

Grade

2

Unit 2

Family members

Lesson objectives: To listen for different members in the family
Ps will be able to identify different family members.

Skills: Listening

Function: To know different types of relationships

Recycled language:

brother, mother, little, big, next to

Target language:

grandmother, grandfather, father, sister

Materials: Make word cards: little brother, big brother, father, grandfather; little sister, big sister, mother, grandmother

Optional: Grade 2, Unit 2, Lesson 5, page 13 Pupil's Book

Rationale: Using family members' names to show preposition 'next to'

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> Use gestures for Ps to stand up. Say, <i>Hi, class.</i> Encourage Pupil's to stand up and say, <i>Hello, teacher.</i> <p>Warmer</p> <ol style="list-style-type: none"> Invite four Ps to the front of the class. Give them the word cards. Get the Ps to hold up the word cards so that the class can see. <p>NOTE: In a boys' school, give out big/little brother, father, grandfather; in a girls' school, give out big/little sister, mother, grandmother.</p> <ol style="list-style-type: none"> Say, <i>Listen and say. Grandfather.</i> Encourage the P who is grandfather to mime how a grandfather stands. <p>NOTE: In a girls' school, this will be grandmother, mother, big/little sister.</p> <ol style="list-style-type: none"> Say, <i>Listen and say. Father.</i> Encourage the P who is father to mime a father. Repeat Step 5 with 'big brother' and 'little brother'. Say, <i>Let's play a game. I see someone beginning with the sound /g/ (grandfather).</i> Repeat Step 7 with sounds /f/ and /l/ /b/, /b/ /b/. 	T - Ps

20 mins	<p>1.Say, <i>I'm a photographer</i>. Show your mobile. You are rearranging the Ps for your photo.</p> <p>2.Invite a P to come to the front of the class to help you.</p> <p>3.Say, <i>Put grandfather next to big brother</i>. Encourage the class to help the P.</p> <p>NOTE: In a girls' school, the characters will all be female (Arabic).</p> <p>4.Revise the concept (Arabic) of 'next to'.</p> <p>5.Repeat Step 3 with little brother next to father, big brother next to little brother.</p> <p>NOTE: The purpose is to move the characters around so that the concept of 'next to' is clear.</p> <p>6.Invite a P to take over your role as photographer and move the characters around.</p> <p>7.Put the class into groups of five. Each P has a role in the family, and one is the photographer.</p> <p>8.Monitor and support.</p>	T - Ps
10 mins	<p>Closure:</p> <p>1.Display the word cards on the board.</p> <p>2.Invite a P to reorder the family member word cards using 'next to'.</p> <p>3.Say, <i>Who's next to father?</i> Encourage the Ps to read the word cards.</p> <p>4.Repeat Step 3 with other character names.</p> <p>5.Say, <i>Bye, class</i></p> <p>Encourage class to say, <i>Bye</i>.</p>	T - Ps

Assessment: Select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment. Take note of Ps who may be struggling to listen. At this age, Ps are still developing their listening skills.

Practical, authentic, whole-class assessment:

- Repeat steps above, but rearrange order.
- Or, put flashcards on the board. Say (example), Father is next to brother.
- Ps decide if true or false. Ps can write answers in their notebooks.
- Let Ps compare answers and listen again.
- Give answers to Ps. Ps compare and self-correct.

Teacher's notes [add notes here about the lesson you have just given]:

What went well

What needs to be practised more