

Lesson Plan

Grade 2 Unit 11 Colour our world	
Aims • Describe feelings and thoughts • Name and recall language for describing nature • Listen and colour a natural picture according to instructions • Describe a picture in simple sentences.	
Syllabus fit This lesson is made for <u>Week 3, Unit 11</u> . Students have learnt some nature vocabulary and shown understanding with an [ANIMATED SONG] set in the countryside. They noticed nature related words in the song, learnt a verse and created new song lines using the set of nature words. In this lesson they will describe thoughts and feelings and use the nature word set in a [COLOURING DICTATION] , then draw their own natural scene to describe to others.	
Differentiation	
Support	Stretch
The activities are an extension of language and activities from Weeks 1 and 2 The drawing task (adding extra items to the picture) is achievable without literacy skills.	Students who are confident have the opportunity to be more imaginative and to speak or write more. The stronger students will be able to lead and model the 'spot the extra items in the desert' activity.
Teaching & Learning Materials	
Picture of a desert - see https://learnenglishkids.britishcouncil.org/print-make/colouring/desert COLOURING DICTATION example: https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/colouring-desert.pdf coloured crayons/felt-tip pens.	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 10 minutes	Warmer [INSIDE AND OUTSIDE MY HEAD]. This activity helps children to express their feelings and by doing so show them that it's ok to open up about how they feel. They can do it in L1. Ask students to draw a picture of a head (you can model it by drawing on the board)

	Then ask them to draw ONE IDEA that is inside their head at the moment /on that day and then ask them to draw ONE THING that is outside their heads, for example what other people are doing or saying. Monitor, help with words, note anything you'd like to follow up on. Ask students to [PAIR SHARE] their drawings – can they see anything that is the same? Teacher to students Student to student
2. 20 minutes	Show the coloured picture of a desert, ask questions about it: <i>Is this a forest? (No) Is it a beach? (No) What is it?</i> <i>What's this? A cactus/ a snake etc</i> <i>Are there any deserts in Palestine? Where?</i> [CHORAL DRILL] new vocabulary as necessary. Show the outline picture of the desert. Ask students to draw it. Tell the students that they are going to colour it – give out coloured crayons/felt-tip pens. Teacher does a COLOURING DICTATION, e.g. Colour the sun orange/ the cactus green etc, students follow the instructions using coloured crayons/felt-tip pens. When they are finished, they hold up their coloured drawings. Teacher CHORAL DRILLS: <i>What's this? It's a ...(nature word). What colour is it?</i> Put students in groups (or in [BREAK OUT ROOMS] in an online lesson) – students take turns to ask and answer questions about their pictures. Teacher to students Student to student
3. 10 minutes	Tell students they can add 3 extra things to their pictures - elicit ideas / draw things to help them, e.g. <i>a bird, a cloud, a flower etc</i> They can be as inventive as they like !! Put students in pairs - they swap desert pictures to find the 3 extra/new things, when they find something, they can say: <i>'That's new!!'</i> Student to student
Assessment for learning activity¹ - for homework	
Students draw something they liked about the lesson (to give to the teacher in the next lesson)	
Homework See above.	
Reflection on the lesson	

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>

What worked well:	What would you do differently?
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