

Lesson Plan\ Grade 2\ Unit 2

| Unit: Two | Day & Date | Sat. | Sun. | Mon. | Tues. | Wed. | Thurs. |
|---|--|---|-------------------------|--|----------------------------|---|---|
| Lesson: One | Class: 2 nd | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ |
| Shift: | Period: | ..... | ..... | ..... | ..... | ..... | ..... |
| Behavioral Objectives | | New Vocabulary | | New Structure | New Functions | | Resources |
| <p>At the end of the period students are expected to:</p> <ol style="list-style-type: none"> pronounce new words (food items) correctly pinpoint new words in a picture after listening to their names. say what food items they like pronounce new numbers correctly:11,12,13 write the new numbers correctly guess the new numbers in a game | | kunafeh\ rice\ meat\ fish\ chicken\ salad\ I like ... \ 11, 12, 13 | | What do you like? I like ... | Saying what food they like | | SB, BB, recording, Unit 2 Poster, Unit 2 flashcards |
| Warm up | T. says Hello and encourages the children to respond. T. chooses a song to be performed by the children chorally e.g., <i>If you are happy and you know it</i> song. | | | | | | |
| Pre-requisite | Learning some vocab. from grade 1: olives, nuts, eggs, cheese, melon, bread & the numbers:1 – 10 Learning: How many...? \ Learning names of colors and alphabets | | | | | | |
| Obj. no. | Procedures and evaluation | | | Skills | | Organization | Time |
| 1 | <p>Activity (1): T. shows Unit 2 Poster and asks: What can you see? T. elicits olives, nuts, eggs, cheese, melon, bread (review from Grade 1).</p> <p>T. shows Unit 2 flashcards (except ice cream and chocolate) and keeps them displayed on BB throughout lesson. T. says <i>Listen</i>, plays recording and points to the items. T. says <i>Say</i>, and uses the flashcards to elicit the foods. Pupils repeat individually and chorally. T. asks the children to use their fingers, or clap, to show the syllables: chi-cken (2), ku-na-feh (3). T. plays the recording again if necessary to help them. As the teacher says each sound, he/she shows the children how to form the mouth shape. T. revises the sounds /k, r, m, f, s, ch/: T. says <i>Think</i> and <i>Say</i> /k k k k/ to elicit kunafeh. T. says <i>Say</i> /k k k k/. T. gets the children in pairs to check that their mouths are making the correct shape. T. repeats for r (rice, red, rabbit), m (meat, Mum, melon, etc.), f (fish, face, finger, etc.), s (salad, sister, skirt, etc.), ch (chicken, chair, cheese). T. displays the letter flashcard for k and say: The name is k. The sound is /k/. T. repeats with the other letters. T. says: salad and elicits /s s s s/. T. repeats with fish, kunafeh, rice, chicken & meat.</p> | | | Speaking (recalling some food items in a picture) Pronouncing new words correctly | | T. Ss. Individual work T. Ss. Individual, pair & choral work | 5min. 12min |
| 2 | <p>T. says <i>Listen and Find</i> and plays recording twice, pausing so the children can find the foods. T. asks ‘Who likes meat?’ T. repeats with the other foods.</p> | | | Listening for pinpointing some food items in a picture | | T. Ss. Individual work | 5min. |

Lesson Plan\ Grade 2\ Unit 2

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| <p>3</p> | <p>Activity (2): T. plays recording, pausing after each line for the children to repeat. T. points to Unit 2 flashcards to elicit: I like ... and pauses at the end of each sentence.</p> | <p>Speaking(saying: I like [food item])</p> | <p>T. Ss. Individual work</p> | <p>3min.</p> |
| <p>4</p> | <p>Activity (3): T. introduces the numbers 11, 12, 13. T. writes on BB 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, eliciting each number as he\she writes it. T. asks a child to come to the front of the class and hold up both hands to show all ten fingers. T. counts the fingers, then shows and counts three of his\her own: eleven, twelve, thirteen. T. writes on BB: 11, 12, 13 (after 10 in the number line). T. says each number as he\she writes it and encourages the children to repeat individually and chorally. T. leaves the numbers on BB. T. says <i>Listen</i> and <i>Say</i> and plays recording, showing the flashcard for each number. The children point to each number on the page and repeat it.</p> | <p>Pronouncing the numbers 11,12,13 correctly</p> | <p>T. Ss. Individual & choral work</p> | <p>5min.</p> |
| <p>5</p> | <p>Activity (4): T. points to the numbers on BB, eliciting each one. T. points to the nuts and asks: How many nuts? Children count together (thirteen) and then T. writes it. T. says <i>Count</i> and <i>Write</i> in the gaps. T. checks that the children are writing the numbers correctly. T. gives feedback. T. asks: How many apples? (three). T. repeats for the others (How many oranges? seven; How many nuts? thirteen).</p> | <p>Speaking (counting from 1 to 11,12,13) Writing the numbers:11,12,13 correctly</p> | <p>T. Ss. Individual & choral work</p> | <p>5min.</p> |
| <p>6</p> | <p>Review game: T. plays ‘I spy’ using new words. T. says: I spy something red. / I spy something beginning with /m/. The children have to guess what the thing is(meat). T. repeats with other new words.</p> | <p>Guessing new words in a game</p> | <p>T. Ss. Individual work</p> | <p>5min.</p> |
| <p>Teachers’ comments:</p> | | <p>Supervisor’s signature:</p> | | |
| <p>Homework: supply missing letters: sa-ad f-sh c-icken ric- from a list of letters [i – h – e –l]</p> | | <p>Head teacher’s signature:</p> | | |

Lesson Plan\ Grade 2\ Unit 2

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| Unit: Two | Day & Date | Sat. | Sun. | Mon. | Tues. | Wed. | Thurs. |
| Lesson: Two | Class: 2nd | 2nd \ | 2nd \ | 2nd \ | 2nd \ | 2nd \ | 2nd \ |
| Shift: | Period: | ..... | ..... | ..... | ..... | ..... | ..... |
| Behavioral Objectives | | | New Vocabulary | New Structure | New Functions | Resources | |
| At the end of the period students are expected to: <ol style="list-style-type: none"> recall numbers 1-13 by tracing and saying them correctly match pictures of food items to suitable sentences. match capital letters to same small ones guess missing numbers in a game | | | Capital and small letter pairs: Ee\Oo | ### | ### | SB, BB, Unit 2 flashcards | |
| Warm up | Greeting\ Look and guess game: T. covers a flashcard picture (of period 1) with paper and reveals the picture gradually. The children guess what it is from the detail. | | | | | | |
| Pre-requisite | Learning new vocab. of previous period (food items) and numbers 1 – 13\ Learning some small vs. capital letter forms | | | | | | |
| Obj. no. | Procedures and evaluation | | | | Skills | Organization | Time |
| 1 | <p>T. checks homework in notebooks and on BB</p> <p>Activity (1): T. writes 1 on the board and elicit One. T. says Trace and traces over the number 1 on the board. T. asks children to trace and checks that they are tracing the numbers correctly. T. says Say and reads aloud together the numbers as a sequence, with the children pointing to each number in the book as they say it. T. asks them to repeat but this time going backwards from thirteen to one. T. shows the number flashcards in random order to elicit the numbers.</p> | | | | Tracing & pronouncing numbers 1-13 correctly | T.Ss. T.Ss. Individual & choral work | 3min 10min. |
| 2 | <p>Activity (2): T. elicits the food pictured and writes on the board or uses word cards: I like chicken. T. asks them to read it aloud together. T. asks: which picture? and elicits d. T. asks them to read and match. T. checks that the children are matching the sentences and pictures correctly. The children check their answers in pairs and T. gives feedback.</p> | | | | Recognizing the relation between pictures of food items and few sentences. | T.Ss. Individual & pair work | 7min |
| 3 | <p>Activity (3): T. writes question 1 on the board (a/c/e/o E/O/A/C) with enough space between the columns for matching. T. elicits the names and sounds of the letters. T. elicits which are small letters and which are capitals. T. asks a child to come to the board and match a and A and repeats with the other letters. T. rubs out the letters on the board. And ask them to match in SBs. T. checks that the children are matching the letters correctly.</p> <p>T. gives feedback, writing the letters up on the board and asking a different child to match each one (aA, cC, eE, oO). T. traces each pair of letters on BB and asks children to imitate in their notebooks. T. walks around and checks handwriting. Children write down the two forms of letters in their notebooks.</p> | | | | Recognizing the relation between capital letters and their small forms Writing the letters (aA, cC, eE, oO) correctly | T.Ss. Individual work | 15min. |

Lesson Plan\ Grade 2\ Unit 2

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| 4 | A game review (What's missing?): T. shows a set of cards (numbers 1 - 13) but not in order. T. gives the children a fixed amount of time to look at them. Children close their eyes, and T. then removes one of them. The children say which card has been removed. | Guessing missing numbers in a game | T.Ss. Individual work | 5min. |
| Teachers' comments: | | Supervisor's signature: | | |
| Homework: write missing lettersA c..... e.....O | | Head teacher's signature: | | |

Lesson Plan\ Grade 2\ Unit 2

| Unit: Two | Day & Date | Sat. | Sun. | Mon. | Tues. | Wed. | Thurs. |
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| Lesson: Three | Class: 2 nd | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ |
| Shift: | Period: | | | | | | |
| Behavioral Objectives | | | New Vocabulary | New Structure | New Functions | Resources | |
| <p>At the end of the period students are expected to:</p> <ol style="list-style-type: none"> recall numbers & key language of previous period repeat after recording chunks of spoken language (two mini-dialogues) say what food other people like | | | ice cream \ chocolate | What does (name) like? He \ She likes ... | Talking about what foods other people like | SB, BB, Unit 2 flashcards, Unit 2 poster, recording | |
| Warm up | | <p>Greeting\ Odd one out: T. displays four flashcards, e.g. meat, kunafeh, chicken, cat. The children identify the odd one out, giving a reason e.g. cat is an animal not a food.</p> <p>Syllables game: T. uses the same cards and asks children to clap once for one syllable word, twice for two syllable one and so on.</p> | | | | | |
| Pre-requisite | | The vocab. and structure of previous two periods: food items, letters O & E and saying what food they like | | | | | |
| Obj. no. | Procedures and evaluation | | | | Skills | Organization | Time |
| 1 | <p>T. checks homework in notebooks and on BB</p> <p>Revision: T. shows Unit 2 Poster. T. asks What can you see? and introduces ice cream and chocolate using the poster. He\She encourages the children to repeat them. T. points to the kunafeh on the plate and ask How many kunafeh? Count. T. and class count them together (thirteen). T. shows the number flashcards 11, 12 and 13 in random order to elicit the words. T. displays Unit 2 flashcards and asks What do you like? to elicit personal responses, e.g. I like fish. T. displays two sets of flashcard pairs: boy/meat and girl/chicken. Then he\she says Listen and plays recording, pointing to the correct pair each time. T. says Say and gives four children (two boys and two girls) food flashcards to hold up. T. says: What does (Omar/Rana) like? to elicit He/She likes ... as appropriate.</p> <p>T. revises the sound /e/ and introduce the letter form E. T. asks them to say /e e e e/ – egg, and writes on the board egg – e. children read it aloud together.</p> <p>T. revises the sound /o/ and introduces the letter form O, using olive.</p> | | | | Speaking (Recalling vocab. and structure of previous periods) | T.Ss. T.Ss. Individual work | 3min. 10min. |
| 2 | <p>Activity (1): T. says Listen and Find and plays recording. The children point to the correct picture each time. T. says Listen and Say and plays recording again, pausing for the children to answer the question each time.</p> | | | | Listening for recorded texts to two pictures | T.Ss. Individual work | 2min. |

Lesson Plan\ Grade 2\ Unit 2

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| <p>3</p> | <p>Activity (2): T. elicits the characters and foods. He\She says Sami – he or she? to elicit He. T. repeats with the other characters pictured. T. asks What does he like? to elicit He likes meat. T. repeats with the other pictures. T. says <i>Listen</i> and <i>Say</i> and plays recording, pausing for the children to answer each question.</p> <p>Activity (3): T. writes on the board or uses word cards: What does Sami like? He likes ..? T. draws a direction arrow from left to right. T. says <i>Listen</i> and <i>Read</i> and reads out the text slowly and gets the children to repeat each word after him\her. T. replaces Sami and He in the text with Jamila and She. T. and children read the text aloud together. T. says <i>Say</i> and puts the children into pairs. They take it in turn to ask and answer What does ... like? He/She likes ... , using the pictures in Activity 2 as prompts.</p> <p>Review: a memory game: T. asks the children to close their books, then ask questions about the pictures in Activity 2, e.g. Who likes meat? etc. What does Zaid like? etc. She likes ice cream. Who is it? etc.</p> | <p>Speaking[Repeating chunks of spoken language (two mini-dialogues)]</p> <p>Speaking(saying what foods other people like)</p> <p>Speaking (Recalling the content of period)</p> | <p>T.Ss. Individual work</p> <p>T.Ss. Pair & Choral work</p> <p>T.Ss. Individual work</p> | <p>10min.</p> <p>10min.</p> <p>5min.</p> |
| <p>Teachers' comments:</p> | | <p>Supervisor's signature:</p> | | |
| <p>Homework: # # #</p> | | <p>Head teacher's signature:</p> | | |

Lesson Plan\ Grade 2\ Unit 2

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| Unit: Two | Day & Date | Sat. | Sun. | Mon. | Tues. | Wed. | Thurs. |
| Lesson: Four | Class: 2nd | 2nd \ | 2nd \ | 2nd \ | 2nd \ | 2nd \ | 2nd \ |
| Shift: | Period: | ..... | ..... | ..... | ..... | ..... | ..... |
| Behavioral Objectives | | | | New Vocabulary | New Structure | New Functions | Resources |
| At the end of the period students are expected to: <ol style="list-style-type: none"> write down some food items under suitable pictures write simple sentences about what food items other people like using and to link food items sing a song | | | | ### | He\ She likes .. and ... | ### | SB, BB, Unit 2 flashcards, recording |
| Warm up | Greeting & Playing a game: What's missing? T. shows a set of flashcards and gives the children a fixed amount of time to look at them and memorize them. T. tells them to close their eyes, then remove one of the cards. They tell which card has been removed. | | | | | | |
| Pre-requisite | The vocab. and structure of previous two periods: food items, and saying what food other people like | | | | | | |
| Obj. no. | Procedures and evaluation | | | | Skills | Organization | Time |
| 1 | Activity (1): T. writes on the board or uses word cards: nuts, ice cream, melon, chocolate, kunafeh. T. says Read . T. reads the words aloud together. T. says /m m m m/ for ... ? to elicit melon. T. asks a child to come and circle m in melon. T. repeats for the other words. T. elicits the characters and foods pictured. T. asks What does Jamila like? to elicit nuts. T. says Write . T. models writing nuts on the board as an example and says Write . T. checks that the children are writing the words correctly. T. says Say . T. says What does Jamila like? to elicit She likes nuts. T. repeats with the other characters (Wafa – chocolate, Zaid – ice cream, Amir – kunafeh, Sami – melon). The children check each other's writing in pairs, comparing each written word to the version supplied in the workbook. | | | | Writing down food items under suitable pictures | T.Ss. Individual & pair work | 15min. |
| 2 | Activity (2): T. elicits the foods pictured and encourages the children to use and for each pair (e.g. olives and dates.). T. reads aloud together the words in the workbook, then the character names. T. asks Who likes chicken and rice? to elicit Salwa. T. repeats for the other food pairs and asks What does Sami like? to elicit He likes olives and dates. T. writes the sentence on the board. T. says Write and checks that the children are writing the words correctly. T. gives feedback, writing the answers on the board or using word cards. T. asks What does Sami like? to elicit He likes olives and dates. T. repeats with the other characters (Salwa – She likes chicken and rice., Amir – He likes apples and oranges., Tala – She likes ice cream and kunafeh.). | | | | Writing simple sentences about what food items other people like linking two items with and | T.Ss. Individual & pair work | 15min. |
| 3 | Activity (3): T. says Listen and find and plays recording. The children find the food items on the page. T. says Sing and plays recording again. The children sing along. T. repeats several times. T. could extend the activity by asking children to make up their own verse for the song, using the foods they like. | | | | Listening for finding food items in an aural text Speaking(singing a song) | T.Ss. choral work | 15min. |
| Teachers' comments: | | | | Supervisor's signature: | | | |
| Homework: Copying key words: kunafeh\ rice\ meat\ fish\ chicken\ salad\ ice cream\ chocolate | | | | Head teacher's signature: | | | |

Lesson Plan\ Grade 2\ Unit 2

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|---|--|------------------------------|------------------------------|---|------------------------------|--|---|
| Unit: Two | Day & Date | Sat. | Sun. | Mon. | Tues. | Wed. | Thurs. |
| Lesson: Five | Class: 2nd | 2nd \ | 2nd \ | 2nd \ | 2nd \ | 2nd \ | 2nd \ |
| Shift: | Period: | ..... | ..... | ..... | ..... | ..... | ..... |
| Behavioral Objectives | | New Vocabulary | | New Structure | | New Functions | Resources |
| At the end of the period students are expected to: | | | | | | | |
| 1. recall vocab. and structure of previous periods | | # # # | | # # # | | # # # | SB, BB, Unit 2 flashcards, Unit 2 poster, recording |
| 2. talk about what food people like | | | | | | | |
| Warm up | Greeting T. plays the ‘What do you like?’ song from Unit 2 Period 4 and encourages the children to sing along. | | | | | | |
| Pre-requisite | The vocab. and structure of previous periods: food items, and saying what food other people like | | | | | | |
| Obj. no. | Procedures and evaluation | | | Skills | | Organization | Time |
| 1 | T. checks HW in notebooks. Revision: T. shows Unit 2 poster and asks What can you see? to elicit the foods. T. points to the ice creams on the tray and ask How many ice creams? Count. Children count them together (twelve). T. displays Unit 2 flashcards and points to the meat and the ice cream. T. says: I like meat and ice cream and asks a child What do you like? to elicit a personal response, e.g. I like fish and kunafeh. T. repeats with several more children, each time encouraging the children to link two items using and . T. displays two sets of flashcard groups: boy + chicken/ kunafeh/salad/ice cream and girl + rice/chocolate/ fish/meat. T. says Listen and plays recording, pointing to the correct food flashcard each time. T. says Look and Say and asks Who likes rice? to elicit She likes rice. T. repeats with the other foods. T. revises the sounds /k, r, m, f, s, ch/ and says Think . T. says /k k k k/ to elicit kunafeh. T. says Say /k k k k/ and gets the children in pairs to check that their mouths are making the correct shape. T. repeats for r (rice, red, rabbit), m (meat, Mum, melon, etc.), f (fish, face, finger, etc.), s (salad, sister, skirt, etc.), ch (chicken, chair, cheese). T. displays the letter flashcard for k and say The name is k. The sound is /k/. T. repeats with the other letters. T. says Salad and elicits /s s s s/. T. repeats with fish, kunafeh, rice, chicken, meat. T. reviews e/E and o/O. T. shows the e flashcard and elicits The name is e. The sound is e. T. says /e e e e/ to elicit egg. T. repeats with E (Esfahan). T. repeats with o and O (olive/Othman). T. shows the letters e, o, E, O randomly to elicit appropriate words. | | | Speaking (recalling vocab. and structure of previous periods) | | T. Ss. T. Ss. Individual & choral work | 3min. 15min. |
| 2 | Activity (1): T. says Wafaa – he or she? to elicit She. T. repeats with names of the other characters pictured, then with children in the class. T. says Listen and Find and plays recording. The children find the pictures. T. says Listen and Say and plays recording again, pausing for the children to answer the question each time. | | | Listening for distinguishing between he and she | | T.Ss. Individual work | 5min. |

Lesson Plan\ Grade 2\ Unit 2

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| | <p>Activity (2): T. writes on the board or uses word cards: What does he like? He likes ... T. draws a direction arrow from left to right. T. says Listen and Read and reads out the text slowly and gets the children to repeat each word after him\her. T. repeats 1 with What does she like? She likes ... T. elicits she food in each picture, using and (e.g. ice cream and chocolate.). T. says Listen and Say and plays recording, pausing for the children to answer the question each time.</p> <p>Activity (3): T. elicits the foods pictured and reads the text in the speech bubbles aloud together. T. says Say and puts the children in pairs. They take it in turn to say what the characters in Activity 1 like. They then express their own likes.</p> | <p>Speaking (talking about what foods other people like using she and he)</p> <p>Speaking(saying simple sentences about what food items he\she likes, using and to link items)</p> | <p>T.Ss. Individual work</p> <p>T.Ss. Individual & pair work</p> | <p>10min.</p> <p>7min.</p> |
| <p>Teachers' comments:</p> | | <p>Supervisor's signature:</p> | | |
| <p>Homework: Choose: (1) What does Ali like? [He – She] likes ice cream. (2) I [like - likes] kunafeh. Reorder: reci fshi eci cearm slada</p> | | <p>Head teacher's signature:</p> | | |

Lesson Plan\ Grade 2\ Unit 2

| Unit: Two | Day & Date | Sat. | Sun. | Mon. | Tues. | Wed. | Thurs. | | |
|---|--|---|-------------------------|-------------------------|---|-------------------------|---|---|-------|
| Lesson: Six | Class: 2 nd | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | 2 nd \ | | |
| Shift: | Period: | ..... | ..... | ..... | ..... | ..... | ..... |  |  |
| Behavioral Objectives | | New Vocabulary | | New Structure | | New Functions | | Resources | |
| <p>At the end of the period students are expected to:</p> <ol style="list-style-type: none"> count numbers 1 – 13 correctly write the numbers of some pictured items correctly write the letters [e E and o O] by tracing them correctly guess missing numbers in a game | | ### | | ### | | ### | | SB, BB, Unit 2 flashcards, Letters poster | |
| Warm up | | Greeting\ Missing letters game: T. puts the class into teams and write up the words [kunafeh\ rice\ meat\ fish\ chicken\ salad\ ice cream\chocolate] with a missing letter for each. The teams complete the words by working out the missing letters together. | | | | | | | |
| Pre-requisite | | Learning key words (food items), numbers: 11, 12, 13 and letters (e E \ o O) of previous periods | | | | | | | |
| Obj. no. | Procedures and evaluation | | | | Skills | | Organization | | Time |
| | T. checks HW on BB, in note books and orally. | | | | | | T.Ss. Individual work | | 5min. |
| 1 | Activity (1): T. shows the flashcards 11, 12 and 13 in random order, eliciting each number and gets pupils repeat several times. T. displays the flashcards and says <i>Twelve?</i> and asks a child to identify the correct flashcard. T. repeats with the other numbers. T. puts the children in pairs and says <i>Count</i> . They count to thirteen aloud together, showing the appropriate number of fingers (one child in each pair will show ten, then the second child will continue with the higher numbers). | | | | Speaking (counting numbers 1 – 13 correctly) | | T.Ss. Individual, pair & choral work | | 10min |
| 2 | T. says <i>Count</i> and <i>Write</i> and checks that the children are counting and writing correctly and gives feedback. T. asks How many nuts? to elicit Thirteen. T. says Thirteen nuts and encourages the children to repeat. T. repeats with dates (eleven) and olives (twelve). | | | | Writing the numbers of few pictured items correctly | | T.Ss. Individual work | | |
| 3 | Activity (2): T. displays the Letter Poster and traces E on the poster, using the arrows to show the direction of writing. T. writes E on the board and says the sound e. T. marks the starting point with a large dot and starts on the dot and slowly writes over the letter. T. makes sure that the children can see how he\she form the letter. T. repeats with O. T. writes on the board e E e E and elicits the letter name and sound. T. asks a child to come and point to the capital letters. T. repeats with the other sequences in the book. T. says Trace and write and checks that the children are tracing and writing the letters correctly. T. writes on the board E and asks a child to come and write E. T. asks the rest of the class to confirm if the letter is written correctly. T. repeats with O, e and o. | | | | Writing the letters [e E and o O] by tracing them correctly | | T.Ss. Individual work | | 15min |
| 4 | Activity (3): T. says Let's play What's missing? T. displays the food flashcards, showing them one at a time and eliciting the names of items. T. says Look and gives the children 30 seconds to memorize them. Then, T. tells them to close their eyes and changes the order of the cards and | | | | Guessing missing numbers in a game | | T.Ss. Individual work | | 10min |

Lesson Plan\ Grade 2\ Unit 2

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| | remove one. The children open their eyes and say the name of the missing item. T. repeats several times. To make the game more challenging, take away two cards at a time. | | | |
| Teachers' comments: | | Supervisor's signature: | | |
| Homework: # # # | | Head teacher's signature: | | |