

GRADE 2

Unit12 Theme: Travel

Project: Cardboard Packet postcard

Goals: Students will make a simple postcard. They will 'post' their postcards to someone in the class. In the last lesson of the unit, students will receive their postcard and then talk to the student who sent it.

Product: Students will create a personalized postcard then draw or write a simple message on the back, describing the place on the postcard. See [instructions](#)
They will use words a simple structure from the unit, their knowledge of Palestine and their imagination. They will 'post' their postcards to someone in the class.

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

Cross curricular links: Art and local Geography

Performance indicators: Students are able to follow instructions to make their postcard, the content they choose for it demonstrates learning during the unit (vocabulary, simple structures, e.g. *I went to*.)

WEEK 1: Theme: All around the world

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall transport words Listen for specific information (countries in a story) Describe a scene in a story Draw and write about a scene in a story.	Show 6 or 7 FLASHCARDS that children will be familiar with (see Vocabulary below) Ask: What's this? Elicit and [CHORAL DRILL] the transport words Use the [SLOW REVEAL] game, students use the words when they guess. Write the words with first letters, e.g. - ar, -us, -ike etc Help students fill the gaps by sounding out each gapped word. Teaching tip: this activity develops students' confidence to read 'sight words'. You can add support by writing the missing letters on the board (separately/in a box) for the	Transport FLASHCARD S https://learnenglishcouncil.org/vocabulary/beginner-vocabulary/transport	Speak: Describe thoughts and feelings and a scene in a story Listen for specific information Draw and write about a scene in a story.

GRADE 2

	students to choose from. Students draw and write 4 FLASHCARDS of their choice. Draw a picture of a car with a road sign & arrow HEBRON, Teach: <i>'I go to Hebron by car.'</i> CHORAL DRILL then [SUBSTITUTION DRILL] with the transport FLASHCARDS, e.g. bus I go to Hebron by bus. etc Add TPR – actions and sounds for different transport , e.g. moving a steering wheel; 'ding ding' for a bus etc Show the FLASHCARDS, students respond with words and TPR.		
Assessment for Learning: Draw and write 2 transport [POST ITs] to give to the teacher at the end of a lesson			
Language			
Vocabulary	Grammar	Interaction	Pronunciation
Transport words: car, bus, bike, van, lorry, boat	Receptive and productive: <i>I go to by .. (transport)</i>	Teacher to students	Stress on key words I go to Hebron by car.

WEEK 2

Theme:

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall transport words Listen for detail in an ANIMATED SONG Draw and write a line from a song	Revise transport words (with the FLASHCARDS) & add: train - ship - horse Listen to an [ANIMATED SONG] in stages: Stage 1: Pre-listening: show the song's opening illustration for 30 seconds, take it away and ask students what they can remember. When they say 'car' elicit other <i>forms of transport</i> and build a [MIND MAP] (with transport in the middle). <i>E.g. car- train- bus - boat- ship - lorry etc</i>	ANIMATED SONG https://learnenglishkids.britishcouncil.org/listen-watch/songs-over-mountains Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-over-the-mountains-worksheet.pdf	Speak: Name and recall transport words Listen and follow part of an ANIMATED SONG Draw and write a line from a song

GRADE 2

	Stage 2: Watch and notice transport that's in the song. After viewing elicit transport students saw and circle it in the MIND MAP. Teaching tip: building a mind map with students trains them to record new words in thematic 'sets' – an important learning strategy. Stage 3 Write 3 transport verbs on the board: <i>driving – riding - sailing and</i> mime actions for each one, e.g. hands on reins for riding. Elicit transport words for each verb, e.g. <i>driving</i> + car , van, lorry, bus Stage 4 Listen to Verse 1 again –say with a TPR action <i>I'm driving in a car</i>, CHORAL DRILL it Listen and sing Verse 1 together Write the line on the board with gaps <i>I'm d----- in a c--,</i> Students fill the gap, copy the line and draw a picture. Teacher [DISPLAYS] the pictures and students award a [STAR STICKER] to a picture they like. Ask students to bring a cardboard packet to their next class (for Week 3).		
Assessment for learning: STAR STICKERS to respond to the teacher's QUIZ statements			
Language			
Transport types: <i>Car, train, bus, ship, lorry, horse, bike</i> verbs: driving, sailing riding	Receptive: <i>Did you see a car? Yes</i> <i>Did you see a van? No</i> <i>I'm sailing/travelling/riding on a ship/train/horse</i> Productive: Present continuous: <i>I'm driving in a car</i>	Teacher to students	Stress on key words e.g. I'm driving in a car.

WEEK 3

Theme: Postcards

GRADE 2

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall transport and travel words Read a simple postcard. Complete the text of a simple postcard.	Show students some real postcards from different places in Palestine, e.g. Al Aqsa Mosque. Write the postcard text on the board – recycling language from Week 2 Ask questions, e.g. <i>Is she driving by car? Is it sunny?</i> etc Teaching Tip: this brings language from Grade 2 together, so it can be a revision lesson too. Read the text again, pausing so that students can read aloud/say some of the information words. Tell students to close their eyes and erase 3 or 4 words. After they open their eyes students [PAIR SHARE] what's missing. Draw the postcard writing side (the back) on the board (see illustration) Students copy the drawing and the <i>gapped</i> text onto the postcard back they have drawn. Homework: they write a [PERSONALISED] version of the postcard text (using their own ideas for the gaps) *show students a postcard you have made from a cardboard box, collect the cardboard boxes they have brought to the lesson from the students. Teaching tip: in preparation for Week 4 lesson, cut up the cardboard boxes to 'postcard size'. One per student plus some spares.	A simple postcard text: e.g. I'm driving by car to the Red Sea with my family. It's sunny, I'm very happy. Love Aya + information about: where – feelings –family – landmarks. Postcard back image Draw a postcard back – that looks like this:  Example gapped text: I'm driving by -----to the Red Sea with my -----. It's -----, I'm very happy. Love -----	Speak: name and recall transport and travel words Read a simple postcard. Write words to complete the text of a simple postcard.

GRADE 2

Assessment for Learning: EMOJI CARDS – as students leave the lesson they show the teacher an EMOJI CARD which represents how they feel about the lesson.

Language

Vocabulary	Grammar	Interaction	Pronunciation
Recycle travel related vocabulary from Week 2.	Productive: Present continuous: <i>I'm driving in a car</i>	Teacher to students Student to student	Schwa weak sound: ə <i>in a car</i> <i>/ɪnə kɑ/</i>

WEEK 4 (1 lesson)

Project: Make a postcard & send it

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Write a simple postcard message. Read a postcard	Give out the cardboard packets cut up to postcard size (one per student) They draw a line in the middle. Then write the text using their homework as a guide. They choose who to 'send' it to (someone in the class) and write her/his name on the right side: To Teaching tip: this can be a differentiated activity: weaker students can write one sentence only while stronger ones can write more. <i>Students post their postcards in the CLASS MAILBOX</i> Teacher then distributes the letters students read what they have received and draw a [SMILEY FACE] on it	A box to use for the [CLASS MAILBOX] Students 'homework from Week 3	Write a simple postcard message. Read a postcard

Assessment for Learning: [SMILEY FACE] to add to the postcard they received

Language

Vocabulary	Grammar	Interaction	Pronunciation
All Unit 12 vocabulary	All Unit 12 grammar	Teacher to students Student to student	All Unit 12 pronunciation

GRADE 2