

GRADE 2

Unit 11 Theme: My country

Project: My Nature POSTER

Goals: Students will collect content for their Nature POSTER during the unit, e.g, draw nature words cards, draw 'My favourite nature' (an annotated drawing) etc). Add photos of nature in Palestine. In the last lesson of the unit, students will **[PAIR SHARE]** with another student and give feedback to each other.

Product: Students will produce a personalized POSTER that illustrates nature in Palestine. They will be encouraged to share it with their family

Life skills¹: Creativity and communication (make a personal learning resource, use it to interact with others)

Cross curricular links: Art and Science

Performance indicators: Students are able to produce a colourful POSTER, the content they choose for it demonstrates learning during the unit (vocabulary, simple structures, e.g. *It's a cactus*

WEEK 1: Theme: Places in nature

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall words for describing nature. Ask & answer questions about nature in Palestine. Listen and identify words to describe nature.	Use the digital activity: Places in nature to [MATCH] 8 words and images: Play the recording, then the teacher points & asks ' <i>Is it this picture?</i> ' Students say: Yes/No Nominate students to come to the board to point to the correct picture. Take away the images – students say what they can remember – teacher writes the words up on the board as they remember them. Teachers asks about all of the pictures: e.g. <i>Are there any rivers in Palestine?</i> Use a [CHORAL DRILL] of the question, nominate students for [OPEN PAIR] practice (pointing to the vocabulary as a prompt).	Places in nature https://learnenglishkids.britishcouncil.org/gr-2-vocabulary/word-games/places-nature-1	Speak: Name and recall language for describing nature; ask and answer questions about nature. Draw and write personal nature FLASHCARDS.

GRADE 2

	Use Nature [FLASHCARDS] - the 8 that correspond to the MATCHING activity used before. Ask about each word - what's this? Write them up with the first letter missing, e.g. -iver -ea Say the word - ask students to name the first sound (e.g. <i>re</i>); then write it. Give out the 8 images (one each - to 8 students). Check the words, the student with that FLASHCARD should come to the board to stick it next to the word, then say the word Teachers asks about each of the pictures: <i>Are there anys in Palestine?</i> Students draw 4-6 FLASHCARDS for natural elements that <u>are in Palestine</u>, e.g. <i>river, sea, forest</i>. Encourage children to ask for other nature words: <i>How do you say ... in English?</i> Teaching tip: a drawing activity like this is a good 'differentiating' tool, because weaker learners can do the minimum and stronger ones can draw more, and also copy/write the words from the board.	Nature FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-places-in-nature.pdf	
Assessment for Learning: [PAIR SHARE] students swap flashcards and ask questions about natural elements in Palestine.			
Vocabulary	Grammar	Interaction	Pronunciation
Nature: river, forest, sea, desert etc	Receptive: Ask about nature: <i>Are there anys in Palestine?</i> Productive: <i>What's this? It's a</i> Ask for new vocabulary: <i>How do you say ... in English?</i>	Teacher to students	Stress in 2 syllable words, e.g. river, forest, desert

WEEK 2

Theme: Countryside travelling

GRADE 2

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall language for describing nature. Listen to identify key information in a song Use words from a song to create new versions of a song.	Show the opening image of the [ANIMATED SONG], ask about nature, e.g. <i>Is this a desert? Is this a ...?</i> Teaching tip: it's useful to use the detailed opening illustrations of any animated song or story to set the context for the lesson and what the students will listen to. It prepares the students' and supports their understanding. Watch the ANIMATED SONG in stages: Stage 1: view <i>without sound</i> – students notice nature words then [PAIR SHARE] what they remember. Play again if necessary. Stage 2: play Verse 1 <i>with sound</i> - clapping to highlight the rhythm. Stage 3: Stick 3 FLASHCARD images on the board: sea - mountain - desert Play Verse 1 again, sing the lines - pointing to the mountain FLASHCARD each time you say the word. Stage 4 - Play Verse 1 again, encourage students to say 'mountain' when you point to the FLASHCARD. Use [BACKCHAINING] to help students say/memorise the phrase: <i>round the mountain</i> - <i>mountain</i> - the <i>mountain</i> - round <i>the mountain</i> Play the music - help students sing the phrases in the verse. Use some of the Nature [FLASHCARDS] from Week 1 – for a [SUBSTITUTION DRILL] e.g. forest - <i>round the forest</i> ; river <i>round the river</i> etc	[ANIMATED SONG] She'll be coming round the mountain https://learnenglishkids.britishcouncil.org/listen-watch/songs/shell-be-coming-round-mountain Nature FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-places-in-nature.pdf	Speak: name and recall language for describing nature; ask and answer questions about free nature. Listen to identify key information in a song Write a simple new version of a song.

GRADE 2

	Ask students to draw a picture from the song.		
Assessment for learning: [POST ITS] - students draw a picture from the song.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle nature words from Week 1	Receptive: Ask about nature: <i>Is this a desert?... a mountain?</i> Song lines - 'coming round the mountain when she comes' Productive <i>Round the mountain/forest/desert</i>	Teacher to students	Sounds: -ain = /In/ e.g. mountain /mauntIn/

WEEK 3

Theme: Colouring nature

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe feelings and thoughts Name and recall language for describing nature. Listen and colour a picture according to instructions. Prepare a Nature POSTER	[INSIDE AND OUTSIDE MY HEAD] – see the TOOLKIT for instructions. Show the picture of a desert, ask questions about it: <i>What's this? It's a ...</i> <i>Are there anys in Palestine?</i> Ask students to draw the desert picture. Teacher leads a [COLOURING DICTATION] Students add 2 or 3 extra things in their pictures (a person, something natural, an animal etc). Remind children of the structure: <i>There's a ... in the desert.</i> CHORAL DRILL it then the structure, then use a SUBSTITUTION DRILL with the Nature FLASHCARDS. <i>There's a rock in the desert. lizard There's a lizard in the desert</i> etc Set up groups (or BREAK OUT ROOMS for an online lesson) – they describe their desert pictures. 'Listeners' notice the new/extra things their classmates have added and	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 How to make a LAPBOOK - see	Speak: name and recall language for describing nature; Listen and follow colouring instructions; listen to a description and spot extra things.

GRADE 2

	say: 'That's new !!' Teaching tip: this activity , noticing something new, provides a reason to listen in group work and adds a game element to it too. Help students start making a nature POSTER. Show a poster that you have made - showing what's in it: • nature word images (+ some words) • My favourite nature' (an annotated drawing) • photos of nature in Palestine Students choose what to put in (teacher helps/ advises) Students start the poster, the teacher can encourage students who want to, to write words next to their drawings.	https://www.homeschoolshare.com/how-to-make-lapbook/ for instructions and examples And https://www.youtube.com/watch?v=xwf68G0ig9U – tutorial Materials for making the POSTER: A4 paper or old news paper Scissors Glue stick Coloured crayons or felt-tip pens + Students' work from Unit 11	
--	--	---	--

Assessment for Learning: [3-2-1] at the end of the week, 3 new colours, 2 words from the story, 1 activity they want to try again.

Language

Vocabulary	Grammar	Interaction	Pronunciation
Recycle words from Weeks 1 and 2. Recycle colours	Receptive: Instructions: <i>Colour the cactus green</i> Productive: Describe a picture: <i>There's a ... in the desert</i> <i>That's new !!'</i>	Teacher to students Student to students	Intonation for surprise (rise fall) <i>That's new !!</i>

WEEK 4 (1 lesson)

Project: My nature POSTER

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a personal POSTER about nature.	Students finish their POSTERS - teacher helps/ advises (15 minutes) [PAIR-SHARE] – students show their POSTERS to another student and talk about it	Materials for making the POSTER: Scissors Glue stick Coloured crayons or felt-tip pens + Students' work from Unit 11	Speak: Describe a personal POSTER about nature.

GRADE 2

	Teacher DISPLAYs the POSTERs in the classroom.		
Assessment for Learning: Reflect on the craft activity: Choose 3 words to describe it.			
Vocabulary	Grammar	Interaction	Pronunciation
All Unit 11 vocabulary	All Unit 11 grammar	Student to student Student to students	All Unit 11 pronunciation