

GRADE 2

Unit 3 Theme: In the garden

Unit 1 Project: Make a butterfly

Goals: Follow instructions and a teacher demonstration to make a colourful butterfly, then describe it to a group.

Product

Students will create a coloured butterfly from paper and a plastic spoon. See [instructions](#) . They will use their model to describe the butterfly's features and colours. They will be encouraged to share their butterfly model with their family.

Life skills¹: Creativity: apply design thinking skills in their real lives.

Cross curricular links: Art and Science

Performance indicators: Students are able to understand simple instructions and follow a teacher demonstration in order to create a colourful butterfly; they will be able to describe it to others.

WEEK 1: What's in the garden?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall things in a garden Draw a garden and label things in it.	Show the garden illustration and ask questions: <i>What's this? What colour is the pot? How many trees are there?</i> [MEMORY GAME] Take the image away and students [PAIR SHARE] what they can remember about the garden. Teaching tip: a memory-based activity like this helps develop vocabulary recording skills in the children's minds. Show the garden illustration again and write garden words on the board with the first letter missing, e.g. -rees -lowers -ot -lant -ond Write the missing letters on the board:	Garden illustration https://learnenglishkids.britishcouncil.org/print-make/colouring/garden	Speak: name and recall things in a garden Draw a garden and label things in it.

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	P t f Help students complete the words/read them. Ask students to draw a garden labelling everything in it. Write the prompt on the board: My garden has ... and ... and Use the illustration to give an example: My garden has 2 trees and a pond and 3 pots. Ask students to PAIR SHARE their gardens.		
Assessment for Learning: PAIR SHARE – describe a garden to a partner.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle: nature words (from Grade 1, Unit 7) tree, plant, flower and extend: pond, pot, garden tools	Receptive: <i>What's this? What colour is the pot? How many trees are there?</i> Productive: <i>My garden has 2 trees and a pond and 3 pots</i>	Teacher and students Student to student	Sounds – Final .../s/ sound on plurals /tri:z/ Trees /pɒts/ pots

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Theme: Bugs we see

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall bugs words. Ask and answer questions about bugs. Draw and label a garden picture.	Show the garden illustration from Week 1 again and 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] – [CHORAL DRILL] the words. Nominate students and ask: <i>What's this? A/an</i>	Garden illustration https://learnenglishkids.britishcouncil.org/print-make/colouring/garden Bugs FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attach	Speak: name and recall bugs words. Ask and answer questions about bugs. Draw and label a garden picture.

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	Then nominate [OPEN PAIRS] to ask each other. Stick the flashcards and words on the board. Get students to add 4 insects to their gardens (drawn in Week 1) labelling the insects with a word. Students [PAIR SHARE] their gardens, naming what's in the garden. [DISPLAY] the students' garden pictures on the classroom's [LEARNING WALL]	ment/flashcards- bugs.pdf	
Assessment for learning: EXIT TICKETS – at the beginning or end of a lesson students say a bug name.			
Vocabulary	Grammar	Interaction	Pronunciation
Bugs words: bee, fly, caterpillar, butterfly, ant, spider	Receptive and Productive: <i>What's this? A/an</i>	Teacher to students Student to student	Falling intonation on open questions:  What's this?

WEEK 3

Theme: How many are there?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall numbers 1-12 Ask and answer about quantity	Remind students of numbers: Write numbers 1 to 12 with 4 missing, elicit the missing numbers. CHORAL DRILL the numbers. Ask 12 students to stand in a circle at the front of the class, give each one a number flashcard (in random order) – ask children to arrange themselves in order. When they've done it once, ask each student: 'What's yours?' (students says the number) Choose another set of 12 students to repeat the ordering activity – encourage them to say: 'What's yours?' Stick the number FLASHCARDS in a line on the left side of the board	Numbers 1-12 FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachments/flashcards-numbers-1-12.pdf	Speak: Name and recall numbers 1-12 Ask and answer about quantity

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	Then stick the number <i>words FLASHCARDS</i> in a line on the right side of the board – invite students to come to the board and [MATCH] the <i>illustrations</i> and <i>words</i> (moving the word FLASHCARDS next to the number FLASHCARDS) Individual students use the worksheet to do the same: see #1. <i>Match them up!</i>, Then set up pair work using <i>Activity #2</i>: Ask a question: <i>How many ... are there?</i>. CHORAL DRILL the question, then nominate OPEN PAIRS to ask questions to check ACTIVITY #2. Do a classroom quiz using questions like: <i>How many desks are there? girls ..? ...boys ..? windows...?</i> Etc Teaching tip: you can put students into teams for the quiz, awarding points to their team for correct answers. The competitive element will be motivating.	Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachments/worksheets-numbers-1-10.pdf	
Assessment for Learning: [EXIT CARDS] students line up and name the number on a FLASHCARD (1-12)			
Vocabulary	Grammar	Interaction	Pronunciation
Numbers 1-12	Receptive: <i>How many desks are there? girls ..? ...boys ..? windows...?</i> Productive: <i>How many ... are there?</i> <i>There are ...(number)</i>	Teacher and students Student to student	Falling intonation on open questions, e.g. <i>How many</i>  <i>crayons are there?</i>

WEEK 4 (1 lesson)

Project: Make a butterfly

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen to simple instructions to make a paper	Show the students a model butterfly you have made – ask	Materials Plastic or wooden spoons glue a pencil	Speak: talk about the party plates of food they have drawn.

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butterfly.	questions: <i>What's this? What colour is it?</i> <i>Show the images from the instructions.</i> Give out materials to pairs or three students. Teaching tip: This is an opportunity for students to practice the life skills of sharing and waiting patiently for others to finish. Demonstrate the making process – step-by-step , asking students to show what they have done at each step (Say: <i>hold it up</i>) <i>When they have finished, tell students to give their butterfly a name and then PAIR SHARE, describing it: This is its mouth. It has 2 wings etc</i>	crayons/felt tips See instructions .	Listen to simple instructions to draw a plate of food.
Assessment for Learning: HAPPY/SAD FACE – draw a happy or sad face after the butterfly CRAFT lesson.			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 3 + wings	Receptive: Instructions : <i>Draw 5 stripes; Colour etc</i> Productive <i>This is its mouth / wings</i> <i>It has 2 wings</i>	Teacher to students Student to students	Stress on key information: <i>e.g.</i> <i>Draw 5 stripes</i>