

YEAR 2 – PART B – UNIT 3

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • identify the vocabulary for food items taught in this unit • name at least 6 food items • recognize the written form of at least 5 food words • sing a song • recognize and sound out the digraphs ‘ay’ and ‘ch’
<i>Intercultural aspect:</i>	Pupils should come into contact with foreign children’s literature (‘Today is Monday’ by Eric Carle)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • predict what’s going to happen next in a story • infer meaning from visuals • use rhythm and music to remember vocabulary
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<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 -To sing songs in the foreign language • <u>Reading</u> - To recognize and sound out groups of letters (e.g. digraphs) - To recognize the written form of vocabulary they have been taught • <u>Intercultural Awareness</u>: To enjoy the sounds of other languages • <u>Learning Strategies</u>: To infer meaning from visuals 	<ul style="list-style-type: none"> • storytelling activities (stage 1) • songs • food vocabulary • digraphs ‘ay’ and ‘ch’ • sounding out words • word recognition (written form) based on: <ul style="list-style-type: none"> - shape of word - initial letter
NEW LANGUAGE	
<i>Production</i>	runner beans, spaghetti, soup, roast beef, chicken today, ‘come and eat it up’
<i>Comprehension</i>	fox, hedgehog, pelican
RECYCLED LANGUAGE	days of the week animals: snake, elephant, cat, monkey food vocabulary: carrot, tomato, milk, tea, mango, avocado, tangerine, strawberry, fish, ice-cream, ketchup, chips, corn flakes, apple pie, lemonade, egg, apple, banana, orange, pear I like/don’t like

	<p>hungry</p> <p>What is it? It's a/an ...</p> <p>digraph 'oa'</p>
MATERIALS	<p>storybook 'Today is Monday', Eric Carle (http://tinyurl.com/jm6hnh6)</p> <p>photocopiable materials, soft ball, word cards with the days of the week, mini-whiteboards, food flashcards from the class set, from year 1 (Part B – Unit 3) and from:</p> <p>http://www.mes-english.com/flashcards/food.php</p>
TIME	3 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. The teacher asks pupils if they remember 'The very hungry caterpillar' and shows the cover of the book. Pupils say what they remember from the story (e.g. What fruit did the caterpillar eat?, How many? If they remember the days of the week. etc.). • The teacher asks pupils 'What day is it today? Is it Sunday? Is it Tuesday? What day is it? Pupils respond (e.g. Monday). The teacher asks whether they like that day. e.g. Do you like Mondays? Pupils respond with a Yes or No. • The puppet or the teacher presents the days of the week again and writes each day on the board. Pupils repeat the days of the week in various ways. • Pupils sing the song with the days of the week (taught in previous lessons). The teacher points to each word while pupils are singing. • The teacher says a day of the week (e.g. Sunday) and throws the ball to a pupil. The pupil who catches the ball says the following day (Monday) and throws the ball to another pupil and so forth. Once all the days are said, the game can start from the first day of the week again.
PRESENTATION	<ul style="list-style-type: none"> • The teacher points to the words on the board and pupils say the name of the week. The teacher underlines or circles all the -ay

	<p>endings in the words. S/he then reads out the words and asks pupils to notice the sound that the two letters make when they are together.</p> <p>S/he then writes the letter 'a' and asks the pupils to sound it out. Pupils can also give words beginning with 'a'. The same is done for the letter 'y'. After that the two letters are placed together and the pupils note and sound out the new sound 'ay'.</p>
PRACTICE	<ul style="list-style-type: none"> • The teacher writes other words on the board e.g. day, Fay (name), May, say. S/he encourages pupils to sound the word out by recognizing the sound of the first letter, then the sound of the diphthong –ay. Once the word is sounded out, the teacher can explain its meaning. • The teacher writes on the board the digraph –oa and asks pupils to make the sound of the vowel digraph. S/he then writes words and asks pupils to sound them out (e.g. goat, boat, coat). • Pupils play a game using the PowerPoint presentation (lesson 1 – practice) where they sound out the various words which appear on the slides each time a letter is changed in front of the –ay digraph or the –oa digraph. If it turns out to be a real word, this is shown on the slide. • The teacher gestures and says: I'm hungry. What about you? Pupils gesture (e.g. they rub their tummy) and repeat after the teacher (I'm hungry). • The teacher presents flashcards of selected previously taught food vocabulary (e.g. carrot, tomato, milk, tea, mango, avocado, strawberry, fish, ice-cream, ketchup, chips, corn flakes, apple pie, lemonade, egg, apple, banana, orange, pear). Pupils repeat after the teacher. • The teacher asks pupils to talk about which food (from the flashcards on the board) they like/don't like. They make sentences e.g. I like ... I don't like etc. • Pupils play 'I spy with my little eye'. The teacher says 'I spy with my little eye something beginning with ...'. Pupils then try to find the word from the board that begins with that letter. • The teacher writes selected words on a different area of the board (e.g. carrot, tomato, milk, apple, banana, orange, pear, tea, fish, mango). As s/he is writing the words, s/he encourages the pupils to predict what word s/he is writing based on

	<p>sounding out the letters, (e.g. OK, What am I writing now? Can you read it? B a n a n a - What's the word?)</p> <ul style="list-style-type: none"> • The teacher takes the flashcards of the words and gives them to volunteer pupils who come to the board and stick each flashcard next to the right word. • Pupils close their eyes and the teacher rubs out the initial letters of the words. Volunteer pupils come to the board to complete the missing letters. • The same activity can be repeated but with the teacher rubbing out random letters from the different words.
PRESENTATION	<ul style="list-style-type: none"> • The teacher says they will learn some new food words today and adds flashcards for the new food vocabulary on the board (runner beans, spaghetti, soup, roast beef, chicken). The teacher says the words and pupils repeat them in different ways (loudly, silently, happily, sadly, etc.).
PRACTICE	<ul style="list-style-type: none"> • Disappearing pictures: Pupils play disappearing pictures with the new vocabulary. They close their eyes and the teacher removes a card. Pupils then name the food items including the one that has been removed. Gradually all flashcards are removed and pupils have to remember the words in the correct order. • Chain game: One pupil says a food word and passes the ball to another pupil. The pupil that holds the ball adds a new food word and repeats the word previously mentioned by the other pupil. S/he then throws the ball to someone else who has to say the two words previously mentioned and add a new one. The chain can grow for up to five words (five pupils) and then a new chain can begin.
PRODUCTION	<ul style="list-style-type: none"> • Pupils return to their seats and do activities 2 and 3 in their handouts.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils sing the song with the days of the week again OR learn another song with the days of the week, e.g. https://www.youtube.com/watch?v=36n93jvjkDs or https://www.youtube.com/watch?v=36n93jvjkDs <p><u>Note:</u> the new song can be presented by the pupils at the school assembly.</p>

EVALUATION	<ul style="list-style-type: none"> • Evaluation takes place through observation while pupils are carrying out the different activities.
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LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sit in a circle. They sing a song with the days of the week that they learnt in a previous lesson. • A group of pupils comes to the board. The teacher gives a day word card to each pupil. Pupils stand in the right place according to their word card. • The teacher shows a word card and names a week day. If it matches the word card, pupils touch their head. If it does not match the word, they touch their nose. For example: Teacher: Today is Thursday. (shows Monday's word card) Pupils touch their nose. Teacher: Today is Saturday. (shows Saturday's word card) Pupils touch their head. • The teacher uses the food flashcards that were used in the previous lesson. S/he reveals them one by one, each time asking pupils to identify the food illustrated on the card ('What is it?'). Pupils name the food items using : It's ... • The teacher shows a flashcard and names a type of food. If it matches the word card, pupils touch their head. If it does not match the word, they touch their nose. <u>Alternatively</u>, pupils can clap their hands once (if it is right) and twice (if it is wrong) or jump once (if it is right) and jump twice (if it is wrong). • The teacher writes the food words targeted for reading practice (chips, tomato, chicken, ice-cream, soup, fish, milk) on the board. Pupils read the words, along with the teacher.

PRESENTATION	<ul style="list-style-type: none"> The teacher writes the words chicken and chips separately and circles or highlights the digraph –ch. S/he then says the words and asks pupils to say what they notice about the digraph. Pupils identify the digraph makes the sound [tʃ]. The teacher gives the individual letters (‘c’ and ‘h’) and asks pupils to make the sounds of the letters. S/he then brings the letters together and the pupils make the new sound.
PRACTICE	<ul style="list-style-type: none"> Pupils work in pairs using their mini-whiteboards. The teacher writes on the board the digraphs –ay / -oa / and –ch. S/he then says various words (with known or unknown vocabulary for the pupils, e.g. coat, hay, china, chin, moat, say). Pupils identify which digraph is used in the word and write it on their whiteboard. They then lift their whiteboard up before the teacher points to the correct digraph for them to check their answers.
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher says they are going to tell a story that will have a lot of –ays. Pupils sit in a circle and the teacher shows the cover of the book. S/he first asks pupils to say how many –ay the see on the cover (2: today / Monday). Pupils are encouraged to read the title and discuss the cover (what animal is it?, Is it hungry? What is it going to eat?, What colour is it? Is it big/small? What animals might be in the story?). The pupils suggest different animals that might be in the story and different things the cat might eat. The teacher puts any food flashcards that are mentioned on the board.
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story. The pupils are encouraged to predict what animals might appear next and the food they like. The teacher, after reading the text (e.g. Monday spaghetti), can also take the role of a story animal, e.g.: Mmm, today is Monday. I like runner beans. Today is Tuesday. I like spaghetti. <p>After a few examples, the teacher can encourage the pupils to take on the role of the animals and finish her/his sentences, e.g.: Today is I like</p>
AFTER-STORYTELLING	<ul style="list-style-type: none"> Pupils name the animals and food in the story. They check if the food and the animals they predicted are in the story. The teacher introduces the song version of the story. The song can be found at https://www.youtube.com/watch?v=meZpwOoTJ70 or at:

	https://www.youtube.com/watch?v=i-7V_eJHuo <ul style="list-style-type: none"> Pupils do activities 4 and 5 in their handouts.
EVALUATION	<ul style="list-style-type: none"> The teacher monitors the pupils' work and has individual learning chats with them while they are working, asking them to point to key words, to read words, etc.
PROJECT	<ul style="list-style-type: none"> Pupils can prepare the song (perhaps with specific actions or visual aids) and present it at a school assembly or another event.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sing the new song with the days of the week that they learnt in this unit (e.g. https://www.youtube.com/watch?v=36n93jvjkDs). Pupils play a pelmanism game where they match upper case words with lower case words. This can be played with word cards prepared by the teacher or in its interactive version found here: http://matchthememory.com/year2food
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher asks pupils to remember the animals mentioned in the story they read in the previous lesson. S/he then asks them to remember the food mentioned in the story and writes the words on the board. The teacher then asks pupils if they remember what day matches each food and hands out word cards with the days of the week for the pupils to stick on the board, next to the food they think matches the day. The teacher says they will read the story again to see if they matched the food and days in the right way.
WHILE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher tells the story encouraging pupils to participate by pausing at various times and encouraging them to continue and/or by inviting them to repeat sentences or say phrases together in chorus, e.g. s/he encourages children to add the phrase 'All you hungry children come and eat it up' for every different day of the week.
AFTER-STORYTELLING	<ul style="list-style-type: none"> Pupils sing the song for the story, which was introduced in the previous lesson. Pupils can also add actions to the song. An

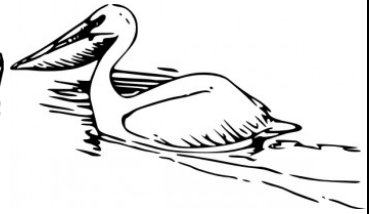
	<p>example of the song accompanied by actions can be found here: https://www.youtube.com/watch?v=JtN7ixHO4c8</p> <ul style="list-style-type: none"> Pupils play Bingo (activity 6): Each pupil crosses out 3 pictures. (one from each row). The teacher calls out words. If pupils have the picture corresponding to the word called out, they cross it out. The pupil that first crosses out all the squares and forms a horizontal, vertical or diagonal line and shouts “Bingo” is the winner. <p>The game can continue until the first pupil crosses out all the squares on the Bingo board.</p> <ul style="list-style-type: none"> If there is time, pupils draw their favourite scene from the story (activity 7). They choose an animal from the story and draw it eating its favourite food. Underneath their drawing they can write a sentence according to the story: e.g. Today is Monday. OR they can write the day of the week and the food that their animal is eating. e.g. Monday runner beans. <p>The teacher writes the words on the board to help pupils and offers help whenever necessary.</p>
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation of the pupils’ response to the various tasks. The teacher notes observations as soon as possible after the lesson. The teacher has individual learning chats with pupils and checks progress as regards reading, recognition of letters and digraphs and competence in sounding out words.
PROJECT	<p><u>Project option 1:</u></p> <ul style="list-style-type: none"> Pupils prepare a mini book with the story. The teacher gives pupils a handout (see photocopiable materials) for them to colour, complete and then cut out. The pictures are then stapled together to make a mini book for the pupils to take home. <p><u>Project option 2:</u></p> <ul style="list-style-type: none"> The teacher can video or audio record pupils singing one of the new songs they learnt (the story song or the new song about the days of the week). <p><u>Project option 3:</u></p> <ul style="list-style-type: none"> Pupils may video or audio record themselves narrating the story using their mini-book (see project option 1) as support.
PORTFOLIO	<ul style="list-style-type: none"> Pupils add the new story and the new songs in their portfolio (pages 26 and 27) Pupils reflect on their progress as regards targets: A1 Listening: ‘Μπορώ να κατανοήσω ένα απλό τραγούδι που

	<p>έμαθα’ A1 Speaking: ‘Μπορώ να τραγουδήσω ένα απλό τραγούδι ή ρυθμικό ποίημα’</p>
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Photocopiable materials: Mini book



_____runner beans



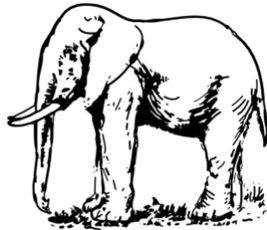
_____fish



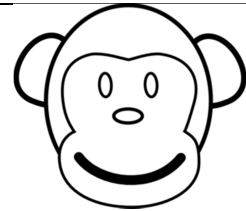
_____spaghetti



_____chicken



_____soup



_____ice-cream



_____roast beef

YEAR 2 - PART B - UNIT 3

1. Listen, point and say



chicken



soup



fish



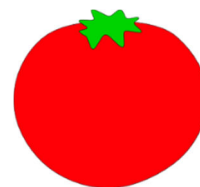
milk



ice-cream



chips



tomato

2. Circle the words that have 'ay'.

Sunday	Monday	soup	spaghetti
Tuesday	chicken	ice-cream	snake today
Saturday	fish	Wednesday	cat
Friday	like	Thursday	orange

3. Match

milk

soup

MILK

chips

ICE-CREAM

TOMATO

tomato

SOUP

FISH

chicken

CHIPS

fish

ice-cream

CHICKEN

4. Circle 'ch'

chicken

chair

corn flakes

tomato

fish

chocolate

chips

ice-cream

boat

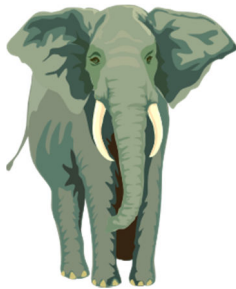
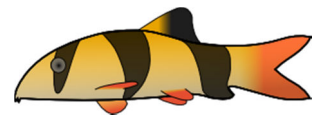
5. Complete



I like runner beans.



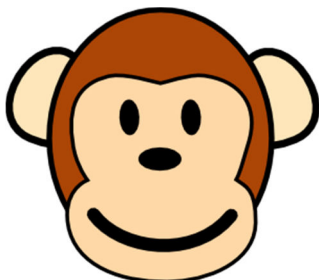
_____ fish.



_____ soup.



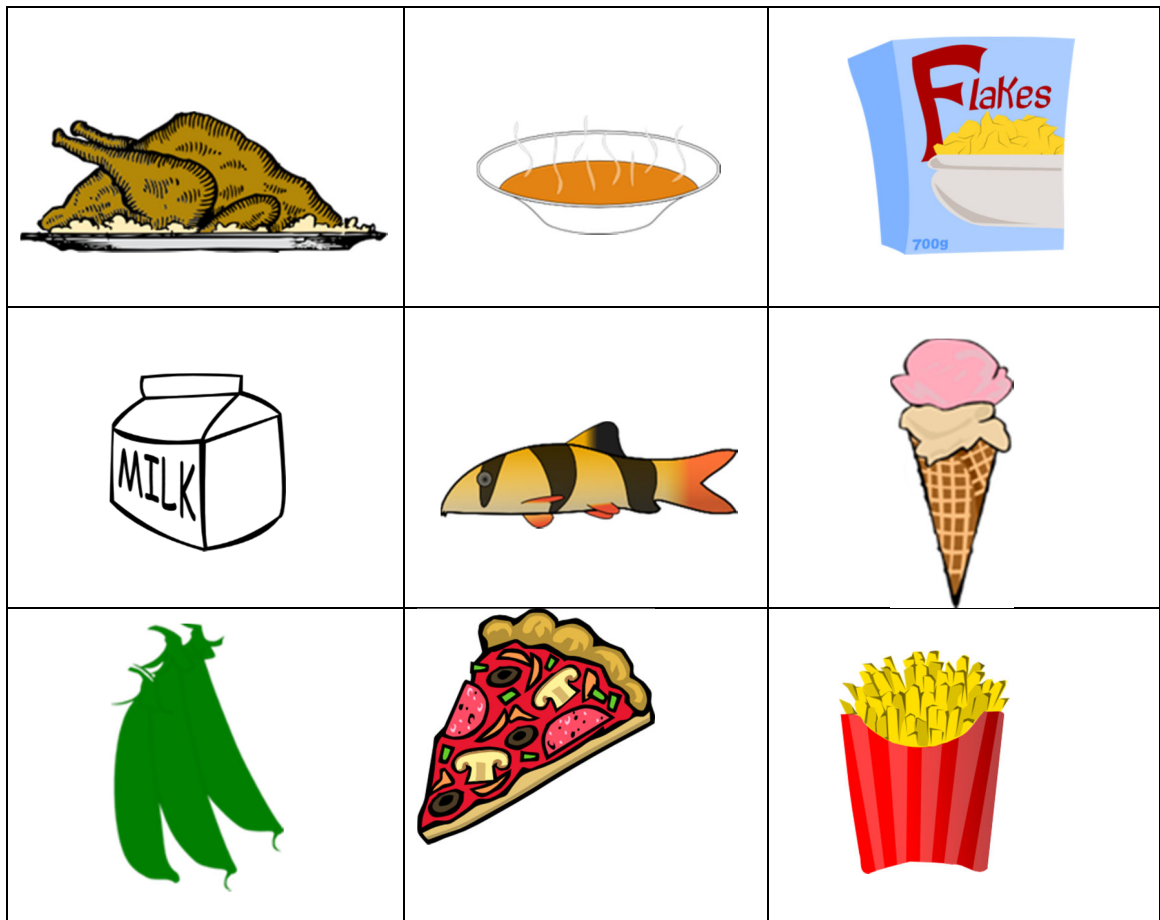
_____ chicken.



_____ ice cream.



6. Bingo!



7. Draw a scene from the story 'Today is Monday'

