

GRADE 2

Unit 9 Theme: My Family

Unit 1 Project: Make a simple [FAMILY TREE]

Students will make and illustrate a simple FAMILY TREE which shows their close family. The unit will provide content and language to draw and 'label' the FAMILY TREE. After preparing, they will practice describing it, in class and at home and then 'present' it to the class or a small group, answering questions about family members

Product: An A4 size, illustrated (drawings & photos) FAMILY TREE which shows their close family. The tree will act as a support and reference for talking about their family and answering questions about family members

Life skills¹: Communication: share their FAMILY TREE highlighting details as necessary. Respect for diversity: curiosity about different families.

Cross curricular links: Art

Performance indicators: the art work and language is clear; the content is engaging; they use language from Unit 9.

WEEK 1: Theme: Our families

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Express feelings when they check in and check out of a lesson Name and recall language for describing a family Ask & answer questions about family members Read flashcards.	[NUMBER CHECK IN] – ask students to give a number 1-10 on how they are feeling or to show the number with their fingers Use the word game recorded vocabulary to introduce family words and [MATCH] them with images. [CHORAL DRILL] the vocabulary. Continue vocabulary practice with the family FLASHCARDS set, asking closed questions e.g. <i>Is this a mother/father?</i> etc Students respond with Yes or No. Write up the vocabulary with the first letter missing, e.g. - rother - ister	 Family Word game https://learnenglishkids.britishcouncil.org/gammar-vocabulary/word-games/family Family FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-family.pdf	Speak: about feelings; about family members. Write and draw 2 people in their family

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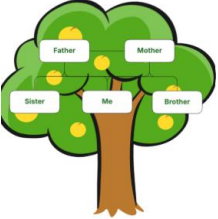
Draw and write about 2 people in their family	- other - ather Elicit the first letter, write it in, help students read the words. Students choose 2 family members, draw a picture + a label each one, using the [WRITING FRAME] as support. Then [PAIR SHARE]. Ask students to remember anything that they have in common. Teacher collects pictures from the students to [DISPLAY].	WRITING FRAME <i>This is my</i> <i>Her/his name's</i> <i>s/he's (age, adjective,)</i>	
Assessment for Learning: 3-2-1 – students draw 3 new words; write 2 new words; spell one word			
Vocabulary	Grammar	Interaction	Pronunciation
Family vocabulary – mother, father, sister, brother, baby, grandmother, grandfather.	Receptive: Closed questions: <i>Is this a mother/father etc?</i> Students respond with <i>Yes or No</i>. Productive: Describe family: <i>This is my</i> <i>Her name is s/he's (age, adjective)</i>	Teacher to students Student to students Student to student	Contractions: <i>...name is = name's</i> <i>She is = she's</i> <i>He is = he's</i>

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Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall language for describing a family Listen and match descriptions to pictures of a family members Read and complete a description of a family	Show the 3 family photos (with numbers 1-2-3), ask questions: <i>Which family is big?</i> <i>Which family has 3 children?</i> <i>Which family has 1 child?</i> Use the My Family descriptions: Read one of them – read it as many times as necessary - ask students to [PAIR-SHARE] which family they think you're describing. <i>It's picture 1-2-3</i> Then - Repeat for another picture. Prepare 3 [FAMILY TREE]	My Family https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-1-writing/my-family	Speak: describing a family; ask and answer questions about brothers & sisters Listen and match descriptions to pictures of family members. Read and complete a description of a

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Listen and understand descriptions of a family Draw and write about their families.	diagrams - one for each family + titles : 's family Draw one of the family trees, as you're drawing, ask the students to guess which family it represents. Draw the other 2 FAMILY TREES then ask questions - Are they the same? (No) Are they different? (Yes) Read another family description and help them decide which family tree matches it, add the name to it. Repeat for the last descriptions/family tree. Teaching tip: this activity helps establish what a FAMILY TREE is, as it may be the first time students have seen one. It prepares them to draw their own Students draw and label their own FAMILY TREES, using their name and their brothers' and sisters' names. Homework: Students use the [WRITING FRAME] to complete a simple description of their family to go with the FAMILY TREE.	Family tree diagrams (Parents + brothers & sisters) E.g  Adapted to fit the 3 descriptions. Family WRITING FRAME <i>This is my family.</i> <i>I have brothers</i> <i>I have sisters</i>	family Draw and write about their families.
Assessment for learning: [EMOJI CARDS] - after they draw their FAMILY TREES.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle family words from Week 1.	Receptive: Describe a family - <i>She has 2 brothers.</i> - <i>He has 3 sisters.</i> Productive: <i>This is my family.</i> <i>I have (number) brothers</i> <i>I have (number) sisters</i>	Teacher to students Student to students Student to student	Stress on key words, e.g <i>I have five brothers</i>

WEEK 3

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Theme: Brothers and sisters

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills															
Ask & answer questions about brothers and sisters Prepare a FAMILY TREE.	Elicit and CHORAL DRILL the question: <i>How many brothers has (name) got?</i> Nominate [OPEN PAIRS] to practice the questions and answers. Teacher finds out about students' families, with instructions like: <i>Stand up if you have one sister.</i> Students listen & respond (by standing up). Continue with <i>one brother/ no brothers/ two sisters</i> etc. [FIND SOMEONE WHO] Preparation: nominate 3 or 4 students and ask '<i>How many sisters/brothers have you got?</i> Project the FIND SOMEONE WHO worksheet or draw it on the board– get students to copy it Focus on the first prompt: ask 4 or 5 students (they answer: yes/No) Elicit the question, '<i>Have you got one brother?</i> CHORAL DRILL, THEN SUBSTITUTION DRILL, inserting numbers, e.g. '<i>Have you got one brother? two</i> '<i>Have you got two brothers? three</i> '<i>Have you got three brothers? etc</i> Nominate OPEN PAIRS to practice the questions and answer. Put students in groups of 6 or 7. Students take turns to ask all the questions from their FIND SOMEONE WHO tables, until they have a name in each row of the table. Teaching tip: This is a meaningful activity for students. You can say that the first 3 students to finish will get a [STAR STICKER], introducing a challenge/stretch for the more confident students. The weaker	FIND SOMEONE WHO template – with prompts about sisters/brothers <table><tr><th>Picture</th><th>Question</th><th>Name</th></tr><tr><td></td><td>has 1 brother</td><td></td></tr><tr><td></td><td>has 2 sisters</td><td></td></tr><tr><td></td><td>has 2 brothers</td><td></td></tr><tr><td></td><td>has 3 sisters</td><td></td></tr></table>	Picture	Question	Name		has 1 brother			has 2 sisters			has 2 brothers			has 3 sisters		Speak: Ask & answer questions about brothers and sisters; about someone else's simple FAMILY TREE
Picture	Question	Name																
	has 1 brother																	
	has 2 sisters																	
	has 2 brothers																	
	has 3 sisters																	

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	students will still practice the questions even if they don't get all three names.		
Assessment for Learning: [POST ITS] Draw a picture to represent some information about someone, e.g. <i>Farah has 2 sisters.</i>			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle family words from Week 1.	Receptive: <i>Stand up if you have one sister.</i> Productive: Ask & answer questions about brothers and sisters <i>Have you got X (number) brothers/sisters?</i>	Teacher to students Student to students	Stress on important words in a question: <i>Have you got one brother?</i>

WEEK 4

Project: My family tree – [SHOW & TELL]

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Students describe their FAMILY TREES. Ask about a family tree.	Students finish their family trees Put Students into groups of 5 or 6 Each student shows their FAMILY TREE, naming each person on it.	Students [DISPLAY] their FAMILY TREES on the classroom walls.	Speak: describe their FAMILY TREES; ask about a family tree. Listen and identify key information from a FAMILY TREE.
Assessment for Learning: [STAR STICKERS] – students have 2 x stickers to give out: one for the design/art work, one for the language.			
Vocabulary	Grammar	Interaction	Pronunciation
All Unit 9 vocabulary	Productive: <i>This is my sister/brother, (name)</i> Ask for clarification: <i>Say that again please</i>	Student to student Student to students	All Unit 9 pronunciation