

Lesson Plan

Grade 2 Unit 7 I like going out	
Aims - Say home activities they like and don't like - Listen for specific detail in an [ANIMATED SONG] about free time activities - Draw an activity they like	
Syllabus fit This is the <u>second lesson</u> of <u>Week 2, Unit 7</u> . Students have learnt free time activities vocabulary and practiced using them in pair work. In this lesson they will hear someone describing the activities he and his brother like and dislike, in a song. In the next lesson there will be a focus on the form (like + -ing) and they'll sing the song.	
Differentiation	
Support	Stretch
The warmer reminds students of Unit 7 learning.	Students who are confident can be nominated in Stage 2.
The faces demonstrate meaning and prepare children for the song	Stronger students can be encouraged to write something on their drawings.
Teaching & Learning Materials Free time FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-free-time-activities.pdf Select 5 chores FLASHCARDS (ones you think your students will be familiar with) https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-chores-2018.pdf ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/i-going-out	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	Warmer – [MIME & GUESS] Teacher mimes a free time activity – see syllabus FLASHCARDS for words to choose from. Students give ideas and teacher encourages/helps them to ask 'Is it ...?' You can do this by re-phrasing their suggestions into the question form. Choose a confident student to do the next mime – students ask questions to guess. Teacher to students Student to students

2. 10 minutes	Draw 3 faces on the board: 😍 (Love), 😊 (Like), 😞 (Don't like). Use 4 or 5 free time flashcards: show one and nominate students to ask about it, e.g. <i>Heba, do you like reading?</i> Depending on the answer, stick the flashcard under the correct face + the student's name. [CHORAL DRILL] sentences pointing to the FLASHCARDS, e.g. <i>Heba likes reading; Alaa loves playing football.</i> Show the 4 or 5 chores FLASHCARDS, elicit the words/phrases and CHORAL DRILL them, then nominate students to ask about it, e.g. <i>Farah, do you like tidying?</i> Depending on the answer, stick the flashcard under the correct face + the student's name. CHORAL DRILL sentences pointing to the FLASHCARDS, e.g. <i>Farah doesn't like tidying.</i> Teacher to students
3. 10 minutes	Tell students they are going to watch an ANIMATED SONG about a boy and his brother. Watch the recording: Tell students that the first viewings will be <i>without sound</i>, tell them to look at it and count the free time activities and chores they see (7 total) Let them watch it again if necessary. Use the FLASHCARDS on the board to ask about what they saw: e.g. <i>Did you see a boy playing football/watching TV?</i> Etc
4. 10 minutes	Stick the 7 activity FLASHCARDS on the board <u>-in random order.</u> going out, playing football, doing chores, walking the dog, making the bed, sweeping the floor, watching TV. ASK: Can you remember the order in the song? Students [PAIR SHARE] what they can remember. Watch the recording again, tell students that this time it will be <i>with sound</i>, to check the order of the activities shown in the song. Check the order and go back to the 3 faces on the board: 😍 (Love), 😊 (Like), 😞 (Don't like), and move the FLASHCARDS to the right place, asking: <i>Do they like going out? Yes</i> <i>Do they like making the bed? No</i> Teacher to students Student to student
5. 5 minutes	Ask students to draw something they like or love. The teacher asks questions: <i>Who likes watching TV/ reading/ playing with friends?</i> etc Children hold up their drawing.
Assessment for learning activity¹ - 5 minutes	
[SUMMARY DRAWING] - see Stage 5, the teacher collects students' drawings when students leave the classroom.	

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

Homework

Draw something that they *don't like* to bring to the next lesson.

Reflection on the lesson

What worked well:

What would you do differently?

**you can prepare students in Week 2 – telling them they will need to bring one card folder to the lesson in Week 3*