

Grade

2

Unit 3

Action verbs

**Skill focus:** listening**Lesson objectives:** linking verbs to meaning**Description:**

This lesson uses a total physical response to help Ps consolidate their understanding of action verbs in a fun and engaging way. Ps will be miming, playing 'teacher says' and 'I say, you do'.

Materials: realia – a ball, a plant; flashcard of a ball, a plant in a pot showing stem and flower, pair of scissors, bottle of water; Ps as the resource**Benefits:**

During this lesson Ps will:

- consolidate their understanding of action words
- use their bodies to demonstrate the actions
- play the game 'teacher says'

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> 1. Use gestures for Ps to stand up. Say, <i>Hi, class.</i> 2. Encourage pupils to stand up and say, <i>Hello, teacher.</i> <p>Pre task</p> <ol style="list-style-type: none"> 3. Show a ball or crunch up a scrap piece of paper. 4. Say, <i>Listen. Catch.</i> Mime catching a ball. 5. Repeat Step 4 with words 'kick', 'throw', 'stand' + mime. 6. Say, <i>Let's play a game. Teacher says throw.</i> 7. Encourage the Ps to mime throwing something. 8. Repeat Step 6 with 'stand', 'kick', 'catch'. 	T – Ps
20 mins	<p>Main task</p> <ol style="list-style-type: none"> 1. Show flashcard of plant or real plant in a pot. 2. Show pair of scissors. 3. Say, <i>Listen. Cut.</i> Mime cut with your fingers. 4. Repeat Steps 1–3: water = with bottle of water and miming watering the plant; grow = mime plant growing OR crouch down and slowly stand up. <p>NOTE: Water is both a noun (bottle of water to drink) and a verb (to water a plant). I've not included the word 'plant' because it is also a noun and a verb, and it will be too confusing for the Ps.</p> <ol style="list-style-type: none"> 5. Say, <i>Let's play a game. Teacher says cut.</i> 6. Encourage the Ps to mime 'cut' with their fingers. 7. Repeat Step 5 with 'water', 'grow'. 8. Praise the Ps. 9. Say, <i>Let's play Teacher says with all the words.</i> <p>NOTE: You may need to remind the Ps about the rules of the games. When they hear 'Teacher says', they follow the instructions. If they don't hear 'Teacher says', they don't follow the instruction.</p> <ol style="list-style-type: none"> 10. Repeat Step 5 with words: catch, throw, stand, kick, cut, water, grow. 	T – Ps
10 mins	<p>Post task</p> <ol style="list-style-type: none"> 1. Say, <i>Let's play a game. I say, you do. I see something beginning with the sound /c/.</i> 2. Praise any P who mimes 'catch'. If no P understands, say, cccccc catch and mime catching; kkkk kick and mime kicking; cccc cut and mime cutting. 3. Repeat Step 1 with /th/ throw, /g/ grow, /w/ water, /s/ stand. 4. Ask for volunteers to be the teacher. The Ps can either play the Teacher says game or mime and the class calls out the action. 5. Say, <i>Bye, class!</i> 6. Encourage class to say, <i>Bye.</i> 	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 word order. 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 one area of the class at a time and note down any P/Ps who are having problems understanding the actions.