



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>Year 2 A-E</b>
<b>Week</b>	<b>2 (5<sup>th</sup> to 9th September 2021)</b>
<b>Work sent to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>6 + 2 (Guided Reading)</b>
<b>Unit/Topic</b>	<b>BUG BOY SPIDER CAMP</b>
<b>Key Vocabulary</b>	<b>Feelings, emotions, grandma, silly, worrier, worry dolls, grandmother, house, log, thunder, lightning, shoes, giant, birds,</b>
<b>Lessons 1–Live Zoom lesson along with face-to-face instruction for students present on a particular day</b>	<b>BUG BOY SPIDER CAMP</b> <b>Specific Learning objectives</b> <ul style="list-style-type: none"><li>• Make predictions</li><li>• Use picture cues to predict meaning of unfamiliar words</li><li>• Link what is read to their own experiences</li></ul> <b>Specific Intended Learning Outcomes</b> <ul style="list-style-type: none"><li>• Use picture cues to predict the meaning of unfamiliar words.</li><li>• Use own experiences to predict what might happen at the end of a short story</li></ul>
<b>Tasks</b>	<ol style="list-style-type: none"><li>1. Reading the story</li><li>2. Predicting what might happen next</li><li>3. Finding the meanings of words contextually</li><li>4. Retelling the story.</li></ol>

<p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p>a. What do you think might happen next?  b. What is the meaning of these words- bug, camp?  c. Do you like bugs? Why /Why not?</p> <p>e- book- Bug Boy: Spider Camp (Active learn)  Resource File</p>
<p><b>Lessons 2</b> –Live Zoomlesson along with face-to-face instruction for students present on a particular day</p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Topic: BUG BOY SPIDER CAMP</b>  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions</li> </ul> <p><b>Specific Intended Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Answer simple questions about a sentence they have read.</li> </ul> <p>1. Reading the story  2. Asking questions.  3. Answering questions</p> <p>a. What happened?  b. What did Emma say?  c. Why did Emma say ‘Yuck!’?  d. What did Dan think?</p> <p>e book- Bug Boy: Spider Camp  Worksheet (Active learn)  Resource File</p>
<p><b>Lessons3</b> –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p><b>Tasks</b></p>	<p><b>Topic: BUG BOY SPIDER CAMP</b>  <b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Retell the story in their own words:</li> <li>• Recall what happened next in a simple story or sequence of events.</li> </ul> <p><b>Specific Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Recall what happened next in a simple story or sequence of events.</li> <li>• Compose orally and then write a simple sentence.</li> </ul> <p>1. Retelling the story  2. Recalling the story events</p>

<p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p>3. Sequencing the events</p> <p>a. What happened when the family went out camping?</p> <p>b. How did the children feel about the trip?</p> <p>e book-Bug Boy: Spider Camp</p> <p>Worksheet (Active learn)</p> <p>Resource File</p>
<p><b>Lessons 4</b> –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Topic: BUG BOY SPIDER CAMP - PHONICS AND SPELLING</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• learn different ways to spell the /ai/ phoneme</li> <li>• read and spell words of one syllable or more</li> <li>• write the words and a dictated sentence</li> </ul> <p><b>Specific Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Spell the words given correctly.</li> <li>• Write dictated words and a sentence correctly.</li> <li>• Match the given words with the pictures.</li> </ul> <ol style="list-style-type: none"> <li>1. Open the Unit 14 /ai/ as 'ay' Lesson.</li> <li>2. Play the 'ay' video once through.</li> <li>3. Select and drag the digraph 'ay' on to the Work area. Click on the digraph to hear how to say the phoneme /ai/.</li> <li>4. Say the phoneme /ai/ and ask the children to repeat it after you.</li> <li>5. Choose the correct words to identify the pictures.</li> <li>6. Write the correct spellings of the words</li> </ol> <p>a. Say the phoneme /ai/ correctly.</p> <p>b. Identify and write the words accurately.</p> <p>e book- Bug Boy: Spider Camp</p> <p>Worksheet (Active learn)</p> <p>Resource File- Unit 14 /ai/ as 'ay' Lesson , Google form</p>
<p><b>Lessons 5</b> –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p>	<p><b>Topic: BUG BOY SPIDER CAMP</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss their own understanding of a story</li> <li>• Recall the features in the story</li> <li>• Retell the story</li> <li>• Make inferences and predictions</li> </ul> <p><b>Specific Intended Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Recall the story features, make inferences and predictions.</li> </ul>

<p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<ol style="list-style-type: none"> <li>1. Read the story in turns</li> <li>2. Discuss the features in the story</li> <li>3. Answer simple questions about the character</li> <li>4. Discuss the character’s feelings and relate them to their own</li> </ol> <ol style="list-style-type: none"> <li>a. What do you think makes Dan happy?</li> <li>b. How does Dan feel when he sees a spider?</li> <li>c. What does Mum think about Dan’s spider?</li> <li>d. Does Dan want to go camping?</li> <li>e. Do Dan and Emma get along?</li> </ol> <p>e book- Bug Boy: Spider Camp Worksheet (Active learn) Resource File</p>
<p><b>Lessons 6</b> –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Topic: BUG BOY SPIDER CAMP</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Say whether a group of words is a sentence.</li> <li>• Identify different types of sentences.</li> <li>• Use capital letters, full stop, comma and question mark when writing sentences.</li> </ul> <p><b>Specific Intended Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Read the texts given and answer the questions.</li> </ul> <ol style="list-style-type: none"> <li>1. Compose sentences orally.</li> <li>2. Arrange given words to make correct sentences.</li> <li>3. Use correct punctuation to write sentences.</li> </ol> <ol style="list-style-type: none"> <li>a. What should every sentence start with?</li> <li>b. What should every sentence end with?</li> <li>c. What type of sentences are there?</li> </ol> <p>e book- Bug Boy: Spider Camp Worksheet (Active learn) Resource File</p>
<p><b>Lessons 1– Guided Reading</b></p> <p>Live Zoom lesson along with face-to-face instruction for students present on a particular day</p>	<p><b>Topic: THE PENGUINS OF MADAGASCAR: GOOD DEED DAY</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Discuss the sequence of events in the story</li> </ul> <p><b>Specific Intended Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Retell the main points in the correct sequence</li> <li>• Compose sentences by saying out loud before writing.</li> </ul>

<p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<ol style="list-style-type: none"> <li>1. Talking about the front and cover of the book and encourage prediction.</li> <li>2. Looking for the answer to the big question: What goes wrong, and how do the characters sort the problems out each time?</li> <li>3. Reading the story.</li> <li>4. Discussing the characters and reading their names while reading the story.</li> <li>4. Predicting what the penguins will do on Good Deed Day. <ol style="list-style-type: none"> <li>a. Answer the big question.</li> <li>b. Discuss what good deed the penguins do.</li> <li>c. What does Private mean by ‘that bad deed’?</li> <li>d. Why do the penguins ask Pinky for a feather?</li> <li>e. Discuss what good deed she wants in return.</li> <li>f. Find and copy two words that tell us that the penguins are tired.</li> </ol> </li> </ol> <p>e book- THE PENGUINS OF MADAGASCAR: GOOD DEED DAY Worksheet (Active learn)</p>
<p><b>Lessons 2 – Guided Reading</b></p> <p>Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Topic: THE PENGUINS OF MADAGASCAR: GOOD DEED DAY</b></p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> </ul> <p><b>Specific Intended Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Use different sentence forms (statement, question, exclamation, command) in their writing</li> </ul> <ol style="list-style-type: none"> <li>a. Sharing answers--Imagine that you are going to do a good deed for an animal of your choice. What would you do?</li> <li>b. Answering the PCM. <ol style="list-style-type: none"> <li>a. Write clear instructions to show how to do a good deed for an animal.</li> </ol> </li> </ol> <p>e book- THE PENGUINS OF MADAGASCAR: GOOD DEED DAY Worksheet (Active learn)</p>

