

Grade

2

Unit 4

Can, Can't



Skill focus: listening and speaking

Lesson objectives: to practise using can and can't.

Description:

This is a great lesson to review can and can't using animals. Ps will mime, and use hand gestures to demonstrate their understanding of what animals can and can't do.

Materials:

Flashcards / realia: scissors, car, tree, nest, birds, monkey, snail, fish, cow, cat, crocodile.

Benefits:

During this lesson Ps will:

- review animal vocabulary and can/can't
- mime different actions
- work in groups
- develop their problem-solving skills

Timings	Stages	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre task</p> <p>3. Review animal flashcards on the walls around the room and the meaning of can and can't.</p> <p>4. Say, <i>Let's play</i>. Write prompts on the board: ✓ gesture thumbs up, and ✗ gesture action thumbs down.</p> <p>5. Say, <i>A cow can run</i>. Point to cow flashcard and mime running. Point to prompts on the board. Encourage Ps to do a thumbs up.</p> <p>6. Repeat with: a monkey can fly (✗), a snail can jump (✗), a cat can run (✓), a crocodile can fly (✗).</p> <p>NOTE: Answers might vary. Learners might give reasons for their answer in Arabic. For example, 'a bird can swim!' Some learners might say 'Yes, you can!' and say (in Arabic) 'Teacher, I have seen birds swimming on TV.'</p>	T – Ps
20 mins	<p>Main task</p> <p>1. Say, <i>Let's play Teacher says</i>. Model what you want the Ps to do with an example.</p> <p>2. Say, <i>Teacher says a cow can swim</i>. Encourage Ps to do thumbs up or down.</p> <p>NOTE: This time, only mime. Do not point out the name of the animal which has been recycled by the pre-task activity.</p> <p>3. Repeat with: a snail can fly, a fish can swim, a crocodile can cut, a monkey can drive.</p> <p>NOTE: Ps like funny ideas, so think about the words you can mime and match them to an animal, e.g. crocodiles can fly. You could ask the Ps why this is not possible.</p> <p>4. Invite four Ps to the front of the class. The Ps will take it in turns to be the teacher. They point to the animal flashcard and do the action, e.g. a cat can + mime fly. The others do thumbs up/down.</p> <p>NOTE: This activity conceptualises the Ps' background knowledge of the abilities of the animals.</p> <p>5. Divide the class into groups. Number the Ps in a group. Check that they all know their number.</p> <p>6. Say, <i>All no. 1s, put your hands up</i>.</p> <p>7. Repeat with nos. 2 to 4 or 5.</p> <p>8. Say, <i>All no. 2s, you are the teacher</i>.</p> <p>NOTE: Point to the animal flashcards around the room and mime the action.</p> <p>9. Monitor and support any groups who need help.</p>	T – Ps
10 mins	<p>Post task</p> <p>1. Say, <i>Let's play a game. Let's play Teachers says I</i> (point to yourself) <i>can swim</i> (mime). Encourage the class to do thumbs up/down.</p> <p>2. Say, <i>Who wants to be the teacher?</i></p> <p>3. Invite a volunteer(s) to the front of the class.</p> <p>4. Say, <i>Let's play Teacher says</i> and encourage the volunteers to point to themselves and mime an action.</p> <p>5. Say, <i>Bye, class</i>.</p> <p>6. Encourage class to say, <i>Bye</i>.</p>	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 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 and listen and watch to see if they can conceptualise what different animals can do.