

Grade

2

Unit 2

How many



Skill focus: Speaking

Lesson objectives: to use 'How many ...?' with family members

Description

In this activity Ps will have to reorder words into questions that they then have to ask answer with their classmates. This lesson provide an excellent opportunity for Ps to practise talking about how many family members they have.

Materials: word cards made from carton: How / many / brothers / sisters / have / you / got / ?

Family flashcards; number cards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Benefits:

During the activity Ps will:

- practise using how many...
- review numbers and family vocabulary
- develop their problem-solving skills
- will work in groups

| Timings | Stages | Interactions |
|---------|--|--------------|
| 10 mins | <p>1. Use gestures for pupils to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage pupils to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre task</p> <p>3. Review family members. You can repeat the chant activity 'Finish the chant' ('This is me, I'm with my').</p> | T - Ps |
| 20 mins | <p>Main task</p> <p>1. Invite eight Ps to the front of the class. Hand out a word card to each and get them to face the rest of the class. The word cards will be out of order.</p> <p>NOTE: Constructing language and noticing features such as capital letters and punctuation marks will help the Ps actively develop their own understanding of English.</p> <p>2. Say, <i>Look at the words. What word comes first?</i></p> <p>3. Praise any P who says 'How'. Put the P holding the word 'How' on the far left.</p> <p>NOTE: You may want to use Arabic to ask the class why the word 'How' goes first. Praise any P who says it is because it has a capital letter.</p> <p>4. Say, <i>What goes last?</i></p> <p>5. Praise any P who says the question mark is at the end.</p> <p>NOTE: You may want to use Arabic to ask the class why the punctuation mark '?' goes last. Praise any P who says it is because it is a question.</p> <p>6. Say, <i>What word goes after 'How'?</i></p> <p>7. Praise any P who says 'many'.</p> <p>8. Put the P holding the 'many' card next to 'How'.</p> <p>9. Say, <i>How many ...?</i> Encourage the Ps to look at the remaining word cards and guess.</p> <p>10. Praise any P who says either 'brothers' or 'sisters'.</p> <p>11. Get the class to read the words, <i>'How many brothers/sisters ...?'</i></p> <p>NOTE: If the Ps have got a coursebook, encourage the Ps to check the word order in their books. If not, don't make it any more of a guessing game. The important parts are noticing the capital letter and the question mark for a Grade 2 P.</p> <p>14. Complete the question with the word cards.</p> <p>15. Drill the whole class using the word cards.</p> <p>16. Say, <i>How many brothers have you got?</i> to a P. Accept any reasonable answer which is a number.</p> <p>NOTE: You do not have to have a complete answer. That is not authentic spoken language.</p> <p>17. Repeat, asking two other Ps around the class.</p> <p>18. Repeat Steps 15-16, with <i>'How many sisters have you got?'</i></p> | P - P |
| 10 mins | <p>Post task</p> <p>1. Set up a circle drill. Invite four Ps to the front of the class. Stand in the circle and turn to the P on your left.</p> <p>2. Say, <i>How many brothers have you got?</i> Wait for the P to answer with a number.</p> <p>3. Gesture that P to turn to the P on their left and asks the question.</p> <p>4. Repeat until the question returns to you.</p> <p>5. Repeat Step 2-4 with <i>'How many sisters have you got?'</i></p> <p>6. Put the class into groups of four or five and start circle drill.</p> <p>7. Monitor and support.</p> <p>8. Say, <i>Bye, class</i>.</p> <p>1. Encourage class to say, <i>Bye</i>.</p> | P - P |

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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 and monitor as they do the circle drill.