



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	3 (12th to 16th September 2021)
Work sent to students by	Google classroom
Total number of lessons per week	6 + 2(Guided Reading)
Unit/Topic	BUG BOY SPIDER CAMP & DRAW WITH PENNY
Key Vocabulary	Feelings, emotions, grandma, silly, worrier, worry dolls, grandmother, house, log, thunder, lightning, shoes, giant, birds,
Lessons 1 & 2 –Live Zoom lesson along with face-to-face instruction for students present on a particular day Work will be assigned in google classroom which will be matched to the students' ability. Tasks	BUG BOY SPIDER CAMP Specific Learning objectives <ul style="list-style-type: none">• Say a simple sentence and then write it.• Use everyday verbs in simple sentences.• Retell a story, using story language.• Write the story using story language with beginning, middle and end. Specific Intended Learning Outcomes <ul style="list-style-type: none">• Write sentences using correct punctuation.• Identify verbs in simple sentences and use them in own writing• Retell and write a story in own words. <ol style="list-style-type: none">1. Reading the story2. Retelling the story in own word, using story language.3. Writing the story opening, middle and end using time

<p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>connectives.</p> <p>4. Reading own stories.</p> <p>a. How many parts are there in a story?</p> <p>b. What are some examples of time connectives and how do we use them in a story?</p> <p>c. How do we write the story opening, middle and end?</p> <p>e- book- Bug Boy: Spider Camp (Active learn) Resource File</p>
<p>Lessons 3 –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students’ ability</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Topic: DRAW WITH PENNY</p> <p>Specific Learning objectives</p> <ul style="list-style-type: none"> • Follow two-step instructions when these are given slowly and clearly. • Know that information can be given through photographs and illustrations as well as text. • Read simple instructions and identify key text features. <p>Specific Intended Learning Outcomes</p> <ul style="list-style-type: none"> • Ask and answer simple questions • Follow two- step instruction • Answer questions on the features of instruction texts • Using correct punctuation to make sentences <p>1. Reading the text</p> <p>2. Asking questions about the features of instructions</p> <p>3. Following the instructions to draw a face.</p> <p>4. Writing the instructions using instruction language</p> <p>a. What are the features of instructions?</p> <p>b. What are the connectives used when giving instructions?</p> <p>c. How can you draw a face?</p> <p>e book- Draw with Penny Worksheet (Active learn) Resource File</p>
<p>Lesson 4 –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students’ ability.</p>	<p>Topic: DRAW WITH PENNY</p> <p>Specific Learning objectives</p> <ul style="list-style-type: none"> • Identify features of instructional texts • Labelling the features in the text • Answering questions • Following instructions to draw a car <p>Specific Intended Learning Outcomes</p> <ul style="list-style-type: none"> • Use the features to write own text • Label the features in a text

<p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<ol style="list-style-type: none"> 1. Recalling the facts in the text 2. Labelling the features in a text 3. Sequencing the instructions <ol style="list-style-type: none"> a. What are the features of instructional texts? b. How do you write a title when writing instructions? c. How do you sequence instructions? <p>e book-Draw with Penny</p> <p>Worksheet (Active learn)</p> <p>Resource File</p>
<p>Lessons 5 –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students' ability.</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Topic: BUG BOY SPIDER CAMP - PHONICS AND SPELLING</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Write a spelling test • Learn different ways to spell the /ea/ phoneme • Rread 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. <ol style="list-style-type: none"> 1. Opening the Unit 15 /ea/ ee/e/ie/ey long eLesson. 2. Listening to the 'ea' video once through. 3. Selecting and dragging the digraph 'ay' on to the Work area to hear how to say the phoneme /ea/. 4. Saying the phoneme /ea/ and repeat after the teacher. 5. Choosing the correct words to identify the pictures. 6. Writing the correct spellings of the words <ol style="list-style-type: none"> a. Say the phoneme /ea/ correctly. b. Identify and write the words accurately. <p>e book- Draw with Penny</p> <p>Worksheet (Active learn)</p> <p>Resource File- Unit 15 /ea/ ee/e/as 'ey' Lesson, Google form</p>

<p>Lessons 6 –Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students’ ability.</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p> <p>Resources</p>	<p>Topic: DRAW WITH PENNY</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Follow two-step instructions, when these are given slowly and clearly • Sequence steps correctly. • Match the pictures of the given instructions with the pictures. <p>Specific Intended Learning Outcomes</p> <ul style="list-style-type: none"> • Match the instructions to the correct pictures and put them in the correct order. • Review their own instruction texts. <ol style="list-style-type: none"> 1. Reading the text 2. Matching the pictures with the instructions. 3. Writing the instructions <ol style="list-style-type: none"> a. What are the features of instructions? b. Why should we use connectives in instructions? c. What type of verbs do we use when writing instructions? <p>e book- Draw with Penny Worksheet (Active learn) Resource File</p>
GUIDED READING	
<p>Lesson 1</p> <p>Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students’ ability.</p> <p>Tasks</p> <p>Assessment Criteria/ Essential questions</p>	<p>Topic: THE PENGUINS OF MADAGASCAR: KIPPER FOR SKIPPER</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in the story. <p>Specific Intended Learning Outcome</p> <ul style="list-style-type: none"> • Retell the main points in the correct sequence • Compose sentences by saying out loud before writing. <ol style="list-style-type: none"> 1. Talking about the front and cover of the book and encourage prediction. 2. Looking for the answer to the main question: Is Skipper right about the importance of teamwork? 3. Talking about why Skipper thinks the penguins need to practise teamwork. Telling why they think he’s right about the danger. <ol style="list-style-type: none"> a. Answer the main question. b. What is teamwork? c. Why is teamwork important? d. How will teamwork help the penguins? e. What does skipper want?

<p>Resources</p>	<p>e book- THE PENGUINS OF MADAGASCAR: KIPPER FOR SKIPPER (Active learn)</p>
<p>Lesson 2</p> <p>Live Zoom lesson along with face-to-face instruction for students present on a particular day</p> <p>Work will be assigned in google classroom which will be matched to the students' ability.</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>