

Year 2 Part B – Unit 4

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • follow the narration of a simple story • follow simple instructions with basic adverbs for direction (left, right, up, down, around) • ask about different objects (What is it? What are they?) • identify known objects (It is a They are ...) • write words that are being spelled out for them • recognise and sound out the digraphs –sh and -ee • sound out words that have taught letter and digraph sounds
<i>Intercultural aspect:</i>	Pupils should come into contact with foreign children's literature (Shark in the park by Nick Sharrat)
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • make predictions • use gestures and facial expressions to make and convey meaning
<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> <ul style="list-style-type: none"> -To identify and respond to new sounds, rhymes and rhythms -To respond to simple instructions -To comprehend simple questions on topics they have been taught • <u>Speaking:</u> <ul style="list-style-type: none"> -To be able to sing songs and say chants in the foreign language -To respond to simple questions on known topics • <u>Reading:</u> <ul style="list-style-type: none"> -To recognise and sound out groups of letters (digraphs) -To recognise the written form of words they have already been taught • <u>Writing:</u> <ul style="list-style-type: none"> -To be able to copy sentences • <u>Learning Strategies:</u> <ul style="list-style-type: none"> -To use gestures and facial expressions to make and to convey meaning • <u>Intercultural Awareness:</u> To enjoy the sounds of other languages 	<ul style="list-style-type: none"> • Songs • Chants • Storytelling activities (stage 1) • Adverbs of direction: left, right, up, down, around • What is it? It's a ... • What are they? They are • Digraphs 'sh' and 'ee' • Word recognition (written form) based on: <ul style="list-style-type: none"> - shape of word - initial letter - sounding out of known letters and digraphs
NEW LANGUAGE	
<i>Production</i>	shark, park, telescope, sky, ground Adverbs (direction): left, right, up, down, around What are they...?

<i>Comprehension</i>	loudest, surprise, nasty, crow, home, glad
RECYCLED LANGUAGE	<p>They are ...</p> <p>What is it? It's a...</p> <p>Is it a..? Yes, it is./No, it isn't.</p> <p>classroom objects: pen, pencil, ruler, desk, rubber, book, school bag, pencil case, board, sharpener</p> <p>animals: dog, cat, duck, sheep, elephant, giraffe, bear, etc.</p> <p>parts of the body: hand, eye, ear</p> <p>toys: boat, train, ball, doll</p> <p>digraphs: 'oa', 'ch', 'ay'</p>
MATERIALS	Flashcards from the class set of flashcards, real school objects, storybook "Shark in the park" (http://tinyurl.com/zyt46nc), empty toilet rolls (to be brought by pupils), PowerPoint presentations from www.schools.ac.cy , soft ball, mini-whiteboards
TIME	3X40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils start with a song. They can sing a song they learnt about the days of the week or the song from the story 'Today is Monday.' The teacher has different flashcards with school objects in envelopes or realia placed in bags or boxes and asks pupils to guess what each envelope, or bag, contains, e.g.: <u>Example:</u> Teacher: What is it? Can you guess? Pupil: Is it a pen? Teacher: No, it isn't. Pupil: Is it a pencil?

Teacher: Yes, it is.

The teacher writes a model question and answer on the board (i.e. Is it a...? Yes, it is/No, it isn't).

- After the teacher shows how the activity works, volunteer pupils can be invited to lead the activity. They first look in the envelope or bag and then take questions from their classmates and respond appropriately.
- The teacher uses real school objects and presents them again to the pupils, this time asking 'What is it?' and writing a model question and answer on the board (What is it? It's a pencil.) S/he then shows two or three of the same object, asks "What are they?" and writes the model question and answer on the board (What are they? They are ...). Pupils repeat the question and answer. The teacher also highlights the plural –s ending of the noun (e.g. pencils).

The teacher continues with more school items. creating two rows on the board; one under 'What is it?', where the singular nouns are written and one under 'What are they?', where the plural nouns are written. The teacher also encourages pupils to repeat the question 'What are they?' after him/her or encourages them to make the question themselves.

Eventually there will be two columns on the board which might look like this:

What is it? It's a ...	What are they? They are ..
ruler	rulers
book	books
pen	pens
pencil	pencils

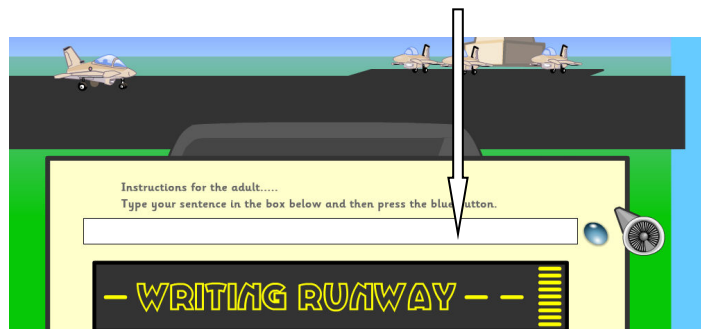
	<p>Pupils stand in a circle and play a ball game. The teacher says a noun (from any of the vocabulary thematic areas that have been taught until now, e.g. animals, fruit, classroom objects, body parts, etc.). S/he then throws the ball to a pupil who needs to form the plural form of the noun. The pupil then says another noun and throws the ball to another pupil who needs to form the plural form, and so forth.</p>
PRACTICE	<ul style="list-style-type: none"> • Pass the card: Pupils sit in a circle. The teacher gives pupils envelopes with school objects (some envelopes have only 1 object – e.g. a pencil – and some envelopes have many objects – e.g. three pencils). <p>Pupils sing one of the songs they know well while they pass the envelopes round from pupil to pupil. When the teacher says ‘stop’, pupils stop singing and passing the cards round. The teacher asks the pupils who are holding envelopes –in turns – to look in their envelopes and say if there is only one or many things inside. According to what each pupil says, the teacher encourages the rest of the pupils to ask in chorus either ‘What is it?’ or ‘What are they?’. The pupil then responds with ‘It’s a ...’ or ‘They are ...’ and shows the contents of the envelope to the rest of the class.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher writes the word ‘bee’ on the board and asks pupils to read the word out. If no pupil can read it out, the teacher reads it, explains its meaning and draws a bee on the board. S/he asks pupils to repeat the word. S/he then says the word again underlining the digraph ‘ee.’ <p>The teacher then writes the word tree on the board and asks pupils to read it. All pupils say the word ‘tree’ in chorus and the teacher draws a simple tree next to the word.</p> <p>A similar procedure is followed for the words sheep and feet.</p> <ul style="list-style-type: none"> • The teacher writes the letter –e- on the board and asks pupils to make the sound it makes. Pupils mention words that begin with ‘e’ (egg, elephant). S/he then draw their attention to the sound ‘e’ makes when it on its own, and how it changes when it becomes a double ‘ee’

PRACTICE

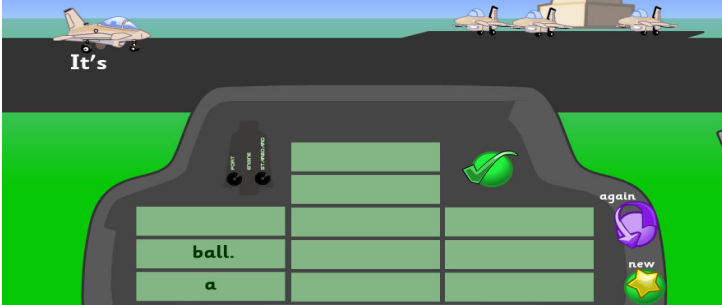
- The teacher writes the digraphs 'oa', 'ay', 'ch' and 'ee' on the board, encouraging pupils to make the sounds of each digraph.
- S/he then writes various words on the board (the words don't need to be known vocabulary) and asks pupils to identify if one of the sounds they learnt is in each word or not. If pupils think there is a known digraph in the word, they do a thumbs up and the teacher can encourage them to say which digraph it is and maybe sound out the word. If they think there is no digraph in the word, they do a thumbs down. Sample words to be used are:

sweet coat hay chin ray knee chop beep
boat

- Pupils work in pairs using their mini-whiteboards. The teacher spells out words and pupils write them on their whiteboards. Once the teacher finishes spelling a word, pupils raise their whiteboards to show what they wrote. They then try to sound the word out before the teacher writes it on the board for them to check their answers. Words that can be spelled out are those that have already been taught (e.g. days of the week, cat, dog, horse, apple, banana, orange, ball, doll, robot, boat, tomato, chicken, chips, fish, etc.).
- Pupils continue working with their mini-whiteboards. The teacher uses PowerPoint 1(lesson 1). Each slide has a task that pupils respond to by choosing options A, B or C. They write their answer on their whiteboards and share it with the class before the teacher reveals the correct answer.
- The teacher uses the interactive game at http://www.ictgames.com/writing_runway_v2.html S/he types a sentence in the white box.



S/he then presses the blue button and the sentence is mixed up. Pupils are invited to the board to put the

	<p>words in the right order. This is done by clicking the words and moving them to the runway. Once all the words are on the runway, pupils click on the green tick and, if the sentence is correct, the jet fighter takes off.</p>  <p>The teacher adds sentences to the game so that pupils practice the basic structures 'It's a.... ' and 'They are ...'. Sample sentences are the following:</p> <p>It's a toy. It's a boat. It's a tomato. It's a cat. They are dogs. They are apples. They are robots. etc.</p>
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activities 1, 2, 3 and 4 in their handouts.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson. • Find your partner: The teacher gives the pupils the cards found in the photocopyable materials. Half of the pupils have sentences with 'It's a ...' and the rest have sentences with 'They are ..'. Pupils move about the classroom to find their partners, i.e. the pupil that has the same sentence as them but in the plural or singular form. <p><i>Alternatively</i>, pupils play a fly swat game. The teacher writes various words on the board. Each word is written in plural and singular form. Pupils form two rows. The first pupil in each row is given a fly swat. The teacher calls out a word (e.g. apples). The first two pupils run to the board to 'hit' the right word. They then move to the back of the row and the fly swats are given to the pupils who are now standing at the front of the row.</p>

Note: Pupils are asked to bring empty toilet paper rolls for the next lesson.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• The teacher says words in singular form and pupils say the plural.• Pupils are divided into two groups. Pupils from each group take turns to say a word for the other group which needs to say the plural form. <p><u>Example:</u></p> <p>Pupil from group A: Pen</p> <p>Group B in chorus: Pens</p> <p>Pupil from group B: Cat</p> <p>Group A in chorus: Cats</p>
PRESENTATION	<ul style="list-style-type: none">• The teacher presents the words (left right, up, down, around) through actions in a ‘Simon says’ game. Pupils begin playing ‘Simon says’ with known instructions. The teacher then introduces new instructions which s/he demonstrates, e.g.: <p>Simon says touch your left ear.</p> <p>The teacher models the action and encourages pupils to copy her/him. S/he also encourages them to say ‘left ear’.</p> <p>Other instructions to help introduce left, right, up, down and around can be the following:</p> <p>Put your right hand up.</p> <p>Close your right eye.</p> <p>Stand on your left leg.</p> <p>Turn around.</p> <p>Look up.</p>

	etc.
PRACTICE	<ul style="list-style-type: none"> The teacher introduces a song with the new words (https://www.youtube.com/watch?v=2S340cmAaPQ). Pupils listen to the song and do the matching actions. Pupils sing the song along with the recording and do the matching actions.
PRE-STORYTELLING	<ul style="list-style-type: none"> The class puppet suddenly cries out and says s/he is scared. The teacher asks ‘what’s the matter?’ and the puppet says there is a shark in the classroom. The teacher explains what shark means and asks pupils to try and find it. S/he asks them to look to the left, look to the right, look up, look down. Eventually, the teacher finds the book and tells pupils the shark is in the book. Pupils sit in a circle. The teacher shows them the cover of the book and asks them what they can see. S/he reads the title and introduces the words shark, park and telescope. Pupils are encouraged to say whether they think there is a shark in the park and what they think the boy can see through his telescope.
WHILE-STORYTELLING	<ul style="list-style-type: none"> The teacher tells the story. S/he often pauses and asks pupils questions about the pictures and encourages them to guess what the boy can see through his telescope each time. <p>During the story the words ‘sky’ and ‘ground’ are introduced with the help of the illustrations and movements modeled by the teacher.</p> <p>The narration should be changed slightly to include the words ‘up’ and ‘down’, e.g.: ‘He looks up at the sky’, ‘He looks down at the ground’.</p> <p>Pupils are encouraged to do the actions as they are told in the story (e.g. look left when the boy looks left, look up when the boy looks up, etc.).</p>
AFTER STORYTELLING	<ul style="list-style-type: none"> The teacher asks the pupils if they liked the story. S/he asks them to say what they understood from the story and pupils can explain in L1. The teacher says that Timothy likes using his telescope

	<p>all the time and he can see many other things. S/he uses PowerPoint presentation ‘telescope’ found at www.schools.ac.cy and asks pupils to guess what Timothy can see through his telescope. Before even part of the image is revealed, when only the telescope appears on the slide, the teacher can encourage pupils to predict what Timothy will see next.</p> <ul style="list-style-type: none"> Pupils decorate the empty toilet paper rolls they brought and make their own telescopes. If there are pupils that didn’t bring any toilet paper rolls, they can make a telescope by rolling an A4 paper.
CLOSING ACTIVITY	<ul style="list-style-type: none"> Pupils sing the new song one more time.
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson. Pupils play a quick ‘Simon says’ game. The teacher focuses on instructions which use the new words (left, right, up, down, around).

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> Pupils sing the song they learnt last time https://www.youtube.com/watch?v=2S340cmAaPQ. The teacher writes various known words on the board. Each time s/he writes a new word, s/he encourages pupils to read it out. <p>Pupils hold their telescopes and they play ‘I spy with my little eye..’. The teacher says ‘Look at the board. I spy with my little eye something beginning with a “p”. What is it?’ . Pupils use their telescopes to check the board and find a word which begins with ‘p’.</p> <p>The teacher can guide the pupils to look elsewhere too, e.g.:</p> <p>Look in your bag. ? I spy with my little eye something beginning with “b”. What is it?</p> <p>Look down, on the floor. I spy with my little eye something</p>

	beginning with “b”. What is it?
PRE-STORYTELLING	<ul style="list-style-type: none"> The teacher asks pupils if they remember the story they read last time and if they remember the name of the boy (Timothy) and where he looked every time with his telescope (up at the sky, down to the ground, to the left, left, right, all around).
WHILE-STORYTELLING	<ul style="list-style-type: none"> Pupils sit in a circle. The teacher tells the story again, this time encouraging more participation from the pupils. <p>Pupils can also hold the telescopes they made and pretend being Timothy while the teacher is telling the story. They do the appropriate actions while saying the words ‘up at the sky’, ‘down to the ground’ ‘left’ ‘right’ and ‘all around’. Pupils can also be encouraged to say ‘There’s a shark in the park!’.</p>
AFTER STORYTELLING	<ul style="list-style-type: none"> Volunteer pupils take turns to come to the front of the circle with their telescopes. They look through their telescopes and the rest of the class try to guess what they are looking at by asking ‘Is it a ...’. The pupils leading the activity reply with ‘Yes, it is.’ or ‘No, it isn’t.’. Pupils return to their seats. The teacher tells the pupils that Timothy is still playing with his telescope. They listen to the teacher and do activity 5 in their handout, where they match the things Timothy Pope sees. <p>The transcript is as follows:</p> <p><i>Timothy Pope, Timothy Pope is looking through his telescope. And this is what he sees: “There’s a cat in the car”.</i></p> <p><i>Timothy Pope, Timothy Pope is looking through his telescope. And this is what he sees: “There’s a bear on the chair”.</i></p> <p><i>Timothy Pope, Timothy Pope is looking through his telescope. And this is what he sees: “There’s a snake on the cake”.</i></p> <p><i>Timothy Pope, Timothy Pope is looking through his telescope. And this is what he sees: “There’s a dog in the box”.</i></p>
PRESENTATION	<ul style="list-style-type: none"> The teacher writes the word “shark” on the board and asks pupils to read it out. S/he underlines or writes in different colour the letters sh. The teacher asks the pupils if they notice the sound the two letters make when they are together. <p>S/he writes the letters ‘s’ and ‘h’ separately and asks pupil to make the sounds of the letters. Then s/he writes the letters together and pupils make the new sound ‘sh’.</p> <p>The teacher writes other words with the same digraph and asks pupils to sound them out (e.g. sheep, fish, shop, ship). Words</p>

	that are sounded out but are not known to the pupils are explained by the teacher.
PRACTICE	<ul style="list-style-type: none"> The teacher teaches the pupils the following chant, which s/he writes on the board. The chant is found at www.schools.ac.cy Sh, sh, shark in the park! Sh, sh, the shark is black. Sh, sh, shark in the park! Sh, sh, Run! Run! Pupils say the chant along with the teacher. The teacher points to each word as the pupils say the chant.
PRODUCTION	<ul style="list-style-type: none"> Pupils do activities 6 and 7 in their handouts.
CLOSING ACTIVITY	<ul style="list-style-type: none"> Pupils are introduced to the following song https://www.youtube.com/watch?v=LFsVrQ65JuE&nohtml5=False The song works with ‘left’ and ‘right’ but also uses recycled vocabulary and involves pupils in a game, as it gives instructions and often tries to confuse them.
EVALUATION	<ul style="list-style-type: none"> Evaluation is ongoing and takes place throughout the lesson.
PORTFOLIO	<ul style="list-style-type: none"> Pupils include the new story they read and the new songs they learnt in their portfolio (pages 26 - 27). Pupils can be audio or video recorded saying the chant or singing one of the songs and use it as evidence for targets A1 Listening: Μπορώ να κατανοήσω ένα απλό τραγούδι που έμαθα and A1 Speaking: Μπορώ να τραγουδήσω ένα απλό τραγούδι ή ρυθμικό ποίημα. A recording of the children while they are playing a guessing game can also be used as evidence for target A1 Talking to Other People: Μπορώ να ρωτήσω και να απαντήσω για την ονομασία διαφόρων αντικειμένων (to be added as an additional goal in the provided area) A recording of the pupils while playing ‘Simon says’ can be used as evidence for the target A1 (Listening): Μπορώ να κατανοήσω τις οδηγίες του δασκάλου μου.

YEAR 2 - PART B - UNIT 4

1. Circle the words that have 'ee'.

sheep feet egg pencil
cat elephant giraffe six
keep meet knee

2. Write the words in small letters:

PEN _____ NOSE _____

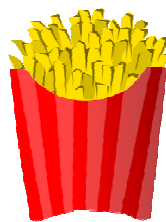
DUCK _____ GIRL _____

EGG _____ TREE _____

3. Circle the right word.



tree
aeroplane
bicycle



soup
milk
chips



milk
ice cream
egg



car
teddy bear
train

4. Make a sentence.

a

car.

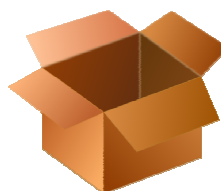
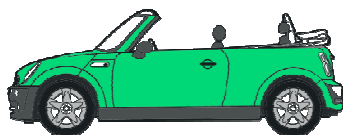
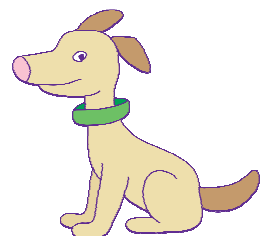
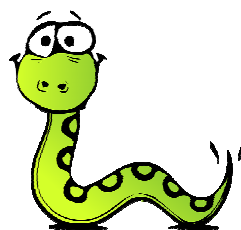
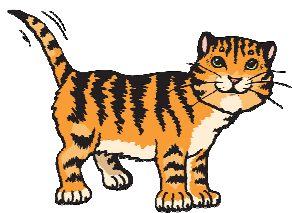
It's

They

cats.

are

5. Listen and match.



6. Circle 'sh'.

shoe

sharpener

snake

sheep

shark

fish

ship

desk

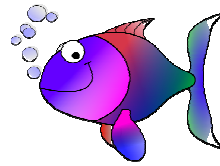
7. Complete.



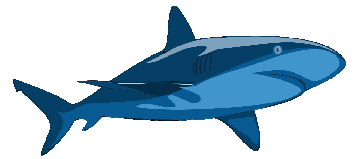
__arpener



__eep



fi__



__ark

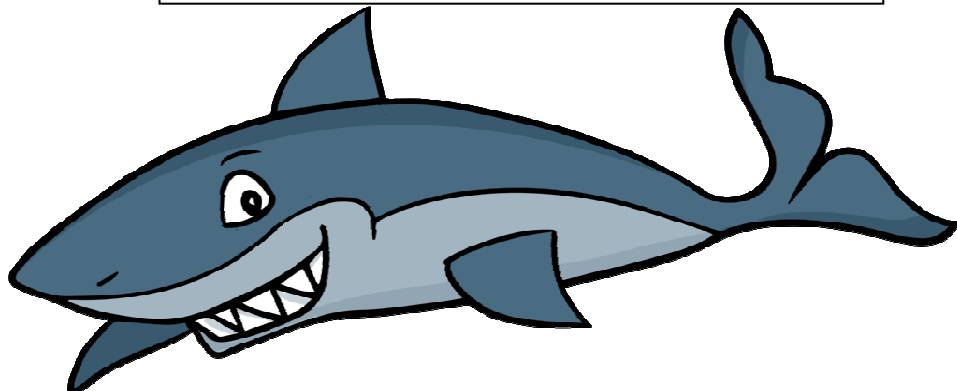
8. Say the chant!

Sh, sh, shark in the park!

Sh, sh, the shark is black.

Sh, sh, shark in the park!

Sh. sh Run! Run!



Photocopiable materials: Find your partner

It's a pen.	They are pens.
It's a dog.	They are dogs.
It's a boat.	They are boats.
It's a cat.	They are cats.
It's a doll.	They are dolls.
It's an apple.	They are apples.
It's a robot.	They are robots.
It's a car.	They are cars.
It's a train.	They are trains.
It's a ball.	They are balls.