

Grade

# 2

# Unit 2

## Routines

**Lesson objectives:** To read about routines  
Ps will be able to match routines to mime.

**Recycled language:**  
wake up, eat, walk, go to bed, school, bed, home  
**Target language:**  
breakfast

**Materials:** Make or reuse word cards for routines: wake up, go to school, eat breakfast, eat lunch, eat dinner, walk home, go to bed.

Make or reuse a digital clock with numbers: 06:00, 07:00, 08:00

**NOTE:** Agree with the class what time the Ps do these actions.

Optional: Grade 2, Unit 2, Lesson 7, page 15 Pupil's Book

Timings	Stages	Interactions
5 mins	<ol style="list-style-type: none"> <li>Use gestures for Ps to stand up. Say, <i>Hi, class.</i></li> <li>Encourage Ps to stand up and say, <i>Hello, teacher.</i></li> </ol> <p><b>Warmer:</b></p> <ol style="list-style-type: none"> <li>Display the digital clock and put the time agreed to wake up.</li> <li>Say, <i>Let's chant and do 'wake up'</i> (x3). Encourage the Ps to mime waking up.</li> <li>Repeat Steps 3–4 with: go to school (x3), go home (x3), go to bed (x3).</li> <li>Say, <i>Look and say.</i> Mime 'go home'.</li> <li>Praise any P who says 'go home'.</li> <li>Repeat with other actions.</li> </ol>	T – Ps
15 mins	<ol style="list-style-type: none"> <li>Display word cards on the board.</li> <li>Say, <i>Let's play. I see something beginning with the sound /w/.</i></li> <li>Praise any P who says 'wake up' or 'walk home'.</li> <li>Say, <i>Let's say and do. Wake up.</i> Encourage PS to say and mime the action.</li> <li>Change time on digital clock.</li> <li>Repeat Steps 2–4 with: eat breakfast, eat lunch, eat dinner, go to school, go to bed.</li> <li>Say, <i>Read, say and do.</i> Point to word card: go to bed. Encourage the Ps to read, say the words and mime.</li> <li>Repeat Step 7 with other actions.</li> </ol>	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 read or say the actions. At this age, Ps are still developing two languages.

Practical, authentic, whole-class assessment:

1. Mime an action and get P to say what you are doing.
2. Point to word cards and get P to read, say and mime.

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

What went well

What needs to be practised more