



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

Lesson Plan

Subject	English Language
Class/ Section	Year 2 A-E
Week	4 (19th - 23rd September 2021)
Work sent to students by	Google classroom
Total number of lessons per week	6 + 2(Guided Reading)
Unit/Topic	POMPOM PETS
Key Vocabulary	snippers, snip, greeting, card, rings, loops, looping, fluff, little, Pompom Pets, lids, gum, felt, mark, things, adding, gap, undo, feet, wings, tails, stick, tug, apart
Lessons 1 & 2 –Live Zoom lesson along with face to face instruction for students present on a particular day	<u>Specific Learning objectives :</u> <ul style="list-style-type: none">• Use picture cues to predict meaning of unfamiliar words.• Link what is read to their own experiences.• Retell the steps in their own words. <u>Specific Intended Learning Outcomes:</u> <ul style="list-style-type: none">• Identify meaning of the words.• Answer simple questions about what they have read.• Retell the steps correctly.

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<ol style="list-style-type: none"> 1. Reading the text. 2. Discuss any unfamiliar vocabulary. 3. Answering questions. 4. Retelling the steps in making pompom pets. <ol style="list-style-type: none"> a. What kind of book do you think this will be? b. What items do you need to make a pompom pet? c. How do you sequence instructions? <p>e book- Pompom Pets. Worksheet (Active learn)</p>
<p>Lesson 3 - Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p><u>Specific Learning objectives :</u></p> <ul style="list-style-type: none"> • Recall the details read. • Write an instruction text. • List steps in the correct order. <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Review the information given in the text. • Write an instruction text using the given template. <ol style="list-style-type: none"> 1. Reviewing the steps in making a pompom pet. 2. Talking about an activity they want to do. 3. Writing own instruction text. <ol style="list-style-type: none"> a. Use the given verbs in their own instruction text. b. Write the steps in the correct sequence. <p>e book- Pompom Pets. Worksheet (Active learn)</p>

<p>Lessons 4 & 5 –Live Zoom lesson along with face to face instruction for students present on a particular day</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p><u>Specific Learning objectives :</u></p> <ul style="list-style-type: none"> • Use adjectives in expanded noun phrases in simple sentences. • Use the correct determiner ('a/'an', 'the' or 'some') for single and plural nouns in simple sentences. • Form plurals of nouns where the root word does not change by adding '-s' and '-es'. <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Tell what nouns are. • Understand that adjectives give more description about a noun. • Recognize that the articles 'a', 'an' and 'the' can be used before a noun. • Differentiate singular and plural nouns. <ol style="list-style-type: none"> 1. Identifying the nouns in the list of instructions. 2. Defining adjectives. 3. Identifying the articles used before the nouns. <ul style="list-style-type: none"> a. Write the correct singular or plural of the nouns listed on the worksheet. b. Compose meaningful sentences using ‘a/an’ or ‘some’ to make the noun more specific c. Identify noun phrases used in instruction. <p>e book- Pompom Pets. Worksheet (Active learn)</p>
<p>Lesson 6 –Live Zoom lesson along with face to face instruction for students present on a particular day</p>	<p>Phonics and Spellings.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Write a spelling test • Learn different ways to spell the ie, i-e, y, i phoneme • Read and spell words of one syllable or more. • Write the words and a dictated sentence. <p>Specific Intended Learning Outcomes</p> <ul style="list-style-type: none"> • Spell the words given correctly. • Write dictated words and a sentence correctly. • Match the given words with the pictures.

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p>	<ol style="list-style-type: none"> 1. Understanding Unit 16 (ie i-e y i -long i)lesson. 2. Choosing the correct words to identify the pictures. 3. Writing the correct spellings of the words. <ol style="list-style-type: none"> a. Say the phoneme /ie, i-e, y, i correctly. b. Identify and write the words accurately. <p>e book- Pompom Pets. Worksheet (Active learn) Google Form</p>
<p><u>GUIDED READING</u></p>	
<p>Lesson – 1 (Continuation of last week’s lesson)</p> <p>Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Topic: THE PENGUINS OF MADAGASCAR: KIPPER FOR SKIPPER</p> <p>Learning objective:</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. <p>Specific Intended Learning Outcome</p> <ul style="list-style-type: none"> • Use different sentence forms (statement, question, exclamation, command) in their writing <ol style="list-style-type: none"> 1. Retelling the story ending where the penguins use team work to escape danger. 2. Using the past tense consistently. 3. Including teamwork in their story. <p>Write clear instructions on how the penguins managed to escape Officer X using teamwork.</p> <p>e book- THE PENGUINS OF MADAGASCAR: KEEPER FOR SKIPPER Worksheet (Active learn)</p>

LESSON – 2

Live Zoom lesson along with face-to-face instruction for students present on a particular day

Tasks

**Assessment Criteria/
Essential questions**

Resources

Flips and Spins

Learning objectives:

- Discuss the key information in the book.

Specific Intended Learning Outcome:

- Say something about the cover page and title of the book.
- Identify the different gymnastics and tell how they are done.
 1. Talking about the front and back covers, including the pictures.
 2. Identifying the different gymnastics mentioned in the book.
 3. Talking about each gymnastic.
 4. Matching the words to the correct pictures.
 - a. What is the meaning of ‘flips’?
 - b. What is the meaning of ‘spins’?
 - c. Tell how each gymnastic is done.

e book-. Flips and Spins
Worksheet (Active learn)