Grade 2 - Week 16

Teaching day: 20/12/2021 – class 2A

21/12/2021 – class 2B

**Unit 9. In the grocery store**

**Lesson 1 –** Period 1

**I. Objectives:**

By the end of the lesson, Ss will be able to:

 - correctly pronounce the name of the letter Y/y (/waɪ/);

-  correctly pronounce the sound of the letter Y/y (/j/) in isolation and in the words *yogurt*, *yams* and *yo-yos*.

**II. Contents:**

\* Vocabularies: yogurt, yams, yo-yos.

-Sound /j/

\* Skills: Speaking and listening.

**III. Teaching aids:**

- s*achmem*.*vn*

- Flashcards for Unit 9, Computer, projector

**IV. Proceduces**

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| **Teacher’s and Students’activities** | **Contents** |
| ***1: Warm - up:***  -Introduce the topic of the new unit by showing a picture of a grocery store. Ask pupils what there is to buy in a grocery store.  **2. Listen and repeat.**  **-**Draw pupils’ attention to the picture (say “*Look at the picture.*”). Ask questions to help them identify the context (The picture shows a grocery store. A mother and a son are shopping. *Yogurt, yams* and *yo-yos* are labelled, with the letter *y* in red.  -Have pupils point to the letter *Y/y* (say “*Point to the letter Y.*”). Explain that the name of the letter *Y/y* is different to its sound (say “*Listen.* /*waɪ*/ /*j*/.”).  -Play the recording of the name and sound of the letter *Y/y* and encourage pupils to repeat (say “*Listen and repeat*.”). Do this several times, with pupils repeating both individually and in chorus.  -Have pupils look at the yogurt (say “*Look at the yogurt.*”). Then have them point to the word *yogurt* (say “*Point to the word yogurt*.”). Draw their attention to the colour of the letter *y* (say “*Look at the colour of the letter y. It is red.*”)  -Play the recording of *yogurt* and encourage pupils to repeat (say “*Listen and repeat*.”). Do this several times, with pupils repeating both individually and in chorus.  -Repeat Steps 4 and 5 for *yams* and *yo-yos*.  -Play the recording in full and encourage pupils to repeat the name and sound of the letter *Y/y*, *yogurt*, *yams* and *yo-yos* both individually and in chorus.  **2. Point and say.**  **-**Have pupils point to the letter *Y/y* and correctly pronounce its name and sound (say “*Point to the letter Y. Say /waɪ/. Now say /j/.*”)  -Have pupils point to and correctly pronounce the word *yogurt* (say “*Point to the yogurt. Say yogurt*.”). Do this several times, with pupils repeating both individually and in chorus.  -Repeat Step 2 for *yams* and *yo-yos*.  -Put pupils into pairs or groups.  **4/ Fun corner**  If time allows, let pupils play the **Whispers**  Divide the class into two teams. Tell each team to form a line. Explain that when you whisper a word (e.g. *yogurt*) to the first pupil in each line, they must in turn whisper it to the second pupil in the line. The second pupil then whispers it to the third, and so on. When the word reaches the last pupil in the line, they should call it out. A correct word scores one point.  -Play the game.  -Count the points for each team and announce the winner. The team with the most points wins. The winning team must say all three words (*yogurt, yams, yo-yos*) aloud for the rest of the class.  **5/ *Homelink***  - Learn by heart the words: *yogurt*, *yams* and *yo-yos*. and sound of the letter Y/y (/j/) | **1.Listen and repeat.**  yogurt,  yams,  yo-yos.  *Y/y*  **2. Point and say.** |

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Grade 2 - Week

Teaching day: 21/12/2021 – class 2A

23/12/2021 – class 2B

**Unit 9. In the grocery store**

**Lesson 2 – Period 2**

**I. Objectives:**

By the end of the lesson, pupils will be able to:

-correctly pronounce the sound of the letter *Y/y* (/*j*/), the words *yo-yos*, *yams* and *yogurt* and say the sentence structure *Can you see the* \_\_\_\_\_? in a chant;

- recognize target words and sentence structures while listening;

- write the letter *Y/y* and complete the words \_ams, \_ogurt and \_o-\_os.

**II. Contents:**

**\* Vocabulary**: *yams, yogurt, yo-yo*

 -Phrases/sentences with the sound */j/*, the words *yo-yos, yams, yogurt,* the sentence structure *Can you see the* \_\_\_\_\_?

-Sound */j/.*

\* Skills: Speaking , listening and writing.

**III. Teaching aids:**

- s*achmem*.*vn*

- Flashcards for Unit 9, Computer, projector

**IV. Proceduces**

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| **Teacher’s and Students’activities** | **Contents** |
| 1. **Warm-up:**  - Ask the class to play *Whispers* again, using the words in *Lesson 1, Unit 9* and those in the previous units, saying *Now let us play Whispers!*  *2.* **Listen and chant.**  **-** Draw pupils’ attention to the picture and have them point to the yo-yos (say “*Look at the picture. Point to the yo-yos.*”).  - Say “*Can you see the yo-yos*?” and encourage pupils to repeat.  - Repeat Steps 1 and 2 for *yams* and *yogurt*.  - Play the recording of the chant to familiarize pupils with the words and rhythm (say “*Listen*.”).  - Have pupils point to each line of the chant (say “*Point to line one.*”). Play the recording of each line and encourage pupils to chant (say “*Listen and chant*.”).  - Play the recording in full and encourage pupils to chant (say “*Listen and chant*.”). Pupils can clap along or do other actions to help them keep the rhythm.  - Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.  3. **Listen and tick.**  **-** Have pupils look at the pictures and say the words (say “*Point and say*.”). When pupils answer correctly, confirm by saying  “*yo-yos/ tops/ milk/ yogurt*”.  - Play the recording and allow pupils time to complete the activity.  - Play the recording again.  - Check the answers by asking “*a or b*?”. When pupils answer correctly, confirm by saying “*1a.  I can see some yo-yos.*”/“*2b. I can see some yogurt*.” and encourage them to repeat.  **Audio script**: 1. I can see some yo-yos. 2. I can see some yogurt.  **4. Look and write.**  **-** Write the letter *Y* (upper case) on the board and say “*Y*” (/*waɪ*/).  - Write the letter *Y* (upper case) on the board again, but this time more slowly. Invite a few pupils to come to the front of the class and write the letter *Y* (upper case) on the board.  - Repeat Steps 1 and 2 for *y* (lower case).  - Have pupils look at the writing grids (say “*Look and write.*”). Allow pupils time to complete the activity.  - Draw pupils’ attention to the picture and labels (say “Look and write.”). Allow pupils time to complete the activity.  **5/ *Homelink***  - Learn by heart the words: *yogurt*, *yams* and *yo-yos*. and sound of the letter Y/y (/j/). | **3. Listen and chant.**  **4.Listen and tick.**  **Answers:** 1. a   2. B  **5. Look and write.**  *Y/y* |

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Grade 2 - Week

Teaching day: 19/12/2021 – class 2A

**Unit 9. In the grocery store**

**Lesson 3 – Period 3**

**I. Objectives:**

By the end of the lesson, pupils will be able to:

- use the sentence structures *What do you want*? and *I want some \_\_\_\_\_*. to ask and answer questions about what someone wants to buy in a grocery store.

- sing a song with the sentence structures *What do you want?* and *I want some \_\_\_\_.*

**II. Contents:**

- Vocabulary: + Review

+ Phrases:

\* Grammar: *What do you want*? *I want some \_\_\_\_\_*.

\* Skills: Speaking , listening.

**III. Teaching aids:**

**-** text book, work book, CD, chants and song, flashcards or realthings.

**IV. Proceduces**

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| **Teacher’s and Students’activities** | **Contents** |
| ***Activity 1: Warm - up:***  - Greet the class.  - Invite one or two pupils to write the letter *Y/y* on the board.  - Get pupils to say words that contain the sound of the letter *Y/y* (from *Lessons 1 & 2* and the learnt units).  ***Activity* 2. Listen and repeat.**  **-** Draw pupils’ attention to the picture (say “Look at the picture.”).  - Have pupils point to the sentences.  - Play the recording and encourage pupils to repeat  Have pupils repeat the sentences both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  - Explain the meaning of the sentence and how it is used. Check comprehension.  -Play the recording several times for pupils to listen and repeat the sentence.  - Ask pupils to work in pairs, repeat the questions and answers of the saleswoman and the woman in the pictures. Go around and correct pronunciation to make sure pupils can repeat the sentence correctly.  -Invite a few pupils to listen and repeat question and the answer in front of the class.  ***Activity* 3. Let’s talk.**  - Write What do you want? on the board. Underneath the question, write I want some yams. and underline the word yams.  - Draw pupils’ attention to Picture a (say “Look at Picture a.”). Say “What do you want?” and encourage them to answer “I want some yams.”  - Repeat Step 2 for Pictures b and c.  - Have pupils work in pairs to look at each picture and practise asking and answering questions about what they want to buy in a grocery store.  - Go around the class to offer support and feedback.  - Call some pairs of pupils to practise pointing to the pictures and say what they have in front of the class.  ***Activity* 4. Let’s sing.**  Draw pupils’ attention to the picture (say “Look at the picture.”). Say “What do you want?” and encourage pupils to answer using the full sentence structure.  Play the recording of the song to familiarize pupils with the rhythm and melody (say “Listen.”).  Read the song line by line and encourage pupils to repeat. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.  - Play the recording line by line and encourage pupils to sing along.  - Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.  **\* *Homelink***  Sing a song | **6. Listen and repeat.**  *What do you want*?  *I want some yams*.  **7. Let’s talk.**  *What do you want*?  *I want some yams*.  *What do you want*?  *I want some yogurt*.  *What do you want*?  *I want some yo - yos*.  **8. Let’s sing!** |