

GRADE 2

Unit 5 Theme: Where I live

Unit 1 Project: Pairs draw their 'ideal' park

Goals: Use vocabulary from the unit to draw and label a simple image showing their 'ideal' park; then use it to describe what it's like to others.

Product

Students will collaborate to imagine their park and draw it, using language from the unit (vocabulary and prepositions of place) to describe it. They will add labels to the features of the park. They will be encouraged to share their drawings with their family.

Life skills¹: Creativity: draw something that represents what they like; Cooperation: combining ideas to into one drawing.

Cross curricular links: Art

Performance indicators: Students are able to label the park's features; they are able to describe it to others using specific vocabulary and prepositions of place.

WEEK 1: Where are they?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall words for places in a town Listen and identify places in a town words.	Choose 5 or 6 [FLASHCARDS] that are relevant for the context, e.g. school, street, park etc Teaching tip: this is an opportunity to add to the DC word set, making your own FLASHCARDS which are specifically Palestinian, e.g. a mosque. Elicit the names and [CHORAL DRILL] the words. Stick the FLASHCARDS up on the board and draw a street below the line of FLASHCARDS. Nominate students to come to the board and ask: <i>Where's the school/mosque?</i> Children touch the FLASHCARD and say <i>'Here'</i> . Repeat a few times. Ask students to copy/ draw the street scene.	Places in a town FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-places-in-a-town.pdf	Speak: name and recall words for places in a town Listen and identify places in a town words.

GRADE 2

	Write up the places on the board with the initial letter missing, e.g. - chool - treet - ark Help students read the words and add the missing letters. Students label their street picture. Use the [SLOW REVEAL] activity to remind students of the words' pronunciation SUBSTITUTION DRILL the question, pointing at the 'street' on the board, e.g. school <i>Where's the school?</i> street <i>Where's the street?</i> Etc. Nominate [OPEN PAIRS] to practice, then set up pairs to ask and answer questions about their personal drawings of a street.		
Assessment for Learning: EXIT TICKETS – students name places in a town shown on FLASHCARDS as they leave the classroom.			
Vocabulary	Grammar	Interaction	Pronunciation
Places in a town: school, mosque, street, park, playground, library, shop	Receptive and productive: <i>Where's the school? Here.</i>	Teacher and students Student to students	Falling intonation on open questions:  Where's the school?

GRADE 2

WEEK 2

Theme: Our street

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall town places Ask and answer questions about town places Listen and respond to location descriptions	[MIME AND GUESS] the teacher mimes actions associated with certain places e.g., reading a book for <i>library</i>, then asks <i>'Where am I ?</i> Students guess the place and say: <i>At the library.</i> Teaching tip: this is an easy way to introduce 'at', you can just reformulate the students' guesses, add 'at', e.g a student guesses 'the library' and the teacher rephrases saying: <i>Yes! At the library.</i> Recreate the street on the board (with FLASHCARD images). Model location of each place using prepositions: e.g. <i>The library is next to the school.</i> <i>The school is next to the park.</i> <i>The school is between the library and the park.</i> Teaching tip: you can draw arrows to show those positions; the arrows will stay on the board as a reference. Students get out their street drawings from Week 1. The teacher dictates/says sentences about where the places are (some true, some not true), e.g. <i>The school is next to the park.</i> Students check their streets and say: 'Yes' or 'No' Provide simple [SENTENCE	Places in a town FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-places-in-a-town.pdf Simple SENTENCE STARTERS, e.g. <i>The library is</i> <i>The school is</i>	Speak: name and recall town places Ask and answer questions about town places Listen and respond to location descriptions

GRADE 2

	STARTERS] for pairs to copy and complete. Writing them under their drawings.	<i>etc</i>	
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Assessment for learning: [SMILEY FACES] students swap drawings and draw a face on each other's.

Vocabulary	Grammar	Interaction	Pronunciation
Recycle town places from Week 1. Prepositions of place: at, next to , between	Receptive: <i>Where am I?</i> Describe location: <i>The library is next to the school.</i> <i>The school is next to the park.</i> <i>The school is between the library and the park.</i> Productive: Yes - No	Teacher to students	Contraction: <i>Where is = Where's</i> <i>/weəz/</i>

WEEK 3

Theme: What's different

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall park words	Show a picture of a park and ask questions, e.g. <i>What's this? 'How many trees are there? Who's in the park? etc</i>	Park picture https://learnenglishkids.britishcouncil.org/pri	Speak: name and recall park words; Identify

GRADE 2

Listen and respond to location descriptions	Ask: <i>Where's the man?</i> Draw arrows to the <i>swings</i> and the <i>fountain</i> The man is next to the swings/fountain. The man is between the swings and the fountain. Use a [DICTATION] again (as in Week 2), i.e. describe and students respond 'Yes' or 'No', e.g. <i>The man is next to a tree</i> (No) <i>The man is next to the swings</i> (Yes)	nt-make/colouring/park	differences between 2 images.
Identify differences between 2 images.	Use a [SPOT THE DIFFERENCE] activity- in stages: Stage 1 : show one picture and elicit simple sentences like: <i>There are (number) children; There's a pond next to the man; There's a bench next to the trees.</i> Then say some sentences that are correct and some that aren't correct (See Week 2). Stage 2: show the second picture, ask students if it's the same (or different?) Elicit one difference, circle it in the pictures and write on the board: Here there's a fish in the pond but here there's a duck in the pond Plus the SENTENCE STARTERS: Here there's but here there's Stage 3: show the pictures side by side and tell students to work in pairs or threes to find 4 more differences and circle them. Teaching tip: Teachers can use simpler Park pictures, drawing themselves, with only 3 or 4 differences only. Students don't have to use a full structure to say the difference, e.g. here – fish, here-duck will work. Teachers can reformulate their ideas to full sentences.	SPOT THE DIFFERENCE between 2 pictures of a park, e.g. picture source (5 differences)	Listen and respond to location descriptions
Assessment for Learning: [EXIT QUESTION] students line up and answer the question 'What's in the park?'			
Vocabulary	Grammar	Interaction	Pronunciation
Things in a park: trees, bench, swings, fountain.	Receptive: <i>There are (number) children; There's a pond next to the man.</i> <i>Here there's but here there's</i>	Teacher and students Student to students	Contraction: There is = There's

GRADE 2

WEEK 4 (1 lesson)

Project: This is my park

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall body parts. Listen to a simple introduction and respond.	Set up pairs, to create a park together – it's one that they'd like to play in. To get them thinking - show flashcards of trees- flowers – swings etc , asking '<i>Do you want a?</i>' Together they create a park - teacher DISPLAYS their drawings, then nominates 4 or 5 students to get up, stand next to their park picture and say something about it.	A4 size paper	Speak: talk about the puppet they have made Listen to a simple introduction and respond.
Assessment for Learning: POST ITs - students draw something about Unit 5			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 5	Receptive: <i>Do you want a bench?</i> Productive <i>There's a pond.</i> <i>There's tree next to the pond.</i>	Teacher to students Student to students	Unit 5 pronunciation.