

GRADE 2

Unit 7 Theme: Our free time

Unit 1 Project: Make a 'Hobbies' [POSTER]

Goals: Students will create the content for their POSTER over the 3.5 weeks of the unit, e.g, draw hobby word cards. 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 records information about themselves and learning during the unit. They will be encouraged to share it with their family

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

Cross curricular links: Art

Performance indicators: Students are able to follow instructions to make their POSTERS the content they choose for it demonstrates learning during the unit (vocabulary, simple structures, e.g. I like/don't like).

WEEK 1: Theme: Our free time activities

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall language for describing free time activities. Ask and answer questions about free time activities. Ask and answer questions about free time activities they like/don't like.	Show the free time [FLASHCARDS] . Elicit and drill the words /phrases one by one Ask 'What's s/he doing? Students say <i>S/he's-ing</i> ' etc. Nominate students to respond. [MIME & GUESS] Mime an activity (e.g. reading, listening to music etc) – students guess it. Draw a stick person (with a cap for a boy/ponytail for a girl) – students respond: <i>S/he's-ing</i> ' etc;. Invite a confident student to draw - students respond. Set up groups (in [BREAKOUT ROOMS] in an online lesson) – one student draws a stick person and the other students	Free time FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-free-time-activities.pdf	Speak: Name and recall language for describing free time activities; ask and answer questions about free time activities Draw and write personal free time FLASHCARDS.

GRADE 2

	respond/say what the activity is (swapping roles). Use the 'free time' FLASHCARDS with 2 faces drawn on the board (1 face is happy & 1 face is unhappy) Stick some FLASHCARDS under the happy & unhappy faces, Ask 'Does s/he like ...?' Students respond: Yes or No (depending on the face). Elicit then [CHORAL DRILL] and [SUBSTITUTION DRILL] questions for each FLASHCARD. Nominate students for [OPEN PAIR] practice. [PERSONALISE] - Students make 4 flashcards for activities they like - Students draw + write the activity name. Encourage them to ask for new words by teaching: <i>How do you say ... in English?</i>		
Assessment for Learning: SMILEY FACE REACTION – students write or draw something they liked doing during Week 1, giving it a SMILEY FACE.			
Vocabulary	Grammar	Interaction	Pronunciation
Free time activities: Reading a book, listening to music, watching TV, going roller blading/ fishing, painting, playing board games	Like and dislike + question form <i>What's he/she doing? S/he'sing.</i> <i>Does s/he likeing? Yes/No</i> <i>I like ... -ing; I don't like ...</i> <i>Do you like-ing? Yes/No.</i> <i>How do you say ... in English?</i>	Teacher to students Student to student	Reduced sounds in the question form: 'Do you ...?' <u>dɒz</u> <u>u</u> laɪk?

WEEK 2

Theme: We like lots of activities

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

GRADE 2

Express feelings using picture prompts Name and recall language for describing free time activities. Listen /watch an animated song to pick out free time activities Read activity names and match to pictures Write a verse of a song	[CHECK IN] activity – use [FEELINGS PICTURES] at the beginning of the lesson, students choose the one which represents how they feel. Teaching tip: using these very clear images of feelings means that students can express their feelings without recalling or saying the word, they can just point at the image. Teachers can encourage students to say the words by following up with ‘Ok - You’re feeling happy/excited’ etc [MINGLE] students stand up with their FLASHCARDS from Week 1 to ask ‘Do you like ...?’ The goal is to find someone who likes two activities the same as them. Students draw and complete a [WRITING FRAME] about their own hobby preferences. Watch/Listen to an [ANIMATED SONG] in stages Stage 1: Before viewing: Write a list of free time activities on the board, or stick FLASHCARDS from Week 1, on the board. Ask students to help you (they must include, in random order, the ones included in the song) – students copy the word list or draw them in their notebooks Stage 2: Watch/listen and tick the activities mentioned in the song.. Stage 3: Watch/listen to Verse 1: help the students repeat lines (pausing for repetition) Then play it again and students sing with the chant.	FEELINGS PICTURES Six emotions from the Digital catalogue:  https://learnenglishkids.britishcouncil.org/print-make/flashcards/feelings-flashcards [WRITING FRAME] A simple framework for students to write and draw about their hobby preferences, e.g. I likeing anding. ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/i-going-out	Speak: express feelings; name and recall language for describing free time activities; decide with a partner MATCHING. Listen/watch for specific information. Read vocabulary names and MATCH to images.
Assessment for learning: [SMILEY FACES] draw a SMILEY FACE that represents how they feel about the song			
Vocabulary	Grammar	Interaction	Pronunciation

GRADE 2

Extend free time activity vocabulary: going out, having fun, playing games, walking, sweeping the floor.	Receptive: Use of 'really as a qualifier, e.g. <i>I really don't like doing chores.</i> Simple linking words: <i>and, or</i> Productive: <i>I like -ing; I don't like ...-ing</i>	Teacher to students Student to student	Word stress on -ing words (on the base form), e.g. <i>I like swimming</i>
--	---	--	--

WEEK 3

Theme:

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall language for describing free time activities. Listen for detail with TRUE/FALSE CARDS Listen / view someone making a LAPBOOK, listen for materials and the instructions	[MIME AND GUESS] free time activities. Teacher models the guessing game – then nominates some students to lead it, while other students guess. Play the Week 2 ANIMATED SONG again without the sound then students [PAIR SHARE] what they remember about the song. Watch/listen to Verse 2: help the students repeat lines (pausing) Then play it again and students sing with the chant. Teaching Tip: students probably won't be able to sing everything but they can contribute some words, and benefit from hearing the lines again and again. Write the gapped lines from the song on the board, help the students create a new 2 line verse, saying the gapped prompts from the [WRITING FRAME] and inviting students to fill the gaps. Use the free time FLASHCARDS to demonstrate other new lines - nominating students to say a line. Pairs write a 2 line verse together. Teacher collects them to DISPLAY. Show the students a simple HOBBIES [POSTER] you have	WRITING FRAME for creating a 2-line verse: <i>I like with my friends</i> <i>But I don't like</i>	Speak: name and recall language for describing free time activities. Listen for specific information TRUE/FALSE CARDS; materials and instructions.

GRADE 2

	made by sticking content onto an old newspaper page. There are 4 sections connected to the learning in U7) each with a connected image: 1. Free time activities 2. Free time activities I like 3. A photo or drawing showing the student doing a free time activity. 4. My free time song (two line verse or a drawing about the song from Week 3) Teaching tip - the students already have the content they will transfer it to a poster. It can be drawings or words or both. Give out POSTER materials and help students find the POSTER content ready to stick on their POSTERS.	Materials for making the POSTER Old newspapers Paper Scissors Glue stick Coloured crayons or felt-tip pens + Students' Unit 7 work	
Assessment for Learning: [SUMMARY DRAWING] draw something in response to the song			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle free time activity vocabulary.	Productive <i>I like with my friends</i> <i>But I don't like</i>	Students to student Teacher to students	Words that rhyme : fun/sun indoors- chores bed/instead

WEEK 4 (1 lesson)

Project: complete a 'Hobbies Lapbook' and share it with others/SHOW & TELL.

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe their POSTERS	Students make their POSTERS teacher helps/ advises. (25 minutes of the lesson) Then [PAIR-SHARE] – students show their POSTERS to another student and talk about them. Teaching tip: when students are doing the SHOW & TELL in groups you can collect valuable information about particular students and use that to help you plan further learning/the next unit.	Materials for completing the POSTER: Old newspapers Paper Scissors Glue stick Coloured crayons or felt-tip pens 7	Speak: Describe their POSTERS

GRADE 2

Assessment for Learning: 3-2-1 – Reflect on the UNIT -3 new words –draw 2 feelings – 1 thing they want to do again (they can say it not write it)

Vocabulary	Grammar	Interaction	Pronunciation
Unit 7 vocabulary	Unit 7 vocabulary <i>Here is/Here are ...</i> (section(s) of the LAPBOOK), e.g. <i>Here is/are</i> , e.g. <i>Here are the free time activities I like</i>	Teacher to students Student to student	Reduced vowel sounds: e.g. favourite 'feɪvərɪt