

Grade

2

# Unit 2

## Finish the chant



**Skill focus:** Listening and speaking

**Lesson objectives:** To predict the next part of a chant

**Description:**

This activity is a chant. It is a fun way to help learners recycle words about family members. Learners must guess and finish the chant. This is easy because the chant has an easy pattern. Learners can predict how to finish it.

**Materials:** carton flashcards of: a mother, a father, a boy, a girl, grandfather, grandmother, baby

**Benefits:**

During this lesson Ps will:

- Review family vocabulary
- chant
- mime being different family members

Timings	Stages	Interactions
10 mins	<p><b>Pre task</b></p> <ol style="list-style-type: none"> <li>1. Review keywords about family: father, mother, brother, sister. Add: grandmother, grandfather, big/little sister and big/little brother.</li> <li>2. To review, display family flashcards and elicit who they are.</li> <li>3. Say, <i>Listen</i> and start the chant 'This is me, I'm with my mother'. Point to flashcard of mother (repeat with other family members).</li> <li>4. Say, <i>Listen and repeat</i>. (Do Step 3 again, but Ps repeat after you.)</li> <li>5. Thank and praise the Ps in your own way.</li> </ol>	T – Ps
20 mins	<p><b>Main task</b></p> <ol style="list-style-type: none"> <li>1. Stand next to a flashcard and chant, <i>This is me, I'm with my ...</i> (put your hand next to your ear, so that Ps know to finish the chant, e.g. if you stand next to 'brother', Ps should say 'I'm with my brother').</li> <li>2. Repeat Step 1 until you have covered all four family members.</li> <li>3. Revise grandmother, grandfather and baby.</li> <li>4. Drill whole-class chant, using seven flashcards.</li> <li>5. Display mother and father flashcards together.</li> <li>6. Chant, <i>This is me, I'm with my mother AND father</i>.</li> <li>7. Drill whole-class chant, using flashcards in pairs.</li> </ol> <p><b>NOTE:</b> You can make this activity really funny by adding more and more of the flashcards so that the Ps have to remember as many of the names as they can!</p>	T – Ps
10 mins	<p><b>Post task</b></p> <ol style="list-style-type: none"> <li>1. Call three Ps to the front of the class (from the back, middle and front of class). Make sure the whole class can see.</li> <li>2. Put the father, boy, grandfather, baby flashcards together (in a boys' school).</li> </ol> <p><b>NOTE:</b> Put mother, girl, grandmother, baby flashcards together in a girls' school.</p> <ol style="list-style-type: none"> <li>3. Without the rest of the class hearing, say to Ps, Act like one of them (use Arabic if difficult). Example, one P acts like a 'grandfather'.</li> <li>4. Stand next to the P role playing and chant, <i>This is me, I'm with my ...</i></li> <li>5. Repeat with other family members.</li> <li>6. Repeat with two family members and focus on using the word 'and'.</li> <li>7. Say, <i>Bye, class</i>.</li> </ol> <p>Encourage class to say, <i>Bye</i>.</p>	Ps - Ps

**Assessment:** Select areas of the class to assess at one time. This is part of continual, formative assessment. Take note of Ps who may be struggling to conceptualise numbers and sounds. At this age, Ps are still developing the concept of numbers and sounds in language, made more challenging by learning two languages at the same time.

Practical, authentic, whole-class assessment:

1. Work with a group at a time. Give each P a flashcard of a family member and get the P to say the name of the family member.