

GRADE 2

Unit 4 Theme: We've got ten fingers

Unit 1 Project: Make a paper plate mask

Goals: Use body vocabulary to follow instructions to create a simple face mask, then students use it in a role play.

Product

Students will follow simple instructions to create a simple face mask, decorate it with things they like and then use it to play a character in a simple role play. They will be encouraged to share their masks with their family. See [instructions](#)



Life skills¹: Creativity: express themselves through art.

Cross curricular links: Art

Performance indicators: Students are able to follow instructions correctly and use their mask to create a character in a simple role play

WEEK 1: Our bodies

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall words for body parts. Listen and identify correct and incorrect information.	Use the TPR chant <i>Head, Shoulders, Knees, and Toes</i> First sing a verse, touching each body part as you sing. Then sing a line and [CHORAL DRILL] it, repeating each one until students can say each one. Ask students to stand up and they do the actions, crouching down for 'toes'. Show the FLASHCARDS (except body, back, ankle) elicit the words, students will be familiar with some from Grade 1 Unit 4. CHORAL DRILL the words, then set up groups to ask	See BBC ANIMATED SONG https://www.bbc.co.uk/teach/school-radio/articles/zd9f6v4 Body FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-body.pdf	Speak: name and recall words for body parts. Listen and identify correct and incorrect information.

GRADE 2

	each other (<i>'What's this?'</i>) pointing at body parts [SLOW REVEAL]: Hide a body FLASHCARD behind a piece of paper. Slowly move the paper to reveal the body part - Let the kids shout out what they think it is. [DRAW AROUND YOUR HAND] – students write something about themselves on each finger – provide [SENTENCE STARTERS] I am I have I like Then PAIR SHARE.		
Assessment for Learning: EXIT TICKET: name the FLASHCARD check as students leave or enter the room.			
Vocabulary	Grammar	Interaction	Pronunciation
Body words: head, arm, leg, foot, hand, finger, toes	Receptive <i>What's this?</i> Productive: <i>Head, shoulders, knees, and toes</i> <i>'What's this?'</i> <i>I am I have</i> <i>I like</i>	Teacher and students Student to students	Reduced form of <i>and</i> e.g. knees and toes / ni:z <u>ən</u> teuz/

WEEK 2

Theme: Body parts

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall words for body parts. Listen for key instructions in a game	Write the numbers 10-20 on the board – elicit and CHORAL DRILL each number. Tell the students to close their eyes, rub out 3 numbers, students say what number is missing. Write in the numbers and repeat the process. Sing together the TPR song	ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/weve-got-two-legs	Speak: name and recall words for body parts. Listen for key instructions in a game and a drawing activity.

GRADE 2

and a drawing activity.	from Week 1 (<i>Head, Shoulders, Knees, and Toes</i>) then ask questions with: 'How many have you got?' e.g. How many shoulders have you got? SUBSTITUTION DRILL the question with body FLASHCARDS , e.g. shoulders How many shoulders have you got? knees How many knees have you got? Etc Set up groups (or [BREAK OUT ROOMS] in an online lesson) to ask each other. Set up teams for a quiz, asking questions with <i>How many ... have you got?</i>	Paper, pencil and coloured crayons/felt-tip pens.	
Assessment for learning: EXIT TICKET: Point to your...(body part)" check as students leave or enter the room.			
Vocabulary	Grammar	Interaction	Pronunciation
Numbers 12-20 Body parts: head, shoulders, knees, toes, fingers, hand, foot	Receptive and productive: <i>How many arms have you got?</i>	Teacher to students Student to student	Sounds – Final /z/ sound on plurals arms, legs, eyes, mouths, ears

WEEK 3

Theme: Clap your hands!

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
---------------------------	---------------------	-----------	--------

GRADE 2

Listen for specific detail in a song Sing a song with actions	View an [ANIMATED SONG] in stages: Stage 1: Watch it <i>without sound</i> – ask what it's the song about Teaching tip: Students can answer in Arabic, the teacher reformulates the ideas into simple English. The song can be used in both lessons of Week 3: Lesson 1 up to Stage 3; Lesson 2 from Stage 4. Stage 2: stick body part FLASHCARDS (head, shoulders, knees, arm, leg, toes, fingers, hand, foot) on the board. Watch it <i>with sound</i>. Ask students to listen for the body part words in the song head, shoulders, knees, arm, leg, toes, fingers, hand, foot Stage 3: write numbers from the song on the board: 2 – two 10 - ten 20 - twenty Watch the first two verses of the song again, <i>with sound</i> – ask students to listen for the numbers. After viewing help them MATCH the numbers with the body parts. Stage 4: Play the song again. This time, help students sing the song with TPR actions: '<i>We've got two legs</i>' action = Pat thighs. '<i>Our legs have got two feet</i>' action = Stomp feet. '<i>Our feet have got ten toes</i>' action = shake feet " '<i>Our hands have got ten fingers</i>' action = Wave hands Repeat until the students can do it confidently. Stage 5: Divide the class into 2 halves: half are 'arms' the other half are 'legs' – play the song and the students join into their part of the song. Use Worksheet activity #2 – a,b,c,d Teaching tip – There is no need to use the Worksheet, you can copy/write the 4 example sentences on the board, students copy with the three choices. Then do the activity in pairs or for homework.	ANIMATED SONG: <i>We've got two legs.</i> https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/weve-got-two-legs Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-if-youre-happy-and-you-know-it-worksheet.pdf Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-chants-weve-got-two-legs-worksheet.pdf	Speak: name and recall simple instructions; do actions that fit simple instructions. Listen and follow simple instructions
---	--	--	--

GRADE 2

Assessment for Learning: [POST ITS] students draw something from the song.			
Vocabulary	Grammar	Interaction	Pronunciation
Action words: pat, stomp, shake, wave	Productive: <i>We've got two arms/legs</i> Receptive: Actions: <i>pat your legs stomp your feet, shake your feet, wave your hands</i>	Teacher and students	Contraction: We have got = We've got

WEEK 4 (1 lesson)

Project: This is (puppet name)

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall face/head parts. Listen to simple instructions and follow them Listen to a simple introduction and respond.	Show the students a model mask you have made, show the decorations, explaining the images, e.g. <i>'This is an ice cream -I like ice cream. What else do I like?'</i> Demonstrate how to make the masks, step-by-step, showing what you are doing (holding it up) asking students to show what they have done at each step (holding up the mask). They decorate it with 2 images. Teaching tip: you could cut the paper plates into a simple mask shape with holes, this will save cutting time in the classroom. The students only have to decorate it and attach the string. Model a simple greeting [ROLE PLAY] with a confident student (both teacher and student wear their masks) <i>Hello, what's your name?</i>(name) (Name)	Students will need - paper plates - a pencil - crayons/felt tips - some string or ribbon - a stapler to attach the string * glue or tape could be used as an alternative to a stapler	Speak: talk about the mask they have made Listen to simple instructions and follow them Listen to a simple introduction and respond.

GRADE 2

	<i>Pleased to meet you!</i> Pairs act out the ROLE PLAY , wearing their masks.		
Assessment for Learning: SMILEY FACE - students draw a SMILEY FACE to represent what they thought of Unit 4.			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 4	Receptive: <i>Cut the paper plate.... Cut out 2 eyes etc</i> Greetings <i>Hello , what's your name?</i> <i>I'm(name)</i> <i>Pleased to meet you!</i>	Student to student Student to students	Unit 4 pronunciation.