

هذا العمل حصري لدى موقع الايمان التعليمي

تحضير اللغة الانجليزية للصف **الثاني** ف 1  
وهو محتاح فقط لاعضاء وزوار الموقع

ويمنع النقل من قبل اي موقع تعليمي اخر تحت طائلة المسؤولية  
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## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** N/A

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Introducing the characters<br>4_ identifying colours |  |  |  | 2_ using polite interactions |   |  |  | 3_ counting and recognising numbers to 10 |      |  |  |
|--|--|--|--|------------------------------|---|--|--|---|------|--|--|
| The Stages   | Teacher Action*  |  |  |                              | Learner Action*   |  |  |   | Time |  |  |
| 1- Engage ment   | The teacher can show them pictures and ask them to introduce the characters and describe them. The teacher can ask students about their names and ages before reading the story.                         |  |  |                              | The student acts out parts of a picture story and recites a short, simple rhyme or chant. The student introduces themselves and others.                         |  |  |   |      |  |  |
| 2- Explanation   | The teacher uses listening activities and chants to introduce new vocabulary like numbers and colours. The teacher leads activities to teach numbers one to ten and colours like black, blue, and brown. |  |  |                              | The student listens to familiar words and phrases in short, simple songs. The student can say how many things there are, up to ten, and names everyday objects. |  |  |   |      |  |  |
| 3- Elaboration   | The teacher can use the "English in action" section to facilitate a dialogue where students share their names and ages with a new friend.  |  |  |                              | The student practices introducing themselves by acting out a dialogue using their names and ages.   |  |  |   |      |  |  |
| 4- Closing   | The teacher asks students to find and circle objects to confirm their understanding of numbers and colours. The teacher asks students to act out the story.  |  |  |                              | The student answers questions like "How old are you?" and "How many balloons?". They read and write cardinal numbers up to ten.                                 |  |  |   |      |  |  |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming everyday objects<br>4_ Expressing likes and dislikes |  |  |   |
|---|--|--|---|
| The Stages  |  | Teacher Action*  | Learner Action*   |
| 1- Engage<br>ment   |  | The teacher asks students to find and say different objects in the picture on page 8. The teacher introduces inside and outside toys using a listening activity.                             | The student finds and says different objects in the picture. They ask and answer questions about toys. The student acts out parts of a picture story.                             |
| 2- Explanation  |  | The teacher asks questions like "What's this? It's a (car)" and "Is it a (swing)? Yes, it is" to check for understanding. The teacher guides students in a chant to practice new vocabulary. | The student recites a chant and answers simple questions about objects. The student acts out parts of a picture story and expresses their likes and dislikes.                     |
| 3- Elaboration  |  | The teacher uses the "Phonics" section to introduce the sounds of i_e and a_e. The teacher presents a "tongue twister" to practice the new sounds.   | The student practices phonics by listening to and saying words that contain the i_e and a_e sounds, such as five, bike, cake, and plane. The student says simple tongue twisters. |
| 4- Closure  |  | The teacher can use the "After you read" activity to ask students to read and circle the correct answer to a question about the story.   | The student describes objects in a basic way and participates in a mime game to practice asking and answering questions about toys.   |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

Subject: Second grade

Unit Title:Welcome Hello!

Lesson Title:Lesson 2: Numbers & Colours

Number of Classes ( 2 )

Previous

Learning: First grade

| The Main Outcomes: 1_ Naming everyday objects are<br>4_ Describing objects in a basic way |    |   |   |
|---|----|---|---|
| The Stages  |    | Teacher Action*   | Learner Action*   |
| 1- Engage   | nt | The teacher guides students to recognise numbers up to ten and identify colours by their sounds. The teacher asks students to look at the picture on page 4 and count the objects.                            | The student recites a short, simple rhyme or chant. The student listens to familiar words and phrases in short, simple songs.   |
| 2- Explanation  |    | The teacher leads activities to teach numbers one to ten and colours. The teacher uses chants and questions to introduce new vocabulary like numbers and colours.   | The student listens to familiar words and phrases in short, simple songs. The student can say how many things there are, up to ten, and names everyday objects. The student listens and says the names of new vocabulary like "car," "plane," and "yoyo". |
| 3- Elaboration  |    | The teacher presents a "tongue twister" to practice the new sounds. The teacher can use the "English in action" section to facilitate a dialogue where students share their names and ages with a new friend. | The student practices phonics by listening to and saying words that contain the i_e and a_e sounds, such as five, bike, cake, and plane. The student says simple tongue twisters.   |
| 4- Closure  |    | The teacher asks students to find and say what colour the objects are on page 4 to confirm their understanding of colours.  | The student answers questions like "How old are you?" and "How many balloons?". They read and write cardinal numbers up to ten.   |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** Lesson 3: Story

**Number of Classes ( 2 )**

**Previous Learning:** First grade

**The Main Outcomes:** 1\_ Recognising a range of basic everyday nouns and adjectives in cartoon stories  
 2\_ Recognising key words and basic phrases in short, simple texts  
 3\_ Understanding basic sentences naming familiar everyday items  
 4\_ Identifying familiar words in short simple texts

| The Stages        | Teacher Action*  | Learner Action*  | Time |
|-------------------|--|--|------|
| 1- Engage<br>ment | The teacher can ask students to act out the story. The teacher asks questions like "What colour is the dinosaur?" before reading the story.  | The student acts out parts of a picture story and answers simple questions about objects.  |      |
| 2- Explanation    | The teacher reads the story aloud, guiding students to understand the main information when people introduce themselves. The teacher also asks questions like "What's this?" and "Is it a building set?" to check for understanding. | The student listens and reads along with the story. The student identifies people in their immediate surroundings or in pictures from a short, simple description. |      |
| 3- Elaboration    | The teacher uses the "CLIL" section to discuss the concept of a new toy. The teacher can lead a discussion about how to be creative using the "Values" section.  | The student designs a new toy and shares it with the class. The student can use body language in a variety of ways such as mime and role play.                     |      |
| 4- Closure        | The teacher can use the "After you read" activity to ask students to read and circle the correct answer to a question about the story.   | The student answers simple questions about where people or things are and recites a short, simple rhyme or chant.  |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** Lesson 5: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming everyday objects<br>4_ N/A |  |  |  |
|---|--|--|--|
| The Stages  |  | Teacher Action*  | Learner Action*  |
| 1- Engage<br>ment                                       |  | The teacher asks students to listen and say the names of the toys, then listen and number them. The teacher guides students to listen and sing a song about playing outside. | The student says the names of the toys they see in the picture, like kite, ball, and scooter. They also listen and sing along to a song.     |
| 2- Explanation  |  | The teacher asks questions like "Is it a bike? No, it isn't" and "Is it a swing? Yes, it is" to practice asking and answering questions. The teacher leads a mime game.      | The student participates in a mime game by asking and answering questions about toys. They use phrases like "No, it isn't" and "Yes, it is". |
| 3- Elaboration  |  | The teacher can discuss the concept of sharing toys.   | The student can role-play a dialogue about borrowing toys. They can also play a mime game using different objects.                           |
| 4- Closure  |  | The teacher asks students to listen and tick to confirm their understanding of the toys mentioned.   | The student cuts out pictures and plays a game where they ask "What's this?" and respond with "No, it isn't".                                |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** Lesson 7: Skills

**Number of Classes ( 2 )**

**Previous Learning:** First

grade

| The Main Outcomes: 1_ Naming everyday objects<br>4_ N/A |  |  |  |
|---|--|--|--|
| The Stages  |  | Teacher Action*  | Learner Action*  |
| 1- Engage<br>ment                                       |  | The teacher instructs students to listen and tick the correct picture. The teacher can prepare the activity book page 10 for the students.   | The student listens and ticks the correct picture. The student cuts out pictures and gets ready to play a game.                    |
| 2- Explanation  |  | The teacher uses a listening activity where students listen to a dialogue and then match the objects. The teacher also facilitates a game where students ask and answer questions about objects. | The student listens to the audio and ticks the correct picture. The student cuts out the pictures and plays a game with a partner. |
| 3- Elaboration  |  | The teacher can introduce more complex sentence structures.  | The student can use their knowledge of vocabulary and sentence structure to create their own questions and answers.                |
| 4- Closure  |  | The teacher can ask students to answer questions to confirm their understanding of the vocabulary and concepts.  | The student plays the game to confirm their learning.  |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** Lesson 8: CULTURE

**Number of Classes ( 2 )**

**Previous Learning:**

**First grade**

| The Main Outcomes: 1_ Recognising a range of basic everyday nouns and adjectives items<br>3_ Identifying familiar words in short simple texts<br>4_ N/A |   |  |  | 2_ Understanding basic sentences naming familiar everyday   |  |  |      |
|---|---|--|--|---|--|--|------|
| The Stages  | Teacher Action*   |  |  | Learner Action*   |  |  | Time |
| 1- Engage<br>ment   | Before reading, the teacher asks students about their favorite museum. The teacher asks them what they can see there.   |  |  | The student answers questions about their favourite museum and what they can see there.   |  |  |      |
| 2- Explanation  | The teacher reads the text about The Children's Museum. The teacher asks questions like "What's this?" to check for understanding.  |  |  | The student listens and reads along with the story about The Children's Museum. The student identifies new vocabulary words like puppet, climbing wall, and museum. |  |  |      |
| 3- Elaboration  | The teacher uses the "Project" section to guide students to make a poster for the Children's Museum. The teacher can discuss the value of being creative.                               |  |  | The student draws their favorite toy and writes a short description. The student then presents the poster to the class.   |  |  |      |
| 4- Closing  | The teacher checks for understanding by asking questions about the content of the text. The teacher asks students to answer questions from the activity book to confirm their learning. |  |  | The student confirms their understanding by answering questions about the story and completing the activity book page. They also present their work to the class.   |  |  |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:



# Lesson Plan

Subject: Second grade

Unit Title:Welcome Hello!

Lesson Title:Lesson 9: English in action

Number of Classes ( 2 )

Previous

Learning: First grade

| The Main Outcomes: 1_ Recognising a range of basic everyday nouns and adjectives items, if supported by pictures 3_ Identifying familiar words in short simple texts 2_ Understanding basic sentences naming familiar everyday 4_ N/A |   |   |      |
|---|---|---|------|
| The Stages  | Teacher Action*   | Learner Action*   | Time |
| 1- Engage ment  | The teacher introduces the concept of sharing toys. The teacher can ask students about their own toys and if they like to share.                        | The student identifies familiar toys like a scooter.  |      |
| 2- Explanation  | The teacher reads the dialogue about sharing toys and models how to act it out. The teacher asks questions like "Excuse me. What's this?".              | The student listens and reads the dialogue. The student participates in a dialogue about sharing toys.                  |      |
| 3- Elaboration  | The teacher guides the students to act out the dialogue using different toys.   | The student role-plays the dialogue and uses different vocabulary to make it their own.                                 |      |
| 4- Closing  | The teacher checks for understanding by observing the students as they act out the dialogue. The teacher can use the activity book to confirm learning. | The student practices their speaking skills and confirms their learning by acting out the dialogue with different toys. |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Welcome Hello!

**Lesson Title:** Lesson 10: Phonics

**Number of Classes ( 2 )**

**Previous Learning:**

**First grade**

| The Main Outcomes: 1_ Recognising the letters of the alphabet by their sounds<br>cartoon stories 3_ Understanding basic sentences introducing someone |  |  |  | 2_ Recognising key words and basic phrases in short, simple<br>4_ N/A  |  |  |      |
|---|--|--|--|--|--|--|------|
| The Stages  | Teacher Action*  |  |  | Learner Action*  |  |  | Time |
| 1- Engage<br>ment   | The teacher guides students to listen to the new sounds. The teacher can prepare a tongue twister to practice the sounds.                                  |  |  | The student listens and says the new phonics sounds. The student can say the tongue twister to practice.                             |  |  |      |
| 2- Explanation  | The teacher teaches the i_e and a_e sounds using words like five, bike, cake, and plane. The teacher asks students to listen and circle the sound.         |  |  | The student listens to words and circles the correct sound (i_e or a_e). The student says the tongue twister to practice the sounds. |  |  |      |
| 3- Elaboration  | The teacher can use the tongue twister as a fun way to practice the new sounds.  |  |  | The student practices phonics by saying the tongue twister, "I've got nine cakes, five bikes and a plane.".                          |  |  |      |
| 4- Closing  | The teacher checks for understanding by asking students to listen and circle the correct sound. The teacher can use the activity book to confirm learning. |  |  | The student circles the sounds in the activity book to confirm their understanding.  |  |  |      |

**\*Self-Reflection on Learning and Teaching:**

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:**Where's my pen?

**Lesson Title:**Lesson 1: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming classroom objects |  |  | 2_ Talking about classroom objects and saying where they are |  |   | 3_N/A |  |  | 4_N/A |  |  |
|--|--|--|--|--|---|-------|--|--|-------|--|--|
| The Stages                                     |  | Teacher Action*  |  |  | Learner Action*   |       |  |  | Time  |  |  |
| 1- Engage ment                                 |  | The teacher asks students to identify classroom objects on page 16 before starting the lesson. The teacher guides students to understand some basic words and phrases to show politeness, like "Can I borrow it, please?". |  |  | The student identifies classroom objects and responds to simple questions. The student takes part in basic games.   |       |  |  |       |  |  |
| 2- Explanation                                 |  | The teacher uses a chant to introduce new vocabulary like  |  |  | bag, pen, and books and to practice "This is my..." and "These are my..." sentences. The teacher asks questions about the location of objects using prepositions like     |       |  |  |       |  |  |
| 3- Elaboration                                 |  | in, on, and under.   |  |  | The student listens to familiar words and phrases and understands basic statements about object location. Students practice saying "This is my..." and "These are my...". |       |  |  |       |  |  |
| 4- Closing                                     |  | The teacher uses "Phonics" to teach the  |  |  | sh and ch sounds using words like shelf, shop, chair, and chick. The teacher also uses a tongue twister to help students practice these new sounds.                       |       |  |  |       |  |  |

**\*Self-Reflection on Learning and Teaching:**

|  |          |  |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:**Where's my pen?

**Lesson Title:**Lesson 3: Story

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Recognising key words and basic phrases in short, simple cartoon stories<br>familiar everyday items, if supported by pictures |  |   |  | 2_ Understanding basic sentences naming<br>3_ Identifying familiar words in short simple texts |  |  |  | 4_ N/A |  |      |  |
|---|--|---|--|--|--|--|--|--------|--|------|--|
| The Stages  |  | Teacher Action*   |  |  |  | Learner Action*  |  |        |  | Time |  |
| 1- Engage<br>ment   |  | The teacher asks students about the number of rulers they can see before they read the story. The teacher can ask students to act out the story.                        |  |  |  | The student understands basic phrases in short, simple texts. The student can also act out parts of a picture story.   |  |        |  |      |  |
| 2- Explanation  |  | The teacher reads the story "The computer" aloud. The teacher asks questions like "What's this?" and "Where's my pen?" to guide the students.                           |  |  |  | The student listens and reads along with the story. The student identifies people in their immediate surroundings or in pictures from a short, simple description. |  |        |  |      |  |
| 3- Elaboration  |  | The teacher uses the "CLIL" section to discuss the concept of designing a computer. The teacher can also lead a discussion about being tidy using the "Values" section. |  |  |  | The student designs a computer and shares it with the class. The student can use body language in a variety of ways such as mime and role play.                    |  |        |  |      |  |
| 4- Closure  |  | The teacher can use the "After you read" activity to ask students to read and tick the correct answer to a question about the story.                                    |  |  |  | The student confirms their understanding by answering questions about the story and completing the activity book page. They also present their work to the class.  |  |        |  |      |  |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: Second grade

Unit Title:Where's my pen?

Lesson Title:Lesson 5: Vocabulary and Grammar

Number of Classes ( 2 )

Previous Learning: First grade

| The Main Outcomes: 1_ Naming everyday objects<br>4_ N/A |  |  |      |
|---|--|--|------|
| 2_ Giving the location of an object in a basic way      |  | 3_ Describing objects in a basic way   |      |
| The Stages  | Teacher Action*  | Learner Action*  | Time |
| 1- Engage<br>ment                                       | The teacher asks students to listen and say the names of the classroom objects, then listen and tick them. The teacher guides students to listen and sing a song about a tidy classroom. | The student says the names of the objects they see in the picture, like  |      |
| 2- Explanation  | shelf, cupboard, and table. They also listen and sing along to a song.   | The teacher asks questions like "Where's the chair?" and "Where's the computer?" to practice asking and answering questions about location. The teacher guides students through a song about a tidy classroom.         |      |
| 3- Elaboration  | The student participates by asking and answering questions about objects and their location. They use phrases like "It's in the cupboard" and "It's on the shelf".                       | The teacher can discuss the concept of being tidy with the students as a value.  |      |
| 4- Closing  | The student can role-play a dialogue about the tidiness of the classroom. They can also play a game using different objects and their locations.   | The teacher asks students to look at the picture on page 22 and ask and answer questions about the objects' location. The teacher checks for understanding by observing the students as they ask and answer questions. |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:**Where's my pen?

**Lesson Title:**Lesson 7: Skills

**Number of Classes ( 2 )**

**Previous Learning:** First

grade

| The Main Outcomes: 1_ Recognising a few familiar everyday nouns and adjectives<br>3_ Understanding basic phrases in short, simple texts 4_ N/A |  |  |  | 2_ Recognising familiar words and basic phrases  |  |  |      |
|--|--|--|--|--|--|--|------|
| The Stages   | Teacher Action*  |  |  | Learner Action*  |  |  | Time |
| 1- Engage<br>ment  | The teacher instructs students to listen and draw lines. The teacher can prepare the cutouts for the students for the game.  |  |  | The student listens and draws lines. The student cuts out pictures and gets ready to play a game.  |  |  |      |
| 2- Explanation   | The teacher uses a listening activity where students listen to a dialogue and then match the objects by drawing lines. The teacher also facilitates a game where students ask and answer questions about objects' colours and locations. |  |  | The student listens to the audio and draws lines to the correct picture. The student cuts out the pictures and plays a game with a partner, asking "Where's the pencil?" and "What colour is it?". |  |  |      |
| 3- Elaboration   | The teacher can introduce more complex sentence structures related to descriptions.  |  |  | The student can use their knowledge of vocabulary and sentence structure to create their own questions and answers.  |  |  |      |
| 4- Closure   | The teacher can ask students to answer questions to confirm their understanding of the vocabulary and concepts.  |  |  | The student plays the game to confirm their learning of vocabulary and location.   |  |  |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

Subject: Second grade

Unit Title:Where's my pen?

Lesson Title:Lesson 8: CULTURE

Number of Classes ( 2 )

Previous Learning:

First grade

| The Main Outcomes: 1_ Identifying familiar words in short simple texts<br>4_N/A |  |   |  | 2_ Understanding basic phrases in short, simple texts |  |   |  | 3_N/A |  |      |  |
|---|--|---|--|---|--|---|--|-------|--|------|--|
| The Stages  |  | Teacher Action*   |  |   |  | Learner Action*   |  |       |  | Time |  |
| 1- Engage<br>ment   |  | Before reading, the teacher asks students about their school, asking "Is your school big or small?".  |  |   |  | The student answers questions about their own school.   |  |       |  |      |  |
| 2- Explanation  |  | The teacher reads the text about My school. The teacher asks questions like "This is the playground. It's big!" to check for understanding. |  |   |  | The student listens and reads along with the story about the school. The student identifies new vocabulary words like                                       |  |       |  |      |  |
| 3- Elaboration  |  | library, playground, and hall.  |  |   |  | The teacher uses the "Project" section to guide students to make a plan of their school.  |  |       |  |      |  |
| 4- Closure  |  | The student chooses a room in their school, draws it, and writes a short description. The student then presents the plan to the class.      |  |   |  | The teacher checks for understanding by asking students questions about the content of the text. The teacher can use the activity book to confirm learning. |  |       |  |      |  |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:**Where's my pen?

**Lesson Title:**Lesson 9: English in action

**Number of Classes ( 2 )**

**Previous**

**Learning:** First grade

| The Main Outcomes: 1_ Recognising a range of basic everyday nouns and adjectives<br>3_N/A 4_N/A |  |  |  | 2_ Understanding basic phrases to show politeness   |  |  |      |
|---|--|--|--|---|--|--|------|
| The Stages  | Teacher Action*  |  |  | Learner Action*   |  |  | Time |
| 1- Engage<br>ment   | The teacher introduces the concept of borrowing things. The teacher can ask students if they have ever borrowed something from a friend.   |  |  | The student identifies familiar items like a  |  |  |      |
| 2- Explanation  | The teacher uses engaging and interactive activities to introduce new vocabulary and concepts. They guide students through listening exercises and songs, and encourage them to practice by repeating words and phrases. The teacher's role is to facilitate participation and connect new information to students' experiences. |  |  | The teacher reads the dialogue about borrowing things and models how to act it out. The teacher asks questions like "Excuse me. Is this your pen?". |  |  |      |
| 3- Elaboration  | The student listens and reads the dialogue. The student participates in a dialogue about borrowing things, using phrases like "Can I borrow it, please?" and "Yes. Here you are".  |  |  | The teacher guides the students to act out the dialogue using different classroom objects.  |  |  |      |
| 4- Closing  | The student role-plays the dialogue and uses different vocabulary to make it their own, such as  |  |  | pencil, eraser, and ruler.  |  |  |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:



## Lesson Plan

Subject: Second grade

Unit Title:Where's my pen?

Lesson Title:Lesson 10: Phonics

Number of Classes ( 2 )

Previous Learning:

First grade

| The Main Outcomes: 1_ Recognising the letters of the alphabet by their sounds or chants<br>3_N/A 4_N/A |  |  |  | 2_ Recognising key words and basic phrases in short, simple songs   |  |  |      |
|--|--|--|--|---|--|--|------|
| The Stages   | Teacher Action*  |  |  | Learner Action*   |  |  | Time |
| 1- Engage<br>ment  | The teacher guides students to listen to the new sounds,   |  |  | sh and ch. The teacher can prepare a tongue twister to practice the sounds.   |  |  |      |
| 2- Explanation   | The student listens and says the new phonics sounds. The student can say the tongue twister to practice.   |  |  | The teacher teaches the   |  |  |      |
| 3- Elaboration   | sh and ch sounds using words like shelf, shop, chair, and chick. The teacher asks students to listen and tick or cross if the sounds are the same. |  |  | The student listens to words and ticks or crosses to indicate if the sounds are the same. The student says the tongue twister to practice the sounds. |  |  |      |
| 4- Closure   | The teacher can use the tongue twister as a fun way to practice the new sounds.  |  |  | The student practices phonics by saying the tongue twister, "A shelf in a shop and a chick on a chair".   |  |  |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Move your body!

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming body parts      2_ Talking about body parts and saying what they have got      3_N/A      4_N/A |   |   |      |
|--|---|---|------|
| The Stages   | Teacher Action*   | Learner Action*   | Time |
| 1- Engage<br>ment  | The teacher asks students what body words they know before starting the lesson. The teacher can ask students to find the body parts on page 24.                   | The student finds and says the body parts they see in the picture. The student points and says the names of the body parts.   |      |
| 2- Explanation   | The teacher introduces body parts like  | head, face, arms, and legs using a listening activity and a chant. The teacher asks questions like "I've got one face" and "I've got ten toes" to practice sentences. |      |
| 3- Elaboration   | The student listens to familiar words and phrases and chants along with the teacher. The student practices saying what they have by pointing to their body parts. | The teacher can lead a discussion about exercising and doing movement activities.   |      |
| 4- Closing   | The student practices phonics by listening to and saying words that contain the   | ee and ar sounds.   |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Move your body!

**Lesson Title:** Lesson 3: Story

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Recognising key words and basic phrases in short, simple cartoon stories<br>familiar everyday items      2_ Understanding basic sentences naming<br>3_ Identifying familiar words in short simple texts      4_ Naming body parts |  |  |      |
|---|--|--|------|
| The Stages  | Teacher Action*  | Learner Action*  | Time |
| 1- Engage<br>ment   | The teacher asks students to look at picture 1 and guess what is in the box before they read the story. The teacher can ask students to act out the story. | The student understands basic phrases in short, simple texts. The student can also act out parts of a picture story.   |      |
| 2- Explanation  | The teacher reads the story "The robot" aloud. The teacher asks questions like "What's this?" and "What can the robot do?" to guide the students.          | The student listens and reads along with the story. The student identifies new vocabulary words like   |      |
| 3- Elaboration  | head, body, and arms.  | The teacher uses the "CLIL" section to discuss the concept of drawing a robot. The teacher can also lead a discussion about doing exercise using the "Values" section. |      |
| 4- Closing  | The student draws a robot and shares what it can do with the class. The student can use body language in a variety of ways such as mime and role play.     | The teacher can use the "After you read" activity to ask students to read and circle the correct answer to a question about the story.                                 |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Move your body!

**Lesson Title:** Lesson 5: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming body parts      2_ Talking about movement      3_N/A      4_N/A |  |   |      |
|--|--|---|------|
| The Stages   | Teacher Action*  | Learner Action*   | Time |
| 1- Engage<br>ment  | The teacher asks students to listen and say the names of the body movements, then listen and do them. The teacher guides students to listen and sing a song about moving their bodies. | The student listens and says the names of the movements they see in the picture, like   |      |
| 2- Explanation   | move, bend, and stretch. They also listen and sing along to a song.  | The teacher asks questions like "Move your body!" and "Touch your head!" to practice asking and answering questions about movement. The teacher guides students through a song about moving their bodies. |      |
| 3- Elaboration   | The student participates by asking and answering questions about body movements. They use phrases like "I move my body 1, 2, 3!" and "Touch your toes!".                               | The teacher can discuss the concept of being active and exercising. The teacher guides students to make up an exercise routine for a friend.  |      |
| 4- Closing   | The student can role-play an exercise routine for a friend. They can also play a game using different body parts and movements.  | The teacher asks students to make up an exercise routine for a friend and present it to the class.  |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Move your body!

**Lesson Title:** Lesson 7: Skills

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Recognising a few familiar everyday nouns and adjectives<br>3_ Understanding basic phrases in short, simple texts 4_ N/A |   |  |  | 2_ Recognising familiar words and basic phrases  |  |  |      |
|--|---|--|--|--|--|--|------|
| The Stages   | Teacher Action*   |  |  | Learner Action*  |  |  | Time |
| 1- Engage<br>ment  | The teacher instructs students to listen and colour the robot. The teacher can prepare the cutouts for the students for the game.   |  |  | The student listens and colours the robot. The student cuts out pictures and gets ready to play a game.  |  |  |      |
| 2- Explanation   | The teacher uses a listening activity where students listen to a dialogue and then match the objects by drawing lines. The teacher also facilitates a game where students describe a family member. |  |  | The student listens to the audio and draws lines to the correct picture. The student cuts out the pictures and plays a game with a partner, asking "Is it Sally?". |  |  |      |
| 3- Elaboration   | The teacher can introduce more complex sentence structures related to descriptions.   |  |  | The student can use their knowledge of vocabulary and sentence structure to create their own questions and answers.  |  |  |      |
| 4- Closure   | The teacher can ask students to answer questions to confirm their understanding of the vocabulary and concepts.   |  |  | The student plays the game to confirm their learning of vocabulary and descriptions.   |  |  |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Move your body!

**Lesson Title:** Lesson 8: CULTURE

**Number of Classes ( 2 )**

**Previous Learning:**

First grade

| The Main Outcomes: 1_ Identifying familiar words in short simple texts<br>family members 4_Describing family members using parts of the face |   |  |   | 2_ Understanding basic phrases in short, simple texts | 3_Naming |
|--|---|--|---|---|----------|
| The Stages   | Teacher Action*   |  | Learner Action*   |   | Time     |
| 1- Engage<br>ment  | Before reading, the teacher asks students about their favorite day at school, asking what they do on that day.  |  | The student answers questions about their favourite day at school and what they do on that day.   |   |          |
| 2- Explanation   | The teacher reads the text about Teachers' Day aloud. The teacher asks questions like "We say 'thank you' to our teacher" to check for understanding. |  | The student listens and reads along with the story about Teachers' Day. The student identifies new vocabulary words like                                    |   |          |
| 3- Elaboration   | poems and songs.  |  | The teacher uses the "Project" section to guide students to make a poster about their favourite day at school.  |   |          |
| 4- Closure   | The student chooses a favorite day, draws what they do, and writes a short description. The student then presents the poster to the class.            |  | The teacher checks for understanding by asking students questions about the content of the text. The teacher can use the activity book to confirm learning. |   |          |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: Second grade

Unit Title: Move your body!

Lesson Title: Lesson 9: English in action

Number of Classes ( 2 )

Previous

Learning: First grade

| The Main Outcomes: 1_ Recognising a range of basic everyday nouns and adjectives<br>items 3_N/A 4_N/A |  |  |  | 2_ Understanding basic sentences naming familiar everyday  |  |  |      |
|---|--|--|--|--|--|--|------|
| The Stages  | Teacher Action*  |  |  | Learner Action*  |  |  | Time |
| 1- Engage<br>ment   | The teacher introduces the concept of paying a compliment. The teacher can ask students about their own pictures or drawings.  |  |  | The student identifies familiar items like a   |  |  |      |
| 2- Explanation  | The teacher uses engaging and interactive activities to introduce new vocabulary and concepts. They guide students through listening exercises and songs, and encourage them to practice by repeating words and phrases. The teacher's role is to facilitate participation and connect new information to students' experiences. |  |  | The teacher reads the dialogue about paying a compliment and models how to act it out. The teacher asks questions like "Look at my picture". |  |  |      |
| 3- Elaboration  | The student listens and reads the dialogue. The student participates in a dialogue about paying a compliment, using phrases like "Wow! What a cool dinosaur!" and "Thank you".   |  |  | The teacher guides the students to act out the dialogue using different toys and body parts.   |  |  |      |
| 4- Closure  | The student role-plays the dialogue and uses different vocabulary to make it their own, such as  |  |  | robot, doll, and head.   |  |  |      |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Move your body!

**Lesson Title:** Lesson 10: Phonics

**Number of Classes ( 2 )**

**Previous Learning:**

First grade

| The Main Outcomes: 1_ Recognising the letters of the alphabet by their sounds or chants      3_Naming body parts      4_N/A      2_ Recognising key words and basic phrases in short, simple songs |  |   |      |
|--|--|---|------|
| The Stages   | Teacher Action*  | Learner Action*   | Time |
| 1- Engage ment   | The teacher guides students to listen to the new sounds,   | ee and ar. The teacher can prepare a tongue twister to practice the sounds.     |      |
| 2- Explanation   | The student listens and says the new phonics sounds. The student can say the tongue twister to practice.                 | The teacher teaches the   |      |
| 3- Elaboration   | ee and ar sounds using words like feet, knees, arms, and park. The teacher asks students to listen and circle the sound. | The student listens to words and circles the correct sound (                    |      |
| 4- Closure   | ee or ar). The student says the tongue twister to practice the sounds.   | The teacher can use the tongue twister as a fun way to practice the new sounds. |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:



## Lesson Plan

**Subject:** Second grade

**Unit Title:** Meet my family

**Lesson Title:** Lesson 1: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming family members |  |   |  | 2_ Answering simple questions about objects |  |  |  | 3_N/A |  |      |  | 4_N/A |  |  |  |
|---|--|---|--|---|--|--|--|-------|--|------|--|-------|--|--|--|
| The Stages                                  |  | Teacher Action*   |  |   |  | Learner Action*  |  |       |  | Time |  |       |  |  |  |
| 1- Engage ment                              |  | The teacher asks students about the family members they know. The teacher guides students to listen and stick the family members in their correct places.             |  |   |  | The student finds and says the names of the family members they see in the picture, like   |  |       |  |      |  |       |  |  |  |
| 2- Explanation                              |  | mum, dad, sister, and brother. They also listen and sing along to a chant.  |  |   |  | The teacher uses a chant to introduce new vocabulary and to practice "Who's this?" and "It's my..." sentences. The teacher also asks questions about the family members in the picture on page 32. |  |       |  |      |  |       |  |  |  |
| 3- Elaboratio n                             |  | The student listens to familiar words and phrases and chants along with the teacher. The student practices saying what they have by pointing to their family members. |  |   |  | The teacher can discuss the concept of loving your family with the students as a value.  |  |       |  |      |  |       |  |  |  |
| 4- Clo sin g                                |  | The student can role-play a dialogue about their family. They can also play a game using different family members and their names.                                    |  |   |  | The teacher checks for understanding by asking students to show and say the names of the family members.   |  |       |  |      |  |       |  |  |  |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade      **Unit Title:** Meet my family      **Lesson Title:** Lesson 3: Story      **Number of Classes ( 2 )**      **Previous Learning:** First grade

| The Main Outcomes: 1_ Recognising key words and basic phrases in short, simple cartoon stories<br>familiar everyday items      2_ Understanding basic sentences naming<br>3_ Identifying familiar words in short simple texts      4_ Describing family members using parts of the face |  |  |      |
|---|--|--|------|
| The Stages  | Teacher Action*  | Learner Action*  | Time |
| 1- Engage<br>ment   | The teacher asks students about the color of the ball before they read the story. The teacher can ask students to act out the story.   | The student understands basic phrases in short, simple texts. The student can also act out parts of a picture story.   |      |
| 2- Explanation  | The teacher reads the story "The game" aloud. The teacher asks questions like "Who's this?" and "Where's the ball?" to guide the students.   | The student listens and reads along with the story. The student identifies people in their immediate surroundings or in pictures from a short, simple description. |      |
| 3- Elaboration  | The teacher uses the "CLIL" section to discuss the concept of matching people to their descriptions. The teacher can also lead a discussion about loving your family using the "Values" section. | The student reads and matches the correct answer to a question about the story. The student confirms their understanding by answering questions about the story.   |      |
| 4- Closure  | The teacher can use the "After you read" activity to ask students to read and match the correct answer to a question about the story.  | The student confirms their understanding by answering questions about the story and completing the activity book page. They also present their work to the class.  |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Meet my family

**Lesson Title:** Lesson 5: Vocabulary and Grammar

**Number of Classes ( 2 )**

**Previous Learning:** First grade

| The Main Outcomes: 1_ Naming family members |  |  |  | 2_ Describing family members using parts of the face |  |   |  | 3_N/A |  |      |  | 4_N/A |  |  |  |
|---|--|--|--|--|--|---|--|-------|--|------|--|-------|--|--|--|
| The Stages                                  |  | Teacher Action*  |  |  |  | Learner Action*   |  |       |  | Time |  |       |  |  |  |
| 1- Engage ment                              |  | The teacher asks students to listen and say the names of the family members. The teacher guides students to listen and sing a song about family members.                       |  |  |  | The student says the names of the family members they see in the picture, like  |  |       |  |      |  |       |  |  |  |
| 2- Explanation                              |  | mum, dad, and sister. They also listen and sing along to a song about family members and their appearance.   |  |  |  | The teacher asks questions like "She's got green eyes" and "He's got black hair" to practice describing people. The teacher guides students through a song about family members and their appearance. |  |       |  |      |  |       |  |  |  |
| 3- Elaboratio n                             |  | The student participates by asking and answering questions about family members and their descriptions. They use phrases like "He's got a big mouth" and "She's got red hair". |  |  |  | The teacher can discuss the concept of different family members and their roles.  |  |       |  |      |  |       |  |  |  |
| 4- Clo sin g                                |  | The student can role-play a dialogue about family members. They can also play a game using different family members and their descriptions.                                    |  |  |  | The teacher asks students to look at the picture on page 36 and ask and answer questions about the family members' appearance.  |  |       |  |      |  |       |  |  |  |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Meet my family

**Lesson Title:** Lesson 7: Skills

**Number of Classes ( 2 )**

**Previous Learning:** First grade

**The Main Outcomes:** 1\_ Recognising a few familiar everyday nouns and adjectives  
3\_ Understanding basic phrases in short, simple texts

2\_ Recognising familiar words and basic phrases

4\_ N/A

| The Stages        | Teacher Action*   | Learner Action*  | Time |
|-------------------|---|--|------|
| 1- Engage<br>ment | The teacher instructs students to listen and draw lines to match the family members to their names. The teacher can prepare the cutouts for the students for the game.                              | The student listens and draws lines. The student cuts out pictures and gets ready to play a game.  |      |
| 2- Explanation    | The teacher uses a listening activity where students listen to a dialogue and then match the objects by drawing lines. The teacher also facilitates a game where students describe a family member. | The student listens to the audio and draws lines to the correct picture. The student cuts out the pictures and plays a game with a partner, asking "Is it Sally?". |      |
| 3- Elaboration    | The teacher can introduce more complex sentence structures related to descriptions.   | The student can use their knowledge of vocabulary and sentence structure to create their own questions and answers.  |      |
| 4- Closure        | The teacher can ask students to answer questions to confirm their understanding of the vocabulary and concepts.   | The student plays the game to confirm their learning of vocabulary and descriptions.   |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Meet my family

**Lesson Title:** Lesson 8: CULTURE

**Number of Classes ( 2 )**

**Previous Learning:**

First grade

| The Main Outcomes: 1_ Identifying familiar words in short simple texts<br>4_ N/A |  |   |  | 2_ Understanding basic phrases in short, simple texts |  |   |  | 3_ N/A |  |      |  |
|--|--|---|--|---|--|---|--|--------|--|------|--|
| The Stages   |  | Teacher Action*   |  |   |  | Learner Action*   |  |        |  | Time |  |
| 1- Engage<br>ment  |  | Before reading, the teacher asks students about their family, asking "How many people live in your home? Who are they?".                                    |  |   |  | The student answers questions about their own family.   |  |        |  |      |  |
| 2- Explanation   |  | The teacher reads the text about "Grandad's present" aloud. The teacher asks questions like "He's got grey hair and brown eyes" to check for understanding. |  |   |  | The student listens and reads along with the story about Grandad's present. The student identifies new vocabulary words like                                |  |        |  |      |  |
| 3- Elaboration   |  | grey hair and happy smile.  |  |   |  | The teacher uses the "Project" section to guide students to make a class art gallery. The teacher can discuss the value of loving your family.              |  |        |  |      |  |
| 4- Closure   |  | The student draws their family doing something fun and writes a short description. The student then presents the picture to the class.                      |  |   |  | The teacher checks for understanding by asking students questions about the content of the text. The teacher can use the activity book to confirm learning. |  |        |  |      |  |

\*Self-Reflection on Learning and Teaching:

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| Class/Section                           | 2 |  |  |  |  |  |  |
| Number of absent students /Total number |   |  |  |  |  |  |  |
| The class order in the timetable        |   |  |  |  |  |  |  |
| Day/Date                                |   |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Meet my family

**Lesson Title:** Lesson 9: English in action

**Number of Classes ( 2 )**

**Previous**

**Learning:** First grade

| The Main Outcomes: 1_ Recognising a range of basic everyday nouns and adjectives items<br>3_ Introducing family and friends using simple language<br>4_ N/A |   |  |  | 2_ Understanding basic sentences naming familiar everyday  |  |  |      |
|---|---|--|--|--|--|--|------|
| The Stages  | Teacher Action*   |  |  | Learner Action*  |  |  | Time |
| 1- Engage<br>nt   | The teacher introduces the concept of introducing family and friends. The teacher can ask students if they have ever introduced a friend to their family.       |  |  | The student identifies familiar people like a  |  |  |      |
| 2- Explanation  | brother or a cousin.  |  |  | The teacher reads the dialogue about introducing family and friends and models how to act it out. The teacher asks questions like "Who's this?" to guide the students.                   |  |  |      |
| 3- Elaboration  | The student listens and reads the dialogue. The student participates in a dialogue about introducing family and friends, using phrases like "Nice to meet you". |  |  | The teacher guides the students to act out the dialogue using different names and family members. The teacher can also introduce other phrases like "His name's..." and "Her name's...". |  |  |      |
| 4- Closing  | The student role-plays the dialogue and uses different vocabulary to make it their own, such as   |  |  | brother, cousin, and friend.   |  |  |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** Second grade

**Unit Title:** Meet my family

**Lesson Title:** Lesson 10: Phonics

**Number of Classes ( 2 )**

**Previous Learning:**

First grade

| The Main Outcomes: 1_ Recognising the letters of the alphabet by their sounds or chants      2_ Recognising key words and basic phrases in short, simple songs<br>3_ Naming family members      4_ N/A |   |  |      |
|--|---|--|------|
| The Stages   | Teacher Action*   | Learner Action*  | Time |
| 1- Engage<br>ment  | The teacher guides students to listen to the new sound,   | th. The teacher can prepare a tongue twister to practice the sound.  |      |
| 2- Explanation   | The student listens and says the new phonics sound. The student can say the tongue twister to practice.                               | The teacher teaches the  |      |
| 3- Elaboration   | th sound using words like brother, this, and three. The teacher asks students to listen and tick or cross if the sounds are the same. | The student listens to words and ticks or crosses to indicate if the sounds are the same. The student says the tongue twister to practice the sound. |      |
| 4- Closure   | The teacher can use the tongue twister as a fun way to practice the new sound.  | The student practices phonics by saying the tongue twister, "This is my brother. He's three and he's got a big mouth.".                              |      |

\*Self-Reflection on Learning and Teaching:

|  |          |  |  |  |  |  |  |
|--|----------|--|--|--|--|--|--|
| <b>Class/Section</b>                           | <b>2</b> |  |  |  |  |  |  |
| <b>Number of absent students /Total number</b> |          |  |  |  |  |  |  |
| <b>The class order in the timetable</b>        |          |  |  |  |  |  |  |
| <b>Day/Date</b>                                |          |  |  |  |  |  |  |

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant: