

GRADE 2

Unit 1 Theme: Hello

Unit 1 Project: Make a POSTER – ‘This is me’

Goals: Students create an illustrated POSTER that provides simple personal information about themselves. Students will be encouraged to share them with family members.

Product

They will look at an example POSTER and use language practiced in the unit (greetings, age) to describe themselves. Other students will ask simple questions.

Life skills¹: Creativity and communication (make a learning resource, use it to interact with others).

Cross curricular links: Art

Performance indicators: Students are able to create a POSTER that communicates key information about themselves; the illustration(s) help understanding.

WEEK 1:

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall students in the room. Listen to a song about greetings. ROLE PLAY simple greetings	[THE GREETING CIRCLE] – <i>Good morning ..(name)</i> Listen to the [ANIMATED SONG] in stages: Stage 1: Before viewing: Show the opening image of the song and ask questions: <i>Is this a boy or a girl?</i> <i>Are they friends? How old are they?</i> (children guess) Stage 2: ask children to listen for their ages (9-6 -?) introduce the word ‘robot’. Stage 3: ask children to count the number of times they hear ‘hello’ in the song, pause after each verse for [PAIR SHARE] Stage 4: write the 3 names on the board – listen for information for each one. Stage 5 [ROLE PLAY]	ANIMATED SONG Hello, hello, hello https://learnenglishkids.britishcouncil.org/listen-watch/songs/hello-hello-hello A simple ROLE PLAY script	Speak: Name and recall students in the room; ROLE PLAY simple greetings Listen to a song about greetings.

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	Model a simple greeting scenario with 2 confident students. The teacher takes the role of B23A (the robot). Repeat a few times. Teaching tip: you can use simple badges to help define the 3 characters, 3 'badges' with the character names. Sticky labels will work for this. Get a student to replace the teacher in the 3-person dialogue - Repeat a few times. Then change the 3 students and repeat again. Set up groups of 3 to practice. [PERSONALISATION] give the students a sticker, they write their name – repeat the ROLE PLAY with their own names. Students draw a picture of their group (3 students) and use the prompts to complete the two questions, then copy them under the drawing.	B23A: <i>Hello, I'm B23A. What's your name?</i> Ali: <i>Hello I'm Ali</i> Nanu: <i>Hello I'm Nanu</i> B23A: <i>How old are you?</i> Nanu: <i>I'm 6</i> Ali: <i>I'm 9</i> Question [PROMPTS] <i>What's your n---?</i> <i>How o-- are you?</i>	
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Assessment for Learning: [EXIT CARDS] at the end of a lesson, students line up and answer the question 'What's your name?'

Vocabulary	Grammar	Interaction	Pronunciation
Simple greeting: <i>Hello</i> Numbers: 6-7-8-9	Receptive <i>I do not know my age</i> <i>Pleased to meet you</i> Productive: <i>Good morning ..(name)</i> <i>What's your name</i> <i>How old are you?</i>	Teacher and students Student to students	Happy intonation (rise fall)  Hello

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Theme: My name's

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

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Sing words from a song. Name and recall classmates' names. Practice a simple greeting + (student) name. Name and recall a set of 4 classroom things	Use the ANIMATED SONG from Week 1 Play it again, help students sing the <i>hello</i> sections with the song. Students make Yes – No [ANSWER CARDS]: Use the worksheet activity #2 – to orally check information from the song. Students hold up the correct card, e.g. <i>Nanu is 7 - No</i> Teaching Tip: this listening activity trains students to focus on key information (names, numbers etc). the YES-NO cards enable all students, even shy ones to contribute. Tell the students to keep the Yes – No [ANSWER CARDS] for another lesson. Revise numbers 1 to 12, using the number FLASHCARDS. Elicit the numbers and then stick the FLASHCARDS on the board, getting students to help you put them in the correct order (1-12). [CHORAL DRILL] the numbers, pointing to the FLASHCARDS. Tell students to close their eyes and take away 2 number, FLASHCARDS – ask what's missing. [AIR DRAW] a number, students tell you what it is – set up [OPEN PAIRS] to do the same, then students practice in groups. At the end of each Week 2 lesson model 'Goodbye' waving as you say it.	Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-hello-hello-hello-worksheet.pdf Number FLASHCARDS https://learnenglishkids.britishcouncil.org/flashcards/numbers-flashcards	Speak: sing words from a song; name and recall classmates' names and a small set of classroom things; say a simple greeting.
Assessment for learning: [EXIT CARDS] at the end of a lesson, students line up and answer the question 'How old are you?' *If a student struggles to answer 'How old are you?', the teacher can have number FLASHCARDS to provide a visual cue.			
Vocabulary	Grammar	Interaction	Pronunciation
Hello - Goodbye Numbers: 1-12	Receptive: <i>Nanu is 7; B23A is a girl. Etc</i> Productive: <i>Simple greetings:</i> <i>'Hello – I'm (name)</i> <i>What's your name?</i>	Teacher to students Student to student	Stress on the name in a simple greeting, e.g. Hello, I'm Naser!

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WEEK 3

Theme: My name's Asma.

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall parts of the body: Listen for specific information in a song. Listen and use TPR actions that match the words in a song.	The teacher points to parts of her/his body, asking, "What's this?" Play [SIMON SAYS] to introduce <i>touch – clap – stamp – shake – stretch</i> Teaching tip: playing SIMON SAYS the teacher can demonstrate the action, and students will hear the 5 action verbs, but they don't have to say them. This sets them up for the [TPR] connected to the song. View the ANIMATED SONG in stages: Stage 1: use the FLASHCARDS at the beginning for CHORAL DRILLING. Stage 2 – watch the first verse <i>without sound</i>, to identify the actions. Stage 3 – students stand up and watch <i>with sound</i> and do the TPR actions (clap, stamp etc) Stage 4: help the students sing and do the TPR actions. When the song asks 'Are we wide awake?', have students shout 'Yes' Repeat Verse 1 and 2 a few times Write the action words from Verse 1 and Verse 2 on the board, with the first letter missing, e.g. <i>-ouch -lap -tamp – etc</i> Read the words aloud and help students decide on the missing letters. Students choose two action words: draw 2 pictures and label with the correct action verb. Homework ask students to draw a picture of themselves and/or bring some recent photos of themselves	ANIMATED SONG 'Clap, clap, clap' https://learnenglishkids.britishcouncil.org/speak-spell/sounds/clap-clap-clap	Speak: Name and recall parts of the body: Listen for specific information in a song. Listen and use TPR actions that match the words in a song.
Assessment for Learning: Students follow TPR instructions, e.g. clap, shake etc			

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Vocabulary	Grammar	Interaction	Pronunciation
Recycle parts of the body: nose, head, shoulders, knees, toes Actions: <i>touch – clap – stamp – shake – stretch</i>	Receptive: <i>Touch your head / mouth; shake your arm / leg etc</i> Productive: <i>Clap! Clap! Clap! Stamp! Stamp! Stamp! etc</i>	Teacher to students	Stress on key words: e.g. <i>Touch your head</i>

WEEK 4 (1 lesson)

Project: This is me

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to simple instructions to produce a 'portrait' Say their name.	Teacher shows a POSTER s/he has made – it can include a recent photo as well Teacher explains they are going to make their own POSTER. Teaching tip: you can use L1 here, to save time and quickly establish what they are going to do. The teacher gives each student a piece of paper and makes sure they have access to crayons/felt tips (pairs can share) Students make their own posters. Teacher monitors and helps with writing. Then students [PAIR SHARE]. Teaching tip: Teachers can [DISPLAY] the portraits on a classroom wall. When they are displayed encourage students to look at each other's as they leave the class (or come into class in the next lesson).	Make a POSTER model to show the students. Use a drawn frame, e.g.  Students will need - paper/card - crayons/felt tips - pencil	Speak: say their name. Listen to simple instructions to produce a 'portrait'

Assessment for Learning: [POST ITS] students draw on some POST ITS things that they remember from Unit 1.

Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 1	Receptive and productive: <i>This is me, my name's I'm(age).</i>	Teacher to students Student to student	Contraction <i>name is =name's</i>