

Grade

2

# Unit 2

## Writing about daily routines



**Skill focus:** Writing

**Lesson objectives:** To write about daily routines

**Description:**

During this lesson Ps will mime, write and play bingo to help them practise the vocabulary for daily routines.

**Materials:** Picture cards for daily routines: digital clock; bed; breakfast food; school  
Number cards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Word cards for daily routines: I / wake / up / at / o'clock / . / ; I / eat / breakfast / at / o'clock / . / ; I / go / to / school / at / o'clock / .

**Benefits:**

During the activity Ps will:

- review vocabulary to talk about routines
- work in groups
- practise their letter formation at a word level
- co-create learning materials

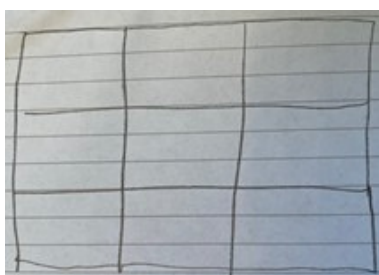
Timings	Stages	Interactions
10 mins	<p>1. Use gestures for pupils to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage pupils to stand up and say, <i>Hello, teacher</i>.</p> <p><b>Pre task</b></p> <p>3. Review routines.</p> <p>NOTE: Display the word cards to help the Ps answer.</p> <p>4. Ask different Ps in class, <i>What time do you wake up?</i> + mime.</p> <p>NOTE: This is a new question. They do not need to see it written.</p> <p>5. Repeat for other routines: <i>What time do you eat breakfast?</i> +mime. <i>What time do you go to school?</i> + mime.</p>	T - Ps
20 mins	<p>Main task</p> <p>1.Put Ps into groups of fours.</p> <p>2.Draw a bingo grid (see picture 1 below).</p> <p>3.Display the following word cards: wake up, breakfast, school.</p> <p>NOTE: The bingo grid needs to be big enough to put the word cards into it.</p> <p>4.Model what you want the Ps to do with an example. Copy the words into the bingo grid. You need to copy each word three times (see picture 2 below).</p> <p>NOTE: If you think that the Ps will take too long to copy these words onto a grid, you could prepare one for each group of four Ps, with four spaces blank so that they only have to complete one each (see picture 3 below). It doesn't matter if they want to write duplicate words. What matters is that they are working together.</p> <p>5.Put the word cards on the desk face down and shuffle them around.</p> <p>6.Invite a P to turn a card over and read it out to the class.</p> <p>7.On the BINGO grid on the chalkboard, put a tick next to the word.</p> <p>8.Repeat Step 5 until you have three words in a row either horizontally, diagonally or vertically. Shout out BINGO (see picture 4 below).</p> <p>9.Say, <i>It's your turn!</i> Make sure the Ps understand how to play. Ask them in Arabic to tell you what they have to do.</p> <p>10.Monitor to make sure the Ps understand what to do.</p> <p>11.Repeat Steps 4–6 until a group calls out BINGO. Check their answers.</p> <p>12.Praise the group.</p> <p>NOTE: Depending on the time, you could play BINGO again with the same materials. Just get Ps to mark their cards with an 'x'.</p>	T-Ps  Ps-Ps
10 mins	<p>Post task</p> <p>1.Say, <i>Let's play a game. Listen and write the letter</i>. Model what you want the Ps to do with an example.</p> <p>2.Say, <i>/b/</i> (sound, do not say the name of the letter). Encourage the Ps to write the ascender letter 'b' in their copybooks. Get the Ps to hold up their copybooks so that you can check.</p> <p>3.Praise the Ps who wrote the letter correctly. Invite a P to write the letter 'b' on the chalkboard.</p> <p>4.Say, <i>Look at the board. What word starts with sound /b/?</i></p> <p>5.Praise any P who says '<i>breakfast</i>'.</p> <p>6.Repeat with sounds <i>/w/</i> and <i>/u/</i> (wake up); <i>/s/</i> (school).</p> <p>7.Say, <i>Bye, class</i>.</p> <p>8.Encourage class to say, <i>Bye</i>.</p> <p>NOTE: Ps need continual practise in linking letters and sounds. Focus on the initial sounds, as this will help with remembering the words.</p>	T-Ps  P-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 letter formation. At this age, Ps are still developing the English language, made more challenging by learning two languages at the same time.

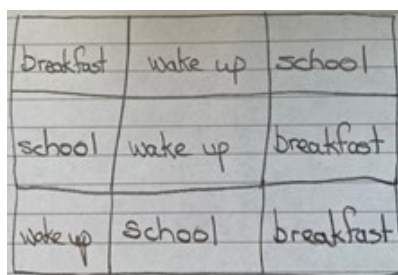
Practical, authentic, whole-class assessment:

1. Work with a group at a time and dictate different sounds to them. Check that they are writing the ascenders (b,d,f,h,k,l,t) and descenders (g,j,p,qu,y), and that all the letters between lines 2 and 3 have the same size (a,c,e,i,m,n,o,r,s,u,v,w,x,z).

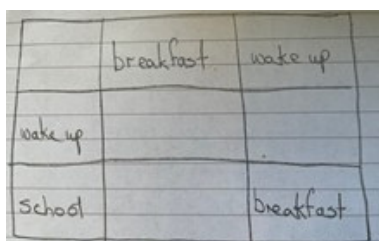
**Picture 1**



**Picture 2**



**Picture 3**



**Picture 4**

