

Year 2 - PART B – Unit 2

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the toy vocabulary taught • name at least 8 toys from the vocabulary taught • use the plural form for taught vocabulary • identifying groups of objects (They are ...) • recognize and sound out the diphthong –oa
<i>Intercultural aspect:</i>	
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • activate background knowledge • infer meaning from visuals
<div style="display: flex; justify-content: space-between;"> <u>SUCCESS INDICATORS</u> <u>ADEQUACY INDICATORS</u> </div>	
<ul style="list-style-type: none"> • <u>Listening</u> - To comprehend basic vocabulary which they have been taught • <u>Speaking</u> - To name basic vocabulary they have been taught • <u>Reading</u>: <ul style="list-style-type: none"> - To recognize and sound out groups of letters (e.g. digraphs) - To recognize the written form of vocabulary they have been taught • <u>Learning Strategies</u> – To infer meaning from visuals 	<ul style="list-style-type: none"> • toy vocabulary • digraph ‘oa’ • word recognition (written form) based on: <ul style="list-style-type: none"> - shape of word - initial letter • simple plural form (-s) of known words • ‘They are ...’
NEW LANGUAGE	
<i>Production</i>	board game, puzzle, doll house, bicycle, train, boat They are...
<i>Comprehension</i>	What are they?
RECYCLED LANGUAGE	teddy bear, ball, doll, car, video games, scooter, robot, aeroplane I’ve got/haven’t got a Is it a...? Yes, it is/No, it isn’t It’s a...
MATERIALS	PowerPoint presentation at www.schools.ac.cy , photocopyable materials, soft ball, toy flashcards from (see photocopyable materials). mini-whiteboards, optional realia (toy objects for the taught vocabulary)
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none">The class puppet greets the pupils and invites them to sing one of the songs they learnt during the year.
PRESENTATION	<ul style="list-style-type: none">The teacher says s/he has brought a lot of toys (or the puppet could have brought the toys). S/he can either use realia or flashcards, which can be placed in a bag, and then have pupils play a guessing game to find out what toys s/he has in the bag. The flashcards or realia should include the recycled toy vocabulary (teddy bear, ball, doll, car, video games, scooter, robot, aeroplane). The teacher reaches in the bag and picks a toy (or flashcard) and pupils guess to find out which toy it is. The teacher encourages pupils to use ‘‘Is it a...?’’ and writes the question on the board for the pupils to use as support. S/he also writes the answers ‘Yes, it is./No, it isn’t’ on the board. When a pupil finds the answer, the rest of the pupils repeat it in chorus, e.g.: Pupil A: Is it a car? Teacher: Yes, it is. It’s a car. What is it? Let’s all say it! Pupils: It’s a car. The teacher introduces the new vocabulary through the guessing game: As the pupils guess to find the answer of the ‘mystery’ flashcards (or realia) in the bag, the teacher reveals the following toys: board game, puzzle, doll house, bicycle, train, boat. The flashcards are placed on the board and the matching words are written under or next to each picture.About ten flashcards of the new and recycled vocabulary are placed on the board, with the matching words written under them. The teacher points to the words and reads them out and the pupils repeat them in various ways: loudly, quickly, quietly, etc.
PRACTICE	<ul style="list-style-type: none">Pupils play ‘I spy...’ with the words that are written on the board, e.g.: ‘I spy with my little eye something beginning with d.’

	<ul style="list-style-type: none"> • Pupils work in pairs using their mini-whiteboards. They play the same game as above ('I spy') but instead of saying their answer out loud, they write their answer on the mini-whiteboards. They then lift the whiteboard up for the teacher to check their answer before s/he reveals it. • The teacher takes the flashcards down and gives them to pupils who come to the board and put them up again, next to the matching words. The rest of the class confirms whether the flashcards have been placed correctly. • Pupils work in pairs using their mini-whiteboards. They close their eyes. The teacher rubs out the initial letter of a specific word on the board. Pupils write the letter on the whiteboards and lift them up to share their answer before the teacher writes it on the board (or asks a pupil to write it). • Pupils play an interactive pelmanism game where they need to match the lower case words with the upper case words at: http://matchthememory.com/toysupperlowercase <p>Alternatively, pupils can play the pelmanism game matching pictures with words at: http://matchthememory.com/toysyear2</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher writes the words 'board game' and 'boat' on the board and underlines the diphthong –oa. S/he reads out the words and asks pupils to notice the sound as s/he reads the words out. S/he then writes O and the pupils name the letter and make the sound. S/he repeats the process with A. S/he then notes that together o and a make 'oa', a new sound.
PRACTICE	<ul style="list-style-type: none"> • The teacher writes other words on the board e.g. goat, goal, road, toast. S/he encourages pupils to sound the word out by recognizing the sound of the first letter, then the sound of the diphthong –oa- and finally the sound of the final letter/s. Once the word is sounded out, the teacher can explain its meaning. • Pupils work with their handout. They do activity 1. They listen and point to the word called out by the teacher. • Pupils work with activities 2 and 3. In activity 2 they complete the gaps in the words. In activity 3 they circle all the words that have the diphthong 'oa'.

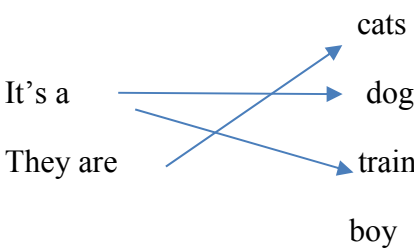
	<ul style="list-style-type: none"> • Pupils work with activity 4 which is a matching activity. • Pupils use the pictures in activity 1 or activity 4. The teacher makes sentences and talks about what s/he has got, e.g. ‘I’ve got a teddy.’, ‘I’ve got a doll house.’. Each time the pupils find the same toy on their handout, point to it and repeat the sentence in chorus (e.g. I’ve got a bicycle, etc.). The teacher does the same thing with the toys s/he hasn’t got and the pupils point to the toy and repeat after him/her (e.g. I haven’t got a doll house.). • The teacher writes a toy-word on the board. Pupils take turns to say whether they’ve got or haven’t got that specific toy.
EVALUATION	<ul style="list-style-type: none"> • Pupils play BINGO! (activity 5). They circle or cross out three pictures or words (one from each row). They then listen to the toys called out by the teacher and cross out any toy they hear. The first pupil that completes a whole line (diagonal, horizontal, vertical) shouts BINGO! and wins the game. The game can also continue until a pupil completes all the squares first. • If there is time, pupils play a guessing game in pairs or in groups. They take turns to choose a picture or word from the BINGO card. The other/s try/ies to find out which toy it is by asking questions ‘Is it a ...?’. The pupil leading the game responds with ‘Yes, it is.’ or ‘ No, it isn’t.’ The teacher monitors the activity and checks whether pupils can make a guess and respond to a question.

LESSON 2

PROCEDURE	
INTRODUCTION	<ul style="list-style-type: none"> • Pupils sing their favourite song.
REVIEW	<ul style="list-style-type: none"> • The teacher shows flashcards with the taught toy vocabulary. Each time s/he shows a flashcard, s/he names a toy. Pupils listen and if the word matches the picture, they clap once. If it doesn’t match the picture, they clap twice. • If there is time, the game can continue but change to the following variation: the teacher shows flashcards and names

	<p>a toy. If what the teacher says matches the flashcard, the pupils repeat it. If not, the pupils remain silent.</p> <ul style="list-style-type: none"> The teacher presents the puppet who might have a magician's hat on, or a new puppet who acts as a magician. Alternatively, the teacher can put on a hat or a bow tie and/or hold a magic stick and pretend to be a magician. The magician (puppet or teacher) has a magic bag or a magic hat which includes the flashcards of the taught toy vocabulary and/or realia (real toys). <p>The teacher/magician reaches in the bag/hat and says s/he has got something and the pupils guess to find out what it is. They are encouraged to use 'Is it a ...?', which the teacher writes on the board.</p> <p>e.g.:</p> <p>Magician: Mmmm..... I've got something. What is it? Is it a...?</p> <p>Pupils: Is it a robot?</p> <p>Teacher: No, it isn't.</p> <p>Each time the pupils find a toy, the teacher puts the flashcard on the board and writes the matching word under it.</p>
PRESENTATION	<ul style="list-style-type: none"> All the toys (realia) or flashcards are put back in the bag/hat. The magician tells pupils to prepare for a magic trick. S/he counts '1, 2, 3' and retrieves two balls (or any other toy) or two flashcards showing the same toy. The magician seems surprised and asks pupils what to identify the toys, e.g.: <p>Magician: Wow! What are they? They are balls. We had one ball but look now we have two balls. One, two. So, what are they? They are balls.</p> <p>The teacher writes the sentence 'They are balls.' on the board and pupils read it out along with the teacher.</p> <p>The toys are gradually presented and the plural form for each toy is written on the board, next to the singular form of each noun. The teacher highlights the -s ending by circling it or by writing it another colour and explains how the plural is formed with the addition of the -s.</p>
PRACTICE	<ul style="list-style-type: none"> The teacher calls out various nouns from the vocabulary already known to the pupils and pupils call back – in chorus - the noun in its plural form, e.g.:

	<p>Teacher: cat Pupils: cats Teacher: dog Pupils: dogs etc.</p> <ul style="list-style-type: none">• Pupils play a ball game. The teacher says a noun in singular and throws it to a pupil. The pupils says the noun in its plural form and then throws the ball back to the teacher who says another noun and throws the ball to another pupil and so forth, e.g.: <p>Teacher: elephant Pupil A: elephants Teacher: book Pupil D: books</p> <p>Variation of the game: Instead of throwing the ball back to the teacher, the pupils can name a singular noun themselves and then throw the ball directly to another pupil.</p> <ul style="list-style-type: none">• If there is time, the teacher sticks flashcards at different parts of the classroom in plural and singular form (e.g. a flashcard of an apple / a flashcard with a few apples / a flashcard of a banana / a flashcard with a few bananas / a flashcard with an orange / a flashcard with a few oranges). Volunteer pupils are invited to come to the front. The teacher says a sentence and the pupils need to decide whether it is in the plural or singular form and find the right flashcard. For example, the teacher says 'It's an apple'. Pupils have to decide where to go (to the flashcard that is singular or to the one that it is plural). The rest of the class can confirm whether the pupils found the right card or not. <p>The teacher works with the group of pupils for two, three examples and then invites another group of pupils to play the game.</p> <p>Confident pupils can also be invited to take the lead and make sentences.</p> <ul style="list-style-type: none">• Pass the card: Pupils stand in a circle. The teacher gives the toy flashcards (new and recycled – singular and plural form) to the pupils. The teacher uses the two-sided cards from previous activity. While music is playing in the background, pupils pass the cards from one to the other. When the teacher stops the music, each pupil holding a flashcard takes a turn to
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	<p>hold it up and names the toy (e.g. train or – if plural – trains). The rest of the class makes a sentence in chorus either ‘It’s a train’ or ‘They are trains’ accordingly.</p>
PRODUCTION	<ul style="list-style-type: none"> The teacher writes the structure ‘It’s a’ and ‘They are’ in one column and various nouns (toys and other words) in the other column in singular or plural form. S/he can use word cards instead of writing the words on the board or can use the PowerPoint presentation (matching activity) found at www.schools.ac.cy <p>Pupils take turns to come to the board and draw a line from one column to the other so that they can form a correct sentence, e.g.:</p>  <ul style="list-style-type: none"> Pupils do activities 6, 7 and 8 in their handouts.
EVALUATION	<ul style="list-style-type: none"> The teacher uses a PowerPoint Presentation (evaluation) found at http://www.schools.ac.cy. For each slide pupils need to decide if the sentence matching the picture is right or wrong. If it is right they do a ‘thumbs up’ whereas if it is wrong they do a ‘thumbs down’. Individual learning chats while the pupils are working on their handouts are also used for evaluation. Teachers can ask pupils to read out words, can ask them to form plurals or use ‘They are ...’. Records of these chats should be written down as soon as possible after class.

PART B – UNIT 2

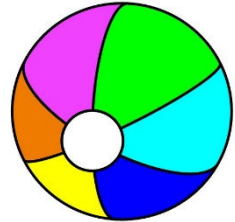
1. Listen, look and learn.



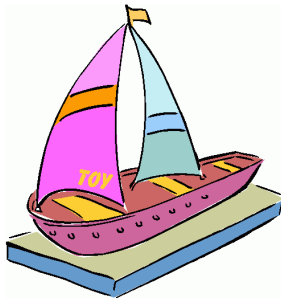
bicycle



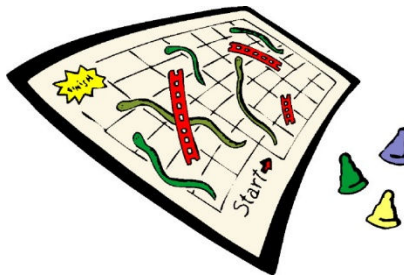
train



ball



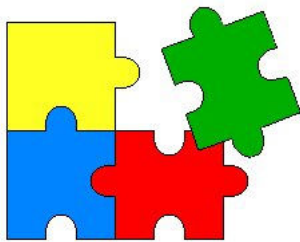
boat



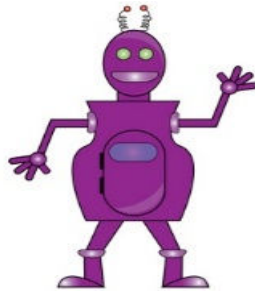
board game



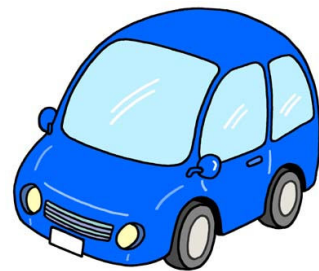
doll house



puzzle



robot



car

2. Complete.

_uzzle

c _ r

r _ b _ t

_ oat

_icycle

trai__

b_ ll

_ oll _ ouse

3. Circle the words that have 'oa'.

boat dog train robot cat
doll house road car puzzle goat
board game egg toast goal

4. Match

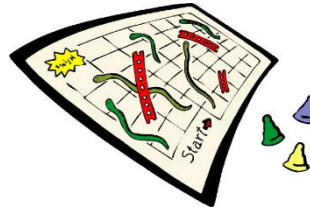
bicycle



board game



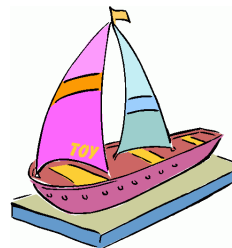
doll house



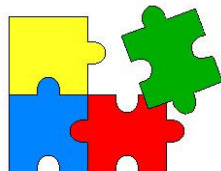
car



boat

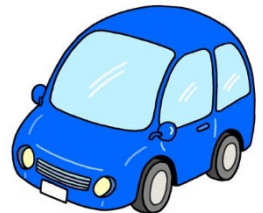


puzzle

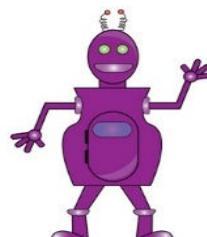


train





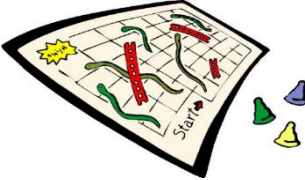
robot



ball



5. Let's play BINGO!

	boat	
		puzzle
robot		car

6. Complete.



a bicycle



2 bicycles



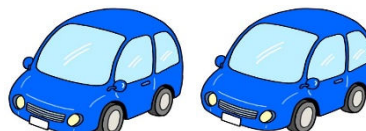
an aeroplane



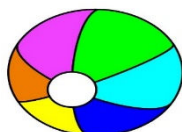
3 _____



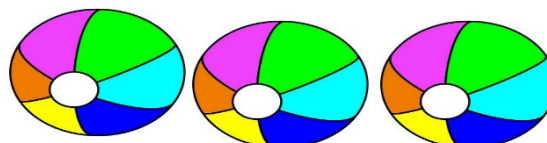
a car



2 _____



a ball



3 _____

7. Match

It's a

They are

car

train

aeroplanes

dolls

robots

teddy bear

puzzle

8. Circle

It's a

They are

cars.

It's a

They are

bicycle.

It's a

They are

board game.

It's a

They are

dolls.

It's a

They are

robots.

Photocopiable materials: Flashcards

