

Bridge to Success

Teacher's Guide

2

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 2.

This book sets out to:

- build and develop foundation literacy skills
- build and develop foundation handwriting skills
- build and develop foundation speaking and listening skills
- cover standards for Grade 2 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



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Achievement
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Bridge to Success

Teacher's Guide

Altamirano, Linse and Schottmann

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Annie Altamirano, Caroline Linse and Elly Schottmann

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Term 2

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United Arab Emirates
Ministry of Education



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Annie Altamirano
Caroline Linse and Elly Schottman

Term 2 material 2017

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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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 between 20 and 21 lessons developed around a unifying theme. The materials feature skills-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 CDs** include 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 CDs 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.
- **Speaking Tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities.
- **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, and 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 CDs.

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 able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This 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 lessons' 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 strategies 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, wishes
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 at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.
Example error: *See you in the party.*
Corrected: *See you at 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 on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on 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: *I am writing to tell you my news! Or I'm 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 its camera and its 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 friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's 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 it 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 it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it 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

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
- organizing 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 modeling and step-by-step practise, 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, memorizing, 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 (e.g., "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, emphasizing 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.
- Breakdown 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: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem for information. Speaking: To read and recite a poem. Reading: To read a poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use affirmative sentences in the Present Continuous • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Present Continuous affirmative and question forms 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Knowing when to speak and when to listen, respectfully 		
Key vocabulary: <i>farmer, tractor, stall, cow, field, chick, hen, vegetable, egg, dates, plant, pick, drive, feed, collect</i> Key expressions/structure: Present Continuous affirmative and question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 <i>to be</i> for the question form. Model the language structures clearly and write on the board. Correct mistakes as necessary. 		
Resources/equipment needed: Learner's Book page 94 Activity Book page 75 Audio tracks 65 and 66 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
	<ol style="list-style-type: none"> Cover the 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. Ask learners if they have ever visited a farm.
Resources	Main Activity
Learner's Book page 94 Audio Track 65	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 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 <i>How do you say _____ in English?</i>, and insert the Arabic word for pencil in the gap. Ask learners to repeat and then elicit <i>pencil</i>. Repeat with a few more simple words, until you are comfortable that learners understand the concept. Focus on the pictures on page 94 and ask: <i>What can you see?</i> Encourage learners to ask: <i>How do you say _____ in English?</i> if they don't know the word in English. Teach the words <i>farmer</i>, <i>tractor</i>, <i>cow</i>, <i>chicks</i>, <i>dates</i> and <i>vegetables</i> by pointing at the pictures. Say the words and ask learners to repeat. Play the audio. Learners listen and repeat. Then play again for learners to listen and point to the correct picture. Play the audio a final time, pausing after each line. Ask learners to say the letter of the corresponding picture. <p>Feedback</p> <p>Call out the new vocabulary (<i>farmer</i>, <i>tractor</i>, <i>cow</i>, <i>vegetable</i>, <i>chick</i>, <i>dates</i>) and have individual learners tell you the letter of the corresponding picture. Ask: <i>Which picture isn't in the poem?</i> (Picture c)</p> <p>Answers</p> <p>farmer – picture b; tractor – picture d; cow – picture a; fields – picture f; chicks – picture e</p>
Learner's Book page 94 Audio Track 65	<p>Say the poem</p> <ol style="list-style-type: none"> 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. 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 <i>Hello</i> 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 Audio Track 66	<p>Interviews with farm families: Activity 2</p> <ol style="list-style-type: none"> Teach the verbs <i>drive</i>, <i>feed</i>, <i>plant</i> and <i>pick</i> 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 <i>drive</i> and ask learners to point to the correct picture (b). Say: <i>He's driving</i>, emphasising the use of the Present Continuous, and encourage learners to repeat after you. Do the same with the remaining verbs. Point to the picture of the reporter. Ask: <i>Is he a farmer?</i> (<i>No, he isn't.</i>). 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).

	<p>3. Play the audio. Pause after each line and ask learners to point to the person in each picture speaking.</p> <p>Feedback</p> <p>Play the audio again and pause after each line. Ask individual learners to tell you the letter of the picture.</p>
Learner's Book page 94	<p>Acting out the interview</p> <ol style="list-style-type: none"> 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. 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. 3. Write the reporter's question on the board: <i>Hello! What are you doing?</i> Model the pronunciation and ask learners to repeat chorally, then ask different groups of learners to repeat. 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>I'm (feeding the cows)</i> and do the action. 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	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures. Elicit the word to describe each picture. 2. Focus on the words. Read the first word (<i>planting</i>) and ask learners to tell you the letter of the corresponding picture (d). Learners draw a line between the word and the picture. 3. Learners work individually to complete the rest of the activity. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 d; 2 a; 3 b; 4 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to work in pairs to read and match. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can cover the words and then try and write them from memory under the correct picture.
Resources	Plenary
Activity Book page 75	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 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 Simple Present 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: Listening: To listen to a description and identify missing information. Speaking: To talk about actions happening at a present moment. Reading: To read sentences about actions happening on a farm. Writing: To write simple sentences about actions happening at a present moment.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer <i>yes/no</i> questions using the Present Continuous tense use correct punctuation to write simple sentences using the Present Continuous tense.
Link to prior learning: <ul style="list-style-type: none"> Farm related vocabulary Present Continuous tense (affirmative and question forms) 21st Century Skills <ul style="list-style-type: none"> Initiative and Self-Direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: <i>feed, plant, pick, drive, collect, chicks, cow, car, tractor, flowers, vegetables, strawberries, dates, hen, horse</i> Key expressions/structure: Present Continuous (affirmative, question and short answer forms): <i>I'm planting vegetables, Are you feeding the cows? Yes, I am, No, I'm not.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have problems choosing the correct subject pronoun and agreement for the verb <i>to be</i>. 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 Word cards PCM 43: <i>driving, collecting, feeding, planting, helping, picking, Are you...?, Yes, I am., hen, horse, cow, He is, She is, They are</i>		

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
	<ol style="list-style-type: none"> 1. Remind learners of the farm actions by miming them and saying the words (<i>picking, driving, feeding, collecting, planting</i>). 2. Then tell learners to say <i>Yes</i> 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 <i>Yes</i> if the word is correct, <i>No</i> if it's wrong. 3. You can then ask a confident learner to take over your role.
Resources	Main Activity
Learner's Book page 95 Audio Track 67	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on the left in Activity 1. 2. Play the first part of the audio, pausing after each action for learners to point to the correct picture. <p>Feedback</p> <p>Play the audio again and ask individual learners to hold up their books and point to the correct picture.</p> <ol style="list-style-type: none"> 3. Ask learners look at the images on the right of Activity 1. Elicit the words for the pictures (<i>cow, tractor, vegetables, apple, eggs</i>). 4. Explain that they will listen to sentences and they must say the correct word to complete each sentence. 5. Play the audio, pausing after each sentence for learners to say the correct word. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>cow; tractor; vegetables; apples; eggs</p>
Learner's Book page 95	<p>Act it out: Activity 2</p> <ol style="list-style-type: none"> 1. Demonstrate the game with a volunteer at the front of the class. Model the question: <i>Are you planting vegetables?</i> Encourage the volunteer to say <i>Yes, I am. / No, I'm not.</i> Ask the class to repeat the question and answer in groups. Write the question and answer prompts on the board. 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	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Language tip. Read out each sentence and check their understanding of <i>he, she</i> and <i>they</i>. Draw a stick man on the board with <i>he</i> under it, a stick woman with <i>she</i> and two stick men with <i>they</i>. Point at the first picture in Activity 1 and say <i>She is feeding the cow</i>. Ask learners to repeat. Then repeat by pointing at <i>he</i> and <i>they</i>. 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. 2. Review punctuation using the example sentences in the Language tip and ask questions: <i>When do we use a capital letter? Can you see a full stop? Where is it?</i>

	<p>3. Ask learners to look at the pictures in Activity 1 and elicit the action (<i>feeding</i>) and the correct animal (<i>cow, hen, horse</i>). Point to each picture and say: <i>he, she</i> or <i>they</i>?</p> <p>4. Learners work individually to write a sentence to describe each picture, using the correct pronoun and form of the verb <i>to be</i>. Remind them to use the Language tip to help them. Monitor to help learners.</p> <p>Feedback</p> <p>Write the correct answers on the board and ask learners to check.</p> <p>Answers</p> <p>2 He is feeding the hen. 3 They are feeding the horse.</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with word cards so they can create the sentences visually before copying them into their books.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners who finish quickly can write the sentences on the board – but you must check their answers are correct before Feedback.</p>		
Learner’s Book page 95	<p>Draw and write: Activity 3</p> <p>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>I am feeding the chicks</i>. Draw learners’ attention to the Writing tip and remind them to use capital letters and full stops when writing their sentence.</p> <p>2. Ask learners to draw a picture of themselves doing this action.</p>		
Resources	<p>Plenary</p> <p>1. In pairs, learners show each other their pictures and read the sentences they have written.</p>		
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:			
<p>(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.</p> <p>(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.</p> <p>(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).</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant and identify key vocabulary. Speaking: To say a chant. Reading: To read and recognise key topic vocabulary. Writing: To write simple sentences using <i>there is/there are</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say words following a model write sentences using <i>there is/there are</i>.
Link to prior learning: <ul style="list-style-type: none"> <i>There is/there are</i> 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation skills: Learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: <i>horse, cow, goat, hen, sheep, duck, moo, baa, cluck, neigh, quack</i> Key expressions/structure: <i>There is/there are (a) duck(s), He had some + (goats)</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Learner's Book page 96 Activity Book page 77 Audio track 68 Flashcards: <i>horse, cow, goat, hen, sheep, duck</i> Word cards PCM 44: <i>horse, cow, goat, hen, sheep, duck</i>		

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
	<ol style="list-style-type: none"> Using the flashcards, quickly show one and elicit the name of the animal. 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 Audio Track 68	<p>Noisy animals: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the picture on page 96. Ask: <i>What animals can you see?</i> and elicit answers. 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. Ask learners to practise the animal noises. Tell them that they will listen to a chant and will hear animal noises in the chant. 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. Play the second part of the audio, and pause after each verse for learners to point to the animals. <p>Feedback</p> <p>Play the audio again, pausing after each verse. Ask learners to say the name of the animal and make the correct noise.</p>
Learner's Book page 96 Audio Track 68	<p>Chant some new verses: Activity 2</p> <ol style="list-style-type: none"> Practise saying the chant with the class by playing the audio from Activity 1 and 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. 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	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> Use the animal flashcards and word cards 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. Learners then work individually to circle the words in the word search. Then they can check with a partner. <p>Feedback</p> <p>Ask individual learners to put their hands up and tell you the words. Write the words on the board.</p> <p>Answers</p> <p>cow, horse, duck, goat, sheep, hen</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can work in pairs and use the word cards and flashcards on the board for support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can work in pairs to test each other on the spelling of the words.

Activity Book page 77	Activity Book: Activity 2 1. Ask learners to look at page 77 and say which animals they can see. 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 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 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 spelt high frequency sight words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and identify pictures, listen and respond to simple questions. Speaking: To say Present Simple sentences about the life cycle of a hen. Reading: To read simple sentences about the life cycle of a hen. Writing: To spell vocabulary items related to the life cycle of a hen.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> Present Simple Farm animals vocabulary 21st Century Skills: <ul style="list-style-type: none"> 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: <i>tiny, chick, egg, grow, inside, come out, eat, become, hen, lay egg</i> Key expressions/structure: Present Simple third person affirmative statements		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: <i>egg, chick, hen</i> Word cards PCM 45: <i>eggs, chick, hen</i>		

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
	<ol style="list-style-type: none"> Show learners the flashcards and elicit the words. Activate learners' previous knowledge about life cycles by asking the following questions: (Show the flashcard of chick.) <i>What's this? (A chick) Is it big or small? (small)</i> (Show the flashcard of hen.) <i>What's this? (A hen) Is it bigger or smaller than the chick? (bigger) Which one is older/Which is a baby?</i> (Show the flashcard of egg.) <i>What's this? (An egg) Is it big or small? (small)</i> <i>Where does the egg come from? Where does the chick come from?</i>
Resources	Main Activity
Learner's Book page 97	Before you read: Activity 1 <ol style="list-style-type: none"> 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 Audio Track 69	Read and listen: Activity 2 <ol style="list-style-type: none"> 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 <i>tiny</i>, <i>come out</i> and <i>lay</i> by drawing on the whiteboard. Play the audio. Learners listen and point to the images as they hear them. 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	Activity Book: Activity 1 <ol style="list-style-type: none"> Ask learners to look at the pictures and say what they can see to help them understand the meaning of the words. Learners spell the words. Feedback Ask volunteer learners to write the words on the board. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 eggs; 2 hen; 3 chick </div> Differentiation activities (Support): <ol style="list-style-type: none"> Learners can work in pairs for support. Put word cards on the board for extra support. Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners who finish quickly can help other learners and write the answers on the board.

Activity Book page 78	Activity Book: Activity 2		
	1. Learners look at the pictures on page 78 in the Activity Book and tell you what they can see.		
	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.		
	Feedback		
	Ask individual learners to put their hands up and give the answers. Write the answers on the board.		
	Answers		
	a grows – 2; b lays – 1; c eats – 3		
	Differentiation: (Support)		
	1. Learners can check the answers on page 97 of their Learner’s Books.		
	Differentiation: (Stretch)		
	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 Simple Present 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: Listening: To listen for information Speaking: To ask and answer questions about animals using the Present Simple. Reading: To read names of animals. Writing: To copy and spell names of animals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions using Present Simple question form and short Answers write simple nouns.
Link to prior learning: <ul style="list-style-type: none"> Animals vocabulary Present Simple questions and affirmative sentences. 21st Century Skills <ul style="list-style-type: none"> 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: <i>squirrel, duck, fish, hen, snake, cow, rabbit, tiger, turtle, horse</i> Key expressions/structure: <i>Does a/an _____ lay eggs? Yes, it does/No, it doesn't.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Learner's Book page 98 Activity Book page 79 Audio track 70 Flashcards: <i>egg, chick, hen</i>		

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
	<ol style="list-style-type: none"> 1. Show the flashcards of the egg, chick and hen and ask learners if they can remember the stages in the life cycle. 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 <ol style="list-style-type: none"> 1. In pairs, learners look at the images of animals on page 98 and try to name them. 2. Teach the words, model the pronunciation and have learners repeat as a whole class. Feedback Hold up your book, point to different animals and call on individual learners to say the names.
	Answers 1. squirrel; 2 duck; 3 fish; 4 hen; 5 snake; 6 cow; 7 rabbit; 8 tiger; 9 turtle
	Differentiation activities (Support): 1. Learners can practise making the sounds of the animals in pairs.
	Differentiation activities (Stretch): 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 <ol style="list-style-type: none"> 1. Tell learners they are going to find out more about which of these animals lay eggs. Stick the flashcard of <i>egg</i> on the board. Explain that five of the animals lay eggs. 2. Learners work in groups to decide which of the animals they think lay eggs and which ones don't. Feedback 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 Audio Track 70	Listen and point: Activity 3 <ol style="list-style-type: none"> 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. 2. Play the audio. Learners listen and point to the animals. Feedback 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.
	Answers duck, hen, turtle, fish, snake

Learner’s Book page 98	Ask your friend: Activity 4 1. Draw learners’ attention to the Language tip. Then demonstrate the dialogue with a confident learner at the front of the class. Teacher: <i>Does a duck lay eggs?</i> Learner: <i>Yes, it does.</i> 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. 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. 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 1. Show learners the table in Activity 1. Read the heading of each column and the example animals to demonstrate the activity. 2. Learners complete the table by copying the names of the animals which lay or don’t lay eggs. Feedback Ask fast finishers to write the answers on the board. Check these are correct. Tell the class to check their answers from the board. <div>Answers</div> Animals that lay eggs: duck, hen, turtle, fish, snake Animals that don’t lay eggs: horse, cow, tiger, rabbit, squirrel		
Resources	Plenary		
Activity Book Page 79	Activity Book: Challenge 1. Read out the Challenge sentence and ask learners to think about which animal could fit that role. If necessary, demonstrate <i>swim</i> using actions. 2. As a whole class, ask learners to say which animals fit the sentence. Elicit <i>turtle</i> , <i>duck</i> and <i>fish</i> 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 Simple Present tense.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and identify, listen to a partner's questions and respond. Speaking: To describe a picture, use the Present Continuous, use <i>There is/are</i> . Reading: To read for information. Writing: To write statements using the present continuous and farm vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask questions using the Present Continuous understand and say affirmative sentences using the Present Continuous and simple nouns.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary from Lessons 1 to 5 21st Century Skills <ul style="list-style-type: none"> Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>hen, chick, horse, cow, dog, duck, sheep, tractor, sleeping, driving, feeding, eating</i> Key expressions/structure: Present Continuous 3 rd person affirmative statements		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Learner's Book page 99 Activity Book page 80 Audio track 71 Flashcards: <i>hen, chick, horse, cow, dog, duck, sheep</i> Word cards PCM 44: <i>horse, cow, goat, hen, sheep, duck</i>		

UNIT5 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Show learners the farm animals flashcards and elicit the name of each of the animals. 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 missing flashcard. 3. Repeat a few times, taking away different flashcards.
Resources	Main Activity
Learner's Book page 99	Uncle Tom's farm: Activity 1 <ol style="list-style-type: none"> 1. Tell learners to look at the picture on page 99 of the Learner's Book. Ask learners: <i>What can you see?</i> and elicit some elements of the picture. 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 Page 99 Audio Track 71	Yes or no?: Activity 2 <ol style="list-style-type: none"> 1. Explain to learners that they will listen to a description of the farm. They have to look at the picture and say <i>yes</i> or <i>no</i> according to if the sentence is correct or not. 2. Play the audio, pausing after each sentence for learners to look and say <i>yes</i> or <i>no</i>. If you have a mixed-ability class, you can ask them to put one hand up for <i>yes</i> and two hands for <i>no</i>. Then, when all learners have put a hand/two hands up, ask an individual learner to say <i>yes</i> or <i>no</i>. <div> Answers <p>1 No (picking dates); 2 Yes; 3 Yes; 4 No (the chicks); 5 No (planting); 6 Yes</p> </div>
Learner's Book page 99	Memory game: Activity 3 <ol style="list-style-type: none"> 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. 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: <div> <i>There's a ____</i> <i>There are ____</i> <i>A boy is ____ing ____</i> <i>The (sheep) are ____ing</i> </div> Monitor the learners as they discuss and help as necessary. Feedback <p>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.</p> <div> Differentiation activities (Support): <ol style="list-style-type: none"> 1. You can draw pictures or write the names of different animals and actions from Lessons 1 to 5 on the board to prompt learners. </div> <div> Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Once they have finished discussing what is in the picture, learners can try to write a short description of it from memory. </div>

Activity Book page 80	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures in Activity 1. Elicit from the learners what they can see in the pictures. 2. Ask learners to look at the first picture and read the two sentences. Ask: <i>a</i> or <i>b</i>? (<i>a</i>). Tell learners to tick the box next to sentence <i>a</i>. 3. Learners work individually to read the sentences and tick the correct one according to the pictures. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 a; 2 b; 3 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to read and tick. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have finished, they can draw pictures to illustrate the sentences that they didn't tick.
Activity Book Page 80	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 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 for spelling support if necessary. <p>Feedback</p> <p>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.</p>
Resources	<p>Plenary</p>
Activity Book Page 80	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation sentences. 2. Read the statement. 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 Simple Present 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 spelt high frequency sight words.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise words with the short <i>i</i> sound. Speaking: To pronounce words with the short <i>i</i> sound in tongue twisters. Reading: To read words with the short <i>i</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say the short <i>i</i> sound following a model recognise words with the short <i>i</i> sound.
Link to prior learning: <ul style="list-style-type: none"> Short vowel sounds 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation Skills: Learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: <i>six, sisters, sing, sick, sheep, stick, kick, chick, big, fig, ship, bug</i> Key expressions/structure: Present Simple affirmative sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find it difficult to identify and pronounce the short <i>i</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: <i>chick, kick, stick, ship</i> Handmade flashcards: <i>six, big, pick, in, fish, pink</i> Word cards PCM 46: <i>chick, ship, stick, fish, red, bug, on, big, pink</i>		

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
	<ol style="list-style-type: none"> 1. Show each of the flashcards and say the word. 2. Stick the flashcards on the board and write a number next to each one. (for example, <i>chick</i> – 1, <i>six</i> – 2, etc.) 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 Audio Track 72	Listen and look: Activity 1 <ol style="list-style-type: none"> 1. Point to each of the pictures and say the words with the short <i>i</i> sound. 2. Play the audio so learners can hear the short <i>i</i> sound. Then play again, pausing after each word for learners to repeat. 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 Audio Track 73	Tongue twisters: Activity 2 <ol style="list-style-type: none"> 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 <i>Are the girls sisters?</i> (<i>yes</i>); <i>What are they doing?</i> (<i>looking after the sheep</i>); <i>How many sheep are there?</i> (<i>six</i>); <i>Look at the girls. They are sisters.</i> 2. Introduce the idea of a tongue twister – something that is difficult to say because the sounds are similar. 3. Play the audio of the first tongue twister. 4. Model each of the words in the tongue twister and ask learners to repeat. Use choral repetition and group repetition. 5. Divide the class into groups and let them practise the tongue twister with their group. 6. Then repeat steps one to five with the second tongue twister. 7. Finally, do the same procedure with the third tongue twister.
	Differentiation: (Support) <ol style="list-style-type: none"> 1. Divide learners into similar ability groups and allocate the easiest tongue twister (the third one) to the lower ability groups.
	Differentiation: (Stretch) <ol style="list-style-type: none"> 1. Divide learners into similar ability groups and give the most challenging tongue twister (the first one) to these groups.
Activity Book page 81	Activity Book: Activity 1 <ol style="list-style-type: none"> 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 on the board to give learners additional support. Check learners' understanding. 2. Learners work individually to read the sentences again and draw the pictures. Feedback 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): 1. Learners can work in pairs to support each other.		
	Differentiation activities (Stretch): 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 spelt high frequency sight words.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for information and to recognise words with the short <i>i</i> sound. Speaking: To practise saying the short <i>i</i> sound. Reading: To read a phonics story containing words with the short <i>i</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and say words containing the short <i>i</i> sound following a model.
Link to prior learning: <ul style="list-style-type: none"> • Short <i>i</i> sound 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: <i>fish, fix, things, ship, swing, tail, fin, wing</i> Key expressions/structure: <i>Can you fix it? Yes, I can. Thank you. Present Continuous: He is fixing it.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be able to identify and pronounce the short <i>i</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: Learner's Book page 101 Activity Book page 82 Audio track 74 Flashcards: <i>chick, sheep, dog, cat, duck, hen, egg, kick, stick, ship</i> Handmade flashcards: <i>fish, six</i> Word cards PCM 47: <i>this, things, it, ship, fin, swing, fix, fish, fixing, wing, is</i> (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
	<ol style="list-style-type: none"> Hold up the flashcards one by one and say the word. Learners say <i>Yes</i> if the word contains the short <i>i</i> sound and <i>No</i> if it doesn't. 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.
	<p>Answers</p> <p>These words contain the short <i>i</i> sound: <i>fish, chick, six, kick, stick, ship</i>.</p>
Resources	Main Activity
Learner's Book page 101 Audio Track 74	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 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. 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.) Teach the words <i>swing, tail, fin, wing, fix</i> by pointing to the appropriate picture and saying the word as you point. Ask learners to repeat each word. Learners listen to the audio and follow the story in their books. Draw learners' attention to the Speaking tip and explain that we usually reply <i>You're welcome</i> if someone says <i>Thank you</i>. Do a chain drill activity with learners to practise, as follows: Learner 1: Thank you. Learner 2: You're welcome. Thank you. Learner 3: You're welcome ...
Learner's Book page 101 Audio Track 74	<p>Listen again: Activity 2</p> <ol style="list-style-type: none"> 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>i</i> sound. Give out the word cards 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. Play the audio again and this time learners put their hands up when they hear a word with the short <i>i</i> sound. 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. 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.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can work in pairs if they struggle with the activity.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can be given more than one word card.

Activity Book page 82	Activity Book: Activity 1		
	1. Draw learners’ attention to the pictures and elicit the words. Say <i>stick</i> and have learners repeat. Then say the word again and ask: <i>What word does it rhyme with?</i> Elicit: <i>chick</i> . Learners should draw a line between the picture of the stick and the chick.		
	2. Learners work individually to draw lines between the pictures of words that rhyme.		
	Feedback		
	Ask learners to put their hands up and tell you which words rhyme.		
Activity Book page 82	Answers		
	The following pairs of words rhyme: stick/chick; truck/duck; ring/swing		
	Challenge		
	1. Ask learners to write two more words that rhyme with chick in their notebooks. Learners complete the challenge by writing two more words ending in <i>ick</i> . Discuss ideas with the learners first.		
	Feedback		
Activity Book page 82	Put learners in pairs so they can read their words to each other. Then ask volunteer learners to read their words to the whole class.		
	Answers		
	pick, kick, sick, lick		
	Activity Book: Activity 2		
	1. Draw learners’ attention to the pictures around the crossword and elicit the names.		
Activity Book page 82	2. Learners work individually to complete the crossword.		
	Feedback		
	Put learners in pairs so they can compare their crosswords.		
	Answers		
	(Down) 1 cat; 2 fish; 3 duck (Across) 1 chick; 4 bug; 5 hen		
Resources	Plenary		
	1. Ask learners to give their opinions about the story, for example <i>What is your favourite part of the story? Who was your favourite character? Is Fix-it Fish a good friend to have? Why?</i>		
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: Listening: To listen and respond to questions. Speaking: To ask and answer questions about a picture using the Present Continuous. Reading: To recognise the written form of nouns for vegetables. Writing: To write the prepositions <i>above</i> and <i>under</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions using the Present Continuous and short Answers understand and use simple prepositions of place.
Link to prior learning: <ul style="list-style-type: none"> Present Continuous questions and short answers 21st Century Skills <ul style="list-style-type: none"> 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: <i>potatoes, carrots, peppers, onions, tomatoes, beans, above, under</i> Key expressions/structure: Present continuous question and answer forms: <i>Is the boy picking a pepper? No, he isn't.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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 Word cards PCM 48: <i>carrots, onions, tomatoes, peppers, beans, potatoes</i>		

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
	<ol style="list-style-type: none"> 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. Stick the word cards on the board. 2. Put the vegetables on the table and ask learners to think about where the vegetables come from. 3. Tell learners they are going to learn more about these vegetables and how they grow.
Resources	Main Activity
Learner's Book page 102	<p>Growing vegetables: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the picture on page 102. Say the names of the vegetables and ask learners to repeat the words after you. 2. Draw learners' attention to the Language detective box. Read the question and demonstrate <i>above</i> and <i>under</i> using gestures (put your hands in the hair and say <i>above</i>, then put your hands towards your feet and say <i>under</i>). Ask learners to look at the picture in the Language detective box and answer the question. 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. <p>Answers</p> <p>Above: tomatoes, beans, peppers</p> <p>Under: potatoes, carrots, onions</p>
Learner's Book page 102	<p>Ask and answer: Activity 2</p> <ol style="list-style-type: none"> 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: <i>Yes, he is.</i> <i>No, he isn't.</i> <i>Yes, they are.</i> <i>No, they aren't.</i> 2. Ask the learner the following questions and ask them to use the correct short answer response: <i>Are the potatoes growing above the ground? (No, they aren't.)</i> <i>Is the boy picking a tomato? (Yes, he is.)</i> 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	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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 <i>He is/He's, It is/It's, They are/They're</i>. Remind learners of <i>I am/I'm</i>. Write the words on the board. 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. 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 Check the answers as a class, by reading the questions and having individual learners say the answers. Answers 1 d; 2 b; 3 c; 4 e; 5 a		
Activity Book page 83	Activity Book: Activity 2 1. Ask learners to read the questions, then look back at the picture and write <i>yes, no</i> or <i>not</i> . Feedback 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. Answers 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 Simple Present 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 spelt high frequency sight words.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and identify the sequence of the life cycle stages. Speaking: To talk about the life cycle of a bean plant. Reading: To read sentences about the life cycle of a bean plant. Writing: To write about a plant.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use simple prepositions of place • say affirmative sentences using the Present Simple and the Present Continuous.
Link to prior learning: <ul style="list-style-type: none"> • Life cycles • Present Simple • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • 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: <i>leaf, roots, seed, stem</i> Key expressions/structure: <i>We think _____ grows from seeds, We don't think _____ grows from seeds</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Learner's Book page 103 Activity Book page 84 Audio track 75 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
	<ol style="list-style-type: none"> 1. Show learners an image of a bean plant. 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 <ol style="list-style-type: none"> 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 Audio Track 75	Read and listen: Activity 2 <ol style="list-style-type: none"> 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. 2. Play the audio. Learners listen and point to the correct picture.
Learner's Book page 103	Things that grow from seeds: Activity 3 <ol style="list-style-type: none"> 1. Learners look at the pictures in Activity 3 and work in pairs or groups to decide which things grow from seeds. 2. Write these sentence stems on the board and ask learners to repeat them: <i>We think ____ grows from seeds.</i> <i>We don't think ____ grows from seeds.</i> Feedback Say the name of each picture in turn and ask learners to put their hands up if it grows from a seed. <div> Answers 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. </div>
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Use mixed-ability groups to provide support for this task.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners can report their group's predictions to the class.
Activity Book page 84	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Focus on the pictures in Activity 1 and ask learners what they can see. 2. Read the sentences aloud and check learners understand. Ask learners: <i>Which picture does sentence a match?</i> and elicit the answer (picture 5). 3. In pairs, learners match the sentences to the pictures. Feedback Check the answers as a group by reading the sentences aloud and asking individual learners to say the number of the matching pictures. <div> Answers 1 b; 2 d; 3 c; 4 e; 5 a </div>

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. 2. Play the audio, pausing between each part of the life cycle. 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 Simple Present 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 (for example, and, first, then).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to instructions. Speaking: To say simple nouns and Present Simple affirmative sentences. Reading: To read simple nouns and Present Simple affirmative sentences. Writing: To label a diagram.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say words following a model say Present Simple sentences in a sequence.
Link to prior learning: <ul style="list-style-type: none"> Life cycles 21st Century Skills: <ul style="list-style-type: none"> 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: <i>roots, stem, leaf, seed, hole, pour, pull, weed, chase</i> Key expressions/structure: Imperatives: <i>plant a little seed, pull a little weed</i> , etc. Present Simple: <i>This is my bean plant, It's got a _____</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: <i>hole, weed</i> Word cards PCM 49: <i>stem, seed, leaf, roots</i>		

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
	<ol style="list-style-type: none"> 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
	<p>Grow a bean plant: Activity 1</p> <ol style="list-style-type: none"> 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. 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. 3. Show the word cards 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 Audio Track 76	<p>Poem: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture on page 104. Ask: <i>What can you see?</i> Let learners discuss this in pairs first before you elicit the answer from the class. 2. Pre-teach the following key vocabulary for the poem using flashcards and/or gestures: <i>hole, pour, pull, weed, chase</i>. Demonstrate the poem with actions: <i>Dig a little hole.</i> (Mime digging a hole.) <i>Plant a little seed.</i> (Bend down and plant a seed in the ground.) <i>Pour a little water.</i> (Mime pouring water on the seed.) <i>Pull a little weed.</i> (Bend down and mime pulling out a weed.) <i>Chase a little bug.</i> (Mime waving your arms to chase away the bug.) <i>Where did it go?</i> (Make a questioning action.) <i>Here comes the sun!</i> (Make a circle in the air with your hands to show the sun coming out.) <i>Watch my garden grow.</i> (Mime the plant growing bigger.) 3. Learners listen to the audio and do the actions along with the poem. 4. Ask learners what kind of text this is – an information text, a story or a poem (poem)? 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	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Learners then work individually to unjumble the letters to spell the words. <p>Feedback</p> <p>Ask individual learners to spell the words and write them on the board for learners to check their answers.</p> <p>Answers</p> <p>1 seeds; 2 bean; 3 plant; 4 leaf; 5 stem; 6 roots</p>

Activity Book page 85	Activity Book: Activity 2 1. Learners read the instructions, draw and label a bean plant. 2. Learners write a description of their bean plant drawing. Feedback Put learners in pairs so they can show each other their drawings.			
	Differentiation: (Support) 1. Learners can copy the drawing from Learner’s Book page 102 and just label their drawing.			
	Differentiation: (Stretch) 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 spelt high frequency sight 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: 12
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant and identify pictures. Speaking: To say a chant. Reading: To read simple statements using the Present Simple, read questions using the Present Continuous. Writing: To complete the missing letters in words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask questions using the Present Continuous answer Present Continuous questions using short answers say words following a model.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary from Lessons 6 to 11 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation Skills: Introduce learning and understanding of the importance of Feedback in English, from teachers and other students 		
Key vocabulary: <i>potatoes, tomatoes, onions, peppers, carrots, beans, under, above, ground, fish, leaf, seed, roots</i> Key expressions/structure: Present Continuous statements, questions and short answers; Present Simple questions: <i>Which one doesn't lay eggs?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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 Word cards PCMs 47, 48 and 49: <i>fish; peppers, carrots; leaf, seed, roots</i>		

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 <ol style="list-style-type: none"> 1. Divide the class into pairs. Give each pair a mini whiteboard (or equivalent) and marker. 2. Say the words <i>leaf</i>, <i>stem</i>, <i>roots</i>, <i>seed</i> one by one and learners have to draw each one on their mini whiteboard (or equivalent). 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 Learner's Book page 105 Audio Track 77	Main Activity <p>Chant: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture of the basket on page 105 and say which vegetables they can see. 2. Learners listen to the audio and point to the vegetables in Activity 1 as they hear them. 3. Demonstrate the chant using actions and the audio. 4. Ask learners to join in the chant by doing the actions only. 5. Repeat the chant line by line with the learners. 6. Divide learners into mixed-ability groups and let them perform the chant in their groups. <p>Feedback</p> <p>Invite some of the groups to come and perform the chant for the class, if time.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can just do the actions as they listen to the chant or join in with the repeated phrases, for example <i>under the ground</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can lead the chant in their groups.
Learner's Book page 105	<p>Read and point: Activity 2</p> <ol style="list-style-type: none"> 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. 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. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 a, d, g; 2 f; 3 b, c; 4 b; 5 c</p>
Activity Book page 86	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Then, learners work individually to complete the activity. <p>Feedback</p> <p>Allow learners to check their answers in pairs. Stick the word cards on the board so learners can check what they have written.</p> <p>Answers</p> <p>1 fish; 2 leaf; 3 seed; 4 peppers; 5 carrots; 6 roots</p>

	Differentiation activities (Support): 1. Learners can work in pairs and can use word cards for support.		
	Differentiation activities (Stretch): 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 1. Draw learners’ attention to the pictures in Activity 2 and ask them to say what they can see. 2. Read the questions and question learners’ understanding. 3. Read aloud the first question and then ask: <i>Yes or no?</i> Elicit <i>No</i> . Remind learners of the short answer form <i>No, he isn’t</i> . Learners write the answer on lined paper. 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. Answers 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 goal 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 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 (for example, storybooks, poems, informational texts, etc.).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow a folktale, to respond to questions about a folktale. Speaking: To answer questions about a folktale. Reading: To read a folktale and answer questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read simple sentences in the Present Continuous • identify the text type and key elements of the text type.
Link to prior learning: <ul style="list-style-type: none"> • Animal vocabulary • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>hen, chick, duck, pick, bread, wheat, flour, grind, make bread, help, helpful, delicious, busy, myself, wash the dishes, sweep the flour</i> Key expressions/structure: <i>Can you please help me to ____?, Sorry, I'm busy; I'm ____ ing it myself, Can you/we please ____? Will you ____?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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, 107 and 108 Activity Book page 87 Audio track 78 A loaf of bread Handmade flashcards: <i>bread, flour, water, wheat, oven</i> Word cards PCM 50: <i>make bread, pick wheat, wash the dishes, sweep the floor</i>		

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
	<ol style="list-style-type: none"> 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. 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, 107 and 108 Audio Track 78	<p>Before you listen: Activity 1</p> <ol style="list-style-type: none"> 1. Read the questions and ask learners to look at the pictures on page 106. Elicit the answers from learners. Present the main actions <i>make bread, pick wheat, wash the dishes, sweep the floor</i> by demonstrating and showing the word cards. Stick the word cards on the board as support for learners to refer to during the story. 2. Encourage them to share their ideas. If they speak in L1, repeat the words back at them in English. 3. Then play the audio while learners follow the text in their books. Ask learners: <i>Do you like the story?</i> 4. Play the story again. Then talk to learners about the message/moral of the story. Ask questions such as: <i>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)</i> <p>Answers</p> <p>Little Red Hen is making bread. Duck and Chick aren't helping her.</p>
Activity Book page 87	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the question in Activity 1 and read it aloud. Explain the meaning of <i>setting</i> (it is where the story happens) and ask learners to think about where the story takes place. 2. Have learners read the options, then elicit the correct answer. Tell learners to circle the answer. <p>Answer</p> <p>2 (a farm)</p>
Activity Book page 87	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Copy the diagram from Activity 2 on the board. Write the words <i>beginning, middle</i> and <i>end</i> and explain the meaning, using the diagram to illustrate this. 2. Check learners' understanding by pointing to different sections in the diagram and asking learners to say <i>beginning, middle</i> or <i>end</i>. 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. 4. Learners work in pairs to complete the diagram. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Beginning – 6; Middle – 1, 2, 5; End – 3, 4, 7</p>

	Differentiation activities (Support): 1. Learners can write only the number of the corresponding phrase in the diagram.		
	Differentiation activities (Stretch): 1. Learners can write the full sentence in the diagram.		
Resources	Plenary		
	1. Tell learners they are going to play <i>Teacher says</i> . Before you start the game, demonstrate the actions from the story (<i>read a recipe, play hopscotch, make the bread, etc.</i>) and ask learners to copy you. 2. Play <i>Teacher says</i> , using the sentences above. Remind learners that they must only do the action if you say <i>Teacher says</i> .		
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 (for example, storybooks, poems, informational texts, etc.). (G2.3.6.1.1) Recognise and identify the basic features of narrative text genres (for example, stories and fairytales) and information text, use various texts features (for example, 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: Listening: To listen and identify a picture. Speaking: To describe pictures using the Present Continuous. 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 ... <ul style="list-style-type: none"> • read and say sentences in the Present Continuous.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Lesson 13 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce creative thinking activities, such as brainstorming, to learn and respect all ideas 		
Key vocabulary: <i>hen, chick, duck, pick, bread, wheat, flour, grind, make bread, help, helpful, delicious, busy, myself, wash the dishes, sweep the flour</i> Key expressions/structure: <i>Can you please help me to ____?, Sorry, I'm busy; I'm ____ ing it myself, Can you/we please ____? Will you ____?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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. • 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: Learner's Book page 109 Activity Book page 88 Audio track 78 Word cards PCM 51: <i>Can you please help me?, Will you...? Sorry, I'm busy.</i>		

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	<p>Think about the story: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the questions on page 109. Read them and check learners' understanding. 2. Then read the questions one by one and elicit the answers from learners. <p>Answers</p> <p>1 Little Red Hen, Duck, Chick and Bird; 2 Duck and Chick; 3 A happy ending; 4 (Learners' own answers)</p>
Learner's Book page 109	<p>Story map: Little Red Hen: Activity 2</p> <ol style="list-style-type: none"> 1. Learners look at the pictures. Elicit what is happening in each picture. Read out the following sentences: <i>Little Red Hen is picking the wheat.</i>, <i>Little Red Hen is grinding the wheat.</i>, <i>Little Red Hen is making the bread.</i>, <i>Little Red Hen is feeding the bird.</i>, <i>Chick is washing the dishes and Duck is sweeping the floor.</i> and have learners repeat after you. 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. 3. Divide the class into pairs. Learners take turns testing their partner as you demonstrated. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can have their books open at the story on pages 106–108 to help them with their sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write the sentences in their notebooks or make up new sentences for the pictures.
Activity Book page 88	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the sentences in Activity 1 aloud and check learners' understanding. 2. Read the first sentence and ask: <i>Yes or no?</i> Elicit <i>yes</i>. 3. Individually, learners read the sentences and choose the correct answer. <p>Feedback</p> <p>Read the sentences one by one and ask learners to stand up if the answer is <i>yes</i> and remain seated if it <i>no</i>.</p> <p>Answers</p> <p>1 yes; 2 no; 3 no; 4 yes; 5 no</p>

Activity Book page 88	Activity Book: Activity 2 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. 2. Learners choose their favourite character and circle the picture. 3. Read the question <i>Who’s your favourite character?</i> and have learners repeat. Ask a few learners the question and write their answers on the board to model the activity. 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 Simple Present 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: Reading: To read sentences using the Present Continuous. Listening: To listen to a folktale. Speaking: To read a character's part in a story. Writing: To write a simple sentence using the Present Continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use contractions in Present Continuous statements.
Link to prior learning: <ul style="list-style-type: none"> • Present Continuous • Contracted form of verb <i>to be</i> 21st Century Skills <ul style="list-style-type: none"> • not applicable 		
Key vocabulary: <i>hen, chick, duck, pick the wheat, grind the wheat, make the bread, wash the dishes, sweep the floor, eat</i> Key expressions/structure: <i>Can you/we please ...? Sorry, I'm busy. Me too., Will you wash the dishes?, Will you sweep the floor?</i> Present Continuous: <i>I'm sweeping the floor.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 <i>to be</i>. 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	<ol style="list-style-type: none"> Elicit the names of the characters from the folktale and write these on the board. (Little Red Hen, Duck and Chick) Divide the class into three groups and allocate one of the characters to each group, for example <i>Group one – Little Red Hen</i>, etc. Tell the groups that when they hear their character speak in the story, they stand up. Play the audio for the class. The groups listen and stand up, for example Group one stands up when they hear <i>Can you please help me pick the wheat?</i>
Resources	Main Activity
Learner's Book page 110	<p>Who says it? Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the sentences on page 110. Read the sentences and ask learners to point to the correct character. 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 <i>We're eating the bread.</i> Read aloud the first sentence and elicit the contracted form (<i>I'm picking the wheat</i>). Put learners in pairs so they can practise saying the sentences with the contracted form of the verb <i>to be</i> and pointing at the characters. <p>Feedback</p> <p>Ask individual learners to put their hands up if they would like to read out the sentences.</p> <p>Answers</p> <ol style="list-style-type: none"> I'm picking the wheat. (Little Red Hen) I'm making the bread. (Little Red Hen) Sorry, I'm busy. (Chick and Duck) We're all eating the bread. (Little Red Hen) I'm washing the dishes. (Chick) I'm sweeping the floor. (Duck) <p>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.</p>
Learner's Book page 110	<p>I'm busy: Activity 2</p> <ol style="list-style-type: none"> Focus on the title of the activity (<i>I'm busy!</i>) and ask learners to remember who says it in the story (Chick and Duck). Elicit the meaning of <i>busy</i> and demonstrate by acting it out (for example, rush around so it looks like you don't have any time). 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 <i>to be</i>). 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. <p>Feedback</p> <p>Learners can show each other their pictures in pairs.</p>

Learner's Book page 110	Act it out: Activity 3 1. Divide learners into groups of three. Allocate a character to each learner in the group: Little Red Hen, Duck, Chick. 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. 3. Then, ask learners to read the story again and underline <i>I'm</i> and <i>We're</i> .		
	Differentiation activities: (Support) 1. Allocate the role of Duck or Chick to less confident learners.		
	Differentiation activities: (Stretch) 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 1. Show learners the pictures and sentences in Activity 1. Demonstrate the activity by doing the first example on the board. 2. Ask learners to read the sentences and fill in the gaps using the words from the Word box.		
	Answers 1 is; 2 is; 3 bread; 4 are; 5 Chick, Duck		
Resources	Plenary		
Activity Book page 89	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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 Simple Present 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 (for example, storybooks, poems, informational texts etc).			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant and identify the initial <i>h</i> sound. Speaking: To say a chant focusing on pronunciation of the initial <i>h</i> sound. Reading: To read and identify words with the initial <i>h</i> sound. Writing: To write words with the initial <i>h</i> sound		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • identify and say words with the initial <i>h</i> sound.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple affirmative sentences 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation Skills: Learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: <i>hen, house, hat, hay, has, happy, horse, hand, head</i> Key expressions/structure: <i>Who has Hen's hat? Horse has Hen's hat.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Learner's Book page 111 Activity Book page 90 Audio tracks 79 and 80 Flashcards: <i>hen, duck, chick, horse, sheep, cow</i>		

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
	<p>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.</p> <p>Answers</p> <p>All of the words feature in the story except for <i>egg</i>.</p>
Resources	Main Activity
<p>Learner's Book page 111 Audio Track 79</p>	<p>The initial <i>h</i> sound: Activity 1</p> <ol style="list-style-type: none"> 1. Model the initial <i>h</i> sound for learners and ask them to repeat it with you. 2. Play the audio for learners to listen and point at the pictures. Then play again, pausing after each word for learners to repeat. 3. Say a word (for example, <i>hay</i>) and ask learners to hold up their books and point at the correct word/picture. 4. Put learners in pairs so they can continue the activity, testing each other on the words and practising the initial <i>h</i> sound.
<p>Learner's Book page 111 Audio Track 80</p>	<p>Who has Hen's hat?: Activity 2</p> <ol style="list-style-type: none"> 1. Learners look at the pictures. Ask them to say what they can see. 2. Play the audio. Learners point to the correct picture when they hear the word <i>hat</i>. 3. Play the audio again. Learners hold up their hand when they hear the initial <i>h</i> sound. 4. Write the words with the initial <i>h</i> sound on the board as learners give you the answers. Draw learners' attention to the letters in the word that makes this sound. 5. Ask them if it is always the letter <i>h</i> that makes this sound. (No – <i>wh</i> also makes the sound.) 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.
<p>Activity Book page 90</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures in Activity 1. Elicit the names of each picture. 2. Explain to learners that, in each pair, they need to circle the picture that begins with the initial <i>h</i> sound. 3. Learners complete the activity individually. <p>Feedback</p> <p>Check the answers as a whole class. Ask individual learners to put their hands up and say the words that begin with the initial <i>h</i> sound. Write the words on the board.</p> <p>Answers</p> <p>1 hen; 2 horse; 3 head; 4 hand</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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 <i>h</i> sound.

	Differentiation activities (Stretch): 1. Learners can write the word under each picture.		
Activity Book page 90	Activity Book: Challenge 1. Ask learners to look back at Activity 1 and tell you which words represent body parts (<i>head, foot, hand, nose</i>). Then ask: <i>Which ones have the initial h sound?</i> Elicit: <i>hand, head</i> . 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 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. Feedback Put learners in pairs so that they can compare their answers. <div>Answers</div> 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 spelt 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: Listening: To listen and identify vocabulary items which contain the target phonic sounds. Speaking: To say words with the target phonic sounds accurately. Reading: To read words containing the target phonic sounds and sentences with the Present Continuous. Writing: To write the contracted form of the verb <i>to be</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the contracted form of the verb <i>to be</i> in Present Continuous sentences • identify and say the short <i>i</i> sound • identify and say the initial <i>h</i> sound.
Link to prior learning: <ul style="list-style-type: none"> • The short <i>i</i> sound • The initial <i>h</i> sound • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>chick, house, wing, ship, stick, hand, six, hen, hat, sweep, happy, feed, cow</i> Key expressions/structure: Present Continuous contracted forms; <i>Who has the hen's hat? _____ has the hen's hat</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> 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. 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. 3. Ask the class to open their eyes and ask the question: <i>Who has Hen's hat?</i> Learners respond, for example <i>Mahmoud has Hen's hat</i>. Repeat this a couple of times. 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: <i>Who has Hen's hat?</i> Group 2 guess by saying ____ <i>has Hen's hat</i>. If it's true, Group 1 say <i>yes</i>.
Resources	Main Activity
Learner's Book page 112	<p>Game: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Give each learner nine small squares of paper. 3. Read out the following words slowly: <i>hen, chick, six, house, wing, hand, hat, ship, stick</i>. Learners listen to you read out the words and cover the pictures as they hear them. 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 <i>h</i> sound. Then they repeat with words with the short <i>i</i> sound. Demonstrate the sounds to help learners identify the words. <p>Feedback</p> <p>Ask individual learners to put their hands up and tell you the words with the <i>h</i> and <i>i</i> sounds.</p> <p>Answers</p> <p>Initial <i>h</i> sound: hen, house, hand, hat Short <i>i</i> sound: chick, six, wing, ship, stick</p> <ol style="list-style-type: none"> 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.) <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners listen and play the game to give them more recognition practice of the words in preparation for the next activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners take on the role of the teacher and call out the words.
Learner's Book page 112	<p>Test your friend: Activity 2</p> <ol style="list-style-type: none"> 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. 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 Page 112	<p>Yes or no?: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the picture in Activity 3. Ask learners what they can see in the picture and encourage them to contribute with ideas. 2. Read the first sentence aloud, then ask learners to look at the picture and say <i>yes</i> or <i>no</i>. Elicit: <i>yes</i>. 3. Check that learners understand the activity. Then put them in pairs so they can read the sentences and say <i>yes</i> or <i>no</i>. <p>Feedback</p> <p>Check the answers as a whole class. Read a sentence and ask learners to put their hands up if the answer is <i>yes</i> and to sit on their hands if the answer is <i>no</i>.</p> <p>Answers</p> <p>1 Yes; 2 Yes; 3 Yes; 4 No; 5 Yes</p>
Activity Book page 91	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the pictures in Activity 1. Elicit the words for each picture from learners. 2. Demonstrate the activity by doing the first example with the class. 3. Learners complete the activity individually. <p>Feedback</p> <p>Check the answers as a whole class. Ask individual learners to say the incorrect word in each sequence.</p> <p>Answers</p> <p>1 c (kick); 2 c (mouth)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs for support when completing the activity. Monitor and say the words to help learners hear the sound. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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 page 91	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and tell you what is happening in each one. 2. Read the first question aloud and ask learners to look at the picture and tell you <i>yes</i> or <i>no</i> (yes). Draw learners' attention to the Word box and ask them to identify which answer goes with that question (<i>Yes, it is.</i>). Learners write this next to the question. 3. Learners complete the activity, writing the answers next to the questions. <p>Feedback</p> <p>Check the answers as a whole class by reading out the question and choosing individual learners to say the answer.</p> <p>Answers</p> <p>1 Yes, it is.; 2 No, he isn't.; 3 No, they aren't.</p>
Resources Activity Book page 91	<p>Plenary</p> <p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 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 the phoneme-grapheme correspondences. (G2.3.3.1.3) Read irregularly spelt high frequency sight words.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond, listen and answer a question, listen and choose the correct picture. Speaking: To ask and answer questions using the Present Continuous. Reading: To read simple statements with <i>can</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and say affirmative sentences using the Present Continuous • ask questions using the Present Simple and Present Continuous tenses • use short answers in the Present Simple and Present Continuous tenses.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Unit 5 21st Century Skills <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of Feedback in English, from teachers and other students 		
Key vocabulary: farm activities (<i>driving a tractor, picking dates, fixing a tractor, planting vegetables, feeding chicks</i>); farm animal vocabulary (<i>cow, sheep, duck, hen, chick, horse</i>); 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: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> Play a mime game. Give the instructions and learners do the actions: <i>You're driving a tractor.</i> <i>You're feeding the chicks.</i> <i>You're planting vegetables.</i> <i>You're picking dates.</i> <i>You're fixing the tractor.</i> <i>You're making bread.</i> <i>You're washing the dishes.</i> <i>You're sweeping the floor.</i> 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 <i>You're ____</i> Write the sentence stem and the short answers on the board for support: <i>You're ____ing.</i> <i>Yes, I am. / No, I'm not.</i>
Resources	Main Activity
Learner's Book page 113	<p>Can you remember?: Activity 1</p> <ol style="list-style-type: none"> Show learners the picture on page 113 of the Learner's Book. Ask them to describe what they can see, what is happening, etc. Put learners in pairs. Write the following verbs on the board: <i>sleep, feed, eat, fix, eat</i>. Drill pronunciation and check learners' understanding. Elicit a sentence about the picture using the words on the board, for example <i>the baby is sleeping</i>. In pairs, learners talk about the picture and make similar sentences. Monitor the activity and offer help as necessary. Then, draw learner's attention to the example sentences in the speech bubbles. Say sentences about the picture, such as <i>The boy is fixing a toy car.</i>, <i>The man is eating.</i>, 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 <i>there is/there are</i>, such as <i>There are tomatoes.</i>
Learner's Book page 113	<p>Guessing game</p> <ol style="list-style-type: none"> 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. Write the following question prompts on the board and encourage learners to ask them to guess the secret person/animal. For example: Learner 1: Is it a person? Learner 2: Yes, it is./No, it isn't. Learner 1: Is it an animal? Learner 2: Yes, it is./No, it isn't. Learner 1: Is he/she/it ____ing? Learner 2: Yes, ____ is./No, ____ isn't. Learner 2: Is it number ____? 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: <i>1 Say the names of three farm animals.</i> <i>2 Say the names of two vegetables that grow above the ground.</i> <i>3 Say the names of two vegetables that grow under the ground.</i> <i>4 Say the names of three parts of a bean plant.</i> <i>5 Say the names of two things that grow from seeds.</i> <i>6 Say the names of three animals that lay eggs.</i> <i>7 Say two words with the short i sound.</i> <i>8 Say two words with the initial h sound.</i> 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		
	Learner’s Book page 113		
	Plenary Look what I can do! 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 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 Simple Present 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: Listening: To listen and follow instructions. Speaking: To say simple nouns, say affirmative sentences in the Present Continuous. Reading: To read instructions. Writing: To write letters of the alphabet, write words for each letter of the alphabet, draw and label a map.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say the alphabet • write simple nouns • write affirmative sentences in the Present Continuous.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Unit 5 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: the alphabet, farm animals, farm activities, vegetables Key expressions/structure: <i>There are ...</i> ,. Present Continuous affirmative: <i>The hens are eating.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> As a whole class, brainstorm the vocabulary they can remember from this unit. Learners take turns to say different words they remember. You can build up a word bank on the board, using these headings: <i>Farm animals, Things you can see on a farm, Farm activities, Vegetables.</i> 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	<p>Option 1</p> <p>Project A: Make an alphabet chart</p> <ol style="list-style-type: none"> 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. Learners draw a picture of their word and then write the word below. Above the picture, they write the letter the word begins with, in upper and lower case. Learners practise presenting their project in their groups. Learners can also practise playing the game 'I spy': <i>I spy with my little eye, something with the letter ____</i>
Learner's Book page 114	<p>Option 2</p> <p>Project B: Draw a map of a farm</p> <ol style="list-style-type: none"> Write the following instructions on the board: <i>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.</i> Learners decide in their groups which things they are going to have on their farm and decide who is going to draw each thing. 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.) 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: <i>There are ____ on our farm.</i> <i>They are ____ing.</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. Break instructions down into steps and write these on the board if necessary. <p>Differentiation activities: (Stretch)</p> <ol style="list-style-type: none"> 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		
	<div>1. Collect in the projects and make sure the groups have written their names on their project.</div> <div>2. Involve learners in collecting up the materials and giving them to you and also in tidying up the classroom.</div> <div>3. Tell learners that in the next lesson they will present their projects to the rest of the class.</div>		
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:			
<div>(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.</div> <div>(G2.2.1.1.3) Consolidate from Grade 1, and extend the ability to describe people, things, location and actions using Simple Present tense and Present Continuous.</div> <div>(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.</div> <div>(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.</div> <div>(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.</div>			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 2	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to classmates' presentations. Speaking: To present a project to the class, ask and answer questions about the projects. Reading: To read classmates' project posters.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make a simple presentation of a project using the Present Simple and Present Continuous tenses.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Unit 5 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: the alphabet, farm animals, farm activities, vegetables Key expressions/structure: <i>There is/are _____ on our farm; The cows are _____ing</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Learners' projects from Lesson 19 PCM 9		

UNIT 5 LESSON 20 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 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. 2. Divide learners into their project groups and give them back the project materials they made in the previous lesson.
Resources	Main Activity
	<ol style="list-style-type: none"> 1. Give learners some time to practise presenting their project again with their group. Monitor and help them if necessary. 2. Give each student their copy of PCM 9. 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. 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. 5. Learners show and present their project. 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. 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. 8. Take in the copies of PCM 9 and store them somewhere safe, in preparation for the project in the next unit.
Resources	Plenary
	<ol style="list-style-type: none"> 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 ✓
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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 ... <ul style="list-style-type: none"> • say words following a model • understand and ask simple questions using <i>can</i> • write simple sentences with <i>can</i> and verbs for the senses.
Link to prior learning: <ul style="list-style-type: none"> • <i>I can ...</i> • Colours • Parts of the body 21st Century Skills <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>eyes, ears, hand, nose, mouth; see, hear, smell, senses, touch, taste</i> Key expressions/structure: <i>Can</i> with sense verbs to express ability: <i>I can hear with my ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty forming <i>can</i> statements and questions, for example using the verb following <i>can</i> 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: <i>nose, hand, mouth, rabbit</i> Handmade flashcards/Pictures: eyes, ears, cherries Word cards PCM 52: <i>eyes, ears, nose, hand, mouth</i>		

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
	<ol style="list-style-type: none"> 1. Play a game of 'Salman says' to review the parts of the body. 2. Say: <i>Let's play 'Salman says'.</i> Give instructions. Say: <i>Salman says ...</i> and use body parts from Unit 3, for example <i>Salman says touch your ear. Salman says touch your nose with your finger. Salman says touch your right foot.</i> 3. Learners follow the instructions and do the actions. If an action is not preceded by <i>Salman says</i>, learners must not do the action. If they do the action, they are out and must sit down. 4. Continue playing until there is only one learner standing. They are the winner. 5. Learners take turns being the teacher and giving instructions. 6. Finally, stick the word cards on the board, point to a word and have learners point to the correct body part.
Resources	Main Activity
Learner's Book page 115 Audio Track 81	Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Show learners the picture of a landscape. Ask: <i>What things can you see in the picture?</i> 2. Show learners the bottle of perfume, open it, point at your nose and say: <i>It smells nice.</i> 3. Tell learners that we have five senses; mime to make your meaning clear. 4. Say: <i>see, hear, smell, taste, touch.</i> Point to your eyes, ears, nose, mouth and hands. Learners mime and repeat after you. 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. 6. Play again. Pause after each line for learners to repeat. 7. Practise reciting the poem together. 8. Ask: <i>What can you do with your ears/eyes/nose/mouth?</i>
Learner's Book page 115 Audio Track 82	In the park: Activity 2 <ol style="list-style-type: none"> 1. Point to the picture on page 115 and ask learners what they see. 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. 3. Say: <i>Let's listen and point.</i> Play the audio again. This time, learners find and point to the corresponding item in the picture. 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 <ol style="list-style-type: none"> 1. Ask learners to read and complete the sentences with the words in the Word box. 2. Walk around and check individual learners are spelling words correctly. Feedback Check the answers as a whole class by asking individual learners to read out the completed sentences. Write the sentences on the board. <div> Answers </div> <ol style="list-style-type: none"> 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		
	1. Read the instructions and provide examples, such as <i>I can see a desk. I can hear children</i> . Write the examples on the whiteboard. 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.		
	Feedback 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): 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.		
Resources	Plenary		
	Activity Book: Learning goal		
	1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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 ... <ul style="list-style-type: none"> • say words following a model • understand and ask simple questions using <i>can</i> • write simple sentences with <i>can</i> and verbs for the senses.
Link to prior learning: <ul style="list-style-type: none"> • <i>I can ...</i> • Colours • Animals 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: (Revision: <i>eyes, ears, hand, nose, mouth</i>); <i>see, hear, smell, senses, touch, taste; cat, bird, duck, horse, sheep</i> Key expressions/structure: <i>Can</i> with verbs for the senses to express ability: <i>I can say meow.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: <i>cat, bird, duck, horse, sheep</i> Word cards PCM 53: <i>see, hear, smell, touch, taste</i>		

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	<ol style="list-style-type: none"> 1. Say the poem 'Two little eyes' from Lesson 1. 2. Encourage learners to repeat the poem. 3. Change the speed and pitch of voice.
Resources	Main Activity
Learner's Book page 116 Audio Track 83	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on page 116. Direct learners' attention to the words: <i>see, hear, smell, taste</i> and <i>touch</i>. Play the first part of the audio and mime to make the meanings clear. 2. Play the first part of the audio again. Pause after each word so that learners can point at the correct picture and repeat. 3. Display the word cards on the board. Read the words together. Check for correct pronunciation. 4. Play the second part of the audio. Direct learners' attention to the pictures. 5. Play the second part of the audio again and pause after each sentence. <p>Answers</p> <p>eyes; ears; nose; mouth; hand; 'touch' is not in the poem.</p>
Learner's Book pages 115 and 116	<p>Your five senses: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>see, hear, smell, taste</i> and <i>touch</i> on the board. Ask learners to look at the picture of the park on page 115. 2. Point at <i>see</i> 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. <p>Feedback</p> <p>Check answers as a whole class. Call on learners who raise their hand. Write the answers on the board.</p> <p>Answers</p> <p>See: baby, family, trees, pond, water Hear: birds, train Smell: flowers Taste: cherries Touch: toy rabbit</p>
Activity Book page 93	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Explain the activity. Learners look at the picture carefully and colour it in according to the instructions. 2. Ask: <i>What can the children hear? What can the children see?</i>, etc. <p>Feedback</p> <p>Check answers as a whole class. Call on learners who raise their hand.</p> <p>Answers</p> <p>Smell: flower Taste: cherry Hear: bird</p>

Learner's Book page 116 Audio Track 84	Say a poem: Activity 3 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. 2. Say: <i>There are lots of animals in the park.</i> 3. Play the audio once. Learners listen to the sound and point to the animal. 4. Play the first line of the audio again, then pause. Learners repeat the sound the animal makes. Repeat for the other lines. 5. Play the audio a third time and pause after each line. Learners repeat the line. 6. Finally, learners say the whole poem with the audio.			
	Differentiation activities (Support): 1. Read the transcript slowly if the audio is too fast and pause after each line.			
	Differentiation activities (Stretch): 1. Learners can read the lines of the poem in the Learner's Book.			
Activity Book page 93	Activity Book: Activity 2 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. Feedback 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.			
	Answers 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 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.). 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: Listening: To understand key information. Speaking: To talk about differences in pictures. Reading: To read and understand a text. Writing: To complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>can</i> with verbs of the senses to make simple affirmative sentences.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Units 1–5 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>see</i> , Key expressions/structure: <i>I can see ...</i> ;		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems with the use of the Present Simple verb <i>to be</i> 3rd 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: Learner's Book page 117 Activity Book page 94 Audio track 85 Flashcards and handmade flashcards/pictures from Lessons 1 and 2 Word cards PCM 53: <i>see, hear, smell, touch, taste</i>		

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 <i>What do they say?</i> from Lesson 2.
Resources	Main Activity
Learner's Book page 117 Audio Track 85	<p>From my window: Activity 1</p> <ol style="list-style-type: none"> 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. 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. 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. 4. Play the audio, pausing after each sentence for learners to say <i>yes</i> or <i>no</i>. <p>Answers</p> <p>1 yes; 2 yes; 3 no; 4 no; 5 yes; 6 yes</p>
Learner's Book page 117	<p>Seeing: Activity 2</p> <ol style="list-style-type: none"> 1. Point at the pictures in turn and ask: <i>What are the children doing? What can you see in the picture?</i> 2. Ask learners to point out some differences between the two pictures. 3. Read each sentence, allowing learners to fill in the gaps. 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. <p>Feedback</p> <p>Ask volunteer learners to raise their hands and read out their sentences.</p> <p>Answers</p> <p>Picture A: 1 There are <i>two</i> books on the table.; 2 The boys have <i>black</i> hair. 3 The books are <i>red</i> and <i>green</i>.; 4 Possible answers: The boys are wearing white tops. There is a toy cat.</p> <p>Picture B: 1 There are <i>three</i> books on the table.; 2 The boys have <i>brown</i> hair.; 3 Two of the books are <i>red</i>. The other book is a <i>blue</i>.; 4 Possible answers: One boy is wearing a green top. There is a toy horse.</p>
Activity Book page 94	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they will now draw what they can see from their bedroom window or a window in their house. 2. Give learners some time to draw the picture and then to complete the sentence. 3. Monitor learners' work, helping them as necessary and writing any new words on the board. <p>Feedback</p> <p>Learners show their pictures in pairs and read out their sentences.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners word cards to copy from. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Resources	Plenary Memory Game 1. Display flashcards and pictures with vocabulary from Lessons 1 to 3 with the picture facing upwards on the whiteboard and let learners see all of them for 30 seconds. 2. Remove the flashcards from the whiteboard. 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. Feedback 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: Listening: To understand key information in simple questions. Speaking: To say how things smell, ask and answer questions about smells. Reading: To read simple nouns. Writing: To make a list and write short answers to questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make and understand simple affirmative sentences using verb <i>to smell</i> • ask <i>yes/no</i> questions and give short answers in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Verbs of the senses 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>onion, fish, soap, mango, flowers, smoke, perfume, coffee, mint</i> Key expressions/structure: Present Simple questions: <i>Do you like the smell of ...? Yes, I do. No, I don't.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may confuse the positive and affirmative form in short answers, for example, they may say <i>Yes, I don't</i>. Or <i>No, I do</i>. Correct this mistake orally and give learners the opportunity to say it again. 		
Resources/equipment needed: Learner's Book page 118 Activity Book page 95 Realia of objects that smell (for example, a mango, perfume, coffee, an onion, a flower) Handmade flashcards/Pictures: <i>soap, mango, smoke, flowers, fish, onion, perfume, coffee, mint</i> Word cards PCM 54: <i>soap, mango, smoke, flowers, fish, onion, coffee, mint, perfume, Do you like the smell of...?, Yes, I do., No, I don't.</i>		

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
	<ol style="list-style-type: none"> 1. Place the realia (the objects that smell) into a bag. 2. Ask learners to sit on the floor in a circle, and tell them to close their eyes. 3. Take out one object and give learners the chance to smell it (still with their eyes closed) and say what it is. 4. Put the object back in the bag, ask learners to open their eyes and tell you what they think the object was. 5. Repeat with the other objects.
Resources	Main Activity
Learner's Book page 118	Smelling: Activity 1 <ol style="list-style-type: none"> 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 and asking learners to repeat. 2. Ask learners to open their books at page 118. Revise the vocabulary by pointing at the pictures and asking questions. For example, ask <i>What's this? Is it an apple or a mango?</i> Repeat for <i>coffee, mint</i> and <i>perfume</i>. 3. Focus on the speech bubbles and read the dialogue with learners. 4. In pairs, learners ask and answer questions about the pictures, using the dialogue as a model. Feedback Ask individual learners about different smells, and elicit a short answer.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide learners with sentence prompts on paper strips.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Let learners draw and write additional sentences.
Activity Book page 95	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Focus on the pictures and the question. 2. Ask a few example questions: <i>Do you like the smell of (flowers)?</i> 3. Learners answer and then write in their Activity Books. Walk around and assist learners as needed. Feedback Learners compare their answers with their partner.
	Answers Learners' own answers.
Learner's Book page 118	Favourite smells: Activity 2 <ol style="list-style-type: none"> 1. Ask: <i>What's your favourite smell?</i> and elicit answers from a few learners. 2. Put learners in pairs, so they can ask each other about their favourite smells. 3. Then, ask learners to tell the class about their partner's favourite smell. Elicit the structure: <i>His/Her favourite smell is...</i> 4. Write up the smells on the board to make a list – help learners with any new words. 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. Feedback Invite individual learners to read their sentences for the rest of the class.

Activity Book page 95	Activity Book: Challenge 1. Show learners the Challenge question. 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. 3. Learners write down their answers in their Activity Book. Feedback Learners compare their answers with their partners to see if they like the same smells.		
	Differentiation activities (Support): 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): 1. Learners can write a sentence about each word from this lesson in their notebooks.		
Activity Book page 95	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Resources	Plenary		
	I-Spy game 1. Review vocabulary from this lesson and previous lessons. 2. Stick pictures or flashcards on the walls. 3. Divide class into four teams. 4. Choose a picture and say: <i>I spy a word that begins with (first sound) / ends with (last sound of the word) and that I can smell.</i> 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 (for example, 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: Listening: To listen and understand key information. Speaking: To say how things feel and talk about differences. Reading: To read and understand a scenario. Writing: To correctly spell simple adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and write simple adjectives to describe how things feel.
Link to prior learning: <ul style="list-style-type: none"> Verbs of the senses 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>apple, ball, door, sock, bat, paper clip, pencil, ring, worm, noodle, quilt;</i> adjectives: <i>soft, hard, round, flat, short, long, big, little, rough, smooth</i> Key expressions/structure: Revision of Present Simple questions: <i>How does it feel?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have problems pronouncing some of the lesson vocabulary, particularly with vowels and consonants that are problematic for Arabic learners, such as <i>rough, round, smooth, short and long</i>. 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 Word cards (PCMs 53, 54 and 55): smell, touch, hear, see, taste; soap, mango, smoke, flowers, fish, onion, coffee, mint, perfume; soft, hard, round, flat, short, long, big, little, rough, smooth, How does it feel?		

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
	<ol style="list-style-type: none"> 1. Prepare the following word cards from PCMs 52 and 53: <i>smell, touch, hear, see, taste, soap, perfume, coffee, mint, fish, onion, mango, flowers</i> 2. Divide the learners into three teams and invite one learner from each team to come up to the board. 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. 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. 5. Continue until you run out of word cards.
Resources	Main Activity
Learner's Book page 119	<p>Touching: Activity 1</p> <ol style="list-style-type: none"> 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: <i>soft, hard, round, flat, short, long, smooth</i> and <i>rough</i>.. Ask: <i>How does it feel?</i> 2. Learners then give more examples of things that are soft, hard, etc. 3. Ask learners to close their eyes. Blindfold one of the children. Say: <i>Imagine you are blind and you can't see. You touch something (soft). What is it?</i> Elicit answers from learners. 4. Focus on the picture of the blindfolded girl on page 119. Read the question and elicit the answer from learners. 5. Focus on the pictures in the table and ask: <i>How do these objects feel?</i> Elicit an adjective from learners. Ask: <i>How are the objects similar (same) and different?</i> <p>Feedback</p> <p>Ask learners who hold up their hand to give the answers. Write the answers on the whiteboard.</p> <p>Answers</p> <p>Ball: hard, round Pencil: hard, long Bat: hard, flat Paper clip: hard, flat, smooth Socks: soft Wood: hard, rough</p>
Activity Book page 96	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures in Activity 1. Say the words and have learners repeat. Then ask: <i>Is a ring hard? Is it long?</i>, etc. and elicit adjectives to describe it. When you have elicited that the ring is <i>hard, round, little</i>, tell learners to write these words on the lines next to the picture. 2. Learners work independently to complete the activity. They then check their answers with a partner. <p>Feedback</p> <p>Call on learners who raise their hands to give answers. Write the correct answers on the whiteboard so learners can copy them.</p>

	Answers A ring: hard, round, little A coconut: rough, round, hard A door: hard, flat, big An apple: hard, round, little, smooth A quilt: soft, flat, big A noodle: soft, round, long
Activity Book page 96	Activity Book: Challenge 1. Focus on the Challenge question. 2. Encourage learners to offer examples and write them in their Activity Book. 3. Walk around and help with additional vocabulary if necessary. Write any new words on the board.
	Differentiation activities (Support): 1. Provide learners with flashcards and word cards to help them select a word.
	Differentiation activities (Stretch): 1. Learners draw a picture and write a word for <i>round</i> and <i>soft</i> in their notebook.
Learner's Book page 119	Mystery bag: Activity 2 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. 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 <i>yes/no</i> 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 (for example, 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: Speaking: To talk about the five senses and describe pictures. Listening: To listen to a description of a picture. Reading: To read simple nouns and verb phrases. Writing: Write questions and short answers using the verb <i>like</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say and understand simple sentences with <i>like</i> understand and use <i>yes/no</i> questions and short answers using the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> Language from Unit 6 Lessons 1 to 5 21st Century Skills: <ul style="list-style-type: none"> 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 to 5 Key expressions/structure: Revision from Unit 6 Lessons 1 to 5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may be confused between the use of <i>touch/feel</i>, <i>hear/sound</i> and <i>see/look</i>. 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: <i>nose, mouth, tongue</i> Handmade flashcards or pictures: <i>eyes, ears; see, hear, smell, like, senses, touch, taste</i> Word cards PCM 53: <i>see, hear, smell, senses, touch, taste</i>		

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	<p>Two little eyes</p> <ol style="list-style-type: none"> 1. Play the chant from Lesson 1. Learners point to the different parts of their faces and sing along. 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	<p>What can you do?: Activity 1</p> <ol style="list-style-type: none"> 1. Open books at page 120. 2. Explore the pictures with learners and read the example sentence. 3. In pairs, learners say what they can do with each body part, as in the example. <p>Feedback</p> <p>Hold your book up, point to a picture and ask individual learners to say the correct sentence.</p> <p>Answers</p> <p>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.</p>
Learner's Book page 120	<p>Hear, see, smell: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>I can smell...</i>, <i>I can see...</i>, <i>I can hear...</i> on the board. Elicit some sentences from learners about what they can smell/see/hear at that moment. 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 on the board to remind learners of the verbs for the senses. <p>Feedback</p> <p>Ask volunteer learners to describe the pictures.</p>
Activity Book page 97	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and elicit the verbs for the senses. 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 <i>taste</i>). Tell learners to circle <i>sun</i>. 3. Learners work individually to read and circle the words. <p>Feedback</p> <p>Learners can compare their answers in pairs. Then ask learners to put their hands up and correct the activity as a whole class.</p> <p>Answers</p> <p>1 sun; 2 star; 3 sky; 4 rug</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners add other words of things you can taste/hear/feel/smell.

Activity Book page 97	Activity Book: Activity 2 1. Learners read the first two questions, circle the correct verb and then write <i>Yes, I do</i> or <i>No, I don't</i> . Feedback Ask pairs of learners to roleplay the questions and answers in open pairs in front of the whole class. <div>Answers</div> Learners' own answers		
Learner's Book page 120 Activity Book page 97	Asking questions: Activity 3 and Activity Book: Activity 3 1. Ask two individual learners the questions from Activity Book Activity 2. 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 on the board to give learners some examples of words to choose from. 3. Learners write the questions individually. Circle the room, offering help as necessary. 4. Then, put learners in pairs. They ask each other the questions and write down their partner's answers. <div>Answers</div> Learners' own answers		
Resources Activity Book page 97	Plenary Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 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-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: Listening: To listen to and recognise differences between sounds. Speaking: To say how things sound. Reading: To read simple sentences. Writing: To correctly spell adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use simple adjectives and nouns.
Link to prior learning: <ul style="list-style-type: none"> Verbs for the senses 21st Century Skills <ul style="list-style-type: none"> Social and Cross-Cultural skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: adjectives: <i>loud, quiet, high, low</i> Key expressions/structure: <i>I think the ____ is ____.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Learner's Book page 121 Activity Book page 98 Audio tracks 86 and 87 Flashcards: <i>flower, fish, ball, sock, bat, cat, horse, sheep, duck, train, bird</i> Word cards PCM 56: <i>loud, quiet, high, low</i>		

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
	<ol style="list-style-type: none"> 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. 2. Repeat with other flashcards.
Resources	Main Activity
Learner's Book page 121 Audio Track 86	Different types of sounds: Activity 1 <ol style="list-style-type: none"> 1. Introduce the adjectives (<i>loud/quiet/high/low</i>) and explain the meaning (note that <i>high</i> and <i>low</i> refer to the pitch of the sound). Display the word cards on the whiteboard. 2. Tell learners they are going to listen to some sounds. 3. Play the audio track and pause after each sound. Elicit from learners: <i>loud</i> or <i>quiet</i> for the first and second sounds, and <i>low</i> or <i>high</i> for the third and fourth sounds. <p>Answers</p> <p>train: loud; popcorn popping: quiet; cow: low; mouse: high</p>
Activity Book page 98	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Divide learners into pairs. Read the instructions with the learners in the Activity Book. 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. <p>Feedback</p> <p>Check the answers as a whole class by calling on individual learners.</p> <p>Answers</p> <p>loud: ambulance quiet: bee buzzing high: bird low: lion</p>
Learner's Book page 121	Making sounds: Activity 2 <ol style="list-style-type: none"> 1. Divide learners into mixed-ability pairs. 2. Model the activity with a learner. Ask: <i>Can you make a loud sound?</i> Learner says <i>yes</i> and makes the sound. (Example: <i>ring of alarm</i>) 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. <p>Feedback</p> <p>At the end, ask learners to share some of the different sounds they made.</p> <p>Answers</p> <p>Learners' own answers</p>

Activity Book page 98	Activity Book: Activity 2 1. Learners think of a loud and a quiet sound. 2. Give an example by drawing a picture and writing a model sentence on the board. 3. Learners write sentences for their sounds and draw pictures. Feedback At the end, ask volunteers to show their pictures and read their sentence to the class. Answers Learners' own answers			
	Differentiation activities (Support): 1. Provide learners with word cards or a word list to select words from.			
	Differentiation activities (Stretch): 1. Let learners draw pictures and write additional sentence for low and high sounds.			
	Learner's Book page 121 Audio Track 87	What is it?: Activity 3 1. Divide learners into small groups. 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. 3. Repeat with additional sounds. Answers 1 car - loud/low; 2 train – loud/high; 3 phone ringing – loud/high; 4 sheep – quiet/low; 5 horse – low/loud; 6 duck – loud/low; 7 cat – high/quiet ; 8 bird – quiet/high		
Resources	Plenary			
Activity Book page 98	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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 ... <ul style="list-style-type: none"> • use simple adjectives in affirmative sentences in the Present Simple • form Present Simple sentences in the affirmative and negative.
Link to prior learning: <ul style="list-style-type: none"> • Verbs of the senses • Present Simple 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>jam, cake, yoghurt, ice cream, apple, watermelon, salt, lemon, coffee, mango, chocolate, noodles</i> ; adjectives: <i>cold, hot, sweet, sour, salty, juicy</i> Key expressions/structure: <i>How does it taste? It's ... My favourite food is</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems pronouncing some of the lesson vocabulary, particularly with vowels and consonants in words such as <i>juicy</i> and <i>sour</i>. 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 Word cards PCM 57: <i>yoghurt, , mango, sweet, juicy, cold, sour, salty, hot</i>		

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
	<ol style="list-style-type: none"> 1. Revise sounds by drawing or writing the words of different objects on the board (for example, <i>bird, car, cow</i>), saying an adjective to describe the sound (<i>low, high, loud, quiet</i>). 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 Audio Track 88	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Present the new vocabulary by saying the adjectives, showing learners the word cards and asking them to repeat. Give examples of foods for each adjective (avoiding the pictures given in the book). 2. Divide learners into pairs. Open books at page 122. Point to the pictures and ask: <i>What is Haya eating? (noodles) What is Omar eating? (mango)</i>. 3. Play the audio once for learners to listen. Then play again for them to listen and read in the book. 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. <p>Answers</p> <p>1 Omar 2 Omar 3 Haya 4 Omar</p> <ol style="list-style-type: none"> 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 learnt 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.
Activity Book page 99	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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. 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. <p>Feedback</p> <p>Check the answers as a whole class by calling on individual learners to say the correct word.</p> <p>Answers</p> <p>1 sour; 2 cold; 3 sweet; 4 juicy; 5 hot; 6 salty</p> <ol style="list-style-type: none"> 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). 4. Learners then match the words to the pictures. <p>Feedback</p> <p>Check the answers as a whole class by asking individual learners to put their hands up and say the food that goes with each adjective.</p> <p>Answers</p> <p>1 b; 2 e; 3 c; 4 d; 5 f; 6 a</p>

	Differentiation activities (Support): 1. Write the words (sour, cold, sweet, juicy, hot, salty) in random order on the board for learners to copy.
	Differentiation activities (Stretch): 1. Let learners write other examples for sweet, salty, sour, hot, cold.
Learner's Book page 122	Tasting: Activity 2 1. Learners open their books. Tell learners to look at the pictures and elicit the names of the foods. 2. Ask: <i>Do you like (jam)? Is (jam) sweet?</i> and elicit <i>Yes, it is.</i> 3. Divide learners into pairs. In pairs, learners decide how each of the foods taste. Feedback At the end of the activity, as a whole class, say the food and then ask individual learners to say the correct adjective. . <div style="background-color: #f2f2f2; padding: 5px;">Answers</div> watermelon – juicy/sweet; jam – sweet; yoghurt – cold; mango – sweet/juicy; balaleet – salty; chocolate – sweet; noodles – hot; apple – sweet/sour
Learner's Book page 122 Audio Track 89	Listen and point: Activity 3 1. Tell learners to look back at the pictures of food in Activity 1 and 2, and elicit the food items. 2. Read out the sentence in the speech bubble and ask learners to point to the correct picture. 3. Explain that learners will listen to descriptions of foods, and they need to point to the pictures. 4. Play the audio, pausing after each sentence for learners to point to the pictures. Feedback Play the audio again, pause after each sentence and call on individual learners to say the correct word. <div style="background-color: #f2f2f2; padding: 5px;">Answers</div> 1 watermelon; 2 yoghurt; 3 balaleet; 4 jam
Activity Book page 99	Activity Book: Activity 2 1. Review the adjective word cards with learners on the whiteboard. 2. Model an example. Show the learners a picture of your favourite food. Say: <i>I like _____. It tastes _____. </i> 3. Then ask: <i>What do you like?</i> 4. Learners ask and answer in the question in pairs. 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. Feedback Invite learners to share their sentences with the whole class.
	Differentiation activities (Support): 1. Write an example sentence on the board that learners can copy into their books.
	Differentiation activities (Stretch): 1. Let learners write additional sentences in their notebooks.

Resources	Plenary		
Activity Book page 99	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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: Listening: To listen to a rhyme, identify the sound of short o. Speaking: To say a rhyme, act out a rhyme. Reading: To recognise words with the short o sound, identify words in a word snake Writing: To write words with the short o sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and write words with the short o sound • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Rhyming sounds 21st Century Skills <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>log, frog, fox, rock, hot, oil, pot, popcorn, grin, sizzle,</i> Key expressions/structure: preposition: <i>on</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems pronouncing some of the lesson vocabulary, particularly with consonant blends, such as <i>fr</i> in <i>frog</i>. 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 Word cards PCM 58: <i>log, frog, fox, rock, hot, oil, pot, popcorn, grin, sizzle</i>		

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
	<ol style="list-style-type: none"> 1. Revise the vowels by writing them on the board and drilling them with learners. 2. Assign an action to each vowel (for example <i>a</i> = jump, <i>e</i> = 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 Audio Track 90	Listen and look: Activity 1 <ol style="list-style-type: none"> 1. Learners open books at page 123. Point to the pictures and say: <i>Let's listen.</i> 2. Play the audio and learners point to the letter <i>o</i> and the pictures in turn. 3. Explain the preposition <i>on</i>. Give a few examples of sentences with <i>on</i> using objects in the classroom: <i>The (pencil) is on the (book).</i> 4. Play the audio again. Pause after each sound or word. Learners repeat. 5. Ask learners to make a sentence using the words in the audio.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide additional examples of words with the short <i>o</i> sound and repeat several times if needed.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to think of any other words with the short <i>o</i> sound.
Learner's Book page 123	Which picture?: Activity 2 <ol style="list-style-type: none"> 1. Focus on the pictures and introduce the new words (<i>log, fox, rock, hot</i>). 2. Read the sentences out and ask learners to repeat. Then they match them to the pictures.
	Answers 1 c; 2 b; 3 a
Activity Book page 100	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Remind learners what a word snake is and ask them to find the words in it. 2. Learners write the correct word next to the correct picture. Feedback Have learners check their answers in pairs, then check the answers with the whole class by calling on individual learners to say the words.
	Answers box, frog, sock, top, fox, clock, rock, log 2 fox; 3 sock; 4 clock; 5 log; 6 frog; 7 rock; 8 box
Learner's Book page 123 Audio Track 91	Popcorn: Activity 3 <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a rhyme. 2. Point to the different words in the picture (for example, <i>pot, popcorn</i>) to make sure learners know the meaning. If necessary, make gestures (<i>grin</i>) or sounds (<i>sizzle</i>) to explain the new words. 3. Play the audio a few times. Mime to make the meaning clear. 4. Play the audio again. Pause after each line for learners to repeat.

	<p>5. Ask learners to find and say the words that have the short <i>o</i>, then circle the words in their Learner’s Book.</p> <p>6. Ask learners if they have ever eaten popcorn. Ask: <i>Do you like it? Where do you buy it? Do you make it at home with your family? Is the popcorn sweet or salty?</i></p> <p>Feedback</p> <p>Call out the words in the rhyme and ask learners to say <i>yes</i> or <i>no</i> as a whole group according to whether the word has a short <i>o</i> sound or not.</p> <p>Answers</p> <p>There are four words with the short <i>o</i> sound: pot, hot, popcorn and pop.</p>		
Resources	Plenary		
Activity Book page 100	<p>Activity Book: Learning goal</p> <p>1. Direct learners’ attention to the self-evaluation statement.</p> <p>2. Read the statement.</p> <p>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.</p>		
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:			
<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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”).</p> <p>(G2.3.3.1.1) Decode and read familiar two-syllable words using knowledge of syllable patterns.</p> <p>(G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt one syllable words.</p> <p>(G2.4.1.1.1) Form uppercase and lower case letters correctly.</p> <p>(G2.4.1.1.2) Write legibly progressing from left to right; space letters, words, and sentences appropriately.</p> <p>(G2.4.4.1.6) Spell words with short and long vowel sounds, r-controlled vowels and consonant blend patterns.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 2	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a story, identify the sound of short o. Speaking: To act out a story. Reading: To recognise words with the short o sound, read a story and answer questions about it. Writing: To write words with the short o sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and write words with the short o sound • understand and answer <i>wh</i>- questions in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Short vowel sounds 21st Century Skills <ul style="list-style-type: none"> • Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results 		
Key vocabulary: <i>fish, frog, hop, fox, rabbit, rock, pond, clock</i> Key expressions/structure: Blending short o words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems pronouncing some of the lesson vocabulary, particularly with difficult consonants such as x in <i>fox</i>. Model pronunciation clearly, showing the position of the mouth and practising with different words, for example <i>fox, box</i>. 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: <i>log, frog, fox, rock, hop, pond, clock, rabbit, fish</i> Word cards PCM 58: <i>log, frog, fox, rock, hop, pond</i>		

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
	<ol style="list-style-type: none"> 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 <i>pop</i>, <i>hot grin</i>, etc. Then ask learners: <i>Do you like popcorn?</i>
Resources	Main Activity
Learner's Book page 124 Track 92	<p>Phonics story: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the pictures on page 124. Say: <i>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.</i> 2. Play the audio. Point to each picture to help learners understand. 3. Play the audio again. Pause after each line for learners to repeat and mime. 4. Tell learners to listen again and raise their hands when they hear words with the short <i>o</i> sound. They then circle those words. 5. Learners say the words with the short <i>o</i> sound. 6. Invite learners to point to the pictures and read the story along with the audio. <p>Feedback</p> <p>Ask individual learners to call out the words with the short <i>o</i> sound. Write the words on the board as the learners say them.</p> <p>Answers</p> <p>There are 12 words: <i>hop/s, Bob, frog, pond, stop, tock, fox, clock, rock, bop, flop, on.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are unable to hear or understand the audio clearly, read out the audioscript in a clear and slow voice instead. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite learners to read the text aloud for the rest of the class. Each learner can read one sentence.
Activity Book page 101	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the story from the Learner's Book again. 2. Read the first question aloud and ask learners to choose the right answer. 3. Learners in pairs read the questions and circle the correct answers. <p>Feedback</p> <p>At the end of the activity, call on learners who raise their hand to answer the questions. Write the answers on the whiteboard.</p> <p>Answers</p> <p>1 a clock; 2 Fred the fox; 3 the fish in the pond; 4 the rabbits and the frog</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Stick flashcards or pictures on the board for <i>clock, pond, rabbit, fish, frog</i> and write the words next to them. Learners can use these as a visual reference when choosing the answers to the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional questions and answers for the story.

Activity Book page 101	Activity Book: Activity 2 1. Read the instructions with learners. They colour the picture according to the instructions. 2. When they have finished, ask a few learners to show and describe their pictures. Feedback Learners compare their pictures in pairs.		
Learner’s Book page 124	Act it out: Activity 2 1. Ask: <i>What does the frog do? What does Bob hear?</i> 2. Divide the class into groups of five (one learner for each animal including the speaker) and ask learners to choose a role. 3. Write the lines for each character on the whiteboard. 4. Read the lines and ask learners to repeat so they can memorise the lines. 5. Learners copy their lines onto a card. 6. They practice saying their lines and miming their character’s actions. 7. Learners act out the story in front of the class.		
Resources	Plenary		
	Memory game 1. Stick the flashcards and the word cards from the lesson face down on the whiteboard. Write numbers in pencil on the top of the cards. 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 one to read regularly spelt one syllable words.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 2	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound of short o and words with the short o sound that rhyme. Speaking: To say words with short vowels. Reading: To read words with short vowel sounds. Writing: To write words with short vowel sounds.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words that rhyme • read and write words with short vowel sounds.
Link to prior learning: <ul style="list-style-type: none"> • Short a, e, i, o, u vowel sounds • Rhyming words 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>frog, hop, fox, rock, pond, clock, pot, box, hot, log</i> Key expressions/structure: Blending short o words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: <i>fish, frog, pond</i> Handmade flashcards: <i>six</i>		

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
	<ol style="list-style-type: none"> 1. Stick the flashcards on walls around the classroom. 2. Divide learners into teams. Model an example by saying: <i>fish</i>. 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. 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	<p>Rhyming words: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit examples of words with short <i>o</i> that rhyme, for example <i>top</i>, <i>pop</i>. 2. Divide learners in pairs and explain the instructions in the Learner's Book. 3. Learners read words and connect words that rhyme. <p>Feedback</p> <p>As a whole class, ask learners who raise their hand to provide the correct rhyming word answers.</p> <p>Answers</p> <p>1 d; 2 c; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide additional examples of words that rhyme if learners don't understand immediately. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional rhyming pairs with other short vowels in their notebooks.
Activity Book page 102	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the instructions and explain the activity. Learners look at page 125 in their Learner's Book to find words that rhyme. 2. Invite learners to say the words aloud before deciding and writing them. <p>Feedback</p> <p>As a whole class, ask learners who raise their hand to provide the correct rhyming word answers.</p> <p>Answers (Examples)</p> <p>Two words that rhyme with <i>tock</i>: <i>clock</i>, <i>rock</i></p>
Learner's Book page 125	<p>'Same sounds' memory game: Activity 2</p> <ol style="list-style-type: none"> 1. Read through the instructions in the Learner's Books and have learners make the word cards using the coloured paper. 2. Demonstrate how to play the game by showing learners the examples in the book. 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. 4. Learners play the game in pairs. 5. Put learners in new pairs and then let them play again.

Activity Book page 102	Activity Book: Challenge		
	1. Write the words from the Word box on the board. Circle the words <i>frog, hops, in, the, pond</i> and elicit the sentence <i>The frog hops in the pond</i> .		
	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.		
	3. Monitor and help as needed.		
	4. Learners read their sentences aloud to the class.		
	Answers		
	Learners' own answers		
	Differentiation (Support)		
	1. Learners can copy the example sentences provided by their classmates.		
	Differentiation (Stretch)		
	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.		
	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 one to read regularly spelt 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 ... <ul style="list-style-type: none"> • use words with the short o sound • understand and say affirmative sentences in the Present Simple • ask <i>yes/no</i> questions in the Present Simple and give short answers.
Link to prior learning: <ul style="list-style-type: none"> • The short o sound • Vocabulary from Unit 6 Lessons 7 to 11 • Colours 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>box, frog, log, fox, rock, clock, hop, fish, rabbit, top, sock</i> Key expressions/structure: preposition <i>on</i> ,		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 <i>top, tap</i> 		
Resources/equipment needed: Learner's Book page 126 Activity Book page 103 A set of handmade letter cards for each small group Flashcards: <i>fox, frog, fish, on</i> Handmade flashcards or pictures: <i>hop, log, rock</i> Word cards (PCMs 53, 55, 56, 57 and 58): (PCM 53) <i>see, smell, feel, sound, taste</i> ; (PCM 55) <i>soft, hard, round, flat, short, long, big, little, rough, smooth</i> ; (PCM 56) <i>loud, quiet, high, low</i> ; (PCM 57) <i>ice cream, cake, watermelon, sweet, salty, sour, juicy, hot, cold</i> ; (PCM 58) <i>frog, hop, popcorn, pond, log</i> Handmade word cards: <i>on, fish, flower, tree, bird, rabbit, child, cat</i>		

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
	<ol style="list-style-type: none"> 1. Divide learners into small groups and give each group a set of letter cards. 2. Call out a word from the Word list below. Learners spell the word using the letter cards. 3. Say 1, 2, 3, then learners show the word they have written. 4. Give a point for a correct answer and write the word on the whiteboard. <p>Word list: fox, top, frog, hop, sock, on</p>
Resources	Main Activity
Learner's Book page 126	<p>I spy with my little eye: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the picture in the Learner's Book. 2. Model the activity. Say: <i>I spy with my little eye something red.</i> Tell learners they have to guess what the object is. Ask learners to ask questions. Elicit the question: <i>Does it smell nice?</i> Answer: <i>Yes.</i> Tell learners to ask what it is. Elicit the question: <i>Is it a flower?</i> Answer: <i>Yes, it is.</i> 3. Write the questions and answers on the whiteboard for learners to use as a model for this game. 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. 5. Play the game until all the objects from Unit 6 in the picture have been used up.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with word cards for all the objects in the picture, descriptive adjectives and verbs for the senses.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners describe objects they see that are not part of Unit 6.
Activity Book page 103	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the scrambled words in the Activity Book. 2. Tell learners to write the word and draw the picture. 3. Learners work individually. Walk around and provide support with spelling if needed. <p>Feedback</p> <p>As a whole class, call on learners who raise their hands to give answers. Write the answers on the whiteboard.</p>
	<p>Answers</p> <p>1 sock; 2 box; 3 frog; 4 top</p>
	<p>Answers</p> <p>1 sock – rock /clock; 2 box – fox ; 3 frog – log; 4 top – hop</p>

Activity Book page 103	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the pictures in Activity 2 and elicit from learners what they can see. 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: <i>fox</i> and <i>rock</i>. Cross out the words on the board, then write the sentence <i>The fox is on a rock</i>. 3. Check learners understand the activity. If necessary, point to the next two pictures and elicit the correct words for each sentence. 4. Learners individually write sentences using the words in the word box. Walk around and provide support if needed. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>2 The fish tastes salty.; 3 The train is loud.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can draw another picture and write a sentence to describe it.
Learner's Book page 126	<p>Find the short o sound: Activity 2</p> <ol style="list-style-type: none"> 1. Divide learners into mixed-ability pairs. 2. Point to the pictures in the Learner's Book. 3. Call out each set of three words while learners look at the pictures in the Learner's Book. 4. Learners have to call out the word with the short o sound and spell it. 5. Then they have to circle the correct picture in their Learner's Book. 6. The first pair to call out and spell the word correctly wins. <p>Feedback</p> <p>Write the answers on the whiteboard and show the picture or flashcard of the correct word.</p> <p>Answers</p> <p>1 pot; 2 log; 3 top; 4 box; 5 clock; 6 hot</p>
Resources Activity Book page 103	<p>Plenary</p> <p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation sentences. 2. Read the statement. 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, <i>yes/no</i> , <i>either/or</i> and simple <i>wh</i> -questions). (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt 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 ... <ul style="list-style-type: none"> • understand and answer <i>wh</i>- questions in the Present Simple • make simple sentences using verb <i>to be</i> and adjectives • use simple nouns.
Link to prior learning: <ul style="list-style-type: none"> • Colours • Verbs for senses 21st Century Skills <ul style="list-style-type: none"> • 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: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope; adjectives: blind, friendly, wiggly, thin, strong, giant</i> Sight words: <i>and, to, friend, they</i> Key expressions/structure: Present Simple statements; <i>can: Can we meet your elephant?; Sense verb phrases: feel like, smell like</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have problems pronouncing some of the lesson vocabulary, particularly the long vowel sound in <i>rope, snake</i> and <i>tail</i>, the <i>th</i> in <i>thin</i> and the adjective <i>giant</i>. 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, 128 and 129 Activity Book page 104 Audio track 93 A map of the world or globe (optional) Flashcards: <i>elephant, fan, snake, leg</i> Handmade flashcards or pictures: <i>wall, side, tail, trunk, rope, smell, touch, rope</i> Word cards PCM 59: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, friendly, wiggly, thin, strong, giant</i>		

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
	<ol style="list-style-type: none"> 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. 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. 3. Ask: <i>How do blind people learn about the world around them?</i>
Resources	Main Activity
Learner's Book pages 127, 128 and 129 Audio Track 93	Before you read: Activity 1 <ol style="list-style-type: none"> 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. 2. Ask: <i>Is this a song? Is it a poem? A story? Why?</i> Ask learners what the differences are between a poem and a story. 3. Read the title. Tell learners to look at the pictures on the first page and predict what the story will be about. 4. Play the first part of the recording once up until <i>This elephant feels like a rope!</i> Learners listen and follow in their books to check if their predictions were right. 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. 6. Ask questions to check learners' understanding of the story, for example <i>How many friends meet the elephant? What do the friends do?</i>
	Differentiation activities (Support): <ol style="list-style-type: none"> 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): <ol style="list-style-type: none"> 1. Learners read the story along with the audio.
Activity Book page 104	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Read the instructions and the question. 2. Learners look at the pictures and discuss the question as a class. 3. They then draw lines to match the pictures and the speech bubbles.
	<div style="background-color: #f2f2f2; padding: 5px;">Answer</div> <p>The friends use their ears, nose and hands to learn each new thing.</p>

<p>Learner's Book pages 127, 128 and 129</p>	<p>Reading: Words to remember</p> <ol style="list-style-type: none"> 1. Write the words <i>and</i>, <i>to</i>, <i>friend</i> and <i>they</i> on the board. 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. 3. Ask learners to make word cards for these words. Stick one set of sight words on the wall. <p>Feedback</p> <p>Ask learners who raise their hand to give the answers. Write the answers on the white board.</p> <p>Answers</p> <p><i>and</i> appears twice <i>to</i> appears five times <i>friend</i> appears five times (and <i>friends</i> appears five times) <i>they</i> appears three times</p> <p>Optional activity: Describing things</p> <ol style="list-style-type: none"> 1. Stick the flashcards <i>elephant</i>, <i>tail</i>, <i>trunk</i>, <i>leg</i> and the word cards <i>friendly</i>, <i>thin</i>, <i>long</i>, <i>strong</i>, , <i>wiggly</i> on the whiteboard. 2. Model the activity describing something from the story. For example: <i>The trunk is long</i>. Write the sentence on the whiteboard and underline the words <i>trunk</i> and <i>long</i>. Tell learners to replace these words with others. 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. 4. Call on groups to give a sentence. They get one point for every correct sentence. <p>Feedback</p> <p>Write the correct sentences on the whiteboard. Read them out loud and have learners repeat.</p> <p>Answers</p> <p>The elephant is friendly / strong. ; The tail is long / thin. ; The leg is strong. ; The trunk is long / wiggly.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Say: <i>Let's play a game</i>. 2. Divide the learners into two teams: A and B. Learners stand in two lines, facing each other. 3. Hold up any of the flashcards or pictures from the lesson and ask a learner in Team A: <i>What's this?</i> Give a point for the correct answer. 4. Repeat for a learner in Team B. 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 (for example, <i>yes/no</i> , <i>either/or</i> and simple <i>wh-</i> 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 spelt 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 recognize common types of text (for example, 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 ... <ul style="list-style-type: none"> • use simple nouns in affirmative sentences in the Present Simple • recognise and use ordinal numbers.
Link to prior learning: <ul style="list-style-type: none"> • Colours • Verbs of the senses 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, friendly, wiggly, thin, strong, giant</i> Sight words: <i>and, to, friend, they</i> Key expressions/structure: Present Simple; <i>can: Can we meet your elephant?;</i> verb phrases: <i>feels like, smells like</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the expression <i>feels like</i>. Write examples on the whiteboard and underline <i>feels/feel like</i>, emphasising the singular and plural forms. Learners practise by repeating the sentences. 		
Resources/equipment needed: Learner's Book pages 127, 128, 129 and 130 Activity Book page 105 Coloured pencils or crayons Flashcards: <i>elephant, fan, snake, leg</i> Handmade flashcards or pictures: <i>wall, side, tail, trunk, rope</i> Word cards PCM 59 and 60: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, wiggly, thin, strong, friendly, giant; first, second, third, fourth, fifth, The ... smells like a ... , The ... feels like a ...</i>		

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
	<ol style="list-style-type: none"> 1. Mime a word from the story in Lesson 13 using the word list below. 2. Learners raise their hand if they know the word and say it. The learner who guesses correctly mimes the next word. 3. Continue until all words have been mimed. <p>Word list: elephant, tail, trunk, ear, leg, thin, long, big, strong, giant, wiggly</p>
Resources	Main Activity
Learner's Book page 130	<p>Parts of the elephant: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture. Display the flashcards and word cards for <i>elephant</i> and the parts of the elephant on the walls. 2. Ask the questions in turn. Example: <i>What does the elephant's tail feel like?</i> 3. Learners answer by pointing to the correct flashcard and word card. <p>Feedback</p> <p>Stick the matching flashcards and word cards on the whiteboard so learners can see the correct answers.</p> <p>Answers</p> <p>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.</p>
Activity Book page 105	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture. 2. Ask individual learners to read the words in turn. They then label the elephant. <p>Feedback</p> <p>Check the answers as a whole class, calling on learners who raise their hand to give answers.</p> <p>Answers</p> <p>a ear; b side; c trunk; d leg; e tail</p>
Learner's Book page 130	<p>First, second, third: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the ordinal numbers and explain what they are used for. Display the word cards for the numbers on the board and get learners to repeat. 2. Divide learners into small groups. 3. Ask learners to read the story again and discuss what happens first, second and third. 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. <p>Feedback</p> <p>Learners compare their answers with a partner. Write the correct answers on the whiteboard so they can check after comparing with a partner.</p>

	<p>Answers</p> <p>First: The five friends hear about the elephant. They want to meet it.</p> <p>Second: The five friends touch different parts of the elephant.</p> <p>Third: The five friends help the man take care of the elephant.</p>
Activity Book page 105	<p>Activity Book: Activity 2</p> <p>1. Learners read the sentences and colour the picture according to the instructions.</p> <p>Feedback</p> <p>Ask learners to show and describe their work to the class, for example, <i>The first elephant is grey and red.</i></p>
Learner's Book page 130	<p>Special toys for all children: Activity 3</p> <p>1. Focus on the pictures. Explain that these toys can be used by all children even if they are blind.</p> <p>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).</p> <p>Feedback</p> <p>Call on learners who raise their hand to share ideas. Write the correct answers on the whiteboard.</p> <p>Answers</p> <p>A ball with bells – <i>They can hear it.</i></p> <p>A dice with raised dots – <i>They can feel it.</i></p>
Activity Book page 105	<p>Activity Book: Learning goal</p> <p>1. Direct learners' attention to the self-evaluation statement.</p> <p>2. Read the statement.</p> <p>3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.</p>
Resources	<p>Plenary</p> <p>Vocabulary jumble</p> <p>1. Divide the learners into four teams.</p> <p>2. Write vocabulary words jumbled up on numbered strips of paper (see list below) and stick on the whiteboard.</p> <p>3. Tell learners all the words are from the story.</p> <p>4. Call out a word from the list below.</p> <p>5. The first learner to call out the number of the jumbled up word wins a point for their team.</p> <p>List of jumbled up words: 1 nedirf; 2 gle; 3 nukrt; 4 lati; 5 rae</p> <p>List of words: ear, trunk, tail, leg, friend</p>

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 (for example, <i>yes/no</i> , <i>either/or</i> and simple <i>wh</i> -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 spelt 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 recognize common types of text (for example, storybooks, poems, informational text, etc.).			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 2	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to peers retelling the story. Speaking: To say the lines in a simple story. Reading: To read a simple story. Writing: To write answers to questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions in the Present Simple say simple sentences following a model.
Link to prior learning: <ul style="list-style-type: none"> Nouns and adjectives from Lessons 13 and 14 21st Century Skills <ul style="list-style-type: none"> Productivity and accountability: introduce learning to manage small projects, individually or in teams, to produce the intended results 		
Key vocabulary: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, wiggly, friendly, thin, strong, giant</i> Sight words: <i>and, to, friend, they</i> Key expressions/structure: Present Simple statements; <i>can: Can we meet your elephant?;</i> verbs of sense phrases: <i>feel like, smell like</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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, 128, 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: <i>elephant, fan, snake, leg</i> Word cards PCM 59: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, wiggly, thin, strong, giant</i>		

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
	<ol style="list-style-type: none"> 1. Play a Pictionary game with learners by inviting individual learners out to the whiteboard and then showing them a word card. 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, 128, 129 and 131 Audio Track 93	Look and order: Activity 1 <ol style="list-style-type: none"> 1. Divide the learners into pairs. 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. 3. Next, let learners look at the pictures in the Learner's Book on page 131 and explain the activity. 4. Learners have to put the pictures in the correct order. 5. Model the first one. Feedback Check the answers as a whole class, calling on learners who raise their hand to give answers.
	Answers 1 d; 2 f; 3 e; 4 b; 5 a; 6 c
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Read the story slowly so learners can understand and follow the pictures in their Learner's Book. 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): <ol style="list-style-type: none"> 1. Learners read the story independently without the audio before completing the picture ordering task.
Activity Book page 106	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Read the sentences in the Activity Book together with the learners. 2. Show learners the numbers and remind them of the ordinal numbers. 3. Learners write the ordinal number from the Word box in the correct place. 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. 5. Model the first one. 6. Divide learners into pairs. 7. Learners work in pairs to complete the task. Feedback Check the answers as a whole class by asking learners to read out the correct answers.
	Answers second- picture f; fourth – picture b; first – picture d; third – picture e; fifth – picture a

	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Read sentences for learners or let partners read them. 2. Let learners listen to the audio again if needed. 3. Give learners flashcards and word cards to support their understanding of the text.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Let learners support their partners by reading the sentences and explaining if needed. 2. Let learners write additional sentences about the story in their notebooks.
Activity Book page 106	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Read the questions aloud. 2. Divide learners into pairs. 3. Learners match the questions to the answers. Feedback Check the answers as a whole class, calling on learners who raise their hand to give answers.
	Answers 1 b; 2 a; 3 c
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Copy the questions on the board, and underline/write in a different colour the following words: <i>want</i>, <i>feel</i>, <i>smell</i>. Encourage learners to find these highlighted words in the answers to help them match the question to the answer.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners can write additional questions and answers about the story.
Learner's Book page 131	Act it out <ol style="list-style-type: none"> 1. Divide learners into groups of seven. (Learner 1 = narrator, Learners 2—6 = Friends, Learner 7 = man with elephant) 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. 3. Give each learner a line from the story. 4. Learners memorise and practise their lines and miming in groups. Finally, each group performs for the class.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners take on the role of one of the friends and receive only one line to read.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners take the role of the narrator or the man with the elephant and memorise multiple lines.
Resources	Plenary
	<ol style="list-style-type: none"> 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 simple present 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 organizational features of a text (e.g., sequence, cause and effect relationship).			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 2	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the initial s sound. Speaking: To describe an object. Reading: To recognise words with the initial s sound. Writing: To write words with the initial s sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify and use words with the initial s sound.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary from Unit 6 Colours 21st Century Skills <ul style="list-style-type: none"> not applicable 		
Key vocabulary: <i>sock, snake, soft, sand, sister, see, stick, seed</i> Key expressions/structure: Present Simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Learner's Book page 132 Activity Book page 107 Audio tracks 94 and 95 Flashcards: <i>sock, snake, see</i> Handmade flashcards or pictures: <i>soft, sand, sister, star, stick, seed</i> Word cards PCM 61: <i>sock, snake, soft, sand, sister, see, stick, seed</i>		

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
	<ol style="list-style-type: none"> 1. Write the letter <i>s</i> on the board. 2. Call out the word <i>soft</i>. Point at the letter <i>s</i> on the board and ask: <i>Does it start with s?</i> Elicit <i>yes</i> from learners. 3. Repeat with other words, alternating between words that begin and don't begin with <i>s</i>.
Resources	Main Activity
Learner's Book page 132 Audio Track 94	<p>Listen and look: Activity 1</p> <ol style="list-style-type: none"> 1. Learners open books at page 132. Point to the pictures and say: <i>Let's listen</i>. 2. Play the first part of the audio and point to the letter <i>s</i> and the pictures in turn. 3. Play the first part of the audio again. Pause after each sound or word. Learners repeat. 4. Then ask learners to add an initial sound <i>s</i> to complete the name of the animal. 5. Play the second part of the audio and ask learners to repeat as a group. 6. Drill the sounds by saying the sentence quickly and slowly, loudly and quietly and challenging learners to keep up with your pace. <p>Answer</p> <p>snake</p>
Learner's Book page 132 Audio Track 95	<p>Sss...a snake!: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the pictures. Ask: <i>What can you see in the pictures? What is in the sand? Are the boy and girl scared?</i> 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. 3. Tell learners to listen again and raise their hands when they hear words with the initial <i>s</i> sound. Then they circle the words. <p>Feedback</p> <p>Ask individual learners to say a word with initial <i>s</i> each.</p> <p>Answers</p> <p>sunny, Salman, sand, sunflower, seed, see, snake, scared, Sara, stick, sister, soft, slippery</p>
Activity Book page 107	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures. 2. Model an example by unscrambling the word and writing it on the whiteboard next to the flashcard of the matching picture. 3. Divide learners into pairs. 4. Learners unscramble words and draw a line to the matching picture. <p>Feedback</p> <p>Check answers as a whole class by calling on learners who raise their hands. Write the answers on the whiteboard.</p> <p>Answers</p> <p>1 snake; 2 see; 3 sand; 4 seed; 5 stick</p>

	Differentiation activities (Support): 1. Provide learners with flashcards and word cards on the whiteboard.		
	Differentiation activities (Stretch): 1. Learners write additional words with <i>s</i> and draw a picture in their notebook.		
Activity Book page 107	Activity Book: Activity 2 1. Make sure learners understand the activity. Model an example, such as <i>There is a snake in the sand</i> . 2. Learners fill in the gaps in the sentence with the two words from the Word box. 3. Then, they draw a picture that illustrates their sentence. Monitor and provide help as needed. Feedback Learners compare pictures in pairs and read their sentences.		
Resources	Plenary		
	Initial <i>s</i> competition 1. Divide learners into mixed-ability groups. 2. Learners have two minutes to think about as many words as possible from the lesson that start with <i>s</i> . Tell them that they cannot use names. 3. Groups take turns saying words that start with <i>s</i> and get one point for each word. Feedback 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 one to read regularly spelt 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: Listening: To listen to a traditional story, identify the initial s sound. Speaking: To ask and answer questions about the story. Reading: To read questions and answers, recognise words with the initial s sound. Writing: To write words with the initial s sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer <i>wh</i>- questions about a story understand and use simple nouns and verbs with the initial s sound.
Link to prior learning: <ul style="list-style-type: none"> Unit 6 Lessons 13 to 16 21st Century Skills <ul style="list-style-type: none"> Initiative and Self-Direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope; adjectives: blind, friendly, wiggly, thin, strong, giant; sock, snake, soft, sand, sister, see, stick, seed</i> Key expressions/structure: Verbs of sense phrases: <i>feel like, smell like</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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 Word cards PCMs 59 and 61: <i>elephant, tail, trunk, leg, side, wall, fan, snake, rope, blind, wiggly, thin, strong, giant; (sock, snake, soft, sand, sister, see, stick, seed)</i>		

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
	<ol style="list-style-type: none"> 1. Hang word cards around the room. 2. Divide learners into small groups. 3. Call out a word. (Example: <i>elephant</i>) 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 Audio Track 96	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the picture. Ask: <i>Can Ahmad see?</i> Elicit that he is blind. 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. 3. Play the audio once (pausing after <i>What is it?</i>) and ask learners to read and listen. Then play again so they can order the sentences (again pausing after <i>What is it?</i>). Ask learners what they think the object is. Then play the audio to reveal the answer. <p>Feedback</p> <p>Read out the sentences one by one and then have learners tell you the number.</p> <p>Answers</p> <p>Correct order: 4,2,1, 3 (Object is a pineapple)</p> <ol style="list-style-type: none"> 4. Review the ordinal numbers with learners. Ask them to tell you what Ahmad does first, for example <i>First Ahmad touches it</i>. Repeat with <i>second</i>, <i>third</i> and <i>fourth</i>.
Learner's Book page 133	<p>Which word is it?: Activity 2</p> <ol style="list-style-type: none"> 1. Read through the sentences with learners and check they understand. 2. Then ask learners to tell you which words they think the sentences are describing. For <i>you take care of it</i> encourage learners to give the names of the different animals they have learned up to this unit. <p>Feedback</p> <p>Ask individual learners to raise their hands and tell you the answers.</p> <p>Answers</p> <p>1 tail / trunk; 2 snake; 3 nose; 4 elephant (or any animal)</p> <p>Feedback</p> <p>Check the answers as a whole class by calling on learners who raise their hand.</p>

Learner's Book page 133	<p>Can you remember?: Activity 3</p> <ol style="list-style-type: none"> 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. 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. <p>Feedback</p> <p>Ask individual learners to raise their hands and tell you the answers.</p> <p>Answers</p> <p>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.</p>
Activity Book page 108	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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 <i>s</i> sound. (Answer: feels) 2. Do the first sentence with the whole class, then allow learners to work in pairs to complete the other sentences. <p>Feedback</p> <p>Ask individual learners to raise their hands and read out the completed sentences.</p> <p>Answers</p> <p>1 sun; 2 snake; 3 see; 4 feels; sock</p>
Activity Book page 108	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they can choose a sentence from Activity 1 and draw a picture of it. <p>Feedback</p> <p>Learners show each other their pictures in pairs.</p>
Resources	<p>Plenary</p>
Activity Book page 108	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation sentences. 2. Read the statement. 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-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 one to read regularly spelt 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: Listening: To identify the final blends: <i>ox, og, ot, ock</i> and <i>op</i> . Speaking: To say words with final blends: <i>ox, og, ot, ock</i> and <i>op</i> . Reading: To read words with final blends: <i>ox, og, ot, ock</i> and <i>op</i> . Writing: To write words with final blends: <i>ox, og, ot, ock</i> and <i>op</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise and use simple nouns that end with final blends: <i>ox, og, ot, ock</i> and <i>op</i> say words following a model.
Link to prior learning: <ul style="list-style-type: none"> Words with the short o sound 21st Century Skills <ul style="list-style-type: none"> not applicable 		
Key vocabulary: <i>fox, box, log, frog, hot, pot, clock, rock, sock, hop, top, shop, lock</i> Key expressions/structure: blending words that end in <i>ox, og, ot, ock</i> and <i>op</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have problems pronouncing some of the lesson vocabulary, particularly with the final sounds <i>og</i> and <i>ock</i>. 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: Learner's Book page 134 Activity Book page 109 Audio tracks 91, 97 and 98 Word cards PCM 62: <i>fox, box, log, frog, hot, pot, clock, rock, sock, hop, top, lock, shop</i>		

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	<ol style="list-style-type: none"> 1. Remind learners of the rhyme they learned in Unit 6 Lesson 9: <i>Popcorn</i>. 2. Play the audio. Learners listen and say the rhyme, miming as they recite. 3. Ask: <i>Which words have the short o sound?</i> If they don't remember, give an example, such as <i>pot</i>. 4. Write the words with the short <i>o</i> sound on the whiteboard.
Resources	Main Activity
Learner's Book page 134 Audio Track 97	<p>Listen and look: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures and say: <i>Let's listen</i>. 2. Play the audio and point to the pictures. 3. Play the audio again. Pause after each word for the learners to repeat. 4. Play the audio again. Pause after each word. Then learners match the words to the pictures, and write the correct number. <p>Feedback</p> <p>Elicit answers from the whole class and write them on the board.</p> <p>Answers</p> <p>1 b; 2 d; 3 a; 4 c; 5 e</p>
Learner's Book page 134	<p>Rhyming words: Activity 2</p> <ol style="list-style-type: none"> 1. Show learners the pictures. Elicit the words for each picture. 2. In pairs, learners find the words in Activity 1 that have the same ending as the pictures in Activity 2. <p>Feedback</p> <p>Read out a word from Activity 1 and ask an individual learner to tell you the word with the same ending in Activity 2.</p> <p>Answers</p> <p>a frog – log; b rock – lock; c fox – box; d hot – pot; e hop – shop</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with word cards for the words in Activity 2 to help them associate the sounds to their written endings. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow learners to write other words they know ending in <i>ox</i>, <i>og</i>, <i>ot</i>, <i>ock</i> and <i>op</i> in their notebooks.

Activity Book page 109	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Learners do the activity individually. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 rock – blue – sock; 2 top – yellow – hop; 3 log – pink – frog; 4 box – red – fox</p>
Learner's Book page 134 Audio Track 98	<p>The box on the rock: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a rhyme. 2. Play the audio a few times. Mime to make the meaning clear. 3. Play the audio again. Pause after each line for learners to repeat. 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. 5. To finish the activity, read the text with the learners first slowly and then faster. 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. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>ock: rock, tock; ot: hot; ox: box, fox ; op: top</p>
Activity Book page 109	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about the text they have just read and say: <i>Who is the text about? What does the fox see?</i> Elicit the answer <i>fox</i> and <i>box</i>. Ask learners to find these words in the Word box and use them to complete the first sentence. 2. Then, ask learners: <i>Do you remember what sound the fox hears in the box?</i> Elicit <i>tick-tock</i>. Ask learners to tell you what makes this sound, and to find a word in the Word box for it (clock). 3. Ask learners: <i>What is in the box?</i> Elicit the answer: <i>There is a clock in the box</i>. Learners complete the sentence with the words in the Word box. <p>Answers</p> <p>1. The fox sees a box. 2. There is a clock in the box.</p> <p>Differentiation activities (Support):</p> <p>1. Write the sentence on the board or give learners word cards to copy from.</p> <p>Differentiation activities (Support):</p> <p>1. Learners can write an additional sentence with the other words in the Word box.</p>

Resources	Plenary		
Activity Book page 109	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 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 grade one to read regularly spelt one-syllable words.			
(G2.3.3.1.3) Read irregularly spelt 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.			
(G2.4.4.1.6) 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: Listening: To recognise words with short o and initial s sound and to listen and understand sentences. Speaking: To talk about the five senses and describe objects using the five senses. Reading: To read instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise and use words with short o and initial s sound • understand and say affirmative sentences in the Present Simple • understand and use simple adjectives and nouns.
Link to prior learning: <ul style="list-style-type: none"> • Unit 6 Lessons 1 to 18 21st Century Skills <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: Unit 6 Lessons 1 to 18 Key expressions/structure: Unit 6 Lessons 1 to 18		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Learner's Book page 135 Audio Track 99 Flashcards: a selection from Unit 6 Handmade flashcards: a selection from Unit 6 Word cards: a selection from Unit 6 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
	<ol style="list-style-type: none"> 1. Divide the class into two teams and give them sheets of scrap paper. 2. Each team chooses and writes three words they have learned in Unit 6. 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. 4. Then Team B says one word to one learner from Team A. 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 Audio Track 99	<p>Listen and order: Activity 1</p> <ol style="list-style-type: none"> 1. Play the audio and pause after each sentence. 2. Do the first picture as a class. 3. Learners listen and put the correct number in the box next to the picture. 4. Play the audio a second time. <p>Feedback</p> <p>As a whole class, ask learners who raise their hand to give answers. Write the sentences in the correct order on the whiteboard.</p> <p>Answers</p> <p>1 c; 2 f; 3 d; 4 e; 5 b; 6 a</p>
Learner's Book page 135	<p>Look and say: Activity 2</p> <ol style="list-style-type: none"> 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 <i>juicy</i>. 2. Put learners in pairs. They find the pictures for the other words. 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 learnt so far. <p>Suggested answers</p> <p>juicy: watermelon; rough: rock; salty: popcorn; smooth: snake, watermelon; long: snake, trunk</p> <p>Memory game</p> <ol style="list-style-type: none"> 1. Stick six flashcards (see below) on the whiteboard. 2. Learners look at the flashcards for one minute. 3. Take the flashcards off the whiteboard. 4. Stick ten numbered word cards (see below) on the whiteboard. 5. Learners write down the numbers of the words they saw in their notebooks. <p>Flashcards: sock, sand, snake, log, clock, fox,</p> <p>Numbered word cards: 1 sock, 2 top, 3 rock, 4 log, 5 frog, 6 fox, 7 pond, 8 sand, 9 snake, 10 clock</p> <p>Feedback</p> <p>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.</p>

	Answers		
	1 sock; 4 log; 6 fox; 8 sand; 9 snake; 10 clock		
Learner’s Book page 135	Look what I can do 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 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 1. Stick flashcards or pictures from Unit 6 on the whiteboard. Try to use those that start with different letters. 2. Write the letters of the alphabet all over the whiteboard (not in order). 3. Divide the learners into mixed-ability teams and give the teams a number. 4. Model the activity with an example. Example: <i>e = ear</i> . 5. Call out a letter. 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. 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: Listening: To listen and follow instructions. Speaking: To ask and answer questions for a survey, and to practise presenting a project. Reading: To read instructions. Writing: To write information in a survey chart, or to write a poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and follow instructions • say and write sentences in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Unit 6 Lessons 1 to 19 21st Century Skills <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> 1. Stick a selection of flashcards from Unit 6 on the whiteboard. 2. Learners look at the flashcards for one minute and memorise what they see. 3. Remove the flashcards from the whiteboard. 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 Project A: Do a class survey <ol style="list-style-type: none"> 1. Read the instructions and show the example survey to the learners. 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.) 3. Learners circulate, asking the questions and recording their answers in the survey. 4. They report the results of the survey to a partner.
	Option 2 Project: Write a poem about a special place <ol style="list-style-type: none"> 1. Guide learners through the instructions. Once they have decided on a special place, they write their poem. 2. They can make a draft copy before making the final poem. 3. Ask learners to draw a picture to accompany their poem. 4. They show their poem and read it to a partner. <p>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.</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> 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. 2. Provide simple and short tasks for the learners. Once achieved, give them the next set of instructions or task to complete. 3. Ensure learners have all available Unit 6 flashcards/word cards.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Provide learners with the opportunity to be leaders in the project work and support other learners' needs. 2. For Project B, allow learners to write extra lines in the poem.
Resources	Plenary
	<ol style="list-style-type: none"> 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: Listening: To listen to presentations. Speaking: To present a project. Reading: To read numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a presentation using the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Unit 6 Lesson 1 to 19 21st Century Skills <ul style="list-style-type: none"> • n/a 		
Key vocabulary: Unit 6 Lessons 1 to 19 Key expressions/structure: Unit 6 Lessons 1 to 19		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When learners present their projects make sure they are correctly using the language, for example, plural and singular nouns, <i>a</i> and <i>an</i>, etc. 		
Resources/equipment needed: Learner's Book page 136 PCM 9 (learners' copies from Unit 1 Lesson 20) Learners' projects from Unit 6 Lesson 20 A small ball Flashcards: a selection from Unit 6 Handmade flashcards or pictures: a selection from Unit 6 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
	<ol style="list-style-type: none"> 1. Show learners the flashcards or pictures used in Lessons 1 to 8. 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. 3. Display word cards on the desk. 4. Ask learners to take a word card and stick it next to the corresponding flashcard. 5. Ask learners: <i>Do you like...?</i> Ask them to say: <i>Yes, I do</i> or <i>No, I don't</i>.
Resources	Main Activity
Learner's Book page 136	<ol style="list-style-type: none"> 1. Give learners time to finish their projects, if necessary. 2. Give each learner their copy of PCM 9. 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. 4. If you chose Project A, write on the board: <ul style="list-style-type: none"> <i>Smell</i> <i>Ahmad likes mango.</i> <i>Waleed doesn't like mango.</i> <i>Sound</i> <i>Ahmad likes birds.</i> <i>Waleed doesn't like trains.</i> 5. If you chose Project B, write on the board: <ul style="list-style-type: none"> <i>My special place</i> <i>I see the sun and a pond.</i> <i>I hear ducks and birds.</i> <i>I smell flowers.</i> <i>I touch grass.</i> 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. 7. Invite a volunteer learner to make a similar presentation about their project. 8. Put learners in pairs so they can present their project to each other. 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. 10. Next, ask learners questions about their partner's project, for example: <i>What is his project? Is it smells or sounds?</i> 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. 12. Take in the copies of PCM and store them somewhere safe, in preparation for the project in the next unit.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to stand in a circle and throw around a small ball quickly. 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 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 (for example, and, first, then).			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 2	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem, listen for information. Speaking: To talk about traveling by bus. Reading: To read and recite a poem. Writing: To write about what you can do in the park.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use verbs and prepositions in the Present Simple tense • say simple sentences following a model.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary from Units 1–6: colours, <i>boat, car, plane</i> • Verbs of movement: <i>sit down, walk, climb</i> • Prepositions: <i>on, next to</i> • Question words: <i>How many, where, what</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>bus driver, ride, find, seat, sit down, buckle up, drive, through, town</i> Key expressions/structure: <i>Can</i> to express possibility; polite requests: <i>May I have a ride?</i>		
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 <i>May I...?</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: <i>bus driver, town</i> Word cards PCM 64: <i>car, plane, river, slide, tower, bus</i>		

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
	<ol style="list-style-type: none"> 1. Play a game of 'Teacher says' to revise action verbs and verb phrases. 2. Say: <i>Let's play 'Teacher says'</i>. Give instructions. Say: <i>Teacher says (throw a ball)</i>. 3. Learners follow the instructions and mime the actions. If an action is not preceded by <i>Teacher says</i>, learners must not do the action. If they do the action, they are out and must sit down. 4. Continue playing until there is only one learner standing. They are the winner. 5. Learners can take turns being the teacher and giving instructions.
Resources	Main Activity
Learner's Book page 137 Audio Track 100	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners: <i>How do you go to school?</i> If necessary, remind them of <i>by bus/car</i>, etc. from Unit 1. 2. Introduce the new vocabulary from the poem. Show flashcards or use pictures to introduce <i>bus driver</i> and <i>town</i>. Mime to introduce verbs and verb phrases such as <i>buckle up</i> and <i>sit down</i>. 3. Hold up each picture, or mime, say the word and ask learners to mime and repeat after you. 4. Ask learners to open their books at page 137 and look at the picture. Ask: <i>What can you see in the picture?</i> Elicit as many answers from learners as possible and encourage them to describe what they see, for example <i>a boy in a yellow car</i>. 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. 6. Ask learners to find the characters from the poem in the picture. 7. Play again and pause after each line for learners to repeat. Then practise reciting the poem together. 8. Divide learners into two groups, bus driver and boy, and they recite the lines for their character. 9. Point out the polite request: <i>May I ...?</i> and explain when it is used. Drill the pronunciation with learners. 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. <p>Answers</p> <p>The bus is going to town.</p>
Activity Book page 110	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at Activity 1. Read the statements and check learners' understanding. 2. Read each sentence one at a time, pausing to ask: <i>Do we do this on a bus?</i> and elicit <i>yes</i> or <i>no</i>. Learners should tick the box when they answer <i>yes</i>. <p>Answers</p> <p>Learners should tick: sit down, buckle up, say hello to the bus driver</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the phrases for the learners if they cannot read them.

	Differentiation activities (Stretch): 1. Let the learners write additional things you can do on the bus.
Learner's Book page 137 Audio Track 101	A school trip: Activity 2 1. Explain to learners that they will listen to someone going on a school trip. Elicit the meaning of <i>school trip</i> and explain that it is when the teacher and learners visit a different place. 2. Draw learners' attention to the pictures of the rides. Read and point to the signs (<i>fly in a plane, drive a little car, etc.</i>). Then read again, and have learners point and repeat. 3. Play the audio. Learners look at the pictures and point as they listen. 4. Play again and pause after each line for learners to repeat and mime. 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	Activity Book: Activity 2 1. Display the word cards <i>car, plane, river, slide</i> and <i>tower</i> on the board. Ask learners to read and say the words. 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. Draw learners' attention to the example in their books. 3. They continue working individually, drawing a line to match pictures and words. Walk around and provide assistance as necessary. Feedback 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. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 c; 2 d; 3 e; 4 a; 5 b
Activity Book page 110	Activity Book: Activity 3 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>I'm on the ____</i> on the board, and encourage learners to explain which ride they are pretending to be on by reading the sentence and completing it with <i>planes, cars, river, tower</i> or <i>slide</i> . 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 (<i>planes, cars, river, tower, slide</i>) and <i>Fun Land</i> .
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. 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: Listening: To listen to peers in order to find information in a picture, listen for information. Speaking: To talk about how people move around, practise topic vocabulary, use imperative forms. Reading: To discover hidden words, share and read sentences of ability. Writing: To complete statements and answers questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> say simple sentences using <i>can</i> and verbs of movement understand and use prepositions of movement.
Link to prior learning: <ul style="list-style-type: none"> Colours 21st Century Skills <ul style="list-style-type: none"> Learning and innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>travel, sit down, buckle up, drive, fly, float, slide, climb</i> Key expressions/structure: <i>Can to express possibility: What can you ...? I can ... a ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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>i</i>: <i>s<u>i</u>t, c<u>i</u>ty; long <i>i</i>: <i>dr<u>i</u>ve, sl<u>i</u>de)</i></i> 		
Resources/equipment needed: Learner's Book page 138 Activity Book page 111 Audio track 102 Flashcards: <i>car, plane, boat, bus</i> Handmade flashcards or pictures: <i>drive, fly, climb, slide, float</i> Word cards PCMs 64 and 65: <i>car, plane; drive, fly, climb, slide, float; up, down, in, What can you ...?, I can... a ...</i>		

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
	<ol style="list-style-type: none"> 1. Mime the actions of getting on a bus from Lesson 1 (<i>say hello to the bus driver, sit down, buckle up</i>) and ask learners to identify the actions. 2. Mime again, and this time leave out an action. See if learners can guess which action you left out. 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 Audio Track 102	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Introduce the action verbs by saying them and miming: <i>climb, slide, float, drive, fly</i>. Then repeat and have learners mime the actions. 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. 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 <i>climb a tower</i>. 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. 5. Then play the second part again and have learners point to the pictures in their book as they hear the appropriate ride. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>a tower, a slide, a river, a (little) car, a plane</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners cannot understand the audio, read the audioscript slowly pausing after each sentence. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to spell the missing words as you write them on the whiteboard.
Learner's Book page 138	<p>Find it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 1 again. Read aloud the speech bubbles from Activity 2: <i>Find something you can climb</i> and <i>Find something yellow</i>. Learners can point to the climbing tower and the helmet or the flag, respectively. 2. Tell learners that they are going to play this game with their partner. Demonstrate the activity further by eliciting another <i>Find something ...</i> sentence from a confidence learner. 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.

	<p>Feedback</p> <p>As a whole class, ask individual learners to say <i>Find something ...</i> for the other learners to look for in the pictures.</p> <ol style="list-style-type: none"> Read the text in the Language detective. Ask learners to look at the words and pictures at the top of page 138 to find the word in the clue. Explain how <i>slide</i> has two meanings by pointing to the picture of the slide in the Learner's Book and gesturing the action.
<p>Activity Book page 111</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> Ask learners: <i>What's your favourite ride?</i> Have learners repeat the question to practise pronunciation. Write the question on the board. Under the question write <i>My favourite ride is the ____</i>. 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: L1 to L2: What's your favourite ride? L2: My favourite ride is the ____. L2 to L3: What's your favourite ride? L3: My favourite ride is the ____. etc. 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. (Examples: Plane Ride, Bumper Cars, Riverboat Ride, Climbing Wall and Slide) Then, learners ask their partner about their favourite ride and complete the second sentence in their Activity Books. Ask learners if their favourite ride is the same or different to their friend's. They circle <i>yes</i> or <i>no</i>. <p>Feedback</p> <p>Ask individual learners to read out their sentences to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the questions and the answers for learners. Write the words for the rides on the whiteboard so they can copy. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Let learners ask another person about their favourite ride and write an additional sentence in their notebook.
<p>Activity Book page 111</p>	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> Show learners the word cards <i>climb</i>, <i>drive</i>, <i>fly</i>, <i>slide</i> and <i>float</i> and check the meaning. Direct learners to Activity 1 in their Activity Books. Read the first question and elicit the answer from the class (<i>slide</i>). Point to the Writing tip. Ask them to point to capital letters and full stops in the example sentence. Tell learners to use the words in the Word box to answer the remaining questions. <p>Feedback</p> <p>Check the answers as a whole class by asking individual learners to raise their hands and say the complete sentences.</p>

	Answers 1 I can <u>slide</u> down a slide. 2 I can <u>climb</u> up a tower. 3 I can <u>float</u> down a river. 4 I can <u>fly</u> in a plane. 5 I can <u>drive</u> in a car.		
Resources	Plenary		
Activity Book page 111	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 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 Simple Present 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: Listening: To listen to and follow instructions. Speaking: To practise giving instructions, to describe a picture. Reading: To read and understand instructions. Writing: To write answers to questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use ordinal numbers in Present Simple sentences.
Link to prior learning: <ul style="list-style-type: none"> • Ordinal numbers • Numbers 1–5 • Prepositions: <i>in, up</i> 21st Century Skills <ul style="list-style-type: none"> • Learning and innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>fold, bend, middle, corner, wings</i> Key expressions/structure: Imperatives: <i>fold ..., bend ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: <i>plane</i> Word cards PCM 66: <i>plane, fold, bend</i> 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
	<ol style="list-style-type: none"> 1. Tell learners you are going to mime your favourite ride at the theme park. Mime a ride (for example, <i>climb a tower</i>) and have learners say what it is. 2. Each learner mimes their favourite ride for the rest of the class to guess.
Resources	Main Activity
Learner's Book page 139 Audio Track 103	Make a plane: Activity 1 <ol style="list-style-type: none"> 1. Introduce the vocabulary in Learner's Book Activity 1 by pointing to the pictures, and demonstrate the actions using a piece of paper. 2. Repeat the actions while pointing to the flashcard and word cards and sticking them on the whiteboard. 3. Ask learners if they have ever made a plane before. 4. Tell learners that they are going to make a plane. 5. Play the audio for learners to listen and look at the pictures of the five steps in their books. 6. Learners read the instructions and look at the five steps again. 7. Read the instructions again and model the instructions with a sheet of paper. 8. Ask learners to choose a sheet of coloured paper. 9. Learners follow the instructions and make the plane. Walk around, helping as necessary. 10. When they have finished, learners fly their planes together.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage learners to look at the pictures if they struggle to read the instructions.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Review the ordinal numbers <i>first, second, third, fourth</i> and <i>fifth</i> with learners. Tell five learners to line up in front of the class by height. Model with two learners. 2. Ask the learners still sitting down who is <i>first, second, third, fourth</i> and <i>fifth</i> in the line. 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). 4. Let learners read the instructions in their Learner's Book. 5. Divide the learners into pairs. The pairs have a plane race. When learners have finished, ask them: <i>Which plane flies the furthest?, Which plane is the first? Which plane is the second?</i> 6. Divide the learners into groups of five. Learners have a plane race. When learners have finished, ask them: <i>Which plane is first, second, third, fourth, fifth?</i>
Learner's Book page 139	Write about it: Activity 3 <ol style="list-style-type: none"> 1. Point to the model and read it with the learners. 2. In their notebooks, learners write about the pair and group plane races using the model in the Learner's Book. 3. Walk around and monitor closely, providing individual support as needed. Feedback Invite individual learners to read out their sentences for the rest of the class.

Activity Book page 112	Activity Book: Activity 1 <div>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.</div> <div>2. Explain that it is also important to follow the correct sequence when they are doing an experiment or following instructions.</div> <div>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.</div> <div>4. When they have finished, ask them to check their answers with a partner.</div> <div>Feedback Read the correct answers in the right order to the learners so they can check their answers.</div> <div>Answers 1 First – Choose your favourite coloured paper. 2 Second – Fold the piece of paper down the middle. 3 Third – Fold the top corners down to the middle. 4 Fourth – Bend the wings a little bit. 5 Fifth – Fly your paper plane.</div>		
Activity Book page 112	Activity Book: Activity 2 <div>1. Put learners in pairs. Learners have a race with their plane with one partner.</div> <div>2. Read the sentence for learners.</div> <div>3. Learners complete the sentence and draw a picture of their plane race in their Activity Book.</div>		
Resources	Plenary <div>1. Ask each learner to stand up, show their picture from Activity Book Activity 2 and read the sentence.</div>		
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. (G2.3.5.1.2) 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). (G2.3.8.2.1) 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: Listening: To listen and understand key information in a text, listen to questions. Speaking: To ask and answer questions. Reading: To read a simple text, read questions and answers, understand instructions Writing: To write answers to questions		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Ask and answer <i>wh</i>- questions in the Present Simple • Understand and follow instructions.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary Unit 7 Lesson 1–3: <i>bus, bus driver, car, drive, float, boat, plane, fly, climb, tower, paper, fold</i> • Ordinal numbers 1–5 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>sports car, race, red, green, brown, yellow, fast, first, winner</i> Key expressions/structure: Present Simple affirmative and question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the meaning of the different questions words, for example <i>what, where, when, who, how many</i>. Write the questions on the whiteboard and underline the question words, then explain their meaning, for example <i>who</i> refers to people, <i>how many</i> refers to number. 		
Resources/equipment needed: Learner's Book page 140 Activity Book page 113 Audio track 104 Pictures (optional): <i>bus, bus driver, drive, car, float, boat, climb, tower, fly, plane, paper, fold</i>		

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
	<ol style="list-style-type: none"> Write the following words on the board in random order: <i>bus, bus driver, drive, car, float, boat, climb, tower, fly, plane, paper, fold.</i> Divide learners in small groups. Call out a word, for example <i>bus</i>, and ask: <i>Which word goes with bus?</i> Elicit <i>bus driver.</i> Give learners two minutes to look at the words and discuss which ones go together in their groups. 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. Alternatively, you can do this activity with pictures instead of words. <p>Answers</p> <p>bus/bus driver; drive/car; float/boat; climb/tower; fly/plane; paper/fold</p>
Resources	Main Activity
Learner's Book page 140 Audio Track 104	<p>Listen and read: Activity 1</p> <ol style="list-style-type: none"> Tell learners to open their Learner's Books at page 140. Ask: <i>What do you see? What do you think the text is about?</i> Ask: <i>Do you race cars? Do you think it is fun?</i> Play the audio for learners to listen to the text. Then play the audio again for learners to listen and read the text. Check learners' understanding of the text by asking them questions, such as <i>What are the boys' names?</i> Answer: <i>Their names are Bilal and Waleed.</i>
Learner's Book page 140	<p>Matching: Activity 2</p> <ol style="list-style-type: none"> Read the instructions in Activity 2 together with learners. Read the first example. Ask learners to draw a line to the correct answer. Individually, learners read the questions and answers, and join them with a line. <p>Feedback</p> <p>Learners check their answers with a partner.</p> <p>Answers</p> <p>1 c; 2 d; 3 e; 4 a; 5 b</p> <p>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.</p>
Activity Book page 113	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to Activity Book Activity 1, point to the elements 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. Learners work individually to complete the picture according to the instructions. <p>Feedback</p> <p>Learners compare their pictures with a partner.</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Assist learners who struggle to read the instructions by reading the instructions for them individually. 2. Alternatively, you can circle the colour word in each instruction in the appropriate colour to provide learners with a visual reference. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional instructions under the picture and add them to the picture.
Activity Book page 113	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 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. 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. <p>Feedback</p> <p>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.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. It is climbing up the <u>tree</u>.; 2. He is wearing a <u>red jacket</u>.; 3. She is wearing a hat.; 4. The plane is <u>green</u>. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the sentence answers with just a gap for individual learners to fill in one word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write additional questions and answers for the picture.
Resources	Plenary
Activity Book page 113	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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 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 (for example, 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: Listening: To listen for specific information about a topic. Speaking: To say words with the initial <i>k</i> sound, answer <i>wh</i> - questions. Reading: To read a text about a topic. Writing: To write a sentence with two words with the <i>k</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and say words with the initial <i>k</i> sound answer <i>wh</i>- questions in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> Present Simple tense Question words Colours Ordinal numbers 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>kite, camel, kayak, cake, kind, car, colour, colourful, keep, king, coffee</i> Key expressions/structure: Present Simple affirmative sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the idea that the <i>k</i> sound can be represented by the different letters <i>c</i> or <i>k</i>. When introducing the <i>k</i> sound, underline the words in the text, then focus on the initial <i>k</i> sound and underline the letter that makes this sound. 		
Resources/equipment needed: Learner's Book page 141 Activity Book page 114 Audio tracks 105, 106 and 107 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
	<ol style="list-style-type: none"> 1. Call out an action from Unit 7 Lessons 1 to 4 (<i>climb, sit down, buckle up, slide, float, fly, drive</i>). 2. Learners mime the action. 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 Audio Track 105	Listen and look: Activity 1 <ol style="list-style-type: none"> 1. Learners open their books at page 141. Point to the pictures and ask learners if they know what they are. 2. Say: <i>Let's Listen</i>. 3. Play the audio and point to the pictures in turn. 4. Play the audio again. Pause after each word. Learners repeat. 5. Focus on the question and ask learners: <i>Which letter makes the k sound?</i> Elicit that it can be <i>k</i> or hard <i>c</i> that makes the sound.
Learner's Book page 141 Audio Track 106	The kite competition: Activity 2 <ol style="list-style-type: none"> 1. Tell the learners to look at the picture on page 141 and read the title in the Learner's Book. Explain the word <i>competition</i>. 2. Ask: <i>What do you see?</i> 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. 4. Play the audio the first time. Tell the learners to listen to the text while they look at the picture. 5. Ask: <i>What does Kim make? Why?</i> 6. Play the audio a second time. Tell learners to listen while they read along in their book. 7. Relate the text to the learners' personal experience. Ask: <i>Do you make or fly a kite? Do you know any competitions?</i> 8. Play the audio a third time. Model the <i>k</i> sound and ask: <i>Which words have the k sound?</i> Ask learners to say the words and circle them in the text. <div> Answers Kim; Canada; kite; competition; colour; cake </div> <div> Differentiation activities (Support): <ol style="list-style-type: none"> 1. If learners cannot understand the audio, read the transcript slowly pausing after each sentence. </div> <div> Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Let learners read the text aloud for the class. </div>
Learner's Book page 141 Audio Track 107	Tongue twister: Activity 3 <ol style="list-style-type: none"> 1. Play the audio slowly while learners follow in their Learner's Book. 2. Ask learners to underline the letter that makes the <i>k</i> sound in the words. 3. Say the tongue twister slowly with the learners. 4. Say the tongue twister faster and faster. 5. Ask individual learners, pairs or small groups who volunteer to say the tongue twister.

	<p>Feedback</p> <p>Write the tongue twister on the whiteboard and underline the letter that makes the <i>k</i> sound in the words. Learners check their answers.</p> <p>Answer</p> <p>Kind <u>K</u>ate <u>k</u>eeps <u>K</u>im's <u>c</u>olourful <u>k</u>ite in the <u>c</u>ar.</p>
Activity Book page 114	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 1. Elicit what the pictures are. 2. Remind learners that the <i>k</i> sound is usually made by the letter <i>k</i> but sometimes it can be made by the letter <i>c</i>. 3. Learners work in pairs to say the words and circle the letter that makes the <i>k</i> sound – <i>c</i> or <i>k</i>. <p>Feedback</p> <p>Say the words and then say the letters <i>c</i> and <i>k</i>. Learners raise their hands when they hear the correct letter.</p> <p>Answers</p> <p>1 <u>c</u>ar; 2 <u>k</u>ite; 3 <u>k</u>ayak; 4 <u>k</u>ing; 5 <u>c</u>ake; 6 <u>c</u>offee</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the words for the pictures on the board, with the letter underlined, to help learners who struggle to remember the correct spelling. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can draw a picture and write the letter that makes the <i>k</i> sound for other words.
Activity Book page 114	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the Word box in Activity 2 and read the words. Check learners understand the words. 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 <i>k</i> sound. You may like to give an example, such as <i>The king is in a kayak</i>. 3. Learners individually write a sentence and draw a picture. 4. Walk around, monitoring work and providing support as needed. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>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.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide individual support to learners and suggest which word combinations they can use. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow learners to write another sentence.

Resources	Plenary		
Activity Book page 114	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 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 one to read regularly spelt 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: Listening: To listen to verb phrases Speaking: To ask and answer questions. Reading: To read information in a chart, read simple sentences. 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 ... <ul style="list-style-type: none"> • understand and say simple verb phrases • ask and answer questions with <i>can</i>.
Link to prior learning: <ul style="list-style-type: none"> • Verbs of movement • <i>Can</i> for ability • Prepositions 21st Century Skills <ul style="list-style-type: none"> • 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 Key expressions/structure: Revision from Unit 7 Lessons 1–5		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the use of prepositions of motion (<i>up, down, in</i>). Elicit an example for each and write them on the whiteboard. Underline the preposition. (For example: <i>He floats down the river. She climbs up the tower. They fly in the plane.</i>) 		
Resources/equipment needed: Learner's Book page 142 Activity Book page 115 Audio track 108 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
	<ol style="list-style-type: none"> 1. Have learners stand in a circle and pass the ball around. 2. You should call out <i>Stop!</i> 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. 3. Continue in this way until all learners have had a go.
Resources	Main Activity
Learner's Book page 142 Audio Track 108	<p>Which word?: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures on page 142. Elicit the words. 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. 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. 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. <p>Feedback</p> <p>Ask individual learners to say the complete phrase for each picture.</p> <p>Answers</p> <p>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</p>
Learner's Book page 142 Activity Book page 115	<p>Class Survey: Activity 2 and Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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 <i>Can you climb a tower?</i> Elicit answers from three learners. Write their names on the board and tick if they answer <i>Yes, I can.</i> and cross if they answer <i>No, I can't.</i> 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. 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	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Write the sentence prompts on the board (____ can ____./ ____ can't ____.) and complete them with the answers that learners give. 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. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the sentence prompts in learners' Activity Books so they can just complete with the name and activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow learners to write more than three sentences.

Activity Book page 115	Activity Book: Activity 3 1. Point to the picture in Activity 3 of the Activity Book. 2. Read the sentences with the learners. Pause after each sentence. 3. Learners follow the instructions, and circle the elements in the picture. Feedback Learners can check their picture with a friend.		
Resources	Plenary		
Activity Book page 115	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 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 Simple Present 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: Listening: To listen to a story, identify the sound of long e. Speaking: To say words with the long e sound. Reading: To recognise words with the long e sound, recognise questions beginning with <i>wh</i> -question words, match questions and answers. Writing: To write labels, answer questions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use words with the long e sound ask and answer <i>wh</i>- questions in the Present Simple tense.
Link to prior learning: <ul style="list-style-type: none"> Numbers Vocabulary (words with the long e sound): <i>see, feel</i> Parts of the body 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>tree, teeth, knee, wheel, bee, sheep, Jeep, honey, sleep</i> Key expressions/structure: Blending long e words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle with pronouncing specific words such as <i>knee</i> and <i>wheel</i> due to the silent initial letters (<i>n</i> and <i>h</i>) and the <i>th</i> final sound in <i>teeth</i>. Model pronunciation clearly and write <i>knee</i> and <i>wheel</i> 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 <i>teeth</i>. Write the word on the whiteboard and underline the <i>th</i>. Drill the pronunciation of the final <i>th</i> sound. 		
Resources/equipment needed: Learner's Book page 143 Activity Book page 116 Audio track 109 Flashcards: <i>feet, tree, teeth, bee, sheep, knee</i> (use <i>leg</i> flashcard) Word cards PCM 67: <i>teeth, knee, wheel, bee, sheep, Jeep, sleep, feet, tree</i> 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
	<ol style="list-style-type: none"> 1. Review body parts with learners. Draw a body or stick the picture of a body on the whiteboard. 2. Write the following words on one side of the whiteboard: <i>hand, arm, leg, head, mouth, nose, ear, eyes</i>. 3. Read the body parts words with the learners. 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 Audio Track 109	<p>Listen and look: Activity 1</p> <ol style="list-style-type: none"> 1. Learners open books at page 143. Point to the pictures and ask learners if they know what they are. 2. Say: <i>Let's Listen</i>. 3. Play the audio and point to the pictures in turn. 4. Play the audio again. Pause after each sound or word. Learners repeat. 5. Focus on the questions. Read each one in turn and elicit the answers from the learners. <p>Answers</p> <p>The letters <i>ee</i> make the long <i>e</i> sound. <i>Tree</i> and <i>knee</i> rhyme. <i>wheel</i></p> <ol style="list-style-type: none"> 6. Ask the learners which other words they know with long <i>e</i>. Point to your eyes and elicit the word <i>see</i>. Point to your hand and mime and try to touch something to elicit the word <i>feel</i>. Point to your <i>feet</i> and elicit the word <i>feet</i>. <p>Feedback</p> <p>You can ask individual learners to come up to the board and write <i>see, feel</i> and <i>feet</i> or ask learners to spell them.</p>
Learner's Book page 143	<p>What's in the picture?: Activity 2</p> <ol style="list-style-type: none"> 1. Explore the picture in Activity 2 with learners. Elicit what they can see and teach any new vocabulary such as <i>jeep</i> and <i>bee</i> by pointing at them in the picture and modelling the pronunciation. 2. Hold the word cards (<i>teeth, knee, wheel, bee, sheep, Jeep, sleep, feet, tree</i>) up one by one, model the pronunciation and drill with learners. Then stick them on the board. 3. Put learners in pairs. They work together, pointing at each element in the picture with the long <i>e</i> sound and saying what it is. <p>Feedback</p> <p>Ask each individual learner to say something they can see in the picture that uses the long <i>e</i> sound.</p> <p>Answers</p> <p>A boy brushing his <u>teeth</u>; <u>three</u> <u>sheep</u>, one is <u>sleeping</u>; <u>bees</u>; a girl planting <u>green seeds</u> <u>kneeling</u> on her <u>knees</u>; a <u>Jeep</u> making a <u>beep beep</u> sound; a <u>wheel</u>; a <u>tree</u>.</p>

	Differentiation activities (Support): 1. Learners can look at the word cards on the board and find the corresponding object in the picture.
	Differentiation activities (Stretch): 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 <i>e</i> sound or not.
Learner's Book page 143	Questions and answers: Activity 3 1. Write the words <i>when</i> and <i>why</i> on the whiteboard and ask learners to think of more question words beginning with <i>wh</i> . 2. Ask a few questions using these question words. (For example: <i>Where are the sheep?</i>) 3. Point to the Language tip box. Elicit the use of the different question words with examples. 4. Focus on the questions in the Learner's Book. Ask learners to read them and match them to the correct answers. 5. Get learners to check their answers with a partner. Feedback Ask learners who raise their hand to read the question and matching answer. Write the matching questions and answers on the whiteboard. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 What do bees make? Bees make honey. 2 Where do sheep sleep? Sheep sleep in a field. 3 What sound does a Jeep make? A Jeep goes BEEP BEEP. 4 What is the boy doing? He's brushing his teeth. 5 What is the girl planting? She's planting seeds.
	Differentiation activities (Support): 1. Read the questions and answers for the learners if they cannot read them.
	Differentiation activities (Stretch): 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 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 <i>a</i> in the picture and elicit the word (<i>teeth</i>). Learners write the word on the line. 2. Learners work individually to label the picture. Walk around and provide learners with individual support as needed. 2. Ask learners to check their answers with a partner. Feedback Call on individual learners who raise their hand to give an answer. Write the answers on the whiteboard. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 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 1. Read the questions in Activity Book Activity 2. Ask learners to look at the picture carefully in Activity 1 and count what they can see. 2. Learners write their answers in their Activity Book. Encourage learners to write the word and not the figure (for example, <i>four</i> not 4). 3. Ask learners to check their answers with a partner. Feedback Call on individual learners to give the answers.		
	Answers 1 three/four; 2 three; 3 five		
	Differentiation activities (Support): 1. Write the numbers one to five on the board in numerical and word form, so that learners can copy them.		
	Differentiation activities (Stretch): 1. Learners can count other objects in the picture and write about them, for example <i>three trees</i> .		
Resources	Plenary		
Activity Book page 116	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 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 one to read regularly spelt 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: Listening: To listen to a story, identify the long e sound. Speaking: To say words with the long e sound. Reading: To read a story, find rhyming words in a short text. Writing: To write words with the long e sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use words with the long e sound recognise rhyming words with the long e sound.
Link to prior learning: <ul style="list-style-type: none"> Words with the long e sound Present Continuous affirmative sentences 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>sheep, bee, Jeep, sleep, knee, tree, seed, keep, feed, beep, wheel</i> Key expressions/structure: Imperatives: <i>keep out</i> ; Present Continuous: <i>I am trying to sleep</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle to find rhyming words. Write examples on the whiteboard from previous units and underline the sounds that rhyme (for example: <i>cat/hat, bed/red</i>). 		
Resources/equipment needed: Learner's Book page 144 Activity Book page 117 Audio track 110 Flashcards: <i>feet, tree, teeth, bee, sheep, knee</i> (use <i>leg</i> flashcard) Word cards PCM 67: <i>teeth, knee, wheel, bee, sheep, Jeep, sleep, feet, tree</i>		

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
	<ol style="list-style-type: none"> 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. 2. Repeat with all the flashcards.
Resources	Main Activity
Learner's Book page 144 Audio Track 110	<p>Phonics story: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the pictures. Ask: <i>What can you see?</i> and elicit the words from Lesson 7. 2. Play the audio. Ask learners to listen and find words with the long <i>e</i> sound. Pause the audio after each line. Ask learners to raise their hand if they hear a word with long <i>e</i> and call on learners to say the words. 3. Play the audio again. Pause after each line of the story for the learners to repeat. 4. Ask <i>wh-</i> questions about the picture, such as <i>What is the man doing? Where is the man? Where is the bee? Where is the sheep?</i> 5. Invite learners to point at the objects in the picture and retell the story in their own words. <p>Feedback</p> <p>Write the words with the long <i>e</i> sound on the whiteboard.</p> <p>Answers</p> <p>Words with the long <i>e</i> sound: <i>feet, tree, bee, sheep, wheel, Jeep, beep, sleep, bleats, keep</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners cannot understand the audio, read the transcript slowly pausing after each sentence. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Ask learners to name any other objects in the picture that they know.
Activity Book page 117	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the first set of pictures in Activity Book Activity 1. Elicit the word for each picture (<i>bee, tree, seed</i>). 2. Read out the words and ask: <i>Which ones rhyme?</i> Elicit <i>bee</i> and <i>tree</i> and tell learners to circle these pictures. 3. Learners work individually to complete number 2. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 bee and tree; 2 Jeep and sheep</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write examples of rhyming words from previous units on the board and underline the rhyming ending (for example, <i>cat/hat, bed/red</i>) to make sure learners understand the concept of rhyming. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other words with the long <i>e</i> sound that they know that rhyme.

Activity Book page 117	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Divide learners into mixed-ability pairs. 2. Ask learners to find words that rhyme with the words in the Challenge activity. <p>Feedback</p> <p>Ask learners who raise their hand to give the answer. Write the answers on the whiteboard.</p> <p>Answers</p> <p>Example Answers</p> <p>seed: feed</p> <p>feel: wheel</p> <p>Jeep: sheep, sleep, beep</p>
Activity Book page 117	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners what a word snake is and ask learners to find the words in it. 2. Learners draw lines to match each picture with the corresponding word. 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. <p>Feedback</p> <p>Ask learners who raise their hand to give a word. Write the words on the whiteboard.</p> <p>Answers</p> <p>ghkneeckeepsfeedbaagbseobeeheppabeepwheelyetsleepo</p> <p>The picture word that is not in the word snake is <i>tree</i>.</p>
Resources	<p>Plenary</p> <p>What is it?</p> <ol style="list-style-type: none"> 1. Write the following words on the board: <i>feet, tree, teeth, bee, sheep, wheel, Jeep, sleep, see</i>. Describe a word and say how many letters it has. (For example: <i>It starts with s and has three letters. I do it with my eyes.</i> Answer: <i>see</i>.) 2. Learners guess the word from the list on the board, and call it out. 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 one to read regularly spelt 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: Listening: To listen to a poem. Reading: To read a poem. Speaking: To recite a poem, describe things, give instructions. Writing: To retrieve information to complete sentences, write colour names, describe a picture.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use simple adjectives and nouns say simple sentences following a pattern.
Link to prior learning: <ul style="list-style-type: none"> Colours Shapes 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>come for a ride, deep, sea, boat, sails</i> 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: <ul style="list-style-type: none"> 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: <i>boat, circle, square, triangle, rectangle</i> Word cards PCM 68: <i>deep, sea, boat, sails</i> 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
	<ol style="list-style-type: none">1. Revise the colour words with learners. Ask learners to stand up. Call out: <i>Find something (blue)</i>. Learners have to run and touch something of that colour. The last learner to touch something sits down.2. Continue in this way, calling out different colours, until there is only one learner standing.
Resources	Main Activity
Learner's Book page 145 Audio Track 111	My big blue boat: Activity 1 <ol style="list-style-type: none">1. Learners open their books at page 145. Focus on the picture. Ask: <i>What can you see in this picture? What colour is the boat?</i>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 <i>Come</i> with your hand and move one arm slowly up and down to mime <i>sailing</i>. Spread your arms to show something <i>big</i> around you, and look down and point to show <i>deep</i>. Point at yourself to mime <i>my</i>, and make a triangle in the air with two fingers to show <i>sails</i>.3. Play the audio again. This time learners read along in their books.4. Then, play the audio a final time, pausing after each line for learners to repeat.
Learner's Book page 145	Draw a sail boat: Activity 2 <ol style="list-style-type: none">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.2. Ask learners to look at the sentence and point at the colour words. Ask: <i>Is the colour word before or after the word 'boat'?</i> Use gestures to demonstrate <i>before</i> and <i>after</i>. Elicit that it comes before, then focus on the Writing tip with learners. Read it for them.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 <i>a blue pencil</i>. Then write another description incorrectly, for example <i>a ruler orange</i>. Elicit from learners that it is incorrect and ask for the correct order. Repeat in this way with other objects.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, e.g. <i>a small yellow sail</i>. 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	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture in Activity Book Activity 1. Ask learners to describe what they see. 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. 3. Learners then colour the picture, using the colours they chose. 4. They describe their picture to a partner using the colour words. <p>Feedback</p> <p>Put learners in pairs so that they can compare pictures and the colours they chose for each element.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the colour words on the whiteboard to help learners with spelling. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Make sure that the sentences from the Writing tip activity in the Learner's Book are still on the board. 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. 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. <p>Feedback</p> <p>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.</p>
Learner's Book page 145	<p>Describe it: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to focus on the pictures in Activity 3 and elicit the names of each item. Model an example description, such as: <i>It's big and yellow. It can fly. What is it?</i> Learners point to the big yellow plane. 2. Divide learners into mixed-ability pairs. 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. <p>Feedback</p> <p>Point at a picture and ask individual learners to describe it using the structure <i>It's a ____</i>. For example, <i>It's a big, red shoe</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write size and colour words on the board for learners to refer to. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners describe other objects in the classroom.

Resources	Plenary		
Activity Book page 118	Activity Book: Learning goal		
	1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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 Simple Present 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: Listening: To read a chant. Speaking: To recite a chant, describe things. Reading: To read a chant, listen to and follow instructions. Writing: To write colour nouns, write a chant.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use simple sentences using <i>there is/are</i>, nouns and adjectives.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary for size, colours and shapes Numbers 1 to 10 Question words 21st Century Skills <ul style="list-style-type: none"> Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>wheels, go round, wipers, money, chatter, bell</i> Key expressions/structure: Adjective word order: number/size + colour + noun; revision of numbers, shapes and size words; <i>There is/There are</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may be confused with the use of <i>there is</i> and <i>there are</i>. Point to the pictures and the sentences in the Learner's Book. Copy sentences on the board and circle <i>There is</i> and <i>There are</i> 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: <i>bus, car, red plane, white plane, boat, red triangle, blue square, green circle, orange rectangle</i> Word cards PCM 69: <i>wheels, go round, wipers, money, bell, chatter</i> Handmade word cards: <i>red, yellow, green, blue, orange, black, white</i>		

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
	<ol style="list-style-type: none"> 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. 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. 3. Continue until all the flashcards have been used. 4. The learner with the most flashcards wins the game.
Resources	Main Activity
Learner's Book page 146 Audio Track 112	The wheels on the bus: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at the picture on page 146 of their Learner's Books. Revise and introduce the new words (<i>wheels, go round, wipers, money, chatter, bell</i>) to the learners using the word cards, drawing on the board or pointing to the picture on page 146. 2. Tell learners you are going to listen to a chant. 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. 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): <ol style="list-style-type: none"> 1. If learners cannot understand the audio, read the audioscript slowly, pausing after each sentence.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Let the learners lead the chant as they walk around the classroom.
Activity Book page 119	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to look at Activity Book Activity 1. Read the questions and check learners understand. Then read the answers. 2. Do the first question as a class. Read the question and elicit the correct answer from learners (<i>c He is driving the bus.</i>). 3. Learners then work in pairs to match the questions to the answers, drawing a line to match them.
	Feedback Ask learners who raise their hand to read a question and answer.
	Answers 1 c; 2 a; 3 d; 4 b
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. If learners struggle to read the questions and answers, read for them.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners can write other questions and answers about the chant.

Activity Book page 119	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the Word box in Activity Book Activity 2. Read the words and check that learners understand. 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. 3. Give learners some time to write their chants. <p>Feedback</p> <p>Put learners in pairs so they can read their chants to each other. Then, invite volunteer learners to read their chants to the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners may use other descriptive words to write about their vehicle, for example, <i>big</i>, <i>beautiful</i>, etc.
Learner's Book page 146	<p>The car park: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at the vehicles in the car park on Learner's Book page 146. Briefly elicit the details about the pictures (name, colour, size, etc.). 2. Read the sentences below the pictures with the learners. Ask learners to point at the corresponding pictures. 3. Copy the following sentences onto the whiteboard: <i>There are three green buses.</i> <i>There is one little orange car.</i> 4. Underline <i>There is</i> and <i>There are</i>. Remind learners that <i>There is</i> is used for one thing and <i>There are</i> is used for two or more things. 5. Elicit a few sentences from volunteer learners to check that learners understand the activity. 6. Divide learners into pairs. They say a sentence with <i>There is</i> or <i>There are</i> 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. <p>Feedback</p> <p>Ask learners who raise their hand to give an example. Write the examples on the whiteboard.</p>
Resources	<p>Plenary</p> <p>Spot the object</p> <ol style="list-style-type: none"> 1. Stick all the flashcards on the whiteboard. 2. Model the activity. Say: <i>There is (a green bus)</i>. The first learner to point to the correct flashcard gets a point. 3. Learners take turns describing a flashcard on the whiteboard. 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 Simple Present 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: Listening: To listen to a description. Speaking: To describe a picture. Reading: To match questions and answers. Writing: To write labels, categorise words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use simple sentences using <i>there is/are</i>, nouns and adjectives • answer <i>wh</i>- questions in the Present Simple tense.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary for size, colours and shapes • Numbers 1 to 10 • Question words • <i>There is/There are</i> 21st Century Skills <ul style="list-style-type: none"> • Learning and innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>big, small, tall, short, black, white, deep, shallow</i> Key expressions/structure: Present Simple questions: <i>What do you see?, There is/There are</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the concept of opposites. Give plenty of examples, such as <i>big</i> (hold up the Learner's Book) and <i>little</i> (hold up a rubber). 		
Resources/equipment needed: Learner's Book page 147 Activity Book page 120 Audio tracks 112 and 113 Word cards PCM 70: <i>big, small, tall, short, black, white, deep, shallow</i>		

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	<ol style="list-style-type: none"> 1. Play the audio for <i>The wheels on the bus</i> chant. Learners mime and chant along. 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 Audio Track 113	<p>Listen and read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their books at page 147 and look at the picture. Ask: <i>What do you see?</i> Encourage learners to use words they know (for example, colours, <i>big</i>, <i>small</i>, etc.) to describe the picture. 2. Show the word cards 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. 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. 4. Next ask learners to look at the text in Activity 1. Play the audio again for learners to listen and read. 5. Ask learners to find the words on the board in the text and underline them. Learners can then compare with a partner. 6. Ask learners some questions to check for understanding, such as <i>What colour is the big boat?</i> (It's black.) <i>Where is the little boat?</i> (The little boat is in the shallow water.) <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When they have underlined the words, learners can practise reading the text aloud to themselves.
Activity Book page 120	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Draw learners' attention to the Word box. Explain that they need to label the picture with the words. 3. Walk around and provide learners with individual support as needed. 4. Ask learners to check their answers with a partner. <p>Feedback</p> <p>Check the answers as a whole class, by calling on learners who raise their hand to give an answer.</p> <p>Answers</p> <p>a tall; b big; c deep; d short; e shallow; f little</p>

Activity Book page 120	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at the list of words in Activity Book 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. 2. Model the activity by asking learners to look at the first word in the list (<i>big</i>) and write the opposite adjective on the line next to it (<i>little</i>). 3. Learners work individually to write the opposites. Then they can compare their answers with a partner. <p>Feedback</p> <p>Ask learners who raise their hand to give an answer. Write the answers on the white board so learners can check their spelling.</p> <p>Answers</p> <p>1 big – little; 2 deep – shallow; 3 tall – short</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with word cards for the adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners add any additional antonyms that they may know.
Activity Book page 120	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture in Activity Book Activity 3 and elicit what they can see. 2. Ask learners to read the sentences and circle the correct word. Learners can work in pairs. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>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.</p>
Learner's Book page 147	<p>What is the same?: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures on page 147. Point at each picture in turn and ask: <i>What can you see in the picture?</i> 2. Read out the sentences in the speech bubbles and have learners find and point to these elements in the pictures. 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. 4. Walk around and assist learners as necessary. <p>Feedback</p> <p>Ask individual learners who raise their hands to say a similarity between the pictures. You may like to write these on the whiteboard.</p> <p>Answers</p> <p>There is a tall man.; There are three vehicles.; The man is eating an apple.; There is a big white bird.; There is a small white bird.</p> <ol style="list-style-type: none"> 5. If you have time, you may like to ask learners to talk about the differences between the pictures.

Resources	Plenary		
Activity Book page 120	Activity Book: Learning goal		
	1. Direct learners’ attention to the self-evaluation statement. 2. Read the statement. 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 Simple Present 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: Speaking: To practise describing a picture, practise saying words with the long e sound. Reading: To practise reading a descriptive text., Writing: To practise writing words with the long e sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use Present Simple sentences with <i>there is/there are</i> • ask and answer <i>wh-</i> questions in the Present Simple • read and write words with the long e sound.
Link to prior learning: <ul style="list-style-type: none"> • <i>Wh-</i> question words • Words with the long e sound spelled as ee • Colours • Adjectives for size • <i>There is/There are</i> 21st Century Skills <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Learners may be confused with the use of <i>there is</i> and <i>there are</i>. Elicit sample sentences from the learners. Copy sentences on the board and circle <i>there is</i> and <i>there are</i> in the sentence and underline the singular and plural nouns. 		
Resources/equipment needed: Learner's Book page 148 Activity Book page 121 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
	<ol style="list-style-type: none"> 1. Choose a word from Lessons 7 to 11 and draw dashes of the corresponding number of letters on the board. 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. 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 <ol style="list-style-type: none"> 1. Tell learners to look at Learner's Book page 148. 2. Point to the picture and ask: <i>What do you see?</i> 3. Write <i>There is ...</i> and <i>There are ...</i> on the whiteboard. Write descriptive adjectives for size and colours on the whiteboard. 4. Read the examples in the speech bubbles and write them on the board. Circle <i>There is</i> and <i>There are</i>. 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. 5. As a whole class, discuss the picture. Encourage learners to use full sentences, following the example on the board.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Write words for elements found in the picture on the whiteboard.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners give sentences with other vocabulary that they know.
Learner's Book page 148	Look and say: Activity 2 <ol style="list-style-type: none"> 1. Draw learners' attention to the sentences. Explain that the information for the gaps is in the picture in Activity 1. 2. Model the first sentence by reading it aloud and then pausing for a learner to say the correct word (<i>green</i>). Write it on the board. 3. Put learners in pairs. They should do this activity orally by reading the completed sentences.
	Feedback Ask learners who raise their hand to read the completed sentences. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answers 1 green; 2 Jeep; 3 sleeping; 4 bees </div> <ol style="list-style-type: none"> 4. You can ask learners to write the answers in their notebooks.
Activity Book page 121	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Read the words in Activity Book Activity 1 and have learners repeat. 2. Then draw their attention to the pictures. 3. Give learners some time to match the words to the pictures, then compare their answers with a partner. Feedback Ask individual learners to read the word for the pictures in turn. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> Answer s 1 c; 2 d; 3 b; 4 a </div>

Learner's Book page 148	Spelling game 1. Prepare a list of words from Lessons 7 to 11, such as <i>big, sail, sheep</i> . 2. Divide learners into groups and give each group a mini whiteboard or equivalent, and a marker pen. 3. Call out a word from the list. 4. Learners write the word on their mini whiteboard or equivalent. 5. Say: 1, 2, 3 and then tell learners to show their whiteboards. If the word is spelled correctly, they get one point. 6. Repeat using several different words. The winner is the group with the most points. Feedback Stick the word card on the board for learners to compare with what they have written.		
Activity Book page 121	Activity Book: Activity 1 1. Read the words in the Word box and check learners understand. 2. Tell learners to circle the words from the Word box in the word search. Feedback Ask learners to compare their answers with a partner.		
Resources	Plenary		
Activity Book page 121	Activity Book: Learning goal 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 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 Simple Present tense and Present Continuous. (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt 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 ... <ul style="list-style-type: none"> • understand Present Simple sentences using <i>can</i> • say and write simple nouns • understand and use simple adverbs.
Link to prior learning: <ul style="list-style-type: none"> • Prepositions: <i>up</i> and <i>down</i> • Lexis for transport: car, plane, bus, bicycle, boat • <i>Can</i> to express possibility 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>camel, car, train, motorbike, bus, bicycle, tricycle, unicycle, wheelchair, skateboard, fast, slowly, land, water, ground, people, transport</i> Key expressions/structure: Present Simple sentences using <i>can</i> and adverbs: <i>It can go slowly; This is ...;</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to remember all the transportation vocabulary especially the multiple-syllable words such as <i>motorbike</i> and <i>bicycle</i>. Create a word wall with transport vocabulary and pictures and regularly review it. 		
Resources/equipment needed: Learner's Book pages 149 to 151 Activity Book pages 122 and 123 Audio track 114 Flashcards or pictures: <i>car, bus, train, plane, boat</i> Handmade flashcards or pictures: <i>camel, motorcycle, dhow boat, bicycle, tricycle, unicycle, wheelchair, skateboard</i> Word cards PCM 71: <i>camel, train, car, bicycle, wheelchair, skateboard, bus, motorcycle, dhow boat, tricycle, unicycle, fast, slowly</i> 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
	<ol style="list-style-type: none"> 1. Stick the flashcards or pictures of transport that learners already know (<i>car, bus, bicycle, plane, boat</i>) on the whiteboard. 2. Divide learners into teams. 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. 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 to 151	Before you read: Activity 1 <ol style="list-style-type: none"> 1. Have learners open their books at page 149. Read the instruction and the question. Elicit different means of transport from learners. 2. Show pictures or flashcards to introduce the new vocabulary (<i>dhow boat, motorcycle, camel</i>). Say the words and have learners repeat after you.
Learner's Book pages 149 to 151 Audio Track 114	Read and listen: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on pages 149 to 151, and ask them to raise their hand if they have ever used any of the transportation in the pictures. 2. Play the audio once. Learners listen and follow in their books. 3. Say <i>fast</i> and <i>slowly</i> and gesture to explain the meaning. Have learners repeat and do the gestures. 4. Play the audio again and pause after each name of transportation. Learners listen and repeat the name of each transportation. If needed, correct the pronunciation by repeating the word. Then the learners repeat the word again.
Learner's Book pages 149 to 151	Words to remember <ol style="list-style-type: none"> 1. Write the words <i>go, can</i> and <i>ride</i> on the whiteboard. 2. Ask learners to look for the sight 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 <i>go</i>, underline <i>can</i>, draw a circle around <i>ride</i>. Feedback 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. <div> Answers go: 5 (and 1 as 'goes'); can: 12; ride: 5 </div>

Activity Book page 122	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the pictures in Activity Book Activity 1 and elicit the names of the transport from the learners. 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. 3. Learners work individually to unscramble the letters to spell each word correctly. Walk around, monitor and provide additional support as needed. <p>Feedback</p> <p>Check the answers as a class by asking individual learners to spell the words as you write them on the board.</p> <p>Answers</p> <p>1 camel; 2 bus; 3 motorcycle; 4 dhow boat; 5 wheelchair; 6 bicycle; 7 train; 8 plane</p> <p>4. Ask learners to circle the pictures of the transport they have traveled in.</p>
Activity Book page 123	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>people-powered</i> and <i>motor-powered</i> on the board, and give examples for each to explain the difference. 2. Ask learners to look at chart in Activity Book Activity 2 on page 122 and point at the bike and motorcycle while saying <i>people-powered</i> and <i>motor-powered</i> respectively. 3. Draw learners' attention to the Word box. Read aloud some of the transport words and ask: <i>People-powered or motor-powered?</i> and elicit answers. 4. In pairs, learners put the words in the correct category. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>People-powered transport: bicycle, tricycle, wheelchair (sometimes), skateboard, unicycle; Motor-powered transport: train, car, plane, bus, motorcycle, wheelchair (sometimes)</p> <p>5. Ask learners: Which transport can be people-powered <i>and</i> motor-powered? Elicit the answer: <i>a wheelchair</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Stick pictures of the transport types on the board and write the word next to them to help learners associate the words visually. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statement. 2. Read the statement. 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 spelt 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. (G2.3.8.1.1) 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 ... <ul style="list-style-type: none"> • write simple sentences in the Present Simple using nouns, adjectives and adverbs • ask and answer questions in the Present Simple
Link to prior learning: <ul style="list-style-type: none"> • Transport vocabulary • Present Continuous • <i>Can</i> for ability • Present Simple 21st Century Skills <ul style="list-style-type: none"> • Global Awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing 		
Key vocabulary: <i>camel, car, train, motorcycle, bus, bicycle, tricycle, unicycle, wheelchair, skateboard, fast, slowly, land, basketball</i> Key expressions/structure: Prefixes: <i>uni-, bi-, tri-</i> ; adverbs: <i>fast, slowly</i> ; <i>This is ...</i> ; revision of Present Simple and <i>can</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 Word cards PCM 71: <i>camel, train, car, bicycle, wheelchair, skateboard, bus, motorcycle, dhow boat, tricycle, unicycle</i>		

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
	<ol style="list-style-type: none"> Choose one of the transport word cards 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. 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	<p>Activity 1: Is it true?</p> <ol style="list-style-type: none"> Ask learners to look at the questions in Activity Book Activity 1. Read the questions and check learners understand. Model the activity by saying one of the sentences and asking learners to put their hands up if they think it is correct (<i>yes</i>) and do nothing if it isn't (<i>no</i>). Learners then read the sentences, look at the pictures and circle the right answer in their Activity Book. <p>Feedback</p> <p>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 <i>yes</i>.</p> <p>Answers</p> <p>1 yes; 2 no; 3 no; 4 yes; 5 yes; 6 yes</p>
Learner's Book page 152 Audio Track 115	<p>Listen and read: Activity 1</p> <ol style="list-style-type: none"> Tell learners to look at the first picture. Ask: <i>What do you see?</i> Teach the words for <i>helmet</i> and <i>basketball</i> with gestures and by pointing at the pictures. Ask individual learners: <i>Do you like riding a bike? Do like playing basketball?</i> Elicit: <i>Yes, I do</i> or <i>No, I don't</i>. Learners look at the pictures and listen to the audio. Learners listen to the audio again while reading along in their book.
Learner's Book page 152	<p>Language detective</p> <ol style="list-style-type: none"> 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. Focus on the list of prefixes and explain their meanings. Discuss the questions and elicit answers from the class. Elicit another word they know beginning with <i>tri-</i>. <p>Feedback</p> <p>Write the answers on the whiteboard.</p> <p>Answers</p> <p><i>Tricycle</i> means a cycle with three wheels. The other word that learners know beginning with <i>tri-</i> is triangle.</p>

Learner’s Book page 152	My favourite transport: Activity 2 1. Describe your favourite transport to learners. 2. Ask learner to look at the picture in Activity 2 and describe it. 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.		
	Differentiation activities (Support): 1. Write the sentence prompts in on the board for learners to copy and complete in their notebooks.		
	Differentiation activities (Stretch): 1. Let learners write additional sentences.		
Resources	Plenary		
	1. Put learners in pairs so they can show each other their pictures and read the sentences from Learner’s 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: (G2.2.1.1.3) Consolidate from grade 1, and extend the ability to describe people, things, locations and actions using Simple Present tense and Present Continuous. (G2.2.2.1.1) 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 spelt 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 recognize common types of text (for example, 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: Listening: To identify the initial and final <i>g</i> sound, listen to a chant. Speaking: To say words with the initial and final <i>g</i> sound, say a chant. Reading: To recognise words with the initial and final <i>g</i> sound. Writing: To write words with the initial and final <i>g</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and say words with the initial and final <i>g</i> sound • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Present Simple 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>girl, goose, gate, flag, peg, dig, grass, frog, log, bug, goose, fig, ground, leg, goat, fog, grandma, gum</i> Key expressions/structure: Present Simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be have difficulty pronouncing the <i>g</i> sound. Make sure to model and drill the pronunciation. . 		
Resources/equipment needed: Learner's Book page 153 Activity Book page 124 Audio tracks 116 and 117 Flashcards: <i>leg, frog, bug, girl</i> Handmade flashcards or pictures: <i>grass, log, goose, fig, ground</i> Word cards PCM 72: <i>girl, grass, log, frog, bug, goose, fig, leg, gate, flag, dig, peg</i>		

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
	<ol style="list-style-type: none">1. Stick pictures or flashcards on the walls around the room.2. Divide learners into teams and say a word, such as <i>bug</i>.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.4. Continue with the activity until there are no flashcards or pictures left.
Resources	Main Activity
Learner's Book page 153 Audio Track 116	<p>Listen and look: Activity 1</p> <ol style="list-style-type: none">1. Learners open their books at page 153 and focus on the pictures. Say the words and have learners repeat. Say: <i>Let's Listen</i>. Play the first part of the audio and point to the pictures in turn for the words with the initial <i>g</i> sound.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.3. Play the second part of the audio and repeat the steps for the words with the final <i>g</i> sound. <p>Answers</p> <p>initial <i>g</i>: girl, goose, gate final <i>g</i>: flag, peg, dig, frog</p> <p>Ask the learners which other words they know with initial and final <i>g</i>. Get them to spell the words.</p>
Learner's Book page 153	<p>What's in the picture?: Activity 2</p> <ol style="list-style-type: none">1. Focus on the picture in Activity 2. Ask learners to find things that have the initial or final <i>g</i> sound. Model the activity as a whole class, then put learners in pairs so they can work together. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>initial <i>g</i>: girl, green grass, garden, , gold goose final <i>g</i>: frog, log, bug, egg, fig</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Let learners name additional objects in the picture.

Activity Book page 124	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Focus on the pictures in Activity 1 and elicit the names of the words from the learners. 2. Learners write the words on the lines. Walk around, monitor and provide additional support as needed. Feedback Ask individual learners to take turns spelling and writing the words on the whiteboard. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;">Answers</div> 1 girl; 2 frog; 3 goose; 4 bug; 5 leg; 6 grow
Activity Book page 124	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look back at the words in Activity 1. 2. Tell learners that you will read the words aloud and they must raise their hands if it starts with the <i>g</i> sound and clap if it ends with the <i>g</i> sound. Do the activity with learners. 3. Then read the instructions for Activity 2 and give learners some time to complete it. Feedback Learners compare their work with a partner. <div style="background-color: #f2f2f2; padding: 5px; margin-top: 10px;">Answers</div> Starts with <i>g</i> : girl, goose, grow Ends with <i>g</i> : frog, bug, leg
Learner's Book page 153 Audio Track 117	Chant: G as in girl: Activity 3 <ol style="list-style-type: none"> 1. Teach the new words (<i>gum, goat</i>) by pointing to them in the picture. Demonstrate the meaning of <i>giggles</i>. 2. Play the audio once. Learners listen and point to the pictures. 3. Play the audio a second time, and pause after each sentence for learners to repeat. 4. Ask learners to underline the words with <i>g</i>. 5. Ask learners some questions about the chant. For example: <i>Who are the people in the chant? How many animals are in the chant? What colour is the frog?</i>
Activity Book page 124	Activity Book: Challenge <ol style="list-style-type: none"> 1. Explain to learners that they need to choose three words with the <i>g</i> sounds that weren't in the chant on page 153 of the Learner's Book. 2. Learners write an additional line for the chant. Feedback Check learners' spelling and sentence structures individually. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Differentiation activities (Support):</div> <ol style="list-style-type: none"> 1. Write a selection of words with <i>g</i> sounds on the board for learners to select from and copy into their books. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Differentiation activities (Stretch):</div> <ol style="list-style-type: none"> 1. Learners can write another line for the chant.
Resources	<div style="background-color: #f2f2f2; padding: 5px;">Plenary</div> <ol style="list-style-type: none"> 1. If possible, have learners sit in a circle on the floor. 2. Ask each learner to read their new line for the chant <i>G as in girl</i>.

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 one to read regularly spelt 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 <i>g</i> sound. Speaking: To say words with the initial and final <i>g</i> 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 ... <ul style="list-style-type: none"> • identify and say words with the initial and final <i>g</i> sound • answer <i>wh</i>- questions in full sentences in the Present Simple • write a sentence describing an object in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Initial and final <i>g</i> sound • Question words • Present Simple • Present Continuous 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introduce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>girl, big, grass, green, gold, goose, egg, fig, ground, leg</i> Key expressions/structure: Present Simple and Present Continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to find rhyming words. Write examples on the whiteboard from previous units and underline the same ending (for example, <i>sleep/Jeep, knee/bee</i>). 		
Resources/equipment needed: Learner's Book page 154 Activity Book page 125 Audio track 118 Flashcards: <i>leg, frog, bug, girl</i> Handmade flashcards or pictures: <i>grass, log, goose, fig, ground</i>		

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
	<ol style="list-style-type: none">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.2. Repeat with more flashcards or pictures.
Resources	Main Activity
Learner's Book page 154 Audio Track 118	Phonics story: Activity 1 <ol style="list-style-type: none">1. Direct learners' attention to the picture. Ask: <i>What can you see?</i>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.3. Play the audio again. Pause after each line for learners to repeat.4. Ask <i>wh-</i> questions about the picture. For example, <i>What is Meg doing? What is the goose doing? What does Meg want to eat?</i> Feedback <p>Write the words with the initial or final g on the whiteboard.</p>
	Answers <p>Words with initial or final g: good, girl, goes, big, grass, green, gold, goose, egg, fig, ground, leg</p>
	Differentiation activities (Support): <ol style="list-style-type: none">1. If learners cannot understand the audio, read the audioscript slowly, pausing after each sentence.
	Differentiation activities (Stretch) <ol style="list-style-type: none">1. Let learners name other objects in the picture that they know.
Activity Book page 125	Activity Book: Activity 1 <ol style="list-style-type: none">1. Ask learners to look at the words in Word box in Activity 1.2. Copy the table from the activity onto the whiteboard. Model an example, by writing <i>girl</i> in the left column and <i>leg</i> in the right column. Learners copy these words into the table in their Activity Book.3. Learners individually read the words and copy them in the correct column. Feedback <p>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.</p>
	Answers <p>initial g: girl, goose, green, grass final g: fig, log, bug, frog</p>

Activity Book page 125	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Divide learners into mixed-ability pairs. 2. Ask learners to find a word from Activity 1 that rhymes with <i>big</i>. 3. Next, ask learners to write a sentence with <i>big</i> and one other word that starts or ends with <i>g</i>. If you have time, learners can draw a picture to illustrate the sentence in their notebooks. 4. Walk around, monitor and provide support with grammar and spelling. <p>Feedback</p> <p>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.</p> <p>Answer</p> <p>fig</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other words that end with the <i>g</i> sound that they know that rhyme.
Activity Book page 125	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners what a word snake is and ask learners to find the words in it. 2. Learners draw lines to match each picture with the corresponding word. <p>Feedback</p> <p>Ask learners who raise their hand to give a word. Write the words on the whiteboard.</p> <p>Answers</p> <p>abdgrassckfrogprslegbaageggteogirlheppagoose</p>
Resources	Plenary
Activity Book page 125	<p>Activity Book: Learning goal</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation statements. 2. Read the statement. 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 one to read regularly spelt one syllable words.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 2	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant. Speaking: To say a chant, ask and answer questions. Reading: To read Present Simple sentences and questions. Writing: To complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • ask and answer <i>yes/no</i> or <i>wh-</i> questions in the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Transport vocabulary • Words with the initial or final <i>g</i> sound • Question words • Present Simple 21st Century Skills <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Learners may struggle to remember all the transportation 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
	<ol style="list-style-type: none"> 1. Divide learners into small groups and give each group a set of letter cards. 2. Call out a word from the Word list below. Learners spell the word using the letter cards. 3. When you say 1, 2, 3, learners show their spelled word. 4. Give a point for a correct answer and write the word on the whiteboard. 5. Repeat with the other words. The group with the most points wins. <p>Word list: frog, leg, bug, girl, fig, log</p>
Resources	Main Activity
Learner's Book page 155 Audio Track 119	<p>Transport chant: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at page 155 in their Learner's Book and to focus on the chant. 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. 3. Play the audio a second time and pause after each line. Learners repeat the line. 4. Divide learners into four groups and give each group a line to practise. 5. The whole class says the chant without the audio with each group saying its respective line.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are unable to hear or understand the audio clearly, read the audioscript in a clear and slow voice instead.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners think of an additional two lines to add to the chant.
Activity Book page 126	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the picture in Activity Book Activity 1. 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). 3. Individually, learners read the sentences and colour the picture. <p>Feedback</p> <p>Ask learners to show their coloured drawing to a partner and describe it.</p>
Learner's Book page 155	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Read the questions in Activity 2 for the learners. 2. Model the activity by asking a confident learner the questions. You may like to write their answers on the board. 3. Divide the learners into mixed-ability pairs. 4. Learners take turns asking and answering the questions. 5. Walk around, monitor and provide language support as needed. <p>Feedback</p> <p>Let one pair of learners model their conversation in front of the whole class.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with pictures and sentence prompts as needed. For example, <i>It can go _____. It is _____-powered.</i>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners give more information about their favourite transport.

Activity Book page 126	Activity Book: Activity 2 1. Read the words from the Word box and gesture the meanings to remind learners of their meaning. 2. Copy the first sentence in Activity Book 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. 3. Divide learners into mixed-ability pairs. 4. Learners read the sentences and fill in the gaps. Walk around, monitor and provide language support as needed. Feedback Call on learners who raise their hand to read a sentence. Write the sentences on the whiteboard. Answers 1 wheels; 2 slowly; 3 peg		
Resources	Plenary		
Activity Book page 126	Activity Book: Learning goal 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 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 Simple Present tense and Present Continuous. (G2.3.3.1.2) Consolidate and use knowledge of short and long vowels from grade one to read regularly spelt 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: Listening: To recognise words with long e, initial and final g sounds, listen and understand sentences. Speaking: To talk about transport, describe objects. Reading: To read affirmative sentences. Writing: To write numbers 1 to 10.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use and understand Present Simple sentences with adjectives and nouns • understand and use words with long e and initial and final g sounds.
Link to prior learning: <ul style="list-style-type: none"> • Unit 7 Lessons 1–17 21st Century Skills <ul style="list-style-type: none"> • 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 Key expressions/structure: Unit 7 Lessons 1–17		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Learner's Book page 156 Audio track 120 Flashcards: all the ones from Unit 7 Handmade flashcards or pictures: all the ones from Unit 7 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
	<ol style="list-style-type: none"> 1. Use all the flashcards and pictures that you have for Unit 7. 2. Hold them up one by one and elicit the word from learners. 3. Praise the class if they recognise all of the pictures.
Resources	Main Activity
	<p>Dictation competition</p> <ol style="list-style-type: none"> 1. Divide the class into two teams. 2. Each team chooses and writes three words they have learned in Unit 7. 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. 4. Then Team B says one word to one learner from Team A. 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 Audio Track 120	<p>Listen and number: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Play the audio and pause after each sentence. 3. Do the first picture as a class. 4. Learners listen and put the correct number in the box next to the picture. 5. Play the audio a second time for learners to check. <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>a 1; b 8; c 5; d 6; e 3; f 7; g 4; h 2</p> <p>Speaking activity</p> <ol style="list-style-type: none"> 1. Have learners look at the pictures in Learner's Book Activity 1. Elicit any words that learners can come up with about the pictures, such as <i>boat</i>, <i>sails</i>, <i>tower</i>, etc. 2. Model an example description, such as <i>I can climb the tower</i>. 3. Learners make sentences about the pictures on the board. Write some sentence prompts on the board, such as <i>I can</i> ____, <i>I'm</i> ____, <i>It can</i> ____, <i>It is</i> ____, 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. 4. Encourage learners to describe the pictures using full sentences. This should be done as a whole-class activity.

	Letters and words 1. Stick flashcards or pictures from Unit 7 on the whiteboard. 2. Write the letters of the alphabet all over the whiteboard (not in order). 3. Divide the learners into mixed-ability teams and give the teams a number. 4. Model the activity with an example. For example: <i>c = car</i> . 5. Call out a letter. 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. 7. Continue with other letters and add up points at the end.		
Resources	Plenary		
Learner’s Book page 156	Look what I can do! 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 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: Listening: To listen to the story and understand the plot. Speaking: To retell a story, talk about the moral of the story. Reading: To read the questions and answers about a story and match them. Writing: To write a sentence about how you help someone with something.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a simple story • answer Present Simple questions • write Present Simple sentences.
Link to prior learning: <ul style="list-style-type: none"> • Farm vocabulary • Family members vocabulary • Present Simple • <i>Can</i> for ability 21st Century Skills <ul style="list-style-type: none"> • Initiative and Self-Direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: <i>mother, father, son, daughter, turnip, plant, grow, water, enormous, pull out, together</i> Key expressions/structure: <i>can</i> for ability, <i>to pull out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 to 159 Audio track 121 Word cards PCM 73: <i>mother, father, son, daughter, turnip, plant, grow, water, enormous, pull, together</i>		

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	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read a story about growing vegetables on a farm. 2. Elicit words learners have learned about farms and vegetables in previous lessons, for example <i>seed, plant, water, grow, pick, collect</i>, etc. 3. Point to the pictures in Activity 1 in the Learner's Book. Ask: <i>What do you see?</i> 4. Point to each picture and say the word. Tell learners to repeat the word.
Resources	Main Activity
Learner's Book page 157–159 Audio Track 121	<p>Listen and read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to quickly look at the pictures on pages 157 to 159. 2. Ask: <i>What is the story about?</i> and elicit ideas from the learners. 3. Then say: <i>Let's listen to the story.</i> Play the audio. Learners listen and read along in their books. 4. Then play the audio a second time. 5. Check learners' understanding of the story by asking simple questions, such as <i>What is the story about? Which people are in the story? What are they doing?</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are unable to hear or understand the audio clearly, read the audioscript in a clear and slow voice instead. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners tell you what they can remember about the story after listening.
Learner's Book page 159	<p>Retell the story: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to look at the Word box in Activity 3. Read the words and check that learners remember the meanings. 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. 3. Tell learners they are going to describe a picture from the story with one sentence using words from the Word Box. 4. Model an example for the first picture, for example <i>The family live on a small farm.</i> Write the sentence on the whiteboard. 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. 6. Walk around, monitor pair work and provide grammar and vocabulary support as needed. <p>Feedback</p> <p>Let learners share their sentences in the correct order of the story. Write the sentences on the whiteboard and provide error correction as needed.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write additional sentence models on the board, or provide individual support to help learners form a sentence. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Let learners write two sentences for their picture.

Learner’s Book page 159	Think about the story: Activity 4 1. Ask learners if they know what a <i>moral</i> is. Tell them that they will look at some questions about the story to find out. 2. Ask: <i>What do Mother, Son and Daughter do?</i> 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. 3. Relate the story to the learners’ own lives. Ask: <i>Do you help your family? Do you help your friends? How do you help them?</i> 4. Model an example: <i>I help my little brother. I help him with his homework.</i> Write the example on the whiteboard. 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 <i>pull out</i> . 2. Learners guess what the word is. 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 recognize common types of text (for example, 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: Writing: To write a sentence in the Present Simple about a picture. Listening: To listen to project presentations. Speaking: To discuss your project with your partners. Reading: To read your storybook or story ending to the class.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a descriptive sentence in the Present Simple • give a simple oral presentation.
Link to prior learning: <ul style="list-style-type: none"> • Story: <i>The Enormous Turnip</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>mother, father, son, daughter, turnip, plant, grow, water, enormous, pull out, together</i> Key expressions/structure: <i>Can</i> for ability		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Learner's Book page 160 PCM 9 Coloured pencils or crayons; white paper		

UNIT 7 LESSON 20 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none">1. Ask learners if they remember the story <i>The Enormous Turnip</i>. As a whole class, talk about what happens in the story.
Resources	Main Activity
	<p>You should choose one of the project options given below.</p> <p>Option 1 Project A: Continue the story</p> <ol style="list-style-type: none">1. Ask: <i>What will happen next in the story?</i>2. Model an example, for example: <i>They eat the turnip. It is delicious!</i>3. Read the instructions. Give learners the drawing supplies and white paper.4. Learners think about possible ideas and share them with the class.5. Learners each write a sentence and draw a picture.6. Learners practise reading their sentence with a partner. <p>Option 2 Project B: Make a picture book</p> <ol style="list-style-type: none">1. Say: <i>You are going to make a picture book. The story is the same but the farmer grows carrots.</i>2. Draw a simple picture and write a sentence on the whiteboard. For example, <i>A father, mother, son and daughter live on a small farm and grow carrots.</i>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.4. Give learners the drawing supplies and white paper.5. Put the pictures in the correct order to make the class picture book.6. Learners practise reading their sentence with a partner. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Provide more confident learners with the opportunity to be leaders in the project work and support other learners' needs.

	Project presentations 1. Give each learner their copy of PCM 9. 2. Tell learners they are now going to present their project. 3. If you chose Project A, learners should read their new story ending to a partner. 4. If you chose Project B, learners should read present their page of the storybook to the rest of the class. 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. 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. 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 learnt 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 Simple Present 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.			

Audioscript

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.**Speaker:** 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.

Speaker: 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.



driving

collecting

feeding

planting

helping

picking



Are you
.....?

Yes,
I am.

hen

He is

horse

She is

cow

They are



horse

cow

goat

hen

sheep

duck

PCM 45 Word cards



eggs

chick

hen



chick

ship

stick

fish

red

bug



on

pink

big



this

things

it

ship

fin

swing



fix

fish

fixing

is

wing



carrots

onions

tomatoes

peppers

beans

potatoes



seed

stem

roots

leaf



make
bread

pick
wheat

wash
the dishes

sweep
the floor



Can you
please
help me?

Will you
.....?

Sorry, I'm
busy.



eyes

ears

nose

hand

mouth



senses

see

smell

touch

hear

taste



soap

mango

smoke

flowers

fish

onion



coffee

mint

perfume

Yes,
I do.

Do you
like the
smell of
?

No,
I don't.



soft

hard

round

flat

short

long



big

little

How does
it feel?

rough

smooth



loud

quiet

high

low



cake

yogurt

ice cream

watermelon

mango

sweet



juicy

cold

sour

salty

hot



log

frog

rock

hot

pot

popcorn



fox

sizzle

oil

hop

grin

pond



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



sock

sand

snake

sister

soft

see



stick

seed



fox

frog

box

hot

log

pot



clock

hop

rock

top

sock

lock



shop

Do you like this _____ ?					
		_____	_____	_____	_____
Draw and write	Yes, I do.				
	No, I don't.				
Draw and write	Yes, I do.				
	No, I don't.				



car

plane

river

slide

tower

bus



up

down

in

float

What
can you
.....?

I can
.....
a.....



climb

drive

slide

fly

PCM 66 Word cards



plane

fold

bend



teeth

knee

wheel

bee

sheep

Jeep



sleep

feet

tree



deep

sea

boat

sails



wheels

go round

wipers

chatter

money

bell



big

short

small

black

tall

white



deep

shallow



camel

train

car

bicycle

wheelchair skateboard



bus

motorcycle

dhow boat

unicycle

tricycle



fast

slowly



girl

grass

log

frog

bug

goose



fig

flag

leg

dig

gate

peg



mother

daughter

father

turnip

son

plant



grow

pull

water

together

enormous