



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	5 (26th - 30th)
Work sent to students by	Google classroom
Total number of lessons per week	6 + 2 (Guided Reading)
Unit/Topic	Jay and Sniffer: The Bike Race and Whizz!
Key Vocabulary	asked, people, here, make, could, don't lemur, television, everyone, everybody, Maurice, terrible, grumpy, perhaps, wondered, because, grabbed, snatched, breaking, crashed, branch.
Lessons 1,2 –Live Zoom lesson along with face to face instruction for students present on a particular day	Jay and Sniffer: The Bike Race and Whizz! <u>Specific Learning objectives:</u> <ul style="list-style-type: none">• Make predictions.• Link what is read to their own experiences.• Recall what happened next in a simple story or sequence of events. <u>Specific Intended Learning Outcomes:</u> <ul style="list-style-type: none">• Use picture cues to predict the meaning of unfamiliar words.• With support, find information in texts (including IT texts) to answer simple questions.

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

<p>Lessons 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>Jay and Sniffer: The Bike Race and Whizz!</p> <p><u>Specific Learning objectives:</u></p> <ul style="list-style-type: none"> • Use everyday verbs in simple sentences. • Use adjectives in expanded noun phrases, in simple sentences. • Use correct singular or plural forms of regular nouns. <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Say a simple sentence and then write it. • Use full stops at the end of simple sentences. <ol style="list-style-type: none"> 1. Completing the main activity. 2. Using capital letters, full stops, verbs and noun phrase in the sentence. <ul style="list-style-type: none"> a. What should every sentence start with? b. What should every sentence end with? c. What type of sentences are there? <p>e- book - Jay and Sniffer: The Bike Race and Whizz! (Active Learn)</p> <p>PCM 2.3.3 , PCM 2.3.4</p>
<p>Lessons 6 –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>Phonics and Spellings.</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Write a spelling test. • Learn different ways to spell the o – e phoneme. • Read and spell words of one syllable or more. • Write the words and a dictated sentence. <p><u>Specific Intended Learning Outcomes:</u></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. Understanding Unit 17 (o - e) lesson. 2. Choosing the correct words to identify the pictures. 3. Writing the correct spellings of the words. <ul style="list-style-type: none"> a. Say the phoneme /o – e correctly. b. Identify and write the words accurately. <p>e book- Phonemes Unit 17 (Active learn) Google Form</p>

<p>Guided Reading</p>	
<p>Lesson 1 –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>Everyone Loves King Julien <u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Make Predictions. • Discuss the sequence of events in the story. <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Retell the main points in the correct sequence. • Compose sentences by saying out loud before writing. <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"> 1. Have you seen these characters before. What sort of animal they are? 2. Why does King Julien cry: “This is terrible!” ? 3. What is King Julien worried about? 4. Recognise that the fruits are mangoes. Do you like to eat mangoes? <p>e- book - Everyone Loves King Julien</p>
<p>Lesson 2 –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>Everyone Loves King Julien <u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done. • Use the present and past tenses correctly and consistently including the progressive form. <p><u>Specific Intended Learning Outcome:</u></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. Reading the story. 2. Designing and making a poster to tell the lemurs about the free mangoes that King Julien will give them. 3. What “Thank you note” will the parent of the baby lemur going to write to King Julien for saving the baby lemur? <ol style="list-style-type: none"> a. How are the characters feeling at the end of the story? b. How the baby lemur is saved? c. What are two words in the text that say who likes King

Resources

Julien?

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

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