



## INSTRUCTIONAL GUIDE - 2ND GRADE 2025-2026 - UNIT 1

GRADE	2nd Grade Elementary ▾
PERIOD	1st Period ▾
UNIT	1 ▾
TERM	September 29th - October 31st
TOTAL OF SESSIONS	5 weeks
LEARNING OBJECTIVE	Use simple words and phrases to talk about feelings, sensations, and ideas. Understand and say the names of plants, insects, and places at school. Follow classroom instructions and ask and answer basic questions. Work together to create a Language Garden mural and do activities that help take care of the school, using English in fun and meaningful ways.

NEM	Project	<ul style="list-style-type: none"> <li>• The Language Garden (pg. 30-43)</li> <li>• Let's Take Care of our School (pg. 94-103)</li> <li>• Installing Sensations (pg. 84-93)</li> </ul>
	Product	<ul style="list-style-type: none"> <li>• Create a Language Garden Mural</li> <li>• Organize different activities in the classroom to keep your school clean.</li> <li>• Art installation</li> </ul>
	Content	Sensations, Emotions, Feelings, and Ideas Expressed in English ▾ Natural and Social Environments ▾
	LDP (Learning Development Process)	Expresses and represents sensations, emotions, feelings, and ideas using their own resources. ▾ Responds to messages in a dialogue, sign, or poster related to natural and social environments, using images, sounds, and move... ▾ Creates posters or signs about natural and social environments. ▾
	Articulating Axes	Inclusion ▾ Critical thinking ▾ Arts and aesthetic experiences ▾ Cultural appropriation through reading and writing ▾

		Gender equality ▾
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CEFR SKILLS	Listening	<ul style="list-style-type: none"> <li>PRE A1: Ss can understand simple personal questions when people speak slowly and clearly. (e.g. What's your name?", "How old are you?", "What's your address?").</li> <li>PRE A1: Ss can understand basic greetings and leave taking, like "Hello", "good bye", "good morning", etc.</li> <li>PRE A1: Ss can understand the days of the week and months of the year.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>PRE A1: Ss can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth).</li> <li>PRE A1: Ss can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>PRE A1: Ss can write about myself and where I live, using short, simple phrases.</li> <li>PRE A1: Ss can understand how to give the most important information about myself (name, surname, date of birth, nationality).</li> <li>PRE A1: Ss can write simple sentences about myself, for example where I live and what I do.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>PRE A1: Ss can give personal information (address, telephone number, nationality, age, family, and hobbies).</li> <li>PRE A1: Ss can very simply describe where I live.</li> <li>PRE A1: Ss can interact in a simple way, asking and answering basic questions about what they do currently.</li> </ul>
	Grammar & Language Structure	<ul style="list-style-type: none"> <li>Understand and use imperatives for classroom instructions: open, stand-up, sit-down, open the window, close the window, say, answer, look etc SS.</li> <li>Use memorized chunks and sentence frames to express personal information.</li> <li>Use can and can't for abilities related to our body: "I can see", "I can hear "</li> <li>Teach I feel_____ in the context of emotions and the 5 senses. "If you see the flower, how do you feel?".</li> <li>Teach common emotions (happy, sad, angry, tired, scared, nervous, calm).</li> <li>Use memorized sentence frames to express feelings and emotions "When I see the flower, I feel happy"</li> <li>Ask and answer the question: " what is it? It's a _____", "what is that?" to identify garden plants and insects.</li> <li>Singular and plural objects.</li> <li>Prepositions ( in, on, at, next to, behind, under, in front, between) for location of classroom objects.</li> <li>Verb "to be" for description of rooms.</li> <li>Adjectives to describe rooms in the school: big, small, nice, beautiful .</li> <li>Adjectives for places: neat, clean, tidy, untidy, dirty)</li> <li>Articles: a / an.</li> <li>Use "There is - There are" (Affirmative)</li> <li>Use short, rehearsed phrases in rhymes, chants, and dialogues. E.g., "Clap your hands", "Touch your nose", "I feel happy"</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li><b>Numbers:</b> 10-15.</li> <li><b>Weather:</b> sunny, rainy, windy, cloudy, cold, hot.</li> <li><b>Days of the week:</b> Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.</li> <li>Recycle greetings and farewells(hello, hi, good morning, good afternoon, good evening, goodbye, have a good day, take care, see you, so long). E.g., "My name is...", "I am...", "This is my...", "I like..." .</li> <li>Vocabulary related to plants and insects in a garden: (fly, bee, ant, butterfly, worm, bird, flower, plant, tree).</li> </ul>

		<ul style="list-style-type: none"> <li>• Introduce action verbs with can (Five senses): "see, hear, taste, smell, touch, speak, feel".</li> <li>• Chunks for classroom interactions( May I go to the bathroom? Can I borrow____? Pack everything in your backpack).</li> <li>• Community-related: home, school, teacher, friend, and places in a school: schoolyard, gym, computer lab, library, principal's office, cafeteria, bathroom).</li> <li>• Learn and drill vocabulary related classroom related nouns (Scissors, ruler, pencil, pen, book, notebook, board, eraser, door.</li> <li>• Review feelings and emotions (happy, sad, angry, tired, scared, nervous, calm).</li> </ul>
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## Strategies and Activities

**STAGE 1: Kickstart** (Warm Up / Lead-in) Get students thinking, talking, and prepared for the lesson and project.

**Achievement:** Students will be able to recognize and use basic vocabulary related to greetings, farewells, weather, days of the week, numbers, and school places through Total Physical Response (TPR), role-play, songs, and simple games. They will demonstrate understanding by participating in interactive activities such as identifying objects, sequencing, and using prepositions to describe locations; preparing students for the unit project.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋 Writing & Language Structure <input checked="" type="checkbox"/> 🗣 Speaking	<ul style="list-style-type: none"> <li>• Instructional Strategy:             <div>TPR ▾</div> <div>Context Clues ▾</div> <div>Charades ▾</div> <div>Flashcards ▾</div> </li> <li>• Activity Description:</li> </ul> <p><b>The greetings song:</b>  <a href="https://www.youtube.com/watch?v=gVIFEVLzP4o&amp;list=RDgVIFEVLzP4o&amp;start_radio=1">https://www.youtube.com/watch?v=gVIFEVLzP4o&amp;list=RDgVIFEVLzP4o&amp;start_radio=1</a></p> <p><b>Greeting:</b> T guides ss to form a</p>	<input checked="" type="checkbox"/> 📖 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁 Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍 Realia <input checked="" type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps,

	<p>circle and take turns greeting each other using different phrases. They can also practice farewells as they leave the circle.</p> <p><b>Weather &amp; Feeling Chart:</b> Every morning, choose a student to check the weather and describe how it makes them feel. Use sentence frames like: "Today it is sunny. I feel happy."</p> <p><b>Greeting Toss:</b> Toss a soft ball. When a student catches it, they say a greeting (e.g., "Good morning, Ana!"). The next student responds and tosses again.</p> <p><b>Role Play:</b> Create simple scenarios where ss practice greetings and farewells, such as meeting a new friend or saying goodbye after school.</p> <p><b>Weather Walk (TPR):</b> Call out weather types ("rainy," "windy") and have students walk around acting them out. Add feelings: "It's rainy and I feel sleepy."</p> <p><b>Guess the weather:</b> Teach a simple song about the weather to</p>			<p>Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
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	<p>reinforce vocabulary. Ss act out different weather conditions while others guess.</p> <p><b>Days of the week:</b> Provide ss with cards for each day of the week. They work together to place them in the correct order reinforcing sequence and vocabulary.</p> <p><b>Number Line Race:</b> Stick numbers on the floor. Call out a number and have students jump to it. You can add simple math: "Jump to 5 plus 2!"</p> <p><b>Number Drawing:</b> Say a number, and students draw that many items (e.g., flowers, pencils, raindrops) on their whiteboards or notebooks.</p> <p><b>My Day at School:</b> Students draw and label a simple comic strip or picture showing what they do on a school day ("I go to the library", "I eat in the cafeteria").</p> <p><b>Where Is It? Challenge:</b> T. hides flashcards or objects representing different school places around the classroom. -Provide ss with clues using</p>			
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prepositions (e.g., "It's under the teacher's desk"). Ss search and identify the places based on the clues.

-Ss draw a simple map of the school and label different areas. Then, they can describe the locations using prepositions (e.g., "The gym is next to the library").

- T. prepare flashcards numbered 1-15 and tape them around the classroom, call out a number and have ss finding and bring the correct card back to the teacher.

-Incorporate simple songs that include unit vocabulary to reinforce it.

**What is the weather like today?**

 Read,  write and  color.

1. Today the weather is: \_\_\_\_\_

2. Today the weather is: \_\_\_\_\_

3. Today the weather is: \_\_\_\_\_

4. Today the weather is: \_\_\_\_\_

5. Today the weather is: \_\_\_\_\_

6. Today the weather is: \_\_\_\_\_



**Word Bank**

cloudy  
cold  
hot  
sunny  
rainy  
windy



### Days of the Week

Look, read and complete.

#### Word Bank

Friday Monday Saturday Sunday Thursday Tuesday Wednesday

1. M  nd  y S
2.  ri  ay M
3. S  nda  T
4. W  dnes  ay W
5. T  e  day T
6. S  tu  day F
7. Th  r  day S



### Numbers

Read, trace and write.

three 4 ten 9 six 1  
four 8 one 2 five 7 nine  
3 eight 5 seven 10 two 6

Word Bank: one two three four five six seven eight nine ten

Example: one + two = three 1 + 2 = 3  
1. three + one = \_\_\_\_\_  
2. five + four = \_\_\_\_\_  
3. six + one = \_\_\_\_\_  
4. five + five = \_\_\_\_\_

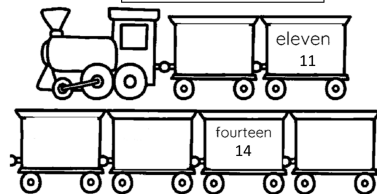



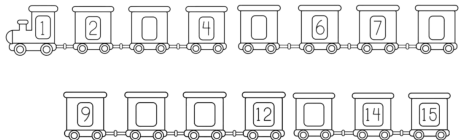

### Numbers

Read, write and color.

#### Word Bank














13 12 10 15  
twelve ten fifteen thirteen





	<p style="text-align: center;"><b>Numbers</b></p> <p style="text-align: center;"> Read, write and color.</p>  			
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**STAGE 2: Language Drop** (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

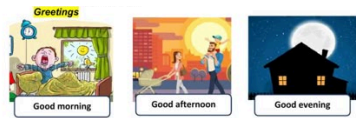
**Achievement:** Students will be able to use greetings and farewells in daily classroom situations through songs, role-plays, and games. They will name common school places and use simple prepositions to describe where objects are. Students will also identify body parts and explore the five senses using fun and interactive activities. Throughout this stage, they will continue working on the projects by using the vocabulary and expressions learned in collaborative tasks.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/>  Listening <input type="checkbox"/>  Reading <input checked="" type="checkbox"/>  Writing & Language Structure <input type="checkbox"/>  Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:             <ul style="list-style-type: none"> <li>Flashcards ▾</li> <li>Word Wall ▾</li> <li>Presentation ▾</li> </ul> </li> <li>Activity Description:</li> </ul> <p><b>Greeting Chain Game:</b> Ss will learn to identify and use common</p>	<input checked="" type="checkbox"/>  Textbook <input type="checkbox"/>  Notebook <input type="checkbox"/>  Worksheet <input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/>  Digital Resources	<input checked="" type="checkbox"/>  Whole Group <input type="checkbox"/>  Small group work <input type="checkbox"/>  Pair work <input type="checkbox"/>  Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides

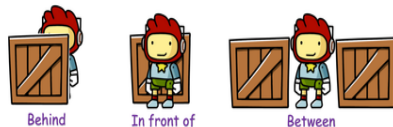


	<p>greetings and farewells appropriately.</p> <p>Students stand in a circle. One student starts by turning to the next and saying a greeting (e.g., "Good morning!"), the other replies and turns to the next student, continuing the chain. Repeat with farewells.</p> <p>-T use flashcards to present insects and plants, understanding their basic characteristics.</p> <p><b>Body &amp; Senses Poster:</b> With teacher guidance, present each part and match each with a sense (e.g., "Eyes – I can see," "Hands – I can touch"). Practice these in chants or short dialogues.</p> <p><b>Match the object:</b> Use flashcards to play matching games to reinforce classroom objects. Ss will be able to name and identify common classroom objects.</p> <p><b>Presents prepositions:</b> Using a poster, and asks ss to repeat after her.</p>	<p>(websites, apps, videos, etc.)</p> <p><input checked="" type="checkbox"/>  Realia</p> <p><input type="checkbox"/>  Didactic Games</p>		<p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
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	<p><b>School Places Treasure Hunt:</b> Hide flashcards (e.g., library, gym, cafeteria) around the room. Give clues using prepositions (e.g., "It's under the chair"). Students work in pairs or small teams to find the places and say what they found and where (e.g., "The gym is behind the door").</p> <p><b>My School Map:</b> Students draw a simple map of their school. With support, they label areas and describe locations (e.g., "The bathroom is next to the classroom").</p> <p>Ss will recognize and name various places within the school environment.</p>			
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## PREPOSITIONS



## CLASSROOM OBJECTS



**STAGE 3: Level Up** (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

**Achievement:** Students will be able to participate actively in speaking and listening activities that reinforce unit vocabulary and expressions, demonstrating clarity of pronunciation and appropriate use of language in familiar contexts. Teachers will observe students' engagement and language use to identify progress and areas for support. Continue developing the project by applying the language skills practiced in collaborative tasks.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:             <ul style="list-style-type: none"> <li>Read-Aloud ▾</li> <li>Reading Comprehensi... ▾</li> <li>Role Playing ▾</li> <li>Flashcards ▾</li> <li>Manipulatives Material ▾</li> <li>Realia Strategies ▾</li> </ul> </li> <li>Activity Description:             <p><b>Weather and Emotion Song:</b> Sing songs that combine weather and emotions (e.g., "If it's sunny, I feel happy!"). Use visual cards to support understanding and make connections with how the garden makes them feel.</p> <p><b>Mini Role-Play:</b> -Ss practice greeting and phrases in pairs. Ss participate in a short dialogue</p> </li> </ul>	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams

	<p>using greetings and farewells.</p> <p><b>Garden Vocabulary Relay:</b> Prepare flashcards with pictures and names of plants, insects, and school places. Divide the class into teams. Say a word out loud (e.g., “<i>butterfly</i>”) and a student from each team must run, find the correct card, say the word aloud, and place it in a “garden basket”.</p> <p><b>“I See, I Feel” Circle:</b> Use realia or visuals (e.g., flower, ant, tree). Each student completes the sentence: “When I see the [object], I feel [emotion].” (e.g., “When I see the flower, I feel happy.”)</p> <p><b>Read a short story:</b> Students will read a short, illustrated story , which introduces simple sentences and familiar vocabulary (e.g., “The butterfly is yellow.” / “The flower is big.” / “The worm is under the leaf.”). The teacher reads aloud first, modeling pronunciation. Then, students read together and take turns reading individual sentences. Afterwards, they answer simple comprehension questions using visuals (e.g., “Who is under the</p>			
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	<p>leaf?") or sequence the story with picture cards.</p> <p>-Create a mini-book with insects and plants.</p> <p><b>"Five Senses" poster:</b> Create a poster with drawings or magazine cutouts.</p> <p><b>Senses Station Walk:</b> Create 5 stations, each representing one sense. For example:</p> <ul style="list-style-type: none"> <li>- Touch: Feel objects in a mystery bag.</li> <li>- Sight: Look at colorful flowers or insects.</li> <li>- Smell: Identify different scents (safe items like orange peel, cinnamon).</li> <li>- Hearing: Listen to recorded garden sounds.</li> <li>- Taste: Describe a safe snack (if allowed).</li> </ul> <p>Students visit each station and say or draw how they feel using the frame: "I see/smell/touch/hear... I feel happy/surprised."</p> <p>- Take a walk around the school to observe and identify insects and plants.</p>			
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	<p>-Have ss draw or craft their favorite insect or plant sharing interesting facts about them.</p> <p>-Ss will recognize and name various places within the school environment.</p> <p><b>Where is Teddy Game:</b> Use simple prepositions of place in context (in, on, under, next to, behind, in front of). The teacher places the teddy bear in different locations around the classroom (e.g., on the chair, under the table). Students take turns saying where Teddy is, using complete sentences. : E.g "Teddy is under the table." " Teddy is next to the backpack."</p> <p><b>Simon Say:</b> Incorporate prepositions into movements commands. Ss find and label objects around the classroom.</p> <p><b>School investigation:</b> Organize a guided tour around the school, pointing out and naming each place.</p>			
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	<p><b>Objects in the classroom:</b></p> <p>-Ss match the objects' pictures with their names.</p> <p>-Ss draw their favorite classroom object and label it.</p> <p>-Use toys or classroom items to create scenarios for students to describe.</p>			
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**STAGE 4: All-In-One** (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Students will independently apply unit vocabulary related to school objects, places, plants, and emotions to complete worksheets and textbook activities. This stage supports language autonomy and comprehension as students prepare to finalize their project.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <ul style="list-style-type: none"> <li>Crossword Puzzle ▾</li> <li>Fill in the Blanks ▾</li> <li>Creative Writing ▾</li> <li>Role Playing ▾</li> <li>Manipulatives Material ▾</li> <li>Realia Strategies ▾</li> </ul> </li> </ul>	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides

	<ul style="list-style-type: none"> <li>Activity Description:</li> </ul> <p><b>Songs:</b> Make learning greetings and farewells fun through music.  <a href="https://www.youtube.com/watch?v=yKUKiHd8ryQ&amp;list=RDyKUKiHd8ryQ&amp;start_radio=1">https://www.youtube.com/watch?v=yKUKiHd8ryQ&amp;list=RDyKUKiHd8ryQ&amp;start_radio=1</a></p> <p><b>Vocabulary Stations:</b> Set up different learning stations around the classroom (e.g., "Insects &amp; Plants," "Classroom Objects," "Emotions," "Body parts &amp; senses" and "School Places"). At each station, students complete a short activity (e.g., matching pictures to words, writing short sentences, sorting flashcards, or filling in missing words).</p> <p><b>Mini Book Creation:</b> Students create a simple mini book titled "My School Garden" or "I Feel... When I See..." where they draw and label objects, places, plants, or emotions related to the unit. They write simple captions using sentence frames like: "This is a ____." "I feel ____ when I see the ____."</p>	<p>(websites, apps, videos, etc.)</p> <p><input checked="" type="checkbox"/>  Realia</p> <p><input checked="" type="checkbox"/>  Didactic Games</p>		<p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
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	<p><b>Listening Worksheet with Audio Cues:</b> Teacher reads or plays simple audio phrases (e.g., “The flower is next to the tree.” / “I see a butterfly in the garden.”), and students complete a worksheet by circling or drawing what they hear.</p> <p><b>Draw and Describe – My Senses:</b> Students draw a picture of themselves or a character and label parts of the body (e.g., eyes, ears, mouth, nose, hands). Then, they write short phrases using sentence frames like: “I see with my ____.” “I hear with my ____.” “I taste with my ____.” This helps students connect vocabulary to function in a meaningful and personal way.</p> <p><b>Collaborative Mural – “How the Garden Makes Us Feel”:</b> Students draw a flower, insect, or tree and write or dictate how it makes them feel using sentence frames like: “When I see the butterfly, I feel</p>			
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calm." Display these as part of the Language Garden mural.

-T asks ss to open their books and answer some exercises about the unit.

-T. provides worksheets and guides ss to answer them.

#### Greetings and Farewells

Look and number.



1

☐ Good morning



2

☐ Good afternoon



3

☐ Good evening

☐ Good night

☐ Hello!

☐ Goodbye

4



5

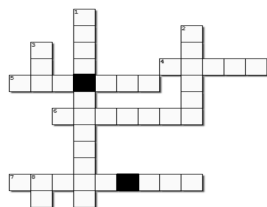


6



#### Let's Play

Read, complete and color.



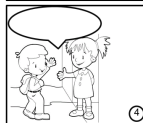
Across: 4. Hello  
5. See you  
6. Goodbye  
7. Thank you

Down: 1. Good morning  
2. Please  
3. Bye  
8. Hi



### Greetings and Farewells

Read, cut and glue.



#### Word Bank

- Hi!
- See you
- So long
- Take care

### Greetings and Farewells

Look, read and classify.

#### Word Bank

Bye! Good night Good morning Have a nice day Hello! Hi!  
How are you? See you soon

#### Greetings

#### Farewells

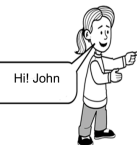
### Meeting a Friend

Read, write, color and say.

#### Word Bank

Goodbye Hello Thank you

S:



J:



J: Hi friend!

S: Hi friend!

J: You look great today.

S: Thank you.

J: You're welcome.

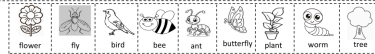
S: Bye!

J: Bye, have a nice day!

## Classify

Read, cut, glue and classify.

Insects and Animals	Plants and Flowers



## Vocabulary

Look, read, write and color.

### Word Bank

bird butterfly flower fly plant tree



1. What is it?

It's a \_\_\_\_\_



1. What is it?

It's a \_\_\_\_\_



1. What is it?

It's a \_\_\_\_\_



1. What is it?

It's a \_\_\_\_\_



1. What is it?

It's a \_\_\_\_\_



1. What is it?

It's a \_\_\_\_\_



## Five Senses

Look, read, write and color.

1. I can \_\_\_\_\_ with my eyes.

2. I can \_\_\_\_\_ with my ears.

3. I can \_\_\_\_\_ with my tongue.

4. I can \_\_\_\_\_ with my fingers.

5. I can \_\_\_\_\_ with my nose.



### Word Bank

hear  
taste  
see  
smell  
touch



## Emotions

Look, read and draw.

### Word Bank



1. I feel happy.



1. I feel tired.



2. I feel angry.



3. I feel sad.



4. I feel scared.



5. I feel calm.



6. I feel scared.



## Five Senses and Emotions

Look, read, write and color.

1. When I smell a , I feel \_\_\_\_\_.

2. When I touch a , I feel \_\_\_\_\_.

3. When I see an , I feel \_\_\_\_\_.

4. When I hear a , I feel \_\_\_\_\_.

### Word Bank

happy  
calm  
nervous  
scared



## School Buildings

Look, write and color.

### Word Bank

bus bathroom cafeteria classroom computer lab gym library principal's office school schoolyard



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_








10. \_\_\_\_\_



### School Buildings

Look, read and circle.

-  bus classroom computer lab library school
-  gym principal's office school classroom library
-  cafeteria classroom gym principal's office library
-  schoolyard bathroom computer lab bus school
-  gym classroom school library computer lab



### School Buildings

Color, write and cut and glue.



1. What is this?  
It's the \_\_\_\_\_
2. What is this?  
It's the \_\_\_\_\_
3. What is this?  
It's the \_\_\_\_\_
4. What is this?  
It's the \_\_\_\_\_
5. What is this?  
It's the \_\_\_\_\_



### Prepositions

Read and color and say.



in



on



under



In front of



behind



next to



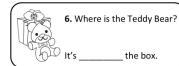
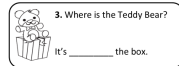
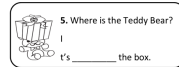
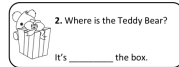
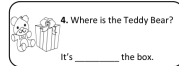
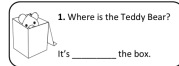


## Prepositions

Read, write and color.

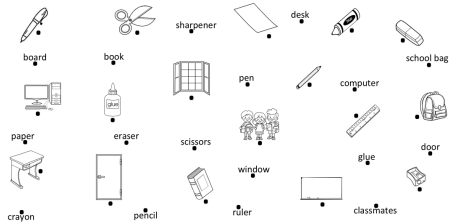
### Word Bank

in on under in front of behind next to



## Classroom Objects

Trace and color.



## Let's Count

Read, write and color.

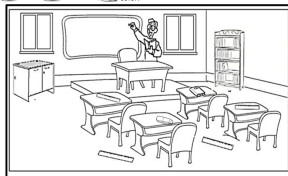
### Word Bank

Yes, there is. No, there isn't Yes, there are. No, there aren't.



### There is and There are

Read, write and color.



#### Word Bank

Yes, there is  
No, there isn't  
Yes, there are  
No, there aren't

1. \_\_\_\_\_, two windows in the classroom.
2. \_\_\_\_\_, nine chairs in the classroom.
3. \_\_\_\_\_, four rulers in the classroom.
4. \_\_\_\_\_ a book in the classroom.
5. \_\_\_\_\_, ten desks in the classroom.
6. \_\_\_\_\_, six teachers in the classroom.
7. \_\_\_\_\_ a board in the classroom.
8. \_\_\_\_\_ an eraser in the classroom.



### This is, That is

Read, write and color.

#### Word Bank

This is That is

1. What is this? \_\_\_\_\_ a computer. →
2. What is that? \_\_\_\_\_ a book. →
3. What is that? \_\_\_\_\_ a ruler. →
4. What is this? \_\_\_\_\_ a pencil. →
5. What is this? \_\_\_\_\_ a school bag. →



### Prepositions

Read, write and color.

#### Word Bank

in on under in front of behind next to



1. The book is \_\_\_\_\_ the desk.
2. The ruler is \_\_\_\_\_ the school bag.
3. The pencil is \_\_\_\_\_ the desk.
4. The school bag is \_\_\_\_\_ the desk.
5. The chair is \_\_\_\_\_ the desk.
6. The pen is \_\_\_\_\_ the book.



**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) Evaluate learning, reflect, and share final products.

**Achievement:** Students will be able to integrate key vocabulary and language structures learned throughout the unit by participating in small, meaningful practice activities. They will demonstrate understanding by applying these skills in speaking, listening, reading, and writing tasks that prepare them to present their final project.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <div>TPR ▾</div> <div>Crossword Puzzle ▾</div> <div>Word Association ▾</div> </li> <li>Activity Description:</li> </ul> <p><b>Role-Play Presentations:</b> Students work in pairs or small groups to create and perform short role-plays using greetings, classroom commands, school places, emotions, and body parts vocabulary. Encourage clear pronunciation and correct use of phrases.</p> <p><b>Interactive Quiz Game:</b> Organize a class quiz using flashcards or digital tools (e.g., Kahoot or Quizizz). Include questions on vocabulary, prepositions, and sentence structures covered in the unit.</p>	<input checked="" type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input checked="" type="checkbox"/> Unit Exams

	<p>Students answer individually or in teams, reinforcing comprehension and recall.</p> <p><b>Final Project Rehearsal:</b> Allow students to practice presenting their Language Garden mural or related project work in small groups. Provide guidance and feedback focusing on vocabulary use, sentence structure, and clarity.</p> <p><b>Project Presentation Day:</b> Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.</p> <p><b>“Tell Me About It” Circle Time:</b> In a circle, each student shares one thing they learned or liked about the project using sentence starters like “I can say...”, “I like the...”, “I learned to...”. Encourage listening and responding with simple feedback.</p> <p><b>Sticky note feedback:</b> Give each student a slip of paper or sticky note with a prompt like: “One thing</p>			
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	<p>I learned today is..." !!'m still wondering about..." Ss write a quick response, hand it in as they leave and you can use them as formative feedback.</p> <p>-Ss tell one thing they enjoyed the most.</p> <p>-T asks WH questions.</p> <p>-T asks a few yes/no questions: Do you remember how to use...? Would you like to review...?</p> <p>-T will use videos, audios, or any other resource to reinforce the achievements.</p> <p>-T can use the book to review the unit vocabulary.</p> <p>-T asks ss to present their final project.</p>			
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