

Grade

**2**

# Unit 4

## True or false



**Skill focus:** reading

**Lesson objectives:** to read different sentences and decide if they're true or false.

**Description**

Ps will have a lot of fun reading different sentences about what animals can and can't do and have to decide if they're true or false. It also provides a good opportunity to get Ps to focus adding a /s/ to make some nouns plural.

**Materials:**

Flashcards / images / realia: car, tree, nest, birds, monkey, snail, fish, cow, cat, crocodile, lion, hippo, whale, snake, camel, parrot (see line drawing examples)

Word cards: can / can't / ; / and / ; walk / swim / hop / jump / fly / talk / monkey / snail / camel / lions / hippo / fish / cows / cat / crocodile / ;

Letter cards: /s/ x 2.



**Benefits:**

During this lesson Ps will:

- match different sounds to an animal
- read short sentences about what an animal can or can't do
- develop their noticing skills
- 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><b>Pre task</b></p> <p>3. Display animal flashcards around the room.</p> <p>4. Display animal word cards on the chalkboard.</p> <p>5. Say, <i>Let's play a game. I see something beginning with the sound /h/.</i></p> <p>6. Praise any P who says 'hippo'.</p> <p>7. Repeat with any of the following: /c/ (camel, cat, crocodile, cow); /p/ (parrot); /f/ (fish); /w/ (whale); /b/ (bird); /m/ (monkey); /s/ (snail, snake); /l/ (lion).</p> <p><b>NOTE:</b> Focus on the sounds which Ps have difficulty remembering.</p> <p>8. Say, <i>Who can find the word 'hippo' and match it to the picture?</i></p> <p>9. Praise any P who volunteers.</p> <p><b>NOTE:</b> If a P incorrectly matches an animal word card to the flashcard, DON'T say, that's wrong, just look puzzled and see if any of the other Ps wants to help correct. It is the Ps who have to notice errors. Do not do the learning for them.</p> <p>10. Repeat with other words and animal flashcards.</p>	T – Ps
20 mins	<p><b>Main task</b></p> <p>1. Say, <i>Let's play a game. Read. Say true or false.</i></p> <p><b>NOTE:</b> Remind Ps to use thumbs up, which means 'can' or 'true', and thumbs down, which means 'can't' or 'false'.</p> <p>2. Ask for volunteers to collect the word cards and bring them to the front of the class.</p> <p>3. Display the word cards: crocodile and whale can't swim.</p> <p>4. Show the both cards with the letter /s/.</p> <p>5. Say, <i>Where do these go?</i></p> <p>6. Praise any P who adds the /s/ to the end of crocodile+s and whale+s.</p> <p><b>NOTE:</b> It is really important with language learning that you make as many learning or noticing opportunities as you can without 'telling' Ps the answers. It is the Ps who are doing the learning, do not do it for them.</p> <p>7. Say, <i>Read the sentence.</i></p> <p>8. Say, <i>Is this true (thumbs-up action) or false (thumbs-down action)?</i></p> <p>9. Praise Ps who gesture thumbs down.</p> <p><b>NOTE:</b> You may need to help any Ps who do not understand the sentence to focus on the meaning of the word 'can't'. Use Ps language of education to support if needed.</p> <p>10. Repeat with other combinations:  Parrot+s and camel+s can walk.  Fish and crocodile+s can swim.  Parrot+s and bird+s can fly.  Hippo+s and cat+s can't talk.  Cow+s and monkey+s can't swim.  Snail+s and snake+s can't hop.</p>	T - Ps
10 mins	<p><b>Post task</b></p> <p>1. Ask for volunteers to be the teacher and put the sentences together for the class to read and say <i>true/false</i>.</p> <p>2. Praise the Ps who volunteer.</p> <p>3. Say, <i>Bye, class</i>.</p> <p>4. 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 read words or know their meaning. 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, using word cards and getting them to read aloud and to say if the sentence is true or false.

**NOTE:** You are developing two reading skills: the decoding (saying aloud) and encoding (making meaning). Not all Ps will develop these skills at the same time.