

GRADE 2

Unit 8 Theme: In my home

Unit 1 Project: This is my living room

Students will make an illustrated poster which shows their living room at home. The unit will provide content and language to add simple labels to the illustrations chosen. After preparing, they will practice describing it orally, in class and at home and then 'present' it to the class or a small group

Product: An A4 size, illustrated poster which shows their living room and its furniture. They can use drawings or images cut out from newspapers/magazines. When it is complete they will use it to describe their living room to others.

Life skills¹: Decision-making: students decide on the content and layout of their poster.
Communication: share their poster, highlighting details as necessary.

Cross curricular links: Art

Performance indicators: the artwork and language is clear; they use language from Unit 8.

WEEK 1: Theme: What's in my living room

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall furniture vocabulary Ask & answer questions about furniture Draw a furniture FLASHCARD set Listen to instructions to colour a living room picture.	Recycle furniture words from Grade 1 (furniture in the bedroom) and teach new ones – about 6 in a lesson. Ask <i>What's this?</i> and CHORAL DRILL the words. Stick the FLASHCARDS on the board, play [KIM'S GAME]. Teaching tip: all the digital catalogue FLASHCARDS have a black and white version to colour. The action of colouring gives students time to think about the words they are learning and writing the names helps recall. Students make their own FLASHCARD set – choosing 6 furniture items, choosing from the DC set or drawing the furniture and colouring it. Teacher [DISPLAYS] the students' FLASHCARD sets. Show the picture of a living room and ask questions: <i>What's this?</i>	Furniture FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-furniture.pdf FLASHCARDS to colour https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-furniture-bw.pdf Living room picture https://learnenglishkids.britishcouncil.org/print-make/colouring/living-room	Name and recall furniture vocabulary; ask & answer questions about furniture Draw a furniture FLASHCARD set Listen to instructions to colour a living room picture

GRADE 2

	<i>a sofa/ a lamp</i> etc Nominate a confident student to come to the front and ask questions, students answer. Show the black and white living room picture and ask students to copy it. Then use a [COLOURING DICTATION] with 6 colours, students listen and follow the colouring instructions.	Black and white living room picture https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/colouring-living-room.pdf	
Assessment for Learning: [STAR STICKERS] each student gives a STAR STICKER to another student's FLASHCARD set.			
Vocabulary	Grammar	Interaction	Pronunciation
Furniture: sofa, armchair, lamp, cupboard, TV, table, chair, picture Recycle colours	Ask and answer about furniture: <i>What's this?</i> <i>It's a sofa</i> Ask for clarification: <i>Say it again please.</i>	Teacher to students Student to students Student to student	Falling intonation on open questions: <i>What's this?</i> 

WEEK 2

Theme: Where is it?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall furniture words Say where things are in a living room.	Divide the class into groups Play [FIND THE WORD]: stick furniture FLASHCARDS around the walls – call out a word, and students send someone from their group to stand next the correct furniture FLASHCARD. Use the Living room picture to ask about where furniture is and introduce the question form + 3 prepositions: in – on – under <i>Where's the sofa? In the living room.</i> <i>Where's the TV? – on the cupboard.</i> <i>Where's the picture? – on the wall.</i> <i>Where's the sofa? - under the picture.</i> Draw those 4 parts of the picture on the board and CHORAL DRILL the preposition phrases. Point and elicit the phrases – write <i>in- on- under</i> next to the pictures	Furniture FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-furniture.pdf Living room picture https://learnenglishkids.britishcouncil.org/print-make/colouring/living-room	Speak: name and recall furniture words; ask and answer where things are in a living room.

GRADE 2

	Students use their pictures of the living room (from Week 1) and label the parts with <i>in- on- under</i>. Elicit and CHORAL DRILL questions for <i>sofa, picture, TV</i>. Nominate OPEN PAIRS to practice asking questions / answering. Homework – students look for furniture images in newspapers, leaflets etc – cut them out to bring to the next lesson.		
Assessment for learning: [PAIR-SHARE] their pictures saying where things are.			
Vocabulary	Grammar	Interaction	Pronunciation
Extend furniture vocabulary	Receptive and productive: Ask about a living room: <i>Where's the TV? On the cupboard</i>	Teacher to students Student to student	Contraction: Where is the sofa? = Where's the sofa /weəz ðə 'səʊfə/

WEEK 3

Theme: Where are we?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Say where things are in a room. Listen to a song and notice prepositions of place.	Collect and magazine/leaflet pictures of furniture that students bring to class. Play [GUESS WHERE] Take a small toy or a ball, show it to the children, tell them to close their eyes, you hide it somewhere in the classroom. Ask them: <i>Where's the ball?</i> Students give suggestions, e.g. <i>In the cupboard – Under the books</i> etc until they find it View an ANIMATED SONG in stages Stage 1 – before viewing: fast forward the recording to 00:51. Teaching tip – you can take a screen shot of that scene to project on the classroom or make a copy.	ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/my-favourite-photo	Say where things are in a room Listen to a song and notice prepositions of place.

GRADE 2



Use the picture to ask questions: *How many children can you see?* (8)
Where's he? Where's she?
 (in/on/under the ..)

Stage 2 – Play the recording and children watch, listen.
 Stage 3: give out 3 blank cards or **[POST ITS]** to the students – get them to write a preposition on each card/POST IT:
 in - on - under
 Play it again – pausing after lines with those prepositions, repeating the preposition phrase, e.g. *in the bin; under the bed* etc (5 lines: 5-6-11-13-14)

Teaching tip – the song has other, more complex, prepositions they can be left to a later grade. Children won't be expected to produce them in this lesson.

Stage 4 – Play it again – ask students to raise the correct card (in - on - under) after hearing it in a line.

Assessment for Learning: [3-2-1] at the end of the week 3 new words, 2 feelings, 1 sentence

Vocabulary	Grammar	Interaction	Pronunciation
Furniture: bed, wardrobe, lamp, shelf etc	Receptive: <i>Where's the ball?</i> Productive: in the bin; under the table; on the desk.	Teacher to students Student to student Students to students	Stress on key information: Under the bed

WEEK 4 (1 lesson)

Project: My Living room POSTER

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

GRADE 2

Describe where they live Talk about POSTERS..	Show students your own 'model' POSTER called: My living Room: A central image – drawn plus some collaged furniture (cut from magazines) + prepositions from Unit 8 on [WORD STICKERS] Demonstrate how students can write on the STICKERS and cut out images – take one of each to add to the 'model' POSTER. Teaching tip – students will add one of two cut out furniture images. It's a good idea to have furniture images from magazine or newspaper pages already cut out. This will save a lot of time. Explain to students they are going to make their own poster, give out the materials. Teacher monitors and helps as necessary. Teacher sticks the posters on the classroom walls. Using a [GALLERY WALK] activity, students look at their peers' POSTERS and award a STAR STICKER to a poster they like.	Pictures cut from magazine or newspaper pages showing furniture. NB- Students have brought some to the classroom in Week 2. A4 Paper Scissors Glue Coloured crayons Felt-tip pens Blank white adhesive stickers about 4cm long	Draw and write about where they live; talk about POSTERS.
Assessment for Learning: [STAR STICKERS] reflect on the POSTERS and award a STAR STICKERS to a poster they like.			
Language			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 8	Describe your home <i>My living room</i>	Teacher to students	N/A