

GRADE 2

Unit 2 Theme: In the kitchen

Unit 1 Project: Make a paper plate pizza

Goals: Students will listen to instructions and follow them to create a pizza they like. They will talk about their pizza to others.

Product

Use a white paper plate to draw pizza ingredients then [PAIR SHARE] They will be encouraged to share their personalized pizza with their family. See [example](#).

Life skills¹: Creativity: use creativity to illustrate what they like.

Cross curricular links: Art & Maths

Performance indicators: Students are able to follow simple instructions to produce a model of a pizza; they are able to describe it to a partner.

WEEK 1: I like ice cream

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall food words. Ask and answer questions about food.	Bring in a shopping bag with 6-8 food items and elicit the names of the items. CHORAL DRILL the words. Teaching tip: this allows you to start with food items that are common in Palestine, before looking at more global food images. Take the shopping bag away, tell students to [PAIR SHARE] what they can remember. Use the [SLOW REVEAL] activity with 6-8 food FLASHCARDS. Write the food vocabulary set on the board. Nominate students to ask: 'Do you like (food)?', then practice in [OPEN PAIRS]. Ask students to make (draw + write the name) 4 food FLASHCARDS - food that they like.	A shopping bag with 6-8 common food items in it. Food FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-food-set-1.pdf	Speak: name and recall food words. Ask and answer questions about food. .

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	Set up groups (or [BREAK OUT ROOMS] in an online lesson) to ask about food preferences. Use a food -related [TONGUE-TWISTER] – use [TPR] to get across meanings: I: Point to yourself. You: Point to a student. We all: Open arms wide to include the whole class. Scream: Mime a scream Ice cream: mime holding an ice cream cone [CHORAL DRILL] with the TPR actions – Listen and repeat a few times. Then get students to say it a) in a whisper then b) very loud then c) very slow. Students practice in 5s, saying the different parts. Draw an ice cream and write the TONGUE-TWISTER, students copy it.	TONGUE-TWISTER https://learnenglishkids.britishcouncil.org/fun-games/tongue-twisters/i-scream-you-scream	
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Assessment for Learning: [3-2-1] share 3 new food words, 2 words they want to know, 1 question about food

Vocabulary	Grammar	Interaction	Pronunciation
Recycle food words from Grade 1 – bread, pasta, rice, eggs, meat, fish and ice cream + some Palestinian food, e.g. olives, rice etc	Receptive and productive: <i>Do you like ...(food)?</i> Yes / No <i>I scream, you scream, we all scream for ice cream</i>	Teacher and students Student to student	Long vowel /i:/ as in <i>scream</i> <i>cream</i>

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Theme I don't like eggs

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen for key words in a song. Name and	Draw a happy face on one side of the board and a sad/unhappy face on the other Stick one food FLASHCARD		Speak: sing words from a song; name and recall classmates'

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recall classroom items.	on each side Model: <i>I like ice cream</i> <i>I don't like pasta</i> [SUBSTITUTION DRILL] using the food FLASHCARDS e.g. eggs - <i>I like eggs</i>; rice -<i>I like rice</i>; pasta - <i>I don't like pasta</i>; cheese - <i>I don't like cheese</i> etc Students divide a page in two - copy the happy and unhappy faces – then draw food they like /don't like. E Remind students of the question (from Week 1): <i>Do you like?</i> And nominate students to ask questions in OPEN PAIRS. Draw a simple survey table on the board for students to copy and fill in the first two columns (drawings and words) Set up groups (or [BREAK OUT ROOMS] in an online lesson) to ask about food preferences and fill in 3 names. Teaching tip: this survey activity can be easily differentiated, tell the average students to draw 2 while stronger ones can have 3 or 4 rows.	A simple survey table <table><tr><td>Food picture</td><td>Food word</td><td>Name</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Food picture	Food word	Name										names and a small set of classroom things; say a simple greeting.
Food picture	Food word	Name													
Assessment for learning: EXIT TICKET : students answer a question about food preferences.															
Vocabulary	Grammar	Interaction	Pronunciation												
Extend food vocabulary.	Receptive: <i>I like(food). I don't like...(food)</i> Productive: <i>Do you like ...? Yes - No</i>	Teacher to students	Upward intonation on closed questions: Do you like rice? 												

WEEK 3

Theme: My favourite pizza

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to a chant and respond to	Start with a simple rhythmic TPR chant to set the context: Teacher: 'Are you hungry?' (Rub tummy)		Speak: answer questions about pizzas; describe simple

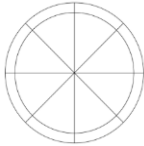
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it. Answer questions about pizzas. Describe simple differences between 2 pizzas.	Students: 'Yes, I am!' Teacher: 'Do you want pizza?' Students: 'YES please!' Repeat a few times – asking students to say it quietly, loudly, slowly. Teaching tip: a chant is a good way to remind students of language from the unit and get everyone participating from the beginning of the lesson. Nominate students to ask 'Do you like pizza?' Then nominate OPEN PAIRS to ask each other. 'What's on a pizza?' activity – Draw a blank/empty pizza show food FLASHCARDS and ask: <i>Is cheese on a pizza?</i> <i>Yes Is cake on a pizza? No</i> SPOT THE DIFFERENCE Draw two pizzas on the board with 4 obvious differences (number of tomatoes, olives, pieces of meat). Elicit one difference: <i>Pizza 1 has but pizza 2 has</i> Write it on the board. Set up pairs to find 3 more differences – when they are ready help students use the prompt on the board to describe the differences.	SPOT THE DIFFERENCE between 2 pizzas e.g. 	differences between 2 pizzas. Listen to a chant and respond to it.
Assessment for Learning: [EXIT TICKET] students line up and answer the question 'Do you like pizza?'			
Vocabulary	Grammar	Interaction	Pronunciation
Thematic words: fish, swim, sea Recycle shapes: circle, square and triangle	Receptive: 'Are you hungry?' 'Do you want pizza?' <i>Is cheese on a pizza?</i> Productive: <i>Yes, I am Yes, please.</i> <i>Pizza 1 has but pizza 2 has</i>	Teacher and students Student to student	Enthusiastic intonation: rise fall e.g.  Yes, I am

WEEK 4 (1 lesson)

Project: My pizza

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Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to simple instructions to create a paper pizza Describe the paper pizza they have made.	[CRAFT ACTIVITY] Make a pizza from a paper plate. Give each student a paper plate. Give instructions, demonstrating each one for children to copy: 1. Draw a circle for the pizza crust 2. Draw 2 lines crossing in the middle 3. Draw 2 more lines crossing in the middle 4. Colour the cheese yellow. 5. Draw and colour toppings that you like Teaching tip: tell them they can add unusual toppings if they like, to encourage creativity. Write on the board: My pizza has ... and ... and Have students show their drawings to a partner and describe it. Then [DISPLAY] the paper plate pizzas, students look at each other's and give 2 [STAR STICKERS]	Pizza drawing e.g.  Students will need - paper plates - a pencil - crayons/felt tips optional coloured paper (red – green) to represent the pizza topping	Speak: Describe the paper pizza they have made. Listen to simple instructions to create a paper pizza
Assessment for Learning: STAR STICKERS – students give the stickers for interesting pizza toppings.			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 2	Receptive: <i>Draw a circle/line</i> Productive: <i>My pizza has ... and ... and</i>	Teacher to students Student to student.	Stress on key information (pizza toppings) <i>My pizza has cheese and tomatoes and chicken.</i>