



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>5 (26<sup>th</sup> - 30<sup>th</sup>)</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>Jay and Sniffer: The Bike Race and Whizz!</b>
<b>Key Vocabulary</b>	<b>asked, people, here, make, could, don't lemur, television, everyone, everybody, Maurice, terrible, grumpy, perhaps, wondered, because, grabbed, snatched, breaking, crashed, branch.</b>
<b>Lessons 1,2 –Live Zoom lesson along with face to face instruction for students present on a particular day</b>	<b>Jay and Sniffer: The Bike Race and Whizz!</b> <b><u>Specific Learning objectives:</u></b> <ul style="list-style-type: none"><li>• Make predictions.</li><li>• Link what is read to their own experiences.</li><li>• Recall what happened next in a simple story or sequence of events.</li></ul> <b><u>Specific Intended Learning Outcomes:</u></b> <ul style="list-style-type: none"><li>• Use picture cues to predict the meaning of unfamiliar words.</li><li>• With support, find information in texts (including IT texts) to answer simple questions.</li></ul>

<p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Use own experiences to predict what might happen at the end of a story.</li> </ul> <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> </ol> <ol style="list-style-type: none"> <li>a. Which of the characters in this story are good and which characters are bad?</li> <li>b. What kind of character do you think the teacher is? Why?</li> <li>a. Who do you think has taken the students' bikes and why?</li> <li>b. How is Sniffer helping?</li> </ol> <p>e- book - <b>Jay and Sniffer: The Bike Race and Whizz!</b> ( Active Learn)</p>
<p><b>Lessons 3,4 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Jay and Sniffer: The Bike Race and Whizz!</b></p> <p><b><u>Specific Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Combine information from text and pictures to infer how a character feels.</li> <li>• Sequence three pictures and then write few sentences for each to tell a story.</li> </ul> <p><b><u>Specific Intended Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Recall the story features, make inferences and predictions.</li> <li>• Reread own writing to check the meaning is clear.</li> </ul> <ol style="list-style-type: none"> <li>1. Discussing the features in the story.</li> <li>2. Answering simple questions about the character.</li> <li>3. Discussing the character's feelings and relate them to their own.</li> <li>4 Writing the story opening, middle and end using time connectives.</li> <li>5. Reading own stories.</li> </ol> <ol style="list-style-type: none"> <li>a. How many parts are there in a story?</li> <li>b. What are some examples of time connectives and how do we use them in a story?</li> <li>c. How do we write the story opening, middle and end?</li> </ol> <p>e- book - <b>Jay and Sniffer: The Bike Race and Whizz!</b> ( Active Learn)</p> <p>PCM 2.3.2</p>

<p><b>Lessons 5 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Jay and Sniffer: The Bike Race and Whizz!</b></p> <p><b><u>Specific Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Use everyday verbs in simple sentences.</li> <li>• Use adjectives in expanded noun phrases, in simple sentences.</li> <li>• Use correct singular or plural forms of regular nouns.</li> </ul> <p><b><u>Specific Intended Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Say a simple sentence and then write it.</li> <li>• Use full stops at the end of simple sentences.</li> </ul> <ol style="list-style-type: none"> <li>1. Completing the main activity.</li> <li>2. Using capital letters, full stops, verbs and noun phrase in the sentence. <ul 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> </ul> </li> </ol> <p>e- book - <b>Jay and Sniffer: The Bike Race and Whizz!</b> ( Active Learn)</p> <p>PCM 2.3.3 , PCM 2.3.4</p>
<p><b>Lessons 6 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Phonics and Spellings.</b></p> <p><b><u>Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Write a spelling test.</li> <li>• Learn different ways to spell the <b>o – e</b> 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><u>Specific Intended Learning Outcomes:</u></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. Understanding Unit 17 (<b>o - e</b>) lesson.</li> <li>2. Choosing the correct words to identify the pictures.</li> <li>3. Writing the correct spellings of the words. <ul style="list-style-type: none"> <li>a. Say the phoneme /o – e correctly.</li> <li>b. Identify and write the words accurately.</li> </ul> </li> </ol> <p>e book- Phonemes Unit 17 (Active learn) Google Form</p>

<p><b>Guided Reading</b></p>	
<p><b>Lesson 1 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b>Everyone Loves King Julien</b>  <b><u>Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Make Predictions.</li> <li>• Discuss the sequence of events in the story.</li> </ul> <p><b><u>Specific Intended Learning Outcomes:</u></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>a. Talking about the front cover of the book and encouraging predictions.</p> <p>b. Looking for the answer to the big question: Why does everyone love King Julien?</p> <p>C.. Discussing why King Julien gave the lemurs mangoes.</p> <ol style="list-style-type: none"> <li>1. Have you seen these characters before. What sort of animal they are?</li> <li>2. Why does King Julien cry: “This is terrible!” ?</li> <li>3. What is King Julien worried about?</li> <li>4. Recognise that the fruits are mangoes. Do you like to eat mangoes?</li> </ol> <p>e- book - <b>Everyone Loves King Julien</b></p>
<p><b>Lesson 2 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p>	<p><b>Everyone Loves King Julien</b>  <b><u>Learning objectives:</u></b></p> <ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Use the present and past tenses correctly and consistently including the progressive form.</li> </ul> <p><b><u>Specific Intended Learning Outcome:</u></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>1. Reading the story.</li> <li>2. Designing and making a poster to tell the lemurs about the free mangoes that King Julien will give them.</li> <li>3. What “Thank you note” will the parent of the baby lemur going to write to King Julien for saving the baby lemur?</li> </ol> <ol style="list-style-type: none"> <li>a. How are the characters feeling at the end of the story?</li> <li>b. How the baby lemur is saved?</li> <li>c. What are two words in the text that say who likes King</li> </ol>

Julien?

- d. What two things made King Julien popular with the lemurs?.

**Resources**

e- book - **Everyone Loves King Julien**