Lesson Title: *Show me* your hand

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| **Class: 2nd Grade** | | **Unit: 2 - Dialogue** | | |
| **Learning Objective(s):**  Ch. practise basic vocabulary  Ch. can give simple instructions using “Show me ~”  Ch. can reflect on their performance during the lesson and decide on next steps. | | **Outcomes:**  Ch. can develop confidence and enjoyment when communicating in English  Ch. are able to give verbal “Show me ~” instructions to one another (5+ times)  Ch. are able to create original sentences using today’s target grammar  Ch. are able to critically assess their learning and suggest next steps. | | |
| **Differentiation** | |
| **Core learners:**  **Working on activity as described. Early finishers are to work on their Unit 2 vocab list.** | |
| **Access:**  **Starter vocab to be selected during warm up.**  **Peer and T support during activity**  **Ch. supported by T during self-assessment.** | **Challenge:**  **Challenge vocab used during warm up activity.**  **Ch. encouraged to vary verb choices during main activity.** | | **Notes:**  **N/A** | |
| **Prior learning:**  **Ch. have seen and used warm-up vocabulary in prior lessons.**  **Ch. have had a short introduction to the grammar point in previous session.** | | | | |
| Teaching Activities | | | | Time |
| Starter: Picture This!  Divide class into two teams of roughly equal size. Each team is allocated half of the blackboard as their work area. The first student from both teams comes to the front and is shown a word from the current vocab list. They draw the object on the board and their teams guess the object. The first team to call out the correct answer gets one point. If no team can answer correctly T. is to give hints (It is an animal. It is black and white etc.) Repeat until every student has attempted the task. | | | | 10mins |
| Main Task 1: Show me your hand  Remind students of earlier learning around this grammar point. Introduce today’s main activity to the Ch. Explain that today they will be working as fortune tellers. Show large picture of palm on the monitor. Ask students to look at their own palms and locate and examine the lines mentioned. Hand out worksheet. Show demonstration with JTE of how the dialogue will run. Practise target sentence as a whole class. Allow students to begin independent work when they are confident. Early finishers can move on to sentence re-arrangement activity on the reverse side of the worksheet. | | | | 20mins |
| Main Task 2:  Call children from task. Choose one or two students to share their findings with the rest of the class (ensure that their task partner is not someone who is easily embarrassed.) Introduce next task. Explain that students are to write 5 original sentences. Direct Ch. attention to the box at the bottom of the page. Explain that they can use these words to help them. Model creating a sentence using this toolbox. Once students are confident they may begin independent work. Early finishers can work on their Unit 2 vocabulary list. | | | | 10mins |
| **Assessment Opportunities:**  **Ch. are to self-assess using their evaluation sheets. T. to assess worksheets against today’s Learning Objectives. Verbal feedback to be provided throughout the lesson as appropriate.** | | | |  |
| Plenary:  Remind Ch. of today’s learning objectives. Provide verbal feedback on a whole class basis. Briefly introduce the next topic – “Introducing our town” | | | | 10mins |