

## YEAR 2 – PART B – UNIT 6

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• orally identify and name the colours taught so far.</li> <li>• recognize the written form of at least 5 colours (e.g. red, blue, yellow, orange, green)</li> <li>• identify parts of a house.</li> <li>• name at least 3 parts of a house</li> <li>• recognize the sound out of the diphthong “oo”</li> <li>• read simple words that include “oo”.</li> </ul>
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> <li>• come into contact with foreign children’s literature (Winnie the witch by Valerie Thomas and Korcky Paul)</li> </ul>
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• predict information.</li> <li>• understand a story using visuals to support their comprehension.</li> <li>• use knowledge about alphabet sounds to read simple unknown words.</li> </ul>
<u>SUCCESS INDICATORS</u>	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> <li>• <u>Listening:</u> <ul style="list-style-type: none"> <li>-To identify and respond to new sounds, rhymes and rhythms</li> <li>-To respond to simple instructions</li> <li>-To comprehend simple questions on topics they have been taught</li> </ul> </li> <li>• <u>Speaking:</u> <ul style="list-style-type: none"> <li>-To be able to sing songs and say chants in the foreign language</li> <li>-To respond to simple questions on known topics</li> </ul> </li> <li>• <u>Reading:</u> <ul style="list-style-type: none"> <li>-To recognize and sound out groups of letters</li> <li>-To recognize the written form of words they have already been taught</li> <li>-To recognize the written form of very simple words they haven’t been taught.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chants</li> <li>• Storytelling activities (stage 1)</li> <li>• Colours</li> <li>• Parts of a house</li> <li>• It’s+colour</li> <li>• Digraph “oo”</li> <li>• Word recognition (written form) based on:               <ul style="list-style-type: none"> <li>- shape of word</li> <li>- initial letter</li> <li>- sounding out of known letters and digraphs</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• <u>Writing:</u> -To be able to copy words</li> <li>• <u>Learning Strategies:</u> -To use gestures and facial expressions to make and to convey meaning</li> <li>• <u>Intercultural Awareness:</u> To enjoy the sounds of other languages</li> </ul>	
<b>NEW LANGUAGE</b>	
<i>Production</i>	<ul style="list-style-type: none"> <li>• roof, door, window, garden</li> </ul>
<i>Comprehension</i>	<ul style="list-style-type: none"> <li>• stairs, chair, carpet, bed, house, bath, floor</li> </ul>
<b>RECYCLED LANGUAGE</b>	<ul style="list-style-type: none"> <li>• It's + colour</li> <li>• Colours: red, yellow, blue, green, brown, black, white, purple, pink, orange</li> <li>• Classroom objects: e.g. pen, pencil, book, pencil case, rubber, ruler</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Flashcards for colours (e.g. from school sets for years 1 and 2)</li> <li>• Storybook "Winnie the witch"</li> <li>• PPT presentations found at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a></li> </ul>
<b>TIME</b>	3X40 minutes

## LESSON 1

<b>PROCEDURE</b>	
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• Pupils sing the rainbow song (taught in year 1 and can also be found here <a href="https://learnenglishkids.britishcouncil.org/en/songs/i-can-sing-rainbow">https://learnenglishkids.britishcouncil.org/en/songs/i-can-sing-rainbow</a> ) or any other song they know that includes colours.</li> <li>• The teacher holds a "magic wand". S/he tells pupils that with his/her magic wand s/he can change the colour of different things. S/he then tells the pupils that she will show them a picture of a cat and then by</li> </ul>

	<p>using his/her magic stick the colour of the cat will change. The teacher uses the Power Point Presentation (Lesson 1-Presentation) available at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> and says “Abra cadabra, make the cat...”. When the teacher changes the slide (trying to do it without the pupils noticing) the cat will change colour. Each time the teacher asks the pupils what colour they think s/he will make the cat.</p> <ul style="list-style-type: none"> <li>• The teacher uses the colour flashcards (from the flashcard sets for years 1 and 2) and puts them on the board. Each time a flashcard is placed on the board, pupils say the colour and the teacher writes it next to the flashcard.</li> </ul>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>• Pupils repeat the colours silently, loudly, happily, sadly, etc.</li> <li>• The teacher removes the flashcards and pupils read the colour words on the board.</li> <li>• The teacher numbers the words. S/he then calls different numbers and pupils read out the matching colour word.</li> <li>• Pupils play ‘I spy...’. The teacher says ‘I spy with my little eye something beginning with (adds the first letter of a word). The pupils try to find which word their teacher is spying. Pupils can also take turns to lead the ‘I spy ..’ game.</li> </ul> <p>The teacher can also add variation to the game and use the last letters, e.g. ‘I spy with my little eye something ending with ...’.</p> <ul style="list-style-type: none"> <li>• The teacher distributes the flashcards with the colours to pupils and they place them back on the board next to the appropriate word.</li> </ul>
<b>PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils play Bingo with the colours of the Listen Look and Learn activity in their Activity Books (Activity 1).</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils do Activities 2, 3 and 4 in their Books.</li> </ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• The teacher writes the word “book” on the board and underlines the “oo”. S/he reads out the word and asks pupils to notice the sound. Then s/he writes “o” and pupils say the name of the letter and the sound. Then the teacher tells the pupils that when we have two “o”s together we have a new sound. Pupils are asked to say this new sound i.e. “ou”.</li> <li>• Pupils are asked if they know more words that include this sound. The teacher adds on the board words that include “oo” e.g. “zoo, foot, food, kangaroo, look, good” and asks pupils to read them by using the new sound.</li> </ul>
<b>PRACTICE</b>	<ul style="list-style-type: none"> <li>• Pupils do activities 5 and 6 in their books</li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Swat: The teacher writes on the board words that include colours and easy words that include the diphthong “oo”. Pupils stand in two rows and the teacher calls out words. The pupil who is standing first in each row runs to the board and touches the word called out by the teacher.</li> </ul>

## LESSON 2

<b>PROCEDURE</b>	
<b>PRESENTATION</b>	<ul style="list-style-type: none"> <li>• The teacher uses a large piece of paper, sticks it on the board and makes a square on it. S/he then asks the pupils to come in turns and draw the parts of the house that the teacher says. The teacher focuses on the words roof, door, window, garden and helps each pupil that comes out by miming/gesturing the meaning of the word. After each item is drawn, the teacher encourages pupils to repeat the word and then writes the word and labels the drawing.</li> <li>• The teacher draws pupils’ attention on the word “roof” and reminds them of the diphthong they learnt in the previous lesson. Pupils are then asked if they notice another word on the board written in the same way (i.e.door). The teacher explains to the pupils that</li> </ul>

	<p>sometimes the “oo” is pronounced differently.</p> <ul style="list-style-type: none"> <li>• The teacher writes on the board different words including different sounds that pupils learnt in the previous units. Pupils are asked to try and read the words and when they read a word that includes “oo” they jump up.</li> </ul>
<p><b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• The teacher shows the Power Point Presentation (Lesson 2-Practice) available at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a>. Pupils look at the first slide and the teacher asks them about the house (e.g. What colour are the windows? What colour is the roof? Etc).</li> <li>• Pupils play a memory game with the rest of the slides of the presentation. Each time the teacher shows a slide s/he asks the pupils to look at it for a while and then takes it away. Pupils are asked to remember the details of the picture and answer the teacher’s questions.</li> <li>• Pupils do activity 8 in their Starter Books. They are asked to listen to the teacher and colour the different parts of the house. The instructions could be as follows:   Colour the roof red.   Colour the windows blue.   Colour the door orange.   Colour the garden green.   What a beautiful house.</li> <li>• The teacher shows the PPT presentation again and pupils discuss the houses. They say which house they like and in the last slide the teacher asks the pupils who they think this house belongs to. Pupils say their ideas and then the teacher tells them that this is a witch’s house. S/he explains the word witch by using miming, gestures or a picture.</li> </ul>

<p><b>PRE-STORYTELLING STAGE</b></p>	<ul style="list-style-type: none"> <li>• The teacher tells the pupils that s/he is going to tell them a story about a witch, her house and her cat.</li> <li>• Pupils sit in a circle and the teacher shows them the cover of the book. Pupils say what they think the book will be about. At this point, ideas can also be expressed in their L1.</li> </ul>
<p><b>WHILE-STORYTELLING STAGE</b></p>	<ul style="list-style-type: none"> <li>• The teacher tells the story to the pupils. S/he stops at different points and asks the pupils questions about the pictures and what they think will happen next (e.g. what colour do you think she will make the cat this time?).</li> </ul>
<p><b>AFTER-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• The teacher asks pupils if they liked the story.</li> <li>• The teacher asks pupils to remember the different colours Winnie made her cat. S/he encourages pupils to remember them in the order they are mentioned in the story.</li> <li>• Pupils talk about Winnie’s house and what colours Winnie could use in her house, e.g. for the windows, doors and roof.</li> <li>• Pupils do activity 9 in their Starter Books. They draw Winnie’s house and colour it in different colours. The teacher goes around the classroom and asks pupils what colours they have used in their drawings.</li> </ul> <p>Example:</p> <p>Teacher: What’s this?</p> <p>Pupil: It’s a window.</p> <p>Teacher: What colour is it?</p> <p>Pupil: It’s blue</p> <p>Pupils are encouraged to label their drawing with words they know and they can copy from the board (window, roof, door).</p>
<p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place throughout the lesson.</li> <li>• Learning conversation takes place during the last activity focusing on the new vocabulary</li> </ul>

### LESSON 3

#### PROCEDURE

##### REVIEW - PRE- STORYTELLING

- Pupils present the houses they made for Winnie in the previous lesson. The teacher helps them in their presentations by asking them questions (e.g. What colour is the roof?)

Example:

Teacher: What a beautiful house. What colour is the roof?

Pupil: It's yellow.

Teacher: What colour is the door?

Pupil: It's green

etc

- The teacher teaches the pupils the following jazz chant:

*Winnie and her cat  
Winnie and her cat  
What colour is the cat?  
It's black  
It's green  
It's yellow  
It's black!  
Winnie and her cat!*

- Pupils say the chant and clap their hands. At the same time, the teacher holds colour flashcards and at the end of the chant the teacher shows a different colour. Pupils are asked to end the chant with the colour that the teacher shows.
- Alternatively, for stronger learners, the teacher can show different colours and pupils change the whole chant according to the colour shown by the teacher.

<p><b>WHILE-STORYTELLING</b></p>	<ul style="list-style-type: none"> <li>• The teacher tells the story again to the pupils. Pupils are asked to participate by remembering the colours that are mentioned each time, identifying objects in the pictures and predicting what is going to happen next.</li> </ul>
<p><b>AFTER-STORYTELLING-PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• The teacher shows the Power Point Presentation (Lesson 3) available at <a href="http://www.schools.ac.cy">www.schools.ac.cy</a> to the pupils. S/he asks them to look at each slide and then s/he makes sentences and pupils are asked to find which house the teacher is talking about. The teacher can make more than one sentences for each slide.</li> <li>• Pupils do Activity 10 in their Books. They are asked to listen and find the right house.</li> </ul> <p>Transcript:</p> <p>Mim is a witch. This is Mim’s house. The windows are blue. The roof is red. Look at the garden. It’s very beautiful. There are three green trees in the garden. Oh look! There is a red chair in the garden too.</p> <ul style="list-style-type: none"> <li>• Note: If there is time, pupils can watch the animated story of Winnie the Witch found at <a href="https://www.youtube.com/watch?v=3jO5Omszt74">https://www.youtube.com/watch?v=3jO5Omszt74</a></li> </ul>
<p><b>EVALUATION</b></p>	<ul style="list-style-type: none"> <li>• Evaluation is ongoing and takes place throughout the lesson.</li> <li>• The teacher can describe a house and pupils prepare the drawing on a piece of paper.</li> </ul>