

Grade

2

Unit 1

Story

Lesson objectives: to listen to a story.
Ps will be able to: follow events in a story.
Skills: listening
Function: to follow a sequence of events.

Recycled language:
 monkey, rabbit, children,
 walk
Target language:
 mouse, tree, seed, grow,
 plant

Materials: Flashcards of a 'monkey', a 'rabbit', a 'mouse', a large old 'tree', '), seeds', a small young tree ,),

Word cards of 'monkey', 'rabbit', 'mouse', 'tree', 'seed', '
 Optional: Grade 2, Unit 1, Lesson 6, page 6 Pupil's Book

Rationale: This helps P's listen and know people and places.

| Timings | Stages | Interactions |
|---------|--|--------------|
| 10 mins | 1. Use gestures for Ps to stand up. Say, <i>Hi class</i> . 2. Encourage Ps to stand up and say, <i>Hello teacher</i> . Warmer: 1. Display flashcards around the room. 2. Say <i>Let's play I see something beginning with the sound /m/</i> 3. Praise any P who says <i>monkey</i> or <i>mouse</i> 4. Repeat with: /r/ (rabbit), /t/ (tree), /s/ (seed) 5. Display word cards on the board. 6. Say, <i>Who can match the monkey and the word?</i> 7. Praise any P who volunteers to get the monkey flashcard and match it to the word card. 8. Repeat with other flashcards and word cards. | T - Ps |

| | | |
|---------|--|--------|
| 20 mins | <ol style="list-style-type: none"> 1. Say, <i>Let's listen to a story.</i> 2. Put the flashcards of the monkey, rabbit and mouse on the board. 3. Say, <i>The animals walk and walk.</i> Mime walking. 4. Put flashcard of a large old tree next to the animals. Say, <i>This is a nice tree!</i> 5. Put flashcard of seeds next to the tree. Say, <i>Wait! Look at the seeds!</i> 6. Move flashcards of animals next to the seeds. Say, <i>Plant the seeds!</i> Mime planting in the ground. 7. Move flashcard of young tree next to the animals and seeds. Say, <i>Grow new trees.</i> 8. Put flashcard of children next to the animals, seeds and tree. Say, <i>Grow for our children.</i> 9. Using Ps language of education ask Ps if they liked the story. 10. Call 6 Ps to the front of the class. Give each one a flashcard. Put the P with big tree, small tree and seeds flashcards on the right of the board. Put the Ps with animals to the left of the board. 11. Say, <i>Let's tell the story together.</i> 12. Say, <i>Listen and say. The animals walk and walk.</i> 13. Encourage all the Ps to repeat. 14. Get the Ps with the animal flashcards to walk from the left to the right of the board to the big tree. 15. Repeat Step 4 to 8. Get all Ps to listen and repeat the story. | T - Ps |
| 10 mins | <p>Closure:</p> <ol style="list-style-type: none"> 1. Put the story flashcards and word cards on the out of order. 2. Invite volunteers to re-order the story. 3. Support and monitor by saying the story to prompt the order of the story. 4. Praise the Ps. 5. Say, <i>Bye class</i> 6. Encourage class to say, <i>Bye.</i> | |

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 listen to a story. At this age, Ps are still developing their listening skills.

Practical, authentic whole class assessment:

- Re-arrange flashcards on the board.
- Tell the story again. One part at a time.
- Put Ps into pairs or threes.
- After each part, let Ps think.
- Choose a P (from the back, middle and front of class) each time to choose the correct flashcard that matches with the part of the story.

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

What went well

What needs to be practised more