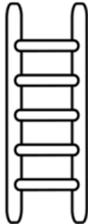
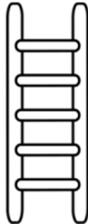


Year 2- Part B – UNIT 5

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • follow the teacher’s instructions • identify taught vocabulary about parts of the face and body • give basic instructions • sing a new song • recognise and sound out the digraphs ‘ey’ and ‘ou’ • sound out words that have taught letter and digraph sounds
<i>Intercultural aspect:</i>	Pupils should become familiar with the traditional song ‘Hokey Cokey’
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • use gestures to understand and communicate meaning • using music and rhythm to remember vocabulary
<u>SUCCESS INDICATORS</u>	
<ul style="list-style-type: none"> • <u>Listening:</u> To be able to: <ul style="list-style-type: none"> -identify and respond to new sounds, rhymes and rhythms -respond to simple instructions - comprehend basic vocabulary they have been taught • <u>Speaking:</u> To be able to sing songs and say chants in the foreign language • <u>Reading:</u> To be able to: <ul style="list-style-type: none"> - recognise and sound out groups of letters (digraphs) -recognise the written form of words they have already been taught • <u>Learning Strategies:</u> To use gestures and facial expressions to make and to convey meaning • <u>Intercultural Competences:</u> To enjoy the sounds of other languages 	<u>ADEQUACY INDICATORS</u>
<ul style="list-style-type: none"> • Traditional song • Adverbs of direction: left, right, up, down, around • Prepositions: in, out • Vocabulary for parts of the face and body • Basic instructions and action verbs • Digraphs ‘ey’ and ‘ou’ • Word recognition (written form) based on: <ul style="list-style-type: none"> - shape of word - initial and / or last letter - sounding out of known letters and digraphs 	
NEW LANGUAGE	
<i>Production</i>	Action verbs: shake, stretch Prepositions: in, out
<i>Comprehension</i>	whole self
RECYCLED LANGUAGE	action verbs: sit down, stand up, clap, be quiet, listen, run, jump, turn, walk, touch, put

	<p>directions: left, right, up, down</p> <p>parts of the body: head, shoulders, knees, toes, eyes, ears, mouth, nose, fingers, feet, face, arms, legs, neck</p>
MATERIALS	<p>Puppet, photocopiable materials, flashcards from school set (action verbs: stand up, sit down, clap, listen, be quiet, run, walk, bend, turn, jump and body parts: eye, ear, mouth, head, shoulders, knee, toe, arm, neck, leg), new flashcards (fingers, feet, face) e.g. from http://www.mes-english.com/flashcards/bodyparts.php or from http://eslpages.blogspot.com.cy/p/body-parts.html , mini-whiteboards</p>
TIME	2 X 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing a song they know. They can sing “If you’re happy and you know it” (taught in Year 1 – Part B), ‘Heads and shoulders’ or its alternative ‘neck and arms and hands and chest’ (Unit 6). • The teacher writes a few words on the board (e.g. tree, chips, car, cat, train, doll, ball, egg, frog, fish, shark, dog, baby) and encourages pupils to read the words while s/he is writing them on the board. <p>S/he then leads the pupils in an ‘I spy...’ game using the words on the board. Pupils can also be invited to lead the game by giving ‘I spy ...’ leads to the other pupils.</p> <ul style="list-style-type: none"> • Pupils are divided into two groups. The teacher draws two ladders on the board, one for each group, e.g: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Group A</p>  </div> <div style="text-align: center;"> <p>Group B</p>  </div> </div> <p>S/he then asks each group consecutively to read a specific word from the board. Pupils can either read in chorus or a volunteer pupil answers. For each correct answer, the group</p>

	<p>climbs a step in the ladder with the group that climbs first to be the winner.</p> <ul style="list-style-type: none"> • If there is time the game is played again but with pupils using their mini-whiteboards and working in pairs. Each time the teacher asks pupils to close their eyes and s/he then rubs out a letter from one of the words on the board. The group whose turn it is to play, write the missing letter on their whiteboards and raise the whiteboards up. If the answer is correct for all – or nearly all of the pairs – the group climbs a step in the ladder. • Pupils play a game of ‘Simon says’ using previously taught language (face and body parts, classroom objects, action verbs, numbers) e.g.: <p>Simon says touch your feet. Simon says listen. Show me a chair. Simon says clap your hands five times. Turn around. Jump to the left. Simon says put your right hand up. Simon says bend your knees. etc.</p>
PRESENTATION	<ul style="list-style-type: none"> • While pupils are playing Simon Says, the teacher introduces the verbs ‘stretch’ and ‘shake’ by giving instructions and modeling the action, e.g. <p>Simon says stretch your arms. (the teacher models stretch) What did we do? Stretch. Say it. Let’s do it again. Simon says stretch your arms.</p> <p>Simon says shake your body. Can you do it? Let’s try. (teacher models the action)</p>
PRACTICE	<ul style="list-style-type: none"> • A volunteer pupil comes to the front of the class and the puppet or the teacher pretend to magically turn him/her into a robot. The teacher gives instructions and the pupil carries them out. The rest of the class decides if the instruction was performed correctly by miming a happy or a sad face, e.g.: <p>Teacher: Jump 3 times. Pupil jumps three times. Teacher: How did our robot do? Pupils mime a happy face. Teacher: Right! Well done!</p>

	<p>After the volunteer follows a few instructions, the teacher invites another volunteer, who is then ‘magically’ turned into a robot and the game continues.</p> <p>If there are confident pupils in the class, the instructions may also be given by pupils, Alternatively, the teacher may encourage pupils to give the instructions and may then whisper the instructions in their ear for them to repeat.</p> <ul style="list-style-type: none"> • <i>Alternatively</i>, the teacher gives instructions to the class puppet who responds and does the actions, e.g.: <ul style="list-style-type: none"> Stretch your arms. Bend your knees. Shake Turn to the left <p>After the puppet does the actions, the pupils do them too while also repeating the instruction.</p>
PRESENTATION	<ul style="list-style-type: none"> • The teacher writes selected instructions (Listen, Sit down, Stand up, Clap, Jump) on the board and helps pupils to sound them out by encouraging them to look at the initial and the last letter first and then to continue sounding out based on their knowledge of sounding out the alphabet letters.
PRACTICE	<ul style="list-style-type: none"> • The teacher gives volunteer pupils the matching flashcards for the words/phrases on the board. Pupils take turns to come to the board and stick the flashcard next to the right word. • The teacher places on the board the flashcards of recycled vocabulary for action verbs (stand up, sit down, clap, listen, be quiet, run, walk, bend, turn, jump). The pupils say the words/phrases as the teacher puts them on the board. Each time the teacher encourages pupils to mime the action. • The teacher mimes actions and encourages pupils to say what s/he is doing, e.g.: <ul style="list-style-type: none"> Teacher sits down. Pupils: Sit down! Teacher claps. Pupils: Clap! etc. • If there is time, pupils play Disappearing pictures: The flashcards of recycled vocabulary for action verbs (stand up, sit down, clap, listen, be quiet, run, walk, bend, turn, jump) are on the board and the pupils say them once, perhaps in a funny/interesting manner (tired, happily, like an alien, etc.).

	<p>Then the teacher removes a card and pupils says all the words again, including the word/phrase for the card which was removed. The teacher continues to remove cards until there are no cards left on the board.</p>
<p>PRODUCTION</p>	<ul style="list-style-type: none"> The teacher presents the song “Hokey Cokey”. It’s a traditional song and there are many versions of it found online. A recommended version is the following: http://learnenglishkids.britishcouncil.org/en/songs/the-hokey-cokey <p>The video can be used for the pupils to learn the song and the actions. The teacher can pause the video after every action is shown (after each verse) and then say/sing the verse again while doing the actions and encouraging the pupils to participate.</p> <p>Pupils can then listen to the whole song and do the actions while watching and singing along from their seats.</p> <p><u>Note:</u> The Hokey Cokey is a traditional song and may be found in slightly different version. In the USA, for example, the song is called ‘Hokey Pokey’.</p> <ul style="list-style-type: none"> The teacher asks pupils if they would like to try and read part of the lyrics and s/he writes or projects on the board first the title and then the first verse: <p style="text-align: center;">Hokey Cokey</p> <p style="text-align: center;">You put your left arm in, your left arm out In, out, in, out, you shake it all about You do the Hokey Cokey and you turn around That’s what it’s all about.</p> <p>The teacher encourages pupils to notice how Hokey Cokey is written and to notice the sound made by the digraph –ey- , which s/he colours or highlights on the board.</p> <p>The teacher can also circle or highlight the digraph –ou- (as in out) and read the verse again for the pupils to notice the sound it makes (out, about, around).</p> <p><u>Note:</u> The ‘ou’ digraph has numerous different sounds. In this case, we are focussing on the ‘ou’ as in ‘out’. ‘You’ which includes an ‘ou’ digraph sounds like ‘boo’. Pupils can be told that ‘you’ is an exception</p>

	and that sometimes ‘ou’ may sound like ‘oo’. They can learn to read ‘you’ as a sight word and in this lesson, they can focus on sounding out ‘ou’ as in ‘out’.
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> Although pupils can sing the song from their seats, if they can form a circle in their classroom, they can sing and dance the song in the traditional way, which is in a circle. <p>Pupils can first watch how people dance to the song by watching one of the following videos: https://www.youtube.com/watch?v=GhRLTT6Eq7E https://www.youtube.com/watch?v=BbUWw8PJf1M</p> <p>They can then try it out either in a circle in the classroom or, perhaps, in a circle outside in the playground.</p>
EVALUATION	<ul style="list-style-type: none"> Evaluation takes place through observation of the pupils during the various activities. The teacher takes notes soon after the lesson.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> The teacher shows flashcards and says an instruction. If the instruction matches the flashcard, the pupils jump to the right. If it doesn’t pupils jump to the left. Alternatively, pupils can clap twice if the flashcard matches the instruction and three times, if it doesn’t. The teacher writes the lyrics of the Hokey Cokey song on the board or projects them using a PowerPoint presentation and encourages pupils to read them. Pupils then sing the song while the teacher points to the words that are sung and pupils do the matching actions from their seats. The teacher circles the digraph ‘ey’ in the words Hokey Cokey and asks pupils to make the sound it makes. The teacher writes other words on the board and encourages pupils to sound them out (e.g. monkey, donkey, key). If the word is unknown, the teacher explains its meaning to the pupils.

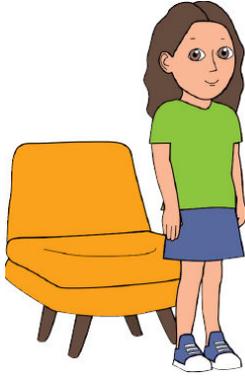
	<ul style="list-style-type: none"> The teacher then circles (using another colour) the words which include the digraph 'ou' (sounding as in 'out') e.g. out, about, around. Pupils make the sound of the digraph. The teacher writes other words and encourages pupils to sound them out (e.g. loud, mouth, mouse, house).
<p>PRACTICE</p>	<ul style="list-style-type: none"> Pupils play a game at www.ictgames.com/dinosaurEggs_phonics They play game number 16 which deals with the digraph 'ou' (as in 'out'). Pupils listen to the word and then decide which word is the one that represents the one they heard. Pupils can take turns to go to the computer and click the word they think is the right one. Pupils should use their knowledge of the digraph as well as the first or last letters of each word to help them find the right answer. The meaning of the words is, at this point, irrelevant. <p>If there is time, pupils can play the game again with the digraphs 'oa', 'sh' and 'ee'.</p> <p>Tip: <i>You can encourage more participation, if pupils use their whiteboards to decide on the answer. You can have numbers representing the eggs (1, 2, 3) and pupils can work in pairs and write the number of the egg they think has the correct word. Just before a volunteer pupil takes the turn to click on the screen, the rest of the pupils can raise their whiteboards up to share their answer.</i></p> Pupils play a fly swat game. They are divided into two groups and each group's pupils are given numbers (e.g. if the class has 20 pupils, then group 1 has numbers from 1 to ten and group 2 has also numbers 1 to 10). The teacher writes on the board various alphabet letters and invites pupils to name them and make their sound each time one is written on the board. <p>Once all the letters are on the board, the teacher calls out a digraph e.g. -sh- and a number (e.g. number 5). Then the pupils from each group that have number 5 run to the board with their fly swatters and hit the two letters that make the digraph. Known digraphs to be used in the game are: 'sh', 'ee', 'ey', 'oa', 'ay', and 'ou'.</p>

REVIEW	<ul style="list-style-type: none"> • The teacher places the flashcards for the face and body part vocabulary on the board. As each flashcard is placed on the board the teacher asks pupils to say the word and for all the class to repeat it in chorus. • Kim’s game: Pupils close their eyes and the teacher takes away a flashcard. Pupils open their eyes and name the missing flashcard. • Pass the card. The teacher gives the flashcards to pupils who pass them on to the pupils sitting next to them while music is playing in the background. When the music stops, or when the teacher says ‘stop’, pupils who have flashcards hold them up and the rest of the class identifies the object on the flashcard and says it in chorus.
PRODUCTION	<ul style="list-style-type: none"> • Pupils do the activities on their handouts. The teacher monitors the activity and has individual learning chats with pupils. • If there is time, pupils work in pairs with their mini-whiteboards. The teacher spells out words and then asks pupils to read the word out, e.g.: Teacher: B E E – What does it say? Pupils: Bee Teacher: That’s right. And what sound does the bee make? Pupils: ZZZZZ.....
CONCLUDING ACTIVITY	<ul style="list-style-type: none"> • Pupils sing the ‘Hokey Cokey’ either from their seats or in a circle in the classroom or in a circle outside in the playground.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is carried out throughout the lesson through observation of the pupils’ responses to the activities and through individual learning chats.
PORTFOLIO	<ul style="list-style-type: none"> • Pupils can add a video or audio recording of themselves singing the song ‘Hokey Cokey’. Pupils can be video recorded as a group and the video can be included in the pupils’ portfolios. • Pupils add the song to the list of songs they learnt (page 27). • Pupils reflect on their process for the following targets: A1 Listening: Μπορώ να κατανοήσω τις οδηγίες του δασκάλου μου. Μπορώ να κατανοήσω ένα απλό τραγούδι που έμαθα.

	<p>A1 Speaking: Μπορώ να τραγουδήσω ένα απλό τραγούδι ή ένα ρυθμικό ποίημα. Μπορώ να ονομάσω τα μέρη του προσώπου και του σώματος.</p> <p>A1 Reading: Μπορώ να διαβάσω κομμάτια τραγουδιών που έμαθα.</p> <p>A1 Intercultural Competence: Μπορώ να τραγουδώ τραγούδια από άλλες χώρες.</p>
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Year 2 - Part B - UNIT 5

1. Listen, point and say.



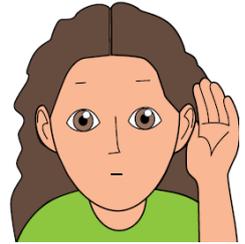
stand up



sit down

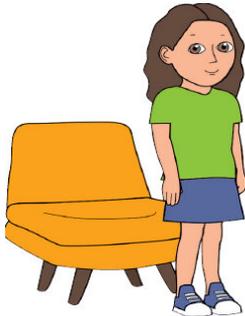


clap



listen

2. Circle.



sit down

clap

listen

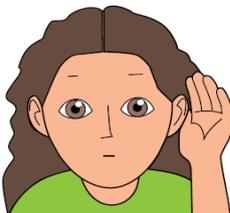
stand up

sit down

clap

listen

stand up



sit down

clap

listen

stand up

sit down

clap

listen

stand up



3. Let's sing!

Hokey Cokey

You put your left arm in, your left arm out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about!



4. Complete.

You _____ your right arm _____, your left arm _____
_____, out, in, _____, you shake it all about
You do the Hokey Cokey and _____ turn around
That's what it's all about!



5. Circle words that have 'ey'.

hokey mummy fish red doll donkey monkey

6. Circle words that have 'ou'.

shout mouth cat tree out around
mother egg book cloud

7. Circle the right word.



eye arm leg nose mouth

arm nose ear head mouth



eye nose mouth ear foot

Photocopiable materials:

Hokey Cokey

You put your left arm in, your left arm out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about.

Woah the Hokey Cokey (3)
Knees bent, arms stretched
Rah! Rah! Rah!

You put your right arm in, your right arm out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about.

Woah the Hokey Cokey (3)
Knees bent, arms stretched
Rah! Rah! Rah!

You put your left leg in, your left leg out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about.

Woah the Hokey Cokey (3)
Knees bent, arms stretched
Rah! Rah! Rah!

You put your right leg in, your right leg out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about.

Woah the Hokey Cokey (3)
Knees bent, arms stretched
Rah! Rah! Rah!

You put your whole self in, your whole self out
In, out, in, out, you shake it all about
You do the Hokey Cokey and you turn around
That's what it's all about.