

Lesson 2, parts 1 and 2

Objectives

- Lesson objectives: to understand simple cartoon stories
- Target language: bag, book, crayon, eraser, pencil case, pen, pencil, pencil sharpener, ruler, scissors; This is my desk. These are my books.

Global Scale of English (GSE)

- Reading: Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- Listening: Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- Speaking: Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Photocopiable 26
- · sheets of A4 paper
- classroom objects flashcards (bag, book, crayon, eraser, pen, pencil, pencil sharpener, ruler, scissors)
- · story cards
- · strips of paper with classroom objects on it
- · Unit 2 story animation

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique; Stand up and change places technique
- Reer learning: Think-pair-share technique
- SIndependent learning: Three facts and a fib technique; portfolio

Lesson 2, part 1

Starting the lesson (5 minutes)

 Give each pupil two strips of paper with a classroom object on it. Show a flashcard. Pupils with that object stand up and say the word.

Presentation (5 minutes)

- Explain that in this lesson pupils will read a story and design a computer. On the board, write The computer.
- 🥽 Tell pupils to imagine they have a powerful computer. Using the Lollipop stick technique, ask pupils what things it can do.

Practice

Class Book



1 Before you read How many rulers can you see? (3 minutes)

- Ask pupils to find the rulers and raise their hands when they are ready to answer.
- 2.6 Watch or listen and read. (8 minutes)
 - Have pupils read and listen to the story. Ask them what happens in it. They can also watch the video.
 - Play the audio again and stop at frame 5.
 In pairs, pupils discuss the question in the Solve box. Then play the rest of the story and ask pupils to follow along on page 29.
 - Stand up and change places technique, say different statements about the story.
 - Extension Use the story cards to ask about the story.



2.6

The computer

Scene 1

Lily: These are my books and this is Atomic, my cat.

Jack: Cool!

Scene 2

Lily: This is my desk. This is my pen and these are my pencils.

Scene 3

Sami: What's this?

Lily: It's my new project. It's a computer – I think!

Scene 4

Jack: Your books! What a mess!

Sami: Polly! Stop! Lily: Oh, no!

Scene 5

Lily: Where's my pen?

Fatma: It's under the desk. Here you are.

Jack: Let's tidy up.

Scene 6

Jack: Your crayons.

Sami: Your scissors and your rulers.

Lily: Thank you.

Scene 7

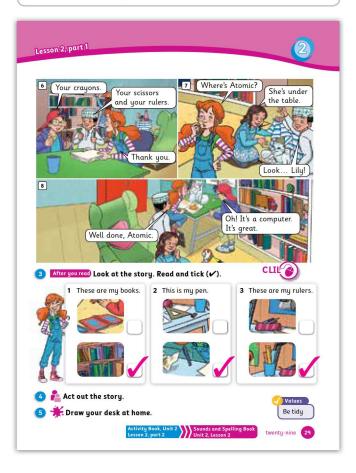
Lily: Where's Atomic? Fatma: She's under the table.

Sami: Look... Lily!

Scene 8

Jack: Oh! It's a computer. It's great.

Sami: Well done, Atomic!



CLIL Link

In Unit 2, the story is based around the concept of living in society: working together and helping each other.

Lily's pets upset all her books and stationery plus the prototype for a new computer that she's working on. Her friends help her tidy up.

3 After you read Look at the story. Read and tick (✔). (5 minutes)

• Pupils complete the activity and check answers with partners.

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Support

 Use two books, two pens and two rulers to revise vocabulary and the singular and plural forms.

Challenge

Tell pupils to write sentences for the odd pictures.

👍 峰 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- · Have the groups perform in front of the class.

Extra activity TPR

- Give pupils a strip of paper to write a sentence from the story.
- Read the story in the correct order. When pupils hear their sentence, they have to act their sentence out.

5 ***** Draw your desk at home. (7 minutes)

- Relace pupils in pairs. Give them a sheet of A4 paper. Explain that they have to draw and colour their desk at home. Pupils present their work to the class.
- Some Place work in their portfolios.

Extra activity Critical thinking

 Ask pupils how often they play computer games and for how long. Ask if it's better to play on computers or to play with friends.

Values

 Ask pupils if it's good to be messy or tidy and why. Have pupils say two good reasons as to why we should be tidy.

Finishing the lesson (2 minutes)

 Have a class vote on which story the pupils liked better, Unit 1 or Unit 2. Watch or listen to the story with the most votes.



Lesson 2, part 2

Starting the lesson (7 minutes)

 Pupils stand up with a selection of classroom items. They make sentences using 'This is' or 'These are' with the classroom objects. Some sentences are true and some are false. Pupils guess if the sentences are true or false.

Practice

Activity Book



- After you read Remember the story. Read and match.
 (10 minutes)
 - Pupils think back to the story in the previous lesson and then match the pictures. You can play the audio again from the previous lesson for pupils to check their answers.
- Values Look and match. (10 minutes)
 - Explain to pupils that in this activity they have to help tidy up the classroom. They have to match the items to where they appear in the main picture.

Extra activity Critical thinking

- Ask pupils to think about how tidy they are and if they can improve themselves.
- 3 🗑 Look and colour. (8 minutes)
 - We use the Think-pair-share technique to discuss if pupils liked the story.

Extra activity Fast finishers

• Have pupils look at the story and make a list of all the items they know the names of. They can write or draw.

Finishing the lesson (5 minutes)

• As the theme of the lesson is to tidy up, pupils do one task each to tidy up at the end of the lesson.

Extra activity Photocopiable 26

• Ask pupils to do photocopiable 26.