

Lesson Plan

Grade 2 Unit 3 Bugs in the garden	
Aims - Name and recall bugs words. - Ask and answer questions about bugs. - Draw bugs and label them in a garden picture.	
Syllabus fit This is <u>the first lesson of Week 2, Unit 1</u> . In the previous week children learnt words to describe a garden. This week they will learn a set of bugs/insects (6-8 words) The song represents the way we greet each other, sharing simple personal information. The song will be used again in the next lesson to develop oral fluency.	
Differentiation	
Support	Stretch
The warmer sets the context for the new vocabulary. The language expectations are supported by visuals throughout.	More confident students will have the opportunity to draw and say more about their garden pictures Encourage confident students to help weaker students during the group work.
Teaching & Learning Materials	
Garden illustration https://learnenglishkids.britishcouncil.org/print-make/colouring/garden Bugs FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-bugs.pdf	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	<u>Warmer</u> - draw a house on the board and start drawing a garden around it . As you draw things in the garden (trees, flowers, a table, chairs, a swing etc) ask questions: <i>What's this? Is it big/small?</i> Cover the drawing (with a newspaper page) Ask students what they can remember about the garden, in pairs they draw 5 things that they can remember, give them a 2 minute time limit to make it like a game. Teacher to students Student to student

2. 10 minutes	Reveal the garden picture on the board and check if students remembered everything. Then draw a bee flying in the garden (near the flowers) elicit the name – ask students about other insects you can find in gardens. Teaching tip: Students can give ideas in Arabic, teacher responds with the translation saying: ‘Yes a/an’. Use 5-6 of the bugs [FLASHCARDS] to elicit and then [CHORAL DRILL] the words. Nominate students and ask: <i>What’s this? A/an ...</i>. Then nominate [OPEN PAIRS] to ask each other. Stick the flashcards and words on the board. Teacher to students Student to student
3. 20 minutes	Students take out their garden pictures from Week 1 and draw 4 or 5 bugs in the garden. Set up groups (or [BREAK OUT ROOMS] in an online lesson) students take it in turns to use their pictures to [POINT & SAY] something about what’s in their garden (plants and bugs). More confident can ask questions: <i>What’s this? A bee</i> The teacher can [DISPLAY] the students’ garden pictures on the classroom’s [LEARNING WALL]. Teacher to students Student to students (groups)
Assessment for learning activity¹ 5 minutes	
The teacher walks around the classroom and children show their garden picture and say something about it.	
Potential homework Students draw a picture of themselves and write a simple phrase about themselves	
Reflection on the lesson	
What worked well:	What would you do differently?

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>