

Lesson Plan

Grade 2 Unit 12 Over the mountain	
Aims - Name and recall transport words - Listen for specific information in an [ANIMATED SONG] - Use [TPR] actions while they listen to a song	
Syllabus fit This lesson is made for <u>Week 3, Unit 12.</u> Students have learnt a set of transport words using FLASHCARDS and practiced using them. In this lesson they will see different transport forms in an ANIMATED SONG and notice connections between verbs and transport types.	
Differentiation	
Support	Stretch
The focus on noticing the visuals before they listen will scaffold understanding.	Students who are confident have the opportunity to lead [MIME & GUESS] activity
The TPR actions help recall.	Confident students can sing some words as they listen and do the TPR actions
ANIMATED SONG https://learnenglishkids.britishcouncil.org/listen-watch/songs/over-mountains	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	Warmer: [KIM'S GAME] Stick up transport [FLASHCARDS] on the board (about 7 or 8) with words from a previous lesson. As you stick them up ask students questions, e.g. <i>Is this a car? What's this?</i> When the set is fixed on the board ell students to close their eyes – remove one FLASHCARD Tell them to open their eyes – can they work out which one is missing? Repeat a few times. Teacher to students
2. 15 minutes	Listen to the [ANIMATED SONG] 'Over the mountain' in stages. Stage 1: Pre-listening: Write up the words (transport types) <i>Car – train - bus – ship – lorry – train - horse – bike</i> Give 8 students (one-by-one) a transport FLASHCARD, ask them to come and stick the FLASHCARD under the correct

	word. Tell them they are going to watch an ANIMATED SONG about transport. The first time they'll watch it <i>without the sound</i>. They have to look for the transport types in the song. Stage 2: Students Listen/watch - to find out, then [PAIR SHARE] what they saw. Use the FLASHCARDS for feedback: <i>Did you see a ...? Yes/No</i>, remove the FLASHCARDS not in the song Remove the FLASHCARDS that are not in the song, leaving <i>car– ship – train – horse</i>, check pronunciation. Teacher to students Student to student
3. 10 minutes	Stage 3: [TPR] Teacher mimes travel actions (<i>sailing - driving – riding – travelling</i>) and says: <i>I'm driving a car; I'm sailing in a ship</i> etc get students to do the same actions. Watch the song again, and children copy the teacher's TPR actions as they listen. Teacher to students
3. 5 minutes	[MIME & GUESS] The teacher mimes and students say what it is, nominate 2 confident students to mime. Teacher to students
Assessment for learning activity¹ - 5 minutes	
[EMOJI CARDS] –choose an emoji card that represents what they think about the song, then PAIR SHARE .	
Homework Draw a picture about the song.	
Reflection on the lesson	
What worked well:	What would you do differently?

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