



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

GRADE	2nd Grade ▾
PERIOD	2nd Period ▾
UNIT	2 ▾
TERM	November 10th - December 19th
TOTAL OF SESSIONS	6 weeks
LEARNING OBJECTIVE	Students will be able to describe themselves and others, express likes and dislikes, and talk about current actions and abilities in sports, using simple present, present continuous, can/can't, and imperatives in English. They will participate in games and a sports tournament that promote inclusion, gender equality, and fair play, following instructions and creating simple instructional texts. Students will also recognize and use related vocabulary for sports, actions, emotions, times, and weather, and apply critical thinking and cooperative skills to communicate and interact respectfully with peers.

NEM	Project	<ul style="list-style-type: none"> • Even With Differences, We Are the Same (pg.146-161) • Playing Soccer Without Conflict (pg. 188-199)
	Product	<ul style="list-style-type: none"> • Sports tournament for diversity in which you will realize that boys and girls can equally practice sports.
	Content	Body, Image, and Identity ▾ Graphic, Playful, and Aesthetic Elements and Resources of the English Language ▾
	LDP (Learning Development Process)	Names parts of the human body and physical characteristics of self and others. ▾ Participates in games by following instructions. ▾ Participates in the creation of an instruction manual to build an object. ▾ Follows an instruction manual to build an object. ▾
	Articulating Axes	Critical thinking ▾ Critical thinking ▾ Gender equality ▾ Critical interculturality ▾ Healthy living ▾

CEFR SKILLS	Listening	<ul style="list-style-type: none"> • PRE A1: When listening to a conversation, SS can understand words and short sentences, provided that people speak very slowly and very clearly. • PRE A1: SS can understand times and dates. • PRE A1: SS can understand the days of the week and months of the year. • PRE A1: SS can understand numbers. • PRE A1: Ss understand short descriptions of current activities if it's spoken very slowly and clearly.
	Reading	<ul style="list-style-type: none"> • PRE A1: SS can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures. • PRE A1: SS can understand words and phrases in everyday activities. • PRE A1: Ss understand short descriptions of current activities. • PRE A1: SS can understand simple forms well enough to give basic personal details (hobbies, likes and dislikes).
	Writing	<ul style="list-style-type: none"> • PRE A1: Ss can write in a simple way, basic questions and answers about what they and others do currently. • PRE A1: SS can write their daily routines • PRE A1: SS can understand how to give the most important information about myself (hobbies, likes and dislikes). • PRE A1: SS can write simple sentences about myself, for example where I live and what I do.
	Speaking	<ul style="list-style-type: none"> • PRE A1: SS can describe what I like and what I don't like (for example with regard to sports, music, school, food colors). • PRE A1: Ss can interact in a simple way, asking and answering basic questions about what they do currently. • PRE A1: Ss can express their current actions in everyday situations. • PRE A1: SS can give personal information (hobbies). • PRE A1: SS can use simple words to describe something.
	Grammar & Language Structure	<ul style="list-style-type: none"> • Simple Present: affirmative and negative. • I play / I don't play / Do you play...? Yes, I do. / No, I don't. • Answer questions with Yes, I do / No, I don't. • I am running. / Are you playing? • Express likes and dislikes. • I like basketball. I don't like tennis. • Imperatives to express rules.: (E.g.: Don't push. Don't run. Play fair. Be kind.) • Present Continuous to describe what is happening in a game. (ing) (E.g.: He is kicking the ball. / They are running.) • Use of can / can't for abilities in sports. (E.g.: I can run fast. / I can't jump high.) • Answer questions with Yes, I do / No, I don't.
	Vocabulary	<ul style="list-style-type: none"> • Sports & Activities: soccer, basketball, baseball, tennis, gymnastics, athletics, weightlifting, video games. • Verbs of action: play, do, make, run, kick, cheer, throw, shoot. • Sportsmanship & Fair Play: team, referee, rules, respect, share, win, lose, play fair, captain, defender, goalkeeper, midfielder, striker, goal. • Actions in soccer: run, kick, pass, shoot, cheer, yell, hit, score, save. • Emotions: happy, sad, angry, excited, nervous. • Classroom language for conflict resolution: sorry, excuse me, please, thank you. • Days of the week, months of the year, weather words. • Alphabet A-Z. • Times of the day: morning, afternoon, evening, night. • Weather: sunny, rainy, cloudy, cold, hot.

Strategies and Activities

The five stages in this Instructional Guide represent the progression of the project and its sessions. Each session naturally integrates the moments of our class (Warm-up, Introduction, Development, and Wrap-up) through the suggested activities within every stage.

Suggested Session Distribution: Sessions 1 - 4

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

Achievement: By the end of the warm-up activities, students will be able to recognize and respond to key vocabulary related to sports and daily routines (e.g., soccer, basketball, tennis, get up, eat breakfast, go to school) through listening, repeating, and performing simple actions, while activating their energy and focus for the lesson.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🎵 Listening<input type="checkbox"/> 📖 Reading<input type="checkbox"/> 📝 Writing & Language Structure<input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<ul style="list-style-type: none"><input 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
Classroom Interactive Patterns	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🏠 Whole Group<input checked="" type="checkbox"/> 👥 Small group work<input checked="" type="checkbox"/> 👫 Pair work<input type="checkbox"/> 👤 Individual work

Assessment

- Rubrics (projects, presentations, role play, performance)
- Checklists
- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

TPR ▾

Simon Says ▾

Flashcards ▾

Charades ▾

Word Association ▾

Memory Game ▾

- Activity Description:

Weather Mime

- Teacher or a student acts out (e.g., shivering for cold, putting on sunglasses for sunny).
- Class guesses: *"It's rainy!"* / *"It's hot!"*.

https://www.youtube.com/watch?v=D1qV5PsDoQw&list=RDD1qV5PsDoQw&start_radio=1

Weather Reporter

- Pick a student to be the "weather reporter."
- They say: *"Today it's sunny."*
- The class repeats and adds a gesture (e.g., arms up for sun).

Days Race

- Teacher says: "Monday, Tuesday, ...?"
- Students answer quickly in chorus.
- Mix it up: say them backwards or skip a day to test memory.

What Day Is Today?

- The teacher asks: "What day is it today?"
- Students answer and then say: "Yesterday was... / Tomorrow will be..."

Alphabet Clap

- The teacher says A, students clap once, B – clap twice, etc.
- Continue until Z, then faster!

SPORTS ABC's Song:

- T. display some visuals on the board that are related to SPORTS (e.g. kick, athlete, umpire, boxing, medal, etc.)
- T. and Ss review the ABC's using the following video: <https://www.youtube.com/watch?v=9I09BSaGLSs>
- T. shows the video which will review letter by letter and it's about the main topic SPORTS.
- Ss. listen to the song and repeat each one of the letters that appear in the video.
- T. plays once again the video and Ss. listen carefully to the word that is related to sports.

Missing Letter

- The teacher says: "A, B, __, D."
- Students shout: "C!"
- Can also play with flashcards on the board.

Months Song Game

- Sing the month's song together.
- Stop randomly, students must shout next month.

Birthday Line

- Students stand up and say their birthday month.
- They form a line in order from January to December.

Sports Charades

- One student comes to the front and acts out a sport (e.g., gymnastics, basketball, soccer).
- The others guess: "*You are playing tennis!*"
- Variation: Use flashcards to guide the student.

Sport Ball Toss Q&A

- Toss a soft ball between students.
- Each student who catches must answer a quick question:
 - *What sport do you like?*
 - *What sport uses a ball?*
 - *Who is your favorite athlete?*

Sports Simon Says

- The teacher says: "*Simon says play baseball!*" and students mimic.
- If the teacher doesn't say "Simon says" and students still move → they're out.
- Great for reinforcing sport action vocabulary (kick, hit, throw, run, jump).

Sport Word Race

- Divide the class into two teams.
- Write categories on the board (e.g., *Sports with a ball, Sports in the water, Sports with a team*).
- Teams race to write as many as they can in 2 minutes.

Sport Mime & Guess in Pairs

- In pairs, one student mimes a sport, the other guesses.

- Switch roles after a few turns.
- Encourage full sentences: “Are you playing volleyball?”

Hot Potato – Sport Edition

- Play music and pass a ball.
- When the music stops, the student holding the ball must say a sport OR make a sentence with it:
 - “I can swim.”
 - “I like basketball.”

Quick Poll

- The teacher asks: “Who likes soccer?” → students stand up.
- Repeat with different sports: *basketball, gymnastics, tennis, karate.*
- Then ask: “Which is the most popular sport in our class?”

Daily Routine Charades

- A student comes to the front and mimes a routine (*get up, go to school, eat breakfast, do your homeworks*).
- Class guesses: “You are eating breakfast!”

What Time Is It? – Daily Routine Game

- The teacher says: “It’s 7 o’clock!”
- Students reply: “Wake up!” (and act it out).
- Keep going with times and routines (e.g., 8:00 → eat breakfast, 9:00 → go to school).

Daily Routine Song Warm-up

- Play or sing a simple routine chant:
“I wake up, I do my homework, I eat my food, I go to school.”

Add actions for each line so kids can move and sing.

Flashcard Race

- Put daily routine flashcards on the board.
- The teacher says: "Show me: go to school!"
- Two students race to touch the correct flashcard.

Flashcard Action Race

- Place flashcards or pictures (running, cheering, throwing, kicking) on the board.
- The teacher shouts: "Kick the ball!"
- Two students race to touch the correct card.
👉 Great for quick recall.

Teacher vs. Students – Act & Repeat

- The teacher acts out an action (e.g., cheering).
- Students must say: "Cheering!" and copy the movement.
- Switch: students act, teacher guesses.
👉 Encourages speaking + movement.

Sports Action Freeze Dance

- Play music. While it plays, students move around acting out running, kicking, throwing, cheering.
- When the music stops, the teacher calls one action: "Throw the ball!" Students freeze in that pose.
👉 Energetic and fun!

Routine Bingo

- Students get a small bingo card with daily routines. The teacher calls out routines ("Eat breakfast!").
- Students mark the square. First to finish is called "Bingo!"

Sports Rules Mime

- The teacher models simple rules for a sport: "Don't push! Play fair!"

- Students copy the actions and repeat the phrases. Introduces imperatives, classroom language for conflict resolution, and fair play.

Friendly Match Simulation

- In pairs, students simulate passing a ball or throwing a beanbag while saying: "Pass!" / "Catch!"
- Focuses on speaking, listening, and team cooperation.

Body & Sports Show and Tell

- Repetition, pair/group work, games, and project-based activities
- Students point to parts of their body and say: "This is my arm", "I use my legs to play soccer."

Body Parts

- Ss label body parts on a poster on the board. Repeat the vocabulary and spell words.
- Match flashcards with their names in English on the board. Repeat vocabulary and spell words

Missing Letters Game:

- Display images on the board that represent action words like play, do, make, run, kick, cheer, throw, shoot.
- Write the words omitting letters so that volunteers can complete them with the missing letters.
- Example: p_a_, r_n, etc.

Feelings Sentence

- Show emojis on the board 😊 😞 😡 😄.
- Write on the board: I feel ___ when I play ___.
- The students complete a sentence:
- Example: "I feel happy when I play soccer."
- Ss read the sentences aloud.

My Sports Rules Mini-Book

- After introducing Imperatives to express rules.: (E.g.: Don't push. Don't run. Play fair. Be kind.)

- *Students create My Sports Rules Mini-Book with 4 pages. On each page, they write one rule and draw an illustration.*

Worksheet Reference

 [2nd Grade_Unit2.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 2
- Alphabet: pg. 3
- Months: pg. 4

Suggested Session Distribution: Sessions 5 -7

STAGE 2: Language Drop (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

Achievement: Students will be able to identify, say, and connect the target vocabulary (sports or daily routines) with visual aids and gestures, demonstrating comprehension of the meaning of each word. Students will imitate teacher modeling and start associating actions with words.

<p>Skill</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
<p>Resources</p>	<ul style="list-style-type: none"> <input 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 type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes

- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾

TPR ▾

Flashcards ▾

Charades ▾

Context Clues ▾

Memory Game ▾

- Activity Description:

ABC's with Sports

- T. and Ss. brainstorm some clue vocabulary from previous class.
- T. plays once again the song. Ss. listen and repeat each one of the letters in the song.
<https://www.youtube.com/watch?v=9I09BSaGLsS>
- T. shows flashcards with the main sports mentioned in the video and encourages SS to repeat each one of the words.
- T. hands out a worksheet that must be completed in pair-work.
- Ss. listen and repeat each one of the SPORTS words that are on the activity then by pairs will write them in ABC's order.

Flashcard/Picture Presentation

- **Materials:** Flashcards or big pictures of each sport.
- **Steps:**
 1. Show the picture.
 2. Say the word slowly ("Soccer... soccer") → students repeat.
 3. Add gestures or miming the action (kick for soccer, throw for basketball).







Tip: Always model 2–3 times before students repeat.

TPR (Total Physical Response) – Act It Out

- The teacher says the sport and acts it: “*Basketball!*” (pretend to bounce).
- Students copy.
- Then, the teacher says the word only → students act it out.

Finally, the teacher acts silently → students say the word.

Flashcard Introduction

- Show one flashcard at a time.
- Say the word clearly 2–3 times.
- Students repeat: first all together (choral repetition), then individually.
- Add a gesture/movement for each sport:
 -  Soccer → pretend to kick a ball
 -  Basketball → bounce/throw ball
 -  Tennis → swing racket
 -  Gymnastics → arms up / spin
 -  Baseball → swing bat
 -  Athletics → run in place

Listen and Point

- Put all sports flashcards on the board/wall.
- The teacher says: "Show me soccer!"
- Students point or run to touch the right card.

Sports Video

- Watch a video related to sports.  **Sports! Learn Different Names of Sports for Kids**
- Repeat the names of the sports.
- Answer questions about the sports they see or hear.
- Ask the students to write a list of the sports they see and hear in the video.
- Write sentences to express likes and dislikes. Example: I like soccer. I don't like tennis.

Choral Drilling with Gestures

- Teacher: "Soccer – kick, kick, kick!" (mime kicking).
- Students repeat while doing the gesture.
- Repeat for each word.
 - 👉 Adds rhythm and movement so kids remember better.

Mystery Bag Game

- Put sport flashcards or small props (ball, racket, baseball cap) in a bag.
- The teacher pulls one out, says the name, students repeat.
- Later: pull out silently, students say the sport.
- Variation:
 - The student acts out the flashcard/ prop, and the rest of the group has to find out.
 - The student says/writes a sentence with the vocabulary word.

Yes/No Listening Game

- Teacher says a sport and does the wrong action:
 - "Basketball!" (but mimes kicking).
- Students shout: "Nooo!"

- Then do it correctly → students shout: "Yes!"
👉 Very fun for attention and comprehension.

Sound and Action Matching

- The teacher divides students into groups and assigns each sport with a sound + action (e.g., soccer → "kick, kick!" with a kicking motion).
- The teacher calls the sport, the group stands up and does the sound/action.

Lead-in

- The teacher greets students: "Good morning!"
- Ask: "What do you do in the morning?" (gesture waking up).
- Tell them: "Today we will learn daily routines!"

Vocabulary Presentation with Flashcards & Actions

a) Introduce Words

- Show flashcards/pictures → say the word slowly.
- Students repeat (first choral, then individual).
- Add a gesture for each:
 - 🛏️ Get up → stretch and stand.
 - 🍴 Eat breakfast → pretend to eat with a spoon.
 - 🎒 Go to school → pretend to carry backpack.
 - 📖 Do your homework → pretend to write.
 - 🌙 Go to bed → put hands together and lean like sleeping.

b) TPR Drill

- The teacher says: "Get up!" → do action → students copy.
- The teacher says: "Eat breakfast!" → students act.
- Then reverse: teacher acts silently → students say the word.




Mix it up fast so students listen carefully.

Game: Listen & Point

- Place all flashcards on the board.
- The teacher calls: "Do your homework!" → students point to the right card.

Make it faster → students race to touch the card.

Sports Likes Survey

- Students walk around asking: "Do you like soccer?" – peers answer "Yes, I do / No, I don't." Results can be shown in a simple chart.
- Survey sheet with sports icons (, , , etc.).

Missing Word

- Students say the missing word and write it down in a sentence: **I have two eyes**, looking at flashcards of body parts.

Spot the Mistake

- The teacher shows a flashcard or mimics an action incorrectly: "This is running" (while pretending to kick).
- Students shout "No!" and correct it.

Mini Dictation

- The teacher says a vocabulary word about routines or sports.
- Students write or draw what they hear.

Picture-Word Match Race

- Students match flashcards or printed words with corresponding images on the board or table.
- Can be timed for excitement.

Partner Q&A

- In pairs, students ask: "Do you like tennis?" / "I like soccer."
- Promotes speaking, listening, and using can/can't or likes/dislikes.

Rules Match-Up

- Flashcards with simple sports rules (Don't push, Share the ball, Be kind).
- Students match the sentence to a picture illustrating the rule.
- Strengthens reading, comprehension, and sportsmanship vocabulary.

Safe Play Sorting

- Provide situations on cards (e.g., "Kick the ball gently," "Push teammate") and students sort them into "Safe / Not Safe."
- Reinforces critical thinking, language comprehension, and social-emotional learning.





Mini-Instruction Reading

- The teacher reads a short text about steps to organize a sports game: "First, choose teams. Next, set rules. Then, play fair." Students identify key words and gestures.
- Develops listening and reading comprehension.

Yes/No Rules Quiz

- The teacher states: "It is okay to push a teammate." Students answer "Yes" / "No" and justify it with a short sentence.
- Promotes speaking, listening, and values education.

Like/Don't Like Symbol Sort.

- *On the Board: The teacher draws the symbols  I LIKE and  I DON'T LIKE on the board.*
- *In the students' notebooks or worksheet: The students draw the same two large symbols in their notebooks to create two columns.*
- *The teacher shows sports flashcards and says the complete sentence (e.g., "I like basketball"), pointing to the correct symbol.*
- *Then shows sports flashcards and says the complete sentence (e.g., "I don't like basketball"), pointing to the correct symbol.*
- *The students only write the vocabulary word (BASKETBALL) in the column of the symbol the teacher indicated ( or ), associating the written word with the sound of the sentence.*
- *The teacher guides the students to choose one word from each column to create their final sentences.*
- *The students write the complete sentence once for each preference: I like soccer. I don't like tennis.*





Daily routines



Worksheet Reference

PDF 2nd Grade_Unit2.pdf

- Sports: pg. 5 -11

Suggested Session Distribution: Sessions 8 - 11

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

Achievement: Students will practice using the vocabulary with teacher support by performing actions, answering simple questions, and matching words to pictures. Students will begin forming short sentences (e.g., "I play soccer," "I get up at 7 o'clock") with guidance.

<p>Skill</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
<p>Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <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.)

Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Word Association ▾

Charades ▾

TPR ▾


Flashcards ▾

Role Playing ▾

Other ▾

- Activity Description:

Sports & ABC

-  The ABC Song
- T. and Ss. review once again a new ABC's song and spell some written words on the board about the main topic SPORTS.
- Ss. listen to the letter and identify the sport that it belongs to (eg. f is for FOOTBALL, g is for GYMNASTICS) the vocabulary from the previous worksheet.
- Ss. spell the long word in choral repetition and focus in the phoneme or sound that can be difficult for them.

Choral Drill with Actions (2 min)

- The teacher shows flashcards quickly.
- Students shout the word and do the matching action.
- Go faster each round like a "speed game."
👉 Reinforces recognition and recall.

Guess the Sport (Charades) (5 min)

- Teacher models first: mime *playing soccer*.
- Students guess: "Soccer!"
- Then call 3–4 volunteers to mime other sports.

- Variation: Teacher whispers a sport to a student → they act it out for the class.
👉 Builds confidence and speaking.

Find the Sport Partner (5 min)

- Give students small flashcards (each student gets one sport).
- Play music → students walk around the class.
- When music stops, they must act out their sport and find a partner with the same card.

When they find their match, both say: "I play ___!"

👉 Encourages interaction and repetition.

Team Competition – Quick Response (3 min)

- Divide class into 2 teams.
- The teacher says or mimes a sport.
- One student from each team races to say the correct word first.
- Award points → cheer for all.
👉 Adds excitement and motivation.

Flashcard Show & Say

- The teacher holds up a flashcard.
- Class repeats together: "Soccer!"
- Then the teacher asks individuals: "What's this?" → "Soccer."
- The teacher supports by mouthing or pointing if needed.
👉 Ensures pronunciation and recognition.

Find the Sport (Board Race)

- Stick all sports flashcards on the board.
- Teacher calls: "Show me tennis!"
- Two students race to touch the right card.

👉 Builds listening comprehension and quick response.

Matching Game

- On the board: pictures of sports.
- The teacher says: "I play baseball." → students match sentences with pictures.
- Variation: Give word cards to students → they place them under the correct picture.
👉 Connects vocabulary with sentence structure.

Yes/No Mime Game

- Teacher mimes kicking a ball. Says: "This is tennis."
- Students shout: "Nooo!"
- The teacher corrects: "This is soccer!"
👉 Fun way to reinforce comprehension.

Flashcard Q&A

- Show a flashcard: "eat breakfast"
- Ask the class: "What is this?" → choral response: "Eat breakfast!"

Choral Sentences with Actions

- Teacher models: "I get up." (stretch and stand)
- Students repeat in chorus while doing action.
- Go through all routines, then ask individuals to try.

Can add: "I like to get up at 7:00." to introduce simple extensions.

Routine Story Chain

- In groups, each student says one sentence about their daily routine: "I get up at 7:00." Next student continues: "I eat breakfast."

Sentence scramble:

- Students scramble sentences like: *I have one head, I have two ears, I like playing soccer.*

Tournament Planning Brainstorm

- *In pairs, students brainstorm ideas for a small class tournament: Which sports? How many players? What rules? The teacher writes key vocabulary on board.*
- *Practices speaking, writing, and organization skills.*

Role Play: Referee & Player

- *Students act as referees or players, practicing phrases like: "Stop!" "It's your turn!" "Play fair!"*
- *Encourages speaking, listening, and understanding sports etiquette.*

Action Steps Sequencing

- *Students put picture cards showing tournament steps in order: choose teams, set rules, warm up, play match, cheer. Students orally explain the order: "First, we choose teams."*
- *Supports sequencing, speaking, and comprehension.*

Conflict Resolution Skits

- *Pairs act out small conflicts (e.g., someone pushes or yells). Other students suggest solutions using simple sentences: "Say sorry," "Play fair." Encourages speaking, listening, and values reinforcement.*

[Worksheet Reference](#)

 [2nd Grade_Unit2.pdf](#)

- Likes and dislikes and sports: 12- 15
- Routines: pg. 16 -18

Suggested Session Distribution: Sessions 12 - 15

STAGE 4: All-In-One (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

Achievement: Students use vocabulary and sentences without teacher help. Reinforces recognition, pronunciation, and sentence formation. Prepares them for production and real communication. Students recall and write daily routines, reinforce reading, writing, and speaking in simple sentences. Students will use the vocabulary independently to complete worksheets, draw and write about their own routines or favorite sports, and form simple sentences about themselves. Students will demonstrate comprehension and production skills without direct teacher support.

Skill	<ul style="list-style-type: none"><input type="checkbox"/> 🎵 Listening<input type="checkbox"/> 📖 Reading<input checked="" type="checkbox"/> 📝 Writing & Language Structure<input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 📚 Textbook<input checked="" type="checkbox"/> 📓 Notebook<input checked="" type="checkbox"/> 📄 Worksheet<input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)<input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<input type="checkbox"/> 🖍️ Realia<input type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<ul style="list-style-type: none"><input type="checkbox"/> 🏠 Whole Group<input type="checkbox"/> 👥 Small group work<input type="checkbox"/> 👫 Pair work<input checked="" type="checkbox"/> 👤 Individual work
Assessment	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)<input checked="" type="checkbox"/> Checklists<input type="checkbox"/> Observation guides

- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exam

Instructional Strategy / Activity Suggestions

- Instructional Strategy:
 - Fill in the Blanks ▾
 - Creative Writing ▾
 - Charades ▾
 - Realia Strategies ▾
- Activity Description:

Matching Exercises

- **Materials:** Flashcards or worksheets with pictures and words.
- **Task:** Students match the word to the correct picture.
- Example: soccer → picture of a kid kicking a ball or getting up → picture of someone stretching.
- Can be done individually or in pairs.

Draw & Write

- **Task:** Students draw a picture of their favorite sport or daily routine.
- **Follow-Up:** Write a sentence under it:
 - "I like soccer."
 - "I get up at 7 o'clock."
- Helps connect vocabulary with personal experiences.

My Hobby Ball

- Students toss a ball; when caught, they introduce themselves and share a hobby: "My name is Ana. I like basketball."

Sentence Completion / Fill-in-the-Blank

- **Worksheet Example:**
 - "I _____ at 7:00." → get up
 - "I like _____." → basketball
- Reinforces sentence structures and target words.

Independent Mime & Label

- **Task:** Students pick a card (sport or routine), act it silently, and write down the word or sentence describing it.
- Great for kinesthetic learners and self-checking.

Sorting Activities

- **Task:** Students sort vocabulary into categories.
 - Sports: soccer, basketball, tennis
 - Routines: get up, eat breakfast, go to school
- Can use cards or worksheets.

Mini Quiz / Self-Check

- **Task:** Short quiz with 5–6 questions for vocabulary recognition:
 - Match picture to word
 - Write a sentence about yourself
- Students can check answers against an answer key or in pairs.

Classroom Book or Poster

- **Task:** Students create a mini-poster about their day or favorite sport:
 - "I play soccer."
 - "I get up at 7."
- Display in the classroom for a sense of achievement.

Draw & Write Your Day

- **Task:** Students draw their daily routine in order (5 pictures).
- **Follow-Up:** Write a simple sentence under each picture:
 - "I get up."
 - "I eat breakfast."
 - "I go to school." etc.
- **Purpose:** Connect vocabulary with personal experience.

Daily Routine Comic Strip

- Students draw 3–4 panels of their morning routine and write a sentence under each: "I get up. I eat breakfast. I go to school."

Fill-in-the-Blank Worksheet

- **Example Sentences:**
 - "I _____ at 7 o'clock." → get up
 - "I _____ in the morning." → eat breakfast
 - "I _____ after school." → do my homework
- Students complete the blanks individually.

Daily Routine Sequencing

- **Task:** Cut-out cards with pictures or words of routines.
- Students put them in the **correct order** of their day.
- **Follow-Up:** Students orally describe their sequence: "I get up, I eat breakfast, I go to school..."

Independent Mime & Write

- **Task:** Students pick a card with a routine, act it out silently, then write the sentence: "I do my homework."

Mini Quiz / Self-Check

- Short 5-question worksheet:

1. Match picture → word
 2. Fill in the blank
 3. Write one sentence about your routine
- Students check with the answer key or compare with a partner.

Sentence Scramble

- The teacher provides words on cards (e.g., "I / soccer / play / can") and students reorder them to make a correct sentence.
- Reinforces grammar and writing.

Guess and complete

- T. and Ss. brainstorm some clue vocabulary from previous class.
- T. hands out some strips with short sentences and read them aloud (eg. We use a glove in ____, Players kick a ball in __)
- T. and Ss. read aloud the sentences written in the strips.
- Ss. listen once again and find out which is the correct answer for the 5 sentences.
- Ss. complete a short sentence using the correct vocabulary word related to SPORTS.

Label the Scene

- Provide a worksheet with a sports scene or daily routine picture.
- Students label actions and objects: "run," "kick," "eat breakfast."

Routine Sequencing Puzzle

- Students cut out routine cards, put them in order, then write a short story about their day.
- Combines writing, reading, and speaking if shared orally.

Tournament Poster

- Students draw a poster for a class sports day, showing teams, rules, and actions. Add captions: "We play soccer. Be kind. Share the ball." Develops writing, speaking, and organization skills.

Step-by-Step Game Plan

- *Worksheet: students write 3–4 steps to organize a sports game or tournament. Example: “1. Choose teams. 2. Set rules. 3. Play fairly.” Integrates writing, reading, and sequence vocabulary.*

Fair Play Diary

- *After a PE session, students write 1–2 sentences about how they played fairly or helped a teammate: “I passed the ball. I said sorry.” Strengthens writing, reflection, and personal expression.*

Tournament Rules Booklet

- *Students create a mini-booklet with simple rules for a game. Each page has a picture and sentence: “Don’t push. Share the ball. Play fair.” Practices writing, reading, and values.*

[Worksheet Reference](#)

 [2nd Grade_Unit2.pdf](#)

- Actions: pg. 18 -25
- Can / Can't: pg. 27
- Playing without Conflict: pg. 28 - 29

Suggested Session Distribution: Sessions 16 -18

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

Achievement: Students review all sports vocabulary actively, use gestures and actions, and end the lesson energized and confident. Students review all daily routine vocabulary actively, use gestures, and end the lesson confident and energized. Students will review and reinforce all vocabulary and structures learned during the lesson through interactive and fun activities. Students will demonstrate accurate recall, pronunciation, and actions for all target words, ending the lesson confident and engaged. Prepare them to present their final project.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🎵 Listening<input checked="" type="checkbox"/> 📖 Reading<input checked="" type="checkbox"/> 📝 Writing & Language Structure<input checked="" type="checkbox"/> 🗣️ Speaking
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- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Role Playing ▾

Presentation ▾

TPR ▾

Word Association ▾

Hangman ▾

- Activity Description:

Flashcard Quick Review

- Show each sports flashcard quickly.
- Students shout the name of the sport and do the matching action (kick, throw, swing, run, spin).
- Make it a "speed round" to increase energy and focus.

Sports Chant with Actions

- Teacher leads a chant:
 - *"Soccer – kick! Basketball – throw! Tennis – hit! Gymnastics – spin! Baseball – swing! Athletics – run!"*
- Students repeat while doing the actions.

Can be done with clapping for rhythm.

Mystery Sport Mime

- A teacher or a student mimes a sport silently.
- Class guesses: *"You are playing soccer!"*

- Rotate several students to mime different sports.

Team Quick Quiz

- Divide the class into 2 teams.
- Show a flashcard or mime a sport.
- The first team to shout the correct sport gets a point.
- Celebrate at the end with a class cheer: *"We love sports!"*

Draw & Say

- Students draw their favorite sport on a small sheet.
- Write/say the name: *"I like soccer!"*
- A few students can share with the class.

Daily Routine Chant with Actions

- *Teacher leads a chant:*
 - *"Get up – stretch! Eat breakfast – eat! Go to school – walk! Do your homework – write! Go to bed – sleep!"*
- *Students repeat with actions.*
- *Can add clapping or stomping to make it rhythmic.*

We Are the Same, We Play the Same

- *In teams, students prepare a short presentation before the mini sport tournament:*
- *"We are team Blue." , "We like soccer and basketball." , "Boys and girls can play together."*







Classroom Jeopardy: Sports & Routines

- *The teacher divides class into teams. Categories: Sports, Actions, Routines, Likes/Dislikes.*
- *Teams answer questions in full sentences.*
- *Practices speaking, listening, and recall.*

"Can You Do It?"

- Tell the students you are going to name an action, and they must quickly decide if they can or can't do it (either in real life or in a sport/exaggerated context).
- They will use two movements to show their answer:
- "I can...": They stand up and make a thumb-up (👍) gesture.
- "I can't...": They sit down and make a thumb-down (👎) gesture.

Like/Don't Like Symbol Sort

- To finish the activity, the teacher reviews the sports vocabulary by pointing again to the symbols  and .
- Students say aloud some examples:
-  "I like soccer."
-  "I don't like tennis."
- Then, volunteers come to the board to share their own sentences using flashcards or drawings.
- The teacher reinforces pronunciation and congratulates students for expressing their likes and dislikes in English.
- Finally, the class repeats together:
- "I like..." / "I don't like..." to practice fluency and end with a fun chant or quick game (e.g., students raise hands for  or cross arms for )

Class Tournament Simulation

- Students participate in a mini-class tournament. Before playing, they announce teams, describe the rules, and assign roles (goalkeeper, captain, referee).
- Focus on speaking, listening, and practical application of project skills.

Project Presentation: Game Instructions

- Students present orally or using a poster: "We will play soccer. There are two teams. Don't push. Play fair."
- Reinforces speaking, writing, and listening comprehension.

Project Presentation Day:

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.

-T asks WH questions.

-T asks a few yes/no questions: Do you remember how to use...? Would you like to review...?

-T will use videos, audios, or any other resource to reinforce the achievements.

-T can use the book to review the unit vocabulary.

-T asks ss to present their final project.

Team Reflection Discussion

- *After the game, the teacher asks: "What did we do well?" / "How can we be kinder?" Students answer with short sentences.*
- *Practices speaking, critical thinking, and emotional awareness.*

Video / Role Play Review

- *Students record a short video or act out the steps for organizing a tournament. Others guess the sport and comment on how well rules were followed.*
- *Strengthens speaking, listening, creativity, and collaboration.*

[Worksheet Reference](#)

 [2nd Grade_Unit2.pdf](#)

- Sports likes and dislikes: pg. 30
- Abilities: pg. 31 -32