

Grade

# 2

# Unit 1

## Animals and places

**Lesson objectives:** To listen about animals and places.  
Ps will be able to: To match places to animals with similar sounds.

**Recycled language:**  
cat, bird, house

**Target language:**  
mouse, flat, tree

**Materials:** Make: Flashcards of a 'cat', a 'mouse', a 'bird', a 'flat', a 'tree' and a 'house'.  
Word cards of a 'cat', a 'mouse', a 'bird', a 'flat', a 'tree' and a 'house'.

Optional: Grade 2, Unit 1, Lesson 3, page 3 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>Say '<i>Let's play I see something beginning with the sound /c/, a....</i>'. Ps say '<i>Cat!</i>'.</li> <li>Repeat with 'Recycled language'.</li> <li>Introduce 'Target language'. Show flashcard,</li> <li>Say '<i>Mouse, mouse, mouse</i>'. Make Ps repeat.</li> <li>Show the word card after drilling.</li> <li>Say '<i>Mouse, mouse, mouse</i>'. Make P's repeat.</li> <li>Repeat Steps 3 and 4 with the other 'Target language'.</li> </ol>	T – Ps
15 mins	<ol style="list-style-type: none"> <li>Display flashcards and word cards of 'flat', 'house' and 'tree'.</li> <li>Say '<i>Cat</i>'. Point to the board (so Ps know to choose a word).</li> <li>Say, <i>flat</i></li> </ol> <p>NOTE: Ps will not understand the concept of a rhyming word, this needs to be heard. Get the P to listen to the ending sound not the beginning.</p> <ol style="list-style-type: none"> <li>Repeat with '<i>mouse</i>' ('<i>house</i>'). Let Ps answer. Do not answer for them.</li> <li>Say '<i>tree</i>'</li> <li>Say '<i>And me, me, me?</i>' (Ps don't need to answer).</li> <li>Do a chant. Let P's finish the chant. You say '<i>I'm a cat, cat, cat in a...</i>' (Ps say '<i>Flat, flat, flat!</i>').</li> </ol>	T – Ps

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|  | <ol style="list-style-type: none"><li>8. Say, 'I'm a mouse, mouse, mouse in a...' (Ps say 'House, house, house!').</li><li>9. Say, 'I'm a bird, bird, bird in a...' (Ps say 'Tree, tree, tree!').</li><li>10. Finish with 'And me, me, me?' (Rising tone to indicate a question).</li><li>11. Divide the class into two halves. One side A and one side B. Ps do not need to move.</li><li>12. Repeat Steps 3 – 9. Side A says the first half and Side B says the second half.</li></ol> |  |
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**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 notes of Ps who may be struggling to hear the ending sounds in words At this age, Ps are still developing their aural/oral skills

Practical, authentic whole class assessment:

1. Show flashcards in different order.
2. Let Ps match to any word with the same sound.
3. For 'cats' should say 'flat'.
4. You can repeat **1 – 3** with the word cards instead.

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

What went well

What needs to be practised more