand in two lines, facing each other.<br>3. Hold up any of the flashcards or pictures from the lesson and ask a learner in Team A: *What's this?* Give a point for the correct answer.<br>4. Repeat for a learner in Team B.<br>5. Give a point for each correct answer. The team with the most points wins. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.2) Describe the main idea and key details in a text read aloud or information presented orally or through other media.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (for example, tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Speaking:** To speak about what things feel like to touch.

**Reading:** To read labels and understand sequential order using ordinal numbers, follow instructions.

**Writing:** To choose words to write labels and complete sentences.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- use simple nouns in affirmative sentences in the present simple
- recognise and use ordinal numbers.

**Link to prior learning:**

- Colours
- Verbs of the senses

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, friendly, wiggly, thin, strong, giant*

**Sight words:** *and, to, friend, they*

**Key expressions/structure:** Present simple; *can: Can we meet your elephant?*; verb phrases: *feels like, smells like*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the expression *feels like*. Write examples on the whiteboard and underline *feels/feel like*, emphasising the singular and plural forms. Learners practise by repeating the sentences.

**Resources/equipment needed:**

Learner's Book pages 127-130

Activity Book page 105

Coloured pencils or crayons

Flashcards: *elephant, fan, snake, leg*

Handmade flashcards or pictures: *wall, side, tail, trunk, rope*

PCM 59 and 60: *elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, friendly, thin, wiggly, giant, strong, first, second, third, fourth, fifth, The … feels like a … , The … smells like a …*

## UNIT 6 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book pages 127–129** | 1. Mime a word from the story in Lesson 13 using the word list below.<br>2. Learners raise their hand if they know the word and say it. The learner who guesses correctly mimes the next word.<br>3. Continue until all words have been mimed.<br>**Word list:** *elephant, tail, trunk, ear, leg, thin, long, big, strong, giant, wiggly* |
| **Resources** | **Main Activity** |
| **Learner's Book page 130**<br>**PCM 59** | **Parts of the elephant: Activity 1**<br>1. Focus on the picture. Display the flashcards and word cards (PCM 59) for *elephant* and the parts of the elephant on the walls.<br>2. Ask the questions in turn. Example: *What does the elephant's tail feel like?*<br>3. Learners answer by pointing to the correct flashcard and word card.<br>**Feedback**<br>Stick the matching flashcards and word cards on the whiteboard so learners can see the correct answers.<br>**Answers**<br>The elephant's side feels like a wall.; The elephant's tail feels like a rope.; The elephant's trunk feels like a snake.; The elephant's leg feels like a tree.; The elephant's ear feels like a giant fan. |
| **Activity Book page 105** | **Activity Book: Activity 1**<br>1. Focus on the picture.<br>2. Ask individual learners to read the words in turn. They then label the elephant.<br>**Feedback**<br>Check the answers as a whole class, calling on learners who raise their hand to give answers.<br>**Answers**<br>a ear; b side; c trunk; d leg; e tail |
| **Learner's Book page 130**<br>**PCM 60** | **First, second, third: Activity 2**<br>1. Draw learners' attention to the ordinal numbers and explain what they are used for. Display the word cards (PCM 60) for the numbers on the board and get learners to repeat.<br>2. Divide learners into small groups.<br>3. Ask learners to read the story again and discuss what happens first, second and third.<br>4. Focus on the sentences and the pictures. Ask learners to read them and put them in the correct order by putting 1, 2 or 3 inside the box. Walk around and provide support as needed.<br>**Feedback**<br>Learners compare their answers with a partner. Write the correct answers on the whiteboard so they can check after comparing with a partner. |

| | |
|---|---|
| | **Answers**<br>1 The five friends hear about the elephant. They want to meet it.<br>2 The five friends touch different parts of the elephant.<br>3 The five friends help the man take care of the elephant. |
| **Activity Book page 105** | **Activity Book: Activity 2**<br>1. Learners read the sentences and colour the picture according to the instructions.<br>**Feedback**<br>Ask learners to show and describe their work to the class, for example, *The first elephant is grey and red.* |
| **Learner's Book page 130** | **Special toys for all children: Activity 3**<br>1. Focus on the pictures. Explain that these toys can be used by all children even if they are blind.<br>2. As a whole class, discuss how blind children can use the different toys (for example, bounce it, play football with it, play board games).<br>**Feedback**<br>Call on learners who raise their hand to share ideas. Write the correct answers on the whiteboard.<br>**Answers**<br>A ball with bells – *They can hear it.*<br>Dice with raised dots – *They can feel them.* |
| **Activity Book page 105** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | **Vocabulary jumble**<br>1. Divide the learners into four teams.<br>2. Write vocabulary words jumbled up on numbered strips of paper (see list below) and stick on the whiteboard.<br>3. Tell learners all the words are from the story.<br>4. Call out a word from the list below.<br>5. The first learner to call out the number of the jumbled up word wins a point for their team.<br>**List of jumbled up words:** 1 nedirf; 2 gle; 3 nukrt; 4 lati; 5 rae<br>**List of words:** *friend, leg, trunk, tail, ear* |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families, (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to peers retelling the story.<br>**Speaking:** To say the lines in a simple story.<br>**Reading:** To read a simple story.<br>**Writing**: To write answers to questions. | • ask and answer questions in the present simple<br>• say simple sentences following a model. |

**Link to prior learning:**

- Nouns and adjectives from Lessons 13 and 14

**21st Century Skills:**

- Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results

**Key vocabulary:** *elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, wiggly, friendly, thin, strong, giant*

**Sight words:** *and, to, friend, they*

**Key expressions/structure:** Present simple statements; *can: Can we meet your elephant?*; verbs of sense phrases: *feel like, smell like*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to write their line(s) for acting on the notecards. Give narrator and owner parts to learners who are stronger readers and give friends parts to learners who struggle to read and memorise lines. Help learners memorise lines with group repetition.

**Resources/equipment needed:**

Learner's Book pages 127-129 and 131

Activity Book page 106

Audio Track 93

Notecards with the lines of the story written on them (one notecard per home, and one copy per group of learners); coloured pencils or crayons; poster paper

Flashcards: *elephant, fan, snake, leg*

PCM 59: *elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, thin, wiggly, giant, strong*

## UNIT 6 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 59** | 1. Play a Pictionary game with learners by inviting individual learners out to the whiteboard and then showing them a word card.<br>2. The learner draws the picture on the whiteboard for the other learners to guess. The first learner to guess is the next one to go up to the board. |
| **Resources** | **Main Activity** |
| **Learner's Book pages 127-129 and 131**<br>**Audio Track 93** | **Look and order: Activity 1**<br>1. Divide the learners into pairs.<br>2. Let learners listen to the story on the audio again while reading along and looking at the pictures on pages 127–129 of the Learner's Book.<br>3. Next, let learners look at the pictures in the Learner's Book on page 131 and explain the activity.<br>4. Learners have to put the pictures in the correct order.<br>5. Model the first one.<br>**Feedback**<br>Check the answers as a whole class, calling on learners who raise their hand to give answers.<br>**Answers**<br>1 d; 2 f; 3 e; 4 b; 5 a; 6 c |
| | **Differentiation activities (Support):**<br>1. Read the story slowly so learners can understand and follow the pictures in their Learner's Book.<br>2. Learners can use the original order of the pictures in their Learner's Book pages 127, 128 and 129 to help them order the pictures in the activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners read the story independently without the audio before completing the picture ordering task. |
| **Activity Book page 106**<br>**PCM 59** | **Activity Book: Activity 1**<br>1. Read the sentences in the Activity Book together with the learners.<br>2. Show learners the numbers and remind them of the ordinal numbers.<br>3. Learners write the ordinal number from the Word box in the correct place.<br>4. Then, learners look at the pictures in the Learner's Book on page 131 and match the sentence to the picture. They should write the letter of the corresponding picture from page 131 of the Learner's Book.<br>5. Model the first one.<br>6. Divide learners into pairs.<br>7. Learners work in pairs to complete the task.<br>**Feedback**<br>Check the answers as a whole class by asking learners to read out the correct answers.<br>**Answers**<br>second- picture f; fourth – picture b; first – picture d; third – picture e; fifth – picture a |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Read sentences for learners or let partners read them.<br>2. Let learners listen to the audio again if needed.<br>3. Give learners flashcards and word cards (PCM 59) to support their understanding of the text. |
| | **Differentiation activities (Stretch):**<br>1. Let learners support their partners by reading the sentences and explaining if needed.<br>2. Let learners write additional sentences about the story in their notebooks. |
| **Activity Book page 106** | **Activity Book: Activity 2**<br>1. Read the questions aloud.<br>2. Divide learners into pairs.<br>3. Learners match the questions to the answers.<br>**Feedback**<br>Check the answers as a whole class, calling on learners who raise their hand to give answers. |
| | **Answers**<br>1 b; 2 a; 3 c |
| | **Differentiation activities (Support):**<br>1. Copy the questions on the board, and underline/write in a different colour the following words: *want, feel, smell.* Encourage learners to find these highlighted words in the answers to help them match the question to the answer. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write additional questions and answers about the story. |
| **Learner's Book page 131** | **Act it out**<br>1. Divide learners into groups of seven. (Learner 1 = narrator, Learners 2—6 = Friends, Learner 7 = man with elephant)<br>2. Learners draw an elephant on poster paper. Help them cut it out. Explain that this will be their elephant from the story, and that the 'blind men' will touch it as they act out the story.<br>3. Give each learner a line from the story.<br>4. Learners memorise and practise their lines and miming in groups. Finally, each group performs for the class. |
| | **Differentiation activities (Support):**<br>1. Learners take on the role of one of the friends and receive only one line to read. |
| | **Differentiation activities (Stretch):**<br>1. Learners take the role of the narrator or the man with the elephant and memorise multiple lines. |
| **Resources** | **Plenary** |
| | 1. Ask learners to tell you which part of the elephant they like best. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech.

(G2.3.5.1.6) Use visual clues to identify the role of the author and illustrator; describe characters, settings and major events in a story.

(G2.3.6.1.3) With help and guidance, read simple emergent readers to identify the organisational features of a text (for example,  sequence, cause and effect relationship).

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To identify the initial *s* sound.<br>**Speaking:** To describe an object.<br>**Reading:** To recognise words with the initial *s* sound.<br>**Writing:** To write words with the initial *s* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and use words with the initial *s* sound. |
| **Link to prior learning:**<br>• Vocabulary from Unit 6<br>• Colours<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *sock, snake, soft, sand, sister, see, stick, seed*<br>**Key expressions/structure:** Present simple | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have problems producing the initial *s* sound. Model pronunciation clearly, focusing on the vowel sound. Ask learners to copy your demonstrations during whole class and group drilling. | | |
| **Resources/equipment needed:**<br>Learner's Book page 132<br>Activity Book page 107<br>Audio Tracks 94 and 95<br>Flashcards: *sock, snake, see*<br>Handmade flashcards or pictures*: soft, sand, sister, star, stick, seed*<br>PCM 61: *sock, sand, snake, sister, soft, see, stick, seed* | | |

## UNIT 6 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write the letter *s* on the board.<br>2. Call out the word *soft.* Point at the letter *s* on the board and ask: *Does it start with* s*?* Elicit *yes* from learners.<br>3. Repeat with other words, alternating between words that begin and don't begin with *s*. |
| **Resources** | **Main Activity** |
| **Learner's Book page 132**<br>**Audio Track 94** | **Listen and look: Activity 1**<br>1. Learners open books at page 132. Point to the pictures and say: *Let's listen.*<br>2. Play the first part of the audio and point to the letter s and the pictures in turn.<br>3. Play the first part of the audio again. Pause after each sound or word. Learners repeat.<br>4. Then ask learners to add an initial sound *s* to complete the name of the animal.<br>5. Play the second part of the audio and ask learners to repeat as a group.<br>6. Drill the sounds by saying the sentence quickly and slowly, loudly and quietly, and challenging learners to keep up with your pace.<br>**Answer**<br>snake |
| **Learner's Book page 132**<br>**Audio Track 95** | **Sss…a snake!: Activity 2**<br>1. Direct learners' attention to the pictures. Ask: *What can you see in the pictures? What is in the sand? Are the boy and girl scared?*<br>2. Play the audio. Point to each picture to help learners understand. Then play the audio again and pause after each line for learners to repeat.<br>3. Tell learners to listen again and raise their hands when they hear words with the initial *s* sound. Then they circle the words.<br>**Feedback**<br>Ask individual learners to say a word with initial *s* each.<br>**Answers**<br>sunny, Salman, sand, sunflower, seed, see, snake, scared, stick, Sara, sister, soft, slippery |
| **Activity Book page 107**<br>**PCM 61** | **Activity Book: Activity 1**<br>1. Point to the pictures.<br>2. Model an example by unscrambling the word and writing it on the whiteboard next to the flashcard of the matching picture.<br>3. Divide learners into pairs.<br>4. Learners unscramble words and draw a line to the matching picture.<br>**Feedback**<br>Check answers as a whole class by calling on learners who raise their hands. Write the answers on the whiteboard.<br>**Answers**<br>1 snake; 2 see; 3 sand; 4 seed; 5 stick |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Provide learners with flashcards and word cards (PCM 61) on the whiteboard. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional words with *s* and draw a picture in their notebook. |
| **Activity Book page 107** | **Activity Book: Activity 2**<br>1. Make sure learners understand the activity. Model an example, such as *There is a snake in the sand.*<br>2. Learners fill in the gaps in the sentence with the two words from the Word box.<br>3. Then, they draw a picture that illustrates their sentence. Monitor and provide help as needed.<br>**Feedback**<br>Learners compare pictures in pairs and read their sentences. |
| **Resources** | **Plenary** |
| | **Initial *s* competition**<br>1. Divide learners into mixed-ability groups.<br>2. Learners have two minutes to think about as many words as possible from the lesson that start with *s*. Tell them that they cannot use names.<br>3. Groups take turns saying words that start with s and get one point for each word.<br>**Feedback**<br>Write the words on the whiteboard. At the end, read the words with the learners. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a traditional story, identify the initial *s* sound.<br>**Speaking:** To ask and answer questions about the story.<br>**Reading:** To read questions and answers, recognise words with the initial *s* sound.<br>**Writing**: To write words with the initial *s* sound. | • ask and answer *wh*-questions about a story<br>• understand and use simple nouns and verbs with the initial *s* sound. |

**Link to prior learning:**

- Unit 6 Lessons 13–16

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** *elephant, tail, trunk, leg, side, wall, fan, snake, rope*; adjectives: *blind, friendly, wiggly, thin, strong, giant; sock, snake, soft, sand, sister, see, stick, seed*

**Key expressions/structure:** Verbs of sense phrases: *feel like, smell like*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with understanding question words and answering questions. Provide plenty of examples and write them on the whiteboard. Monitor carefully and provide support as needed.

**Resources/equipment needed:**

Learner's Book page 133

Activity Book page 108

Audio Track 96

PCMs 59 and 61: *elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, thin, wiggly, giant, strong; sand, snake, sister, soft, see, stick, seed*

## UNIT 6 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 59**<br>**PCM 61** | 1. Hang word cards (PCM 59, PCM 61) around the room.<br>2. Divide learners into small groups.<br>3. Call out a word. For example, *elephant*.<br>4. One learner from each group tries to find the word. The first learner to find the word gets a point for their group. |
| **Resources** | **Main Activity** |
| **Learner's Book page 133**<br>**Audio Track 96** | **Listen: Activity 1**<br>1. Direct learners' attention to the picture. Ask: *Can Ahmad see?* Elicit that he is blind.<br>2. Read the sentences and check that learners understand. Explain that they need to listen and order the sentences by writing the numbers in order in their notebooks.<br>3. Play the audio once (pausing after *What is it?*) and ask learners to read and listen. Then play again so they can order the sentences (again pausing after *What is it?*). Ask learners what they think the object is. Then play the audio to reveal the answer.<br>4. Review the ordinal numbers with learners. Ask them to tell you what Ahmad does first, for example, *First Ahmad touches it*. Repeat with *second*, *third* and *fourth*.<br>**Feedback**<br>Read out the sentences one by one and then have learners tell you the number.<br>**Answers**<br>Correct order: 4, 2, 1, 3 (Object is a pineapple) |
| **Learner's Book page 133** | **Which word is it?: Activity 2**<br>1. Read through the sentences with learners and check they understand.<br>2. Then ask learners to tell you which words they think the sentences are describing. For *you take care of it,* encourage learners to give the names of the different animals they have learned up to this unit.<br>**Feedback**<br>Ask individual learners to raise their hands and tell you the answers.<br>**Answers**<br>1 tail / trunk; 2 snake; 3 nose; 4 elephant (or any animal) |
| **Learner's Book page 133** | **Can you remember?: Activity 3**<br>1. Go through the questions in Activity 3 by reading them aloud and checking learners' understanding. Then read the sentences again and have learners repeat.<br>2. Ask the first question and elicit answers from learners to model the activity. Then put learners in pairs or small groups so they can answer the questions. Circle and monitor learners as they work. If you feel this will be too difficult for your class, you may do this as a whole group activity.<br>**Feedback**<br>Ask individual learners to raise their hands and tell you the answers.<br>**Answers**<br>a the elephant's side b (possible answers) side, snake, soft c the elephant's ear d No, they can't. e It smells like a horse. |

| | |
|---|---|
| **Activity Book page 108** | **Activity Book: Activity 1**<br>1. Show learners the sentences and the words in the Word box. Explain that they need to complete the sentences with the correct word. Ask learners to tell you which word doesn't have an initial *s* sound. (Answer: feels)<br>2. Do the first sentence with the whole class, then allow learners to work in pairs to complete the other sentences.<br>**Feedback**<br>Ask individual learners to raise their hands and read out the completed sentences.<br>**Answers**<br>1 sun; 2 snake; 3 see; 4 feels; 5 sock |
| **Activity Book page 108** | **Activity Book: Activity 2**<br>1. Explain to learners that they can choose a sentence from Activity 1 and draw a picture of it.<br>**Feedback**<br>Learners show each other their pictures in pairs. |
| **Resources** | **Plenary** |
| **Activity Book page 108** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation sentences.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. yes/no, either/or and simple *wh*-type questions).

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To identify the final blends*: ox, og, ot, ock* and *op.*<br>**Speaking:** To say words with final blends: *ox, og, ot, ock* and *op*.<br>**Reading:** To read words with final blends: *ox, og, ot, ock* and *op*.<br>**Writing**: To write words with final blends: *ox, og, ot, ock* and *op*. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• recognise and use simple nouns that end with final blends: *ox, og, ot, ock* and *op*<br>• say words following a model. |
| **Link to prior learning:**<br>• Words with the short *o* sound<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *fox, box, log, frog, hot, pot, clock, rock, sock, hop, top, shop, lock*<br>**Key expressions/structure:** blending words that end in *ox, og, ot, ock* and *op.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have problems pronouncing some of the lesson vocabulary, particularly with the final sounds *og* and *ock*. Model pronunciation clearly, breaking words down into sounds and showing the position of the mouth. Ask learners to copy your demonstrations. Drill pronunciation in whole class and small groups. | | |
| **Resources/equipment needed:**<br>Learner's Book page 134<br>Activity Book page 109<br>Audio Tracks 91, 97 and 98<br>PCM 62: *fox, frog, box, hot, log, pot, clock, hop, rock, top, sock, lock, shop* | | |

## UNIT 6 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 91** | 1. Remind learners of the rhyme they learned in Unit 6 Lesson 9: *Popcorn*.<br>2. Play the audio. Learners listen and say the rhyme, miming as they recite.<br>3. Ask: *Which words have the short* o *sound?* If they don't remember, give an example, such as *pot*.<br>4. Write the words with the short *o* sound on the whiteboard. |
| **Resources** | **Main Activity** |
| **Learner's Book page 134**<br>**Audio Track 97** | **Listen and look: Activity 1**<br>1. Point to the pictures and say: *Let's listen.*<br>2. Play the audio and point to the pictures.<br>3. Play the audio again. Pause after each word for the learners to repeat.<br>4. Play the audio again. Pause after each word. Then learners match the words to the pictures, and write the correct number.<br>**Feedback**<br>Elicit answers from the whole class and write them on the board.<br>**Answers**<br>1 b; 2 d; 3 a; 4 c; 5 e |
| **Learner's Book page 134**<br>**PCM 62** | **Rhyming words: Activity 2**<br>1. Show learners the pictures. Elicit the words for each picture.<br>2. In pairs, learners find the words in Activity 1 that have the same ending as the pictures in Activity 2.<br>**Feedback**<br>Read out a word from Activity 1 and ask an individual learner to tell you the word with the same ending in Activity 2.<br>**Answers**<br>a frog – log; b rock – lock; c fox – box; d hot – pot; e hop – shop |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 62) for the words in Activity 2 to help them associate the sounds to their written endings. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners to write other words they know ending in *ox, og, ot, ock* and *op* in their notebooks. |

| | |
|---|---|
| **Activity Book page 109** | **Activity Book: Activity 1**<br>1. Ask learners to look at the words in the first column. Explain that they have to follow the line to the colour, then find the word with the same ending and colour it in that colour.<br>2. Learners do the activity individually.<br>**Feedback**<br>Learners can compare books to see if they have coloured the words in the same colour. Then correct the activity as a whole class by saying a word then asking an individual learner to tell you the colour and the word with the same ending.<br>**Answers**<br>1 rock – blue – sock; 2 top – yellow – hop; 3 log – pink – frog; 4 box – red – fox |
| **Learner's Book page 134**<br>**Audio Track 98** | **The box on the rock: Activity 3**<br>1. Tell learners they are going to listen to a rhyme.<br>2. Play the audio a few times. Mime to make the meaning clear.<br>3. Play the audio again. Pause after each line for learners to repeat.<br>4. Ask learners to find and say the words that have the same endings. You can write up a colour chart on the board, so that learners circle the words with the same ending in the same colour. Learners can work in pairs.<br>5. To finish the activity, read the text with the learners first slowly and then faster.<br>6. Read the question at the end of the text and elicit ideas from learners as to what could be in the box. Encourage all learners to say a word and accept any possibility.<br>**Feedback**<br>Go through the endings one by one and ask learners to put their hands up and tell you the words in the rhyme with the same endings.<br>**Answers**<br>ock: rock, tock: ox: box, fox; |
| **Activity Book page 109**<br>**PCM 62** | **Activity Book: Activity 2**<br>1. Ask learners to think about the text they have just read and say: *Who is the text about? What does the fox see?* Elicit the answer *fox* and *box*. Ask learners to find these words in the Word box and use them to complete the first sentence.<br>2. Then, ask learners: *Do you remember what sound the fox hears in the box?* Elicit *tick-tock.* Ask learners to tell you what makes this sound, and to find a word in the Word box for it (clock).<br>3. Ask learners: *What is in the box?* Elicit the answer: *There is a clock in the box.* Learners complete the sentence with the words in the Word box.<br>**Answers**<br>1. The fox sees the box. 2. There is a clock in the box. |
| | **Differentiation activities (Support):**<br>1. Write the sentence on the board or give learners word cards (PCM 62) to copy from. |
| | **Differentiation activities (Support):**<br>1. Learners can write an additional sentence with the other words in the Word box. |

| Resources | Plenary |
|---|---|
| **Activity Book page 109** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ and /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade1 to read regularly spelled one-syllable words.

(G2.3.3.1.3) Read irregularly spelled high-frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.4.4.1.6) Spell words with short and long vowel sounds, r-controlled vowels and consonant blend patterns.

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To recognise words with short *o* and initial *s* sound and to listen and understand sentences.<br>**Speaking:** To talk about the five senses and describe objects using the five senses.<br>**Reading:** To read instructions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• recognise and use words with short o and initial s sound<br>• understand and say affirmative sentences in the present simple<br>• understand and use simple adjectives and nouns. |
| **Link to prior learning:**<br>• Unit 6 Lessons 1–18<br>**21st Century Skills:**<br>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently | | |
| **Key vocabulary:** Unit 6 Lessons 1–18<br>**Key expressions/structure:** Unit 6 Lessons 1–18 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulties using complete sentences to talk about the five senses. Provide learners with an example on the whiteboard, give them flashcards and word cards and let them use sentence starters. | | |
| **Resources/equipment needed:**<br>Learner's Book page 135<br>Audio Track 99<br>Flashcards: a selection from Unit 6<br>Handmade flashcards: a selection from Unit 6<br>Word cards: a selection from Unit 6<br>Sheets of scrap paper | | |

## UNIT 6 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide the class into two teams and give them sheets of scrap paper.<br>2. Each team chooses and writes three words they have learned in Unit 6.<br>3. Team A says a word to one learner from Team B. This learner writes the word on the board. Give one point for each correct word.<br>4. Then Team B says one word to one learner from Team A.<br>5. Team A and Team B take turns saying and writing words. Act as moderator and give one point for each word spelled correctly. The winner is the team that spells the most words correctly. |
| **Resources** | **Main Activity** |
| **Learner's Book page 135**<br>**Audio Track 99** | **Listen and order: Activity 1**<br>1. Play the audio and pause after each sentence.<br>2. Do the first picture as a class.<br>3. Learners listen and put the correct number in the box next to the picture.<br>4. Play the audio a second time.<br>**Feedback**<br>As a whole class, ask learners who raise their hand to give answers. Write the sentences in the correct order on the whiteboard.<br>**Answers**<br>1 c; 2 f; 3 d; 4 e; 5 b; 6 a |
| **Learner's Book page 135** | **Look and say: Activity 2**<br>1. Show learners the words in the Word box and ask them to say them. Then ask them to point to a picture in Activity 1 for *juicy.*<br>2. Put learners in pairs. They find the pictures for the other words.<br>3. Then, as a whole class, ask learners to say different words that can be described by the adjectives in Activity 2. You may like to write the words up on the wall so learners can have a visual reference of everything they have learned so far.<br>**Suggested answers**<br>juicy – watermelon; rough – rock; salty – popcorn; smooth – snake, watermelon; long – snake, trunk |
| | **Memory game**<br>1. Stick six flashcards (see below) on the whiteboard.<br>2. Learners look at the flashcards for one minute.<br>3. Take the flashcards off the whiteboard.<br>4. Stick ten numbered word cards (see below) on the whiteboard.<br>5. Learners write down the numbers of the words they saw in their notebooks.<br>**Flashcards:** sock , sand, snake, log, clock, fox,<br>**Numbered word cards:** 1 sock, 2 top, 3 rock, 4 log, 5 frog, 6 fox, 7 pond, 8 sand, 9 snake, 10 clock<br>**Feedback**<br>Check the answers as a whole class. Show learners the flashcards one by one, elicit the words and stick them below/next to the corresponding word card. Then remove the extra word cards from the board so learners can check their answers. |

| | |
|---|---|
| | **Answers**<br>1 sock; 4 log; 6 fox; 8 sand; 9 snake; 10 clock |
| **Learner's Book page 135** | **Look what I can do!**<br>1. Ask learners to look at the statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |
| **Resources** | **Plenary** |
| | **Letters and words**<br>1. Stick flashcards or pictures from Unit 6 on the whiteboard. Try to use those that start with different letters.<br>2. Write the letters of the alphabet all over the whiteboard (not in order).<br>3. Divide the learners into mixed-ability teams and give the teams a number.<br>4. Model the activity with an example. Example: *e* = *ear*.<br>5. Call out a letter.<br>6. The first team to find and circle the letter and point to one of the flashcards or pictures of a word which starts with that letter gets a point.<br>7. Continue with other letters and add up points at the end. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ and /z/ in *see* and *has*).

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and follow instructions.<br>**Speaking:** To ask and answer questions for a survey, and to practise presenting a project.<br>**Reading:** To read instructions.<br>**Writing**: To write information in a survey chart, or to write a poem. | • understand and follow instructions<br>• say and write sentences in the present simple. |

**Link to prior learning:**

- Unit 6 Lessons 1–19

**21st Century Skills:**

- Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems

**Key vocabulary:** Unit 6 Lessons 1–19

**Key expressions/structure:** Unit 6 Lessons 1–19

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to produce their own questions and be confused about the inversion of subject and verb for Project A. Model and write examples on the whiteboard so they can copy.
- Learners may not use correct punctuation in Project B, for example, not write in full sentences and/or omit capital letters and full stops. Model an example and focus on the use of the capital letter and full stop.

**Resources/equipment needed:**

Learner's Book page 136

Flashcards: a selection from Unit 6

Handmade flashcards: a selection from Unit 6

For Project A: PCM 63 (one copy per learner)

For Project B: sheet of paper, pencils or crayons.

## UNIT 6 LESSON 20 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Stick a selection of flashcards from Unit 6 on the whiteboard.<br>2. Learners look at the flashcards for one minute and memorise what they see.<br>3. Remove the flashcards from the whiteboard.<br>4. As a whole class, ask learners to raise their hands and say one flashcard they remember seeing. Write the words on the board. |
| **Resources** | **Main Activity** |
| | You should choose **one** of the project options given below. |
| **Learner's Book page 136** | **Option 1**<br>**Project A: Do a class survey**<br>1. Read the instructions and show the example survey to the learners.<br>2. Give learners a copy of PCM 63. You may like to write words of smells and sounds that learners have seen throughout this unit on the whiteboard, so that they can choose which ones they will include in their survey (for example, smells – *coffee, mint, perfume, onions,* etc. sounds – *birds, cow, car, bus,* etc.)<br>3. Learners circulate, asking the questions and recording their answers in the survey.<br>4. They report the results of the survey to a partner. |
| | **Option 2**<br>**Project: Write a poem about a special place**<br>1. Guide learners through the instructions. Once they have decided on a special place, they write their poem.<br>2. They can make a draft copy before making the final poem.<br>3. Ask learners to draw a picture to accompany their poem.<br>4. They show their poem and read it to a partner.<br>**Informal assessment opportunity:** Circulate as learners work. Informally assess their receptive and productive language skills. Check for correct pronunciation and spelling of new vocabulary. Ask questions. You may want to take notes on learners' responses. If possible, leave the learner projects on display for a short while, then consider filing the projects, or photos/scans of the work in the learners' portfolios. Write the date on the work. |
| | **Differentiation activities (Support):**<br>1. Provide learners with the opportunity to be successful in the project work by ensuring the group of learners they are working with are empathetic to each other's needs and supportive.<br>2. Provide simple and short tasks for the learners. Once achieved, give them the next set of instructions or task to complete.<br>3. Ensure learners have all available Unit 6 flashcards/word cards. |
| | **Differentiation activities (Stretch):**<br>1. Provide learners with the opportunity to be leaders in the project work and support other leaners' needs.<br>2. For Project B, allow learners to write extra lines in the poem. |
| **Resources** | **Plenary** |
| | 1. Learners practise presenting their project in their group. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organise and present information.

| LESSON PLAN | | LESSON: 21 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to presentations.<br>**Speaking:** To present a project.<br>**Reading:** To read numbers. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• give a presentation using the present simple. |
| **Link to prior learning:**<br>• Unit 6 Lesson 1–19<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 6 Lessons 1–19<br>**Key expressions/structure:** Unit 6 Lessons 1–19 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• When learners present their projects make sure they are correctly using the language, for example, plural and singular nouns, *a* and *an*, etc. | | |
| **Resources/equipment needed:**<br>Learner's Book page 136<br>PCM 9 (learners' copies from Unit 1 Lesson 20)<br>Learners' projects from Unit 6 Lesson 20<br>A small ball<br>Flashcards: a selection from Unit 6<br>Handmade flashcards or pictures: a selection from Unit 6<br>Word cards: a selection from Unit 6 | | |

## UNIT 6 LESSON 21 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Show learners the flashcards or pictures used in Lessons 1–8.<br>2. Ask learners to say the name of the object in the flashcards you show them. Once learners say the name, stick the flashcard on the board.<br>3. Display word cards on the desk.<br>4. Ask learners to take a word card and stick it next to the corresponding flashcard.<br>5. Ask learners: *Do you like...?* Ask them to say: *Yes, I do* or *No, I don't*. |
| **Resources** | **Main Activity** |
| **Learner's Book page 136** | 1. Give learners time to finish their projects, if necessary.<br>2. Give each learner their copy of PCM 9.<br>3. Tell learners they are now going to present their project. Explain that learners will record how many stars they get for their project presentation.<br>4. If you chose Project A, write on the board:<br>*Smell*<br>*Ahmad likes mango.*<br>*Waleed doesn't like mango.*<br>*Sound*<br>*Ahmad likes birds.*<br>*Waleed doesn't like trains.*<br>5. If you chose Project B, write on the board:<br>*My special place*<br>*I see the sun and a pond.*<br>*I hear ducks and birds.*<br>*I smell flowers.*<br>*I touch grass.*<br>6. Tell learners to look at the projects on page 136 of their Learner's Book as you read out the sentences on the board.<br>7. Invite a volunteer learner to make a similar presentation about their project.<br>8. Put learners in pairs so they can present their project to each other.<br>9. When learners have presented, draw their attention to the second column on PCM 9 for Project 6 and tell them to colour the face that represents how they feel about their project.<br>10. Next, ask learners questions about their partner's project, for example, *What is his project? Is it smells or sounds?*<br>11. Ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 6 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>12. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |
| **Resources** | **Plenary** |
| | 1. Ask learners to stand in a circle and throw around a small ball quickly.<br>2. Whenever a learner drops a ball, show them a flashcard and ask them to say the name of the object. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*).

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a poem, listen for information.<br>**Speaking:** To talk about traveling by bus.<br>**Reading:** To read and recite a poem.<br>**Writing**: To write about what you can do in the park. | • understand and use verbs and prepositions in the present simple tense<br>• say simple sentences following a model. |

**Link to prior learning:**

- Vocabulary from Units 1–6: colours, *boat, car, plane*
- Verbs of movement: *sit down, walk, climb*
- Prepositions: *on, next to*
- Question words: *How many, where, what*

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *bus driver, ride, find, seat, sit down, buckle up, drive, through, town*
**Key expressions/structure:** *Can* to express possibility; polite requests: *May I have a ride?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

Learners may have problems understanding the use of the polite form *May I…?* Explain that we use this form to talk to adults and give examples.

**Resources/equipment needed:**

Learner's Book page 137
Activity Book page 110
Audio Tracks 100 and 101
Handmade flashcards: *bus driver, town*
PCM 64: *car, plane, river, slide, tower, bus*

**UNIT 7 LESSON 1 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Play a game of 'Teacher says' to revise action verbs and verb phrases.<br>2. Say: *Let's play 'Teacher says'*. Give instructions. Say: *Teacher says (throw a ball)*.<br>3. Learners follow the instructions and mime the actions. If an action is not preceded by *Teacher says*, learners must not do the action. If they do the action, they are out and must sit down.<br>4. Continue playing until there is only one learner standing. They are the winner.<br>5. Learners can take turns being the teacher and giving instructions. |
| **Resources** | **Main Activity** |
| **Learner's Book page 137**<br>**Audio Track 100** | **Read and listen: Activity 1**<br>1. Ask learners: *How do you go to school?* If necessary, remind them of *by bus/ car,* etc. from Unit 1.<br>2. Introduce the new vocabulary from the poem. Show flashcards or use pictures to introduce *bus driver* and *town*. Mime to introduce verbs and verb phrases such as *buckle up* and *sit down*.<br>3. Hold up each picture, or mime, say the word and ask learners to mime and repeat after you.<br>4. Ask learners to open their books at page 137 and look at the picture. Ask: *What can you see in the picture?* Elicit as many answers from learners as possible and encourage them to describe what they see, for example, *a bus driver in a yellow bus*.<br>5. Tell learners they are going to listen to a poem. Play the audio a few times and ask learners to read along in their book.<br>6. Ask learners to find the characters from the poem in the picture.<br>7. Play again and pause after each line for learners to repeat. Then practise reciting the poem together.<br>8. Divide learners into two groups, bus driver and boy, and they recite the lines for their character.<br>9. Point out the polite request: *May I ...?* and explain when it is used. Drill the pronunciation with learners.<br>10. Ask learners which words rhyme. Individual learners can put their hands up and tell you, while the other learners find the words and point to them. Write them on the board.<br>**Answers**<br>The bus is going to town. |
| **Activity Book page 110** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity 1. Read the statements and check learners' understanding.<br>2. Read each sentence one at a time, pausing to ask: *Do we do this on a bus?* and elicit *yes* or *no.* Learners should tick the box when they answer *yes.*<br>**Answers**<br>Learners should tick: sit down, buckle up, say hello to the bus driver |
| | **Differentiation activities (Support):**<br>1. Read the phrases for the learners if they cannot read them. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Let the learners write additional things you can do on the bus. |
| **Learner's Book page 137**<br>**Audio Track 101** | **A school trip: Activity 2**<br>1. Explain to learners that they will listen to someone going on a school trip. Elicit the meaning of *school trip* and explain that it is when the teacher and learners visit a different place.<br>2. Draw learners' attention to the pictures of the rides. Read and point to the signs (*fly in a plane, drive a little car,* etc.). Then read again, and have learners point and repeat.<br>3. Play the audio. Learners look at the pictures and point as they listen.<br>4. Play again and pause after each line for learners to repeat and mime.<br>5. Divide learners into six groups – one group is the teacher and the other five groups are each child from the audio. Play the audio again. The groups take turns repeating and miming the lines of the different characters. |
| **Activity Book page 110**<br>**PCM 64** | **Activity Book: Activity 2**<br>1. Display the word cards (PCM 64) *car, plane, river, slide* and *tower* on the board. Ask learners to read and say the words.<br>2. Ask learners to look at Activity 2 in their Activity Books. Explain to learners that they must draw a line from the picture to the matching word.<br>3. They continue working individually, drawing a line to match pictures and words. Walk around and provide assistance as necessary.<br>**Feedback**<br>Put learners in pairs so that they can check their answers. Then check as a whole class by asking individual learners to put their hands up, say the number of a picture and say the correct word.<br>**Answers**<br>1 c; 2 d; 3 e; 4 a; 5 b |
| **Activity Book page 110** | **Activity Book: Activity 3**<br>1. Ask learners which ride they would like to be on at the park. Elicit a few answers. Ask learners to mime the ride they would like to be on. Write the structure *I'm on the* ____ on the board, and encourage learners to explain which ride they are pretending to be on by reading the sentence and completing it with *planes, cars, river, tower* or *slide.*<br>2. In their Activity Books, learners draw a picture of themselves on a ride in Fun Land. Then they complete the sentence with the ride (*planes, cars, river, tower, slide*) and *Fun Land.* |
| **Resources** | **Plenary** |
| | 1. Put learners in pairs and ask them to show each other their pictures from Activity Book Activity 3. They should also read their sentences to each other.<br>2. If you have time, you can ask a few volunteer learners to stand at the front of the class and present their pictures. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to peers in order to find information in a picture, listen for information.<br>**Speaking:** To talk about how people move around, practise topic vocabulary, use imperative forms.<br>**Reading:** To discover hidden words, share and read sentences of ability.<br>**Writing**: To complete statements and answers questions. | • say simple sentences using *can* and verbs of movement<br>• understand and use prepositions of movement. |

**Link to prior learning:**

- Colours

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *travel, sit down, buckle up, drive, fly, float, slide, climb*

**Key expressions/structure:** *Can* to express possibility: *What can you ...? I can ... a ...*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to distinguish between the pronunciation of the short and long *i* sounds. Make two columns on the whiteboard (short *i* and long *i*). Pronounce the words, get learners to repeat and ask them in which column to write each word. Underline the vowel sound. (Example: short *i*: *s*i̲*t*, *c*i̲*ty*; long *i*: *dr*i̲*ve*, *sl*i̲*de*)

**Resources/equipment needed:**

Learner's Book page 138

Activity Book page 111

Audio Track 102

Flashcards: *car, plane, boat, bus*

Handmade flashcards or pictures: *drive, fly, climb, slide, float*

PCM 65: *up, down, in, float, What can ...?, I can ... a ..., climb, drive, slide, fly*

**UNIT 7 LESSON 2 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Mime the actions of getting on a bus from Lesson 1 (*say hello to the bus driver, sit down, buckle up)* and ask learners to identify the actions.<br>2. Mime again, and this time leave out an action. See if learners can guess which action you left out.<br>3. Repeat this several times. You can pass it over to the learners and let them take on your role. |
| **Resources** | **Main Activity** |
| **Learner's Book page 138**<br>**Audio Track 102** | **Topic vocabulary: Activity 1**<br>1. Introduce the action verbs by saying them and miming: *climb, slide, float, drive, fly.* Then repeat and have learners mime the actions.<br>2. Play the first part of the audio and have learners mime the actions. Then play again and have learners repeat the words in unison.<br>3. Ask learners to open their books at page 138. Direct learners' attention to the pictures of the rides and elicit the names of the rides. Then say the verbs under the pictures and help learners associate them with the rides, for example, *climb a tower.*<br>4. Explain to learners that they will hear a girl talking about the rides, and they have to complete her sentences. Play the second part of the audio, pausing the audio to allow learners to say the name of the ride.<br>5. Then play the second part again and have learners point to the pictures in their book as they hear the appropriate ride.<br>**Feedback**<br>Play the audio a third time and pause after each sentence. Ask individual learners to raise their hands and say the missing word. Write the missing words on the whiteboard.<br>**Answers**<br>a tower, a slide, a river, a (little) car, a plane |
| | **Differentiation activities (Support):**<br>1. If learners cannot understand the audio, read the audioscript slowly pausing after each sentence. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to spell the missing words as you write them on the whiteboard. |
| **Learner's Book page 138** | **Find it: Activity 2**<br>1. Ask learners to look at the pictures in Activity 1 again. Read aloud the speech bubbles from Activity 2: *Find something you can climb* and *Find something yellow.* Learners can point to the climbing tower and the helmet or the plane, respectively.<br>2. Tell learners that they are going to play this game with their partner. Demonstrate the activity further by eliciting another *Find something …* sentence from a confident learner.<br>3. Put learners in pairs. They use the models in the speech bubbles and take turns finding something in the pictures. Walk around, monitor the activity and provide language support as needed. |

| | |
|---|---|
| | **Feedback**<br>As a whole class, ask individual learners to say *Find something …* for the other learners to look for in the pictures.<br>4. Read the text in the Language detective box. Ask learners to look at the words and pictures at the top of page 138 to find the word in the clue.<br>5. Explain how *slide* has two meanings by pointing to the picture of the slide in the Learner's Book and gesturing the action. |
| **Activity Book page 111** | **Activity Book: Activity 1**<br>1. Ask learners: *What's your favourite ride?* Have learners repeat the question to practise pronunciation. Write the question on the board. Under the question write *My favourite ride is the* ____. Ask a confident learner the question and elicit the answer using the sentence prompt. Repeat with another learner. You may like to do a chain drill around the classroom, for example:<br>L1 to L2: *What's your favourite ride?*<br>L2: *My favourite ride is the* _____.<br>L2 to L3: *What's your favourite ride?*<br>L3: *My favourite ride is the* _____.<br>etc.<br>2. Tell learners to look at Activity 1 in their Activity Book and complete the sentence with their favourite ride. Help with vocabulary as necessary and write words on the whiteboard as needed. For example, Plane Ride, Bumper Cars, Riverboat Ride, Climbing Wall and Slide.<br>3. Then, learners ask their partner about their favourite ride and complete the second sentence in their Activity Books.<br>4. Ask learners if their favourite ride is the same or different to their friend's. They circle *yes* or *no*.<br>**Feedback**<br>Ask individual learners to read out their sentences to the rest of the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Read the questions and the answers for learners.<br>2. Write the words for the rides on the whiteboard so they can copy. |
| | **Differentiation activities (Stretch):**<br>1. Let learners ask another person about their favourite ride and write an additional sentence in their notebook. |
| **Activity Book page 111**<br>**PCM 65** | **Activity Book: Activity 2**<br>1. Show learners the word cards(PCM 65) *climb, drive, fly, slide* and *float* and check the meaning.<br>2. Direct learners to Activity 2 in their Activity Books. Read the first question and elicit the answer from the class (*slide*).<br>3. Tell learners to use the words in the Word box to complete the remaining sentences.<br>**Feedback**<br>Check the answers as a whole class by asking individual learners to raise their hands and say the complete sentences. |

| | |
|---|---|
| | **Answers**<br>1 I can slide down a slide.<br>2 I can climb up a tower.<br>3 I can float down a river.<br>4 I can fly in a plane.<br>5 I can drive in a car. |
| **Resources** | **Plenary** |
| **Activity Book page 111** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.4.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to and follow instructions.<br>**Speaking:** To practise giving instructions, to describe a picture.<br>**Reading:** To read and understand instructions.<br>**Writing**: To write answers to questions. | • use ordinal numbers in present simple sentences. |

**Link to prior learning:**

- Ordinal numbers
- Numbers 1–5
- Prepositions: *in, up*

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *fold, bend, middle, corner, wings*

**Key expressions/structure:** Imperatives: *fold …, bend …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to follow multi-step instructions in English to make the plane. Make sure that you speak slowly and point to the picture in the Learner's Book while demonstrating the action using a piece of paper. Repeat the instructions a second time to ensure all learners understand. Then walk around, monitor carefully and provide individual assistance as needed.

**Resources/equipment needed:**

Learner's Book page 139

Activity Book page 112

Audio Track 103

Flashcard: *plane*

PCM 66: *plane, fold, bend*

Sheets of coloured paper; coloured pencils or crayons; card

**UNIT 7 LESSON 3 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Tell learners you are going to mime your favourite ride at the theme park. Mime a ride (for example, *climb a tower*) and have learners say what it is.<br>2. Each learner mimes their favourite ride for the rest of the class to guess. |
| **Resources** | **Main Activity** |
| **Learner's Book page 139**<br>**Audio Track 103**<br>**PCM 66** | **Make a plane: Activity 1**<br>1. Introduce the vocabulary in Learner's Book Activity 1 by pointing to the pictures, and demonstrate the actions using a piece of paper.<br>2. Repeat the actions while pointing to the flashcard and word cards (PCM 66) and sticking them on the whiteboard.<br>3. Ask learners if they have ever made a plane before.<br>4. Tell learners that they are going to make a plane.<br>5. Play the audio for learners to listen and look at the pictures of the five steps in their books.<br>6. Learners read the instructions and look at the five steps again.<br>7. Read the instructions again and model the instructions with a sheet of paper.<br>8. Ask learners to choose a sheet of coloured paper.<br>9. Learners follow the instructions and make the plane. Walk around, helping as necessary.<br>10. When they have finished, learners fly their planes together. |
| | **Differentiation activities (Support):**<br>1. Encourage learners to look at the pictures if they struggle to read the instructions. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, encourage them to help less confident learners who appear to be struggling. |
| **Learner's Book page 139** | **Plane race: Activity 2**<br>1. Review the ordinal numbers *first*, *second*, *third*, *fourth* and *fifth* with learners. Tell five learners to line up in front of the class by height. Model with two learners.<br>2. Ask the learners still sitting down who is *first*, *second*, *third*, *fourth* and *fifth* in the line.<br>3. Write the ordinal numbers on the board and then write the corresponding cardinal numbers next to them in a different colour(first = 1, second = 2, third = 3, fourth = 4, fifth = 5).<br>4. Let learners read the instructions in their Learner's Book.<br>5. Divide the learners into pairs. The pairs have a plane race. When learners have finished, ask them: *Which plane flies further?, Which plane is the first? Which plane is the second?*<br>6. Divide the learners into groups of five. Learners have a plane race. When learners have finished, ask them: *Which plane is first, second, third, fourth, fifth?* |
| **Learner's Book page 139** | **Write about it: Activity 3**<br>1. Point to the model and read it with the learners.<br>2. In their notebooks, learners write about the pair and group plane races using the model in the Learner's Book.<br>3. Walk around and monitor closely, providing individual support as needed.<br>**Feedback**<br>Invite individual learners to read out their sentences for the rest of the class. |

| | |
|---|---|
| **Activity Book page 112** | **Activity Book: Activity 1**<br>1. Remind the learners of the ordinal numbers they used in the plane race. Ask them what they can use them for, for example, to describe the sequence of events in a story.<br>2. Explain that it is also important to follow the correct sequence when they are doing an experiment or following instructions.<br>3. Focus on the pictures and the instructions in the activity. Explain that the order of the instructions is wrong and they have to correct it.<br>4. When they have finished, ask them to check their answers with a partner.<br>**Feedback**<br>Read the correct answers in the right order to the learners so they can check their answers.<br>**Answers**<br>1 First – Choose your favourite coloured paper.<br>2 Second – Fold the piece of paper down the middle.<br>3 Third – Fold the top corners down to the middle.<br>4 Fourth – Bend the wings a little bit.<br>5 Fifth – Fly your paper plane. |
| **Activity Book page 112** | **Activity Book: Activity 2**<br>1. Put learners in pairs. Learners have a race with their plane with one partner.<br>2. Read the sentence for learners.<br>3. Learners complete the sentence and draw a picture of their plane race in their Activity Book. |
| **Resources** | **Plenary**<br>1. Ask each learner to stand up, show their picture from Activity Book Activity 2 and read the sentence. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*).

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.3.1) Demonstrate command of English grammar and usage.

(G2.4.4.1) Write demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen and understand key information in a text, listen to questions.<br>**Speaking:** To ask and answer questions.<br>**Reading:** To read a simple text, read questions and answers, understand instructions.<br>**Writing**: To write answers to questions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• Ask and answer *wh*-questions in the present simple<br>• Understand and follow instructions. |
| **Link to prior learning:**<br>• Vocabulary Unit 7 Lesson 1–3: *bus, bus driver, car, drive, float, boat, plane, fly, climb, tower, paper, fold*<br>• Ordinal numbers 1–5<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *sports car, race, red, green, brown, yellow, fast, first, winner*<br>**Key expressions/structure:** Present simple affirmative and question forms | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with the meaning of the different questions words, for example, *what, where, when, who, how many*. Write the questions on the whiteboard and underline the question words, then explain their meaning, for example, *who* refers to people, *how many* refers to number. | | |
| **Resources/equipment needed:**<br>Learner's Book page 140<br>Activity Book page 113<br>Audio Track 104<br>Pictures (optional): *bus, bus driver, drive, car, float, boat, climb, tower, fly, plane, paper, fold* | | |

**UNIT 7 LESSON 4 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write the following words on the board in random order: *bus, bus driver, drive, car, float, boat, climb, tower, fly, plane, paper, fold*.<br>2. Divide learners in small groups.<br>3. Call out a word, for example, *bus*, and ask: *Which word goes with bus?* Elicit *bus driver.*<br>4. Give learners two minutes to look at the words and discuss which ones go together in their groups.<br>5. The groups then take turns naming two words that belong together. If they are correct, their group gets a point. Join the words with a line after learners have said them.<br>6. Alternatively, you can do this activity with pictures instead of words.<br>**Answers**<br>bus/bus driver; drive/car; float/boat; climb/tower; fly/plane; paper/fold |
| **Resources** | **Main Activity** |
| **Learner's Book page 140**<br>**Audio Track 104** | **Listen and read: Activity 1**<br>1. Tell learners to open their Learner's Books at page 140. Ask: *What do you see? What do you think the text is about?*<br>2. Ask: *Do you race cars? Do you think it is fun?*<br>3. Play the audio for learners to listen to the text.<br>4. Then play the audio again for learners to listen and read the text.<br>5. Check learners' understanding of the text by asking them questions, such as *What are the boys' names?* Answer: *Their names are Bilal and Waleed.* |
| **Learner's Book page 140** | **Matching: Activity 2**<br>1. Read the instructions in Activity 2 together with learners.<br>2. Read the first example. Ask learners to draw a line to the correct answer.<br>3. Individually, learners read the questions and answers, and join them with a line.<br>4. If you feel that your learners are able to, you can put them in pairs and have one learner read the question and another read the answers.<br>**Feedback**<br>Learners check their answers with a partner.<br>**Answers**<br>1 c; 2 d; 3 e; 4 a; 5 b |
| **Activity Book page 113** | **Activity Book: Activity 1**<br>1. Draw learners' attention to Activity Book Activity 1, point to the objects in the picture and elicit/teach the words. Then read out the instructions. Check learners understand, by reading the first instruction, pointing to the helicopter in the picture and holding up a yellow colouring pencil.<br>2. Learners work individually to complete the picture according to the instructions.<br>**Feedback**<br>Learners compare their pictures with a partner. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Assist learners who struggle to read the instructions for them individually.<br>2. Alternatively, you can circle the colour word in each instruction in the appropriate colour to provide learners with a visual reference. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional instructions under the picture and add them to the picture. |
| **Activity Book page 113** | **Activity Book: Activity 2**<br>1. Look at the questions in Activity Book Activity 2. Read the first question and elicit the answer from the class. Write the first answer on the whiteboard. Circle the capital letter and full stop, and remind learners that their sentences should start with a capital letter and end with a full stop.<br>2. Read the other questions and check learners' understanding. Learners write their answers independently. Walk around and monitor, providing individual learners with spelling help as needed.<br>**Feedback**<br>Ask learners to check a friend's answers for a capital letter and full stop in the sentences. Check the answers as a whole class by asking learners who raise their hand to share their answers. Write the sentences on the whiteboard.<br>**Answers**<br>1 It is climbing up the **tree**.; 2 He is wearing a **red jacket**.; 3 **She is wearing a hat**.; 4 **The plane is green**. |
| | **Differentiation activities (Support):**<br>1. Write the sentence answers with just a gap for individual learners to fill in one word. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional questions and answers for the picture. |
| **Resources** | **Plenary** |
| **Activity Book page 113** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen for specific information about a topic.<br>**Speaking:** To say words with the initial *k* sound, answer *wh*-questions.<br>**Reading:** To read a text about a topic.<br>**Writing**: To write a sentence with two words with the *k* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and say words with the initial *k* sound<br>• answer *wh*- questions in the present simple. |
| **Link to prior learning:**<br>• Present simple tense<br>• Question words<br>• Colours<br>• Ordinal numbers<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *kite, camel, kayak, cake, kind, car, colour, colourful, keep, king, coffee*<br>**Key expressions/structure:** Present simple affirmative sentences | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with the idea that the *k* sound can be represented by the different letters *c* or *k*. When introducing the *k* sound, underline the words in the text, then focus on the initial *k* sound and underline the letter that makes this sound. | | |
| **Resources/equipment needed:**<br>Learner's Book page 141<br>Activity Book page 114<br>Audio Tracks 105-107<br>World map or globe (optional) | | |

**UNIT 7 LESSON 5 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Call out an action from Unit 7 Lessons 1–4 (*climb, sit down, buckle up, slide, float, fly, drive)*.<br>2. Learners mime the action.<br>3. You may like to make this into a competition, so that the last learner to mime is out of the game. |
| **Resources** | **Main Activity** |
| **Learner's Book page 141**<br>**Audio Track 105** | **Listen and look: Activity 1**<br>1. Learners open their books at page 141. Point to the pictures and ask learners if they know what they are.<br>2. Say: *Let's Listen*.<br>3. Play the audio and point to the pictures in turn.<br>4. Play the audio again. Pause after each word. Learners repeat.<br>5. Focus on the question and ask learners: *Which letter makes the* k *sound?* Elicit that it can be *k* or hard *c* that makes the sound. |
| **Learner's Book page 141**<br>**Audio Track 106** | **The kite competition: Activity 2**<br>1. Tell the learners to look at the picture on page 141 and read the title in the Learner's Book. Explain the word *competition.*<br>2. Ask: *What do you see?*<br>3. If you have a map or globe, you may like to show learners where Canada is. Ask learners if they have ever been there.<br>4. Play the audio the first time. Tell the learners to listen to the text while they look at the picture.<br>5. Ask: *What does Kim make? Why?*<br>6. Play the audio a second time. Tell learners to listen while they read along in their book.<br>7. Relate the text to the learners' personal experience. Ask: *Do you make or fly a kite? Do you know any competitions?*<br>8. Play the audio a third time. Model the *k* sound and ask: *Which words have the k sound?* Ask learners to say the words and circle them in the text.<br>**Answers**<br>Kim; Canada; kite; competition; colour; cake |
| | **Differentiation activities (Support):**<br>1. If learners cannot understand the audio, read the audioscript slowly pausing after each sentence. |
| | **Differentiation activities (Stretch):**<br>1. Let learners read the text aloud for the class. |
| **Learner's Book page 141**<br>**Audio Track 107** | **Tongue twister: Activity 3**<br>1. Play the audio slowly while learners follow in their Learner's Book.<br>2. Ask learners to underline the letter that makes the *k* sound in the words.<br>3. Say the tongue twister slowly with the learners.<br>4. Say the tongue twister faster and faster.<br>5. Ask individual learners, pairs or small groups who volunteer to say the tongue twister. |

| | |
|---|---|
| | **Feedback**<br>Write the tongue twister on the whiteboard and underline the letter that makes the *k* sound in the words. Learners check their answers.<br>**Answer**<br>Kind Kate keeps Kim's colourful kite in the car. |
| **Activity Book page 114** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures in Activity 1. Elicit what the pictures are.<br>2. Remind learners that the *k* sound is usually made by the letter *k* but sometimes it can be made by the letter *c*.<br>3. Learners work in pairs to say the words and circle the letter that makes the *k* sound – *c* or *k*.<br>**Feedback**<br>Say the words and then say the letters *c* and *k*. Learners raise their hands when they hear the correct letter.<br>**Answers**<br>1 car; 2 kite; 3 kayak; 4 king; 5 cake; 6 coffee |
| | **Differentiation activities (Support):**<br>1. Write the words for the pictures on the board, with the letter underlined, to help learners who struggle to remember the correct spelling. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw a picture and write the letter that makes the *k* sound for other words. |
| **Activity Book page 114** | **Activity Book: Activity 2**<br>1. Point to the Word box in Activity 2 and read the words. Check learners understand the words.<br>2. Tell learners they are going to complete the sentence with words. Two of the words will be from the Word box and have the *k* sound. You may like to give an example, such as *The king is in a kayak.*<br>3. Learners individually write a sentence and draw a picture.<br>4. Walk around, monitoring work and providing support as needed.<br>**Feedback**<br>Ask learners who raise their hand to show their picture and read their sentence to the class. You may like to write learners' sentences on the board.<br>**Answers**<br>**Possible answers:** The camel is in a kayak. The king is eating cake. The camel is eating cake. The kite is colourful. The car is colourful. The camel is in a car. |
| | **Differentiation activities (Support):**<br>1. Provide individual support to learners and suggest which word combinations they can use. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners to write another sentence. |

| Resources | Plenary |
|---|---|
| **Activity Book page 114** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to verb phrases.<br>**Speaking:** To ask and answer questions.<br>**Reading:** To read information in a chart, read simple sentences.<br>**Writing**: To complete a chart, write sentences based on information in a chart. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and say simple verb phrases<br>• ask and answer questions with *can*. |
| **Link to prior learning:**<br>• Verbs of movement<br>• *Can* for ability<br>• Prepositions<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** Revision from Unit 7 Lessons 1–5<br>**Key expressions/structure:** Revision from Unit 7 Lessons 1–5 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with the use of prepositions of motion (*up, down, in*). Elicit an example for each and write them on the whiteboard. Underline the preposition. (For example, *He floats down the river. She climbs up the tower. They fly in the plane.* ) | | |
| **Resources/equipment needed:**<br>Learner's Book page 142<br>Activity Book page 115<br>Audio Track 108<br>A small ball | | |

**UNIT 7 LESSON 6 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Have learners stand in a circle and pass the ball around.<br>2. You should call out *Stop!* at any moment. When you do, the learner holding the ball must say any word in English that they can remember, or mime a word for the rest of the class to guess.<br>3. Continue in this way until all learners have had a go. |
| **Resources** | **Main Activity** |
| **Learner's Book page 142**<br>**Audio Track 108** | **Which word?: Activity 1**<br>1. Learners look at the pictures on page 142. Elicit the words.<br>2. Explain to learners that they will hear someone say what the pictures are but with a word missing. They need to point at the correct picture.<br>3. Play the first part of the audio for learners to point at the correct picture. Pause after each phrase to check that all learners are pointing at a picture. They can compare with a partner each time.<br>4. Then tell learners that they will listen again, but this time they have to say the missing word. Play the second part of the audio, pausing for learners to say the missing verb in unison. They then hear the correct complete phrase.<br>**Feedback**<br>Ask individual learners to say the complete phrase for each picture.<br>**Answers**<br>1 float down the river; 2 climb a tower; 3 drive a car; 4 bend the wings; 5 slide down a slide; 6 fly in a plane; 7 fold the paper |
| **Learner's Book page 142**<br>**Activity Book page 115** | **Class Survey: Activity 2 and Activity Book: Activity 1**<br>1. Explain to learners that they are going to do a survey. Model the activity with one learner. Ask learners to look at the first row, then ask *Can you climb a tower?* Elicit answers from three learners. Write their names on the board and tick if they answer *Yes, I can.* and cross if they answer *No, I can't.*<br>2. You may like to model the other questions until you are sure that learners understand the activity, or drill the pronunciation of the questions.<br>3. Put learners in groups of four. Learners should ask each question to three different people. Monitor the activity closely to ensure that learners are asking the correct questions and are participating. They should write the name of the person they ask and tick/cross in the table in Activity 1 of their Activity Books. |
| **Activity Book page 115** | **Activity Book: Activity 2**<br>1. Briefly discuss the learners' results from the survey, by asking a few learners to share the names of the people they talk to and what they can/can't do.<br>2. Write the sentence prompts on the board (____*can* ____./____ *can't* ___.) and complete them with the answers that learners give.<br>3. Tell learners to pick two pieces of information from their chart and write sentences about them. Remind learners to use capital letters and full stops. |
| | **Differentiation activities (Support):**<br>1. Write the sentence prompts in learners' Activity Books so they can just complete with the name and activity. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners to write more than three sentences. |

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|---|---|
| **Activity Book page 115** | **Activity Book: Activity 3**<br>1. Point to the picture in Activity 3 of the Activity Book.<br>2. Read the sentences with the learners. Pause after each sentence.<br>3. Learners follow the instructions, and circle the things in the picture.<br>**Feedback**<br>Learners can check their picture with a friend. |
| **Resources** | **Plenary** |
| **Activity Book page 115** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a story, identify the sound of long *e*.<br>**Speaking:** To say words with the long *e* sound.<br>**Reading:** To recognise words with the long *e* sound, recognise questions beginning with *wh*-question words, match questions and answers.<br>**Writing**: To write labels, answer questions. | • understand and use words with the long *e* sound<br>• ask and answer *wh*-questions in the present simple tense. |

**Link to prior learning:**

- Numbers
- Vocabulary (words with the long *e* sound): *see, feel*
- Parts of the body

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *tree, teeth, knee, wheel, bee, sheep, Jeep, honey, sleep*

**Key expressions/structure:** Blending long *e* words

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with pronouncing specific words such as *knee* and *wheel* due to the silent initial letters (*n* and *h*) and the *th* final sound in *teeth*. Model pronunciation clearly and write *knee* and *wheel* on the whiteboard and cross out the silent letters. Drill the pronunciation of the words. Tell learners to look at your mouth while you pronounce *teeth*. Write the word on the whiteboard and underline the *th*. Drill the pronunciation of the final *th* sound.

**Resources/equipment needed:**

Learner's Book page 143

Activity Book page 116

Audio Track 109

Flashcards: *feet, tree, teeth, bee, sheep, knee* (use *leg* flashcard)

PCM 67: *teeth, knee, wheel, bee, sheep, Jeep, sleep, feet, tree*

Picture of a body (to review body parts)

**UNIT 7 LESSON 7 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Review body parts with learners. Draw a body or stick the picture of a body on the whiteboard.<br>2. Write the following words on one side of the whiteboard: *hand, arm, leg, head, mouth, nose, ear, eyes.*<br>3. Read the body parts words with the learners.<br>4. Call on learners who raise their hand to come up to the board, say a word aloud and draw a line to match it to the correct body part. |
| **Resources** | **Main Activity** |
| **Learner's Book page 143**<br>**Audio Track 109** | **Listen and look: Activity 1**<br>1. Learners open books at page 143. Point to the pictures and ask learners if they know what they are.<br>2. Say: *Let's Listen*.<br>3. Play the audio and point to the pictures in turn.<br>4. Play the audio again. Pause after each sound or word. Learners repeat.<br>5. Focus on the questions. Read each one in turn and elicit the answers from the learners.<br>6. Ask the learners which other words they know with long *e*. Point to your eyes and elicit the word *see*. Point to your hand and mime and try to touch something to elicit the word *feel*. Point to your *feet* and elicit the word *feet*.<br>**Feedback**<br>You can ask individual learners to come up to the board and write *see, feel* and *feet* or ask learners to spell them.<br>**Answers**<br>The letters *ee* make the long *e* sound.<br>*Tree* and *knee* rhyme.<br>wheel |
| **Learner's Book page 143**<br>**PCM 67** | **What's in the picture?: Activity 2**<br>1. Explore the picture in Activity 2 with learners. Elicit what they can see and teach any new vocabulary such as *jeep* and *bee* by pointing at them in the picture and modelling the pronunciation.<br>2. Hold the word cards (PCM 67: *teeth, knee, wheel, bee, sheep, Jeep, sleep, feet, tree*) up one by one, model the pronunciation and drill with learners. Then stick them on the board.<br>3. Put learners in pairs. They work together, pointing at each thing in the picture with the long *e* sound and saying what it is.<br>**Feedback**<br>Ask each individual learner to say something they can see in the picture that uses the long *e* sound.<br>**Answers**<br>A boy brushing his teeth; three sheep, one is sleeping; bees; a girl planting seeds; a Jeep making a beep beep sound; wheels; knees; a tree / trees; the colour green. |

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|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can look at the word cards on the board and find the corresponding object in the picture. |
| | **Differentiation activities (Stretch):**<br>1. Learners can test each other by pointing at an object in the picture and asking their partner to say whether it has a long *e* sound or not. |
| **Learner's Book page 143** | **Questions and answers: Activity 3**<br>1. Write the words *when* and *why* on the whiteboard and ask learners to think of more question words beginning with *wh*.<br>2. Ask a few questions using these question words. For example, *Where are the sheep?*<br>3. Point to the Language tip box. Elicit the use of the different question words with examples.<br>4. Focus on the questions in the Learner's Book. Ask learners to read them and match them to the correct answers.<br>5. Get learners to check their answers with a partner.<br>**Feedback**<br>Ask learners who raise their hand to read the question and matching answer. Write the matching questions and answers on the whiteboard.<br>**Answers**<br>1 What do bees make? Bees make honey.<br>2 Where do sheep sleep? Sheep sleep in a field.<br>3 What sound does a Jeep make? A Jeep goes BEEP BEEP.<br>4 What is the boy doing? He's brushing his teeth.<br>5 What is the girl planting? She's planting seeds. |
| | **Differentiation activities (Support):**<br>1. Read the questions and answers for the learners if they cannot read them. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write additional questions and answers about the picture in the Learner's Book. |
| **Activity Book page 116** | **Activity Book: Activity 1**<br>1. Ask learners to look at the picture in Activity 1. Draw their attention to the Word box and read out the words. Tell learners to look at label *a* in the picture and elicit the word (*teeth*). Learners write the word on the line.<br>2. Learners work individually to label the picture. Walk around and provide learners with individual support as needed.<br>2. Ask learners to check their answers with a partner.<br>**Feedback**<br>Call on individual learners who raise their hand to give an answer. Write the answers on the whiteboard.<br>**Answers**<br>a teeth; b Jeep; c tree; d wheel; e bees; f a sleeping sheep; g knees; h seeds |

| | |
|---|---|
| **Activity Book page 116** | **Activity Book: Activity 2**<br>1. Read the questions in Activity 2. Ask learners to look at the picture carefully in Activity 1 and count what they can see.<br>2. Learners write their answers in their Activity Book. Encourage learners to write the word and not the figure (for example, *four* not *4*).<br>3. Ask learners to check their answers with a partner.<br>**Feedback**<br>Call on individual learners to give the answers.<br>**Answers**<br>1 three/four; 2 three; 3 five |
| | **Differentiation activities (Support):**<br>1. Write the numbers one to five on the board in numerical and word form, so that learners can copy them. |
| | **Differentiation activities (Stretch):**<br>1. Learners can count other objects in the picture and write about them, for example, *three trees*. |
| **Resources** | **Plenary** |
| **Activity Book page 116** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a story, identify the long *e* sound.<br>**Speaking:** To say words with the long *e* sound.<br>**Reading:** To read a story, find rhyming words in a short text.<br>**Writing**: To write words with the long *e* sound. | • understand and use words with the long *e* sound<br>• recognise rhyming words with the long *e* sound. |

**Link to prior learning:**

- Words with the long *e* sound
- Present continuous affirmative sentences

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *sheep, bee, Jeep, sleep, knee, tree, seed, keep, feed, beep, wheel*

**Key expressions/structure:** Imperatives: *keep out;* Present continuous: *I am trying to sleep.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to find rhyming words. Write examples on the whiteboard from previous units and underline the sounds that rhyme (for example, *cat/hat, bed/red*).

**Resources/equipment needed:**

Learner's Book page 144

Activity Book page 117

Audio Track 110

Flashcards: *feet, tree, teeth, bee, sheep, knee* (use *leg* flashcard)

PCM 67: *teeth, knee, wheel, bee, sheep, Jeep, sleep, feet, tree*

**UNIT 7 LESSON 8 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 67** | 1. Hold the flashcards, with the pictures facing away from learners. Quickly turn over a flashcard so learners can see the picture, then turn it back to you. The learner who puts their hand up first can say the word.<br>2. Repeat with all the flashcards. |

| Resources | Main Activity |
|---|---|
| **Learner's Book page 144**<br>**Audio Track 110**<br>**PCM 67** | **Phonics story: Activity 1**<br>1. Direct learners' attention to the pictures. Ask: *What can you see?* and elicit the words from Lesson 7.<br>2. Play the audio. Ask learners to listen and find words with the long *e* sound. Pause the audio after each line. Ask learners to raise their hand if they hear a word with long *e* and call on learners to say the words.<br>3. Play the audio again. Pause after each line of the story for the learners to repeat.<br>4. Ask *wh*-questions about the picture, such as *What is the man doing? Where is the man? Where is the bee? Where is the sheep?*, and also the question from the story *Can the man sleep?*<br>5. Invite learners to point at the objects in the picture and retell the story in their own words. If needed, use PCM 67 to help with the activity.<br>**Feedback**<br>Write the words with the long *e* sound on the whiteboard.<br>**Answers**<br>Words with the long *e* sound: *keep, feet, sleep / sleeping, sheep, bleats, tree*, *bee*, *sheep*, *Jeep*, *beep*<br>No, the man can't sleep. |
| | **Differentiation activities (Support):**<br>1. If learners cannot understand the audio, read the audioscript slowly pausing after each sentence. |
| | **Differentiation activities (Stretch)**<br>1. Ask learners to name any other objects in the picture that they know. |
| **Activity Book page 117** | **Activity Book: Activity 1**<br>1. Ask learners to look at the first set of pictures in Activity 1. Elicit the word for each picture (*bee, tree, seed*).<br>2. Read out the words and ask: *Which ones rhyme?* Elicit *bee* and *tree* and tell learners to circle these pictures.<br>3. Learners work individually to complete number 2.<br>**Feedback**<br>Ask learners to check their work in pairs, then check the answers as a whole class by asking individual learners to say the rhyming words.<br>**Answers**<br>1 bee and tree; 2 Jeep and sheep |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Write examples of rhyming words from previous units on the board and underline the rhyming ending (for example, *cat*/*hat, bed*/*red*) to make sure learners understand the concept of rhyming. |
| | **Differentiation activities (Stretch):**<br>1. Learners think of other words with the long *e* sound that they know that rhyme. |
| **Activity Book page 117** | **Activity Book: Challenge**<br>1. Divide learners into mixed-ability pairs.<br>2. Ask learners to find words that rhyme with the words in the Challenge activity.<br>**Feedback**<br>Ask learners who raise their hand to give the answer. Write the answers on the whiteboard.<br>**Answers**<br>Possible answers:<br>seed – feed<br>feel – wheel<br>Jeep – sheep, sleep, beep |
| **Activity Book page 117** | **Activity Book: Activity 2**<br>1. Remind learners what a word snake is and ask learners to find the words in it.<br>2. Learners draw lines to match each picture with the corresponding word.<br>3. Learners look at the pictures again to find the one that isn't in the word snake. They write that word on the line.<br>**Feedback**<br>Ask learners who raise their hand to give a word. Write the words on the whiteboard.<br>**Answers**<br>gh**knee**c**keep**rs**feed**baagbseo**bee**heppa**beepwheel**yet**sleep**o<br>The picture word that is not in the word snake is *tree*. |
| **Resources** | **Plenary** |
| | **What is it?**<br>1. Write the following words on the board: *feet, tree, teeth, bee, sheep, wheel, Jeep, sleep, see.* Describe a word and say how many letters it has. (For example, *It starts with* s *and has three letters. I do it with my eye*s. Answer: *see.*)<br>2. Learners guess the word from the list on the board, and call it out.<br>3. Continue describing all the words. If learners struggle to guess, use mime to help them. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes, and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.3.5.1.3) Read and respond to information in classroom labels, signs, lists and captions written in familiar words and simple phrases.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a poem.<br>**Reading:** To read a poem.<br>**Speaking:** To recite a poem, describe things, give instructions.<br>**Writing**: To retrieve information to complete sentences, write colour names, describe a picture. | • understand and use simple adjectives and nouns<br>• say simple sentences following a pattern. |

**Link to prior learning:**

- Colours
- Shapes

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *come for a ride, deep, sea, boat, sails*

**Key expressions/structure:** Imperatives; adjective word order: number/size + colour + noun

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not remember the vocabulary for colours and shapes. Check understanding of colours and shapes by quickly reviewing them with flashcards at the end of the Starter activity and sticking the flashcards and matching word cards on the whiteboard.

**Resources/equipment needed:**

Learner's Book page 145

Activity Book page 118

Audio Track 111

Flashcards: *boat, circle, square, triangle, rectangle*

PCM 68: *deep, sea, boat, sails*

Coloured pencils and crayons

**UNIT 7 LESSON 9 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Revise the colour words with learners. Ask learners to stand up. Call out: *Find something (blue).* Learners have to run and touch something of that colour. The last learner to touch something sits down.<br>2. Continue in this way, calling out different colours, until there is only one learner standing. |
| **Resources** | **Main Activity** |
| **Learner's Book page 145**<br>**Audio Track 111**<br>**PCM 68** | **My big blue boat: Activity 1**<br>1. Learners open their books at page 145. Focus on the picture. Ask: *What can you see in this picture? What colour is the boat?*<br>2. Play the audio and mime riding in a boat. Encourage learners to mime too. You may like to sit learners on the floor and have them pretend they are in a boat as you play the audio. Perform actions to accompany the poem as follows. Signal *Come* with your hand and move one arm slowly up and down to mime *sailing*. Spread your arms to show something *big* around you, and look down and point to show *deep*. Point at yourself to mime *my*, and make a triangle in the air with two fingers to show *sails*.<br>3. Play the audio again. This time learners read along in their books.<br>4. Then, play the audio a final time, pausing after each line for learners to repeat.<br>5. If needed, use PCM 68 to help with the activity. |
| **Learner's Book page 145** | **Draw a sail boat: Activity 2**<br>1. Draw learners' attention to the speech bubble and read the sentence aloud. Ask learners to point to the corresponding elements in the picture of the sailing boat.<br>2. Ask learners to look at the sentence and point at the colour words. Ask: *Is the colour word before or after the word 'boat'?* Use gestures to demonstrate *before* and *after.* Elicit that it comes before, then focus on the Writing tip with learners. Read it for them.<br>3. Pick up a few classroom objects, such as a pencil, book, etc. Hold each one up and elicit the colour and name. Write one description on the board correctly, for example, *a blue pencil.* Then write another description incorrectly, for example, *a ruler orange.* Elicit from learners that it is incorrect and ask for the correct order. Repeat in this way with other objects.<br>4. Explain to learners that they will draw sailing boats. Say that they will tell you how to draw a sail boat. Elicit a description of a sailing boat from learners and draw it on the board. Encourage students to use adjectives of size and colour, for example *a small yellow sail*. You can repeat this several times until you are sure they understand the activity. Then put learners in pairs. They take turns describing a sailing boat to each other, while their partner draws it in their notebook. Circulate and monitor as learners work, helping them as necessary. |

| | |
|---|---|
| **Activity Book page 118** | **Activity Book: Activity 1**<br>1. Focus on the picture in Activity Book Activity 1. Ask learners to describe what they see.<br>2. Learners can choose whatever colours they like for the different parts of the picture. Encourage them to choose a variety of colours, so they can get more practice with the colour words. They complete the sentences with the colour words they choose. Walk around to assist learners with spelling.<br>3. Learners then colour the picture, using the colours they chose.<br>4. They describe their picture to a partner using the colour words.<br>**Feedback**<br>Put learners in pairs so that they can compare pictures and the colours they chose for each element. |
| | **Differentiation activities (Support):**<br>1. Write the colour words on the whiteboard to help learners with spelling. |
| | **Differentiation activities (Stretch):**<br>1. Learners can colour and write the words for other elements in the picture (for example, the fish and the birds). |
| **Activity Book page 118** | **Activity Book: Activity 2**<br>1. Make sure that the sentences from the Writing tip activity in the Learner's Book are still on the board.<br>2. Tell learners to look at their picture in the the Learner's Book. Remind them of the Writing tip and word order for colour adjectives and nouns.<br>3. Learners fill in the missing words to complete the description in their Activity Book. Walk around and monitor their work and provide reading or spelling support as needed.<br>**Feedback**<br>Ask learners to check their sentences in pairs. Then check as a whole class by asking individual learners to put up their hands and read out one of their sentences. |
| **Learner's Book page 145** | **Describe it: Activity 3**<br>1. Ask learners to focus on the pictures in Activity 3 and elicit the names of each item. Model an example description, such as: *It's big and yellow. It can fly. What is it?* Learners point to the big yellow plane.<br>2. Divide learners into mixed-ability pairs.<br>3. Learners choose one picture and describe it to their partner. Their partner guess which picture it is. Walk around and check that learners use size and colour adjectives in the correct order.<br>**Feedback**<br>Point at a picture and ask individual learners to describe it using the structure *It's a ____*. For example, *It's a big, red shoe.* |
| | **Differentiation activities (Support):**<br>1. Write size and colour words on the board for learners to refer to. |
| | **Differentiation activities (Stretch):**<br>1. Let learners describe other objects in the classroom. |

| Resources | Plenary |
|---|---|
| **Activity Book page 118** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To read a chant.<br>**Speaking:** To recite a chant, describe things.<br>**Reading:** To read a chant, listen to and follow instructions.<br>**Writing**: To write colour nouns, write a chant. | • understand and use simple sentences using *there is/are*, nouns and adjectives. |

**Link to prior learning:**

- Vocabulary for size, colours and shapes
- Numbers 1 to 10
- Question words

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *wheels, go round, wipers, money, chatter, bell*

**Key expressions/structure:** Adjective word order: number/size + colour + noun; revision of numbers, shapes and size words; *There is*/*There are*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may be confused with the use of *there is* and *there are*. Point to the pictures and the sentences in the Learner's Book. Copy sentences on the board and circle *There is* and *There are* in the sentence and underline the singular and plural nouns.
- Learners may struggle to put the adjectives (number, size, colour) in the right order when describing objects. Write examples on the board and use different colours to write number, size and colour words on the board.

**Resources/equipment needed:**

Learner's Book pages 146

Activity Book page 119

Audio Track 112

Flashcards: *bus, car, red plane, white plane, boat, red triangle, blue square, green circle, orange rectangle*

PCM 69: *wheels, go round, wipers, chatter, money, bell*

Handmade word cards: *red, yellow, green, blue, orange, black, white*

**UNIT 7 LESSON 10 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards** | 1. Hold the flashcards with the picture facing away from the learners. Quickly turn one of the flashcards towards the learners, then turn it back to you.<br>2. The first learner to name the object and colour can keep the flashcard. If no one can name it, show it a second time.<br>3. Continue until all the flashcards have been used.<br>4. The learner with the most flashcards wins the game. |
| **Resources** | **Main Activity** |
| **Learner's Book page 146**<br>**Audio Track 112**<br>**PCM 69** | **The wheels on the bus: Activity 1**<br>1. Ask learners to look at the picture on page 146 of their Learner's Books. Revise and introduce the new words (*wheels, go round, wipers, money, chatter, bell*) to the learners using the word cards (PCM 69), drawing on the board or pointing to the picture on page 146.<br>2. Tell learners you are going to listen to a chant.<br>3. Play the audio and have learners just listen. Then play again for learners to listen and read along in their books; encourage them to chant along if they like. Then play the audio a final time for learners to listen and chant.<br>4. Read through the lines one by one, pausing after each one to demonstrate an action or ask learners to show you an appropriate action. Then have learners stand up and form a line, like a bus. Play the chant again and have learners walk around the classroom, chanting and doing the actions. You may like to repeat this but without the audio for learners to chant alone. |
| | **Differentiation activities (Support):**<br>1. If learners cannot understand the audio, read the audioscript slowly, pausing after each sentence. |
| | **Differentiation activities (Stretch):**<br>1. Let the learners lead the chant as they walk around the classroom. |
| **Activity Book page 119** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity 1. Read the questions and check learners understand. Then read the answers.<br>2. Do the first question as a class. Read the question and elicit the correct answer from learners (*c He is driving the bus*.).<br>3. Learners then work in pairs to match the questions to the answers, drawing a line to match them.<br>**Feedback**<br>Ask learners who raise their hand to read a question and answer.<br>**Answers**<br>1 c; 2 a; 3 d; 4 b |
| | **Differentiation activities (Support):**<br>1. If learners struggle to read the questions and answers, read for them. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write other questions and answers about the chant. |

| | |
|---|---|
| **Activity Book page 119** | **Activity Book: Activity 2**<br>1. Ask learners to look at the Word box in Activity Book Activity 2. Read the words and check that learners understand.<br>2. Tell learners that they will write their own transport chant, using the words in the box. Do a model as a whole group, by reading the outline in the book and pausing at each gap to ask learners to say a word from the Word box. You may like to write this up on the whiteboard.<br>3. Give learners some time to write their chants.<br>**Feedback**<br>Put learners in pairs so they can read their chants to each other. Then, invite volunteer learners to read their chants to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Provide learners with plenty of support in choosing and writing the words. You may like to ask them to draw a line linking the words from the Word box to the line in the chant. Then they can just copy the word into the space. |
| | **Differentiation activities (Stretch):**<br>1. Learners may use other descriptive words to write about their vehicle, for example, *big, beautiful*, etc. |
| **Learner's Book page 146** | **The car park: Activity 2**<br>1. Tell learners to look at the vehicles in the car park on page 146. Briefly elicit the details about the pictures (name, colour, size, etc.).<br>2. Read the sentences below the pictures with the learners. Ask learners to point at the corresponding pictures.<br>3. Copy the following sentences onto the whiteboard: *There are three green buses. There is one little orange car.*<br>4. Underline *There is* and *There are*. Remind learners that *There is* is used for one thing and *There are* is used for two or more things.<br>5. Elicit a few sentences from volunteer learners to check that learners understand the activity.<br>6. Divide learners into pairs. They say a sentence with *There is* or *There are* and their partner has to point to the object or objects in the picture. Walk around and provide individual assistance and error correction as needed.<br>**Feedback**<br>Ask learners who raise their hand to give an example. Write the examples on the whiteboard. |
| **Resources** | **Plenary** |
| | **Spot the object**<br>1. Stick all the flashcards on the whiteboard.<br>2. Model the activity. Say: *There is (a green bus).* The first learner to point to the correct flashcard gets a point.<br>3. Learners take turns describing a flashcard on the whiteboard.<br>4. Continue in this way until all the flashcards have been described. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a description.<br>**Speaking:** To describe a picture.<br>**Reading:** To match questions and answers.<br>**Writing**: To write labels, categorise words. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and use simple sentences using *there is/are*, nouns and adjectives<br>• answer *wh*-questions in the present simple tense. |
| **Link to prior learning:**<br>• Vocabulary for size, colours and shapes<br>• Numbers 1 to 10<br>• Question words<br>• *There is/There are*<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *big, small, tall, short, black, white, deep, shallow*<br>**Key expressions/structure:** Present simple questions: *What do you see?*, *There is/There are* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle with the concept of opposites. Give plenty of examples, such as *big* (hold up the Learner's Book) and *little* (hold up a rubber). | | |
| **Resources/equipment needed:**<br>Learner's Book page 147<br>Activity Book page 120<br>Audio Tracks 112 and 113<br>PCM 70: *big, short, small, black, tall, white, deep, shallow* | | |

**UNIT 7 LESSON 11 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 112** | 1. Play the audio for *The wheels on the bus* chant. Learners mime and chant along.<br>2. Divide the learners into small groups and assign a section of the chant to each group. Learners chant their lines and perform the actions without the audio. |
| **Resources** | **Main Activity** |
| **Learner's Book page 147**<br>**Audio Track 113**<br>**PCM 70** | **Listen and read: Activity 1**<br>1. Ask learners to open their books at page 147 and look at the picture. Ask: *What do you see?* Encourage learners to use words they know (for example, colours, *big, small,* etc.) to describe the picture.<br>2. Show the word cards (PCM 70) to learners, read the words and mime the adjectives or point to something that demonstrates them. Then read the words again and have learners repeat. Place the word cards on the whiteboard.<br>3. Play the audio. Have learners just listen. You should point to the word cards on the whiteboard when they are mentioned in the audio.<br>4. Next ask learners to look at the text in Activity 1. Play the audio again for learners to listen and read.<br>5. Ask learners to find the words on the board in the text and underline them. Learners can then compare with a partner.<br>6. Ask learners some questions to check for understanding, such as *What colour is the big boat?* (It's black.) *Where is the little boat?* (The little boat is in the shallow water.) |
| | **Differentiation activities (Support):**<br>1. If you think learners will struggle to see the word cards on the whiteboard, make individual copies and give them to less able learners. |
| | **Differentiation activities (Stretch):**<br>1. When they have underlined the words, learners can practise reading the text aloud to themselves. |
| **Activity Book page 120** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity Book Activity 1. Focus on the picture, point at the elements with a letter next to them and elicit the words from learners.<br>2. Draw learners' attention to the Word box. Explain that they need to label the picture with the words.<br>3. Walk around and provide learners with individual support as needed.<br>4. Ask learners to check their answers with a partner.<br>**Feedback**<br>Check the answers as a whole class, by calling on learners who raise their hand to give an answer.<br>**Answers**<br>a tall; b big; c deep; d short; e shallow; f little |

| | |
|---|---|
| **Activity Book page 120**<br>**PCM 70** | **Activity Book: Activity 2**<br>1. Tell learners to look at the list of words in Activity 2. Read the words and have learners repeat. Then direct learners' attention to the Word box. Explain that the adjectives there are the opposites to the ones in the list.<br>2. Model the activity by asking learners to look at the first word in the list (*big*) and write the opposite adjective on the line next to it (*little*).<br>3. Learners work individually to write the opposites. Then they can compare their answers with a partner.<br>**Feedback**<br>Ask learners who raise their hand to give an answer. Write the answers on the whiteboard so learners can check their spelling.<br>**Answers**<br>big – little; deep – shallow; tall – short |
| | **Differentiation activities (Support):**<br>1. Provide learners with word cards (PCM 70) for the adjectives. |
| | **Differentiation activities (Stretch):**<br>1. Let learners add any additional antonyms that they may know. |
| **Activity Book page 120** | **Activity Book: Activity 3**<br>1. Draw learners' attention to the picture in Activity 3 and elicit what they can see.<br>2. Ask learners to read the sentences and circle the correct word. Learners can work in pairs.<br>**Feedback**<br>Read the text slowly, pausing before each set of options for learners to say the correct word. You may like to write the answers on the whiteboard.<br>**Answers**<br>There **are** three boats. They are in **deep** water.; There is one **big** boat and two little boats.; There is a **tall** man and a short man. |
| **Learner's Book page 147** | **What is the same?: Activity 2**<br>1. Draw learners' attention to the pictures on page 147. Point at each picture in turn and ask: *What can you see in the picture?*<br>2. Read out the sentences in the speech bubbles and have learners find and point to these things in the pictures.<br>3. Put learners in pairs and tell them to find the things that are the same in the picture, and to say sentences about them.<br>4. Walk around and assist learners as necessary.<br>5. If you have time, you may like to ask learners to talk about the differences between the pictures.<br>**Feedback**<br>Ask individual learners who raise their hands to say a similarity between the pictures. You may like to write these on the whiteboard.<br>**Answers**<br>There is a tall man.; There is a short man.; The short man is eating an apple.; There is a big white bird.; There is a small white bird. |

| Resources | Plenary |
|---|---|
| **Activity Book page 120** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homonyms.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To practise describing a picture, practise saying words with the long *e* sound.<br>**Reading:** To practise reading a descriptive text.<br>**Writing**: To practise writing words with the long *e* sound. | • use present simple sentences with *there is*/*there are*<br>• ask and answer *wh*-questions in the present simple<br>• read and write words with the long *e* sound. |

**Link to prior learning:**

- *Wh*-question words
- Words with the long *e* sound spelled as *ee*
- Colours
- Adjectives for size
- *There is*/*There are*

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** Unit 7 Lessons 7–11

**Key expressions/structure:** Unit 7 Lessons 7–11

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may be confused with the use of *there is* and *there are*. Elicit sample sentences from the learners. Copy sentences on the board and circle *there is* and *there are* in the sentence and underline the singular and plural nouns.

**Resources/equipment needed:**

Learner's Book page 148

Activity Book page 121

PCMs 67–70

Mini whiteboards, laminated sheets of white paper or large strips of scrap paper; marker pens

**UNIT 7 LESSON 12 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Choose a word from Lessons 7 to 11 and draw dashes of the corresponding number of letters on the board.<br>2. Learners take it in turns to guess a letter. You should write the letter on the correct dash if it is in the word, or in the corner of the board if it isn't.<br>3. The first learner to guess the whole word can take the teacher's place. You can write the next word on a piece of paper for the learner to refer to as they take over the game. |
| **Resources** | **Main Activity** |
| **Learner's Book page 148** | **What do you see?: Activity 1**<br>1. Tell learners to look at the picture on page 148.<br>2. Point to the picture and ask: *What do you see?*<br>3. Write *There is* ... and *There are* ... on the whiteboard. Write descriptive adjectives for size and colours on the whiteboard.<br>4. Read the examples in the speech bubbles and write them on the board. Circle *There is* and *There are*. Point to the order of the colour and size adjectives. Underline the colour adjective in blue and the size adjective in green on the whiteboard.<br>5. As a whole class, discuss the picture. Encourage learners to use full sentences, following the example on the board. |
| | **Differentiation activities (Support):**<br>1. Write words for the things found in the picture on the whiteboard. |
| | **Differentiation activities (Stretch):**<br>1. Learners give sentences with other vocabulary that they know. |
| **Learner's Book page 148** | **Look and say: Activity 2**<br>1. Draw learners' attention to the sentences. Explain that the information for the gaps is in the picture in Activity 1.<br>2. Model the first sentence by reading it aloud and then pausing for a learner to say the correct word (*green*). Write it on the board.<br>3. Put learners in pairs. They should do this activity orally by reading the completed sentences.<br>4. You can ask learners to write the answers in their notebooks.<br>**Feedback**<br>Ask learners who raise their hand to read the completed sentences.<br>**Answers**<br>1 green; 2 Jeep; 3 sleeping; 4 bees |
| **Activity Book page 121** | **Activity Book: Activity 1**<br>1. Read the words in Activity Book Activity 1 and have learners repeat.<br>2. Then draw their attention to the pictures.<br>3. Give learners some time to match the words to the pictures, then compare their answers with a partner.<br>**Feedback**<br>Ask individual learners to read the word for the pictures in turn.<br>**Answers**<br>1 c; 2 d; 3 b; 4 a |

| | |
|---|---|
| **Learner's Book page 148**<br>**PCM 67–70** | **Spelling game**<br>1. Prepare a list of words from Lessons 7 to 11, such as *big, sail, sheep*.<br>2. Divide learners into groups and give each group a mini whiteboard or equivalent, and a marker pen.<br>3. Call out a word from the list.<br>4. Learners write the word on their mini whiteboard or equivalent.<br>5. Say: *1, 2, 3* and then tell learners to show their whiteboards. If the word is spelled correctly, they get one point.<br>6. Repeat using several different words. The winner is the group with the most points.<br>**Feedback**<br>Stick the word card (PCM 67–70) on the board for learners to compare with what they have written. |
| **Activity Book page 121** | **Activity Book: Activity 2**<br>1. Read the words in the Word box and check learners understand.<br>2. Tell learners to circle the words from the Word box in the word search.<br>**Feedback**<br>Ask learners to compare their answers with a partner. |
| **Resources** | **Plenary** |
| **Activity Book page 121** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a text about different kinds of transport.

**Speaking:** To talk about different kinds of transport.

**Reading:** To read a simple text.

**Writing**: To complete a chart.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand present simple sentences using *can*
- say and write simple nouns
- understand and use simple adverbs.

**Link to prior learning:**

- Prepositions: *up* and *down*
- Lexis for transport: car, plane, bus, bicycle, boat
- *Can* to express possibility

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *camel, car, train, motorbike, bus, bicycle, tricycle, unicycle, wheelchair, skateboard*, *fast, slowly, land, water, ground, people, transport*

**Key expressions/structure:** Present simple sentences using *can* and adverbs: *It can go slowly*; *This is ...*;

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to remember all the transport vocabulary especially the multiple-syllable words such as *motorbike* and *bicycle*. Create a word wall with transport vocabulary and pictures and regularly review it.

**Resources/equipment needed:**

Learner's Book pages 149-151

Activity Book pages 122 and 123

Audio Track 114

Flashcards or pictures: *car, bus, train, plane, boat*

Handmade flashcards or pictures: *camel, motorcycle, dhow boat, bicycle, tricycle, unicycle, wheelchair, skateboard*

PCM 71: *camel, train, car, bicycle, wheelchair, skateboard, bus, motorcycle, dhow boat, unicycle, tricycle, fast, slowly*

Paper; coloured pencils or crayons

**UNIT 7 LESSON 13 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards/ pictures** | 1. Stick the flashcards or pictures of transport that learners already know (*car, bus, bicycle, plane, boat*) on the whiteboard.<br>2. Divide learners into teams.<br>3. Point to a flashcard or picture. The first team to raise their hand can say the word. If they get it correct, they win a point.<br>4. Continue until all the flashcards have been used. The team with the most points is the winner. |
| **Resources** | **Main Activity** |
| **Learner's Book pages 149-151** | **Before you read: Activity 1**<br>1. Have learners open their books at page 149. Read the instruction and the question. Elicit different means of transport from learners.<br>2. Show pictures or flashcards to introduce the new vocabulary (*dhow boat, motorcycle, camel*). Say the words and have learners repeat after you. |
| **Learner's Book pages 149-151**<br>**Audio Track 114** | **Read and listen: Activity 2**<br>1. Ask learners to look at the pictures on pages 149-151, and ask them to raise their hand if they have ever used any of the types of transport in the pictures.<br>2. Play the audio once. Learners listen and follow in their books.<br>3. Say *fast* and *slowly* and gesture to explain the meaning. Have learners repeat and do the gestures.<br>4. Play the audio again and pause after the name of each type of transport. Learners listen and repeat the name of each type of transport. If needed, correct the pronunciation by repeating the word. Then the learners repeat the word again. |
| **Learner's Book pages 149-151** | **Words to remember**<br>1. Write the words *go, can* and *ride* on the whiteboard.<br>2. Ask learners to look for the words in the text and count how many times they see each word. You can write a key on the board to help them mark the words, such as draw a triangle around *go,* underline *can,* draw a circle around *ride.*<br>**Feedback**<br>Say each word individually and ask learners to hold up the number of fingers that corresponds to the number of times the word appears in the text. Write the answers on the board.<br>**Answers**<br>go – : 5 (and 1 as 'goes'); can – : 12; up – 1; down – 1 |

| | |
|---|---|
| **Activity Book page 122** | **Activity Book: Activity 1**<br>1. Focus on the pictures in Activity Book Activity 1 and elicit the names of the transport from the learners.<br>2. Model the activity by writing the first scrambled word on the board, and eliciting the correct orders of the letters from volunteer learners. Write the unscrambled word on the board.<br>3. Learners work individually to unscramble the letters to spell each word correctly. Walk around, monitor and provide additional support as needed.<br>4. Ask learners to circle the pictures of the transport they have travelled in.<br>**Feedback**<br>Check the answers as a class by asking individual learners to spell the words as you write them on the board.<br>**Answers**<br>1 camel; 2 bus; 3 motorcycle; 4 dhow boat; 5 wheelchair; 6 bicycle; 7 train; 8 plane |
| **Activity Book page 123** | **Activity Book: Activity 2**<br>1. Write *people-powered* and *motor-powered* on the board, and give examples for each to explain the difference.<br>2. Ask learners to look at chart on page 122 of the Activity Book and point at the bike and motorcycle while saying *people-powered* and *motor-powered* respectively.<br>3. Draw learners' attention to the Word box. Read aloud some of the transport words and ask: *People-powered or motor-powered?* and elicit answers.<br>4. In pairs, learners put the words in the correct category.<br>5. Ask learners: Which transport can be people-powered *and* motor-powered? Elicit the answer: *a wheelchair.*<br>**Feedback**<br>Copy the chart onto the board. Then read out the words from the Word box, pausing after each one to ask an individual learner to say if it is people-powered or motor-powered. Write the words in the correct category on the board.<br>**Answers**<br>People-powered transport: bicycle, skateboard; tricycle, wheelchair (sometimes), unicycle; Motor-powered transport: train, plane, wheelchair (sometimes), motorcycle, car, bus |
| | **Differentiation activities (Support):**<br>1. Stick pictures of the transport types on the board and write the word next to them to help learners associate the words visually. |
| | **Differentiation activities (Stretch):**<br>1. When they have finished Activity 2, more able learners can work in pairs to test each other on which transport goes in each category. |
| **Resources** | **Plenary** |
| **Activity Book page 123** | 1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand

unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a text about different ways to travel.

**Speaking:** To speak about the different ways to travel, ask and answer questions.

**Reading:** To read a text for detailed information, read questions and answers.

**Writing**: To write a short description.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- write simple sentences in the present simple using nouns, adjectives and adverbs
- ask and answer questions in the present simple.

**Link to prior learning:**

- Transport vocabulary
- Present continuous
- *Can* for ability
- Present simple

**21st Century Skills:**

- Global Awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing

**Key vocabulary:** *camel, car, train, motorcycle, bus, bicycle, tricycle, unicycle, wheelchair, skateboard*, *fast, slowly, land, basketball*

**Key expressions/structure:** Prefixes: *uni-, bi-, tri-; adverbs*: fast, slowly; *This is ...*; revision of Present simple and *can*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to write sentences describing their favourite transport independently. Provide support by giving an example first, then writing sentence prompts on the whiteboard for learners to copy and complete in their notebooks. Make sure you monitor learners carefully and provide individual spelling support as needed.

**Resources/equipment needed:**

Learner's Book page 152

Activity Book page 123

Audio Track 115

PCM 71: *camel, train, car, bicycle, wheelchair, skateboard, bus, motorcycle, dhow boat, tricycle, unicycle*

**UNIT 7 LESSON 14 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 71** | 1. Choose one of the transport word cards (PCM 71) and draw the picture on the board. As soon as a learner guesses what it is, they put their hand up and say the name. If they are correct, they come to the board. Show them another word card and they draw the picture.<br>2. Continue to play Pictionary in this way until all learners have had a go or you run out of time in the lesson. |
| **Resources** | **Main Activity** |
| **Activity Book page 123** | **Activity 1: Is it true?**<br>1. Ask learners to look at the questions in the Activity Book. Read the questions and check learners understand.<br>2. Model the activity by saying one of the sentences and asking learners to put their hands up if they think it is correct (*yes*) and do nothing if it isn't (*no*).<br>3. Learners then read the sentences, look at the pictures and circle the right answer in their Activity Book.<br>**Feedback**<br>Ask learners to check their answers with a partner. Then check the answers as a whole class by reading the sentences and asking learners to raise their hands if the answer is *yes*.<br>**Answers**<br>1 yes; 2 no; 3 no; 4 yes; 5 yes; 6 yes |
| **Learner's Book page 152**<br>**Audio Track 115** | **Listen and read: Activity 1**<br>1. Tell learners to look at the first picture.<br>2. Ask: *What do you see?*<br>3. Teach the words for *helmet* and *baskbetball* with gestures and by pointing at the pictures.<br>4. Ask individual learners: *Do you like riding a bike? Do like playing basketball?* Elicit: *Yes, I do* or *No, I don't.*<br>5. Learners look at the pictures and listen to the audio.<br>6. Learners listen to the audio again while reading along in their book. |
| **Learner's Book page 152** | **Language detective:**<br>1. Explain that there are parts of words that help us to understand their meaning. We sometimes add these parts to existing words to make new ones.<br>2. Focus on the list of prefixes and explain their meanings.<br>3. Discuss the questions and elicit answers from the class. Elicit another word they know beginning with *tri-*.<br>**Feedback**<br>Write the answers on the whiteboard.<br>**Answers**<br>*Tricycle* means a cycle with three wheels.<br>The other word that learners know beginning with *tri-* is triangle. |

| | |
|---|---|
| **Learner's Book page 152** | **My favourite transport: Activity 2**<br>1. Describe your favourite transport to learners.<br>2. Ask learner to look at the picture in Activity 2 and describe it.<br>3. Ask learners to choose a form of transport and write about it and draw a picture in their notebook. Walk around and provide spelling support as needed.<br>4. Put learners in pairs so they can show each other their pictures and read the sentences from Learner's Book Activity 2. |
| | **Differentiation activities (Support):**<br>1. Write the sentence prompts in on the board for learners to copy and complete in their notebooks. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional sentences. |
| **Resources** | **Main Activity** |
| **Activity Book page 123** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.3.5.1.1 ) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To identify the initial and final *g* sound, listen to a chant.<br>**Speaking:** To say words with the initial and final *g* sound, say a chant.<br>**Reading:** To recognise words with the initial and final *g* sound.<br>**Writing**: To write words with the initial and final *g* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and say words with the initial and final *g* sound<br>• say words following a model. |
| **Link to prior learning:**<br>• Present simple<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *girl, goose, gate, flag, peg, dig, grass, frog, log, bug, goose, fig, ground, leg, goat, fog, grandma, gum*<br>**Key expressions/structure:** Present simple | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may be have difficulty pronouncing the *g* sound. Make sure to model and drill the pronunciation. | | |
| **Resources/equipment needed:**<br>Learner's Book page 153<br>Activity Book page 124<br>Audio Tracks 116 and 117<br>Flashcards: *leg, frog, bug, girl*<br>Handmade flashcards or pictures: *grass, log, goose, fig, ground*<br>PCM 72: *girl, grass, log, frog, bug, goose, fig, flag, leg, dig, gate, peg* | | |

**UNIT 7 LESSON 15 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 72** | 1. Stick pictures or word cards (PCM 72) on the walls around the room.<br>2. Divide learners into teams and say a word, such as *bug*.<br>3. One learner from each team runs to the flashcard or picture and touches it. The first learner to touch the correct flashcard or picture wins a point for their team.<br>4. Continue with the activity until there are no word cards (PCM 72) or pictures left. |
| **Resources** | **Main Activity** |
| **Learner's Book page 153**<br>**Audio Track 116** | **Listen and look: Activity 1**<br>1. Learners open their books at page 153 and focus on the pictures. Say the words and have learners repeat. Say: *Let's Listen*. Play the first part of the audio and point to the pictures in turn for the words with the initial *g* sound.<br>2. Play the first part of the audio again. Pause after each word. Learners say the word. Focus on the questions. Read each one in turn and elicit the answers from the learners.<br>3. Play the second part of the audio and repeat the steps for the words with the final *g* sound.<br>**Feedback**<br>Ask the learners which other words they know with initial and final *g*. Get them to spell the words.<br>**Answers**<br>initial *g*: girl, goose, gate<br>final *g*: flag, peg, dig, frog |
| **Learner's Book page 153** | **What's in the picture?: Activity 2**<br>1. Focus on the picture in Activity 2. Ask learners to find things that have the initial or final *g* sound. Model the activity as a whole class, then put learners in pairs so they can work together.<br>**Feedback**<br>Ask individual learners to say a word, while the other learners find and point to it in their books. Learners point and say the words.<br>**Answers**<br>initial *g*: girl, green grass, goose<br>final *g*: frog, bug, egg, fig |
| | **Differentiation activities (Support):**<br>1. Point to an object in the picture, give learners the first letter of a word and how many letters it has to help them guess. |
| | **Differentiation activities (Stretch):**<br>1. Let learners name additional objects in the picture. |

| | |
|---|---|
| **Activity Book**<br>**page 124** | **Activity Book: Activity 1**<br>1. Focus on the pictures in Activity 1 and elicit the names of the words from the learners.<br>2. Learners write the words on the lines. Walk around, monitor and provide additional support as needed.<br>**Feedback**<br>Ask individual learners to take turns spelling and writing the words on the whiteboard.<br>**Answers**<br>1 girl; 2 frog; 3 goose; 4 bug; 5 leg; 6 grow |
| **Activity Book**<br>**page 124** | **Activity Book: Activity 2**<br>1. Ask learners to look back at the words in Activity 1.<br>2. Tell learners that you will read the words aloud and they must raise their hands if it starts with the *g* sound and clap if it ends with the *g* sound. Do the activity with learners.<br>3. Then read the instructions for Activity 2 and give learners some time to complete it.<br>**Feedback**<br>Learners compare their work with a partner.<br>**Answers**<br>Starts with *g*: girl, goose, grow<br>Ends with *g:* frog, bug, leg |
| **Learner's Book**<br>**page 153**<br>**Audio Track 117** | **Chant: G as in girl: Activity 3**<br>1. Teach the new words (*gum*, *goat*) by pointing to them in the picture. Demonstrate the meaning of *giggles*.<br>2. Play the audio once. Learners listen and point to the pictures.<br>3. Play the audio a second time, and pause after each sentence for learners to repeat.<br>4. Ask learners to underline the words with *g*.<br>5. Ask learners some questions about the chant. For example, *Who are the people in the chant? How many animals are in the chant? What colour is the frog?* |
| **Activity Book**<br>**page 124** | **Activity Book: Challenge**<br>1. Explain to learners that they need to choose three words with the *g* sounds that weren't in the chant on page 153 of the Learner's Book.<br>2. Learners write an additional line for the chant.<br>**Feedback**<br>Check learners' spelling and sentence structures individually. |
| | **Differentiation activities (Support):**<br>1. Write a selection of words with *g* sounds on the board for learners to select from and copy into their books. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write another line for the chant. |
| **Resources** | **Plenary** |
| | 1. If possible, have learners sit in a circle on the floor.<br>2. Ask each learner to read their new line for the chant *G as in girl.* |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a story, identify the initial and final *g* sound.

**Speaking:** To say words with the initial and final *g* sound.

**Reading:** To read a story, find rhyming words, do a word search.

**Writing**: To write rhyming words.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify and say words with the initial and final *g* sound
- answer *wh*-questions in full sentences in the present simple
- write a sentence describing an object in the present simple.

**Link to prior learning:**

- Initial and final *g* sound
- Question words
- Present simple
- Present continuous

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *girl, big, grass, green, gold, goose, egg, fig, ground, leg*

**Key expressions/structure:** Present simple and present continuous

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to find rhyming words. Write examples on the whiteboard from previous units and underline the same ending (for example, *sleep*/*Jeep, knee*/*bee*).

**Resources/equipment needed:**

Learner's Book page 154

Activity Book page 125

Audio Track 118

Flashcards: *leg, frog, bug, girl*

Handmade flashcards or pictures: *grass, log, goose, fig, ground*

**UNIT 7 LESSON 16 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards/ pictures** | 1. Show learners one of the flashcards or pictures, then count to three. When you get to three, learners can put their hands up. The quickest learner can say the word.<br>2. Repeat with more flashcards or pictures. |
| **Resources** | **Main Activity** |
| **Learner's Book page 154**<br>**Audio Track 118** | **Phonics story: Activity 1**<br>1. Direct learners' attention to the picture. Ask: *What can you see?*<br>2. Play the audio. Ask learners to listen and find words that start or end with the *g* sound. They put up their hands when they hear the words.<br>3. Play the audio again. Pause after each line for learners to repeat.<br>4. Ask *wh*-questions about the picture. For example, *What is Meg doing? What is the goose doing? What does Meg want to eat?*<br>**Feedback**<br>Write the words with the initial or final *g* on the whiteboard.<br>**Answers**<br>start with a *g*: good, girl, goes, grass, green, gold, goose, ground, leg<br>end with a *g*: *big, egg, fig, leg, Meg* |
| | **Differentiation activities (Support):**<br>1. If learners cannot understand the audio, read the audioscript slowly, pausing after each sentence. |
| | **Differentiation activities (Stretch)**<br>1. Let learners name other objects in the picture that they know. |
| **Activity Book page 125** | **Activity Book: Activity 1**<br>1. Ask learners to look at the words in Word box in Activity 1.<br>2. Copy the table from the activity onto the whiteboard. Model an example, by writing *girl* in the left column and *leg* in the right column. Learners copy these words into the table in their Activity Book.<br>3. Learners individually read the words and copy them in the correct column.<br>**Feedback**<br>Learners check their answers with a partner. Then check the answers as a class, by inviting individual learners to say the words for each column. Write the answers on the whiteboard.<br>**Answers**<br>start with a *g*: girl, goose, green, grass<br>end with a *g*: fig, log, bug, frog |

| | |
|---|---|
| **Activity Book page 125** | **Activity Book: Challenge**<br>1. Divide learners into mixed-ability pairs.<br>2. Ask learners to find a word from Activity 1 that rhymes with *big*.<br>3. Next, ask learners to write a sentence with *big* and one other word that starts or ends with *g*. If you have time, learners can draw a picture to illustrate the sentence in their notebooks.<br>4. Walk around, monitor and provide support with grammar and spelling.<br>**Feedback**<br>Put learners in pairs so that they can share their pictures and read each other their sentences. Then check as a whole class. Ask learners who raise their hand to give the answers. Write the answers on the whiteboard. You may like to extend the activity by asking learners to work in pairs and find sets of rhyming words with other sounds.<br>**Answer**<br>fig |
| | **Differentiation activities (Support):**<br>1. Give learners other examples of rhyming words from previous units and underline the rhyming ending (to make sure they understand the concept of rhyming). |
| | **Differentiation activities (Stretch):**<br>1. Learners think of other words that end with the *g* sound that they know that rhyme. |
| **Activity Book page 125** | **Activity Book: Activity 2**<br>1. Remind learners what a word snake is and ask learners to find the words in it.<br>2. Learners draw lines to match each picture with the corresponding word.<br>**Feedback**<br>Ask learners who raise their hand to give a word. Write the words on the whiteboard.<br>**Answers**<br>abd**grass**ck**frog**prs**leg**baag**egg**teo**girl**heppa**goose** |
| **Resources** | **Plenary** |
| **Activity Book page 125** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for examples, /s/ /z/ in *see* and *has*).

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a chant.<br>**Speaking:** To say a chant, ask and answer questions.<br>**Reading:** To read present simple sentences and questions.<br>**Writing**: To complete sentences. | • say words following a model<br>• ask and answer *yes/no* or *wh*-questions in the present simple. |

**Link to prior learning:**

- Transport vocabulary
- Words with the initial or final *g* sound
- Question words
- Present simple

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** Revision from Unit 7 Lessons 13–16

**Key expressions/structure:** Revision from Unit 7 Lessons 13–16

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to remember all the transport vocabulary especially the multi-syllable words such as bicycle and motorcycle. At the start of the lesson, review the vocabulary using pictures or flashcards.

**Resources/equipment needed:**

Learner's Book page 155

Activity Book page 126

Audio Track 119

Letter cards A–Z; coloured pencils or crayons

**UNIT 7 LESSON 17 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide learners into small groups and give each group a set of sourced letter cards.<br>2. Call out a word from the Word list below. Learners spell the word using the letter cards.<br>3. When you say *1, 2, 3*, learners show their spelled word.<br>4. Give a point for a correct answer and write the word on the whiteboard.<br>5. Repeat with the other words. The group with the most points wins.<br>**Word list:** *frog, leg, bug, girl, fig, log* |
| **Resources** | **Main Activity** |
| **Learner's Book page 155**<br>**Audio Track 119** | **Transport chant: Activity 1**<br>1. Tell learners to look at page 155 in their Learner's Book and to focus on the chant.<br>2. Play the audio. Tell learners to listen to the audio and point to the picture of the name of the transport they hear in their Learner's Book.<br>3. Play the audio a second time and pause after each line. Learners repeat the line.<br>4. Divide learners into four groups and give each group a line to practise.<br>5. The whole class says the chant without the audio with each group saying its respective line. |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read the audioscript in a clear and slow voice instead. |
| | **Differentiation activities (Stretch):**<br>1. Let learners think of an additional two lines to add to the chant. |
| **Activity Book page 126** | **Activity Book: Activity 1**<br>1. Point to the picture in Activity Book Activity 1.<br>2. Read the first sentence. Show the learners a red coloured pencil, read the first sentence and ask learners what they need to colour red (bicycle).<br>3. Individually, learners read the sentences and colour the picture.<br>**Feedback**<br>Ask learners to show their coloured drawing to a partner and describe it. |
| **Learner's Book page 155** | **Talk about it: Activity 2**<br>1. Read the questions in Activity 2 for the learners.<br>2. Model the activity by asking a confident learner the questions. You may like to write their answers on the board.<br>3. Divide the learners into mixed-ability pairs.<br>4. Learners take turns asking and answering the questions.<br>5. Walk around, monitor and provide language support as needed.<br>**Feedback**<br>Let one pair of learners model their conversation in front of the whole class. |
| | **Differentiation activities (Support):**<br>1. Provide learners with pictures and sentence prompts as needed. For example, *It can go ____. It is ____-powered.* |
| | **Differentiation activities (Stretch):**<br>1. Let learners give more information about their favourite transport. |

| | |
|---|---|
| **Activity Book page 126** | **Activity Book: Activity 2**<br>1. Read the words from the Word box and gesture the meanings to remind learners of their meaning.<br>2. Copy the first sentence in Activity 2 onto the whiteboard. Read the sentence. Ask which word from the Word box fits in the gap. Write the word in the gap.<br>3. Divide learners into mixed-ability pairs.<br>4. Learners read the sentences and complete the gaps. Walk around, monitor and provide language support as needed.<br>**Feedback**<br>Call on learners who raise their hand to read a sentence. Write the sentences on the whiteboard.<br>**Answers**<br>1 wheels; 2 slowly; 3 peg |
| **Resources** | **Plenary** |
| **Activity Book page 126** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To recognise words with long *e*, initial and final *g* sounds, listen and understand sentences.<br>**Speaking:** To talk about transport, describe objects.<br>**Reading:** To read affirmative sentences.<br>**Writing**: To write numbers 1 to 10. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use and understand present simple sentences with adjectives and nouns<br>• understand and use words with long *e* and initial and final *g* sounds. |
| **Link to prior learning:**<br>• Unit 7 Lessons 1–17<br>**21st Century Skills:**<br>• Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** Unit 7 Lessons 1–17<br>**Key expressions/structure:** Unit 7 Lessons 1–17 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have difficulties describing objects in full sentences. Provide learners with an example on the whiteboard, give them flashcards and word cards and let them use sentence starters. | | |
| **Resources/equipment needed:**<br>Learner's Book page 156<br>Audio Track 120<br>Flashcards: all the ones from Unit 7<br>Handmade flashcards or pictures: all the ones from Unit 7<br>Words cards: all the ones from Unit 7 | | |

**UNIT 7 LESSON 18 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcards/ pictures** | 1. Use all the flashcards and pictures that you have for Unit 7.<br>2. Hold them up one by one and elicit the word from learners.<br>3. Praise the class if they recognise all of the pictures. |
| **Resources** | **Main Activity** |
| | **Dictation competition**<br>1. Divide the class into two teams.<br>2. Each team chooses and writes three words they have learned in Unit 7.<br>3. Team A says a word to one learner from Team B. This learner writes the word on the board. Give one point for each correct word.<br>4. Then Team B says one word to one learner from Team A.<br>5. Team A and Team B take turns saying and writing words. Act as the moderator and give one point for each word spelled correctly. The winner is the team that spells the most words correctly. |
| **Learner's Book page 156**<br>**Audio Track 120** | **Listen and number: Activity 1**<br>1. Ask learners to look at page 156. Focus on the pictures. Tell learners they will listen to some sentences about the pictures, and they need to number the pictures.<br>2. Play the audio and pause after each sentence.<br>3. Do the first picture as a class.<br>4. Learners listen and put the correct number in the box next to the picture.<br>5. Play the audio a second time for learners to check.<br>**Feedback**<br>Check the answers as a whole class, by asking learners to raise their hand to give answers. Write the sentences in the correct order on the whiteboard.<br>**Answers**<br>a 1; b 8; c 5; d 6; e 3; f 7; g 4; h 2 |
| | **Speaking activity**<br>1. Have learners look at the pictures in Activity 1. Elicit any words that learners can come up with about the pictures, such as *boat, sails, tower,* etc.<br>2. Model an example description, such as *I can climb the tower.*<br>3. Learners make sentences about the pictures on the board. Write some sentence prompts on the board, such as *I can* ____, *I'm* ____, *It can* ____, *It is* ____, etc. You may also like to stick the PCM word cards from Unit 7 related to these pictures on the board to help support learners.<br>4. Encourage learners to describe the pictures using full sentences. This should be done as a whole-class activity. |

| | |
|---|---|
| **Flashcards/ pictures** | **Letters and words**<br>1. Stick flashcards or pictures from Unit 7 on the whiteboard.<br>2. Write the letters of the alphabet all over the whiteboard (not in order).<br>3. Divide the learners into mixed-ability teams and give the teams a number.<br>4. Model the activity with an example. For example, *c = car.*<br>5. Call out a letter.<br>6. The first team to find and circle the letter then finds a corresponding flashcard. They get one point for circling the letter and one point for finding the correct flashcard.<br>7. Continue with other letters and add up points at the end. |
| **Resources** | **Plenary** |
| **Learner's Book page 156** | **Look what I can do!**<br>1. Ask learners to look at the statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).

(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to the story and understand the plot.<br>**Speaking:** To retell a story, talk about the moral of the story.<br>**Reading:** To read the questions and answers about a story and match them.<br>**Writing**: To write a sentence about how you help someone with something. | • read a simple story<br>• answer present simple questions<br>• write present simple sentences. |

**Link to prior learning:**

- Farm vocabulary
- Family members vocabulary
- Present simple
- *Can* for ability

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** *mother, father, son, daughter, turnip, plant, grow, water, enormous, pull out, together*

**Key expressions/structure:** *can* for ability, *to pull out*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners at this age may struggle to identify the moral in the story. If necessary, use Arabic to prompt learners towards the moral, and then revert to English.

**Resources/equipment needed:**

Learner's Book pages 157-159

Audio Track 121

PCM 73: *mother, daughter, father, turnip, son, plant, grow, pull, water, together, enormous*

**UNIT 7 LESSON 19 TASKS/ACTIVITIES**

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 157**<br>**PCM 73** | **Before you read: Activity 1**<br>1. Tell learners they are going to read a story about growing vegetables on a farm.<br>2. Elicit words learners have learned about farms and vegetables in previous lessons, for example, *seed, plant, water, grow, pick, collect,* etc.<br>3. Point to the pictures in Activity 1. Ask: *What do you see?*<br>4. Point to each picture and say the word. Tell learners to repeat the word.<br>5. If needed, use PCM 73 to help with the activity. |
| **Resources** | **Main Activity** |
| **Learner's Book page 157–159**<br>**Audio Track 121** | **Listen and read: Activity 2**<br>1. Ask learners to quickly look at the pictures on pages 157-159.<br>2. Ask: *What is the story about?* and elicit ideas from the learners.<br>3. Then say: *Let's listen to the story.* Play the audio. Learners listen and read along in their books.<br>4. Then play the audio a second time.<br>5. Check learners' understanding of the story by asking simple questions, such as *What is the story about? Which people are in the story? What are they doing?* |
| | **Differentiation activities (Support):**<br>1. If learners are unable to hear or understand the audio clearly, read the audioscript in a clear and slow voice instead. |
| | **Differentiation activities (Stretch):**<br>1. Let learners tell you what they can remember about the story after listening. |
| **Learner's Book page 159** | **Retell the story: Activity 3**<br>1. Tell learners to look at the Word box in Activity 3. Read the words and check that learners remember the meanings.<br>2. Hold up your book and point to the pictures in the story one by one. Ask learners to look at the Word box and choose an appropriate word to describe each picture.<br>3. Tell learners they are going to describe a picture from the story with one sentence using words from the Word Box.<br>4. Model an example for the first picture, for example, *The family live on a small farm.* Write the sentence on the whiteboard.<br>5. Divide learners into mixed-ability pairs. Ask each pair to choose a picture. Alternatively, if you think this will take too long, assign a picture to each pair. Learners work together to write a simple sentence about the picture, using a word from the box.<br>6. Walk around, monitor pair work and provide grammar and vocabulary support as needed.<br>**Feedback**<br>Let learners share their sentences in the correct order of the story. Write the sentences on the whiteboard and provide error correction as needed. |
| | **Differentiation activities (Support):**<br>1. Write additional sentence models on the board, or provide individual support to help learners form a sentence. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write two sentences for their picture. |

| | |
|---|---|
| **Learner's Book page 159** | **Think about the story: Activity 4**<br>1. Ask learners if they know what a *moral* is. Tell them that they will look at some questions about the story to find out.<br>2. Ask: *What do Mother, Son and Daughter do?* Elicit that they help the father. Explain that without the help from other people, the father couldn't have pulled out the turnip. Tell learners this is the moral or message of the story. If necessary, use Arabic for this part.<br>3. Relate the story to the learners' own lives. Ask: *Do you help your family? Do you help your friends? How do you help them?*<br>4. Model an example: *I help my little brother. I help him with his homework.* Write the example on the whiteboard.<br>5. Ask learners to think about something they do to help their family. Encourage them to share this with the rest of the class. |
| **Resources** | **Plenary** |
| | 1. Mime a vocabulary word from the story, for example, *pull out*.<br>2. Learners guess what the word is.<br>3. Repeat for different words from the story. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media.

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

(G2.3.5.1.5) With support, retell main ideas, facts and key details in a text; retell stories, including fables and folktales from diverse cultures (using Arabic as necessary), and understand their central message, lesson or moral.

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Writing**: To write a sentence in the present simple about a picture.<br>**Listening:** To listen to project presentations.<br>**Speaking:** To discuss your project with your partners.<br>**Reading:** To read your storybook or story ending to the class. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• write a descriptive sentence in the present simple<br>• give a simple oral presentation. |
| **Link to prior learning:**<br>• Story: *The Enormous Turnip*<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *mother, father, son, daughter, turnip, plant, grow, water, enormous, pull out, together*<br>**Key expressions/structure:** *Can* for ability | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to write their own sentences for the story ending. Let the learners use the Word box in Lesson 19 and look through their Learner's Books to find inspiration. Walk around, monitor the group work carefully and provide support with grammar, vocabulary and spelling as needed. | | |
| **Resources/equipment needed:**<br>Learner's Book page 160<br>PCM 9<br>Coloured pencils or crayons; white paper | | |

| UNIT 7 LESSON 20 TASKS/ACTIVITIES<br>Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8). | |
|---|---|
| **Resources** | **Starter** |
| | 1. Ask learners if they remember the story *The Enormous Turnip*. As a whole class, talk about what happens in the story. |
| **Resources** | **Main Activity** |
| | You should choose **one** of the project options given below. |
| | **Option 1**<br>**Project A: Continue the story**<br>1. Ask: *What will happen next in the story?*<br>2. Model an example, for example, *They eat the turnip. It is delicious!*<br>3. Read the instructions. Give learners the drawing supplies and white paper.<br>4. Learners think about possible ideas and share them with the class.<br>5. Learners each write a sentence and draw a picture.<br>6. Learners practise reading their sentence with a partner. |
| | **Option 2**<br>**Project B: Make a picture book**<br>1. Say: *You are going to make a picture book. The story is the same but the farmer grows carrots.*<br>2. Draw a simple picture and write a sentence on the whiteboard. For example, *A father, mother, son and daughter live on a small farm and grow carrots.*<br>3. Give each learner a sentence from the original story. Tell them to draw a picture and write a sentence under the picture for their new story.<br>4. Give learners the drawing supplies and white paper.<br>5. Put the pictures in the correct order to make the class picture book.<br>6. Learners practise reading their sentence with a partner. |
| | **Differentiation activities (Support):**<br>1. Ensure less confident learners have the opportunity to be successful in the project work by ensuring the partner they are working with is empathetic and supportive to their needs. |
| | **Differentiation activities (Stretch):**<br>1. Provide more confident learners with the opportunity to be leaders in the project work and support other learners' needs. |

| | |
|---|---|
| | **Project presentations**<br>1. Give each learner their copy of PCM 9.<br>2. Tell learners they are now going to present their project.<br>3. If you chose Project A, learners should read their new story ending to a partner.<br>4. If you chose Project B, learners should read present their page of the storybook to the rest of the class.<br>5. When learners have presented, draw their attention to the second column on PCM 9 and tell them to colour the face that represents how they feel about their project.<br>6. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 7 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>7. Take in the PCMs and store them somewhere safe, in preparation for the project in the next unit. |
| **Resources** | **Plenary** |
| | 1. Congratulate learners on completing Unit 7. If you have time, you may like to ask each learner to tell you a word they have learned in this unit. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and Feedback | Verbal Feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a poem and a dialogue for specific information.<br>**Speaking:** To answer questions about a poem and a dialogue.<br>**Reading:** To read vocabulary about the weather.<br>**Writing**: To write a poem about the weather. | • understand and use present simple affirmative sentences with simple nouns<br>• say words following a model. |

**Link to prior learning:**

- Colours
- *Wh*-questions
- Present simple

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *rainy, windy, umbrella, grass, tree, house, rain, flowers, puddle, boots, raincoat, rain hat*

**Key expressions/structure:** Present simple affirmative sentences: *He likes the rain.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to write their own weather poem. Provide plenty of support by writing additional words they may need on the whiteboard prior to the start of the activity. Monitor learners carefully as they work, and provide individual writing help as needed.

**Resources/equipment needed:**

Learner's Book page 161

Activity Book page 127

Audio Tracks 122 and 123

Handmade flashcards or pictures: *rainy, windy, umbrella, wind, blow, raincoat, rain hat, boots, puddle*

White paper; coloured pencils or crayons

## UNIT 8 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Draw the following pictures on one side of the board, and write the words on the other side: *tree*, *house*, *rain* and *grass*.<br>2. Teach the words by pointing at the pictures and saying the words. Have learners repeat in unison.<br>3. Ask the learners if they can match the pictures to the words. Call confident learners to the front of the classroom to draw a line between the pictures and the words. Do this as a whole-class activity. |
| **Resources** | **Main activity** |
| **Learner's Book page 161**<br>**Audio Track 122** | **Read and listen: Activity 1**<br>1. Tell learners they are going to listen to a poem. Play the audio once for learners to just listen, then again for them to listen and read along in their books. If necessary, remind learners of the new vocabulary from the Starter activity by pointing at the picture or using flashcards/pictures.<br>2. Play the poem again. Pause after each line for learners to repeat.<br>3. Practise reciting the poem together without the audio with learners pointing at the pictures in their Learner's Book. |
| **Learner's Book page 161**<br>**Audio Track 123** | **What can you see?: Activity 2**<br>1. Use flashcards, pictures or draw pictures on the board to introduce the new vocabulary: *rainy, windy, umbrella, wind, blow, raincoat, rain hat, boots* and *puddle*.<br>2. Point to each vocabulary item, say the word and have learners repeat. Have learners look at page 161 in the Learner's Book. Focus on the picture. Then say the word again and ask learners to point to it in their book.<br>3. Ask additional questions about the picture, for example, *What colour is the boy's raincoat? Is the grass blue or green?* (Answers: *It's yellow. The grass is green.*) Tell learners that they are going to listen to the teacher and the girl talking about what they can see through the window of the classroom.<br>4. Play the audio a few times. Learners look at the picture and point to what they hear as they listen.<br>5. Play the audio again and pause after each line for learners to repeat. |
| | **Differentiation activities (Support):**<br>1. If learners have difficulty understanding the audio, read the audioscript slowly, pausing after each sentence. |
| | **Differentiation activities (Stretch):**<br>1. Learners can give additional descriptive information about the picture, for example, *There is a red car.* |

| | |
|---|---|
| **Activity Book page 127** | **Activity Book: Activity 1**<br>1. Write the *Rainy day* poem from Learner's Book page 161 on the whiteboard.<br>2. Explain to learners that they will write their own poems and underline the words that they can change (*green grass, houses*). Ask learners what other words they could use in the poem. Encourage them to say different words they have learned throughout Grades 1 and 2.<br>3. Tell learners to turn to page 127 in their Activity Book and look at the Word box in Activity 1. Focus on the words, model pronunciation and have learners repeat. Check their understanding.<br>4. Learners write their poem individually and draw a picture.<br>5. Walk around and monitor writing, providing individual support as needed.<br>**Feedback**<br>Put learners in pairs so they can read their poems to each other. Then invite individual learners to read their poems aloud to the class. |
| | **Differentiation activities (Support):**<br>1. Provide learners with individual support to help them choose a word and copy it correctly onto the line. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners to use different words to the ones in the Word box. |
| **Activity Book page 127** | **Activity Book: Activity 2**<br>1. Point to the pictures in Activity 2 and say the words.<br>2. Model the first example. Read the word for the learners and show them how to draw a line from *windy* to the correct picture.<br>3. Read the other words for the learners. Learners draw a line to the matching picture.<br>**Feedback**<br>Learners check their answers in pairs. Then check the answers as a whole class by asking individual learners to put their hands up and say the word and the letter of the corresponding picture.<br>**Answers**<br>1 c; 2 e; 3 b; 4 f; 5 d; 6 a |
| **Resources** | **Plenary** |
| | **Draw it!**<br>1. Divide learners into small groups.<br>2. Give each group a sheet of paper and coloured pencils.<br>3. Call out a new vocabulary word from this lesson, for example, *rain, house, tree, grass, raincoat, rain hat, puddle, boots*.<br>4. Learners quickly sketch it. They can use their Learner's Book to trace or copy a picture.<br>5. Say: *1, 2, 3*. Learners show their drawing.<br>6. Repeat for other vocabulary words from this lesson. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time place, or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information.<br>**Speaking:** To say words following a model, answer questions about the weather.<br>**Reading:** To read sentences about the weather.<br>**Writing**: To write weather vocabulary. | • ask and answer questions in the present simple and present continuous tenses<br>• say words following a model. |

**Link to prior learning:**

- *Wh*-questions
- Present simple tense

**21st Century Skills:**

- Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems

**Key vocabulary:** *cloudy, rainy, windy, sunny, snowy, hot, cold*

**Key expressions/structure:** Present simple questions: *What's the weather like?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the final *y* sound in the weather vocabulary. Make sure to model the pronunciation, emphasising the final *y* sound and check that learners use correction pronunciation.

**Resources/equipment needed:**

Learner's Book pages 161-162

Activity Book page 128

Audio Track 124

Flashcards: *sun/sunny*

Handmade flashcards or pictures: *windy, hot, snowy, cold, cloud/cloudy, rain/rainy*

Blank cards (to be used to make a word wall); coloured pencils or crayons

## UNIT 8 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Learner's Book page 161** | 1. Ask learners if they can remember the *Rainy day* poem from the previous lesson. If necessary, direct them to page 161 in the Learner's Book.<br>2. Say the lines in the poem one by one, pausing after each one for learners to repeat.<br>3. Divide the learners into four groups. Give each group one line to memorise.<br>4. Learners recite the poem in four groups, saying it faster the second time. |
| **Resources** | **Main activity** |
| **Learner's Book page 162**<br>**Audio Track 124** | **Topic vocabulary: Activity 1**<br>1. Ask learners to open their Learner's Book to page 162. Teach the new vocabulary by pointing to the pictures and saying the words in Activity 1.<br>2. Play the audio, pausing after each weather word for learners to repeat. Then play the following sentence and mime to make the meanings clear. Draw some pictures on the whiteboard to make the meaning clear of any unfamiliar words, such as *snowman*.<br>3. Play the audio again. Pause after each word so learners can point to the correct picture and repeat.<br>4. Play the audio a third time while learners read along in their Learner's Book.<br>5. Ask learners what kind of weather they like, for example, *Do you like rainy/cold/hot days?*<br>6. Ask: *What's the weather like in the UAE?* If necessary, use prompts such as *Is it snowy in the UAE? Is it sunny in the UAE?*<br>7. Explain that two of the words are opposites, and ask learners to identify them. (Answer: *cold/hot*) |
| **Activity Book page 128** | **Activity Book: Activity 1**<br>1. Point to the pictures in Activity Book Activity 1 and mime the weather types.<br>2. Learners work independently to unscramble the letters and write the words correctly.<br>**Feedback**<br>When they have finished, let learners check their answers with a partner.<br>Call on learners who raise their hand to spell the words. Write the correct spelling on the whiteboard.<br>**Answers**<br>1 windy; 2 rainy; 3 sunny; 4 snowy |

| | |
|---|---|
| **Learner's Book page 162** | **Word wall: Activity 2**<br>1. Divide the learners into mixed-ability pairs. Tell learners they are going to make cards for a weather word wall.<br>2. Model an example on the whiteboard. Write the word *rainy* on a card and stick it on the whiteboard. Draw a picture to represent *rainy* on another card and stick it on the whiteboard next to the picture card.<br>3. Hand out the blank cards and coloured pencils.<br>4. Give each pair of learners a weather vocabulary word, for example, *sunny*. One learner writes the word on a card and the other learner draws a picture on another card. Ask one pair of learners to make cards for *What's the weather like?* and *It's* ____. (Words for the word wall: *windy, sunny, hot, snowy, cold, cloudy, rainy*).<br>5. Learners write and draw, then stick their cards on the word wall.<br>6. When learners have finished, have everyone stand or sit in front of the word wall. Point to *What's the weather like today?* Ask a learner to read the question. Point to *It's* and the picture of *sunny*. Ask learner to answer the question. (Answer: *It's sunny*.) Repeat with the other pictures.<br>7. You may like to extend the word wall to include typical clothes worn in different weather conditions (for example, *raincoat, rain hat, trousers, boots,* etc.) and the question *What is he/she wearing?* |
| | **Differentiation activities (Support):**<br>1. Allow learners who have difficulty writing to draw the picture. |
| | **Differentiation activities (Stretch):**<br>1. Ensure that more confident learners are the ones who write the words. |
| **Learner's Book page 162** | **What's the weather like?: Activity 3**<br>1. Point to the pictures of the children in the Learner's Book Activity 3.<br>2. Learners look at the pictures and decide which word is missing from each sentence.<br>3. Learners write the complete sentences in their notebook. Walk around and monitor writing to ensure correct spelling.<br>**Feedback**<br>Check answers as a class by asking learners to raise their hands. Write the missing words on the whiteboard. Learners check their spelling.<br>**Answers**<br>It is hot and sunny.<br>It is cold and snowy. |
| | **Differentiation activities (Support):**<br>1. Read the sentences for the learners if they cannot read them. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional sentences. |

| Activity Book page 128 | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
|---|---|
| **Resources** | **Plenary** |
| | **Memory game**<br>1. Take the cards off the word wall.<br>2. Stick the picture and word cards face down on the whiteboard.<br>3. Divide the learners into small teams. Model the activity.<br>4. One learner from a group turns two cards – a flashcard or picture and a word card. If they match, they keep them and the team gets a point. If they don't match, they turn them around.<br>5. Teams take turns turning cards until there are no cards left. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| | |
|---|---|
| • **Learning objectives:**<br>• **Listening:** To listen to a chant and to listen for specific information in a short text.<br>• **Speaking:** To say a chant following a model and ask simple questions about a listening text.<br>• **Reading:** To read sentences about a listening text.<br>• **Writing**: To write answers to questions about what you do on the different days of the week. | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• say simple nouns following a model<br>• ask and answer questions in the Present simple with *wh*-question words and nouns. |

**Link to prior learning:**

- Present simple
- Action verbs
- *Wh*-question words

**21st Century Skills:**

- Not applicable

**Key vocabulary:** Days of the week: *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*

**Key expressions/structure:** Present simple affirmative: *It's sunny.; What's the weather like?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the spelling of *Wednesday* as it is spelled differently to how it sounds. Use the Look-say-cover-write-check spelling strategy so learners can easily memorise the spelling of this word.

**Resources/equipment needed:**

Learner's Book page 163

Activity Book page 129

Audio Track 125 and 126

PCM 74: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, What do you do on…?*

A page from a calendar (month view); word wall from Lesson 2; coloured pencils or crayons

## UNIT 8 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 74** | 1. Draw learners' attention to the word wall that they made in the previous lesson. If you have taken this word wall down, stick the word cards (PCM 74) and picture cards that the learners made on the walls around the classroom.<br>2. Say a word from the word wall, then say the name of a learner.<br>3. That learner has to run and touch the picture or word card.<br>4. Repeat until all words have been called out. |
| **Resources** | **Main activity** |
| **Learner's Book page 163**<br>**Audio Track 125** | **Days of the week: Activity 1**<br>1. Show a page from a calendar or draw a month of a calendar on the whiteboard.<br>2. Introduce the days of the week to the learners. Say the day of the week and have learners repeat. Focus on correct pronunciation and do a drilling activity if necessary.<br>3. Ask learners what they do on different days of the week. Remind them of activities they have studied previously in the book, such as *read a book, use the computer, fly a kite.*<br>4. Tell the learners to look at the pictures and the words in the Learner's Book. Explain that they are going to listen to a chant and mime.<br>5. Play the audio a few times while learners chant and mime along.<br>6. Model asking a question: *What do you do on (Monday)?* Learners answer the question. Write the question-and-answer model on the whiteboard.<br>7. Divide the learners into mixed-ability pairs.<br>8. Learners ask and answer questions with a partner.<br>9. Walk around and provide support with asking and answering questions as needed.<br>10. Point to the Writing tip in the Learner's Book and read it. Ask: *What is in red?* (Answer: *The first letter of the word.*) Explain that the days of the week start with a capital letter. |
| **Activity Book page 129** | **Activity Book: Activity 1**<br>1. Point to Activity 1 in the Activity Book. Read through the days of the week, with learners repeating in unison. Pause at the gaps for learners to say the missing days of the week.<br>2. Ask learners to write the missing words in their Activity Book.<br>3. Then read the questions. Model the activity by answering the questions about you and writing the answer on the board. Ask a few confident learners to answer the question about them.<br>4. Learners work independently to answer the questions.<br>5. Walk around and monitor writing, providing individual support as needed.<br>**Feedback**<br>Write the days of the week on the whiteboard for learners to check their spelling. Ask learners who raise their hand to read out their sentences.<br>**Answers**<br>Tuesday, Thursday, Saturday<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Write list of verb phrases (for example, *read a book, use a computer, fly a kite, watch TV,* etc.) on the whiteboard to help learners.<br>2. Provide learners with individual writing support. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional sentences about things they do on other days. |
| **Learner's Book page 163**<br>**Audio Track 126** | **Myriam's week: Activity 2**<br>1. Introduce the setting to the learners. Point to the pictures in Learner's Book Activity 2 and ask: *What do you think the story is about?*<br>2. Play the first part of the audio. Then ask: *What is the girl's name? Where does she live? When does she go to school?*<br>3. Ask learners to focus on the pictures. Read the sentences below the pictures, introducing the new vocabulary by modelling the pronunciation and pointing to the activities in the picture.<br>4. Explain to learners that they are going to listen to what Myriam does every day of the week. Ask learners to recite the days of the week.<br>5. Play the second part of the audio. Learners listen while pointing to the pictures in the Learner's Book.<br>6. Then play the second part of the audio again, pausing after *on* for learners to say the day of the week. You may like to ask learners to draw a line between the day of the week and the picture.<br>7. Ask: *What does Myriam do on Sunday?* (Answer: *She cooks dinner with her mother.*) Repeat with all of the days of the week.<br>8. Ask learners if Myriam's life is the same as theirs or not. Ask: *What is different?* Learners share ideas with the class.<br>**Feedback**<br>Ask individual learners who raise their hand to say a sentence about each day of the week, using the structure *On (Sunday), she (cooks dinner with her mother).*<br>**Answers**<br>1 On Sunday, she cooks dinner with her mother.<br>2 On Monday, she knits a scarf.<br>3 On Tuesday, she plays with her baby sister.<br>4 On Wednesday, she goes to the market with her mother to buy fruit and vegetables.<br>5 On Thursday, she watches TV and eats popcorn.<br>6 On Friday, she visits her grandma.<br>7 On Saturday, she goes to the playground and slides down the slide. |
| **Activity Book page 129** | **Activity Book: Activity 2**<br>1. Draw learners' attention to Activity Book Activity 2. Ask them to imagine it is windy. Say: *It's windy. What do you do?* Elicit some answers and write them on the board. Then repeat with *hot*.<br>2. Tell learners to complete the sentences in their Activity Book with what they do on a Saturday in the different weather conditions.<br>3. Learners work individually to write the sentences. Monitor closely and offer help as needed.<br>**Feedback**<br>Put learners in pairs so that they can read their sentences to each other.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| **Activity Book page 129** | 1. Ask individual learners to read out their sentences from Activity Book Activity 2. Write the activities that learners say on the board and write a tally mark each time a learner mentions an activity, so that you can find out which is the most popular/ least popular activity among learners. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.1.1.4) Talk about days, months and times.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information in a short audio recording.<br>**Speaking:** To ask and answer questions about the weather in the present and the past.<br>**Reading:** To read a short conversation about the weather in the past.<br>**Writing**: To write a simple sentence about the weather in the past. | • understand and use the verb *to be* in present simple and past simple sentences<br>• answer simple questions using the past simple of the verb *to be.* |

**Link to prior learning:**

- Weather vocabulary
- Days of the week vocabulary
- Present simple questions: *What's the weather like? What do you do on (Sunday)?*

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; snowy, windy, sunny, cloudy, cold, hot, rainy*

**Key expressions/structure:** Past Simple of the verb *to be*: *It was windy; What is the weather like?; What was the weather like?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to distinguish between the use of the present and the past. Use a calendar and circle the current day and the previous day to help learners understand the concept of past. Use gestures to emphasise present and past when using the different verbs.

**Resources/equipment needed:**

Learner's Book page 164

Activity Book page 130

Audio Track 125 and 127

PCM 74: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday* (enough copies so that each learner has one card)

Calendar with days of the week; coloured pencils or crayons

## UNIT 8 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Audio Track 125**<br>**PCM 74** | 1. Play the audio for the days of the week chant from the previous lesson. Learners chant and mime to the chant.<br>2. Hand out the word cards (PCM 74) for the days of the week. Ask each learner to hold up their card and say the day of the week.<br>3. Play the audio again, this time pausing after each day of the week. When a learner hears the day of the week on their card, they stand up and show the card. |
| **Resources** | **Main activity** |
| **Learner's Book page 164**<br>**Audio Track 127** | **Listen and read: Activity 1**<br>1. Write the days of the week in order on the board. Circle the current day (for example, *Tuesday*). Say: *Today is (Tuesday).* Then circle the previous day (for example, *Wednesday*). Say: *Yesterday was* (*Wednesday*). Repeat this with a few other days. Use gestures to emphasise the difference between the past and the present.<br>2. Tell learners they are going to listen to Ahmad, a seven-year-old boy who lives in Egypt, talk about the weather.<br>3. Ask learners to open their Learner's Books at page 164. Draw their attention to the text in the pictures.<br>4. Play the first part of the audio once. Ask learners questions about it, for example, *Which day is it? What is the weather like?*<br>5. Play the second part of the audio once. Ask learners questions, for example, *Which day was it? What was the weather like?*<br>6. Ask learners to circle *today* and the verb *is* in the first whiteboard. Ask them to circle *yesterday* and the verb *was* in the second whiteboard. Remind learners that *today* is present and *yesterday* is past. |
| **Learner's Book page 164** | **What was the weather like?: Activity 2**<br>1. Point to the calendar in the Learner's Book Activity 2. Tell learners that it is a *calendar* and drill pronunciation of the word.<br>2. Ask: *Which day is it today?* Point to the circled word. Elicit: *It's Thursday.*<br>3. Ask: *What's the weather like today?* Point to the picture. Elicit: *It's snowy*.<br>4. Point to Wednesday. Ask: *What was the weather like on Wednesday?* Elicit: *It was cold on Wednesday.* Write the question and the answer on the whiteboard and underline *was.* Remind learners we are talking about the past.<br>5. Divide learners into mixed-ability pairs and point to the model question and answer on the whiteboard. Tell learners to ask and answer questions about the weather from Sunday to Thursday.<br>**Feedback**<br>Ask pairs of learners to model questions and answers about the different days in the calendar.<br>**Answers**<br>It was hot on Sunday. ; It was windy on Monday. ; It was sunny on Tuesday. ; It was cold on Wednesday. ; It was cloudy/snowy on Thursday. ; It was windy on Friday. ; It was rainy on Saturday. |

| | |
|---|---|
| **Activity Book page 130** | **Activity Book: Activity 1**<br>1. Point to the question and answer in Activity Book Activity 1 and read them with learners. Ask what the missing word is (*was*).<br>2. Learners write the word in the gaps.<br>**Feedback**<br>Ask a pair of confident learners to read out the conversation.<br>**Answers**<br>was |
| **Activity Book page 130** | **Activity Book: Activity 2**<br>1. Point to the pictures in Activity 2.<br>2. Ask: What are these? Elicit: *school, park*.<br>3. Point to the first picture. Ask: *Where was I yesterday*? Elicit: *Yesterday, I was at school*.<br>4. Point to the first picture again. Ask: *What was the weather like?* Elicit: *It was cold and rainy.* and write it on the board<br>5. Learners write the sentences under the first picture. (Answers: *Yesterday, I was at school. It was cold and rainy.*)<br>6. Point to the second picture. Ask: *Where was I yesterday?*<br>7. Point to the second picture again. Ask: *What was the weather like?*<br>8. Tell learners to write the sentences under the second picture.<br>9. Ask learners to compare their sentences with a partner.<br>**Feedback**<br>Ask learners who volunteer to share their sentences for the second picture. Write the sentences on the whiteboard.<br>**Answers**<br>1 Yesterday, I was at **school**. It was **cold** and **rainy**.<br>2 Yesterday I **was** at the **park**. It was **sunny** and **hot**. |
| **Resources** | **Plenary** |
| **Activity Book page 130** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.1.1.4) Talk about days, months and times.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, past simple of verb *to be*.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information in a chant.<br>**Speaking:** To say and mime a chant and say the months of the year.<br>**Reading:** To read the months of the year.<br>**Writing**: To write the months of the year and write answers to questions. | • say and use simple nouns<br>• understand and use *wh*-questions in the present simple. |

**Link to prior learning:**

- Days of the week
- Weather vocabulary
- Present simple questions

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** Months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*

**Key expressions/structure:** Past simple of verb *to be*; Present simple questions: *What's the weather like in (January)? What do you do in (December)?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the spelling of the months of the year. Use the Look-say-cover-write-check spelling strategy so learners can easily memorise the spelling of these words.

**Resources/equipment needed:**

Learner's Book page 165

Activity Book page 131

Audio Tracks 128 and 129

PCM 75: *January, February, March, April, May, June, July, August, September, October, November, December*

Mini whiteboards, laminated sheets of white paper or pieces of scrap paper plus marker pens for each group; a small ball

## UNIT 8 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Mini whiteboard race**<br>1. Divide learners into small groups and hand out a whiteboard (or equivalent) and marker pen to each group.<br>2. Write the days of the week with missing letters on the whiteboard: M_nday, Tu_sday, W_dnesday, Th_rsday, Fr_day, S_turday, S_nday.<br>3. In their groups, learners decide the missing letter in each word and write it on their whiteboard.<br>4. Go through the words on the board, asking learners which letter is missing in each one. The first group to put their hands up can come to the board and write the letters in the words. |
| **Resources** | **Main activity** |
| **Learner's Book page 165**<br>**Audio Track 128** | **Months of the year: Activity 1**<br>1. Ask learners to open their Learner's Books at page 165. Draw their attention to the picture of the calendar pages.<br>2. Introduce the months of the year to the learners. Play the audio for learners to listen and point to the months in their books. Then play again, pausing after each month for learners to repeat.<br>3. Ask learners to stand up and form a circle. Give a learner a ball. Explain that they are going to listen to the months of the year again. The learner holding the ball says the first month and then passes the ball to the next learner who says the next month, and so on. Play the audio once. Then play again, but stop after *October*. Learners must continue to pass the ball and say *November, December*. Play the audio again, this time stopping after *August*. Learners must continue to say the remaining months. Continue in this way until learners say all of the months of the year without the audio. |
| **Learner's Book page 165**<br>**Audio Track 129** | **What's missing?: Activity 2**<br>1. Ask learners questions about the months of the year, such as *What is the weather like in (August)? What do you do in (February)?*<br>2. Tell the learners to look at the pictures and the words in the Learner's Book. Explore the pictures and ask learners to tell you what they can see in each picture.<br>3. Explain to learners that they will listen to a chant and they have to complete it with the missing words. Play the audio, pausing after *In* for learners to say the correct month of the year.<br>4. Play the audio again. This time, learners listen, say the month of the year and point to the correct picture. |
| **Learner's Book page 165** | **What do you do?: Activity 3**<br>1. Explore the pictures and the sentences from Activity 2 again.<br>2. Draw learners' attention to the speech bubbles in Activity 3. Model the dialogue with a confident learner.<br>3. Then hold up your book and point to another picture, for example, *swim in the sea.* Ask another learner: *Do you swim in the sea in April?* and elicit the answer *Yes, I do*. or *No, I don't.*<br>4. Once you are confident that learners understand the activity, put them in pairs or small groups so they can ask each other about the activities.<br>5. Monitor closely and help learners as necessary. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Copy the example question on the board and underline the activity and the month of the year. Then write the question below with gaps where the activity and month of the year go, to help learners understand which information they need to swap. |
| | **Differentiation activities (Support):**<br>1. Learners can say different activities to the ones shown in the book. |
| **Activity Book page 131**<br>**PCM 75** | **Activity Book: Activity 1**<br>1. Point to Activity Book Activity 1. Draw learners' attention to the Writing tip and explain that months of the year always have a capital letter.<br>2. Read the instructions and elicit the answers from the class.<br>3. Ask learners to write their answers in their Activity Book.<br>**Feedback**<br>Learners check their writing with a partner. Write the correct answers on the whiteboard for learners to check their answers.<br>**Answers**<br>February, June, August, October, December |
| | **Differentiation activities (Support):**<br>1. Give learners copies of the word cards (PCM 75: *February, June, August, October, December*) so they can place them in the gaps and check with you before committing to writing the words. |
| | **Differentiation activities (Stretch):**<br>1. When they have finished, learners can cover up the months of the year and try to write them from memory in their notebook. |
| **Activity Book page 131** | **Activity Book: Activity 2**<br>1. Read the questions and check learners' understanding.<br>2. Model an example, for example *In May, it's hot. In August, I go on holiday*.<br>3. Learners work independently to answer the questions.<br>4. Walk around and monitor writing, providing individual support as needed.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Write the following list of verbs on the whiteboard to help learners: *go, swim, play, walk, ride*.<br>2. Provide learners with individual writing support. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional sentences. |
| **Resources** | **Plenary** |
| | 1. Put learners in pairs so that they can read each other their sentences from Activity Book Activity 2. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.1.1.4) Talk about days, months and times.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To recognise weather vocabulary while listening to a chant.<br>**Speaking:** To practise talking about the weather.<br>**Reading:** To practise reading nouns and present simple sentences about the weather, days of the week and months of the year.<br>**Writing**: To practise writing a chant about the weather, reorder sentences. | • understand and follow simple instructions<br>• say and write simple nouns<br>• write simple sentences using the present simple and past simple. |

**Link to prior learning:**

- Days of the week
- Months of the year
- Past simple of verb *to be*
- Weather vocabulary
- Living things vocabulary

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** Unit 8 Lessons 1–5

**Key expressions/structure:** Unit 8 Lessons 1–5

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may still struggle to read full sentences. Read the sentences for the learners or pair them with a partner who can read the full sentences.

**Resources/equipment needed:**

Learner's Book page 166

Activity Book page 132

Audio Track 130

## UNIT 8 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Find the word**<br>1. Write the following words (*rain, Friday, windy, cold, May, Sunday, February, sunny, snowy, umbrella*) from Lessons 1–5 on the whiteboard.<br>2. Say a word and the name of a learner.<br>3. That learner goes to the whiteboard, finds the word and reads it. Then they cross out the word.<br>4. Continue the activity until there are no words left. If you like, you may use more words so that each learner can have a turn to go up to the board. |
| **Resources** | **Main activity** |
| **Learner's Book page 166**<br>**Audio Track 130** | **Chant: Activity 1**<br>1. Point out of the window and ask: *What's the weather like today?*<br>2. Draw pictures on the whiteboard to review the vocabulary from the unit: *sunny, hot, rainy, windy, cold, snowy.*<br>3. Point to each picture and elicit the word from learners. Say the word and ask learners to mime and repeat after you.<br>4. Ask learners to open their Learner's Books at page 166. Focus on the pictures in Activity 1. Point at the umbrella and mime *hide*. Say the word *hide* and ask learners to repeat it.<br>5. Point at the house and the snow outside the window. Say the word *outside* and ask learners to repeat it.<br>6. Tell learners they are going to listen to a chant. Play the audio once for learners to listen and point to the pictures in their books.<br>7. Play the audio again. Mime actions for each line. Pause after each line for learners to repeat the lines and mime the actions.<br>8. Practise reciting the chant together without the audio with learners miming and saying the chant faster each time.<br>9. Ask: *Where does the little girl hide?* (Answer: *She hides under the umbrella.*)<br>10. Ask: *Why does the little girl want to stay inside?* (Answer: *Because it's cold and snowy.*) |
| **Learner's Book page 166** | **Make your own chant: Activity 2**<br>1. Point to the chant with the gaps in the Learner's Book.<br>2. Explain to learners that, together, you are going to write a new chant.<br>3. Copy the chant from Activity 2 onto the board.<br>4. Using the weather word cards from the Lesson 2 word wall, stick the following on the whiteboard (*sunny, hot, cold, windy, rainy, snowy, cloudy*).<br>5. Ask: *What's the weather like today?* Put the correct weather word in the gap in the chant.<br>6. Ask: *What do you like to do when it's ____?* Elicit some activities from learners, and write one or two in the gap.<br>7. Continue in this way until you have completed the chant. Read the chant with learners. Then ask them to read it on their own.<br>8. Learners can copy the chant into their notebook, substituting the activities for ones that they like. |

| | |
|---|---|
| **Activity Book page 132** | **Activity Book: Activity 1**<br>1. Point to the vowels in the Word box in Activity Book Activity 1. Read them and have learners repeat.<br>2. Focus on the first gapped word, and write it on the board. Write the vowels above the word and elicit the correct vowels to complete the word. Write the vowels, then have learners write it into their books.<br>3. Depending on the level of your class, you may like to continue in this way for all of the words, or ask learners to complete the other words individually.<br>4. Walk around, monitor individual work and provide spelling support as needed.<br>**Feedback**<br>Write the answers on the whiteboard so learners can check them.<br>**Answers**<br>1 cl**o**udy; 2 M**a**rch; 3 sn**o**wy; 4 r**a**in; 5 **u**mbr**e**lla; 6 Tu**e**sd**a**y |
| **Activity Book page 132** | **Activity Book: Activity 2**<br>1. Read the instructions.<br>2. Model the first example. Write it on the whiteboard. Ask: *Which word does not go with the others?* Circle the answer (*Wednesday*) and say: *It's the odd one out*.<br>3. Divide the learners into mixed-ability pairs.<br>4. Learners read the words in pairs and circle the odd one out.<br>**Feedback**<br>Ask learners who raise their hand to give the odd one out. Ask learners why they circled that word.<br>**Answers**<br>1 Wednesday; 2 rain; 3 Thursday; 4 June; 5 windy |
| | **Differentiation activities (Support):**<br>1. If learners cannot read the words, read them aloud and give learners individual support in identifying the odd one out. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished Activity 2, they can write an additional set of words with an odd one out. They can then swap with a partner and do the activity. |
| **Activity Book page 132** | **Activity Book: Activity 3**<br>1. Read the instructions. Write the first scrambled sentence on the board and elicit the correct order. Write the correct sentence on the board, crossing out each word in the scrambled sentence as you write it, to demonstrate the activity to learners.<br>2. Learners work individually to unscramble the sentences and write them in the correct order.<br>**Feedback**<br>Check the answers as a whole class by asking learners to put their hands up and say the sentence. Write the sentences on the whiteboard so learners can check them.<br>**Answers**<br>1 It was rainy.; 2 Today it is Saturday.; 3 I'm wearing a raincoat. |

| Resources | Plenary |
|---|---|
| **Activity Book page 132** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.1) Participate in class songs and games, taking turns and responding individually as required.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, past simple.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information and listen for understanding.<br>**Speaking:** To answer questions about a text.<br>**Reading:** To read an informative text.<br>**Writing**: To circle the correct word and write sentences about living things. | • answer questions in the present simple<br>• understand and use sentences with *need* + noun + infinitive. |

**Link to prior learning:**

- Weather vocabulary

**21st Century Skills:**

- Environmental Literacy: Learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences

**Key vocabulary:** *living things, plants, animals, people, land, water, rain, snow, dry, brown, again;* verbs: *live*, *need, grow, drink*

**Key expressions/structure:** Present simple statements and questions: *Animals need water to drink. What do plants need to grow?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the structure *need* + noun + infinitive. Give an example of a sentence with this structure and write it on the whiteboard. Underline *to* and the verb. Check that learners understand by asking them to provide another example.

**Resources/equipment needed:**

Learner's Book page 167

Activity Book page 133

Audio Track 131

Flashcard: *desert*

PCM 76: *living things, snow, rain, river, lake, rock, land, water, animals, people, live*, *need, drink, dry, plants, grow, drink, dry, What do .. need to...?*

## UNIT 8 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write the following weather words on the board: *hot, cold, sunny, rainy, windy, snowy, cloudy.*<br>2. Mime one weather condition and ask learners to put their hand up if they know what it is. Choose one learner to come up to the board, point to the correct word and say it. If they are correct, they can choose a word and mime for learners to guess. Continue in this way until all learners have had a turn at miming. |
| **Resources** | **Main activity** |
| **Learner's Book page 167** | **Before you read: Activity 1**<br>1. Introduce the concept of living things. Say: *A (zebra) is a living thing. A (plant) is a living thing.* Ask: *Is (a rock) a living thing?*<br>2. Elicit more examples from learners.<br>3. Tell learners to open their books at page 167 and point to the first three pictures. Ask: *What do you see in the pictures?* Learners can discuss in pairs or you can have a whole-class discussion. (Answers: *rice growing in water, zebras drinking water, a child drinking water*)<br>4. Ask: *What do plants need to grow? What do animals need to grow? What do people need to live and grow? (*Answer: *water)*<br>5. Explain that in many places there is a dry season and a rainy season. Say: *In the dry season, there is no rain. In the rainy season, there is a lot of rain.* Ask: *Which picture on the page shows the dry season?* (Answer: *fourth picture)* Explain that the land has cracks and little water, and no living things.<br>6. Ask: *Is there a dry season and a rainy season in the UAE*? Show the flashcard of the desert. Ask: *Is there a lot of water in the desert*? (Answers: *Yes, there is a dry and a rainy season in the UAE. The UAE is a desert with very little rain. Most of the rain is from December to March. There is not a lot of water in the desert.*) |
| **Learner's Book page 167**<br>**Audio Track 131** | **Read and listen: Activity 2**<br>1. Play the audio once. Learners read along in their books.<br>2. Play the audio a second time.<br>3. Ask learners which words they remember from the audio. Write the words they come up with on the whiteboard.<br>4. If they cannot remember, point to the pictures in the Learner's Book. Ask: *What do you see?* (Answer: *plants, animals, people*) *What do they need to grow?* (Answer: *water*) *Where does water come from?* (*rain and snow*). |
| | **Differentiation activities (Support):**<br>1. If learners cannot understand the audio, read the audioscript slowly and pause, after each sentence. |
| | **Differentiation activities (Stretch):**<br>1. Invite learners to read the text aloud. |
| **Learner's Book page 167**<br>**Audio Track 131** | **Questions: Activity 3**<br>1. Draw learners' attention to the questions in Activity 3. Read the first question and elicit the answer. If necessary, you can play the first paragraph of the audio so learners can hear the answer.<br>2. Repeat with the remaining two questions. Encourage learners to say what they remember from the recording. |

| | |
|---|---|
| **Activity Book page 133** | **Activity Book: Activity 1**<br>1. Focus on the pictures in Activity Book Activity 1.<br>2. Point to the word snake and remind learners what it is.<br>3. Individually, learners find the words in the word snake and circle them.<br>**Feedback**<br>Learners check their answers with a partner. Then, check the answers as a whole class by asking learners to put their hands up and say a word from the word snake.<br>**Answers**<br>as**rain**ght**snow**pr**drink**nidf**water**fgg**lake**erty**river**za |
| **Activity Book page 133** | **Activity Book: Activity 2**<br>1. Ask learners to look at the picture in Activity Book Activity 2. Point to the different things that they see and elicit what they are.<br>2. Explain to learners that the need to use the words in the Word snake to label the picture. You may like to do number 1 (*snow*) as an example.<br>3. Learners work individually to label the picture.<br>**Feedback**<br>Put learners in pairs so they can compare their pictures. Then check the answers as a whole class by asking one learner who raises their hand to show their picture and read the words.<br>**Answers**<br>1 snow; 2 river; 3 rain; 4 lake |
| **Activity Book page 133**<br>**PCM 76** | **Activity Book: Activity 3**<br>1. Talk with learners about the UAE. Ask: *Is there a lot of water in the UAE? Where is most of the water in the UAE? Can we drink this water?* Remind them of the discussion at the beginning of the lesson. (Answers: *There is not a lot of water in the UAE. It is a desert. Most of the water is in the sea and we cannot drink it.)* Explain to learners if they don't understand.<br>2. Point to the questions. Read the questions aloud and check learners' understanding of *Yes, there is./No, there isn't.*<br>3. Learners write their answers individually.<br>4. Walk around the classroom and monitor learners' individual work, helping with spelling as necessary.<br>**Feedback**<br>Ask learners who raise their hand to give the answer. Write the answers on the whiteboard so learners can check their answers.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give learners individual help by asking them the question, using mime or drawings if necessary. Elicit *yes* or *no*, then point to the correct answer form in the book for learners to copy. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional questions and answers about the weather where they live. |

| Resources | Plenary |
|---|---|
| **PCM 76** | 1. Stick the word cards (PCM 76) for this lesson on the whiteboard.<br>2. Tell learners to make a sentence with two words.<br>3. Model an example, for example, *Plants need water.*<br>4. Provide support with forming sentences where needed and write the sentences on the whiteboard so learners can read them. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to instructions.<br>**Speaking:** To talk about animals.<br>**Reading:** To read instructions.<br>**Writing**: To write the names of animals to complete sentences and practise using capital letters at the beginning of sentences. | • understand and use plural nouns in present simple sentences. |

**Link to prior learning:**

- Animal vocabulary: *hen, frog, fish*
- Present simple

**21st Century Skills:**

Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *live, water, frog, crocodile, hen, turtle, fish, elephant, whale, camel, sea cow, oryx, desert fox, dolphin*

**Key expressions/structure:** Present simple: *Frogs live in water*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the concept of living things. Explain that living things need food, water and air to live and that they can move. Give other examples to clarify, for example, *sand* as non-living and *fish* and *people* as living.

**Resources/equipment needed:**

Learner's Book page 168

Activity Book page 134

A small ball

## UNIT 8 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to stand up and make a circle.<br>2. Throw a small ball to a learner and say the name of an animal. The learner who catches the ball has to say the name of a different animal and throw the ball. If a learner can't think of an animal word, they have to do a forfeit, such as stand on one leg for the remainder of the activity. |
| **Resources** | **Main activity** |
| **Learner's Book page 168** | **Animals that live in water: Activity 1**<br>1. Ask learners to turn to Learner's Book page 168.<br>2. Draw their attention to the pictures. Point to the pictures of animals that learners have seen in previous units (*frog, hen* and *fish* ) and elicit the names.<br>3. Point to the other animals, say their names and have learners repeat.<br>4. Ask: *Which of these animals live in water?* Elicit the names of the animals and write them on the board.<br>5. Ask: *Which other animals live in water?* Elicit more animals and write them on the board.<br>6. If you have time, erase the words from the board. Put learners in pairs. They can test each other by pointing at an animal in the Learner's Book for their partner to say if it lives in water or not.<br>**Feedback**<br>Ask learners who raise their hand to give one animal.<br>**Answers**<br>In water: frog, crocodile, turtle, fish, whale<br>Learners' own answers |
| **Learner's Book page 168** | **Write about it: Activity 2**<br>1. Read the instructions for Activity 2 with the learners.<br>2. Model the first sentence. Say: *Frogs live in water.*<br>3. Point to the Writing tip. Remind learners that sentences start with a capital letter and end with a full stop.<br>4. Learners read the sentences individually, copy them in their notebook and fill in the gap with an animal.<br>5. Walk around while learners are writing and provide support with spelling as needed.<br>**Feedback**<br>Learners read their sentences to their partner. Ask learners who raise their hand to read a sentence.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can circle the animals in Learner's Book Activity 1 that live in the water, then choose two and copy the words onto the lines. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write about the other animals in Learner's Book Activity 1 that don't live in water, using the sentence structure ____ *live on land.* |

| | |
|---|---|
| **Learner's Book page 168** | **Animals in the UAE: Activity 3**<br>1. Tell learners to look at the pictures of animals that live in the UAE in Activity 3. Point to the animals and say the names. Learners repeat the words after you.<br>2. Ask: *Where do you see these animals? Can you find any of these animals near your house?*<br>3. Ask: *Which of these animals live in water? Which other animals live in the sea in the UAE? Which of these animals need water to live?*<br>4. Read the sentences under *camel* and *sea cow* and have learners repeat. Check their understanding.<br>5. Write the following sentence prompts on the whiteboard: *This is a ____. . ____ live in the sea/on land. They are big/small.*<br>6. Point to the other animals in Activity 3 and elicit sentences about them, following the model on the board.<br>7. If you have time, you can ask learners to write a sentence about their favorite Emirati animal in their notebooks. |
| **Activity Book page 134** | **Activity Book: Activity 1**<br>1. Tell learners to look at the pictures in Activity Book Activity 1.<br>2. Ask learners to say the words.<br>3. Explain to learners that they need to circle the pictures of living things. They can do this individually and then check with a partner.<br>4. Ask: *Why are a rock and boots not living things?* Discuss as a whole class. (A rock and boots don't live and grow. They don't need water, food, light or air.)<br>**Feedback**<br>Check the answers as a whole class. Ask individual learners to put their hands up and say the words of living things. Write the correct answers on the whiteboard.<br>**Answers**<br>Living things: turtle, apple tree, rabbit |
| | **Differentiation activities (Support):**<br>1. If learners cannot read the words, read the words for them. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write a sentence about why a rock and boots are not living things. |
| **Activity Book page 134** | **Activity Book: Activity 2**<br>1. Ask learners to think of two more living things. They draw them and write the words on the lines provided.<br>2. Walk around and monitor writing, providing spelling support as needed.<br>**Feedback**<br>Learners share their drawing and writing with a partner. Ask individual learners to show what they have drawn and written about.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Provide learners with a list of living things on the whiteboard to select from. |
| | **Differentiation activities (Stretch):**<br>1. Let learners draw and write words for additional living things or non-living things if they finish quickly. |

| Resources | Plenary |
|---|---|
| **Activity Book page 134** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information in a chant.<br>**Speaking:** To recite a chant and talk about how we use water.<br>**Reading:** To read present simple sentences with *use* + infinitive about water.<br>**Writing**: To write present simple sentences with *use* + infinitive about water. | • understand and use affirmative sentences with the structure *use* + infinitive in the present simple<br>• understand and use verb phrases<br>• say words following a model<br>• use simple affirmative sentences in the present continuous. |

**Link to prior learning:**

- Vocabulary from Unit 8 Lesson 7
- Present simple
- Present continuous

**21st Century Skills:**

- Health Literacy: Learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences

**Key vocabulary:** *water, use, make, wash, clean*, *bathroom, have a shower, wash (our) hands, brush (our) teeth, wash clothes, wash the car*

**Key expressions/structure:** verb *use* + infinitive with *to: We use water to brush our teeth.;* Present continuous*: Dad is washing the car.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the sentence *We use water* + infinitive with *to*. Give an example and write it on the whiteboard, for example, *We use water to wash our hands.* Underline *to* + verb. Ask learners to give you another example to check for understanding. Write the example on the whiteboard and underline *to* + verb.

**Resources/equipment needed:**

Learner's Book page 169

Activity Book page 135

Audio Track 132

White paper; coloured pencils or crayons

## UNIT 8 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Review the animals from the previous lesson and write them on the board: *frog, crocodile, hen, turtle, fish, elephant, whale, sea cow, desert fox, oryx, camel, dolphin*<br>2. Choose one of the animals and make its sound and/or mime it. Learners must guess which animal it is.<br>3. The learner who guesses correctly then stands up to make the sound of and/or mime another animal.<br>4. Continue in this way until all the animals have been used. |
| **Resources** | **Main activity** |
| **Learner's Book page 169** | **How we use water: Activity 1**<br>1. Ask learners to open their Learner's Books at page 169. Focus on the pictures and read the sentences together.<br>2. Tell learners that we can use the word *wash* for many different things. Write *wash* on the whiteboard. Ask: *What can we wash?*<br>3. Point to your clothes, the floor and mime driving a car. Elicit the words from learners, and the verb phrases *wash clothes, wash the floor, wash a car.*<br>4. Write: *We use water to wash our cars.* on the whiteboard.<br>5. Write *clothes* and *floor* on the whiteboard.<br>6. Elicit the sentences from learners. (*We use water to wash our clothes. We use water to wash the floor.*)<br>7. Ask learners if they know any other examples of what we use water for (for example, *have a shower, play, swim*). Writer learners' suggestions on the board. |
| **Activity Book page 135** | **Activity Book: Activity 1**<br>1. Point to the pictures in the Word box in Activity 1 and read the instructions.<br>2. Model the activity with learners by reading the first sentence stem and eliciting a word from the Word box to complete it, for example, *We use water to wash clothes*.<br>3. Learners work individually to complete the sentences with the words from the Word box.<br>**Feedback**<br>Check the answers as a whole class by asking learners who raise their hand to read a sentence. Write the sentences on the whiteboard so learners can check.<br>**Answers**<br>1 clothes and bowls; 2 tea and rice |
| **Learner's Book page 169**<br>**Audio Track 132** | **Water, water, everywhere!: Activity 2**<br>1. Point to the picture in Learner's Book Activity 2. Explain that the girl is in the bathroom. Model the pronunciation of *bathroom* and have learners repeat. Then teach *brush your teeth* and *have a shower* by miming and modelling the pronunciation.<br>2. Tell learners they are going to listen to a chant.<br>3. Play the audio while learners listen then play again, pausing after each sentence for learners to repeat.<br>4. Play the audio again. Encourage learners to chant along and mime the actions.<br>5. Divide the class into two groups. Play the audio again while one group only mimes and the other chants. Then swap the groups' roles and play it again. |

| | |
|---|---|
| **Activity Book page 135** | **Activity Book: Activity 2**<br>1. Explain to learners that water is very important and we need to save it. Focus on the picture in Activity Book Activity 2 and ask: *What's wrong?* Draw learners' attention to how the water is being wasted (for example, the hosepipe and the tap) and ask them to circle those instances.<br>2. Then ask learners to identify how the people in the picture are using water. Give an example, such as *Dad is washing the car.*<br>3. Ask learners to write three sentences about how the people are using water.<br>**Feedback**<br>Put learners in pairs so that they can compare their sentences. Then check as a whole class by asking volunteer learners to read out their sentences.<br>**Answers**<br>Suggested answers: Dad is washing the car. The boy is washing his bike. The girl is brushing her doll's teeth. |
| | **Differentiation activities (Support):**<br>1. Write the sentence prompt ____ *is washing* ____ on the board for learners to copy and complete with the words. If necessary, you can label the objects in their books for them.<br>2. If learners struggle to write the sentences, they can just circle the elements that show people using water. |
| | **Differentiation activities (Stretch):**<br>1. When they have finished Activity 2, learners can add another element to the picture of water being used. |
| **Learner's Book page 169** | **Make a class book: Activity 3**<br>1. Hand out a sheet of paper and coloured pencils or crayons to each learner.<br>2. Tell learners that they are going to make a class book about how to use water.<br>3. Write the title *We use water in many ways* on the whiteboard.<br>4. Brainstorm ideas with the learners. Help them with vocabulary and spelling.<br>5. Learners individually draw a picture and write a sentence on their sheet of paper.<br>6. Walk around, monitor individual work and provide writing support as needed. |
| **Resources** | **Plenary** |
| | **Gallery walk**<br>1. Stick the different pages of the class book from Activity 3 on the wall of the classroom.<br>2. Learners walk around, look at the pictures and read the sentences their classmates have written.<br>3. At the end of the class, take the pages and bind them together with string or a stapler. Display the book on a shelf or other prominent place in the classroom. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

Standards/SLOs:

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a poem and listen for words with the long *a* sound.

**Speaking:** To say words with the long *a* sound and say words that rhyme.

**Reading:** To read a poem and read sentences with words with *ai* or *ay*.

**Writing**: To classify words as *ai* or *ay*, fill in the missing *ay* or *ai* in words and write words with *ai* or *ay*.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify and say words that have the long *a* sound spelled as *ai* or *ay*
- use simple statements in the present simple and present continuous.

**Link to prior learning:**

- Present simple
- Present continuous

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *rain, today, day, play, paint, snail, play, train, sail, say,*

**Key expressions/structure:** Present simple

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the pronunciation of the consonant blends *sn* as in *snail*, *tr* as in *train* and *pl* as in *play*. Model the correct pronunciation, write the word on the board, underline the consonant blend and drill the pronunciation both as a class and in small groups. During activities make sure you monitor pronunciation carefully and error correct as needed.
- Learners may struggle with the fact that the long *a* sound can be spelled both *ai* and *ay*. Read the rule in the Learner's Book and provide plenty of examples, for example, *rain* and *day*.

**Resources/equipment needed:**

Learner's Book page 170

Activity Book page 136

Audio Track 133

A small ball

## UNIT 8 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Mime an action with water from the previous lesson: *wash our hands, have a shower, drink, make tea, wash our clothes, wash the car*. Learners say the action.<br>2. Repeat for the remaining actions. You may like to challenge learners and use a clock or mobile phone to time how long it takes the class to guess all of the actions. |
| **Resources** | **Main activity** |
| **Learner's Book page 170**<br>**Audio Track 133** | **Rain poem: Activity 1**<br>1. Ask learners to open their Learner's Book at page 170.<br>2. Point to the picture and ask: *What do you see?*<br>3. Point to the poem and say: *Let's listen*. Then play the audio once for learners to just listen. Play the audio again. Pause after each line for learners to repeat the line.<br>4. Play the audio a third time and tell learners to read along in their books.<br>5. Then focus on the words in the poem. Ask: *What sound do the letters* ai *and* ay *make? (They make the long* **a** *sound.)*<br>6. Ask learners to point to the words in the book.<br>7. Write the words on the whiteboard, and circle the *ai* and underline the *ay.*<br>**Answers**<br>long *a* sound<br>r**ai**n, tod<u>ay</u>, ag**ai**n, d<u>ay</u>, pl<u>ay</u> |
| **Learner's Book page 170** | **Mystery word: Activity 2**<br>1. Read the instructions and explain the activity. Emphasise that we use *ai* in the middle of the word and *ay* at the end, for example, *r<u>ai</u>n* and *to<u>day</u>*.<br>2. Learners work in pairs and fill in the blanks with *ay* or *ai*. They can write the words in their notebooks.<br>3. Practise modelling and drilling the consonant blends *sn* in *snail*, *pl* in *play* and *tr* in *train*.<br>**Feedback**<br>Check the answers as a whole class. Write the sentences on the whiteboard and underline *ay* and *ai* in the words.<br>**Answers**<br>It's a r<u>ai</u>ny d<u>ay</u>.<br>Let's p<u>ai</u>nt a sn<u>ai</u>l.<br>Let's pl<u>ay</u> with the tr<u>ai</u>n. |

| | |
|---|---|
| **Activity Book page 136** | **Activity Book: Activity 1**<br>1. Write the rain poem from Learner's Book page 170 on the whiteboard.<br>2. Ask: *Which words rhyme in the poem?* (*day*/*today*/*play*)<br>3. Point to the pictures in Activity Book Activity 1. Elicit the words from learners, then say them and have learners repeat.<br>4. Point to picture 1 and say: *sail.* Then point to picture 4 and elicit the word *snail.* Say: *They rhyme!* Repeat with the remaining pairs of words.<br>5. Learners write the missing words.<br>**Feedback**<br>Write the words on the board so that learners can check. |
| | **Answers**<br>4 snail; 5 train; 6 play |
| | **Differentiation activities (Support):**<br>1. Learners may struggle to understand the idea of rhyming words. Write *day* and *play* on the whiteboard and underline the ending. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write down additional words with *ay* and *ai* that rhyme. |
| **Activity Book page 136** | **Activity Book: Challenge**<br>1. Explain to learners that they need to choose two words with *ai* or *ay* from Activity Book Activity 1 and write a sentence with them.<br>2. Write an example, such as *They play with the train.,* on the board.<br>3. Learners draw a picture to illustrate their sentence.<br>4. Walk around and provide support with spelling and grammar.<br>**Feedback**<br>Learners read their sentence to a partner. Ask learners who volunteer to read their sentence to the whole class. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Provide sentence prompt to help learners, for example, *They* (verb) *with a* ____ . *They are* (verb) *in the* ____. *The* _____ *is in the* ____. |
| | **Differentiation activities (Stretch):**<br>1. Let learners write additional sentences using the words with *ay* or *ai*. |
| **Resources** | **Plenary** |
| | 1. Say a word with the long *a* sound from this lesson (for example, *play*), then throw the ball to learner.<br>2. The learner who catches the ball says another word with the long *a* sound and throws the ball to another learner. If the learner cannot say a word, they must give ball to another learner and sit down.<br>3. Continue until each learner has had a turn. The learners left standing are the winners. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple, present continuous.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to a story and identify the sounds of long *a.*<br>**Speaking:** To act out a story.<br>Reading: To recognise words with the short *a* sound and read a story.<br>**Writing:** To write words with the long *a* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• say words following a model<br>• understand and answer questions in the present simple. |
| **Link to prior learning:**<br>• Words with the long *a* sound: *rain, rainy, day, play, snail*<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *play, wait, say, stay, go away*<br>**Key expressions/structure:** Present simple affirmative sentences | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may struggle to memorise their lines and perform in front of the class. Let learners write their lines on card and perform their role-play in front of the teacher or only one other small group. | | |
| **Resources/equipment needed:**<br>Learner's Book page 171<br>Activity Book page 137<br>Audio Track 134<br>Blank cards or strips of scrap paper and marker pens; coloured pencils or crayons | | |

## UNIT 8 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide learners into small groups.<br>2. Hand out two small cards or scraps of paper and marker pens to each group.<br>3. Learners write *ai* on one card and *ay* on the other.<br>4. Call out a word with a long *a* sound, for example, *play*. Learners hold up the *ay* or *ai* card according to which sound they think it is.<br>5. Continue with the other words from the previous lesson (*rain, rainy, day, play, snail*).<br>6. Groups get one point for each correct answer. |
| **Resources** | **Main activity** |
| **Learner's Book page 171**<br>**Audio Track 134** | **Phonics story: Activity 1**<br>1. Ask learners to turn to page 171 in their Learner's Book. Point to the pictures and ask: *What can you see in the pictures? What's the weather like?*<br>2. Tell learners to listen to the audio and look at the pictures. Play the audio.<br>3. Play the audio a second time. Pause after every line. Learners raise their hand when they hear words with the long *a* sound. Learners say the words and write them in their notebooks.<br>4. Play the audio a third time. Pause after each line for learners to repeat and mime.<br>**Feedback**<br>Let learners who raise their hand give a word with the long *a* sound from the story. Write the words with the long *a* sound on the whiteboard for learners to check their answers.<br>**Answers**<br>rainy, day, snail, playing, say, wait, stay, play, away, hooray |
| **Activity Book page 137**<br>**Audio Track 134** | **Activity Book: Activity 1**<br>1. Tell learners to look at the picture in Activity Book Activity 1. Explore the picture with them, asking them to say what they can remember about the phonics story in the Learner's Book.<br>2. Explain that they will answer questions about the story. Read the first question aloud (*What's the weather like?)* and ask learners to choose the right answer (*rainy*).<br>3. In pairs, learners read the questions and circle the correct answers.<br>**Feedback**<br>At the end of the activity, call on learners who raise their hand to answer the questions. Write the answers on the whiteboard.<br>**Answers**<br>1 rainy; 2 three; 3 white; 4 the ducks and the frogs; 5 the big snails |
| | **Differentiation activities (Support):**<br>1. Play the audio again for the learners to help them answer the questions.<br>2. Give learners additional support by reading the questions and answers for them. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional questions and answers for the story. |

| | |
|---|---|
| **Activity Book page 137** | **Activity Book: Activity 2**<br>1. Read the instructions and the words in the Word Bank.<br>2. Read the first sentence. Ask: *Which word goes in the gap?* and elicit the answer: *rainy.*<br>3. Learners individually read the sentences and fill in the gaps.<br>4. Walk around, monitor the activity and provide individual support as needed.<br>**Feedback**<br>Ask learners to check their answers with a partner. Then check the answers as a whole class by asking individual learners to say the answers. Write the correct answers on the whiteboard.<br>**Answers**<br>1 rainy; 2 say; 3 away; 4 play; 5 hooray |
| **Learner's Book page 171** | **Act it out: Activity 2**<br>1. Remind learners of what a *character* is. Ask: *Who are the characters in the story?*<br>2. Make a list of the characters on the whiteboard (*Little Snail, the frogs, the ducks, the big snails*).<br>3. Divide the class into groups of eight (three frogs, two ducks and three snails in each group) and ask learners to choose a role.<br>4. Write the lines for each character on the whiteboard.<br>5. Read the lines aloud and tell the learners to repeat the ones that correspond to their character.<br>6. Learners copy their lines onto a card.<br>7. They practise their lines and miming their character.<br>8. They act out the story in front of the class. |
| | **Differentiation activities (Support):**<br>1. Write the lines on the cards for the different roles if learners will struggle to write them. |
| | **Differentiation activities (Stretch):**<br>1. Let learners take on the role of Little Snail, as this character has the most and the longest lines. |
| **Resources** | **Plenary** |
| **Activity Book page 137** | 1. Repeat the plenary from Lesson 10 to reinforce the activity.<br>2. Say a word with the long a sound from this lesson (for example, *play*), then throw the ball to learner.<br>3. The learner who catches the ball says another word with the long *a* sound and throws the ball to another learner. If the learner cannot say a word, they must give ball to another learner and sit down.<br>4. Continue until each learner has had a turn. The learners left standing are the winners. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.<br>(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.<br>(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.<br>(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words. | | | |

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To practise listening to a descriptive text.

**Reading:** To practise reading descriptive sentences in the present simple and present continuous, identify words with *ay* and *ai* spellings.

**Speaking:** To practise asking and answering questions.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and use affirmative sentences in the present simple and present continuous
- answer questions in the present simple and present continuous
- identify and write words with the long *a* sound spelled *ay* and *ai*
- answer *yes/no* questions with short answers in the third person present simple.

**Link to prior learning:**

- Present simple
- Present continuous
- The long *a* soundspelled as *ai* and *ay*
- *Wh*-questions

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently

**Key vocabulary:** Unit 8 Lessons 7–11

**Key expressions/structure:** Unit 8 Lessons 7–11

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to follow instructions in English. Model an example on the whiteboard to ensure that learners know what to do before starting the activity.

**Resources/equipment needed:**

Learner's Book page 172

Activity Book page 138

Audio Track 135

Handmade flashcards or pictures: *rainy, snail, play, train, wash, plants, animals, day*

## UNIT 8 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Show learners pictures, flashcards or draw pictures on the whiteboard to review the vocabulary from the previous lessons: *rainy, snail, play, train, wash, plants, animals, day.*<br>2. Point to each picture or flashcard, and elicit the word from learners. Say the word and ask learners to mime and repeat after you. |
| **Resources** | **Main activity** |
| **Learner's Book page 172**<br>**Audio Track 135** | **We all need rain: Activity 1**<br>1. Ask learners to open their Learner's Books at page 172 and draw their attention to the picture. Ask: *What do you see? What's the weather like?*<br>2. Show learners the text and explain that they are going to read and listen to a description of the picture. Play the audio once for learners to listen and read along in their books. Then play again. You may like to ask learners to point to the different elements in the picture as they hear them. |
| **Learner's Book page 172** | **Questions and answers: Activity 2**<br>1. Read the questions and the answers in Activity 2. Check learners' understanding.<br>2. Ask the first question: *What's the weather like?* Ask learners for the answer (*It's rainy.*). Write the question and answer side by side on the whiteboard and connect them with a line to model the activity. Repeat with all of the questions and answers, and tell learners to draw the lines in their books.<br>3. Divide learners into mixed-ability pairs. Learners take turns to ask and answer the questions.<br>**Feedback**<br>Ask learners who raise their hand to read the question and matching answer.<br>**Answers**<br>1 c; 2 e; 3 b; 4 d; 5 a |
| **Activity Book page 138** | **Activity Book: Activity 1**<br>1. Tell learners to read the instructions in the Activity Book.<br>2. Check learners' understanding of the instructions.<br>3. Learners complete the picture according to the instructions.<br>4. They then circle/underline the words accordingly.<br>**Feedback**<br>Put learners in pairs so that they can compare their pictures. Then check the answers as a whole class by asking individual learners to put their hands up and say the words with the *ai* and *ay* sounds.<br>**Answers**<br>*ai* words: painting, paint, snail<br>*ay* words: day, playing |
| | **Differentiation activities (Support):**<br>1. Give learners individual help and link the sentences to the corresponding items in the picture. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners to draw another item in the picture and write a sentence. |

| | |
|---|---|
| **Learner's Book page 172** | **Speaking: Activity 3**<br>1. Draw attention to the questions and short answers in Activity 3.<br>2. Model the activity by asking the first question and eliciting the answer: *Yes, it does.*<br>3. Put learners in mixed-ability pairs. They take it in turns to ask and answer the questions.<br>4. If you don't feel that learners can do this independently, you may like to do it as a whole-class activity.<br>**Feedback**<br>Ask volunteer pairs of learners to read out a question and an answer.<br>**Answers**<br>1 Yes, it does.; 2 No, it doesn't.; 3 Yes, it does.; 4 No, it doesn't.; 5 Yes, it does. |
| **Resources** | **Plenary** |
| **Activity Book page 138** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to instructions.

**Speaking:** To talk about an experiment and make predictions about an experiment.

**Reading:** To read instructions and read sentences about the results of the experiment.

**Writing**: To write sentences about the results of an experiment.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and use affirmative and negative present simple sentences in the third person singular and plural
- ask and answer *yes/no* questions and use short answers in the third person singular and plural.

**Link to prior learning:**

- Present simple: affirmative, negative and question forms

**21st Century Skills:**

- Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems

**Key vocabulary:** *apple, paper clip, pear, paper boat, float, elastic band, pencil, ruler, paper, leaf*

**Key expressions/structure:** Present simple affirmative and negative statements: *A boat floats.*, *A pear doesn't float;* Present simple *yes/no* questions: *Does a paper clip float?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the contracted forms *don't* and *doesn't*. Refer to the Language tip to reinforce the idea. You can also ask learners to find examples in their books. Write the examples on the board and underline the contraction.
- Learners may struggle with the difference between *do* and *does*. Write sample sentences on the whiteboard and underline the *do* and *does*. Explain that we only use *does* with *he*, *she* and *it*.

**Resources/equipment needed:**

Learner's Book page 173

Activity Book page 139

Flashcards: *pear, elastic band*

Objects for experiment (one set per group of three learners): a bowl of water, a pencil, a sheet of paper, an elastic band, a ruler, a leaf, a paper clip

## UNIT 8 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Using the materials that you have prepared (flashcards, pictures, etc.), teach the words, *paper clip, pear, elastic band.* Alternatively, you can draw pictures of these on the board. Show the picture or object, say the word and have learners repeat.<br>2. Then show the pictures/objects in random order and elicit the words from learners.<br>3. Write the words on the whiteboard. |
| **Resources** | **Main activity** |
| **Learner's Book page 173** | **Does it float?: Activity 1**<br>1. Point to the picture of the bowl on Learner's Book page 173. Tell learners to look at the apple. Ask the question: *Does the apple float?* Using gestures, teach the short answers *Yes, it does.* and *No, it doesn't.* Elicit the answer. (Answer: *Yes, it does.)*<br>2. Tell learners to look at the *paper clip*, *pear* and *paper boat* in the picture. Ask questions about each individual item and elicit the correct answer from learners: *Yes, it does* or *No, it doesn't.*<br>3. Learners write the short answers (*Yes, it does. No, it doesn't)* to the answers to the questions in their notebook.<br>4. Point to the Language tip. Explain that doesn't is created with *does* + *not* and *don't* is created with *do* + *not*. Elicit the difference in use between *doesn't* and *don't.*<br>**Feedback**<br>Check the answers as a whole class by saying each question in turn and asking an individual learner to read out their answer.<br>**Answers**<br>1 Yes, it does.; 2 No, it doesn't.; 3 No, it doesn't.; 4 Yes, it does. |
| **Learner's Book page 173**<br>**Activity Book page 139** | **Let's find out: Activity 2 and Activity Book: Activity 1**<br>1. Set out the objects for the experiment.<br>2. Model the activity. Show the pencil to learners and point to the bowl of water. Ask: *Does a pencil float?* Write the question and the possible answers (*Yes, I think so. No, I don't think so.*) on the whiteboard.<br>3. Practise drilling the pronunciation of *Yes, I think so.* and *No, I don't think so*. First learners repeat after you as a whole class, and then drill in small groups.<br>4. Drop the pencil in the bowl of water while learners watch. Ask: *Does (a pencil) float?* (Answers: *Yes, it does..)*<br>5. Practise drilling the pronunciation of *Yes, it does. No, it doesn't.* First learners repeat after you as a whole class and then drill in small groups.<br>6. Divide the learners into groups of three. Give each group the objects to carry out the experiments. Learners repeat the experiment for the piece of paper, the elastic band, the ruler, the paper clip and the leaf. Before they immerse each item in water, ask: *Does it float?*<br>7. After they immerse each item in water, ask: *Does it float?*<br>8. Walk around, monitor the experiments and provide support as needed.<br>9. When learners have finished, clear away their equipment. Ask them to turn to page 139 in the Activity Book and look at the table. Do the experiment again at the front of the class, eliciting the result first, then demonstrating. After each object, learners should tick the correct column in Activity Book Activity 1. |

| | |
|---|---|
| | **Feedback**<br>Go through each item at the end of the experiment. Say: *Pencil. Does it float?* Learners raise their hands for *Yes, it does* and do nothing for *No, it doesn't.* Write the correct answers on the whiteboard.<br>**Answers**<br>Yes, it does: pencil, paper and leaf; No, it doesn't: elastic band, ruler and paper clip |
| **Learner's Book page 173** | **Speaking: Activity 3**<br>1. Read the instructions. Draw learners' attention to the sentences. Then model an example. Say: *The pencil floats.* Then repeat with *elastic band.* Say: *The elastic band doesn't float.* Ask learners to repeat both sentences.<br>2. Divide learners into pairs.<br>3. Learners practise saying the sentences about each object from Activity 2.<br>4. Walk around and provide support as needed.<br>**Feedback**<br>Let learners who raise their hands say a sentence each. Write the answers on the whiteboard.<br>**Answers**<br>The pencil floats.; The paper floats.; The elastic band doesn't float.; The ruler doesn't float.; The leaf floats.; The paper clip doesn't float. |
| **Activity Book page 139** | **Activity Book: Activity 2**<br>1. Ask learners to look at Activity 2. Explain that they will write two sentences about objects that float, and two sentences about objects that don't float.<br>2. Model an example and write it on the whiteboard, for example *The leaf floats. The paper clip doesn't float.*<br>3. Learners work individually to write sentences. Remind them that they can use the table in Activity 1 to help them. Walk around and provide learners with individual writing support.<br>**Feedback**<br>Ask learners who raise their hand to read a sentence. Write the sentence on the whiteboard.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Write sentence prompts on the board to help learners, for example *The ____ floats. The ___ doesn't float.* |
| | **Differentiation activities (Stretch):**<br>1. Let learners write sentences about all of the objects. |
| **Resources** | **Plenary** |
| **Activity Book page 139** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement. Ask the learners to think and circle the correct answer.<br>3. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

(G2.4.4.1.2) Correctly use a period, question mark or exclamation mark at the end of a sentence.

(G2.4.4.1.4) Use apostrophe to form contractions.

(G2.4.5.1.1) With prompting and support, conduct simple research to answer simple research questions on a topic of interest, identify visual and text sources, organise and present information.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a chant and listen for information in a dialogue.<br>**Speaking:** To say a chant and say the lines in a dialogue.<br>**Reading:** To read the words in a chant.<br>**Writing**: To write simple nouns and complete a dialogue with the negative command with *don't*. | • say words following a model<br>• understand and use negative imperative sentences. |

**Link to prior learning:**

- Contracted forms *don't* and *doesn't*

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *row, stream, dream, scream, shiver, crocodile, polar bear, lion, waterfall, shore, river*

**Key expressions/structure:** Negative imperatives: *Don't forget ...*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may feel self-conscious about acting out in front of the rest of the class. Ask more confident learners to lead the activity to give less confident learners time to calm their nerves and, hopefully, feel more comfortable with the activity.

**Resources/equipment needed:**

Learner's Book page 174

Activity Book page 140

Audio Tracks 136 and 137

Pictures or objects: *apple, pear, paper clip, elastic band, paper, leaf, pencil, ruler*

## UNIT 8 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to stand up. Explain that you are going to show different objects or pictures. If they think that the object floats, they should jump. If they think it doesn't float, they should sit down. Demonstrate *jump* and *sit down.*<br>2. Show the objects and ask: *Does it float?* Learners do the appropriate action. (*apple – yes; pear – no; paper clip – no; elastic band– no; paper – yes; leaf – yes; pencil – yes; ruler – no )* |
| **Resources** | **Main activity** |
| **Learner's Book page 174**<br>**Audio Track 136** | **Floating in a boat: Activity 1**<br>1. Ask learners to open their Learner's Books at page 174.<br>2. Point to the picture and say the words (*shore, crocodile, polar bear, lion, river, waterfall, stream*). Learners repeat the words.<br>3. Ask: *Where do lions, polar bears and crocodiles live? Where can you see these animals?*<br>4. Point to the chant in the Learner's Book and tell learners they are going to listen.<br>5. Play the audio once and tell learners to follow in their book. Then play again for learners to chant along.<br>6. Introduce some actions to the chant and play again. This time learners chant and do the actions.<br>7. Divide the learners into small groups. Each group chants one verse led by the teacher. |
| **Activity Book page 140** | **Activity Book: Activity 1**<br>1. Point to the pictures in Activity Book Activity 1. Elicit the words and have learners repeat.<br>2. Learners look at the picture and the gaps.<br>3. Learners fill in the letters to make the word.<br>**Feedback**<br>Learners check their answers with a partner. Then check the answers as a whole class by asking learners to put their hands up and say the word. Write the correct answers on the whiteboard for learners to check their spelling.<br>**Answers**<br>1 river; 2 lion; 3 boat; 4 polar bear |
| | **Differentiation activities (Support):**<br>1. Learners can look for the words in the Learner's Book.<br>2. Give learners the first letter of each word to help them. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw a picture and write an additional word. |
| **Learner's Book page 174**<br>**Audio Track 137** | **Don't forget!: Activity 2**<br>1. Tell learners they are going to listen to a conversation between a mother and daughter.<br>2. Play the conversation a few times. Pause after each exchange for learners to repeat.<br>3. Write the conversation on the whiteboard.<br>4. Divide learners into two groups. One group reads the mother's lines, the other group reads the daughter's lines.<br>5. Divide the learners into pairs and let them act out the dialogue as mother and daughter.<br>6. Invite confident learners to perform the dialogue in front of the whole class. |

| Activity Book page 140 | **Activity Book: Activity 2**<br>1. Point to the pictures in the Word box in Activity 2. Say the words and have learners repeat.<br>2. Then ask learners to look at the main picture. Ask questions about the picture, such as *Who is in the picture?* (a girl and her mum) *What's the weather like?* (It's rainy.)<br>3. Ask learners to choose an item from the Word box and draw it in the mum's hand.<br>4. When learners have drawn the item, ask a few learners to say what they have drawn. Use these examples to demonstrate the next part of the activity; learners should complete the speech bubble with the word for the item they have drawn.<br>5. Learners work individually to complete the speech bubble.<br>**Feedback**<br>Put learners in pairs. They show each other their picture and read their sentence. Then, as a whole-class activity, ask a few learners to say their sentence. |
|---|---|
| **Resources** | **Plenary** |
| | 1. As a whole class, recite the *Row, row, row your boat* chant. You can vary this by asking different learners to call out different animals in place of *crocodile*. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.8.1.1) Build an increasing number of words and phrases through conversations, reading or being read to; understand them when used by others, and produce these words themselves.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.3.1.2) Write complete simple and compound declarative, imperative and exclamatory sentence in response to prompts.

(G2.4.4.1.4) Use apostrophes to form contractions.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a play.<br>**Speaking:** To talk about predictions for the plot of a play and answer questions about a play.<br>**Reading:** To read the lines in a play.<br>**Writing**: To put the events in a play in the correct sequence. | • say affirmative sentences using *there is* and *there are*<br>• understand and use the verb *to be* in present simple sentences. |

**Link to prior learning:**

- Colours
- Numbers

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *red, pink, blue, green, purple, yellow*; numbers one to six; *sea, fish, dolphin*; *happy, helpful, clever, kind, polite, friendly*

**Key expressions/structure:** *How many ...are there*? *There is/are ...* ; *Please help me find ...*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the difference between *there is* and *there are*. Write *there is* and *there are* on the whiteboard and ask learners questions with *How many (red) fish are there?* Write the answers on the whiteboard and underline *is* or *are*. Then underline the number word and explain the use of the singular and plural forms.

**Resources/equipment needed:**

Learner's Book pages 175-177

Activity Book page 141

Audio Track 138

Letter cards: *h, k, p, f, c*

PCM 77: *happy, helpful, kind, polite, friendly, clever* (enough copies so that each learner has one word card)

A4 paper for paper ball; sheets of white paper; coloured pencils or crayons

## UNIT 8 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Main activity |
|---|---|
| | **Coloured numbers**<br>1. Divide learners into small groups.<br>2. Hand out the white paper and coloured pencils or crayons.<br>3. Say a number from 1 to 10 and a colour.<br>4. Learners write the number in the colour that you said. Then ask learners to check with a partner, before you say the next number and colour combination. |
| **Resources** | **Main activity** |
| **Learner's Book page 175** | **Before you read: Activity 1**<br>1. Ask learners to look at page 175 in the Learner's Book. Ask: *Is this a chant? A story? Is it a play? Why?* Explain that it is a play because there are different characters speaking. Tell learners they will now learn about the characters.<br>2. Focus on the pictures of the fish to focus on the characters. Point to each fish and ask: *What colour is this fish?* Elicit the colours: *red, pink, blue, green, purple, yellow.*<br>3. Ask: *Where do you live?* Elicit the answer: *UAE*. Ask: *Does the UAE have a sea?* Elicit the answer: *Yes, it does.*<br>4. Point to the sea in the picture. Ask: *What's this?* Elicit the answer: *sea*. Ask: *What lives in the sea?* Elicit the answer: *fish, dolphins, etc.*<br>5. Read the title. Tell learners to look at the pictures on page 175 and predict what the play will be about. |
| **Learner's Book pages 175-177**<br>**Audio Track 138**<br>**PCM 77** | **The fish with no name**<br>1. Point to the first picture in the play. Play the audio for the first paragraph, then pause. Point to the fish and ask: *Does he look happy or sad?* Explain that he looks sad because he doesn't have a name.<br>2. Point to the second picture. Play the audio for the second paragraph, then pause. Point to the fish and ask: *What colour is the fish? How many (red) fish are there?* Elicit the answer: *There is one red fish.* Write *There is one red fish.* on the whiteboard.<br>3. Point to the third picture. Play the audio for the third paragraph, then pause. Point to the fish and ask: *What colour are the fish? How many (pink) fish are there?* Elicit the answer: *There are two pink fish.*<br>4. Repeat step three for all the pictures, pausing after each part of the audio.<br>5. Then play the audio all the way through for learners to listen and read along in the Learner's Book. Pause the audio after the final line of each paragraph to give learners time to look at the next picture.<br>6. Point to the word *happy* on page 175. Say: *Happy means you are always smiling and cheerful*. Repeat for the other adjectives. If you have access to dictionaries in the classroom, you may like to put learners into mixed-ability pairs and give each learner a word to look up in the dictionary. When they have finished, one learner from each pair says the word in English and the word in Arabic. Alternatively, if you have access to ICT in the classroom, you may like to direct learners to an online dictionary, such as the Cambridge University Press dictionary (*http://dictionary.cambridge.org*) and ask them to look up the word and listen to the pronunciation. If you choose this option, make sure to monitor learners closely and offer support in using a standard English keyboard. An online dictionary can also be used with the whole class if you have an interactive whiteboard or projector – you should look up the word and show it to learners, then play the pronunciation for them to listen and repeat. |

| | |
|---|---|
| | 7. Ask learners to look at the story again and find the meaning for each word and underline it. If necessary, explain to learners that the meanings start with *You …*<br>8. Hand out a word card (PCM 77) to a learner, for example, *happy*.<br>9. Play the audio again while learners read along. Learners hold up their word card as it appears in the story.<br>10. Display the word cards on the board in this order: *happy, helpful, clever, kind, polite, friendly.*<br>11. Assign the characters to the learners (Emirati fish, one red fish, two pink fish, three blue fish, four green fish, five purple fish, six yellow fish, dolphin).<br>12. Play the audio again while learners read their part in the book and hold up each word card as it appears in the story.<br>13. Play the audio again and stop after each line for the learners assigned to that character to repeat that line.<br>14. Point to the fish with no name in the last picture. Ask: *Why is he happy?* Elicit: *He has a name.* Ask: *What is his name?* Elicit: *His name is Emirati Fish.* Elicit why he is called Emirati Fish. (He looks like the Emirati flag.)<br>15. Ask: *Where do the fish live? Why do the fish live in the sea?* Elicit the answer: *They live in the sea. They need water to live. They can't breathe out of the water.* (Mime breathing so learners can understand.)<br>16. If you have time, you may like to extend this activity by bringing in a factual text on different fish in the sea so that learners can discuss the characteristics of them. Learners can also look at the colours of the fish in the story and find out information about real fish of these colours, such as their names and size. |
| **Activity Book page 141** | **Activity Book: Activity 1**<br>1. Point to the pictures in Activity Book Activity 1 and then read the instructions with the learners. Explain that they have to order the pictures in the correct sequence.<br>2. Point to the picture with the number 1 in the box, read the text and say: *This is the first picture.*<br>3. Ask: *Which is the second picture?*<br>4. Learners point to the correct picture.<br>5. Repeat for all the pictures.<br>6. Learners then work independently to number the pictures.<br>7. When all the learners have finished, put them in pairs so that they can compare their answers.<br>8. Walk around, monitor and provide support as necessary.<br>**Feedback**<br>Check the order of the pictures as a class by asking individual learners to put their hands up and say the number of the picture (going from left to right in the book). Write the numbers on the whiteboard.<br>**Answers**<br>top row (left to right) - 6, 1; middle row (left to right) - 3, 5; bottom row (left to right) - 2, 4 |

| Resources | Plenary |
|---|---|
| | **Paper ball**<br>1. Hang the letter cards on the wall around the room.<br>2. Nominate a learner by throwing them a paper ball. Call out an adjective from this lesson: *happy, helpful, clever, kind, polite, friendly.*<br>3. The learner must run to the wall and touch the letter that corresponds to the first letter of the word. If the learner doesn't know the word, they can throw the ball to another learner who can go and touch the letter card on the wall.<br>4. When the learner has touched the letter, they return the ball to you. Repeat the procedure for all of the words. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.2) Describe main idea and key details in a text read aloud or information presented orally or through other media.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

(G2.3.5.1.6) Use visual clues to identify the role of the author and illustrator; describe characters, settings and major events in a story.

(G2.3.7.1.3) With prompting and support, identify and compare basic similarities between two texts on the same topic.

(G2.3.8.2.5) Use visual, print and digital dictionary to find the meaning of a word; use digital dictionary to listen to the pronunciation of a word.

(G2.4.1.1.3) Develop familiarity with standard English keyboard.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to and follow instructions.<br>**Speaking:** To describe people with positive character adjectives.<br>**Reading:** To read sentences and fill in the gaps, read sentences with exclamation marks and commas<br>**Writing**: To insert the correct punctuation in a sentence. | • identify and use common punctuation<br>• understand and use simple adjectives in present simple affirmative sentences. |

**Link to prior learning:**

- Numbers
- Colours
- Capital letters
- Adjectives: *happy, helpful, clever, kind, polite, friendly*

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *red, pink, blue, green, purple, yellow*; numbers 1–6; *sea, fish, dolphin*; adjectives: *happy, helpful, clever, kind, polite, friendly*

**Key expressions/structure:** *How many ... are there*? *There is/are ...*; *Please help me find ...*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with word or phrase stress in an exclamatory sentence. Emphasise to learners that in an exclamatory sentence we show surprise with our voice. Play the audio several times and let learners repeat the sentences. During the pair work, monitor the word and phrase stress in exclamatory sentences carefully, and correct as needed.

**Resources/equipment needed:**

Learner's Book pages 175–177 and 178

Activity Book page 142

Audio Tracks 138 and 139

PCM 77: *happy, helpful, kind, polite, friendly, clever*

Number cards: *one, two, three, four, five, six*

Letter cards: *h, g, a, k, p, f, c*

Handmade squares of coloured paper in the following colours: *purple, green, yellow, pink, red, blue*

Paper; coloured pencils or crayons

## UNIT 8 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners if they can remember the name of the story from the previous lesson (*The fish with no name*).<br>2. Show a coloured pencil in any colour. Elicit the colour from learners and then ask: *Is there a fish with that colour in the story?* Elicit *Yes, there is.* or *No, there isn't.*<br>3. Ask learners additional questions about the story, such as *How many (pink) fish are there? What name do the (pink) fish give to the fish with no name?*<br>4. Learners raise their hand to answer the questions. |
| **Resources** | **Main activity** |
| **Learner's Book page 178**<br>**PCM 77** | **Describing people: Activity 1**<br>1. Stick the word cards (PCM 77) for the adjectives *happy, helpful, clever, kind, polite, friendly,* on the board. Model the pronunciation and check learners' understanding of the words.<br>2. Ask learners if they remember which fish from the story used which word. Hold up the purple square and ask: *What word does the purple fish use?* Elicit answers from the learners. When a learner says: *polite,* say: *Yes!* and stick the purple square under the corresponding word card on the board. Repeat with all of the colours/adjectives.<br>3. Ask learners to open their Learner's Books at page 178 and look at the sentences in Activity 1. Read out the first sentence and elicit the correct word from the Word box to complete it. Remind learners to look at the board to help them. Repeat with all of the sentences.<br>4. Learners can then write the correct words in the lines, or copy the completed sentences into their notebooks.<br>**Feedback**<br>Let learners who raise their hand read a sentence. Write the adjectives on the whiteboard.<br>**Answers**<br>1 polite; 2 kind; 3 friendly; 4 helpful; 5 happy |
| **Learner's Book page 178**<br>**Audio Track 139** | **Punctuation: Activity 2**<br>1. Point to the Writing tip and explain that the exclamation mark is used at the end of a sentence to show surprise or excitement. Ask learners to complete the sentences in Activity 2 with an exclamation mark.<br>2. Play the audio. Learners listen to the sentences. Draw learners' attention to the intonation in the sentences (showing excitement).<br>3. Play the audio a second time. Pause after each sentence for learners to repeat. Encourage them to use intonation that shows excitement. You can model this yourself so that learners feel more confident.<br>4. You may like to ask individual learners to 'perform' the sentences for the class, reading them with excited intonation. Encourage the rest of the class to clap when they have finished.<br>**Feedback**<br>Copy the sentences onto the board and add the exclamation marks so that learners can check their answers.<br>**Answers**<br>I know! Now you are Emirati Fish!<br>Hooray! I have a name! I'm Emirati Fish! |

| | |
|---|---|
| **Learner's Book pages 175–177 and 178** | **Exclamation marks: Activity 3**<br>1. Read the instructions in Activity 3. Explain to learners that they need to look back at the story and find examples of exclamation marks. They can underline these sentences to help them remember where they are.<br>2. Put learners in pairs so that they can read the examples aloud, trying to sound surprised or excited.<br>3. Walk around, monitor and provide feedback as necessary.<br>**Feedback**<br>Ask learners who raise their hand to read an example aloud.<br>**Answers**<br>Hi! … I have no name! Hello, (Red) Fish/Dolphin! Hello! ... is a nice name for you! I know! Now you are Emirati Fish! Hooray! I have a name! I'm Emirati Fish! |
| **Activity Book page 142** | **Activity Book: Activity 1**<br>1. Point to the Writing tip in the Activity Book. Tell learners a comma is used in a greeting and you wait a second after the comma. Model the example in the Writing tip. Write the sentence on the whiteboard and circle the comma.<br>2. Learners individually find the sentences in their Learner's Book and insert the comma in the sentence in the Activity Book.<br>3. Walk around, monitor and support learners as needed.<br>**Feedback**<br>Learners check their answers with a partner and practise reading the sentences.<br>**Answers**<br>Hello, Little Fish.<br>Thank you, Purple Fish. |
| **Activity Book page 142** | **Activity Book: Activity 2**<br>1. Ask the learners: *What do the fish and dolphin say?*<br>2. Focus on the speech bubbles in Activity 2 and read what the fish and dolphin say. Explain that learners have to complete the blank speech bubble with another sentence with an exclamation mark. Elicit some ideas and write them on the board, such as *Hi! I live in the sea. Hooray! I have a name!*<br>3. Learners write a sentence for each character in the speech bubbles. Walk around, monitor and provide spelling support as needed.<br>**Feedback**<br>Put learners in pairs so that they can compare their sentences. Learners can role-play their dialogue with a partner. Then, as a whole class, ask learners who raise their hand to share their dialogue.<br>**Answers**<br>Different possible answers:<br>Fish: Hi! I live in the beautiful sea.<br>Dolphin: Hello, Fish!<br>Fish: Hello, Dolphin!<br>Dolphin: I know! Now you are Emirati Fish!<br>Fish: Hooray! I have a name! I'm Emirati Fish. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Write some example sentences from the story in the Learner's Book on the board. Learners can choose the one they prefer and copy it into the speech bubble. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw another speech bubble and write another sentence. |
| **Learner's Book pages 175–177 and 178**<br>**Audio Track 138** | **Act it out: Activity 4**<br>1. Divide the learners into seven groups. Name each group after a colour fish from the story (No name fish = Emirati).<br>2. Hand out paper and coloured pencils.<br>3. In each group, half the group draw and colour the fish and the others write the word that corresponds to that fish, for example, *Red Fish – happy*.<br>4. When they have finished, play the audio of the story and pause for each group playing that character to show their word card and picture card, and repeat the lines. |
| **Resources** | **Plenary** |
| **Activity Book page 142** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.1.1.2) Identify and name numbers from 1 to 10.

(G2.4.4.1.1) Capitalise greetings, months and days of the week, titles and initial names and proper nouns.

(G2.4.4.1.2) Correctly use a period, question mark or exclamation mark at the end of a sentence.

(G2.4.4.1.5) Use commas in greetings to separate items in a series. Correctly use commas in dates and with sequence words.

(G2.4.4.1.9) Spell common irregularly spelled grade appropriate high-frequency words.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information in simple sentences.<br>**Speaking:** To practise saying the lines in a dialogue with correct intonation.<br>**Reading:** To practise reading simple sentences.<br>**Writing**: To practise using correct punctuation in sentences and practise completing gaps in simple sentences. | • identify and use simple punctuation<br>• understand and use adjectives in present simple affirmative sentences. |

**Link to prior learning:**

- Numbers 1–10
- Adjectives: *happy, helpful, kind, polite, friendly, clever*
- Nouns for things that float

**21st Century Skills:**

- Not applicable

**Key vocabulary:** Unit 8 Lessons 1–16

**Key expressions/structure:** Unit 8 Lessons 1–16

**Common misconceptions for leaners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the intonation with different punctuation such as full stops, exclamation marks and question marks. Write the dialogue on the board, model the intonation and get learners to repeat first as whole group and then in small groups before they start with the pair work.

**Resources/equipment needed:**

Learner's Book page 179

Activity Book page 143

Audio Track 140

## UNIT 8 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Play Pictionary with the following words: *pencil, paper, elastic band, fish, paper clip, leaf, apple, pear, boots, umbrella, river, lion, crocodile.*<br>2. Draw a picture for one of the words on the board and ask learners to put their hands up when they know what it is. They can then say the word.<br>3. Do this as a whole-class activity. Tell learners that you are going to time them to find out how long it takes them to guess all of the words. |
| **Resources** | **Main activity** |
| **Learner's Book page 179**<br>**Audio Track 140** | **Which picture?: Activity 1**<br>1. Ask learners to open their Learner's Books at page 179. Explain that you are going to revise words from the last few lessons. Explore the pictures with learners and ask them to describe what they can see.<br>2. Tell learners that they are going to listen to some sentences and they need to point to the correct picture.<br>3. Play the audio once for learners to listen and identify the correct picture.<br>4. Then play the audio again, pausing after each sentence for learners to hold up their books and point at the correct picture. Ask individual learners to raise their hands and say the letter of the correct picture.<br>5. Ask learners to look at the pictures that don't have matching sentences and elicit some, for example, *Don't forget your umbrella!*<br>**Answers**<br>1 a; 2 b; 3 a; 4 b; 5 a; 6 a |
| **Learner's Book page 179** | **Use correct punctuation: Activity 2**<br>1. Read the instructions with the learners. Remind them of the different types of punctuation (exclamation marks, question marks and commas) and write them on the board.<br>2. Copy the conversation onto the board. Read through it, eliciting the correct punctuation for each gap. Add it to the sentences on the board using a different colour.<br>3. Remind learners of the intonation for exclamation marks. You may like to tell them that with questions, our voice usually goes up at the end. Put learners in pairs. Learners practise reading the conversation with the correct intonation.<br>4. Walk around, monitor pair work and provide support with intonation as needed.<br>5. You may like to ask learners to copy the completed sentences into their books.<br>**Feedback**<br>Write the sentences with the correct punctuation on the whiteboard.<br>**Answers**<br>Hello**,** Tareq. How are you**?**<br>I'm great**!** Thank you. I was first in the race.<br>Hooray**!** You're the winner! |

| | |
|---|---|
| **Activity Book page 143** | **Activity Book: Activity 1**<br>1. Read the instructions in Activity Book Activity 1. Point to the Word box and the picture.<br>2. Model the first sentence, *The little girl is in a ____*.<br>3. Ask learners to select the word and write it in the gap: *The little girl is in a <u>boat</u>.* Draw a line from the word to the picture.<br>4. Write the model on the whiteboard.<br>5. Divide learners into mixed-ability pairs.<br>6. Learners read the sentences and fill in the gap, then match the sentences to the pictures.<br>**Feedback**<br>Ask learners who raise their hand to read a sentence. Write the sentences on the whiteboard for learners to check their answers.<br>**Answers**<br>1 boat; 2 stream; 3 floats; 4 was; 5 sunny; 6 happy |
| | **Differentiation activities (Support):**<br>1. If learners struggle to read the sentences, read the sentences for them. |
| | **Differentiation activities (Stretch):**<br>1. If learners can read the sentences alone, let them work individually. |
| **Activity Book page 143** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |
| **Resources** | **Plenary** |
| | **Mime**<br>1. Divide learners into small teams.<br>2. Write the following words from previous lessons on the board: *waterfall, river, crocodile, polar bear, fish, lion, forget, helpful, float, happy, sad.*<br>3. One member from one of the teams comes to the front and mimes a word from the board. They can't say or write anything.<br>4. The other teams have to guess the word. If a team guesses correctly, they get a point. That word is then crossed off the board.<br>5. Continue until all the words have been guessed. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech, which carries key information about a person, thing, number, time, place or action.

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally or through other media, and supported by teacher demonstration.

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.4.1.2) Correctly use a period, question mark or exclamation mark at the end of a sentence.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information in a story and listen to the pronunciation of words ending in *ate* and *ake*.<br>**Speaking:** To say words ending in *ate* and *ake*, answer questions about a story.<br>**Reading:** To read a story and read words ending in *ate* and *ake*.<br>**Writing**: To write words ending in *ake* and *ate*. | • identify and use words ending in *ake* and *ate*. |

**Link to prior learning:**

- Words with long *a* spelled as *ay* and *ai*
- Present simple

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *plate, date, cake, lake, make, bake, late, take*

**Key expressions/structure:** Present simple affirmative sentences

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

Some learners may struggle with the concept of the silent *e* at the end of a word. Explain that the *e* makes the long *a* sound.

**Resources/equipment needed:**

Learner's Book page 180

Activity Book page 144

Audio Tracks 141 and 142

## UNIT 8 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide learners into small teams of four.<br>2. Write *ai* and *ay* in large letters on either side of the board.<br>3. Ask one member from each team to stand up. Give each learner a whiteboard pen.<br>4. Call out a word from the following list: *rain, play, day, sail, paint, train, today, May.* Learners have to race to the board and circle the correct spelling of the long *a* sound. The learner who circles the correct sound first wins a point for their term.<br>5. Depending on your class's abilities, you may like to revise the words with the long *a* sound before you begin this activity. |
| **Resources** | **Main activity** |
| **Learner's Book page 180**<br>**Audio Track 141** | **Listen and look: Activity 1**<br>1. Ask learners to open their Learner's Books at page 180. Use the pictures in the book to introduce the vocabulary: *plate, date, cake, lake.* Point to the picture of the plate and ask: *What's this? A plate*.<br>2. Do the same for *date*, *cake* and *lake*.<br>3. Play the audio up to the pause, and point at the *ate* ending and the picture in the Learner's Book for each word. Learners repeat the words with the *ate* ending.<br>4. Play the audio up to the end, and point at the *ake* ending and the pictures in turn. Learners repeat the words with the *ake* ending.<br>5. Play the audio again. Learners repeat all the words.<br>6. Ask learners if they know any other words that end in *ate* or *ake*. |
| **Learner's Book page 180**<br>**Audio Track 142** | **Kate bakes a cake: Activity 2**<br>1. Direct learners" attention to the picture in Activity 2. Ask learners: *What do you see?*<br>2. Mime *delicious* by rubbing your hand on your stomach.<br>3. Play the audio once while learners look at the picture. Ask: *Where is Kate? What does Kate do?*<br>4. Play the audio a second time while learners read along and underline the words with the long *a* sound.<br>5. Ask: *Which words end in ake? Which words end in ate?*<br>**Feedback**<br>Ask learners who raise their hand to give a word with the long *a* sound.<br>**Answers**<br>Words ending in *ake*: lake, cake, bakes, takes<br>Words ending in *ate*: Kate, date, dates, plate, late |

| | |
|---|---|
| **Activity Book page 144** | **Activity Book: Activity 1**<br>1. Read the instructions in Activity Book Activity 1 and ask learners to look at the words in the Word box. Read the words and have learners repeat.<br>2. Demonstrate the activity by copying the two columns onto the board. Say a word from the Word box and learners tell you which column it goes into.<br>3. Divide learners into mixed-ability pairs.<br>4. With a partner, they classify the words according to their sound.<br>**Feedback**<br>Check the answers as a whole class by asking learners to come up to the board and write a word.<br>**Answers**<br>Words with *ate*: date, plate, gate<br>Words with *ake*: cake, lake, snake, rake |
| | **Differentiation activities (Support):**<br>1. If learners cannot read the words in the Word box, read the words for them. |
| | **Differentiation activities (Stretch):**<br>1. Learners read the words in the Word box for their partner. |
| **Activity Book page 144** | **Activity Book: Challenge**<br>1. Look at the Challenge activity with learners. Give them some time to think of another word for each column and write it in their books.<br>**Feedback**<br>Ask individual learners to put up their hands and say the words they have written.<br>**Answers**<br>Possible answers: *ake* – make, take, wake, bake; ate – late, Kate |
| **Activity Book page 144** | **Activity Book: Activity 2**<br>1. Tell learners they are going to write a sentence with two words from Activity 1.<br>2. Model an example, for example, *The cake is on the plate*.<br>3. Learners write a sentence and draw a picture in their Activity Book.<br>4. Walk around, monitor and provide writing support as needed.<br>**Feedback**<br>Put learners in pairs so they can show each other their pictures and read the sentences. Then, ask volunteer learners to show their pictures and read their sentences to the whole class. |
| **Resources** | **Plenary** |
| **Activity Book page 144** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (e.g. /s/ /z/ in *see* and *has*).

(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners be able to ...** |
|---|---|
| **Listening:** To practise listening to instructions.<br>**Speaking:** To practise describing elements in a picture.<br>**Reading:** To practise reading descriptive sentences about a picture.<br>**Writing**: To practise writing simple sentences to describe a picture and practise spelling words with the long *a* sound. | • understand and follow simple instructions<br>• identify words with the long *a* sound<br>• develop simple sentences using the present simple, present continuous and past simple of the verb *to be* using adjectives and nouns. |

**Link to prior learning:**

- Vocabulary from Unit 8 Lessons 1–18

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** Review of Unit 8 Lessons 1–18

**Key expressions/structure:** Review of Unit 8 Lessons 1–18

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with a free speaking exercise, such as asking and answering questions as a class. Encourage learners to share their ideas and promote a safe classroom environment, to ensure that learners feel comfortable.

**Resources/equipment needed:**

Learner's Book page 181

Mini whiteboards and whiteboard markers, laminated sheets of white paper or large strips of paper (one for each group)

A set of ten coloured circles for each pair of learners (five in one colour and five in another)

## UNIT 8 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide learners into small groups.<br>2. Describe a word from the following word list: *boat, fish, rain, water*. For example, *It has four letters. It starts with f. It swims in the water. (*Answer: *fish*)<br>3. In their groups, learners guess the word. The first group to guess the word correctly gets a point. |
| **Resources** | **Main activity** |
| **Learner's Book page 181** | **Read and match: Activity 1**<br>1. Ask learners to look at the pictures in Learner's Book page 181. Explore the pictures with learners and ask them what they can see.<br>2. Draw learners' attention to the sentences. Read them aloud one-by-one and check learners' understanding.<br>3. Model the activity by reading the first sentence again and asking learners to say the letter of the corresponding picture.<br>4. Put learners in pairs. Tell them to read the sentences together and draw a line to the correct picture. Explain that three pictures don't have sentences. Alternatively, you can do this as a whole-class activity, by reading out the sentences and asking learners to say the letter of the picture.<br>5. Ask learners which three pictures don't have a sentence to describe them (pictures a, c and g). Write the letters on the board.<br>6. Elicit some sentence ideas to describe these pictures and write them on the board.<br>7. Put learners in pairs again. Ask them to write a sentence for each of the three pictures in their notebooks.<br>8. Monitor the activity carefully, offering spelling help as needed.<br>**Feedback**<br>Ask individual learners to read out the sentences and say the letter of the picture. Ask volunteer pairs of learners to read out their sentences for the three pictures that don't have sentences in Activity 1.<br>**Answers**<br>1 h; 2 i; 3 c; 4 f; 5 e; 6 b |
| | **Differentiation activities (Support):**<br>1. Write sentence prompts on the board that learners can copy into their books and complete with the correct words for the pictures with the missing sentences.<br>2. Provide learners with individual spelling help. |
| | **Differentiation activities (Stretch):**<br>1. When learners have written the missing sentences, they can write additional sentences for the other pictures. |

| | |
|---|---|
| **Learner's Book page 181** | **Tic-tac-toe: Activity 2**<br>1. Tell learners they are going to play Tic-tac-toe.<br>2. Put learners with a different partner to the one they worked with in Activity 1. Give each pair a set of coloured circles.<br>3. Explain to learners that they must take it in turns to choose a square and say something that they can see in the square (for example, *dates*). If they can identify something in the square, they put a coloured circle on it. If not, they don't do anything.<br>4. The first learner in each pair with a row of three coloured squares on the grid is the winner.<br>5. You may like to repeat this activity by having learners swap partners. |
| | **Spelling race**<br>1. Divide learners into small teams. Give each team a mini whiteboard (or equivalent) and a whiteboard marker.<br>2. Call out a word with the long *a* sound from Unit 8. The following words can be used: *day, train, late, make, play, rain, bake, plate*.<br>3. Learners write the word on the mini whiteboard (or equivalent).<br>4. Say: *1, 2, 3.* Learners show their whiteboard to you.<br>5. Write the correct word on the class whiteboard.<br>6. If spelling the whole word will be difficult for learners, you can write a gapped word on the board and ask learners to just copy it onto their mini whiteboard (or equivalent) and complete it. |
| **Resources** | **Plenary** |
| **Learner's Book page 181** | **Look what I can do**<br>1. Ask learners to look at the statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.

(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade 1 to read regularly spelled one-syllable words.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words using word banks or cards.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and follow instructions.<br>**Speaking:** To ask questions for a survey.<br>**Reading:** To read instructions and survey questions.<br>**Writing:** To make a survey chart or a mural. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read and follow instructions.<br>• ask and answer questions in the present simple. |
| **Link to prior learning**<br>• Vocabulary from Unit 8 Lessons 1–18<br>**21st Century Skills:**<br>• Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently | | |
| **Key vocabulary:** Revision from Unit 8<br>**Key expressions/structure:** Revision from Unit 8 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable working semi-independently in groups or pairs. You will need to monitor pair or group work carefully, give clear instructions, set a time limit before the start of the pair work and provide positive reinforcement to make them feel comfortable. | | |
| **Resources/equipment needed:**<br>Learner's Book page 182<br>Word cards: from all lessons in Unit 8<br>Small blank cards or squares of paper; crayons or coloured pencils; sheets of A4 white paper; large sheets of white paper (suggested size: A3) | | |

## UNIT 8 LESSON 20 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Word cards/ pictures** | 1. Draw pictures on small cards or squares of paper for the following words: *sunny, cold, hot, rain, snowy, cloudy, flower, boat, fish* and *grass.*<br>2. Stick the pictures on the wall around the room.<br>3. Divide learners into teams.<br>4. Call out a word.<br>5. One learner from each team tries to find the word. The first learner to touch the word gets a point for their team.<br>6. Repeat for all words. |
| **Resources** | **Main activity** |
| | You should choose **one** of the project options given below. |
| **Learner's Book page 182** | **Option 1**<br>**Project A: Do a weather survey**<br>1. Read the instructions. Give learners the drawing supplies and paper.<br>2. Tell learners they are going to create a weather survey.<br>3. Ask: *What kind of weather do you like best?* Ask learners to repeat the question. Write the question on the whiteboard.<br>4. Tell learners they will do a weather survey.<br>5. Review the pictures with the learners. Point to the pictures and ask: *What is this?* Write the words on the whiteboard (*hot, cold, windy, sunny, cloudy, rainy, snowy*).<br>6. Divide learners into pairs. Learners copy the weather chart onto a sheet of paper, writing the question, drawing the pictures and colouring them in.<br>7. Model the activity. Ask one learner: *What kind of weather do you like best?* Elicit the answer, for example, *I like snowy weather best.* Draw a picture of snow on the board, and put a tick under it. Check that learners understand what to do.<br>8. Learners walk around the classroom, stopping to ask ten other learners the questions to fill in their weather survey chart.<br>9. When they have finished, ask them to sit down and count how many learners liked each kind of weather. They should write that number under each column in their chart.<br>10. Tell learners that the weather with the highest number (mime *highest*) means that it is the most popular and the one with the lowest number (mime *lowest*), means that it is the least popular.<br>11. Model an example. Write numbers next to the weather words on the whiteboard. Ask learners: *Which weather is the most popular? Which weather is the least popular?* Write the questions on the board. Ask learners to copy the questions underneath their weather chart.<br>12. Tell learners to look at the numbers in their weather chart.<br>13. Write sentence prompts on the whiteboard next to the questions, for example, _____ *weather is the most popular.* ____ *weather is the least popular.*<br>14. Learners copy the sentence prompts under the weather survey chart and fill in the gaps. |

| | |
|---|---|
| | **Option 2**<br>**Project B: Make a water world mural**<br>1. Tell learners to look at the picture for Project B on page 182 in the Learner's Book.<br>2. Ask: *What do you see?* Read the word labels as learner point to the picture and repeat after you.<br>3. Ask: *What colour is the fish?* (Answer: *pink*) *Where is the fish?* (Answer: *in the river*)<br>4. Describe the picture, for example, *There is a pink fish in the river*.<br>5. Write the sentence on the whiteboard. Underline *There is*. Ask what can we say about the clouds. (Answer: *There are two blue clouds.*) Write the answer on the whiteboard and underline *There are*.<br>6. Read the instructions. Give learners the drawing supplies and paper.<br>7. Tell learners to draw a water world picture with the things in the Learner's Book and label their picture.<br>8. Walk around, monitor project work and provide individual support as needed. |
| **Resources** | **Plenary** |
| | **Word-shaker game**<br>1. Divide the learners into small groups.<br>2. Write 12 letters on the whiteboard (*a, i, y, e, k, t, l, n, r, d, c, b*).<br>3. Tell learners to make *ay*, *ai*, *ake* and *ate* words with these letters, for example, *bake, late, rain, day, cake, train, date.*<br>4. Groups have five minutes to make at least three words that are three to five letters long and write them on a sheet of paper.<br>5. You may like to draw pictures for words with *ay*, *ai*, *ake* and *ate* on the whiteboard to help learners.<br>**Feedback**<br>Groups get points based on the number of letters in a word. The winning group is the one with the most points. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally or through other media, and supported by teacher demonstration.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.4.1.1.1) Form upper case and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 21 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to and evaluate presentations.<br>**Speaking:** To present a project. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• give a presentation using the present simple. |
| **Link to prior learning:**<br>• Vocabulary from Unit 8<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 8 Lesson 1–18<br>**Key expressions/structure:** Unit 8 Lesson 1–18 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel uncomfortable presenting their project in pairs or groups in front of the class. Don't force them to perform in front of the whole class. Instead they can just perform in front of another pair or small group or in front of you. As they see others perform and become more confident in English, they will be eager to perform in future lessons. | | |
| **Resources/equipment needed:**<br>Learner's Book page 182<br>Learners' projects from Lesson 20<br>PCM 9 (learners' copies from Unit 1)<br>Handmade word cards: *rainy, sunny, cloudy, fish, frog, boat, happy, umbrella, boots, pencil, train, paint, late, cake, cold, hot* | | |

## UNIT 8 LESSON 21 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Divide learners into small groups and give each group a number.<br>2. Call out a group number and a word, for example, *drink*. A representation from that group has to come out to the board and draw a picture of that word. If they draw correctly, they get a point.<br>3. Repeat with other words and ensure that each group has at least one turn to draw or mime.<br>Word list: *rainy, sunny, cloudy, paint, train, late, play, drink, wash, cake* |
| **Resources** | **Main activity** |
| **PCM 9** | 1. Give learners time to finish their projects, if necessary.<br>2. If you chose Project A, write sentence prompts and questions on the whiteboard, for example:<br>*Which weather is the most popular?*<br>*_____ weather is the most popular.*<br>*Which weather is the least popular?*<br>*_____ weather is the least popular.*<br>3. Stick the weather word cards from the word wall on the whiteboard to help learners and model an example, for example, *Hot weather is the most popular. Snowy weather is the least popular.*<br>4. If learners haven't copied these sentences under their weather survey chart, let them do so now.<br>5. In pairs, learners practise asking and answering questions about their weather survey chart using the questions and answers they have copied from the whiteboard.<br>6. If you chose Project B, write *There is* ____ and *There are* ____ on the whiteboard. Model an example with the picture in the Learner's Book, for example, *There is a pink boat with a yellow sail.*<br>7. In pairs, learners practise describing their picture with *There is* _____ and *There are* _____.<br>8. Give each learner their copy of PCM 9 from Unit 1.<br>9. Tell learners they are now going to present their project.<br>10. If you chose Project A, learners should show their partner their weather survey and talk about it.<br>11. If you chose Project B, learners should show their partner their water world mural and read the words.<br>12. Put learners in new pairs so they can present their project to a partner.<br>13. When learners have presented, draw their attention to the second column on the PCM 9 and tell them to colour the face that represents how they feel about their project.<br>14. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 8 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>15. Take in the learners' copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit. |

| Resources | Plenary |
|---|---|
| | **Miming**<br>1. Divide learners into mixed-ability pairs.<br>2. Give each pair one of the handmade word cards to mime. They say how many letters there are in the word by showing the relevant number of fingers and mime the word. Other learners have to guess the word.<br>3. Model an example: *rainy.*<br>4. Learners have to guess the word.<br>5. Learners take turns in pairs miming a word. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a poem, listen to instructions using the present simple.

**Reading:** To read present simple statements in a poem, read and follow instructions.

**Speaking:** To say present simple statements by reciting a poem.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- say words following a model
- understand and use present simple and present continuous affirmative sentences
- understand verbs in the imperative.

**Link to prior learning:**

- Present simple
- Present continuous

**21st Century Skills:**

- Learning and Innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English

**Key vocabulary:** *city, traffic lights, red, stop, green, go, yellow, wait, cross, late, school, road, pavement, mosque, car, van, bus, shops, bus stop*

**Key expressions/structure:** Present simple affirmative sentences: *Red means STOP.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not know these words in the poem in Learner's Book Activity 1: *stop, wait, go, late*. Pre-teach the vocabulary using actions before learners read the poem.

**Resources/equipment needed:**

Learner's Book page 183

Activity Book page 145

Audio Tracks 143-145

Flashcards: *traffic lights*

PCM 78: *stop, wait, go*

Three large coloured paper circles (red, yellow, green)

## UNIT 9 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **PCM 78** | 1. Put the traffic lights flashcard behind a book. Ask learners to watch carefully and say what they see. Slowly reveal the flashcard. Say *traffic lights* and ask learners to repeat the word as a class.<br>1. Ask learners to put up their hands if they have seen a traffic light. Ask the following questions:<br>*Where do you see traffic lights?*<br>*What colours can you see on the traffic lights?*<br>2. Teach the words *stop*, *go* and *wait* using actions/gestures. Ask learners:<br>*Which colour means **stop**?*<br>*Which colour means **go**?*<br>*Which colour means **wait**?*<br>3. Show the word cards (PCM 78) and read each word with the class. Ask learners to match the words with the correct colour on the traffic light. |
| **Resources** | **Main activity** |
| **Learner's Book page 183**<br>**Audio Track 143** | **Read and listen: Activity 1**<br>1. Ask learners to look at the picture on page 183 and find the traffic lights. Stick the three coloured circles (red, yellow, green) in different parts of the room where learners can see them easily.<br>2. Ask learners to listen to the poem and point to the coloured circles. Play the audio.<br>3. Teach learners the actions for *stop, wait, go.* Divide the class into groups of three. Allocate one of the actions (*stop, wait, go*) to each member of the group. Play the audio again. Learners only do their action when they hear it in the poem.<br>4. Play the audio again, and ask learners to repeat. To make this more engaging, you can ask the learners to whisper each line, say each line at normal volume and then shout each line.<br>5. Divide the class into groups and allocate one line to each group. The groups take it in turns to say their line so that the class recites the poem together.<br>6. Divide the class into mixed-ability groups. Learners work in their groups to practise the whole poem. |
| | **Differentiation activities (Support):**<br>1. Learners only do the actions for the poem or say the words they remember. |
| | **Differentiation activities (Stretch):**<br>1. Learners can recite the poem for the rest of their group. |

| | |
|---|---|
| **Learner's Book page 183**<br>**Audio Track 144** | **Walking in the city: Activity 2**<br>1. Ask the learners to say some of the things they can see in the picture on page 183.<br>2. Point to the following topic vocabulary items in the picture and say the name of each one clearly: *city, road, pavement, shops, mosque, traffic lights, bus stop*.<br>3. Read the instructions in Activity 2 to set the context.<br>4. Learners listen and follow the route in their books. If necessary, pause the audio and check that learners are following the route correctly.<br>**Feedback**<br>Ask learners to check the route with a partner. Invite learners to take turns to come to the front of the class and show the different stages of the route. You can use a book or draw a simple map on the board to help learners to show the route.<br>**Answers**<br>The route follows this order: School, road, stop and wait at traffic lights, cross the road, walk on the pavement, see the mosque, look at the shops, go into a shop, leave the shop, cross the road again at the crossing, walk to the bus stop. |
| **Learner's Book page 183**<br>**Audio Track 145** | **Follow the instructions: Activity 3**<br>1. Check learners remember the actions for *stop*, *wait* and *go*.<br>2. Divide the learners into three groups: Group 1 – cars, Group 2 – buses and Group 3 – bicycles.<br>3. Ask learners to listen to the audio and follow the instructions for their group only. Play the audio.<br>4. If you have time, you may like to change the groups and repeat the activity. |
| **Activity Book page 145** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity Book Activity 1. Tell learners they are going to complete the picture.<br>2. Read the first sentence with the learners. Ask them what they need to do (colour the traffic light red.)<br>3. Learners read the rest of the sentences, and draw and colour the picture.<br>4. Monitor closely to check learners are completing the activity correctly.<br>**Feedback**<br>Ask learners to compare their drawings with a partner. Then ask a volunteer learner who drew and coloured the picture correctly to come to the front of the class and show their picture for the other learners to check. |
| **Resources** | **Plenary** |
| | **Mime game**<br>1. Demonstrate the game by miming an action using verbs learners have studied in previous lessons, for example, *walk*.<br>2. Ask learners to say the action using the present continuous: *You are walking*.<br>3. Ask a couple of learners to take turns to come to the front of the class and mime an action for the class to guess. Remind them they can only mime actions that they can name themselves. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.3.4.1.1) Read grade appropriate texts accurately and smoothly with varied volume, expression and appropriate phrasing and pace.

(G2.3.5.1.2) Follow, recognise and respond to simple instructions written with familiar words to perform simple actions.

(G2.4.3.1.1) Use grade appropriate language structures, for example, simple present and present continuous.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to and identify nouns for places in a city.

**Speaking:** To say nouns for places in a city, answer present simple questions about a picture.

**Reading:** To recognise the written form of topic vocabulary, read simple nouns for places in a city and read present simple questions.

**Writing**: To write sentences about a picture using the present simple and topic vocabulary.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- use simple nouns in present simple affirmative sentences
- identify syllables in simple and compound nouns
- understand and answer present simple questions**.**

**Link to prior learning:**

- Vocabulary: *stop, traffic light, wait, go*
- Present simple

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** *city, road, pavement, mosque, shops, traffic lights, bus stop*

**Key expressions/structure:** Present simple sentences with *can: I can see ____, I can hear ____.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle to identify syllables. Model one example and clap the syllables. Write the word on the board and underline the syllables in different colours. Model it again, pointing to the syllables as learners clap along.

**Resources/equipment needed:**

Learner's Book page 184

Activity Book page 146

Audio Tracks 146 and 147

Flashcards*: traffic lights, mosque, car, shops*

PCM 79**:** *city, road, pavement, shops, mosque, traffic lights, bus stop, car*

## UNIT 9 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Action game:**<br>1. Ask learners if they can remember the topic of the poem from Lesson 1 (traffic lights). Show the traffic lights flashcard.<br>2. Tell learners they are going to play a game. They need to listen and follow your instructions.<br>Read out the following instructions: *Hop like a rabbit. The traffic lights are red. Everybody STOP.* (Learners stop.) *Traffic lights are yellow. Everybody WAIT.* (Learners wait.) *Traffic lights are green. Now walk like a duck. Everyone go!* (Learners walk like a duck.) *Traffic lights are red. Everybody stop. Traffic lights are yellow. Everybody wait. Traffic lights are green. Now jump like a rabbit. Everybody go*! |
| **Resources** | **Main activity** |
| **Learner's Book page 184**<br>**Audio Track 146** | **Topic vocabulary: Activity 1**<br>1. Point at the first of the pictures in the Topic Vocabulary box on page 184 and play the first part of the audio, pausing after each word. Ask the whole class to repeat the words together. Then divide the class into groups and ask each group to repeat the words.<br>2. You can use different moods to make this fun. Model the word and show the learners the mood using actions/gestures:<br>Learners say the word in a happy voice.<br>Learners say the word in an angry voice.<br>Learners say the word in a sad voice.<br>Repeat this procedure with the other words in the Topic Vocabulary box.<br>3. Play the second part of the audio and tell learners to listen to the claps.<br>4. Play the audio again and ask learners to clap the syllables.<br>5. Say the words (without clapping) and ask learners to clap the number of syllables to see if they can hear the syllables.<br>**Answers**<br>One syllable (clap): road, shops, mosque<br>Two syllables (claps): city, pavement, bus stop<br>Three syllables (claps): traffic lights |
| **Learner's Book page 184**<br>**Audio Track 147** | **I can see something with … : Activity 2**<br>1. Ask learners if they remember the name of the boy from Lesson 1. Elicit: *Ahmad.* Explain that Ahmad is now in the car with his father and they are playing a game, saying the things they can see. Tell learners to look at the pictures in Activity 1 on page 184.<br>2. Play the audio. Tell learners to listen and put up their hand when they hear one of the topic vocabulary words.<br>**Feedback**<br>Ask volunteer learners to put their hands up and say a word that they heard.<br>**Answers**<br>traffic lights; bus stop; shops |

| | |
|---|---|
| **Learner's Book page 184**<br>**PCM 79** | **Play the game 'I can see … ': Activity 3**<br>1. Hold up the following word cards (PCM 79) one by one; *city, road, pavement, shops, mosque, traffic lights, bus stop*. As you show the card, say the word. Ask learners to say the initial letter of each of the words to review alphabet letters.<br>2. Show the flashcards and ask learners to say the word and tell you the letter it begins with. Stick the flashcards on the board.<br>3. Demonstrate how to play the *I can see* game with a confident learner (using the flashcards and word cards on the board as things they can see). You can tell them to imagine they are Ahmed and his father playing the game.<br>Teacher: I can see something with *m*.<br>Learner: Mosque!<br>Teacher: Very good. Now it's your turn.<br>Learner: I can see something with c.<br>Teacher: Car!<br>You can continue to play this game as a whole class, or split learners into small groups. |
| | **Differentiation activities (Support):**<br>1. Let learners look at the Topic vocabulary on Learner's Book page 184 to help them identify the initial letter of the words. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to try to spell the word when they guess correctly. |
| **Learner's Book page 184** | **In a city: Activity 4**<br>1. Write *see* and *hear* on the board. Ask learners if they remember the meaning of these verbs from Unit 6, and to demonstrate them using gestures.<br>2. Put learners into pairs and ask them to think about things they can see or hear in a city.<br>3. Then, ask all the learners to share their ideas and write them on the board. |
| **Activity Book page 146** | **Activity Book: Activity 1**<br>1. Ask learners to look at the picture in Activity Book Activity 1 and elicit the things that they can see.<br>2. Draw learners' attention to the picture again and ask: *What can you hear?* Elicit an answer and write it on the board, using the sentence stem *I can hear* ____. Then repeat with *see*.<br>3. Learners then work individually to write sentences about the picture using *I can see* and *I can hear*.<br>4. Monitor learners closely, offering support as necessary.<br>**Feedback**<br>Ask learners to show their sentences to a partner. Then, ask volunteer learners to read their sentences to the class.<br>**Answers**<br>Possible answers: I can see cars, a bus, a road, a pavement, shops, a mosque, a bus stop, people. I can hear a car, a bus, people talking. |
| | **Differentiation activities (Support):**<br>1. Stick all the word cards for this lesson on the board so that learners can refer to them and copy the spelling if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw additional elements on the picture and write sentences about them. |

| Resources | Plenary |
|---|---|
| **Activity Book page 146** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.3.5.1.2) Follow, recognise and respond to simple instructions (e.g. read and do) written with familiar words to perform simple actions.

(G2.4.4.1.9) Use grade appropriate language structures, for example, present simple.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| | |
|---|---|
| **SKILLS AND UNDERSTANDING**<br>**Learning objectives:**<br>**Listening:** To listen and follow a poem in the present simple**.**<br>**Speaking:** To use nouns to say what you can hear and see in a city.<br>**Reading:** To read a poem in the present simple for detail.<br>**Writing**: To spell adjectives and nouns about a city**.** | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• say words following a model<br>• to understand and use nouns and adjectives in present simple sentences. |

**Link to prior learning:**

- Present simple
- City vocabulary

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *city, buildings, tall, short, gardens, on top, park, pretty, flowers, lake, ice cream seller, ice cream, dirty, clean, litter, bin, bakery, swimming pool, library, zoo*

**Key expressions/structure:** Present simple; *I like* + gerund; *There's a/There are …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- This poem combines different language structures that learners have previously only seen in an isolated way in different units throughout Grade 2, such as *There is,* present simple, present continuous and different subject pronouns. Support learners in the reading of the poem, pausing to explain language where necessary.

**Resources/equipment needed:**

Learner's Book page 185

Activity Book page 147

Audio Track 148

Small balls

## UNIT 9 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **I say, you say**<br>1. Demonstrate the activity with a small group of learners in front of the class. Hold the ball and say a word relating to the city, such as *city, road, pavement, shops, mosque, traffic lights, bus stop*. Pass the ball to a learner. The learner repeats the word and hands the ball back to you. Then say another word and pass the ball to a different learner, the learner repeats the word and passes the ball back to you again. Repeat this a couple of times.<br>2. Divide the class into small groups and let them play the game in groups. Choose confident learners to choose the words/start the game. |
| **Resources** | **Main activity** |
| **Learner's Book page 185**<br>**Audio Track 148** | **Before you read: Activity 1**<br>1. Tell learners that they are going to read a poem about living in the city and ask them to open their Learner's Books at page 185.<br>2. Explore the pictures with learners and ask them what they can see. Then ask: *Can you see these things where you live?*<br>3. Introduce new vocabulary using the pictures and gestures: *great, tall, short, building, garden, pretty, flowers, ice cream, lake, clean.*<br>4. Play the audio for learners to listen and follow in their books. Pause the audio if necessary to check learners' understanding and explain any difficult language.<br>5. Then play the audio again and encourage learners to read aloud as they listen.<br>6. Ask: *Why does she like living in a city?* Point out words and phrases such as *It's a great place, It's very pretty, I like eating ice cream.* |
| **Learner's Book page 185** | **Over to you: Activity 2**<br>1. Ask learners to look at the pictures in Activity 2. Say each of the words slowly and ask learners to point to the picture. Learners repeat the word after you.<br>2. Ask learners: *Do you live in the city or in the desert?* Then say the words one by one and have learners put their hands up if there is one near where they live. You may like to ask individual learners direct questions, such as: *Is there (a park) near you?* and elicit: *yes* or *no.*<br>3. Play the game *Repeat if it's true.* Hold up the word cards one by one. Say a word (either the word on the card or one of the other words from the topic vocabulary box). Learners repeat the word they hear if it's the same as the word on the card. If you have time, you can ask more confident learners to take over the teacher's role. |
| **Activity Book page 147** | **Activity Book: Activity 1**<br>1. Draw learners' attention to the pictures in Activity Book Activity 1 and elicit the words.<br>2. Explain to learners that they need to unscramble each word and write it correctly.<br>3. Learners work individually to write the correct word.<br>**Feedback**<br>Put learners in pairs so they can check with a partner. Then ask individual learners to come up to the board and write the words.<br>**Answers**<br>1 park; 2 road; 3 zoo |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to complete the activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners work individually to complete the activity. When they have finished, they can draw another picture and write a sentence using one of the adjectives. |
| **Activity Book page 147** | **Activity Book: Activity 2**<br>1. Learners work individually to write which of the words from Activity 1 they can find near their home.<br>**Feedback**<br>Ask individual learners to stand up and say the words that are near their house. |
| **Activity Book page 147** | **Activity Book: Challenge**<br>1. Elicit from learners which other places are near where they live. Then they work individually to write two more places that can be found near their home.<br>2. Monitor learners as they work and help them with spelling if necessary. |
| | **Differentiation activity (Support):**<br>1. Write the names of places from the topic vocabulary on Learner's Book pages 184 and 185 on the board for learners to copy from. |
| | **Differentiation activity (Stretch):**<br>1. Learners can write more than two extra words of places near their home. |
| **Resources** | **Plenary** |
| **Activity Book page 147** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume, expression and appropriate phrasing and pace.

(G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (for example, poems).

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, read compound words.

(G2.3.7.1.2) With prompting and support, read with the teacher to identify the reasons the author gives to support points in a text.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a short transactional dialogue and listen to a chant.<br>**Speaking:** To perform a short transactional role-play, say a chant.<br>**Reading:** To read a short dialogue and choose the correct words to complete the dialogue.<br>**Writing**: To complete a simple dialogue with nouns. | • participate in a simple transactional exchange<br>• say words following a model. |

**Link to prior learning:**

Adjectives: *small* and *big*

Present simple

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to speak, respectably

**Key vocabulary:** *ice cream, ice cream seller, flavour, big, small, please, thank you, Australia*

**Key expressions/structure:** *Would you like…?; I'd like … ;* Present simple affirmative: *I live in a city.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems remembering the whole transactional dialogue. Build this up gradually and allow learners to refer to their books if necessary for support.

**Resources/equipment needed:**

Learner's Book page 186

Activity Book page 148

Audio Tracks 149-150

A simple world map (optional)

## UNIT 9 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Mystery drawing:**<br>1. Slowly draw an ice cream cone on the board. Ask learners to watch and whisper the answer to their partner. When you have finished, say *1, 2, 3* and ask learners to call out the word (*ice cream*).<br>2. Write this question and short answers on the board:<br>*Do you like ice cream? Yes, I do. / No, I don't.*<br>3. Ask a confident learner the question and elicit an answer. Then do a chain drill around the class, in which one learner asks another the question, that learner answers and then asks the question to another learner, etc. |
| **Resources** | **Main activity** |
| **Learner's Book page 186**<br>**Audio Track 149** | **Let's buy an ice cream!: Activity 1**<br>1. Direct learners to the picture of the ice cream seller and girl on Learner's Book page 186. Ask: *What can you see?* (a girl and an ice cream seller) *What is the girl doing?* (She is buying an ice cream.) *Does she buy a big ice cream or a small ice cream?* Use gestures to demonstrate *big* and *small*.<br>2. Show learners the ice cream seller's board and teach the different flavours: *banana, vanilla, strawberry* and *chocolate.*<br>3. Ask learners to guess which flavour the girl will buy. Say each flavour and ask learners to raise their hand if they think it is that flavour. You may like to do a tally on the board to compare after doing the listening activity.<br>4. Play the audio. When it has finished, ask: *What flavour does she buy?* (banana)<br>5. Read the Speaking tip with the learners, and model and drill the pronunciation and use of *I'd like* with vocabulary from Activity 1, such as *I'd like a small ice cream, please. I'd like a big ice cream, please. I'd like a strawberry ice cream, please.*<br>6. Divide the class into two groups: one group is the ice cream seller and the other group is the girl. Play the audio line by line and ask learners to repeat only the parts of the dialogue that their character says.<br>7. Change the roles for the groups and repeat Step 6.<br>8. Divide learners into pairs and let them practise the dialogue together.<br>**Feedback**<br>Ask one or two more confident pairs to come to the front of the class and role-play the dialogue. |
| | **Differentiation activities (Support):**<br>1. Write the dialogue on the board for learners to read as support. |
| | **Differentiation activities (Stretch):**<br>1. Invite learners to role-play the dialogue from memory. |

| | |
|---|---|
| **Learner's Book page 186**<br>**Audio Track 150** | **Say a city chant: Activity 2**<br>1. Tell the learners they are going to hear a chant about people who live in different cities. Ask them to say what they can see in the picture in Activity 2.<br>2. If you have access to a simple world map, show it to learners and point to the countries that are featured in the poem – Australia, Turkey and Albania.<br>3. Play the chant once. Ask the learners if they like the chant.<br>4. Divide the class into the three groups: one group for Australia, one group for Turkey and one group for Albania. Explain that when they hear their country, they must stand up and sit down quickly.<br>5. Practise saying the country names and groups standing and sitting.<br>6. Play the chant again and learners stand and sit when they hear their country.<br>7. Explain that now the learners can try saying the chant. This time they do not stand up.<br>8. Play the chant again stopping after each line so that the learners can repeat what they hear.<br>9. Play the chant one more time and this time the learners chant the lines and stand up and sit down when they say their country. |
| **Activity Book page 148** | **Activity Book: Activity 1**<br>1. Read the instructions for Activity Book Activity 1 aloud to the learners. Ask them to find the grey box and then tell them to write their favourite ice cream flavour there.<br>2. Draw learners' attention to the Word box. Read out the words and check learners' understanding. Learners write the words from the Word box in the gaps in the dialogue. If necessary, you can do this as a whole-class activity.<br>**Feedback**<br>Ask learners to check their answers in pairs. Then check the answers as a whole class by asking individual learners to put their hand up and each read a line from the dialogue.<br>**Answers**<br>like; Yes; small; please; Thank you |
| | **Differentiation activities (Support):**<br>1. Write the words for flavours on the board (*vanilla, strawberry, chocolate, banana)* for learners to copy into the grey box. |
| | **Differentiation activities (Stretch):**<br>1. Learners can extend the dialogue by adding another character, for example, they imagine their brother or sister is also buying an ice cream and write a part for them too. |
| **Resources** | **Plenary**<br>1. Put learners in four groups and assign each group an ice cream flavour: *vanilla, strawberry, chocolate, banana.*<br>2. Call out an ice cream flavour and an action, for example, *jump – banana*. Only the learners in that group do the action. If a learner does an action when their group hasn't been called or fails to do an action when their group is called, they have to sit out of the game. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.1.1.1.4) Ask and answer questions about what a speaker says to clarify something that is not understood.<br>(G2.2.1.1.1) Participate in class songs and games taking turns and responding individually as required.<br>(G2.3.5.1.1) With help and support read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.). | | | |

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To say simple sentences using *but* and *or.*<br>**Reading:** To read simple sentences describing pictures, using *but* and *or.*<br>**Writing**: To add punctuation to a sentence, write nouns to complete sentences using *but* and *or.* | • say words following a model<br>• contrast objects in simple sentences using *but* and *or*<br>• recognise and use simple punctuation. |

**Link to prior learning:**

- City vocabulary
- Present simple
- *There is/There isn't*

**21st Century Skills:**

- Critical Thinking and Problem Solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language – speaking, listening, reading and writing

**Key vocabulary:** *pavement, traffic lights, bus stop, school, park, mosque, zoo, building, swimming pool, library, bakery, home, near, but, or*

**Key expressions/structure:** *There is/there isn't* with *but* and *or*: *There is a shop but there isn't a mosque. There isn't a shop or a mosque.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not understand when they should use commas and the conjunctions *but* and *or* in their writing. The examples in the Learner's Book sentences provide a model. Encourage learners to notice the use of these features using guided questions and the Writing tip box. Provide practice with the Activity Book activity.

**Resources/equipment needed:**

Learner's Book page 187

Activity Book page 149

## UNIT 9 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Guessing game**<br>1. Write the following words on the board: *mosque, shop, park, pavement, road, traffic lights, bus stop.*<br>2. Tell learners you are going to describe a place and they must put their hand up and say the word. Read the descriptions below. As soon as you have finished each description, learners can put their hands up if they know the answer. The first learner can say the word and another learner can go up to the board and circle it. If necessary, you can accompany the descriptions with gestures and mime.<br>*You pray here. (mosque); You buy food here. (shop); You play here. (park); People walk on this but cars can't go here. (pavement); Cars drive on this. (road); You see these on the road. If they are red, you stop. (traffic lights); You wait for the bus here. (bus stop)* |
| **Resources** | **Main activity** |
| **Learner's Book page 187** | **Where I live: Activity 1**<br>1. Ask learners to open their Learner's Book at page 187 and look at the pictures. Elicit what they can see in the pictures.<br>2. Focus on the sentences in the activity. If necessary, review *There is* and *There isn't,* by holding up classroom objects and saying: *There is (a ruler). There isn't (a pen).* Use gestures to emphasise the affirmative and negative.<br>3. Read the sentences with learners and ask them to identify the correct picture for each one.<br>4. Draw learners' attention to the Language tip**.** Say: *comma* and draw a comma on the board. Read the Language tip and ask learners to find the commas in Activity 1.<br>5. Explain that we use a comma to separate words. You may like to write a list of words that learners know on the board, and ask each learner to come up to the board and write a comma after each word. For example, *There is a shop(,) a bakery(,) a house(,) a ruler(,) a tiger,* etc.<br>6. Ask learners to look at the Words to remember box. Model and drill the pronunciation of *but* and *or* and tell learners to circle them in the sentences in Activity 1.<br>7. Read the Writing tip and explain that we use *but* when there is one thing and not another, and we use *or* when there aren't two things. Reinforce this by placing two classroom objects on your desk, for example, *a ruler* and *a book.* Say: *There is a ruler and a book.* Then remove the ruler and say: *There is a book but there isn't a ruler.* Then remove the book as well and say: *There isn't a book or a ruler.* Write these examples on the board.<br>8. You may like to write some more examples on the board until you are confident learners understand.<br>**Answers**<br>1 c; 2 a; 3 b |

| | |
|---|---|
| **Learner's Book page 187** | **Make sentences: Activity 2**<br>1. Tell learners they are going to practise making sentences with *but* and *or.* Point to the sentences on the board from Activity 1 to remind them of the meaning.<br>2. Ask learners to look at Activity 2, read the first sentence then say: *but* or *or?* and elicit: *but.* Repeat with all of the sentences.<br>3. Put learners in pairs and ask them to take turns saying the sentences to each other.<br>**Answers**<br>1 but; 2 or; 3 or; 4 but |
| | **Differentiation activities (Support):**<br>1. Circle the key words in the model sentences from Activity 1 on the board (*there is*/*there isn't*) and underline the conjunctions to help learners associate the model sentences with the sentences in the activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write the sentences into their notebooks. |
| **Activity Book page 149** | **Activity Book: Activity 1**<br>1. Ask learners to look at the sentences in Activity Book Activity 1. Model the activity by reading the first sentence and eliciting if it needs *but* or *or.*<br>2. Learners can work in pairs or individually to circle the answers. Refer learners to the model on the board to help them. When they have finished, learners draw a picture according to the sentences.<br>**Feedback**<br>Correct the answers as a class by asking individual learners to read out the completed sentences. Learners can show their pictures in pairs.<br>**Answers**<br>1 but; 2 but; 3 or |
| **Activity Book page 149** | **Activity Book: Challenge**<br>1. Remind learners of how to use commas and write an example on the board, if necessary.<br>2. Learners work individually to write the commas into the sentence.<br>**Feedback**<br>Copy the sentence onto the board and ask individual learners to come up and add in the commas.<br>**Answers**<br>There is a school, a park, a mosque and a library near my home. |
| **Activity Book page 149** | **Activity Book: Activity 2**<br>1. Ask learners to think of places in a city. Write these on the board. Elicit from learners which ones are near their home and which aren't, then write a tick or cross next to the words accordingly.<br>2. Model the activity by choosing a word with a tick and a word with a cross and write a sentence, for example, *There is a swimming pool but there isn't a zoo.* Then choose two words with a cross and write a sentence, for example, *There isn't a shop or a school.*<br>3. Learners complete the sentences about where they live. Monitor and offer help as necessary.<br>**Feedback**<br>Learners read out their sentences to the class. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can choose the words with a tick and cross or two words with crosses and copy them into their books, as per the demonstration. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write an additional sentence with each conjunction. |
| **Resources** | **Plenary** |
| **Activity Book page 149** | **Activity Book: Learning goals**<br>1. Direct learners' attention to the self-evaluation statements.<br>2. Read the statements.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.4.3.1.1) Use grade-appropriate language structures, for example, conjunctions.

(G2.4.4.1.3) Correctly use commas to write dates and to separate items in a series.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a chant.<br>**Speaking:** To say a chant, make a presentation of a map.<br>**Reading:** To read a description of a picture and identify key words.<br>**Writing**: To spell nouns about city vocabulary. | • say words following a model<br>• use and understand simple sentences with *there is* and simple nouns and adjectives. |

**Link to prior learning:**

- Review of Unit 9 Lessons 1–5

**21st Century Skills:**

- Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results

**Key vocabulary:** Review of vocabulary from Lessons 1–5

**Key expressions/structure:** Review of structures from Lessons 1–5

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle with spelling the vocabulary items independently. Encourage them to refer to the map in the Learner's Book for support.
- Learners may not be able to create present simple affirmative and negative statements using *There is*/*There are* accurately. Prepare learners by writing sentence prompts on the board and encourage learners to refer to the model text in the book for support.

**Resources/equipment needed:**

Learner's Book page 188

Activity Book page 150

Audio Track 151

Drawing paper

## UNIT 9 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to listen as you say some words. Tell them to raise their hand if they can see the following in a city: *building, road, mosque, tiger, polar bear, traffic lights, rabbit, tractor.*<br>2. You may like to extend this by asking each learner to say a word that they remember from Grade 2 for the rest of the class to say whether it is found in a city or not. |
| **Resources** | **Main activity** |
| **Learner's Book page 188**<br>**Audio Track 151** | **City chant: Activity 1**<br>1. Ask learners to stand up and make a circle if possible. Tell them they are going to create a chant about a city together.<br>2. Play the audio and mime *walking*. Learners listen to the chant and mime walking and looking around a city.<br>3. Play the audio again, pausing after each line for learners to chant.<br>4. Explain to learners that you will play the chant again, and this time you will ask each learner to say something they see in a city. Play the audio again and have learners repeat. Pause the audio before the last line and ask different learners to say the sentence *We can see a ____!* with another word to continue the chant. |
| **Learner's Book page 188** | **A city map: Activity 2**<br>1. Draw learners' attention to the map on page 188 and encourage them to say what they can see.<br>2. Read the sentences aloud and ask learners to try and find the places on the map.<br>3. Model the activity by reading the first sentence again and then asking: *Yes or no?* Elicit: *Yes.*<br>4. Learners work in pairs and read the sentences. They say *yes* if the sentence is correct and *no* if not.<br>**Feedback**<br>Read out the sentences to the class and ask learners to stand up for *yes* and stay seated for *no.*<br>**Answers**<br>1 yes; 2 yes; 3 no; 4 no |
| **Learner's Book page 188** | **Make a map: Activity 3**<br>1. Explain to learners that they are going to make their own maps. Read the instructions and check learners' understanding. Divide the class into pairs. Give out the drawing paper.<br>2. In pairs, learners discuss their ideas and then draw and label their maps.<br>**Feedback**<br>Each pair presents their map to the class, using the model on Learner's Book page 188. |
| | **Differentiation activities (Support):**<br>1. Learners work in similar ability pairs to create their maps. Encourage them to use the words on the map in Activity 2 to help them with spelling. |
| | **Differentiation activities (Stretch):**<br>1. Learners work in similar ability pairs. Encourage them not to refer to the map in Activity 2 to try to challenge them. Encourage learners to add other items they have studied in Lessons 1–5, such as *swimming pool*, *library*, etc. |

| | |
|---|---|
| **Activity Book page 150** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures in Activity Book Activity 1 and name them.<br>1. Write the first gapped word example on the board. Elicit which letters are missing and write them in the gaps.<br>2. Learners add the missing letters to the rest of the words and then practise covering and saying the words.<br>**Feedback**<br>Say a word from the activity and call on different learners to spell the word aloud, or come and write it on the board. Ask other learners to check and say if the spelling is correct.<br>**Answers**<br>1 swimming pool; 2 library; 3 bakery; 4 shop; 5 park; 6 mosque |
| **Resources** | **Plenary** |
| **Activity Book page 150** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>3. Read the statement.<br>4. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using present simple tense and present continuous.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*).

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen and identify the number of syllables in words ending in *-y* and recognise the different sounds of *-y.*

**Speaking:** To say words ending in *-y*.

**Reading:** To read simple words ending in *-y*.

**Writing**: To write simple words ending in *-y*.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- say words following a pattern
- identify syllables in simple nouns
- use and say words ending in *-y.*

**Link to prior learning:**

- Present simple

**21st Century Skills:**

- Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen, respectably

**Key vocabulary:** *my, city, baby, cry, carry, fly, happy, rainy, sky, why*

**Key expressions/structure:** Present simple statements: *It's a rainy day.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may find it difficult to discriminate and produce the two phonic sounds the *-y* ending makes. Model the two sounds clearly, using the audio. Draw two columns on the board to give visual support. Pronounce the words with the same sound one after another so it is easier for learners to hear the same sound, isolating the sound if necessary and emphasising it slightly.

**Resources/equipment needed:**

Learner's Book page 189

Activity Book page 151

Audio Track 152

## UNIT 9 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Write the letter y on the board. Ask learners if they can remember any words beginning with this letter (for example, *yes, you, yoghurt, yo-yo*). You may like to chant the *y* sound to help learners think of words. |
| **Resources** | **Main activity** |
| **Learner's Book page 189**<br>**Audio Track 152** | **Listen, say and clap: Activity 1**<br>1. Ask learners to open their Learner's Books at page 189. Explain that they are going to count the syllables in words.<br>2. Play the first part of the audio as a model. You can clap the syllables along with the audio.<br>3. Play the audio again and ask learners to clap along. Then ask: *How many syllables are there in* my*?* (one). *How many syllables are there in* city*?* (two).<br>4. Write the following headings on the board – *one syllable, two syllables*. Write *my* and *city* under the appropriate headings. Leave the headings on the board as you will use them in the next activity. |
| **Learner's Book page 189** | **Different sounds of *y*: Activity 2**<br>1. Model the long *i* sound and then say: *my*. Ask learners to put up their hands if the sound is the same or different (same).<br>2. Model the long *e* sound and then say: *city*. Ask learners to put up their hands if these two sounds are the same or different (same).<br>3. Now say *my* and then *city* and point to the words on the board as you say them. Ask learners to put up their hands if the sounds are the same or different (different). (Exaggerate the sounds so that it is easier for learners to hear them.<br>4. Ask learners to listen to the words you say. If the word has one syllable, they raise one hand. If it has two syllables, they raise two hands. Say: *try* (one syllable) and *pretty* (two syllables) and write the words under the correct heading on the board. If learners have difficulty identifying the number of syllables, clap the syllables to help them.<br>5. Read the words under the first heading on the board and ask learners to put up their hand if the words have the same sound (yes). Then repeat with the words in column 2.<br>6. Ask learners to repeat all the words after you. |
| **Learner's Book page 189**<br>**Audio Track 152** | **Which *y* sound?: Activity 3**<br>1. Point at each of the pictures in Activity 3, then play the audio and pause after each word for learners to repeat.<br>2. Tell learners that they will listen again, but this time they need to clap the number of syllables. Play the audio, and support learners by clapping the syllables if necessary.<br>3. Say each of the words in the activity, and ask learners to repeat and clap the syllables. As you say the words, show learners the position of the mouth (open) for the long *i* and for the long *e* (make the mouth like a wide smile with teeth together). Ask learners to copy the mouth positions as they say the words. You can also do this by playing the audio and miming the position of the mouth.<br>4. Elicit which words have one syllable (*cry, fly, sky, why)* and write them under the correct heading on the board. Ask learners to listen and put up their hands if the words have the same sound (yes).<br>5. Then repeat with the words with two syllables (*baby, carry, happy, rainy)*. |

| | |
|---|---|
| **Learner's Book page 189** | **Which -*y* word?: Activity 4**<br>1. Read the sentences in Activity 4 and ask learners to follow as you read. Say: *What word is missing?* and elicit the answer for the first sentence from the class.<br>2. Ask learners to read the sentences again in pairs and ask them to decide which word fills each of the gaps. Encourage learners to use the pictures to help them with meaning. They say the words to their partner.<br>3. If you have time, learners can write the sentences into their notebooks.<br>**Feedback**<br>Check the answers by asking individual learners to put their hands up and read the completed sentences.<br>**Answers**<br>1 It's a **rainy** day. Don't forget your umbrella!<br>2 The **sky** is blue today.<br>3 **Why** are you sad?<br>4 I **cry** when I am sad.<br>5 I can **carry** all my teddies.<br>6 Birds can **fly**.<br>7 I'm not sad. I'm **happy**!<br>8 A **baby** is very small. |
| **Activity Book page 151** | **Activity Book: Activity 1**<br>1. Read the words in Activity Book Activity 1 with the class and ask them to repeat each one after you. Clap the syllables with the learners if necessary.<br>1. Divide the class into pairs. Tell them to say the words and clap the syllables. Learners work together and write the number of syllables in the box.<br>**Feedback**<br>Go through the answers by saying each of the words and asking learners to show you the number of syllables with their fingers.<br>**Answers**<br>baby – 2; bakery – 3; city – 2; cry - 1; fly – 1 |
| **Activity Book page 151** | **Activity Book: Challenge**<br>1. Read the instructions with the class and check learners' understanding. Model the activity by writing the first sentence on the board and asking learners to point out a word with -*y*. Draw a circle around the word.<br>2. Learners work individually to find and circle the letter *y*.<br>**Feedback**<br>Say the three words aloud and ask learners to tell you to draw an S shape in the air if they have the same sound or a D shape if they have a different sound.<br>**Answers**<br>my, city, yes<br>The letter *y* has a different sound in each word. |

| Resources | Plenary |
|---|---|
| **Activity Book page 151** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally or through other media, and supported by teacher demonstration.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (for example, s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (e.g. /s/ /z/ in *see* and *has*).

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a poem and identify antonyms for simple adjectives and nouns.<br>**Speaking:** To recite and act out a poem.<br>**Reading:** To read a poem.<br>**Writing**: To write simple nouns and adjectives and their antonyms. | • identify and use simple adjectives and their antonyms<br>• say words following a model. |

**Link to prior learning:**

- Adjectives*: big, small, hot, cold*

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *dirty, clean, noisy, quiet, big, small, yes, no, stop, go, good, bad, happy, sad, hot, cold, new, old, wet, dry, hello, goodbye*

**Key expressions/structure:** Verb *to be* in the present simple: *The opposite of hot is cold.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have difficulty producing the opposites with short or long vowels and diphthongs, for example, *clean*, *noisy*. Model the pronunciation and drill the vocabulary clearly, exaggerating sounds if necessary.

**Resources/equipment needed:**

Learner's Book page 190

Activity Book page 152

Audio Track 153

A hard and a soft object (for example, a table and a piece of fabric); a small ball

## UNIT 9 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Drawing game**<br>1. Tell learners they need to listen to your instructions and draw a picture.<br>2. Give the following instructions: *Draw a big face. Draw two big eyes and a small nose. Draw a big mouth and two big ears. Draw long hair. Draw a short body.*<br>3. Elicit the adjectives *big*/*small* and *long*/*short* from the learners by asking questions about the pictures. Tell learners these are called *opposites* and they are going to learn more about *opposites* in this lesson. |
| **Resources** | **Main activity** |
| **Learner's Book page 190** | **Opposites: Activity 1**<br>1. Learners look at the pictures on Learner's Book page 190. Ask them to say what they can see. Read the words with the class.<br>2. Then, briefly put learners in pairs so that they can test each other by covering the words, pointing to a picture and asking their partner to say the word. Monitor learners as they do this.<br>3. Bring learners back to the whole class. Say: *big* and use gestures to show its meaning. Ask: *What's the opposite of big?* and elicit *small.*<br>**Answers**<br>The opposite of *big* is **small**. |
| **Learner's Book page 190**<br>**Audio Track 153** | **Opposites poem: Activity 2**<br>1. Tell learners they are going to read a poem about opposites. Review the adjectives in the poem before learners read. Do this by using gesture or objects to elicit the adjectives.<br>2. Ask learners to look at the first adjective in bold. Ask learners if they can find the picture that shows *stop* on the page (picture c). Elicit the opposite using pictured. Write the opposites on the board in two columns, for example, in column 1 write *stop*, in column 2 write *go*.<br>3. Ask learners to look at the other adjectives in bold and find the picture on the page. Elicit the opposites using the pictures.<br>4. Play the audio, pausing before each gap for learners to whisper the correct word to their partner. Then ask a learner to give the answer. Write the words in the columns on the board as learners give them.<br>5. Play the audio again and have learners read aloud as they listen and read along in their books.<br>6. Erase one of the columns of words from the board. Ask learners to stand up and make a circle. Learners should throw the ball around the circle quickly. Whenever a learner drops the ball, they choose a word on the board and say it, then say its opposite. You may like to play a chant from any unit in Grade 2 as learners throw the ball.<br>**Answers**<br>yes-no; stop-**go**; good-bad; happy-**sad**; hot-cold; new-**old**; wet-dry; hello-**goodbye** |

| | |
|---|---|
| **Learner's Book page 190**<br>**Audio Track 153** | **Act it out: Activity 3**<br>1. Divide learners into mixed-ability groups. Explain that they are going to think of some actions to act out the poem. Demonstrate how to do this by writing one of the words on the board, for example, *stop*. Ask learners what action they can do to demonstrate this word. Elicit ideas.<br>2. Learners work in their groups to decide and the actions they are going to use, and practise saying the poem with the actions. Tell them they are going to perform the poem with their actions for the whole class.<br>3. Give each group an opportunity to do their actions for the rest of the class. (Start with more confident groups so that the other groups benefit from watching others perform.) Play the audio for support while they do their actions if necessary. |
| | **Differentiation activities (Support):**<br>1. Play the audio to support learners as they perform the poem. |
| | **Differentiation activities (Stretch):**<br>1. Learners can read the poem from their Learner's Books or attempt to recite it from memory. |
| **Activity Book page 152** | **Activity Book: Activity 1**<br>1. Demonstrate how to complete the crossword by doing clue 1 with the whole class. Ask learners to find and read clue 1, then find picture 1. Say *good* and ask learners to say the opposite. Ask learners how to spell *bad* and write this on the board. Show learners where to write the word in the crossword.<br>2. Learners work in pairs to complete the crossword.<br>**Feedback**<br>Ask individual learners to put their hands up and say a word for each number.<br>**Answers**<br>1 bad; 2 down; 3 new; 4 noisy; 5 big; 6 happy; 7 hot; 8 stop |
| **Resources** | **Plenary** |
| **Activity Book page 152** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.1.1.1) Students build upon and continue applying previously learned skills.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To recognise words with the *m* sound.<br>**Speaking:** To practise saying words with the *m* sound.<br>**Reading:** To practise reading words with the *m* sound.<br>**Writing**: To practise writing words with the *m* sound. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• say words following a model<br>• say and write words with the *m* sound. |
| **Link to prior learning:**<br>• Present simple<br>• Vocabulary with *m* sound: *mosque, map*<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *mosque, map, moon, monkey, mat, mouse, meet, Mondays, storm, broom, worm*<br>**Key expressions/structure:** Present simple affirmative statements**:** *Mohammed meets Marwan at the mosque on Mondays.* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may not be able to recognise and say the *m* sound in different positions (initial/final). Give learners the opportunity to listen to the sound before they need to produce it. Show how to make the sound by covering the lips with teeth and exaggerate the sound slightly to help learners to hear it. | | |
| **Resources/equipment needed:**<br>Learner's Book page 191<br>Activity Book page 153<br>Audio Tracks 154-156<br>Flashcards: *park, mosque, shops, zoo* | | |

## UNIT 9 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| **Flashcard** | **Where am I?**<br>1. Stick the flashcards of city places on the board. Tell learners that you are at one of the places and they have to ask questions to guess where you are. They can have a maximum of two guesses. Write the question and answer prompts on the board.<br>*Are you at the ____ ?*<br>*Yes, I am. / No, I'm not.*<br>2. Learners can play the game with a partner. |
| **Resources** | **Main activity** |
| **Learner's Book page 191**<br>**Audio Track 154** | **Look and listen: Activity 1**<br>1. Ask learners to turn to page 191 in their Learner's Books and look at the first two pictures (*mosque* and *map*).<br>2. Play the first part of the audio, pausing after each word for learners to repeat it.<br>3. Then play the second part of the audio. Learners should listen and point to the pictures as they hear them.<br>4. Model and drill the words, showing learners how to form the sound by rolling their lips round their teeth.<br>5. Ask learners to think of other words they know with this sound at the beginning. |
| **Learner's Book page 191**<br>**Audio Track 155** | **Tongue twister: Activity 2**<br>1. Ask learners to say what they can see in the picture. Ask them which words begin with the *m* sound. (*Mohammed, meets, Marwan, mosque, Mondays*)<br>2. Learners listen to the audio and raise their hand when they hear a word which begins with the *m* sound.<br>3. Play the audio. Ask learners to listen and read along in their books. Then play again for learners to listen and repeat. Show the mouth position (lips covering the teeth) and exaggerate the sound to help learners<br>4. Learners practise the tongue twister with their partner.<br>**Feedback**<br>Ask a couple of pairs of learners to perform the tongue twister for the rest of the class. You can vary this by giving the pair performing an instruction: *Say it slowly/quickly/ quietly*, etc. |
| **Learner's Book page 191**<br>**Audio Track 156** | **Different *m* sounds: Activity 3**<br>1. Ask learners to look at the pictures and listen to the audio. If the word contains the *m* sound, they should raise their hand.<br>2. Ask: *Where is the m sound?* (at the end)<br>3. Learners practise taking turns saying the words in pairs. (Say the words with them before they work in pairs if necessary.) |

| | |
|---|---|
| **Activity Book page 153** | **Activity Book: Activity 1**<br>1. Demonstrate Activity Book Activity 1 by asking learners to look at the pictures on the stepping stones. Elicit the words for each picture.<br>2. Use the following examples to show learners that the sound can be at the beginning or end of the word: *monkey* (beginning) and *arm* (end) Write the words on the board and underline the sounds for learners.<br>3. Learners work in pairs to say the words and colour the words which have the *m* sound to find their way across the river.<br>**Feedback**<br>Ask learners to compare their work in groups. Then check as a whole class, by saying each of the words on the stepping stones and asking learners to raise their hands if the word contains the *m* sound. |
| | **Answers**<br>monkey, arm, ice cream, mouth, map |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to complete the activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners work individually to complete the activity. Learners can add two more stepping stones to test a partner. |
| **Activity Book page 153** | **Activity Book: Activity 2**<br>1. Demonstrate the activity by reading the rubric with learners. Read the first word (*moon*) with learners. Show learners how to cover the word, for example, with a notebook or a piece of paper. Ask learners to write the word in the grid. When they have finished, tell them to uncover the word and check their spelling.<br>2. Ask learners to do this for the other words. |
| | **Differentiation activities (Support):**<br>1. Learners can write only the first two words. Ask them to write in pencil and erase if they make a mistake, repeating the procedure until their spelling is correct. |
| | **Differentiation activities (Stretch):**<br>1. Learners use this procedure to write more words with the *m* sound from the lesson, referring to Learner's Book page 191 and writing in their notebooks. |
| **Resources** | **Plenary** |
| **Activity Book page 153** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (e.g. s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (for example, /s/ /z/ in *see* and *has*).<br>(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*). | | | |

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to simple conversations using *this* and *that.*

**Speaking:** To act out a dialogue and say simple sentences using *this* and *that.*

**Reading:** To read simple sentences using *this* and *that.*

**Writing**: To complete gaps in sentences, complete simple sentences with *this/that* and adjectives.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and use simple sentences with *this/that,* nouns and adjectives
- understand and use sentences with verb *to be* and simple adjectives
- say words following a model.

**Link to prior learning:**

- Adjectives

**21st Century Skills:**

- Initiative and Self-Direction: Introduce the learning process to set goals, manage time and work independently.

**Key vocabulary:** *this, that, ball, bucket, chair, frog, teddy bear, round, flat, clean, dirty, green, grey, eyes, legs*

**Key expressions/structure:** *This ____ is/has _____;, That ____ is/has ____*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not understand the difference between *this* and *that,* and when they should use each one. Demonstrate the concept with realia, pointing to the objects and ask checking questions to guide learners to the difference.

**Resources/equipment needed:**

Learner's Book page 192

Activity Book page 154

Audio Track 157

## UNIT 9 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Action game**<br>1. Ask the learners to stand in a circle. (If you have a large class, you can demonstrate the game with a small group of learners and then let the rest of the class play in groups.)<br>2. Say an adjective from the pairs of opposites the learners studied in Lesson 8: *yes/no, stop/go, hot/cold, good/bad, big/small, hello/goodbye, wet/dry, old/new.*<br>3. Learners listen and do an action that shows the meaning of the adjective. If a learner performs an incorrect action, they have to sit back down. |

| Resources | Main activity |
|---|---|
| **Learner's Book page 192**<br>**Audio Track 157** | **The Fix-It kids: Activity 1**<br>1. Demonstrate the concept of *this* and *that* using two classroom objects, for example, a book and a pencil. Put one item near you on the table and another further away from you. Point and say:<br>*This is a book.*<br>*That is a pencil.*<br>Ask learners to repeat the sentences with you.<br>2. Ask learners to look at Learner's Book page 192 and focus on the picture in Activity 1. Encourage them to tell you the names of the items they can see.<br>3. Explain that the brother and sister call themselves the Fix-It kids. Ask them if they can remember Fix-It fish from Unit 5. Remind them that Fix-It fish helped the other creatures by fixing/mending their tails, swing, etc. Explain that *fix* and *mend* mean the same. Check learners know the meaning of *round* and *flat* by drawing simple pictures on the board.<br>4. Play the audio. Learners listen to the brother and sister and point to the things they mention. Learners can work in pairs.<br>5. If you have time, check learners' understanding of *this* and *that* by putting some objects near you and some on a table a bit further away. Ask learners to say *this* or *that* when you point to the objects.<br>6. Play the audio, pause before each of the gaps in the conversation and elicit the missing word from the learners.<br>**Feedback**<br>Play the audio again for learners to check their answers, then check as a whole class by asking individual learners to read the sentences aloud<br>**Answers**<br>This ball is round. / That ball is flat.<br>This bucket is clean. / That bucket is dirty.<br>This chair has four legs. / That chair has three legs.<br>This frog is green. / That frog is grey.<br>This teddy bear has eyes. / That teddy bear doesn't have eyes. |

| | |
|---|---|
| **Learner's Book page 192** | **Act it out: Activity 2**<br>1. Ask a confident learner to come to the front of the class to be the brother. Act out the conversation and take turns to point at the correct pictures.<br>2. Divide the class into pairs and ask them to act out the brother and sister's dialogue.<br>**Feedback**<br>If time, ask a couple of the pairs to come and perform their conversations for the class, or ask the pairs to perform for another pair. |
| **Activity Book page 154** | **Activity Book: Activity 1**<br>1. Draw learners' attention the Language tip in the Activity Book. Review the use of *this* and *that* by pointing to classroom objects that are near and far to you, and eliciting sentences from learners.<br>2. Ask learners to look at the pictures next to the speech bubbles. Ask learners if we say *this* or *that*, then tell learners to write the correct word in the speech bubbles.<br>3. Read the first sentence in the first speech bubble with learners. Elicit the opposite adjectives (*big*). Ask learners to find the word in the word box and write it in the second speech bubble.<br>4. Learners work in pairs to write the opposites in the gaps in the second speech bubble.<br>**Feedback**<br>Check the answers as a group by asking individual learners to say a word.<br>**Answers**<br>Speech bubble 1: This, This, This<br>Speech bubble 2: That truck is big.; That teddy bear is sad.; That building is short.; That car is old. |
| **Resources** | **Plenary** |
| **Activity Book page 154** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>1. Read the statement.<br>2. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.9) Ask for clarification about the topics under discussions.

(G2.3.3.1.3) Read irregularly spelled high frequency sight words, words of common word families (e.g. tale, male, vest, rest, clock, rock) and multi-syllabic words with prefixes and suffixes; read contractions and compound words.

(G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homonyms

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening**: To listen and respond appropriately to questions, listen and follow instructions to play a game.

**Speaking**: To ask and answer questions using *What's this/What are these?*.

**Reading**: To read and follow instructions for playing a game.

**Writing**: To write questions and answers using *What's this/What are these?*.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- ask and answer *wh*- questions using *this* and *these* with the verb *to be* in the present simple (*What's this? What are these?*)
- use singular and plural forms of nouns.

**Link to prior learning:**

- *This/that*
- Singular and plural nouns

**21st Century Skills:**

- Social and Cross Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** *clock, coloured pencils, chair, flowers, rabbits, tree, shoes, building, bus, books, computer, cars*

**Key expressions/structure:** *What's this? This is a ____. What are these? These are ____.; I don't know.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems producing the short and long vowel sounds in *this* and *these,* (for example, making a clear distinction between the two. Model this clearly, using hand gestures to show that one sound (*this*) is very short and one (*these*) is much longer. For the long sound, you can also get learners to make a big smile as they say it. You may also like to compare the pronunciation to words that learners already know, for example, *sit/this* and *trees/these.*

**Resources/equipment needed:**

Learner's Book page 193

Activity Book page 155

Flashcards: *boat, tiger, bug, cup, chicks, boys*

Counters for game: sheets of blank paper in two different colours (for each pair of learners) with twelve squares marked on them or two sets of Post-it notes in different colours

## UNIT 9 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Chairs game:**<br>1. Put two chairs at the front of the class. Write *This is a* ____. and *These are* ____. on two sheets of paper and stick one sheet to each of the chairs. Explain that we use *this* for one thing and *these* for more than one. Drill by showing one finger and having learners say: *This is a* ____ and then holding up five fingers and having learners say: *These are* ____.<br>2. Tell learners you are going to show them some flashcards and they have to choose the correct chair to sit on, for example, if the card shows a singular (one) item, they sit on chair 1 *(This is a* ____) and name the flashcard saying *This is a* _____.<br>3. If the flashcard shows a plural (more than one) item, they sit on chair 2 *(These are* ____*)* and name the flashcard saying *These are* ____.<br>4. Hold up different flashcards and ask learners to think about the answer and whisper it to a partner. Then ask for a volunteer to come and demonstrate by sitting on the correct chair.<br>5. Repeat this with different flashcards and classroom objects. |
| **Resources** | **Main activity** |
| **Learner's Book page 193** | **Play a game: What's this? What are these?: Activity 1**<br>1. Read the Language tip on Learner's Book page 193 with learners and check their understanding.<br>2. Demonstrate the game in Activity 1 by sticking four flashcards face down on the board. Write a number next to each flashcard on the board.<br>3. Divide the class into two teams. Team 1 asks for one of the flashcards to be turned over by saying: *Number (one), please*.<br>4. Ask Team 1 to use the correct question: *What's this?* if the flashcard is singular and *What are these?* if the flashcard shows a plural.<br>5. Ask Team 2 to answer correctly to win the flashcard for their team.<br>6. If Team 2 answers correctly, write *Team 2* above the card to show which team won it. If Team 2 can't name the flashcard, turn it over again so that the other team can try to name it later.<br>7. Repeat with Team 2 choosing the flashcard and asking the question for Team 1 to answer.<br>8. Continue until all the flashcards been turned over and guessed by the teams.<br>9. Explain to learners they are now going to play the same game in pairs. Divide the class into similar ability pairs. Give one person in each pair a sheet of coloured paper in one of the colours. The other person in the pair should have the other colour. Give learners scissors to cut out the squares or show them how to tear the paper into squares. (If you think this will take too long, you can prepare the counters before class.)<br>10. Learners play the game in the Learner's Book in their pairs.<br>11. Monitor learners closely as they play and help as necessary. |
| **Learner's Book page 193** | **Words I know: Activity 2**<br>1. Draw learners' attention to the questions and read them aloud. Ask learners to think about the answers and tell you.<br>2. Learners can write a few words that they know well and need to practise more in their notebooks. |

| | |
|---|---|
| **Activity Book page 155** | **Activity Book: Activity 1**<br>1. Elicit and write up the question and answer prompts learners have just practised in the Learner's Book game:<br>*What's this? This is a ____.*<br>*What are these? These are ____.*<br>2. Draw learners' attention to Activity Book Activity 1 and ask them what they can see in the pictures. Model the activity by eliciting the answer for the first gap (*deer*).<br>3. Learners work individually to complete the gaps using the words from the Word box.<br>**Feedback**<br>Check the answers as a whole class by asking pairs of learners to read out the questions and answers.<br>**Answers**<br>1 This is a deer.; 2 What's this? This is a turtle.; 3 These are pandas.; 4 What are these? These are elephants. |
| | **Differentiation activities (Support):**<br>1. Encourage learners to refer to the models on the board and copy into their books. |
| | **Differentiation activities (Stretch):**<br>1. Learners can draw another picture of an animal or animals they have learned in Grade 2, and write a similar question and answer. |
| **Resources** | **Plenary** |
| | 1. Put classroom objects on a table at the front of the class, such as a bag, a hat, a pen, two pencils, three books, three notebooks.<br>2. Ask a learner to come to the front of the class. They ask the class to close their eyes while they take either a singular item or plural items and hide them behind their back.<br>3. Ask the class to open their eyes. The learner shows the object and asks *What's this?* or *What are these?* The first learner to raise their hand and give the answer is the next one to go to the front of the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.9) Ask for clarification about the topics under discussions.

(G2.2.1.1.10) Build on others' contributions to conversations by responding to the comments of others through several rounds of exchanges.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Speakin**g: To talk about a picture, say a chant with *this*, *that* and *these*.

**Reading**: To read sentences in the present simple with *this, that* or *these* and simple nouns and adjectives.

**Listening:** To listen to a chant.

**Learning outcomes: By the end of the lesson, learners will be able to...**

- understand and use present simple sentences with *this, that* and *these* plus simple nouns and adjectives
- say words following a model.

**Link to prior learning:**

- Words ending in *-y*
- Adjectives and opposites
- *this*, *that* and *these*

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** Unit 9 Lessons 7–11

**Key expressions/structure:** Unit 9 Lessons 7–11

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may struggle with the correct pronunciation of the short and long vowels in *this, that* and *these* which may cause confusion when communicating. Model the two vowel sounds clearly, showing the position of the mouth for each one to help learners to visualise the difference.
- Some learners may not be able to select the appropriate determiner. Demonstrate the activity, reminding learners when to use each of the forms. Encourage them to use the examples in the speech bubbles for support during the activity.

**Resources/equipment needed:**

Learner's Book page 194

Activity Book page 156

Audio Track 158

## UNIT 9 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Tell learners you are going to mime some words ending in *-y*. Mime the following words and ask learners to say the word you are miming: *baby, cry, happy, carry, goodbye, fly, rainy.*<br>1. When they guess the word, model and drill the pronunciation. |
| **Resources** | **Main activity** |
| **Learner's Book page 194** | **Find something …: Activity 1**<br>1. Ask learners to open their Learner's Books at page 194 and draw their attention to Picture 1. Elicit what they can see in the picture.<br>2. Focus on the words in the Word box and check learners' understanding. Say the first word: *old* and ask learners to find something in the picture that is old (*car*).<br>3. Put learners in pairs. They work together to read the adjectives and point to something in the picture that matches it. Monitor learners as they work, offering help as necessary.<br>**Feedback**<br>Check as a whole group by calling out an adjective and having learners hold up their books and point at an object in the picture.<br>**Answers**<br>old – car; big – monkey; long – snake; soft – snake; sad – doll; happy – girl; cold – ice cream |
| **Learner's Book page 194** | **Spot the difference: Activity 2**<br>1. Tell learners to look at Picture 2 and ask: *Are the pictures the same?* Elicit the answer: *No, they're not.*<br>2. Tell learners that they need to find the differences in the pictures. Model the activity by reading the text in the speech bubble. You may like to give another example, for example, point at the monkey in Picture 1 and say *This monkey is big,* then point at Picture 2 and elicit *That monkey is small.*<br>3. Depending on your class' abilities, you can continue this activity as a whole class or put learners into pairs to work together.<br>**Answers**<br>This monkey is large and soft. That monkey is small and hard.; This snake is long. That snake is short.; This doll is sad. That doll is happy.; This car is old. That car is new.; This girl is happy. That girl is sad.; This ice cream is cold. That girl is hot. |
| **Learner's Book page 194**<br>**Audio Track 158** | **Chant: Activity 3**<br>1. Tell learners they are going to listen to a chant, but first they are going to learn some actions. Say: *What's this?* and point close to you. Encourage learners to copy. Say: *What's that?* and point far away from you. Encourage learners to copy.<br>2. Play the audio. Learners listen, read along in their books and do the actions.<br>3. Then play the audio again, but this time learners should repeat the chant too.<br>4. Take a variety of classroom objects, for example, pencils, pens, rulers, etc. Play the chant again, but pause after the second *What's this?* and hold up an object, for example, *ruler*, for learners to chant *a ruler, a ruler.* Then play again, pausing after *What's that?* and point at something further away, for learners to chant. Play a final time, pausing after *What's these?* and point at two or more of the same object, for learners to chant *These are ____. These are ____.*<br>5. Repeat this procedure a few times. You may like to pass over to the learners, and ask a learner to hold up objects from their pencil case for the rest of the class to chant. |

| | |
|---|---|
| **Activity Book page 156** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity Book Activity 1 and say what they can see in the pictures. Read the sentences and check learners' understanding.<br>2. Model the activity by reading the first sentence and asking learners to find the picture (Picture a). Learners write the letter in the box.<br>3. Learners then work individually to read the sentences and match them with the correct picture.<br>**Feedback**<br>Read out the sentences and ask individual learners to say the letter of the picture.<br>**Answers**<br>1 a; 2 h; 3 c; 4 g |
| **Activity Book page 156** | **Activity Book: Challenge**<br>1. Ask learners to choose one of the four pictures that weren't used in Activity 1 and write a sentence about it. You may like to write a model on the board as an example, for example, *I'd like four bananas, please.* for Picture e. |
| | **Differentiation activities (Support):**<br>1. Allow learners to copy a sentence from Activity 1 and change the information according to the picture they have chosen. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write more than one sentence. |
| **Resources** | **Plenary** |
| **Activity Book page 156** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer for each statement. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.9) Ask for clarification about the topics under discussions.

(G2.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homonyms.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| | |
|---|---|
| **SKILLS AND UNDERSTANDING**<br>**Learning objectives:**<br>**Listening:** To listen to a short text and a tongue twister and identify the *t* sound.<br>**Speaking:** To practise saying the *t* sound, say a tongue twister.<br>**Reading:** To read the *t* sound in words and sentences.<br>**Writing**: To write simple nouns with the *t* sound. | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• say words following a model<br>• identify and say words with the *t* sound. |

**Link to prior learning:**

- Words with the *t* sound (*turtle*, *foot*, *rabbit*, *jacket*, *tent*)

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *toy, tail, parrot, planet, Turkey, Egypt, Thailand, train*, *taxi, boat, takes, teddy bear, tent, foot, jacket, rabbit, table, turtle, boat, cat, nut, hat, ten*

**Key expressions/structure:** Present simple affirmative statements: *Tania lives in Turkey. She takes a train.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not be able to recognise and say the *t* sound. Model the sound clearly and drill. Exaggerate the sound if necessary.

**Resources/equipment needed:**

Learner's Book page 195

Activity Book page 157

Audio Tracks 159-161

## UNIT 9 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Chain drill**<br>1. Ask learners to choose one of their possessions, for example, a pencil, bag, etc.<br>2. Ask learners to stand in a circle. (If you have a large class you can demonstrate this with a small number of learners and then get the learners to do the activity in groups.)<br>3. Demonstrate the chain drill using one of your own possessions. Hold up an object and say: *This is my (pencil).* Point at the learner to your left and say: *That is his/her (pen).*<br>4. Ask the learner to your left to repeat the sentences, changing the information for their own, for example, *This is my (bag). That is his/her (ruler).*<br>5. Continue around the class, keeping the activity fast paced to ensure that learners stay engaged. |
| **Resources** | **Main activity** |
| **Learner's Book page 195**<br>**Audio Track 159** | **The *t* sound: Activity 1**<br>1. Ask learners to look at page 195 in their Learner's Book and focus on the pictures. Play the audio, and ask learners to listen and point to each picture as they hear the word.<br>2. Play the audio again, pausing after each word for learners to repeat.<br>3. Divide learners into pairs to practise saying the words. One learner chooses a picture and says the word, while their partner points to the correct picture.<br>4. Tell learners to look closely at the *t* sound in each of the words. Ask: *Does the*/t *sound come at the beginning or the end of the word?* (sometimes at the beginning, sometimes at the end). *Does it always sound the same?* (yes).<br>5. Elicit from learners any other words they know with the *t* sound at the beginning or end (for example, *tiger, tent, touch, ten*). |
| **Learner's Book page 195**<br>**Audio Track 160** | **Children around the world: Activity 2**<br>1. Ask learners to look at Activity 2 and elicit what they can see in the pictures.<br>2. Play the audio and ask learners to listen and follow the text in their book.<br>3. Ask learners: *Which words have a* t *sound?* Elicit a few examples and write them on the board. Tell learners that they will listen again, and this time they should circle the words with the *t* sound. Play the audio again and then ask each learner to give one word with a *t* sound.<br>4. Play the audio again, pausing after each sentence and ask learners to repeat the sentence.<br>5. Divide learners into groups of three. They practise taking it in turns to read/say one of the sentences. The other learners point to the picture which matches the sentence.<br>**Answers**<br>Tania, Turkey, takes, train, Tariq, Egypt, taxi, Tanet, Thailand, boat |

| | |
|---|---|
| **Learner's Book page 195**<br>**Audio Track 161** | **Tongue twister: Activity 3**<br>1. Ask learners to say what they can see in the picture. Ask them which words begin with the *t* sound (*teddy*, *tent*).<br>2. Learners listen to the audio and raise their hand when they hear a word which begins with a *t* sound. Ask: *Which words begin with the* t *sound?* (*Taaleem, takes, teddy, to, tent*)<br>3. Play the audio and ask learners to repeat the tongue twister.<br>4. Divide learners into teams to practise the tongue twister. Then ask the teams of learners to perform the tongue twister for the rest of the class. You can vary this by giving the pair performing an instruction, for example, *Say it slowly/quickly/loudly*, etc.<br>5. Have a competition to see which team can say the tongue twister the quickest (collectively). |
| **Activity Book page 157** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures in Activity Book Activity 1. Elicit the names of the things in each picture from the class, then say the words and have learners repeat.<br>2. Read the instructions and demonstrate how to do the activity by pointing to the first picture and writing the word on the board (*foot*). Ask learners if the *t* sound is at the beginning or the end of the word (end). Ask which colour they should colour the picture (blue). Erase the word from the whiteboard and rewrite it in blue if you have a blue marker pen.<br>3. Learners work in pairs and say the words. They follow the instructions for colouring the words according to where the *t* sound is in the word.<br>**Answers**<br>Words beginning with the *t* sound (red): table, turtle<br>Words ending with the *t* sound (blue): foot, jacket, rabbit, boat |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to complete the activity.<br>2. Encourage learners to write each word and underline the letter *t* first, to help them identify the position and decide which colour to use. |
| | **Differentiation activities (Stretch):**<br>1. Learners work individually to complete the activity. Learners can draw two more items, one with *t* at the beginning of the word and one with *t* at the end. |
| **Activity Book page 157** | **Activity Book: Activity 2**<br>1. Ask learners to look at the scrambled words in Activity 2. Write the first word on the board and unscramble it as a class to demonstrate the activity (*cat*).<br>2. Learners unscramble and write the words, then circle the *t* sound.<br>**Feedback**<br>Check the answers as a class by asking individual learners to say and spell the words. Write the words on the board so learners can check their spelling.<br>**Answers**<br>1 cat; 2 nut; 3 hat; 4 ten |

| Resources | Plenary |
|---|---|
| **Activity Book page 157** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.2.1.1) Students consolidate hearing and saying of phonemes and the phoneme-grapheme correspondences (e.g. s, m, c, ck, k, t, g, h), hear and say phonemes in the initial and final position (e.g. /s/ /z/ in *see* and *has*).

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a story in the past simple.<br>**Speaking:** To talk about animal actions using past simple regular verbs in affirmative statements.<br>**Reading:** To read a story in the past simple.<br>**Writing**: To write simple nouns for animals. | • recognise and understand regular verbs in the affirmative form of the past simple. |

**Link to prior learning:**

- Animal vocabulary
- Action verbs

**21st Century Skills:**

- Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** *kangaroos, monkeys, parrots, lions, giraffes, visit, look, watch, jump, climb, talk, walk, chew leaves*

**Key expressions/structure:** Past simple affirmative forms of regular verbs: *walked, watched*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- This is the first time that learners have been introduced to the regular forms of the past simple. Use the context of the story and gestures to emphasise the forms are referring to the past.
- Learners may have problems pronouncing the regular past simple verb endings – they may try to pronounce them as they are spelled. Model and drill the pronunciation so that learners are exposed to the different sounds of *-ed*, but without a heavy focus on this.

**Resources/equipment needed:**

Learner's Book page 196

Activity Book page 158

Audio Track 162

## UNIT 9 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Follow the leader**<br>1. Put learners in groups and have each group make a line. Each group starts to walk around the classroom. When you call the action, learners swap from walking to that action. Suggested actions: *jump, hope, climb, run, hop, kick.*<br>2. Occasionally call out: *Swap!* When you say this, the learner at the front of the line has to run to the back, and another learner becomes the 'leader'. |
| **Resources** | **Main activity** |
| **Learner's Book page 196**<br>**Audio Track 162** | **A day at the zoo: Activity 1**<br>1. Ask learners to open their Learner's Book at page 196 and look at the pictures. Elicit the names of the animals and teach any that learners don't recognise.<br>2. Play the audio for learners to listen and follow in their books.<br>3. Demonstrate the story with actions for each of the verbs. Ask learners to listen to the audio and copy your actions.<br>4. Divide the learners into groups. Allocate an animal for each group. When the group hears their animal, they do their action.<br>5. Tell learners to listen as you name the animal. Learners respond by doing the same action as the animal. When they do the correct action, say *Yes, (the monkeys climbed)*, emphasising the pronunciation of the *-ed* in the past tense verb. Ask learners to repeat the sentence after you.<br>6. Focus on the picture of Faisal at his desk and say: *Faisal is thinking about the zoo.* Draw learners' attention to the words *now* and *past* in the picture and say: *Faisal visited the zoo last week.* Emphasise the use of the past with gestures, then say each of the actions again while gesturing behind you to demonstrate that they are in the past. |
| **Learner's Book page 196** | **Yes or no?: Activity 2**<br>1. Ask learners to look at the mazes in Activity 2. Hold up your book and trace the first line, with learners following in their book. When you have joined the two words, say the sentence: *The monkeys jumped.* Ask learners: *yes or no?* Elicit: *No. The monkeys climbed.*<br>2. When you are confident that learners know what to do, put them in pairs so that they can follow the lines, say the sentences and then decide if they are correct or not. Monitor learners as they work.<br>**Feedback**<br>Ask pairs of learners to read out the answers: one learner says the sentence and the other says *yes* or *no.*<br>**Answers**<br>The monkeys jumped. No.<br>The lions walked. Yes.<br>The giraffe talked. No.<br>Faisal smiled. Yes<br>The parrots climbed. No. |

| | |
|---|---|
| **Activity Book page 158** | **Activity Book: Activity 1**<br>1. Ask learners to look at Activity Book Activity 1. Read the first clue with the learners. Ask them to put up their hands to guess the animal.<br>2. Learners read the other clues and write the animals.<br>**Feedback**<br>Ask individual learners to take it in turns to read out the clues and say the name of the animal.<br>**Answers**<br>1 kangaroo; 2 parrot; 3 lion; 4 monkey; 5 giraffe |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to read the clues. |
| | **Differentiation activities (Stretch):**<br>1. Learners work individually. Learners think of their own clue for another animal. They ask their partner or the class to guess. |
| **Activity Book page 158** | **Activity Book: Activity 2**<br>1. Focus on the pictures in Activity 2 and elicit the names of the animals. Then go through the first example with the class and check learners' understanding.<br>2. Learners then work individually to match the animal with the correct action.<br>**Feedback**<br>Put learners in pairs so they can compare their answers, then check as a class by asking learners to read out the sentences. You may like to play the audio from Learner's Book Activity 1 for learners to listen and check.<br>**Answers**<br>1 e; 2 d; 3 a; 4 b; 5 c |
| **Resources** | **Plenary** |
| | **Mime game**<br>1. Mime the action of one of the animals from Learner's Book Activity 1, for example, *jump.* The learners have to guess what action it is and say the action in the past tense, for example, *The kangaroos jumped.*<br>2. Continue in this way, inviting individual learners to stand up and mime for the rest of the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.

(G2.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrates comprehension, and in a manner that sounds like natural speech.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, past simple regular verbs.

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to two short poems.<br>**Speaking:** To say affirmative sentences using regular verbs in the past simple.<br>**Reading:** To read two poems and recognise the written form of past simple verbs and vocabulary in the poem.<br>**Writing**: To write a sentence to describe a picture using regular verbs in the past simple. | • understand and use affirmative statements with past simple regular verbs<br>• say words following a model. |

**Link to prior learning:**

- Past simple regular verbs

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** *countryside, seaside, beach, sea, shell, boat, hill, sky, stream, tent, visit, climb, look, fish, camp, walk, play, collect, sail, quiet, pretty, windy, beautiful*, *fun*

**Key expressions/structure:** Past simple affirmative forms: *I visited/played/walked,* etc.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners will not be familiar with some of the regular past simple forms introduced in the poem, and learners may still have difficulty recognising verbs in the past simple. Use gestures to demonstrate that the verb is in the past.

**Resources/equipment needed:**

Learner's Book pages 197-198

Activity Book page 159

Audio Track 163

## UNIT 9 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Teacher says**<br>1. Ask learners to listen to your instructions and do the actions if you say *Teacher says*. If you don't say *Teacher says*, the learner should sit out of the game.<br>2. Use this game to review the following verbs in preparation for this lesson: *walk, climb, look, play, collect.* |
| **Resources** | **Main activity** |
| **Learner's Book page 197**<br>**Audio Track 163** | **Before you read: Activity 1**<br>1. Ask learners to turn to page 197 in their Learner's Book and look at the pictures. Ask: *What can you see?* and elicit elements that learners already know. Then teach the words labelled in the picture by pointing at the word, saying it and having learners repeat. You may like to test learners by saying a word and asking learners to point at the correct element in the picture.<br>2. Ask learners: *Can you see these things near your home?* Encourage learners to share what they can see near where they live.<br>3. Tell learners that they will read about two people who go on holiday. If necessary, explain the meaning of *holiday*.<br>4. Play the audio for learners to listen and point at the elements in the pictures as they hear them.<br>5. Tell learners to turn to the next page and play the audio again. This time learners listen and read along in their books.<br>6. Ask learners: *Do you like the seaside or the countryside?* Encourage each learner to share their opinion. |
| **Learner's Book page 198** | **The seaside or the countryside?: Activity 2**<br>1. Draw learners' attention to the pictures in Activity 2 and what the boys are wearing. Point to each picture and ask: *the seaside or the countryside?* to elicit where each boy went.<br>2. Ask learners to look at the small pictures and the actions. Read the actions and have learners repeat.<br>3. Then read each action again, pausing after each one to ask: *the seaside or the countryside?* and elicit where each action takes place.<br>4. Read out the text in the speech bubbles to demonstrate the activity. Tell learners that they will pretend to be each of the boys and they must say what they did in their holidays. If necessary, you can model this with a confident learner by taking on the role of Tariq and giving the other learner the role of Hassan. Talk about two of the pictures, in this way: Teacher (Tariq): *I collected shells*. Student (Hassan): *I camped in a tent.*<br>5. Put learners in similar ability pairs and assign a role to each learner. Monitor learners closely to ensure that they are correctly using the past simple.<br>**Answers**<br>The seaside: walk on the beach, play in the sea, collect shells<br>The countryside: fish in the stream, camp in a tent, climb a hill |

| | |
|---|---|
| **Activity Book page 159** | **Activity Book: Activity 1**<br>1. Ask learners to look at the word search in Activity Book Activity 1. Focus on the pictures around the word search and elicit the words.<br>2. Learners work individually to find and circle the words in the word search. Encourage them to tick off each picture as they find the word in the word search.<br>**Feedback**<br>Put learners in pairs so they can compare their word searches. |
| | **Differentiation activities (Support):**<br>1. Write the words on the board to help learners identify what they are looking for. |
| | **Differentiation activities (Stretch):**<br>1. When learners have finished, they can help a less confident learner to find the words. |
| **Activity Book page 159** | **Activity Book: Activity 2**<br>1. Read the instructions in Activity Book Activity 2 with learners. Elicit some of the activities from Activities 1 and 2 in the Learner's Book, such as *collect shells, camp in a tent*.<br>2. Ask learners to imagine that they went on holiday. They should choose an activity, then draw a picture of it and write a sentence in the past tense. Learners draw one of the activities. |
| | **Differentiation activities (Support):**<br>1. Allow learners to copy an activity from page 198 of the Learner's Book. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners to write more than one sentence. |
| **Resources** | **Plenary** |
| | 1. Ask learners to show a partner their picture and read their sentence.<br>2. If you have time, you can invite individual learners to stand up, show their picture and read their sentence to the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (e.g. *yes/no, either/or* and simple *wh*-type questions).

(G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational text, etc.).

(G2.4.4.1.9) Spell common irregularly spelled grade appropriate high-frequency words.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen and act out a poem.<br>**Speaking:** To say simple sentences in the past simple.<br>**Reading:** To read simple sentences in the past simple.<br>**Writing**: To write a poem using the past simple. | • say and use simple verb phrases in the past simple. |

**Link to prior learning:**

- Vocabulary about the city
- Vocabulary about the seaside
- Past simple regular verbs
- Adjectives

**21st Century Skills:**

- Learning and Innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas

**Key vocabulary:** *visit, play, walk, collect, climb, camp, sea, seaside, beach, shells, tent, hill, quiet, noisy, big, small, fun, busy, pretty, park, zoo, fun*

**Key expressions/structure:** Past simple: *I walked ...; There is/are* + (adjective) nouns

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not know how to complete the gaps in the poem with the correct vocabulary. Look at an example of a model word bank poster as a class for the countryside poem from Lesson 15. Encourage learners to create a word bank poster for their city poem.

**Resources/equipment needed:**

Learner's Book page 199

Activity Book page 160

A small ball; blank cards (12 per each pair of learners)

## UNIT 9 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Ball game**<br>1. Ask learners if they can remember the poems about the countryside and seaside from Lesson 15, and elicit the words that they remember.<br>2. Ask learners to stand in a circle. Hold the ball and say a word or phrase from the poems. Ask learners to repeat this. Then pass the ball to a confident learner and ask them to add another word or phrase, and then pass the ball back to you. Ask all the learners to repeat the new word or phrase.<br>3. Continue this procedure a few more times with different learners. |
| **Resources** | **Main activity** |
| **Learner's Book page 199** | **Matching game: Activity 1**<br>1. Ask learners to look at Learner's Book page 199. Explain that they are going to make cards like the example in the book. Put learners in pairs and give each pair a set of blank cards. One learner should copy the words in the first column (the verbs) and another learner should copy the words in the second column (the nouns and noun phrases). They should write one verb or noun / noun phrase on each card.<br>2. Demonstrate the activity using the word cards. Stick the word cards on the board in the same way that they appear in the Learner's Book. Take the card for *collect* and hold it up. Ask learners to identify the word that goes with it (*shells*) then stick them together at the top of the board.<br>3. In pairs, learners match their word cards. Then check the activity as a group by asking learners to come to the board and match the word cards. Model and drill pronunciation of the complete verb phrases.<br>4. Next, tell learners that they will play a memory game. Demonstrate by turning over all of the cards on the board. Turn over two cards and ask: *Is it a match?* If the verb and the noun match, learners say: *Yes* and if not, they say: *No.* Turn the cards back over. Continue this way until you get a match.<br>5. Allow learners to play the game in pairs. Monitor closely and help as necessary.<br>**Answers**<br>Suggested matches: visit the seaside, play in the sea, walk on the beach, collect shells, climb a hill, camp in a tent |
| **Learner's Book page 199** | **Make sentences: Activity 2**<br>1. Review the adjectives in the box in Activity 2 using gestures. Do the gesture and ask learners to say the correct adjective. You may need to teach the meaning of *busy.*<br>2. Read the sentence prompts and elicit adjectives from learners to complete the sentences. For the final sentence prompt, elicit some other places that learners know, for example *the zoo*, *the park*, *school* and have them choose one and write about it. Finally, put learners in pairs and have them read their sentences to each other.<br>3. You may like to take this opportunity to review the pronunciation of words ending in *-y*, and ask learners to identify and say the words ending in *-y* in this activity.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Activity Book page 160** | **Activity Book: Activity 1**<br>1. Tell learners they are going to write a poem about visiting the city. Show learners the gapped poem in Activity Book Activity 1.<br>2. Read out the poem and elicit ideas to fill the gaps. Draw learners' attention to the Word box and encourage them to use the words.<br>3. Divide the class into pairs and ask them to complete the poem together. Monitor and help learners with spelling as necessary.<br>4. Ask learners to stand up and read out their poems to the class.<br>5. Encourage the rest of the class to clap after each presentation. |
| **Resources** | **Plenary** |
| **Activity Book page 160** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer for the statement. Emphasise the importance of giving an honest answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.3.5.1.1) With help and support, read and understand a variety of grade-appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational texts, etc).

(G2.4.1.1.2) Write legibly progressing from right to left; space letters, words and sentences appropriately.

(G2.4.2.1.2) Independently write simple sentences of four or more words.

(G2.4.3.1.1) Use grade-appropriate language structures, for example, past simple (regular).

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to a text and identify information.

**Speaking:** To say sentences with past simple regular verbs, say a chant.

**Reading:** To read simple sentences with past simple regular verbs.

**Writing**: To write simple sentences with past aimple regular verbs.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- say words following a model
- identify and say words with the *t* sound
- understand and use affirmative sentences with regular verbs in the past simple.

**Link to prior learning:**

- Past simple regular verbs
- Words with initial and final *t* sound

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** Review of vocabulary Lessons 13–16

**Key expressions/structure:** Review of structures Lessons 13–16

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not be able to pronounce the final *-ed* ending of the past simple forms correctly. Review pronunciation before the speaking activity by modelling and drilling the correct pronunciation.
- Learners may not be able to spell the past simple forms in the writing activity. Encourage them to notice the *-ed* endings in the reading activity and use these to help them.

**Resources/equipment needed:**

Learner's Book page 200

Activity Book page 161

Audio Track 164

## UNIT 9 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **Listen and find**<br>1. Tell learners they are going to listen to your instructions and find something in the class. Demonstrate by saying: *Listen and find something (big).* Then come up to something big and touch it.<br>2. Ask all learners to stand up. Call out the different adjectives from this list: *big, small, long, short, hard, soft, dirty, clean, old, new*. The last learner to find something sits down. Continue until you have said all of the adjectives or there is only one learner left standing. |
| **Resources** | **Main activity** |
| **Learner's Book page 200**<br>**Audio Track 164** | **Teddy bear chant: Activity 1**<br>1. Ask learners to look at Learner's Book page 200. Play the audio, using actions to explain vocabulary as necessary.<br>2. Ask learners to listen and do the actions. Play the audio.<br>3. Then play the audio again, pausing after each line for learners to repeat.<br>4. Learners practise saying the chant with actions in pairs or groups.<br>5. Ask learners: *What sound do most of the words have?* Elicit that they have a *t* sound.<br>6. Draw learners' attention to the sentences underneath the chant. Quickly remind them of the meaning of *first, second, third* by saying the word and hold up the corresponding number of fingers.<br>7. Ask learners to look at the chant and find the teddy bear's actions with *touch.* Read aloud the sentences and elicit the correct answer for the gap. Draw learners' attention to the form *touched* and gesture to show that it is in the past. Then ask individual learners to read out the sentences.<br>**Answers**<br>1 ground; 2 nose; 3 toes |
| **Learner's Book page 200** | **Picture search: Activity 2**<br>1. Ask learners to look at the pictures in Activity 2 and briefly discuss what they can see.<br>2. Read the questions next to the pictures and tell learners that they will look for the different items in the pictures. Do the first one as a model with the whole class by reading aloud the question and asking learners to say in which picture they can see boys walking on a pavement (Picture 1).<br>3. Put learners in pairs so they can work together and find the items in the picture. Monitor and help as necessary.<br>**Feedback**<br>Split the class into two groups to check the answers. One group reads the question in unison, then the other group says: *Picture (1)* in unison. Alternate the roles of each group so they have equal turns at asking and answering.<br>**Answers**<br>Picture 1: boys walking on a pavement; ice cream; a shell; an animal chewing; something soft<br>Picture 2: a tent; a stream; noisy animals; a worm |

| | |
|---|---|
| **Activity Book page 161** | **Activity Book: Activity 1**<br>1. Ask learners to look at the pictures in Activity Book Activity 1 and elicit what they can see.<br>2. Explain that learners need to read the sentences and tick the correct picture. You can have learners do this in pairs or individually.<br>3. Next, draw learners' attention to the pictures in the second half of the activity and ask them to tell you what they can see. Explain that they need to complete the gaps with the correct word from the Word box. You may like to model the activity by writing the gaps for the first word on the board, eliciting the answer and then writing it on the gaps.<br>**Feedback**<br>For the first part of the activity, ask individual learners to read aloud the sentence and say the letter of the correct picture. For the second half of the activity, check answers as a class by asking individual learners to say and spell the words. Write the words on the board so learners can check their spelling.<br>**Answers**<br>1 a; 2 a; 3 camp; 4 hill; 5 chew; 6 smile |
| **Resources** | **Plenary** |
| **Activity Book page 161** | **Activity Book: Learning goal**<br>1. Direct learners' attention to the self-evaluation statement.<br>2. Read the statement.<br>3. Ask the learners to think and circle the correct answer for each statement. Emphasise the importance of giving an honest answer. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place or action.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways and speak one at a time about the topic under discussion.

(G2.2.2.1.1) Recite songs, poems and rhymes with clear diction, pitch, tempo and tone; retell a story with appropriate facts and relevant details, speaking clearly and at an appropriate pace.

(G2.3.5.1.2) Follow, recognise and respond to dual-step instructions written with familiar words to perform simple actions; understand the connectives used for sequencing (e.g. *and, first, then*).

(G2.4.3.1.1) Use grade-appropriate language structures.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen for specific information.<br>**Speaking:** To create simple sentences to describe a picture.<br>**Reading:** To read learning objectives statements and respond.<br>**Writing**: To write simple sentences using past simple regular verbs. | • understand and use past simple regular verbs in affirmative sentences with simple nouns. |

**Link to prior learning:**

- Vocabulary and structures from Unit 9

**21st Century Skills:**

- Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectably

**Key vocabulary:** Review of Unit 9 Lessons 1–17

**Key expressions/structure:** Review of Unit 9 Lessons 1–17

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may struggle to create their own sentences accurately for the writing activity. Write useful sentence stems on the board and encourage learners to use these for support when creating their sentences. Monitor and correct as necessary.

**Resources/equipment needed:**

Learner's Book page 201

Audio Track 165

A small ball

## UNIT 9 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | **'I can see' game**<br>1. Tell learners you have made a list of ten things you can see in a city. They have to guess the ten things you have written on the list.<br>2. Divide the class into two or four teams, depending on the size of the class. Ask each team to think of a team name and write the team names on the board.<br>3. Learners discuss what they think the things are in their teams first. (If your learners have good literacy skills, you can ask them to write their words in their notebooks.) Then ask the different groups to take turns guessing one thing on your list. If they guess correctly, write the item under their team's name on the board. Continue until all the items have been guessed. You can give points for correct guesses to make the game more competitive.<br>4. If learners suggest other things you can see in a city, you can accept them.<br>**List of things you can see in a city:** pavement, traffic lights, school, shops, library, swimming pool, zoo, building, park, bakery |
| **Resources** | **Main activity** |
| **Learner's Book page 201**<br>**Audio Track 165** | **Crazy zoo!: Activity 1**<br>1. Ask learners to look at the picture in their Learner's Book on page 201. Ask: *What can you see?* Then ask them to find two things or actions beginning with the *t* sound (*tent, talk*) and two things beginning with the *m* sound (*mouse, monkey*).<br>2. Tell learners to write the numbers 1 to 6 in their notebooks. Explain that they will listen to a description of the picture, and they need to look at the picture and write *yes* or *no.*<br>3. Play the audio twice, pausing after each sentence for learners to write the correct word.<br>**Feedback**<br>Divide the class into teams to discuss their answers. Elicit the answers by saying a number and asking learners to raise their hands if the answer is *yes*, and do nothing if the answer is *no*. Give points to each team for correct answers, and extra points if they can give the correct sentence.<br>**Answers**<br>1 No (It was a sunny day.); 2 No (A mouse climbed a tree.); 3 Yes; 4 No (A kangaroo talked to a lion.) 5 No (A monkey camped in a tent.); 6 Yes |
| | **Differentiation activities (Support):**<br>1. Learners can tick and check next to the numbers in their notebooks instead of writing *yes* and *no.* |
| | **Differentiation activities (Stretch):**<br>1. Learners can write *yes* and *no,* and write extra information about what they hear. |

| | |
|---|---|
| **Learner's Book page 201** | **Write about it: Activity 2**<br>1. Divide the class into pairs. Ask them to write sentences to describe the crazy zoo in Activity 1. Give an example to show they need to make sentences with the past simple and write this on the board, for example, *A monkey camped in a tent.*<br>2. Learners work together to write sentences. Monitor closely to help learners with spelling and accuracy.<br>**Feedback**<br>Ask each pair of learners to read aloud their sentences.<br>**Answers**<br>Suggested answers:<br>It was a sunny day. A monkey camped in a tent. A mouse climbed a tree. A lion talked to a kangaroo. A parrot jumped into a lake. A giraffe fished in the lake. |
| | **Differentiation activities (Support):**<br>1. Learners only write two sentences. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write four sentences. |
| | **Opposites ball game**<br>1. Demonstrate the activity by asking learners to stand in a circle at the front of the class. (If you have a large class, you can demonstrate the game with a small group of learners and then let the rest of the class play in groups.)<br>2. Hold the ball in your hand and say an adjective from the opposites learners have studied in previous lessons. Throw or pass the ball to a learner and they have to say the opposite of the adjective, for example, you say: *hot* and the learner says: *cold*.<br>3. If the learner doesn't give the correct answer, indicate that they have to give the ball to another learner to say the answer. If the learner says the correct answer, they keep the ball and say another adjective and pass/throw the ball to the learner of their choice. Continue like this.<br>4. If you have a large class, divide the class into small groups and give each group a ball to play the game. Monitor while learners are playing to check they are giving the correct answers. |
| **Resources** | **Plenary** |
| **Learner's Book page 201** | **Look what I can do!**<br>1. Ask learners to look at the statements in the *Look what I can do!* section.<br>2. Read the statements and tell learners to put their hands up if they feel they can do it. You may like to ask a few learners to give examples. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:**<br>(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.<br>(G2.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.<br>(G2.4.3.1.1) Use grade-appropriate language structures for example, past simple regular verbs. | | | |

| LESSON PLAN | | LESSON: 19 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to a story.<br>**Speaking:** To predict what will happen in and tell a story.<br>**Reading:** To read a story. | • read a simple story containing past simple affirmative statements with regular verbs and the verb *to be* and adjectives**.** |

**Link to prior learning:**

- Past simple of regular verbs
- Past simple of the verb *to be*
- Adjectives

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *forest, house, path, knock, enter, kitchen, porridge, hot, cold, just right, living room, chair, break into pieces, stairs, bedroom, bed, hard, soft, sleep, return*

**Key expressions/structure:** Past simple affirmative statements: *Goldilocks knocked on the door.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners will not know the following words: *knock, answer, enter, forest, path, porridge, bedroom, living room, kitchen*. Pre-teach these before learners listen to the story, using the pictures in the Learner's Book and actions to show meaning.
- Learners may find it difficult to read the story independently because of limited literacy skills. Support learners to read by allowing them to listen to the story first and ask them to tell the story orally before they read the story so that they are familiar with the language in the story.

**Resources/equipment needed:**

Learner's Book pages 202-204

Audio Tracks 166-167

## UNIT 9 LESSON 19 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. In order to prepare learners for the story, draw an outline of a house on the board. Draw three squares inside the house and number each square (1= living room, 2 = bedroom, 3 = kitchen). Teach the words by pointing at the rooms in the house, saying the words and having learners repeat. Use mime to reinforce the meaning of these words.<br>2. Assign different mimes to each room (for example, mime eating or cooking for the kitchen, *sleeping* or *getting dressed* for the bedroom and *watching TV*, *sitting on the sofa* or *reading* for the living room). Perform the mimes and check learners recognise them.<br>3. Finally, play a game. Choose one of the mimes and do it. Learners look at the drawing on the board and clap the number of times for that room. For example, if you mime *sleeping*, learners should clap *twice* for *bedroom*. Repeat this for as long as learners are enjoying it. If you have time, you can ask individual learners to mime actions for their classmates to guess the room in the house. |
| **Resources** | **Main activity** |
| **Learner's Book pages 202-204**<br>**Audio Track 166** | **Before you read: Activity 1**<br>1. Ask learners to open their Learner's Book at page 202. Focus on the first picture and tell learners that they will listen to the beginning of the story.<br>2. Play the audio up to the pause for learners to listen and read.<br>3. Ask learners what they think happens in the story. Encourage them to use the information in the audio and the picture to help them.<br>4. Then tell learners that they will now listen to the story. Play the audio and pause after each picture to check learners' understanding by asking questions such as *Where is Goldilocks now? What did she do?*<br>5. Play the audio again for learners to listen and read along in their books.<br>**Feedback**<br>Elicit some ideas from the class, but don't say if their ideas are correct or not as they will be able to check their ideas as they listen. |
| | **Differentiation activities (Support)**<br>1. Learners work in a group, taking turns to read the sentences aloud. These groups could have more support by listening to the audio, line by line, and then taking turns to read the sentences. If this is not possible, a strong reader could be included in the group to help learners if they are struggling to read the sentences. |
| | **Differentiation activities (Stretch):**<br>1. These learners can work in pairs to read the story, taking turns to read each sentence. When they finish, they can go and support other groups with the reading. |

| | |
|---|---|
| **Learner's Book page 204**<br>**Audio Track 167** | **What happened next?: Activity 2**<br>1. Recap with learner where the story ends (Goldilocks is sleeping in the bed and the bears are in the bedroom looking at her). Ask learners to think about what happens next/how the story ends. Make sure to support learners with any language difficulties.<br>2. Then play the final audio track. Please note that there is no dialogue in the final part of the story and learners should guess what happens from the sound effects.<br>3. Encourage learners to tell you what happened at the end of the story (Goldilocks wakes up, sees the bears, screams and runs away).<br>4. Take this opportunity to briefly discuss Goldilocks's behavior with the learners, by asking them questions, such as *Is it right to enter someone's house like Goldilocks? (No) What do we say when we want something to eat at someone's house? (Please, Thank you).* |
| **Learner's Book page 204** | **Act it out: Activity 3**<br>1. Draw learners' attention to the pictures in Activity 3 and elicit that they are boots. Tell learners that the boots are from the bears' house and ask to whom each pair of boots probably belongs.<br>2. Explain to learners that they will pretend to Goldilocks and imagine they find the boots in the house. Read out the speech bubble and elicit other possible ways that Goldilocks might describe the boots, such as *These boots are very big! These boots are very heavy!* etc.<br>3. Put learners in pairs so they can talk about the boots.<br>**Feedback**<br>Circulate as pairs are talking, checking they are speaking in English and helping as necessary. At the end of the activity, invite a few pairs of learners to share their ideas with the rest of the class. |
| **Resources** | **Plenary** |
| **Audio Track 166** | 1. Divide the class into four groups: Goldilocks, Daddy Bear, Mummy Bear and Baby bear.<br>2. Play the audio again, pausing after just before each character speaks for that group of learners to read and say the lines. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**
(G2.1.1.1.1) Identify familiar words in a stream of speech which carries key information about a person, thing, number, time, place or action.
(G2.1.1.1.2) Describe main ideas and key details in a text read aloud or information presented orally or through other media.
(G2.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions.
(G2.3.5.1.1) With help and support, read and understand a variety of grade appropriate texts that are augmented with illustrations to recognise common types of text (e.g. storybooks, poems, informational texts, etc.).
(G2.3.5.1.7.1) Make and conform predictions about forthcoming information.
(G2.3.7.1.5) Connect the information and events in a text or story to life experiences (e.g. answer simple questions about the moral of a story).

| LESSON PLAN | | LESSON: 20 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 2** | **Unit: 9** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening**: To listen to project presentations.<br>**Speaking:** To give a simple presentation about a project.<br>**Reading:** To read instructions.<br>**Writing:** To write simple sentences using the present simple to create a book or poem. | • read and follow instructions with imperatives<br>• write simple sentences using the present simple and descriptive adjectives. |

**Link to prior learning:**

- Adjectives
- Present simple
- Vocabulary from Literacy project story

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *forest, house, path, knock, enter, kitchen, porridge, hot, cold, just right, living room, chair, break into pieces, stairs, bedroom, bed, hard, soft, sleep, return*

**Key expressions/structure:** Present simple affirmative: *Baby Bear is small; can + see/hear/smell + noun: I can see a big chair.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may feel uncomfortable working semi-independently in groups or pairs. You will need to monitor pair or group work carefully, give clear instructions, set a time limit before the start of the pair work and provide positive reinforcement to make them feel comfortable.

**Resources/equipment needed:**

Learner's Book page 205

PCM 9

A small ball; paper or card, pencils, crayons

## UNIT 9 LESSON 20 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 8).**

| Resources | Starter |
|---|---|
| | 1. Quickly review the Goldilocks and the Three Bears story with the learners, using question prompts such as *Who lived in the house?* (three bears) *Who entered the house?* (Goldilocks) *What did she eat?* (porridge), etc. |
| **Resources** | **Main activity** |
| | You should choose **one** of the project options given below. |
| **Learner's Book page 205** | **Option 1**<br>**Project A: Make an adjectives book**<br>1. Read the instructions with learners. Say the following adjectives and ask learners to identify something in the story that they can describe, for example, *hot*/*cold* – porridge; *big* – bed/armchair; *tasty* – porridge; *small* – bed/Baby Bear; *tall* – Daddy Bear; *hard*/*soft* – bed. You may also like to remind learners of the adjectives learned in Unit 8 to describe people (*happy*, *clever*, *kind*, *polite*, *friendly*) and ask learners to think about which ones they would use to describe the bears and Goldilocks.<br>2. Give learners paper or card, pencils and crayons to make a book. Each learner should draw two pictures demonstrating opposite adjectives and write sentences describing them, using the sentences on page 205 as a model.<br>3. When all learners have finished, put all the sheets of paper together and bind them to make a book. |
| **Learner's Book page 205** | **Option 2**<br>**Project B: Write a poem**<br>1. Divide learners into pairs. Ask them to read the instructions on page 205.<br>2. Learners look at the poem prompts on page 205. Elicit some ideas of things they could write in their poem. Write these on the board in three columns if necessary according to whether they are things that they can *see*, *hear* or *smell*.<br>3. In pairs, learners think about ideas they want to include in their poem.<br>4. Give out paper, pencils and crayons. Learners write their poem in pairs.<br>5. If time, learners can draw pictures of things in their poem.<br>6. Learners practise reading their poem with their partner. |
| | **Differentiation activities (Support):**<br>1. Provide less confident learners with the opportunity to be successful in the project work by ensuring the partner they are working with is empathetic and supportive to their needs. |
| | **Differentiation activities (Stretch):**<br>1. Provide more confident learners with the opportunity to be leaders in the project work and support other learners' needs. |

| | |
|---|---|
| | **Project presentations:**<br>1. If you chose Project A, learners should pass the book around the class, hold up their page and read the sentences that they have written.<br>2. If you chose Project B, learners should stand up in their pairs and read aloud their poems.<br>3. Give each learner their copy of PCM 9. Put learners in new pairs so they can present their project to a partner.<br>4. When learners have presented, draw their attention to the second column on the PCM 9 and tell them to colour the face that represents how they feel about their project.<br>5. Next, ask each learner to say how many stars they give their partner. Their partner then colours in that number of stars next to Project 9 on PCM 9. Remind learners of the importance of being fair and kind when giving their scores.<br>6. Take in PCM 9 and put them in learners' portfolios, so they can take them home at the end of the school year. |
| **Resources** | **Plenary** |
| | **Story ball game**<br>1. Ask learners to stand or sit in a big circle. Ask them if they can remember the story from Lesson 19.<br>2. Tell learners they are going to play a game to remember and tell the story. Hold the ball and begin to tell the story by saying one sentence. Ask learners to repeat your sentence. Ask for a volunteer to say the next part of the story. Pass or roll the ball to this learner in the group, they then add a sentence. Repeat the Learner's sentence, reformulating/correcting it if necessary. Ask all the learners to repeat the sentence.<br>3. Continue to tell the story in this way. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G2.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally or through other media, and supported by teacher demonstration.

(G2.2.1.1.8) Listen to others, take one's turns in respectful ways, and speak one at a time about the topic under discussion.

(G2.2.2.1.2) Work collaboratively to prepare short oral reports about grade appropriate topics and present them in class, incorporating visual displays as appropriate.

(G2.4.1.1.1) Form uppercase and lower case letters correctly.

(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words and sentences appropriately.

# Audioscript

## Learner's Book

## UNIT 1

**Track 2**

**Speaker:** Hello, school!
A ... apple
B ... book
C ... cat
D ... duck
E ... egg
F ... fish
G ... goat
H ... hand
I ... insect
J ... jacket
K ... kite
L ... leaf
M ... mouth
N ... nine
O ... octopus
P ... pencil
Q ... queen
R ... rain
S ... sun
T ... table
U ... umbrella
V ... van
W ... window
X ... in box
Y ... yellow
Z ... zoo

**Track 3**

**Speaker:** Hello, school!
Tables and chairs
A list of rules
Books and crayons
Hello, school!

**Track 4**

**Boy 1:** Hi. I'm Khalid. What's your name?
**Boy 2:** My name is Latif. How old are you?
**Boy 1:** I'm seven.
**Boy 1:** Me too!
**Boy 2:** I like your lunchbox.
**Boy 2:** Thank you!

**Track 5**

a table
a clock
a whiteboard
an ABC chart
chairs
computers

**Track 6**

**Boy:** In my classroom, there are tables and chairs. There are lots of books and two computers. There's also a whiteboard. What do you have in your class.

**Track 7**

1 chair
2 tables
3 computers
4 pencil
5 whiteboard

**Track 8**

1
**Girl:** My name is Amira. I am seven. I use computers at school.
2
**Boy 1:** My name is Marat. I am seven. I read at school.
3
**Boy 2:** My name is Zak. I am seven. I do maths at school

**Track 9**

**Girl 1:** My name is Nahla. I am from Abu Dhabi. I am seven. I read at school.
**Girl 2:** My name is Sara. I am from Dubai. I am seven. I write at school.
**Boy 2:** My name is Ahmad. I am from Ras al-Khaimah. I am seven. I use computers at school.

**Track 10**

I read and write.
I use computers.
I do maths.
I sing.
I draw.

**Track 11**

**Boy 1:** I go by bicycle.
**Boy 1 and Boy 2:** We go by bus.
**Girl 1:** I go by car.
**Girl 1 and Boy 2:** We go by boat.
**Boys:** We walk.

**Track 12**
**Boy:** A B C D E F G
**Children:** We're in school, you and me.
**Boy:** H I J K L M N
**Children:** I have a pencil. You have a pen.
**Boy:** O P Q R S T
**Children:** Look around. What do you see?
**Boy:** U V W X Y Z
**Children:** Put your hands on your head!

**Track 13**
**Children:** There was a farmer who had a dog
And Bingo was its name-o.
B-I-N-G-O! B-I-N-G-O! B-I-N-G-O!
And Bingo was its name-o!
There was a farmer who had a dog
And Bingo was its name-o.
...-I-N-G-O! ...-I-N-G-O! ...-I-N-G-O!
And Bingo was its name-o!
There was a farmer who had a dog
And Bingo was its name-o.
...- ...N-G-O! …
And Bingo was its name-o!
There was a farmer who had a dog
And Bingo was its name-o.
...- ...- ...-G-O! …
And Bingo was its name-o!
There was a farmer who had a dog
And Bingo was its name-o.
...- ...- ...- ...-O! …
And Bingo was its name-o!
There was a farmer who had a dog
And Bingo was its name-o.
...- ...- ...- ...- ...!
And Bingo was its name-o!

**Track 14**
**Speaker:** red
blue
green
yellow
brown
orange
black
purple
pink
white

**Track 15**
**Girl 1:** What's your name?
**Girl 2:** My name is Safa.
**Girl 1:** Can you spell your name, please?
**Girl 2:** S-A-F-A.
**Girl 1:** What's your favourite colour?
**Girl 2:** Black!
**Girl 1:** What's your name?
**Girl 2:** My name is Nada.
**Girl 1:** Can you spell your name, please?
**Girl 2:** N-A-D-A.
**Girl 1:** What's your favourite colour?
**Girl 2:** Pink.

**Track 16**
**Speaker:**
How do you go to school?
Please tell me!
Do you go by bicycle?
Do you go by car?
Do you go by bus?
Do you go by boat?
Or do you walk?
How do you go to school?
Please tell me!

**Track 17**
**Speaker:** I go to school by Richard Brown and Kate Ruttle
I go to school in the morning and I look like this.
I see a little rabbit and it hops like this.
I see a little duck and it swims like this.

**Track 18**
**Speaker:** I see a little squirrel and it climbs like this.
I go to school in the morning and I look like this!

**Track 19**
1 A squirrel climbs.
2 A rabbit hops.
3 I use a computer.
4 I read a book.

## UNIT 2

**Track 20**
**Speaker:** Families
Some families are big.
Some families are small.
I love my family best of all.

**Track 21**

**Boy:** Hi! My name is Samir.
It's Friday. Friday is family time in my house.
My grandpa and I play games.
My grandma makes cakes.
My mother and my baby brother read books.
My father often works far away, so my sister makes him a picture.
Girl: I'm making a picture of my dad.

**Track 22**

**Boy:** mother
mum
father
dad
brother
sister
grandpa
grandma
**Boy:** My mother reads books with my brother.
My grandpa is at home.
I have a baby brother.
I have three sisters.
My sister is making a picture for Dad.

**Track 23**

**Speaker 1:** John lives in the United States. He eats pancakes for breakfast.
**Speaker 2:** Trang lives in Vietnam. She eats noodles for breakfast.

**Track 24**

**Man:** Bilal eats cheese.
**Woman:** Samia eats olives.
**Man:** Xin eats bread.
**Woman:** Rashid eats labneh.

**Track 25**

**Boy:** My sister and I eat fruit salad for breakfast.
This is our recipe.
1 mango
10 grapes
1 banana
4 strawberries
Wash the fruit.
Cut up the fruit.
Eat your fruit salad.

**Track 26**

What do you eat for breakfast?
Do you eat bread?
Yes, yes, yes, I do!
Do you eat noodles?
No, no, no, I don't!

**Track 27**

**Speaker:** *a*
apple
cat

**Track 28**

Speaker: Here are Grandma's glasses.
Here is Grandma's hat.
This is how she folds her hands
And puts them on her lap.

**Track 29**

**Speaker:** The cat
The cat has a hat.
The cat has a map.
The cat claps.
The cat is back.
The cat has a nap in Dad's lap.

**Track 30**

**Speaker:** Ten in the bed
There are 10 in the bed
And the little one says,
'Roll over. Roll over.'
So they all roll over and 1 falls out.
There are 9 in the bed
And the little one says,
'Roll over. Roll over.'
So they all roll over and 1 falls out.
…
There is 1 in the bed
And the little one says, 'Good night!

**Track 31**

1 There are four people in this family. There is a mum, dad, a brother and a sister.
2 This family is small. There are three people.
3 This family is big. There is a mum, dad, grandma, grandpa, a brother and a sister.

## UNIT 3

**Track 32**

**Speaker:** Bounce the ball
Ball, ball,
Bounce the ball!
Roll it, throw it,
Catch the ball!

**Track 33**

1
**Girl 1:** Hit the ball!
**Girl 2:** Oops. I missed.
2
**Girl 2:** Throw the ball to Bingo, Dad!
**Dad:** Good dog! Bingo can catch a ball!
3
**Boy:** 1, 2, 3 … Roll the ball!
4
**Girl 1:** Ball, ball,
Bounce the ball.
Ball, ball,
Bounce the ball.
5
**Boy:** Hey, Mum! Watch me kick the ball! Goal!

**Track 34**

**Speaker:** Throw
**Girl:** Throw the ball to Bingo, Dad!
Speaker: Catch
Man: Bingo can catch a ball!
Speaker: Roll
Boy: 1, 2, 3. Roll the ball!
Speaker: Hit
Girl: Hit the ball!
Speaker: Kick
Boy: Hey, Mum! Watch me kick the ball!
Speaker: Bounce
Girl: Ball, ball, bounce the ball. Ball, ball, bounce the ball.
Speaker: H-I-T. *[pause]* H-I-T.
K-I-C-K. *[pause]* K-I-C-K.
C-A-T-C-H. *[pause]* C-A-T-C-H.
B-O-U-N-C-E. *[pause]* B-O-U-N-C-E.
R-O-L-L. *[pause]* R-O-L-L.
T-H-R-O-W. *[pause]* T-H-R-O-W.

**Track 35**

**Speaker:** Rock, paper, scissors
How to play:
You need two people.
1. Face your partner.
2. Say: 1, 2, 3, Go!
3. Make one of these signs with your hand.
rock paper scissors
4. Look at your partner's hand and your hand. Who wins the game?
paper rock
Paper can cover a rock, so paper wins.
rock scissors
A rock can break scissors, so rock wins.
scissors paper
Scissors can cut paper, so scissors win.

**Track 36**

**Speaker:** Bird, water, rock
How to play:
You need two people.
1. Face your partner.
2. Say: 1, 2, 3, Go!
3. Make one of these signs with your hand.
bird, water, rock
4. Look at your partner's hand and your hand. Who wins the game?
bird, water
A bird can drink water, so bird wins.
water, rock
Water can cover a rock, so *[pause]* water wins.
rock, bird
A rock can hit a bird, so *[pause]* rock wins.

**Track 37**

1. *[sound of a marble rolling across a hard floor]*
2. *[sound of a tennis racket hitting a ball]*
3. *[sound of a basketball bouncing on the floor]*
4. *[sound of someone kicking a ball]*
5. *[sound of two children throwing a catching a ball]*

**Track 38**

**Speaker:** *u*
cup
bug
…
I can run like a puppy
I can run like a puppy.
I can jump like a bug.
I can buzz like a bee.
I can sit on the rug.

**Track 39**

**Speaker:** Run, duck, run!
**Speaker:** This duck runs.
**Duck:** I run in the sun. It's lots of fun!
**Speaker:** The duck is in the mud. She's stuck!
**Duck:** Help! I'm stuck in the mud!
**Truck driver:** I can help. I have a truck.
**Speaker:** The duck goes up.
**Truck driver:** Up, up, up!
**Duck:** Thank you very much!
**Speaker:** The muddy duck runs again.
Duck: Goodbye!
**Truck driver:** Good luck!

**Track 40**

**Speaker:** Put your right hand on the table.
Touch your right ear.
Shake your left foot.
...
Put your right hand on the table.
Touch your right ear.
Shake your left foot.
Put your left hand on the table.
Touch your left ear.
Put your right hand on the table.
Shake your right foot.
Shake your left foot.

**Track 41**

**Speaker:** Wind the bobbin up
**Children:** Wind the bobbin up.
Wind the bobbin up.
Pull, pull.
Clap, clap, clap.
Point to your shoulders.
Point to your nose.
Point to your ears and
Point to your toes.
Clap your hands together, 1, 2, 3.
Put your hands upon your knees.
Wind the bobbin up.
Wind the bobbin up.
Pull, pull.
Clap, clap, clap.
Point to the ceiling. Point to the floor.
Point to the window and
Point to the door.
Clap your hands together, 1, 2, 3.
Put your hands upon your knees.

**Track 42**

Head, shoulders, knees and toes, knees and toes.
Head, shoulders, knees and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees and toes, knees and toes.
Point to your shoulders.
Point to your toes.
Put your finger next to your nose.
Touch your right ear, touch your left knee.
Clap your hands, 1, 2, 3.

**Track 43**

**Speaker:** The Ker-PLUNK
**Narrator:** A rabbit is having a nap by a pond.
The rabbit hears a strange and scary sound.
Ker-PLUNK!
**Rabbit:** Help! A scary Ker-PLUNK! Run, run, run!
**Ducks:** What's wrong, Rabbit?
**Rabbit:** It's the scary Ker-PLUNK! Hurry!
**Ducks:** Oh, no! A scary Ker-PLUNK! Flap, flap, flap!
**Rabbit:** Run, run, run!
**Frogs:** What's wrong? What's wrong?
**Rabbit and Duck:** It's the scary Ker-PLUNK! Hurry!
**Frogs:** Oh, no! A scary Ker-PLUNK!
Jump, jump, jump!
**Ducks:** Flap, flap, flap!
**Rabbit:** Run, run, run!
**Lion:** STOP! What's wrong?
**Rabbits:** It's the scary Ker-PLUNK!
**Ducks:** It's very scary!
**Frogs:** Very scary!
**Lion:** What's a Ker-PLUNK?
**Rabbit:** I don't know.
**Narrator:** Just then, a big nut falls from a tree into the pond. Ker-PLUNK!
**Rabbit:** Help! A scary Ker-PLUNK! Run, run, run!
**Lion:** Silly rabbit! A big nut fell in the pond. It made the sound Ker-PLUNK.
**Ducks:** What? Is the Ker-PLUNK a nut?
**Lion:** Yes.
**Frogs:** That's not scary.
**Lion:** No.
**Rabbit:** Oh well, let's go home.
**Ducks and Frogs:** Goodbye, wise lion!
**Lion:** Goodbye, silly animals. Good luck!

**Track 44**

**Speaker:** a, e, i, o, u

help ... e

flap ... a

pond ... o

nut ... u

big ... i

**Track 45**

R-controlled vowels

car

mother

corn

horn

girl

short

shark

sport

circle

brother

## UNIT 3

**Track 46**

**Speaker:** shark

mother

horn

circle

**Track 47**

1. The girl can jump.
2. Bounce the ball.
3. Touch your left ear.
4. Kick the ball.
5. Put your finger on your nose.
6. The boy can catch the ball.
7. Throw the ball into the box.
8. The duck is next to the pond.
9. Shake your right foot.

## UNIT 4

**Track 48**

**Speaker:** Party time

Look at me

What do you see?

I can be a clown

With a funny frown.

Or a king

With a silver ring.

**Track 49**

**Girl:** Hi, I'm Lucy. I'm with my family. We're making clothes.

We're going to a party. I'm a pretty princess and I'm wearing a gold dress.

**Track 50**

**Speaker:** dress

thobe

trousers

jacket

abaya

shoes

glasses

hat

...

**Girl:** Hi, I'm Lucy. I'm with my family. We're making clothes.

We're going to a party. I'm a pretty princess and I'm wearing a gold dress.

My brother is wearing a silver jacket. He's a superhero.

**Boy:** Look at me! I'm flying.

**Girl:** Look at Mum! Mum is a pilot!

**Woman 1:** Yes, I am! I'm wearing a pilot's hat. And here's my plane!

**Man 1:** Look everybody. I'm a clown.

**Woman 2:** Look at me. I'm a cook.

**Man 2:** And I'm a king. Look at my ring!

**Track 51**

**Speaker:** Mei-Mei is from China.

She likes red, black and white.

She's cutting squares and circles.

**Speaker:** Kevin is from the USA.

He likes orange, purple and …

He's cutting triangles and …

**Track 52**

1

**Boy 1:** I'm wearing a white thobe, black shoes and glasses.

2

**Girl 1:** I'm wearing a purple dress and a black hat.

3

**Girl 2:** I'm wearing a black abaya and white shoes.

**Track 53**

**Speaker:** *e*

egg

pen

**Track 54**

**Speaker:** Higgledy Piggledy
Higgledy Piggledy
My black hen.
She lays eggs
For gentlemen.
Sometimes nine and sometimes ten.
Higgledy Piggledy
My black hen.

**Track 55**

**Speaker:** The tent
**Boy 1:** Let's make a tent.
**Boy 2:** Look! A red tent next to the bed.
**Boy 1:** Let's put the teddy in the tent.
**Boy 2:** Let's put the jet in the tent.
**Boy 1:** Let's put the ten pens in the tent.
**Boy 2:** I like this tent.
Boy 1: This tent is the best!

**Track 56**

**Girl:** We're painting a picture on the wall. We're painting our city.
Our teacher is helping us.
Nabila is painting the UAE flag.
Aisha is painting a gold bridge.
Latifa is painting silver stars.
Sameera and Jamila are painting tall buildings.
Nabila thinks the city is beautiful.

**Track 57**

**Speaker:** London Bridge is falling down
London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.
Build it up with silver and gold,
Silver and gold, silver and gold.
Build it up with silver and gold,
My fair lady.

**Track 58**

1. triangle, square, circle, rectangle
2. square, triangle, circle, rectangle
3. triangle, rectangle, circle, square
4. rectangle, circle, triangle, square.

**Track 59**

The shoemaker is making shoes.
The shoemaker is sleeping. The children are making the shoes.
It's morning. The shoemaker wakes up.
The shoemaker is selling the shoes.
The shoemaker is very tired.
The children are working.
The shoemaker is watching.
The shoemaker is selling more shoes. He wants to thank his children.
The shoemaker is buying a present for his children.
The children are happy. The shoemaker is happy too.

**Track 60**

1. The shoemaker is making shoes. He's very tired.
2. The shoemaker is sleeping. The children are making the shoes.
3. The shoemaker is looking at the shoes.
4. The shoemaker is selling lots of shoes.
5. The shoemaker is buying a present.
6. The shoemaker and the children are eating the cake. They are all very happy.

**Track 61**

**Narrator:** ***-est***
**Speaker:** nest
vest

**Track 62**

**Speaker:** The little bird
in the big nest
has a beautiful
feather chest

**Track 63**

1. There are two blue squares.
2. There are three red circles.
3. The boy is wearing a blue thobe and a black hat.
4. The clown is wearing a blue vest.
5. The girl is painting a flag.
6. The girl is wearing a purple dress and glasses.
7. The girl is making a picture.
8. The bird is in a nest.

**Track 64**

**Speaker:** It is hot and Crow is very thirsty.
He sees some water.
He can't drink the water.
He thinks and thinks. Then crow has an idea.

Crow puts a stone in the jar.

1 stone, 2 stones, 3 stones, 4 stones, 5 stones, 6 stones, 7 stones, 8 stones, 9 stones, 10 stones.

Now Crow can drink the water.

Boy: Now I can drink the water!

Speaker: Smart Crow!

## UNIT 5

**Track 65**

Hello to the farmer,

Hello to the tractor,

Hello to the cows in their stall.

Hello to the fields,

Hello to the chicks,

Hello to you all!

**Track 66**

**Reporter:** Good morning, Sir. What are you doing?

**Man 1:** I'm driving a tractor.

**Reporter:** Hi there! What are you doing?

**Boy 1:** I'm feeding our cows. I like feeding them.

**Reporter:** Hello! What are you all doing?

**Girl 1:** We're feeding our chicks. We feed them every day.

**Reporter:** Hi, what are you doing?

**Man 2:** I'm planting vegetables in the field. We're helping our family.

**Reporter:** Hi, what are you doing?

**Boy 2:** I'm picking dates on our farm. I'm helping my family.

**Reporter:** Are you having fun?

**Boy 2:** Yes! I love dates!

**Track 67**

feeding

planting

picking

driving

collecting

[pause]

The boy is feeding the …

The man is driving a …

The man is planting …

The boy is picking …

The girls are collecting …

**Track 68**

moo

baa

cluck

neigh

quack

[…]

**Children:** Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a cow, E-I-E-I-O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, everywhere a moo moo!

Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a duck, E-I-E-I-O.
With a quack quack here and a quack quack there,
Here a quack, there a quack, everywhere a quack quack!
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.
And on that farm he had a sheep, E-I-E-I-O.
With a baa baa here and a baa baa there,
Here a baa, there a baa, everywhere a baa baa!
Old MacDonald had a farm, E-I-E-I-O.

**Track 69**

The life cycle of a hen

**1:** A tiny chick grows inside an egg.

**2:** The chick comes out of the egg.

**3:** The yellow chick eats and grows.

**4:** The chick becomes a hen.

**5:** The hen lays an egg

**Track 70**

Animals that lay eggs.

Many different animals lay eggs, including birds and fish. Ducks and hens lay eggs. They often make nests to keep the eggs in. Other animals, like turtles and fish, lay their eggs in water. They often have many eggs.
Some reptiles, like snakes, also lay eggs.

**Track 71**

Uncle Tom's farm

**1:** The boy is planting dates.

**2:** There are three ducks.

**3:** The man is driving a tractor.

**4:** The girls are feeding the ducks.

**5:** The man is picking vegetables.

**6:** The sheep are sleeping.

**Track 72**

*i*

big

pick

*ch*

chick

**Track 73**

Tongue twisters

**1:** Six sisters sing to six sick sheep.
Six sisters sing to six sick sheep.
Six sisters sing to six sick sheep.
**2:** How many sticks can a big chick kick?
How many sticks can a big chick kick?
How many sticks can a big chick kick?
**3:** Pick a big fig.
Pick a big fig.
Pick a big fig.

**Track 74**

Fix-it Fish

**Speaker:** This fish can fix things.
He's fixing a ship.
**Fix-it Fish:** I can fix this ship.
**Speaker:** He's fixing a swing.
**Fish 1:** Can you fix it?
**Fix-it Fish:** Yes, I can.

**Speaker:** He can fix tails, fins and wings.
**Fish 2:** Can you fix my wing, please?
**Fix-it Fish:** Yes, I can. Just a minute.

**Fish:** Thank you, Fix-it Fish!
**Fix-it Fish:** You're welcome!

**Track 75**

The life cycle of a bean
First, a seed is planted in the ground.
The the seed starts to grow.
Then, the seed becomes a big plant.
A bean grows on the plant.
There are seeds inside the bean.

**Track 76**

My garden.
Dig a little hole.
Plant a little seed.
Pour a little water.
Pull a little weed.
Chase a little bug. Where did it go?
Here comes the sun! Watch my garden grow.

**Track 77**

The potatoes are growing under the ground,
Under the ground, under the ground.
The tomatoes are growing above the ground,
Above the ground.
The onions are growing under the ground,
Under the ground, under the ground.
The peppers are growing above the ground,
Above the ground.
The carrots are growing under the ground,
Under the ground, under the ground.
The beans are growing above the ground,
Above the ground.

**Track 78**

**Little Red Hen**

**Little Red Hen:** I am making bread today.
**Little Red Hen:** Hello, Duck. Hello, Chick. Can you please help me pick the wheat?
**Duck:** Sorry, I'm busy.
**Chick:** Me too.
**Little Red Hen**: I am picking the wheat myself.
**Little Red Hen:** Hello, Duck. Hello, Chick. Can you please help me grind the wheat?
**Duck:** Sorry, I'm busy.
**Chick:** Me too.
**Little Red Hen:** I am grinding the wheat myself.
**Little Red Hen:** Hello, Duck. Hello, Chick. Can you please help me make the bread?
**Duck:** Sorry, I'm busy.
**Chick:** Me too.
**Little Red Hen:** I am making the bread myself.
**Duck:** Can we please eat your bread?
**Little Red Hen:** Will you wash the dishes?
**Chick:** Yes, I will.
**Little Red Hen:** Will you sweep the floor?
**Duck:** Yes, I will.
**Little Red Hen:** We are all eating the bread.
**Duck:** It's delicious.
**Little Red Hen:** Thank you, Chick. Thank you, Duck. You are very helpful.

**Track 79**

*h*
hen
house
hat
hay
happy

**Track 80**

Who has Hen's hat?
Harry has Hen's hat.
Who has Hen's hat?

Helen has Hen's hat.
Who has Hen's hat?
Haya has Hen's hat.
Who has Hen's hat?
Horse has Hen's hat!

## UNIT 6

**Track 81**

Two little eyes
Two little eyes to see all around.
Two little ears to hear each sound.
One little nose to smell what's sweet.
One little mouth that likes to eat.

**Track 82**

It's a beautiful day in the park. The sun is shining. I can hear birds singing.
Look! I can see the birds up in the trees. A little boy and his dad are smelling the flowers. Mmm. The flowers smell nice.
A family is eating red cherries. The cherries taste sweet! The baby is touching a toy rabbit. It feels nice and soft.
In the tree, a bird is singing. Can you hear it?
Listen now! A train is coming. Can you hear it?
Wow! That train is loud.

**Track 83**

see
hear
smell
taste
touch
...
see ... I see with my ...
hear ... I hear with my ...
smell … I smell with my …
taste ... I taste with my ...
touch ... I touch with my ...

**Track 84**

The cat says meow meow
The bird says tweet tweet
And the duck says quack quack
meow, tweet, quack
These are the sounds that the animals make!
The horse goes neigh neigh
And the sheep goes baa baa
neigh and baa
These are the sounds that the animals make!

**Track 85**

This is the view from my window.
I can see a building from my window.
I can see a park and some trees.
I can see a cow.
I can see four buses.
I can see a road and some cars.
I can see a mosque.
What can you see from your window?

**Track 86**

**1:** [sound of a train]
**2:** [sound of popcorn]
**3:** [sound of a cow mooing]
**4:** [sound of a mouse squeaking]

**Track 87**

**1:** [sound of a car]
**2:** [sound of a train whistle]
**3:** [sound of a phone ringing]
**4:** [sound of a sheep]
**5:** [sound of a horse]
**6:** [sound of a duck]
**7:** [sound of a cat]
**8:** [sound of a bird]

**Track 88**

**Boy:** I'm eating mango. It's cold and juicy. It isn't sour, it's very sweet!
**Girl:** Mmm, I like noodles. They're hot and salty.

**Track 89**

**Girl 1:** It is juicy and cold. I like ... watermelon!
**Girl 2:** It is cold and sweet. I like ... yoghurt!
**Boy 2:** It is hot and salty. I like ... balaleet!
**Girl 1:** It is sweet. I like ... jam!

**Track 90**

*o*
on
box
frog

**Track 91**

You put the oil in the pot,
And you let it get hot.
You put the popcorn in,
And you start to grin.
Sizzle, sizzle, sizzle, sizzle
Pop, pop, pop!

**Track 92**

**Speaker:** Tick, tock, hop!

Bob the frog hops to the pond.

Hop, hop, stop. Hop, hop, stop.

**Bob:** Hi. My name is Bob.

**Speaker:** Bob hears an odd sound. Tick, tock. Tick, tock.

He sees his friend, Fred, the fox.

**Bob:** Hi, Fred. What's that?

**Fred:** It's a clock.

**Speaker:** Fred hits a rock with two sticks. Tap-tap, bop! Tap-tap, bop!

**Bob:** I like that sound!

**Speaker:** The fish in the pond hear the sound. Flip, flop. Flip, flop.

**Fish:** We like that sound!

**Speaker:** Two rabbits hear the sound. Hop, hop, hop! Hop, hop, hop!

**Fish:** Come on, Bob. You can hop, too.

**Speaker:** Tick, tock. Hop, hop, hop!

We can dance to the sound of the clock!

**Track 93**

**Speaker:** Five friends and the elephant.

A man arrives with an elephant.

It's the first elephant to visit this land!

Five blind friends want to meet it. They can't see, but they can use their other senses to learn about the world.

The five friends go to meet the elephant.

**Friend 1:** Can we meet your elephant, please?

**Man:** Of course. My elephant is friendly.

**Speaker:** The first friend feels the elephant's long, thin tail.

**Friend 1:** The elephant feels like a rope!

**Speaker:** The second friend feels the elephant's side.

**Friend 2:** The elephant feels like a wall!

**Speaker:** The third friend feels the elephant's leg.

**Friend 3:** The elephant feels like a big, strong tree!

**Speaker:** The fourth friend feels the elephant's ear.

**Friend 4:** The elephant feels like a giant fan!

**Speaker:** The fifth friend feels the whole elephant's trunk.

**Friend 5:** The elephant feels like a long, wiggly snake!

**Man:** All of you are right, my friends. My elephant has many different parts and each part feels different. Why don't you help me take care of my elephant? You can get to know the whole elephant better.

**Friend 3:** The elephant smells like a horse.

**Friend 1:** The elephant likes the taste of apples.

**Friend 2:** The elephant has a loud voice.

**Friend 4:** We like this elephant.

**Speaker:** So the five friends help the man take care of the elephant. They learn many interesting things!

**Track 94**

*s*

soft

sock

...

Samia sees some soft socks.

**Track 95**

It's sunny. Salman is playing in the sand. He's eating a sunflower seed. Salman sees a snake.

Snakes go sss …

Salman is scared. He touches the snake with a stick.

Sara is Salman's sister. She feels the snake. It's soft and slippery.

She isn't scared. The snake is fake!

**Track 96**

Ahmad touches it. It feels like rope.

Ahmad smells it. It smells sweet.

Ahmad tastes it. It tastes juicy. He likes it.

Ahmad meets his sister. He gives it to her.

What is it? ... It is a pineapple!

**Track 97**

box

log

lock

shop

pot

**Track 98**

It is hot, said the fox.

Then the fox sees a box.

The box is on top of a rock.

The fox hears a sound, tick-tock!

What is in the box?

**Track 99**

**1:** The watermelon is juicy.

2: I can smell with my nose.

**3:** The popcorn tastes salty.

**4:** The trunk feels like a snake.

**5:** The snake is in the sand.

**6:** The fox is on the rock.

## UNIT 7

**Track 100**

Bus driver, bus driver

**Boy:** Bus driver, bus driver

**Boy:** May I have a ride?

**Man:** Yes, of course.

Please come inside.

Find a seat.

Then sit down.

Buckle up.

We'll drive through the town.

**Track 101**

Teacher: Hello, my name is Mr Wheeler. I'm taking my class on a trip – we're travelling by bus. We're going to Fun Land – it's a theme park. Today is going to be fun. There are lots of fun things we can do.

**Boy 1:** We can slide down a slide!

**Boy 2:** We can climb up a tower!

**Boy 1:** We can float down a river!

**Boy 2:** We can drive a little car!

**Boy 1:** We can fly in a plane!

**Track 102**

climb

slide

float

drive

fly

[…]

**Speaker:** In Fun Land, what can you climb up?

**Girl:** I can climb up ...

**Speaker:** What can you slide down?

**Girl:** I can slide down ...

**Speaker** What can you float down?

**Girl:** I can float down ...

**Speaker** What can you drive?

**Girl:** I can drive ...

**Speaker** What can you fly in?

**Girl:** I can fly in ...

**Track 103**

**Make a plane**

**One**… Choose your favourite colour paper.

**Two** … Fold the piece of paper down the middle.

**Three** … Fold the top corners down to the middle.

**Four**… Bend the wings a little bit.

**Five** … Fly your paper plane.

**Track 104**

Bilal and Waleed are seven years old.

They live in Abu Dhabi.

It is a beautiful day.

The boys are on the Corniche.

Bilal has a red sports car and Waleed has a green sports car.

They race their cars.

Both cars are very fast but the green car is first.

Waleed is the winner!

**Track 105**

*k*

kite

camel

kayak

cake

Track 106

Kim is from Canada. She makes kites for the kite competition.

Her kite has many colours.

The kite competition is fun! After the competition, she eats cake.

**Track 107**

**Speaker:** Kind Kate keeps Kim's colourful kite in the car.

**Track 108**

… in a plane

… down the river

… the wings

… the paper

… a tower

… down a slide

… a car

… in a plane … fly in a plane

… down the river … float down the river

… the wings … bend the wings

… the paper … fold the paper

… a tower … climb a tower

… down a slide … slide down a slide

… a car … drive a car

**Track 109**

*ee*

tree

teeth

knee

**Track 110**

**Speaker:** Please keep out!

**Speaker:** The man is sleeping in the tent. The sheep bleats.

**Man:** Keep out, sheep!

**Speaker:** The deer is next to the tree.

**Man:** Keep out, deer!

**Speaker:** The bee is next to his feet.

**Man:** Keep out, bee!

**Speaker:** The Jeep is in the field. It goes BEEP!

**Man:** Keep out, Jeep!

**Speaker:** Can the man sleep?

**Man:** Keep out, sheep, deer, bee and Jeep. I am trying to sleep!

**Track 111**

Come for a ride in my big blue boat,
My big blue boat, my big blue boat.
Come for a ride in my big blue boat,
Out on the deep blue sea.

My big blue boat has two red sails.
Two red sails, two red sails.
My big blue boat has two red sails,
Two red sails.

**Track 112**

**Children:**

The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round,
All day long.
The wipers on the bus go swish, swish, swish ...
The money on the bus goes chink, chink, chink ...
The mums on the bus go chatter, chatter, chatter ...
The dads on the bus go ssh, ssh, ssh ...
The bell on the bus goes ding, ding, ding ...
The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round,
All day long.

**Track 113**

It is a sunny day.
There is a big black boat in the deep water.
It has a green sail.
There is a small white boat in the shallow water.
It has a blue sail.
There is a tall man and a short man on the boat.
They're having fun!

**Track 114**

**Transport**

There are many kinds of transport.
They move people and things.
They can go on the land or on the water.
This is a dhow boat.
You can ride on the water in a dhow boat.
It is slow.
This is a train.
It can travel over the ground.
It can go fast or slowly.
This is a car.
You can drive a car fast or slowly.
This is a bus.
You can go on a yellow bus to school. It goes slowly and stops at different places.
This is a big red skateboard.
You can ride on a skateboard in the park.
You can jump over things.
This is a camel. You can ride a camel in the desert. It walks slowly.
You can ride a motorcycle very fast. A motorcycle can go up and down a hill.
Vehicles have different numbers of wheels.
Bicycles have two wheels.
Tricycles have three wheels.
Unicycles have only one wheel.
Wheelchairs have two big wheels and two little wheels.
Some wheelchairs have three wheels. They can go very fast.

**Track 115**

**Man:** This is Agatha. She lives in Holland. She likes riding her bike. She can go fast or slowly on her bike!

**Woman:** This is Mike. He lives in Canada. His wheelchair can go very fast.
He plays basketball in his wheelchair.

**Track 116**

*g*
girl
goose
gate
…
flag
peg
dig
frog

**Track 117**

G as in girl

G as in girl, giggles and gum.

G as in grandma, garden, fig tree in the sun.

G as in green frog on a log.

G as in goose, goat in the fog.

**Track 118**

Poor Meg!

Meg is a good girl.

She goes to the big park.

The grass is green.

A gold goose is sitting next to an egg.

Meg sees green figs. Meg likes figs.

The figs are high!

Meg climbs the tree.

Oops ... she falls on the ground.

She breaks her leg. Ouch ... poor Meg!

**Track 119**

I like to ride my bicycle.

I like to ride the train.

I can't drive a car.

I can't fly a plane.

**Track 120**

**1:** The sail boat has two blue sails.

**2:** He can fly a plane.

**3:** This is a big red bus.

**4:** She is climbing the tower.

**5:** The car has four wheels.

**6:** The sheep sleeps in the field.

**7:** The frog is eating a big bug.

**8:** This is a little brown log.

**Track 121**

A father, mother, son and daughter live on a small farm and grow vegetables.

Father has some seeds.

He plants the seeds. He waters the seeds.

The sun shines every day. The turnip grows and grows and grows. It is very big. It is enormous Father pulls the turnip. But he can't pull it out.

Father and Mother pull the turnip together. But they can't pull it out.

Father, Mother and Son pull the turnip together. But they can't pull it out.

Father, Mother, Son and Daughter pull the turnip together. They pull and pull!

Look at the turnip! It is coming out. Father, Mother, Son and Daughter can pull the turnip out together.

Everyone is very happy because the turnip is out. Look how beautiful it is. Father thanks everyone for helping him.

## UNIT 8

**Track 122**

**Speaker:** Rainy day

Rain on the green grass.

Rain on the tree.

Rain on the houses.

But not on me!

**Track 123**

**Woman:** Today is Monday. It's windy and rainy.

**Girl:** I can see people with umbrellas. The wind is blowing the umbrellas.

**Woman:** I can see people with coats and hats.

**Girl:** I can see a little boy with a yellow raincoat, a yellow rain hat and red boots. He likes the rain! He's jumping in a puddle.

**Woman:** I can see green grass and flowers and a tree. The grass, the flowers, and the tree like the rain, too. They need rain to grow.

**Track 124**

**Speaker:**

cloudy – It's a cloudy day. There are grey clouds in the sky.

windy – It's a windy day. Listen to the wind!

rainy – It's a rainy day. Listen to the rain!

sunny – It's a sunny day. Look at the sun in the sky.

snowy – It's a snowy day. Let's make a snowman.

hot – It's a hot day. Drink lots of water.

cold – Brrrrr... It's cold! Put on a jacket.

**Track 125**

**Speaker:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

On Sunday, I feed my cat,

I feed my cat, I feed my cat.

On Monday, I read a book,

I read a book, I read a book.

On Tuesday, I sing a song,

I sing a song on Tuesday.

On Wednesday, I write a poem,

I write a poem, I write a poem.

On Thursday, I fly a kite,

I fly a kite on Thursday.

On Friday, I pray at the mosque,

I pray at the mosque, I pray at the mosque.

On Saturday, I tidy my room,

I tidy my room on Saturday.

**Track 126**
**Woman:** Myriam lives in a small village in Peru. It is very cold and snowy in the mountains. She walks to school every day.
**Woman:** On Sunday, she cooks dinner with her mother.
On Monday, she knits a scarf.
On Tuesday, she plays with her baby sister.
On Wednesday, she goes to the market with her mother to buy fruit and vegetables.
On Thursday, she watches TV and eats popcorn.
On Friday, she visits her grandma.
On Saturday, she goes to the playground and slides down the slide.

**Track 127**
**Speaker:** Today is Wednesday. It is snowy and windy.
**Speaker:** Yesterday was Tuesday. It was rainy and cold.

**Track 128**
**Speaker:** The months of the year
January
February
March
April
May
June
July
August
September
October
November
December

**Track 129**
**Speaker:**
In … January, it's cold!
In … February, it rains!
In … March, I fly kites!
In … April, I swim in the sea!
In … May, I play in the park!
In … June, I finish school!
In … July, I go on holiday!
In … August, it's very hot!
In … September, I go back to school.
In … October, I fish in the sea!
In … November, I look at the flowers!
In … December, I celebrate National Day!

**Track 130**
The weather
What's the weather like today?
Is it hot and sunny? I want to play outside.
Is it windy and rainy? Come under my umbrella, let's hide.
No, it's cold and snowy. I want to stay inside.

**Track 131**
**Speaker: We all need water**
All living things need water.
Plants need water to grow.
Animals need water to drink. People need water to drink too.
**Life without water**
Water comes from rain and snow. When there is no rain, the land becomes dry and brown. Plants can't grow. Animals and people don't have water to drink.
**Life with water**
When rain comes, the land becomes green again. Plants can grow again. Animals and people have water to drink again.
All living things need water.

**Track 132**
Water, water, everywhere!
We use lots of water.

Water in the bathroom
Water to have a shower
Water to wash our hands
Water to brush our teeth

Water in the kitchen
Water to drink
Water to make soup
Water to make tea

Water in the house
Water to wash our clothes
Water to wash the car
Water for so much more.

We need lots of water!

**Track 133**
**Speaker:** Rain, rain, rain today
Come again every day
All the children love to play!

**Track 134**
**Speaker:** Please stay and play
**Speaker:** It's a rainy day. Little Snail is playing with the frogs and the ducks.
**Frogs:** Goodbye, Little Snail,
**Speaker:** The little frogs say.
**Little Snail:** Wait, wait! Don't go. Please stay and play.
**Frogs:** Sorry, Little Snail. We need to go away.
**Ducks:** Goodbye, Little Snail,
**Speaker:** The white ducks say.
**Little Snail:** Wait, wait! Don't go. Please stay and play.
**Ducks:** Sorry, Little Snail. We need to go away.
**Big Snails:** Hello, Little Snail,
**Speaker:** The big snails say.
**Little Snail:** Hello, big snails! Please stay and play.
**Big Snails:** Sure, Little Snail. We can play all day.
**Little Snail:** Hooray!

**Track 135**
**Speaker: We all need rain**
It's a rainy day.
Four frogs and three snails are playing in the rain.
The fish and the turtle live in the rainwater in the pond.
Two boys are playing with their train.
Father is using the rainwater to wash his car.
We need rainy days.

**Track 136**
**Speaker: Row, row, row your boat**
Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.

Row, row, row your boat,
Gently down the stream.
If you see a crocodile,

Don't forget to scream!
Row, row, row your boat,
Gently down the river.
If you see a polar bear,

Don't forget to shiver!
Row, row, row your boat,
Gently float about.
If you see a waterfall,

Don't forget to shout!
Row, row, row your boat,
Gently to the shore.
If you see a lion,
Don't forget to roar!

**Track 137**
**Girl:** Mum, I'm going out to play.
**Mum:** Don't forget your boots!
**Girl:** Yes, Mum.
**Mum:** Don't forget your raincoat!
**Girl:** Yes, Mum.
**Mum:** Don't forget your umbrella!
**Girl:** OK, I'm going now.
**Mum:** Bye. And don't forget to have fun!
**Girl:** Bye, Mum!

**Track 138**
**Speaker:** The fish with no name
**Fish with no name:** Hi! I live in the beautiful sea.
I need water to live.
Everybody loves me, but I am sad because I have no name!
My friends can help me find a name.

**Fish with no name:** Hello, Red Fish! Please help me find a name.
**Red fish:** You always smile. Happy Fish is a nice name for you!
**Fish with no name:** OK. Thank you, Red Fish.

**Fish with no name:** There are two pink fish. Hello, Pink Fish!
Please help me find a name.
**Pink fish:** You always help your friends.
So Helpful Fish is a nice name for you!
**Fish with no name:** OK. Thank you, Pink Fish.

**Fish with no name:** There are three blue fish.
Hello! Please help me find a name.
**Blue fish:** You know many things. So Clever Fish is a nice name for you!
**Fish with no name:** OK. Thank you, Blue Fish.

**Fish with no name:** There are four green fish.
Hello! Please help me find a name.
**Green Fish:** You listen carefully to others.
So Kind Fish is a nice name for you!
**Fish with no name:** OK. Thank you, Green Fish.

**Fish with no name:** There are five purple fish.
Hello! Please help me find a name.
**Purple Fish:** You are always saying 'Thank you'.
So Polite Fish is a nice name for you!
**Fish with no name:** OK. Thank you, Purple Fish.

**Fish with no name:** There are six yellow fish.
Hello! Please help me find a name.
**Yellow Fish:** You always ask other fish to play.
So Friendly Fish is a nice name for you!
**Fish with no name:** OK. Thank you, Yellow Fish.

**Dolphin:** Hello, Little Fish. Why are you sad?
**Fish with no name:** Hello, Dolphin! I have no name. When I ask my friends, they give me many names.
**Dolphin:** OK, so what do those many names make me think of?
Happy, helpful, clever, kind, polite, friendly.
I know! Now you are Emirati Fish!
**Fish with no name:** Hooray! I have a name! I'm Emirati Fish!

**Track139**
I know! Now you are Emirati Fish!
Hooray! I have a name! I'm Emirati Fish!

**Track 140**
**1:** Don't forget your rain hat!
**2:** The leaf floats.
**3:** The orange doesn't float.
**4:** The girl is polite.
**5:** The boy is happy.
**6:** The crocodile is in the waterfall.

**Track 141**
**Speaker:** ate
plate
date
Speaker: ake
cake
lake

**Track 142**
**Speaker: Kate bakes a cake**
Kate lives in a house next to the lake.
It's a rainy day.
She wants to make a date cake.
Her father likes dates.
Her brother goes to the garden and picks the dates.
Kate bakes the cake with the dates.
She puts the cake on a plate.
Her father gets home late.
He takes a piece of the cake.
**Father:** It's delicious! Thank you, Kate.

## UNIT 9

**Track 143**
**Speaker:** The traffic lights
Red means STOP.
Green means GO.
Yellow means WAIT,
Even if you're late.

**Track 144**
**Ahmad:** We live in a city. Every afternoon, my mum meets me at my school. My school is on a busy road. There are lots of cars and buses. Listen! It's very noisy. Can you see us? I'm wearing a school uniform and my mum is wearing an abaya. We go to the traffic lights and wait for the cars to stop. Then my mum and I cross the road. We walk on the pavement. We see the mosque. Then we look at the shops. We go into a shop to buy some bread. We leave the shop and cross the road again. We are walking to our bus stop. Can you see it?

**Track 145**
**Speaker:** The traffic lights are green. Buses go.
The traffic lights are yellow. Cars wait.
The traffic lights are red. Bicycles stop.
The traffic lights are green. Bicycles go.
The traffic lights are red. Buses stop.
The traffic lights are green. Cars go.
The traffic lights are yellow. Buses wait.
The traffic lights are red. Cars stop.
The traffic lights are red. Bicycles stop.

**Track 146**
**Speaker:**
city
road
pavement
shops
mosque
traffic lights
bus stop
[***repeat***]

**Track 147**
**Ahmad:** Dad, Let's play a game.
**Dad:** Yes! Let's play *I can see*. You can start.
**Ahmad:** OK. I can see something with *t*.
**Dad:** *T*? Um…Is it *traffic lights*?
**Ahmad:** Yes, it is! Well done, Dad. Now it's your turn.
**Dad:** I can see something with *b*. Do you know what it is?
**Ahmad:** That's easy – *bus stop*! OK, now it's your turn again.

**Dad:** OK,now I can see something with *s*. Can you see them?
**Ahmad:** Yes, I can. They're *shops*!
**Dad:** Yes, very good.

Track 148
I like living in a city
**Girl:** I live in a city.
It's a great place to live.
There are tall buildings and short buildings.
Some buildings have gardens on top!

There's a park in my city.
It's very pretty. It has flowers,
a lake and an ice cream seller!
I like eating ice cream in the park.

Sometimes parks and cities get dirty.
We all need to keep our city clean.
Don't forget to put your litter in a bin!

**Track 149**
**Ice cream seller:** Hello! Would you like an ice cream?
**Girl:** Yes, please! I'd like a banana ice cream.
**Ice cream seller:** Big or small?
**Girl:** Big, please.
**Ice cream seller:** Here you are.
**Girl:** Thank you!

**Track 150**
Ajman is a city – yes it is!
Fujairah is a city – yes it is!
Sharjah is a city – yes it is!
and lots of people live there.

People from the Emirates
and from Australia
People from Turkey
and even Albania!

**Track 151**
**Woman:** We're walking in the city.
**Girls:** We're walking in the city.
Woman: What can we see?
**Girls:** What can we see?
**Girls:** We can see a road!

**Track 152**
**Speaker:**
my ci-ty
ba-by
cry
ca-rry
fly
ha-ppy
rai-ny
sky
why

**Track 153**
**Speaker:** Opposites
The opposite of yes is no.
The opposite of stop is go.
The opposite of good is bad.
The opposite of happy is sad.

The opposite of hot is cold.
The opposite of new is old.
The opposite of wet is dry.
The opposite of hello is goodbye.

**Track 154**
**Speaker:** m
mosque
map
moon
monkey
mat
mouse

**Track 155**
Mohammed meets Marwan at the mosque on Mondays.

**Track 156**
storm
broom
worm

**Track 157**
**Girl:** My brother and I like fixing things.
**Boy:** We are the Fix-It kids!
**Girl:** This ball is round.
**Boy:** That ball is flat.
**Girl:** This bucket is clean.
**Boy:** That bucket is dirty.
**Girl:** This chair has four legs.
**Boy:** That chair has three legs.
**Girl:** This frog is green.
**Boy:** That frog is grey.
**Girl:** This teddy bear has eyes.
**Boy:** That teddy bear doesn't have eyes.

**Track 158**
**Speaker**: What's this? What's this?
A book, a book.

What's that? What's that?
A hat, a hat.
What are these? What are these?
These are trees.These are trees.

**Track 159**
toy
tail
parrot
planet

**Track 160**
**Man:** Tania lives in Turkey. She takes a train.
**Woman:** Tariq lives in Egypt. He takes a taxi.
**Man:** Tanet lives in Thailand. He takes a boat.

**Track 161**
Taaleem takes his teddy bear to his tent.

**Track 162**
**Speaker:**
Last week Faisal visited the zoo with his parents. They looked in the cages. They watched the animals.
The kangaroos jumped.
The monkeys climbed trees.
The parrots talked.
The lions walked.
The giraffes chewed leaves.
Faisal smiled!

**Track 163**
**1**
**Boy 1:** I visited the countryside.
I climbed a hill.
I looked at the sky.
I fished in the stream.
I camped in a tent.
It was quiet and pretty.
It was fun!
I liked the countryside.

**2**
**Boy 2:** I visited the seaside.
I walked on the beach.
I played in the sea.
I collected shells.
I sailed on a boat.
It was windy and beautiful.
It was fun!
I liked the seaside.

**Track 164**
**Speaker: Teddy bear chant**
Teddy bear, teddy bear
Turn around
Teddy bear, teddy bear
Touch the ground
Teddy bear, teddy bear
Touch your nose
Teddy bear, teddy bear
Touch your toes.

**Track 165**
**Speaker: Crazy zoo!**
**1.** It was rainy.
**2.** A monkey climbed a tree.
**3.** A giraffe fished in the lake.
**4.** A kangaroo talked to a mouse.
**5.** A parrot camped in a tent.
**6.** A parrot jumped into a lake.

**Track 166**
**Goldilocks and the three bears**
**Narrator:** Every day, Goldilocks walked in the forest. One day, she decided to take a different path. At the end of the path, there was a little house. Goldilocks knocked on the door, but nobody answered. She opened the door and entered the house. The house was empty.

She entered the kitchen. There were three bowls of porridge on the table. Goldilocks was hungry, so she decided to eat the porridge.

The first bowl of porridge was very hot. The second bowl of porridge was very cold. But the third bowl of porridge was just right!

Goldilocks was sleepy after eating the porridge, so she went into the living room. There were three chairs in the living room, and Goldilocks wanted to rest.

The first chair was very big. The second chair was very big, too. The third chair was just right, but then it broke into lots of pieces!

Goldilocks was still sleepy, so she climbed the stairs to the bedroom. There were three beds.

The first bed was very hard. The second bed was very soft. But the third bed was just right. Soon, Goldilocks was asleep.

Some time later, three bears returned to the house. There was a Daddy Bear, a Mummy Bear and a Baby Bear. It was their house.

**Narrator:** They looked in the kitchen.

**Daddy Bear:** Look at my porridge!

**Narrator:** said Daddy Bear.

**Mummy Bear:** Look at my porridge!

**Narrator:** said Mummy Bear.

**Baby Bear:** My porridge is all gone!

**Narrator:** cried Baby Bear.

**Baby Bear:** Next, they looked in the living room.

**Daddy Bear:** Look at my chair!

**Narrator:** said Daddy Bear.

**Mummy Bear:** Look at my chair!

**Narrator:**said the Mummy Bear.

**Baby Bear:** My chair is broken!

**Narrator:** cried Baby Bear.

**Narrator:** Then, they climbed the stairs to the bedrooms.

**Daddy Bear:** Look at my bed!

**Narrator:** said Daddy Bear.

**Mummy Bear:** Look at my bed!

**Narrator:** said Mummy Bear.

**Baby Bear:** Look! Someone is sleeping in my bed!

**Narrator:** cried Baby Bear.

**Track 167**

**Baby Bear:** Hello
**Narrator:** said Baby Bear.

# PCM 1: Word cards

| | |
|---|---|
| school | table |
| chair | book |
| pencil | ruler |

| | |
|---|---|
| crayon | lunchbox |
| clock | door |
| whiteboard | ABC chart |



| | |
|---|---|
| computers | friend |
| my | your |

# PCM 2: Word cards

| | |
|---|---|
| use computers | do maths |
| read | write |
| draw | sing |



walk

# PCM 3: Word cards

| | |
|---|---|
| bus | car |
| bicycle | boat |
| go by | walk |

# PCM 4: Word cards

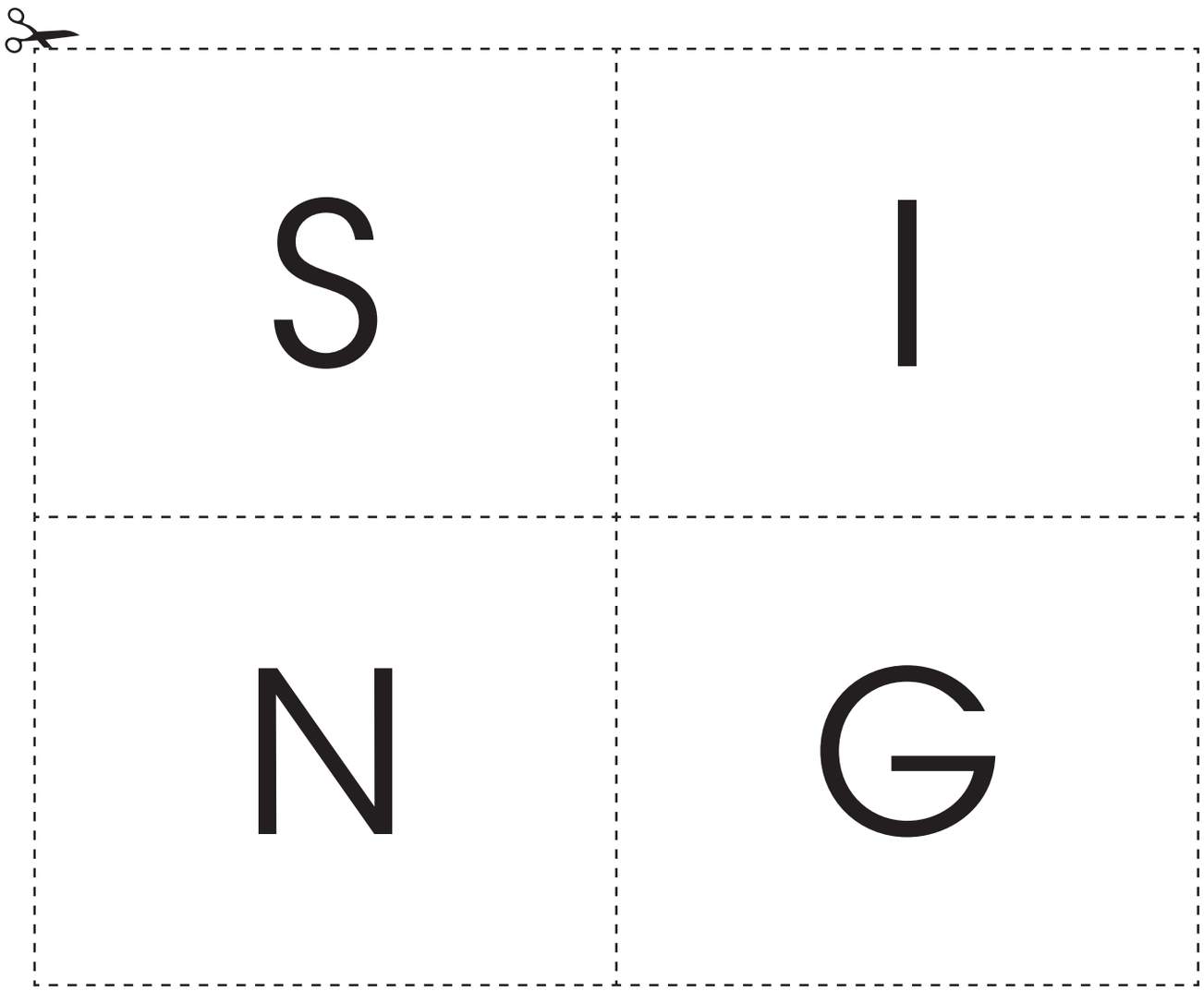
| | |
|---|---|
| pen | hands |
| head | duck |

# PCM 5: Word cards



| | |
|---|---|
| B | I |
| N | G |
| O | |


R
E
A
D


S
I
N
G

# PCM 6: Word cards

| | |
|---|---|
| red | blue |
| green | yellow |
| brown | orange |



| | |
|---|---|
| black | purple |
| pink | white |

# PCM 7: Word cards



| | |
|---|---|
| rabbit | duck |
| squirrel | hop |
| swim | climb |



walk

# PCM 8: Word cards

| | |
|---|---|
| inside | outside |

# PCM 9: My Project

| Project | I think … | My partner thinks … |
|---|---|---|
| Project 1 |  |  |
| Project 2 |  |  |
| Project 3 |  |  |
| Project 4 |  |  |
| Project 5 |  |  |
| Project 6 |  |  |
| Project 7 |  |  |
| Project 8 |  |  |
| Project 9 |  |  |

# PCM 10: Word cards

| | |
|---|---|
| mother | father |
| mum | dad |
| brother | sister |

| | |
|---|---|
| grandpa | grandma |
| read books | watch TV |
| make a picture | play games |

| | |
|---|---|
| make cakes | fly kites |
| Some families are big. | Some families are small. |
| I love my family best of all. | |

# PCM 11: Word cards

| | |
|---|---|
| Do you _____? | Yes, I do. |
| No, I don't. | play games |

# PCM 12: Word cards

| | |
|---|---|
| bread | labneh |
| noodles | balaleet |
| eggs | cereal with milk |

| | |
|---|---|
| fruit | yoghurt |
| What do you eat for breakfast? | He eats _____ |
| I eat _____ | She eats _____ |

| | |
|---|---|
| Do you like _____? | No, I don't. |
| Yes, I do. | breakfast |
| cheese | olives |

# PCM 13: Word cards

| | |
|---|---|
| fruit | apple |
| banana | grapes |
| mango | strawberry |



| | |
|---|---|
| pineapple | watermelon |
| orange | pear |



| | |
|---|---|
| wash | cut |
| eat | recipe |

# PCM 14: Word cards

| | |
|---|---|
| cat | hat |
| map | nap |
| clap | back |



| | |
|---|---|
| lap | glasses |
| cap | hand |
| man | |

# PCM 15: Word cards

| | |
|---|---|
| door | window |
| bed | numbers |

# PCM 16: Word cards

| | |
|---|---|
| one | two |
| three | four |
| five | six |

| | |
|---|---|
| seven | eight |
| nine | ten |
| and<br>+ | take<br>away<br>– |

# PCM 17: Word cards

| | |
|---|---|
| grown-ups | children |
| cook dinner | lay the table |
| tidy (her) room | play |

| | |
|---|---|
| talk | laugh |
| help | do homework |

# PCM 18: Project A: Make a chart

| **Do you like _____ ?** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Yes, I do. | | | | | | | | | |
| No, I don't. | | | | | | | | | |

# PCM 19: Word cards

| | |
|---|---|
| throw | catch |
| roll | hit |
| kick | bounce |

| | |
|---|---|
| ball | bounce the ball |
| bat | roll the ball |
| throw the ball | box |

# PCM 20: Word cards

| | |
|---|---|
| Can you? _____ | Yes, I can. |
| No, I can't. | |

# PCM 21: Word cards



| | |
|---|---|
| rock | paper |
| scissors | cut |
| cover | break |

| | |
|---|---|
| bird | water |
| drink | hit |
| win | |

# PCM 22: Word cards



| | |
|---|---|
| similar | different |
| instructions | Scissors can cut paper. |

# PCM 23: Word cards

| | |
|---|---|
| cup | bug |
| puppy | jump |
| rug | duck |



| | |
|---|---|
| run | truck |
| buzz | |

# PCM 24: Word cards

| | |
|---|---|
| on | under |
| next to | Where is it? |



| | |
|---|---|
| hat | ball |
| bug | box |
| cup | |

# PCM 25: Board game

| | | |
|---|---|---|
| nose | arm | hand |
| foot | toe | ear |
| leg | knee | shoulder |

| | | |
|---|---|---|
| eye | nose | arm |
| hand | foot | toe |
| leg | knee | shoulder |

| | | |
|---|---|---|
| finger | eye | nose |
| arm | hand | foot |
| toe | ear | leg |

| | | |
|---|---|---|
| mouth | finger | eye |
| nose | arm | hand |
| foot | toe | ear |

| | | |
|---|---|---|
| hair | mouth | finger |
| eye | nose | arm |
| hand | foot | toe |



| | | |
|---|---|---|
| nose | arm | hand |
| foot | eye | ear |
| leg | knee | shoulder |

| | | |
|---|---|---|
| eye | nose | arm |
| hand | foot | toe |
| ear | finger | knee |

| | | |
|---|---|---|
| finger | eye | nose |
| arm | knee | foot |
| toe | ear | leg |



| | | |
|---|---|---|
| mouth | finger | eye |
| nose | shoulder | hand |
| foot | toe | ear |

| | | |
|---|---|---|
| hair | mouth | finger |
| eye | leg | arm |
| hand | foot | toe |

| | | |
|---|---|---|
| hair | mouth | finger |
| shoulder | leg | arm |
| hand | foot | toe |

| | | |
|---|---|---|
| eye | arm | hand |
| hair | nose | ear |
| leg | knee | shoulder |

# PCM 26: Word cards

| | |
|---|---|
| finger | arm |
| toes | knee |
| nose | foot |

| | |
|---|---|
| leg | eye |
| ear | mouth |
| hair | shoulders |

left

right

Put your finger under your nose.

# PCM 27: Word cards

| | |
|---|---|
| rabbit | frog |
| lion | pond |
| nut | tree |

| | |
|---|---|
| scary | silly |
| wise | run |
| flap | jump |

# PCM 28: Word cards

| | |
|---|---|
| hears | sound |
| characters | What's wrong? |
| What's a Ker-PLUNK? | Is the Ker-PLUNK a nut? |



| | |
|---|---|
| a | the |
| run | help |

# PCM 29: Word cards

| | |
|---|---|
| clown | king |
| pilot | princess |
| superhero | cook |

| | |
|---|---|
| ring | party |

| | |
|---|---|
| gold | silver |

| | |
|---|---|
| dress | thobe |
| jacket | abaya |
| top | hat |



trousers

shoes

glasses

# PCM 30: Word cards

| | |
|---|---|
| What are you wearing? | I'm wearing a _____ |
| He's wearing a _____ | She's wearing a _____ |

# PCM 31: Word cards

| | |
|---|---|
| triangle | rectangle |
| square | circle |

# PCM 32: Word cards

| | |
|---|---|
| What are you doing? | What are you making? |
| I'm making _____. | He's making _____. |
| She's making _____. | They're making _____. |

# PCM 33: Word cards

| | |
|---|---|
| pen | egg |
| gentlemen | tent |
| teddy | jet |



| | |
|---|---|
| hen | bed |

# PCM 34: Word cards

| | |
|---|---|
| star | city |
| town | bridge |
| building | boat |



| | |
|---|---|
| tree | beautiful |

# PCM 35: Word cards

| | |
|---|---|
| fair lady | starry |
| gold | silver |
| build | fall |

| | |
|---|---|
| up | down |
| lady | |

# PCM 36: Word cards

| | |
|---|---|
| child | children |
| shoemaker | shoes |
| boots | help |

| | |
|---|---|
| make | wake up |
| sell | watch |
| work | tired |



| | |
|---|---|
| happy | cake |
| delicious | present |
| sleep | |

# PCM 37: Word cards

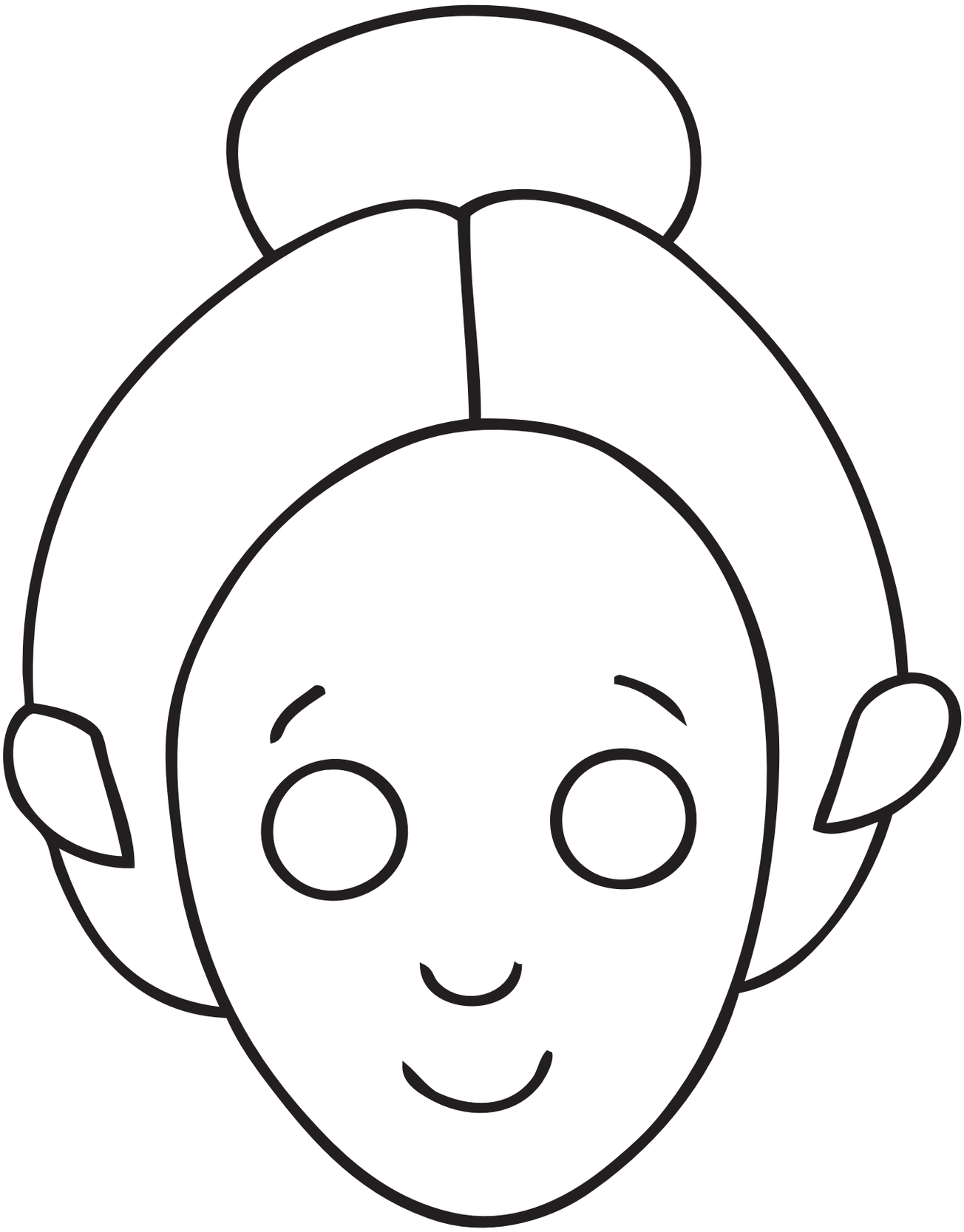
| | |
|---|---|
| lovely | pretty |

## Sight words

| | |
|---|---|
| is | are |
| look | these |

# PCM 38: Masks for *The children and the shoemaker* story





# PCM 39: Word cards

| | |
|---|---|
| chest | nest |
| test | rest |
| vest | |

# PCM 40: Word cards

| | |
|---|---|
| crow | jar with water |
| stones | thirsty |
| drink | |

# PCM 41: Story ordering













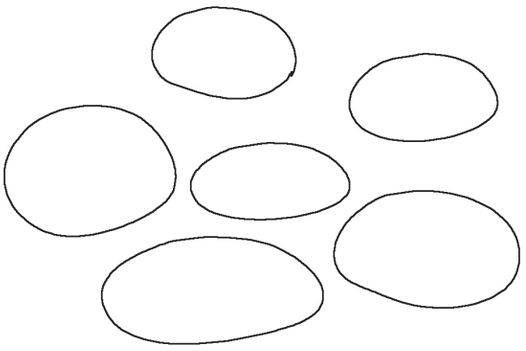







# PCM 42: Project A







# PCM 43: Word cards

| | |
|---|---|
| driving | collecting |
| feeding | planting |
| helping | picking |

| | |
|---|---|
| Are you _____? | Yes, I am. |
| hen | He is |
| horse | She is |
| cow | They are |

# PCM 44: Word cards



| | |
|---|---|
| horse | cow |
| goat | hen |
| sheep | duck |

# PCM 45: Word cards

| | |
|---|---|
| eggs | chick |
| hen | |

# PCM 46: Word cards

| | |
|---|---|
| chick | ship |
| stick | fish |
| red | bug |



| | |
|---|---|
| on | pink |
| big | |

# PCM 47: Word cards

| | |
|---|---|
| this | things |
| it | ship |
| fin | swing |

| | |
|---|---|
| fix | fish |
| fixing | is |
| wing | |

# PCM 48: Word cards

| | |
|---|---|
| carrots | onions |
| tomatoes | peppers |
| beans | potatoes |

# PCM 49: Word cards

| | |
|---|---|
| seed | stem |
| roots | leaf |

# PCM 50: Word cards

| | |
|---|---|
| make bread | pick wheat |
| wash the dishes | sweep the floor |

# PCM 51: Word cards

Can you please help me?

Will you .....?

Sorry, I'm busy.

# PCM 52: Word cards



| | |
|---|---|
| eyes | ears |
| nose | hand |
| mouth | |

# PCM 53: Word cards

| | |
|---|---|
| senses | see |
| smell | touch |
| hear | taste |

# PCM 54: Word cards

| | |
|---|---|
| soap | mango |
| smoke | flowers |
| fish | onion |

| | |
|---|---|
| coffee | mint |
| perfume | Yes,<br>I do. |
| Do you like the smell of _____? | No,<br>I don't. |

# PCM 55: Word cards



| | |
|---|---|
| soft | hard |
| round | flat |
| short | long |

| | |
|---|---|
| big | little |
| How does it feel? | rough |
| smooth | |

# PCM 56: Word cards



| | |
|---|---|
| loud | quiet |
| high | low |

# PCM 57: Word cards

| | |
|---|---|
| cake | yoghurt |
| ice cream | watermelon |
| mango | sweet |

| | |
|---|---|
| juicy | cold |
| sour | salty |
| hot | |

# PCM 58: Word cards

| | |
|---|---|
| log | frog |
| rock | hot |
| pot | popcorn |



| | |
|---|---|
| fox | sizzle |
| oil | hop |
| grin | pond |

# PCM 59: Word cards

| | |
|---|---|
| elephant | tail |
| trunk | leg |
| side | wall |



| | |
|---|---|
| fan | snake |
| rope | |

| | |
|---|---|
| blind | friendly |
| thin | wiggly |
| giant | strong |

# PCM 60: Word cards

| | |
|---|---|
| first | second |
| third | fourth |
| fifth | |

| | |
|---|---|
| The _____ feels like a _____. | The _____ smells like a _____. |

# PCM 61: Word cards

| | |
|---|---|
| sock | sand |
| snake | sister |
| soft | see |



| | |
|---|---|
| stick | seed |

# PCM 62: Word cards

| | |
|---|---|
| fox | frog |
| box | hot |
| log | pot |



| | |
|---|---|
| clock | hop |
| rock | top |
| sock | lock |


shop

# PCM 63: Project A – Do a class survey

| Do you like this _____ ? | | | | | |
|---|---|---|---|---|---|
| | | ____ | ____ | ____ | ____ |
| Draw and write | Yes, I do. | | | | |
| | No, I don't. | | | | |
| Draw and write | Yes, I do. | | | | |
| | No, I don't. | | | | |

# PCM 64: Word cards



| | |
|---|---|
| car | plane |
| river | slide |
| tower | bus |

# PCM 65: Word cards

| | |
|---|---|
| up | down |
| in | float |
| What can you _____? | I can _____ a _____. |



| | |
|---|---|
| climb | drive |
| slide | fly |

# PCM 66: Word cards



| | |
|---|---|
| plane | fold |
| bend | |

# PCM 67: Word cards

| | |
|---|---|
| teeth | knee |
| wheel | bee |
| sheep | Jeep |



| | |
|---|---|
| sleep | feet |
| tree | |

# PCM 68: Word cards



| | |
|---|---|
| deep | sea |
| boat | sails |

# PCM 69: Word cards

| | |
|---|---|
| wheels | go round |
| wipers | chatter |
| money | bell |

# PCM 70: Word cards

| | |
|---|---|
| big | short |
| small | black |
| tall | white |



| deep | shallow |
| --- | --- |

# PCM 71: Word cards

| | |
|---|---|
| camel | train |
| car | bicycle |
| wheelchair | skateboard |

| | |
|---|---|
| bus | motorcycle |
| dhow boat | unicycle |
| tricycle | |



| | |
|---|---|
| fast | slowly |

# PCM 72: Word cards

| | |
|---|---|
| girl | grass |
| log | frog |
| bug | goose |



| | |
|---|---|
| fig | flag |
| leg | dig |
| gate | peg |

# PCM 73: Word cards

| | |
|---|---|
| mother | daughter |
| father | turnip |
| son | plant |

| | |
|---|---|
| grow | pull |
| water | together |
| enormous | |

# PCM 74: Word cards

| | |
|---|---|
| Monday | Tuesday |
| Wednesday | Thursday |
| Friday | Saturday |

| | |
|---|---|
| Sunday | What do you do on _____? |

# PCM 75: Word cards

| | | |
|---|---|---|
| January | February | March |
| April | May | June |
| July | August | September |
| October | November | December |

# PCM 76: Word cards

| | |
|---|---|
| living things | snow |
| rain | river |
| lake | rock |

| | |
|---|---|
| land | water |
| animals | people |
| live | need |

| | |
|---|---|
| drink | dry |
| plants | grow |
| What do… need to…? | |

# PCM 77: Word cards

| | |
|---|---|
| happy | helpful |
| kind | polite |
| friendly | clever |

# PCM 78: Word cards

| | |
|---|---|
| stop | wait |
| go | |

# PCM 79: Word cards

| | |
|---|---|
| city | road |
| pavement | shops |
| mosque | traffic lights |

| | |
|---|---|
| bus stop | car |

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