

Grade

2

Unit 4

Animal skills



Skills focus: speaking

Lesson objectives: to say if animals and people can or can't do actions; chant about what animals can do.

Description

During this lesson Ps will get a lot of opportunity to practise saying what animals can and can't do. They can also become the teacher in this lesson, which is a fun way to develop their speaking.

Materials: Flashcards: monkey, snail, fish, cow, cat, crocodile.

Benefits:

During the lesson Ps will:

- say if an animal can/can't do particular actions
- identify actions two animals can/can't do
- develop their noticing skills
- work in groups.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> Use gestures for Ps to stand up. Say, <i>Hi, class.</i> Encourage Ps to stand up and say, <i>Hello, teacher.</i> <p>Pre task</p> <ol style="list-style-type: none"> Display the animal flashcards around the room on the walls. Say, <i>Let's play a game. I point and mime, you say 'Yes, it can'/'No, it can't.'</i> Model what you want the Ps to do with an example. Drill whole class, thumbs-up action and Yes, it can. Drill whole class, thumbs down, No, it can't. Point to the flashcard of a monkey and mime flying. Encourage the Ps to do thumbs down and say, <i>No, it can't!</i> Repeat with bird and mime flying. Encourage the Ps to do thumbs up and say, <i>Yes, it can!</i> 	T – Ps
20 mins	<p>Main task</p> <ol style="list-style-type: none"> Display two flashcards together, e.g. fish and crocodile. Point to each one and show two fingers. Say, <i>Can THEY (show two fingers) fly (mime)?</i> Encourage the Ps to do a thumbs down and say, <i>No, THEY can't.</i> Say, <i>Can THEY (show two fingers) swim (mime)?</i> Encourage the Ps to do a thumbs up and say, <i>Yes, THEY can.</i> <p>NOTE: Help the Ps to notice language differences by emphasising the stress. Ps of Grade 2 do not need a grammar explanation.</p> <ol style="list-style-type: none"> Repeat with: cat and cow + walk; monkey and cat + climb; cow and crocodile + fly and anything else you would like to say. Say, <i>Who wants to be the teacher?</i> Invite a volunteer(s) to the front of the class. Encourage the P to put two flashcards together and ask a question using 'Can THEY (showing two fingers) + verb (mime)?' <p>NOTE: The P might choose two animals and one can do the action and the other can't. Don't say anything. Wait until the rest of the Ps challenge them. Discuss this in Arabic, that one of these animals can and the other can't, e.g. cat and birds can fly. You are providing the Ps an opportunity to think and speak.</p> <ol style="list-style-type: none"> Put Ps into groups. Give each P in the group a number: 1 to 4. Say, <i>All no. 1s, put your hands up.</i> Repeat with other numbers. Say, <i>No. 3s, you are the teacher.</i> <p>NOTE: just say the names of the animals and mime.</p> <ol style="list-style-type: none"> Monitor and support. 	P - Ps
10 mins	<p>Post task</p> <ol style="list-style-type: none"> Say, <i>Who wants to be the teacher?</i> Invite a volunteer(s) to the front of the class. Encourage the P to put two flashcards together and ask a question using 'Can THEY (showing two fingers) + verb (mime)?' Say, <i>Bye, class.</i> 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 say words. 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 listen to the Ps ask the questions and **answer**.