



INSTRUCTIONAL GUIDE - 2ND GRADE 2025-2026 - UNIT 3

GRADE	2nd Grade ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	January 12th - February 27th
TOTAL OF SESSIONS	7 weeks
LEARNING OBJECTIVE	Students will understand and use vocabulary and simple language structures related to hobbies, likes and dislikes (like, love, don't like, hate), descriptive adjectives (friendly, funny, athletic, strong, short, tall), feelings, food preferences, and daily routines with time expressions to describe themselves and others. Learners will communicate basic information through short sentences, descriptions, and simple conversations to develop confidence and fluency in everyday English.

NEM	Project	<ul style="list-style-type: none"> → Let's Get to Know Each Other Better to Make a Team (pg.52-65) → I Like This, I Don't Like That (pg.104-119) → In Perfect Harmony (pg.128-145)
	Product	<ul style="list-style-type: none"> • Make a collage/ bulletin board to get to know your classmates. • Write a short description of yourself. • Create a song to express your emotions and daily routine.
	Content	Sensations, Emotions, Feelings, and Ideas Expressed in English ▾ Natural and Social Environments ▾ Body, Image, and Identity ▾ Oral and Written Texts in English ▾
	LDP (Learning Development Process)	Interacts with rhymes, songs, and other language games. ▾ Expresses and represents sensations, emotions, feelings, and ideas using their own resources. ▾ Uses rhymes and songs to express sensations, emotions, feelings, and ideas. ▾ Recognizes and illustrates people, objects, and actions in short dialogues related to natural and social environments. ▾

	<p>Recognizes and uses the name, gender, and age of self and others. ▾</p> <p>Identifies differences and similarities in the way their mother tongue and English are written. ▾</p>
Articulating Axes	<p>Inclusion ▾ Critical thinking ▾ Critical interculturality ▾ Arts and aesthetic experiences ▾</p> <p>Cultural appropriation through reading and writing ▾</p>

CEFR SKILLS	Listening	<ul style="list-style-type: none"> • PRE A1: SS can understand people if they speak very slowly and clearly about simple everyday topics. • PRE A1: SS can understand the days of the week and months of the year.
	Reading	<ul style="list-style-type: none"> • PRE A1: SS can recognise daily situations, words and phrases SS know and use them to understand very simple sentences. • PRE A1: SS can understand words and phrases in everyday activities. • PRE A1: Ss understand short descriptions of current activities.
	Writing	<ul style="list-style-type: none"> • PRE A1: SS can write simple sentences about myself, for example where I live and what I do. • PRE A1: SS can write their daily routines. • PRE A1: Ss can write in a simple way, basic questions and answers about what they and others do currently.
	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, colours). • 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.
	Grammar & Language Structure	<ul style="list-style-type: none"> • Adjectives to describe people. <ul style="list-style-type: none"> - E.g. He is tall. / She is short. / They are friendly. • I like / I don't like / I love / I hate <ul style="list-style-type: none"> - Statements: I like pizza. I don't like broccoli. I love music. I hate running. - Question form: What do you like? – I like chocolate, Do they like soccer? – No, they don't. • Wh- questions to ask for information <ul style="list-style-type: none"> - E.g. What do you do in the afternoon?, Who is your friend? • Expressing likes and dislikes. <ul style="list-style-type: none"> - E.g. I like pizza. / I don't like broccoli or I do not like broccoli. • Extending preference: I love / I hate... • Question form: E.g. What do you like? – I like chocolate. Do they like soccer? No, they don't. • Expressing emotions and feelings. • How do you feel? – I feel excited / tired / happy. • Simple Present + daily routines <ul style="list-style-type: none"> - I eat breakfast at 7. / I play soccer on weekends. - I + like/love/hate + verb (+ing) - I love playing soccer. • Action verbs. • Use of and / but <ul style="list-style-type: none"> - Examples: I like apples and bananas, I like pizza, but I don't like fish.

	<p>Vocabulary</p>	<ul style="list-style-type: none"> • Descriptive adjectives: tall, short, strong, athletic, funny, smart, creative, friendly. • Hobbies & Activities: sing, read, play video games, watch TV, go to the park, ride a bike, jump rope. • Food & Drinks: pizza, spaghetti, soda, cereal, broccoli, vegetables, chocolate, ice cream. • Expressions of opinion: I like, I don't like, I love, I hate. • Emotions: happy, sad, angry, excited. • Friendship & coexistence: friend, team, share, respect, help. • Daily routines & actions: wash the dishes, eat lunch, go to the movies. • Action verbs to express routines.
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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: Activate students' prior knowledge and encourage oral participation by having them identify and share simple information about hobbies, likes and dislikes (like, love, don't like, hate), adjectives (friendly, funny, athletic, strong, short, tall), feelings, food preferences, and daily routines and time, using short sentences or vocabulary words to prepare them for the main activities of the lesson.

<p>Skill</p>	<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
<p>Resources</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" 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
Classroom Interactive Patterns	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
Assessment	<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

Instructional Strategy / Activity Suggestions

→ Instructional Strategy:

- TPR ▾
Charades ▾
Chants ▾
Flashcards ▾
Find Someone Who ▾
Memory Game ▾
Manipulatives Material ▾

→ Activity Description:

→ **Routines and Supplementary Vocabulary**

Weather Flash

- The teacher shows quick flashcards: sunny, rainy, cloudy, windy, snowy. Students shout the name of the weather. Then repeat with gestures (e.g., pretend to shiver for "snowy").

What's the Weather Today?

- Ask: "What's the weather today?" Students look outside and answer in chorus. One student draws the weather on the board.

Days of the Week Song

Play a short song (or chant): "Monday, Tuesday, Wednesday...!" Students sing while clapping or tapping the rhythm.

Missing Day Game

- The teacher writes the days on the board. Erases one day. Students guess: "What day is missing?"

Alphabet Chant

Teacher starts: "A!" Students respond: "/æ/!" Continue through several letters.

Letter Hunt

- Say a letter: "Find something that starts with B!" Students point to something in the classroom (book, bag, board).

Month Jump

- Put flashcards of the months on the floor. Play music; students jump from card to card. When the music stops, the teacher asks: "What month is it?" Student answers.

Birthday Line

- Students quickly form a line by month of their birthday. Everyone says: "My birthday is in ____."

Number Echo

- The teacher says a number: "Eleven!" Students echo: "Eleven!" Continue with 12–20. Do it faster each round.

Number Flash

- Show flashcards with numbers 11–20. Students say the number aloud. For a challenge: show the card quickly for 1 second.

Jump and Count

- The teacher chooses a number, for example 15. Students jump and count out loud from 11 to 15. Repeat with different numbers.

“Find My Number!”









- The teacher says: “I am thinking of a number between 11 and 20... It is after 13 and before 15.” Students guess: “14!”

→ [I Like This, I Don't Like That \(pg.104-119\)](#)

Projects and Readings

Read the short text to introduce the topic pg- 104-105.

Emotion Meter (Like → Love → Don't Like → Hate)

- Draw a simple “emotion scale” on the board:
 -  Love
 -  Like
 -  Don't like
 -  Hate
- The teacher says it is a hobby (e.g., “playing soccer”). Students show with their hands:
 -  arms over head
 -  thumbs up
 -  flat hand
 -  thumbs down
- Option: students say a sentence: “I love playing soccer!”

Hobby Flash

- The teacher shows a flashcard (reading, dancing, swimming, playing video games, drawing, etc.). Students respond quickly with a sentence:
 - “I like...”
 - “I don't like...”
 - “I love...”
 - “I hate...”

- Rotate fast for energy!

Find Someone Who...

- The teacher says a prompt: "Find someone who loves dancing!" "Find someone who hates swimming!" Students move around and ask partner-to-partner: "Do you like ___?" Very short: only 1–2 minutes.

Like/Dislike Dice

- Draw numbers 1–4 on the board:
 - 1 = like
 - 2 = love
 - 3 = don't like
 - 4 = hate
- Roll a big foam dice.
- Teacher says a hobby → students must say a sentence using the feeling that matches the number.

Example: Die shows 2 and my hobby is reading → ➡ "I love reading!"

Stand Up If...

The teacher says: "Stand up if you like playing soccer!" "Stand up if you hate doing homework!" Students sit/stand depending on their likes.

Hobby Mimics

- The teacher acts as a hobby silently (e.g., swimming, dancing). Students guess and say a sentence: "I like swimming." / "I don't like dancing."

Emoji Cards

Give students 4 small cards:

- ❤️ Love
- 😊 Like

- 😞 Don't like
- 😡 Hate

The teacher says a hobby and students raise a card that matches their feelings.

→ **Let's Get to Know Each Other Better to Make a Team (pg.52-65)**

Act the Adjective

Teacher calls out an adjective and students act it out:

- Friendly → wave and smile
- Funny → make a silly face
- Athletic → pretend to run or jump
- Strong → flex muscles
- Short/Tall → crouch or stretch up

Fast, energetic, and visual!

Who Is It?

The teacher describes: "This person is tall and strong." Students point to someone in the room or raise their hands if it's them. Then students try describing:

"I see someone friendly!" "This student is short and funny."

Adjective Flashcards

Show a picture card or gesture. Students shout the adjective:

- The teacher shows a very tall character → "Tall!"
- Shows a smiling character → "Friendly!"
- Shows a superhero → "Strong!"

Then students make short sentences:

"He is tall."

"She is friendly."

Find Someone Who...

Students walk around and find classmates that match the description: "Find someone friendly!" "Find someone who is tall!" "Find someone funny!" They point and say the sentence: "You are friendly!"

Line-Up Challenge

Students form lines by height: From short to tall. Then use adjectives to describe classmates: "He is short." "She is tall."
Add fun rounds: Line up from 'athletic' to 'not athletic' using gestures only.

Funny Voice Sentences

The teacher picks an adjective and a silly voice (robot voice, baby voice, giant voice). Students say sentences:

- "I am strong!" (robot voice)
- "She is funny." (baby voice)

Great for pronunciation and engagement.

Feelings Faces

The teacher makes a face showing a feeling: happy, sad, angry, scared. Students guess the feeling and say: "You are happy!" or "He is angry!" Then students take turns making a face.

Feeling Flashcards

Show cards with emojis or pictures. Students shout the feeling. Second round: Students make a sentence: "I feel excited!" "She feels tired."

Pass the Feeling

Pass a ball around. A student catches it and says their feeling: "I feel happy." "I feel bored." Then passes it to the next student. You can also add "I feel happy when..." and students express something that makes them feel a certain way.

Emoji Match

Prepare small emoji cards. Students choose a card and do: Show the emotion, Say: "I feel ____." Class guesses.
Students can also play a memory game with the cards.

Food Flash & Say

Show a food flashcard:



Students respond quickly with a sentence: "I like pizza!" "I don't like broccoli." Do several rounds fast to energize the class.

Would You Eat It?

The teacher shows the food (picture or real food). Students react with gestures: 👍 = like 👎 = don't like ❤️ = love 😡 = hate (optional) Then say the sentence: "I like apples." "I don't like fish."

Mystery Food Bag

- Put 3–5 food pictures in a bag. Students pull one card and say: "I like ____." or "I don't like ____." Great for speaking practice.
- You may also add plastic objects representing the food.
- Variation: Ask students to try real food without looking, they must guess the food and express if they like it or not.

Mime the Food

Teacher mimes eating something: Eating spaghetti, Biting an apple, Drinking juice. Students guess: "You like spaghetti!" Then they mime for the class.

Quick Questions

The teacher asks rapid-fire questions: "Do you like apples?" "Do you like tacos?" "Do you like juice?" Students answer: "Yes, I do." / "No, I don't." Quick and simple.

Draw Your Favorite Food

In 1 minute, students draw their favorite food. Then they say: "I like ____!" Optional: Draw a food they don't like and say: "I don't like ____."

→ **In Perfect Harmony (pg.128-145)**

Routine Flashcards

Show a picture (waking up, brushing teeth, eating). Students shout the routine. Second round: Students add the time: "I wake up at 7:00."

Guess the Routine

The teacher acts out a routine without speaking: brushing teeth, going to school, eating breakfast. Students guess and say a

sentence:

"You go to school at 8:00!"

What Time Is It?" Quick Call

The teacher says the time: "7:00!" Students respond with the routine: "I wake up!" Continue: 8:00 → "I eat breakfast." 3:00 → "I do my homework."

Ask a Friend

Students move around asking: "What time do you... wake up / eat / go to school?" Partner's answer: "I wake up at 7:15."

Very quick 1–2 minute pair activity.

[Worksheet Reference](#)

 [2nd Grade_UNIT3.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 2
- Letters: pg. 3
- Months: pg. 4
- Numbers: pg. 5-7

[Suggested Session Distribution: Sessions 5-8](#)

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

Achievement: Present and model the correct use of vocabulary and simple structures related to hobbies, likes and dislikes (like, love, don't like, hate), descriptive adjectives (friendly, funny, athletic, strong, short, tall), feelings, food preferences, and daily routines with time expressions, using visual aids and examples so that students can understand meaning, pronunciation, and sentence patterns before practicing on their own.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
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Instructional Strategy / Activity Suggestions	
<ul style="list-style-type: none"> Instructional Strategy: <ul style="list-style-type: none"> Flashcards ▾ TPR ▾ Reading Comprehension ▾ Prompts ▾ Word Association ▾ Show and Tell ▾ Presentation ▾ Manipulatives Material ▾ 	

- Activity Description:

→ **Let's Get to Know Each Other Better to Make a Team (pg.52-65)**

Show & Describe (Teacher Models)

1. The teacher shows a picture of a character. 2. The teacher points and says: "He is tall." "She is friendly." "He is strong."
Students repeat.

Tip: Use exaggeration and gestures to keep it fun.

Adjective Gesture Presentation

Teacher models with big gestures: Tall → stretch arms up Short → crouch Strong → flex muscles Friendly → wave and smile Funny → make a silly face Athletic → pretend to run. Students repeat the gesture and the word.

Teacher's Character Profile

The teacher shows 3–4 cartoon characters and describes each one: "This is Ana. She is friendly and funny." "This is Marco. He is tall and athletic." "This is Luis. He is short but strong."
Students listen and point.

Opposites Presentation

The teacher shows two pictures side by side: A tall person vs a short person. A strong person vs a weak person. A friendly person vs an angry person. The teacher says: "He is tall." "She is short." "He is strong." "He is not strong. He is weak." (optional) Students repeat.

Adjective Sorting on the Board







The teacher draws two columns: Positive adjectives, Describing size/appearance. The teacher places adjective cards under each column and models: "Friendly is a positive adjective." "Tall is a describing-size adjective." Students repeat the words.

Teacher Picture Story

The teacher shows 4 pictures of characters doing actions and narrates: "This boy is strong. He can lift a box." "This girl is athletic. She can run fast." "This man is funny. He makes people laugh." "This woman is friendly. She helps others." Students point to each picture.

Adjective Stickers

Teacher sticks labels on the board:

Adjective	Image
Tall	
Short	
Strong	
Friendly	
Funny	
Athletic	

The teacher models sentences: "He is tall." "She is funny." Students repeat chorally.

"This Is Me!" Teacher Demo

The teacher shows a simple self-portrait or photo (school-appropriate) and says: "I am friendly." "I am funny." "I am not tall. I am short." These models correct grammar and build connections. After guessing, the teacher says the sentence: "Yes! I am being funny."

→ [I Like This, I Don't Like That \(pg.104-119\)](#)

Projects and Readings

Read the text "What I like and do not like about the sun" and answer the following activities pg. 107-108.

Show & Tell (Teacher Model)

1. The teacher shows pictures of hobbies (reading, dancing, swimming, drawing, playing soccer, playing video games, etc.).
2. For each picture, the teacher says: "I like reading." "I love swimming." "I don't like dancing." "I hate playing video games."
3. Students repeat after the teacher.

T-Chart: Likes vs. Dislikes

1. Teacher draws a T-chart on the board: LIKE | DON'T LIKE 2. The teacher places hobby flashcards under each column. 3. Model sentences such as: "I like drawing." "I don't like running."

Big Poster Presentation

- The teacher shows a poster with 6–8 hobbies. 2. Teacher circles some and puts a **X** on others. 3. Teacher says:
 - “I like these hobbies: singing and playing soccer.”
 - “I don’t like cooking.”
- Students listen and point, and then they tell their own story.

Teacher’s Hobby Chart

1. Teacher shows a chart:

Hobby	Like?
Reading	❤️
Dancing	👍
Swimming	👎
Running	❌

2. Teacher explains:

- “I love reading.”
- “I like dancing.”
- “I don’t like swimming.”
- “I hate running.”

Food Flashcard Show & Tell

1. Show a flashcard. 2. Say the word clearly: 3. “This is an apple. Repeat: apple.” 4. Add preference: “I like apples.” (thumbs up) “I don’t like apples.” (thumbs down—use for another food) 5. Students repeat both the vocabulary and gestures.

Like/Don’t Like Chart (Visual Modeling)

Draw two columns on the board:

👍 I LIKE | 👎 I DON’T LIKE

Teacher places flashcards in each column:

- "I like bananas."
- "I don't like fish."
- "I love chocolate."
- "I hate broccoli."

Students repeat after each one.

Face & Food Match

Teacher shows:

- 🍓 + 😊 → "I like strawberries."
- 🥦 + 😞 → "I don't like broccoli."
- 🍕 + 😍 → "I love pizza."
- 🐟 + 😡 → "I hate fish."

- Students repeat and make the face.
- Students can actually try different food, then the group can guess their likes.

Yes/No Teacher Modeling

The teacher asks students but models first: T: "Do I like bananas?" (Show banana and thumbs down) Students: "No, you don't!" T: "Do I like ice cream?" (Smile big) Students: "Yes, you do!"

→ **In Perfect Harmony (pg.128-145)**

Teacher Puppet Routine

1. Show puppet. 2. Tell the class: "This is Tom." 3. Puppet "talks": "I wake up at 7 o'clock!" "I go to school at 8:30." Students repeat Tom's sentences.

Personal Routine Story

1. Teacher tells a short story using pictures:
 - "On Monday I read books. I like reading. On Tuesday I play soccer. I love soccer. On Wednesday I clean my room. I don't like cleaning."

2. Point to each picture as you speak. Students repeat key sentences.

Picture Sequence

- Teacher shows 4 pictures in order:
 - Reading → Drawing → Playing soccer → Cleaning
- Teacher models:
 - “First, I read. I like reading.”
 - “Then I draw. I love drawing.”
 - “Then I play soccer. I like soccer.”
 - “Last, I clean. I don’t like cleaning.”

Introduce the Sentence Frames

The teacher writes on board: I like _____. I don’t like _____. I love _____. I hate _____. Teacher models with gestures + pictures. Students repeat each sentence.

Emoji Reveal (Teacher Modeling)

1. Show one emoji at a time, but cover half of it. 2. Ask: “How do you think this person feels?” Reveal the full emoji. 3. Say the word clearly: “This is happy. Repeat: happy.” 4. Students repeat and make the face.

Teacher Acting (TPR: Total Physical Response)

1. The teacher acts out a feeling dramatically. 2. Smile big → “I am happy!” Fake cry → “I am sad.” Stomp → “I am angry!” Students repeat the emotion and imitate the face. 3. Mix students, walk around and ask: “What feeling is this?”

Feeling Flashcards + Sentence Model

1. Show a flashcard. 2. Say: “He is scared.” / “She is tired.” / “I am happy.” 3. Students repeat. 4. Change pronouns: “You are surprised!” (point to students) “We are happy!”

Mini Story Presentation

Tell a very short story using gestures and pictures: “This is Ana. In the morning, she is tired. At school, she is happy. When she loses her pencil, she is sad. When she sees a spider, she is scared!” Students identify each feeling as you show a card.

Real-Life Teacher Modeling

The teacher uses real examples: “When I drink coffee, I am happy.” “When it rains, I feel sad.” “When I watch a scary movie, I am scared.” Students react with: “Teacher is happy!” “Teacher is scared!”

Worksheet Reference








 [2nd Grade_UNIT3.pdf](#)

- Hobbies & Activities: pg. 8
- Adjectives: pg. 12
- Feelings: pg. 14
- Food: pg. 16-17

Suggested Session Distribution: Sessions 9-13

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

Achievement: Support students as they practice using vocabulary and sentence structures related to hobbies, likes and dislikes (like, love, don't like, hate), adjectives (friendly, funny, athletic, strong, short, tall), feelings, food preferences, and daily routines with time expressions through teacher-led activities. Students will produce short sentences or exchanges with guidance, receive corrective feedback, and increase confidence before moving to independent practice.

Skill	<input checked="" type="checkbox"/>  Listening <input checked="" type="checkbox"/>  Reading <input checked="" type="checkbox"/>  Writing & Language Structure <input checked="" type="checkbox"/>  Speaking
Resources	<input type="checkbox"/>  Textbook <input checked="" type="checkbox"/>  Notebook <input type="checkbox"/>  Worksheet

	<ul style="list-style-type: none"> <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 style="text-align: center;">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 checked="" type="checkbox"/> 👤 Individual work
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> <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, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> TPR ▾ Running Dictation ▾ Prompts ▾ Fill in the Blanks ▾ Charades ▾ Flashcards ▾ Pictionary ▾ Find Someone Who ▾ Memory Game ▾ Bingo ▾ • Activity Description: <ul style="list-style-type: none"> → Let's Get to Know Each Other Better to Make a Team (pg.52-65) <p>Projects and Reading Review adjectives pg. 55-58.</p> <p>Point & Repeat With Choices</p>	

Teacher shows two pictures—for example:

👤 (tall) | 🧌 (short)

The teacher asks: “Is he **tall** or **short**?” Students answer: “He is tall!” The teacher models the full sentence: “Yes! He is **tall**.” Repeat with: strong vs. weak, friendly vs. shy, funny vs. serious, athletic vs. lazy.

Giants and Dwarfs

Play a version of giants and dwarfs but with the adjectives: tall and short.

Sentence Frames on the Board

The teacher writes: “He is _____.” “She is _____.” “They are _____.” The teacher shows a picture and asks: “What can we say?” Students: “She is funny!” The teacher repeats to model proper pronunciation.

Listen & Show

The teacher says: “Show me strong.” “Show me something funny.” “Show me tall.” Students hold up the correct image or point to the board. Then repeat the sentence: “He is strong.” “She is funny.”

True or False (Teacher Modeling)

The teacher shows a picture of a very tall boy and says: “He is short.” Students: “No!” Teacher: “He is tall.” Repeat with other adjectives: shy / friendly, strong / weak, athletic / lazy. Students repeat the correct sentence together.

Two Options: Choose the Correct Sentence

The teacher writes two sentences: 1. She is funny. 2. She is tall. The teacher shows a picture of a funny girl. Teacher asks: “Sentence 1 or 2?” Students: “Sentence 1!” All repeat: “She is funny.”

Describe With Teacher Prompts

The teacher points to a picture and asks: “Is it big or small?” Students: “It is big.” The teacher continues: “Is he friendly or shy?” “Is she strong or weak?” Students repeat after choosing.

Complete the Description (Teacher Models First)

The teacher shows a picture of a boy who is: tall, strong, and friendly. Teacher models: “He is tall and strong.” Students repeat. Then the teacher asks: “What else?” Students answer with help: “He is friendly.” Repeat with other characters.

- Teachers can also show images of objects or animals.

→ I Like This, I Don't Like That (pg.104-119)

Projects and Readings

Review grammar structure likes and dislikes: Pg. 109-110, then complete the exercise on pg. 111 and 112.

Repeat & Choose (Teacher-Led)

The teacher asks: "I **love** or **don't like** soccer?" (Teacher gives thumbs up to help) Students answer: "You love soccer!" The teacher repeats with other cards: play video games, sing, dance, read, ride a bike. Students repeat in full sentences: "You love singing." "You don't like reading."

Fill the Sentence Together

The teacher writes on board: I _____ (love/like/don't like/hate) + hobby. Teacher shows a hobby flashcard: 🎮 Asks students: "What do I say?" Students: "I love playing video games!" Repeat with different routines: ride a bike, read stories, draw, cook, dance. The teacher repeats each answer with correct grammar.

Match the Hobby to the Feeling

Teacher places two sets of cards on the board: ★ Feelings: love / like / don't like / hate 😡 Hobbies: drawing / singing / swimming / reading / dancing Teacher guides students to match: T: "I love... (points to 'love') Which hobby?" Students choose a hobby picture. Teacher models full sentence: "I love singing." Continue with the rest.

Listen and Point

The teacher displays 4–6 hobby pictures on the board. The teacher says: "I love riding my bike." "I don't like reading." "I hate dancing." "I like singing." Students point to the correct picture and gesture (thumbs up/down/heart/angry). Then students repeat the sentence after the teacher.

- Variation: Listen to the teacher read a sentence "I love riding my bike." look at the picture on the board and in their notebooks write True or False if the audio matches to the picture.

Yes or No: Teacher Modeling

The teacher shows a hobby picture (e.g., dancing). The teacher says: "I love dancing." Then asks: T: "Do I love dancing?" Students: "Yes, you do!" Another example: The teacher shows the picture and says: "I don't like swimming." Students answer: "No, you don't!"

Sentence Sorting

The teacher writes mixed sentence pieces on the board: like, I, playing soccer, Students help reorder: → "I like playing soccer."
Repeat with more: don't / I / reading / like → "I don't like reading." love / I / dancing → "I love dancing." hate / I / swimming → "I hate swimming." Students repeat each sentence.

Class Preference Survey (Guided)

Teacher models: "Do you like dancing?" → "Yes, I do." / "No, I don't." Students ask one partner using a teacher-provided table:

Hobby | Like | Don't like

Play soccer | |

Dance | |

Draw | |

Read | |

The teacher walks around helping students ask correctly. Students report: "She likes drawing." "He doesn't like dancing."

"Food Sorting Together"

1. Show pictures of foods (pizza, salad, apples, fish, tacos, broccoli).
2. Make two large columns on the board: LIKE / DON'T LIKE.
3. Ask students: "Do you like bananas?" Students answer: "Yes, I like bananas" or "No, I don't like bananas."
4. Together, place the food picture in the correct column.

"Listen and Point" (Teacher Modeling)

1. Show a group of 8–10 food flashcards on the board.
2. Say: "I like pizza." → Students point to pizza.
3. Say: "I don't like carrots." → Students point to carrots.
4. Repeat with "love" and "hate" if needed.

"Complete the Sentences Together"

Write: "I like _____." "I don't like _____." "I love _____." "I hate _____." Call on students to suggest foods to fill in. Example:

- Student: "pizza!"
- The teacher writes: "I like pizza."

Students repeat after the teacher.

"Teacher-Student Dialogue Practice"

1. Model dialogue: Teacher: "Do you like oranges?" Teacher: "Yes, I do / No, I don't." 2. Call on students to respond individually.
3. Then practice with pairs while the teacher supports.

"Match the Food to the Sentence" (Board or Projector)

1. Place three or four sentences on the board: "I like ice cream." "I don't like tomatoes." "I love tacos." 2. Place food pictures below them. 3. Do the first one together. 4. Students help match the rest as a class.

"Yes/No Circle"

- Students stand in a circle. 2. The teacher asks: "Do you like yogurt?" 3. Students answer together: "Yes, I like yogurt." or "No, I don't like yogurt." 4. Move to the next food.

→ **In Perfect Harmony (pg.128-145)**

Projects and Readings

Review grammar structure pg. 133-134, and answer the practice pg. 135.

Point & Repeat (Teacher Models)

Teacher displays two pictures: 😊 happy | 😞 sad Teacher asks: "Is she happy or sad?" Students answer: "She's happy!" Teacher repeats for modeling: "Yes! She is happy." Repeat with: angry / calm/ tired / energetic/ scared / excited /bored / surprised.

- Play charades by acting an emotion.

Fill the Sentence Together

The teacher writes: "I am ____." "He is ____." "She is ____." The teacher shows a picture (e.g., angry boy). The teacher asks: "He is...?" Students: "He is angry!" The teacher repeats the correct form for pronunciation.

Memory Game/ Bingo

Play one of these games reviewing the vocabulary. Students may create the cards drawing the vocabulary words.

Listen & Show

The teacher says: "Show me angry." "Show me tired." "Show me scared." Students hold up the correct card or point to the picture. Students repeat the sentence: "I am tired." "He is scared."

Teacher Says Incorrect Sentence

The teacher shows a happy face and says: "She is sad." Students: "No!" / "She is happy!" The teacher models the correct sentence after students answer. Repeat with: angry / scared bored / excited tired / surprised

Feelings Circle (Guided Questioning)

The teacher draws a circle of feelings pictures on the board. The teacher points to one: "Is she scared?" Students: "No, she isn't. She is excited." (or "Yes, she is!" depending on the picture) Teacher corrects and models each answer. 😡 angry face → "I am angry." 😴 yawning → "I am tired." 😱 hands on cheeks → "I am scared." Students copy the gesture and repeat the sentence.

Feelings Face

Use playdough to represent different gestures and faces. Teachers says an emotions "angry" and students build the face, and so on.

Mini-dialogue Practice (Teacher Leads)

Teacher models: T: "How are you?" S: "I am sad." Then the teacher guides students: "How is he?" Students: "He is bored." "How is she?"

Students: "She is excited." The teacher supports pronunciation and correction.

"Complete the Routine Sentence"

1. Write sentence starters on the board: "I wake up at ____." "I eat breakfast at ____." "I go to school at ____." "I go to bed at ____."
2. Show a clock with the time.
3. Students help complete the sentences together.
4. Example: Teacher shows a clock at **7:00** → Students: "I wake up at seven o'clock."

"Teacher Models – Students Repeat"

1. The teacher says a sentence with a routine: "I take a shower at 6:30."
2. Students repeat.
3. The teacher says 3–5 more sentences and students echo. On the board, place: Pictures: wake up, play, eat breakfast, do homework, sleep. Clock images: 7:00, 3:00, 8:00, 6:00, 9:00. Students help match them one by one with teacher guidance.

"Yes/No Class Answer"

The teacher asks: "Do you wake up at 8:00?" Students answer: "Yes, I do" or "No, I don't." Repeat with other routines and times.

“Routine Chain” (Teacher-Led)

Teacher starts: “At 6:30, I wake up.” Student 1: “At 6:30, she wakes up. At 7:00, she eats breakfast.” The teacher helps each link.

“Point and Say”

1. Show a picture of a routine.
2. Students say the sentence together with support. Picture of brushing teeth → “He brushes his teeth at 8:00.”

“Fill in the Blank with Teacher Help”

Worksheet or board sentences: “I _____ at 7:00.” (wake up) “I _____ at 2:00.” (go home) “I _____ at 9:00.” (sleep)

Students suggest the missing words; the teacher confirms.

“Mini Dialogues (Supported Practice)”

- “What time do you eat breakfast?” “I eat breakfast at 7:30.” Then students answer with teacher help.

[Worksheet Reference](#)

 [2nd Grade_UNIT3.pdf](#)

- Hobbies & Activities: pg. 9
- Feelings: pg. 15

Suggested Session Distribution: Sessions 14-18

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

Achievement: Enable students to apply vocabulary and sentence structures related to hobbies, likes and dislikes (like, love, don't like, hate), adjectives (friendly, funny, athletic, strong, short, tall), feelings, food preferences, and daily routines with time expressions by completing individual or pair tasks with minimal teacher support. Students will produce their own sentences, short descriptions, or dialogues to demonstrate understanding and build autonomy using the target language.

<p>Skill</p>	<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
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input 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 checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exam
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Prompts ▾ Delayed Copy ▾ Find Someone Who ▾ Word Association ▾ TPR ▾ Reading Comprehension ▾ Creative Writing ▾ 	

- Activity Description:

→ [Let's Get to Know Each Other Better to Make a Team \(pg.52-65\)](#) / [I Like This, I Don't Like That \(pg.104-119\)](#)

“Hobby Survey (Student-Led)”

1. Give students a small survey sheet: Do you like...? (reading, swimming, dancing, etc.)
2. Students walk around asking 5 classmates.
3. They write YES/NO in the boxes.
4. They complete these sentences: “Three students like dancing.” “Two students don't like swimming.”

“My Hobby Chart”

1. Give students a chart with 3 columns: Hobby I like / I love / I don't like / I hate
2. Students choose 6 hobbies (read, dance, sing, play soccer, draw, watch TV, etc.)
3. They mark if they love, like, don't like, or hate each one.

“Write 5 Sentences About Me”

“Write 5 sentences about your hobbies using love, like, don't like, or hate.” Example: I love drawing. I like playing soccer. I don't like dancing. I hate washing dishes. I like singing.

“Match the Picture to the Sentence”

Students match hobby pictures with sentences like: “She loves swimming.” “He doesn't like reading.” “I like playing video games.”

“Mini Paragraph: About My Free Time”

“Write a short paragraph (4–6 lines) about your hobbies and likes/dislikes.” Example structure: What do you love? What do you like? What don't you like? What do you hate?

“Create Your Hobby Wheel”

1. Students draw a circle divided into 4 parts.
2. In each part, they draw or write: “I love...” “I like...” “I don't like...” “I hate...”
2. Add a hobby to each section.

“Write the Missing Word”

Worksheet example: I _____ (love / like) playing video games. I don't _____ (like / love) running. She _____ dancing. (hates / likes) Students choose independently.

Projects and Readings

Pg. 114. Complete the mindmap about your likes and dislikes.

“Write 5 Sentences About Your Classmates”

“Write five sentences using adjectives to describe your classmates.” Examples: “Ana is friendly.” “Luis is athletic.” “María is funny.”
(Teacher reminds: Be positive and respectful.)

“Choose the Correct Adjective”

Worksheet example: 1. The girl is (tall / short). 2. He is (funny / strong). 3. My friend is (friendly / athletic). Students circle the correct one.

Projects and Readings

Pg. 65 Draw a person you love and then write adjectives to describe them.

“My Adjective Profile”

Students complete a short profile: I am _____. I am very _____. I am not _____. My best friend is _____. They choose adjectives from the list.

“Create 4 Dialogue Cards”

“Create 4 dialogue cards using hobbies. Each card must have: 1 question + 1 answer.” Example: Do you like singing? Yes, I do. I love it!

“Draw and Describe”

1. Students draw a person (real or imaginary). 2. They write 3–5 sentences describing the character. Example: “She is tall and athletic.” “She is very friendly.”

“Complete the Paragraph”

Fill-in-the-blanks using adjectives. Example:

“This is my friend Alex. He is very _____. He is also _____. He is not _____. We like to play because he is _____.” Students fill in 4 adjectives from the word bank.

“True or False – Adjective Edition”

Students read sentences and mark T/F. Example:

1. "The tall boy is carrying a big box." (T/F)
2. "The dog is strong and athletic." (T/F)
3. "The girl is short and unfriendly." (T/F)

"Describe the Picture"

Show or give students a picture of people (kids, a family, classmates, etc.). Students write 4–6 sentences using adjectives. Example: "The boy is tall." "The girl is friendly." "The dog is funny."

→ **In Perfect Harmony (pg.128-145)**

"Match the Feeling to the Face"

Provide pictures of facial expressions and a list of words. Students match: happy, sad, angry, scared, surprised, tired. Example: 😊 → happy 😡 → angry

"Read and Choose the Feeling"

Worksheet examples: 1. "She is crying." → happy / sad 2. "He is smiling." → angry / happy 3. "The boy is shaking." → scared / surprised. Students circle the correct feeling.

"My Feelings Diary"

Students complete 4 lines: "In the morning, I feel ____." "At school, I feel ____." "After recess, I feel ____." "At home, I feel ____." They choose feelings from the list.

"Complete the Paragraph"

Fill in blanks with correct feeling words. Example:

"Today I feel ____ because it is my birthday. My friend feels ____ because he lost his toy. The teacher feels ____ because the class is quiet." Students fill in: happy, sad, proud, angry, etc.

"Match the Emotion to the Situation"

Example worksheet: 1. "I lost my pencil." → sad / happy 2. "I got a gift." → angry / excited 3. "A dog barked loudly." → scared / tired. Students choose the correct feeling.

"Write Mini Dialogues"

Students write 3 short dialogues using emotions. Examples: A: "How do you feel?" B: "I feel tired." A: "Are you angry?" B: "Yes, I am."

Projects and Readings

Pg. 136 Complete the sentences choosing the correct verb (vocabulary activity).

"Write My Daily Schedule"

"Write 6 sentences about your daily routines using the correct time." Examples: "I wake up at 7:00." "I eat breakfast at 7:30." "I go to school at 8:00."

"Draw the Clock"

Worksheet example: 1. "I brush my teeth at 6:30." → Students draw 6:30 2. "I do homework at 5:00." 3. "I go to bed at 9:00."

"Daily Routine Paragraph"

"Write a paragraph (5–7 lines) about your day. Use at + time." Example structure: Morning routine, School routine, Afternoon routine, Night routine.

"Choose the Correct Sentence"

Reading comprehension with time. Example: 1. Picture: Girl brushing teeth at 7:00 She brushes her teeth at 9:00. She brushes her teeth at 7:00. 2. Picture: Boy sleeping at 8:30 He goes to bed at 8:30. He wakes up at 8:30.

"My Clock Booklet"

Students make a mini booklet with 4 pages:

- Page 1: I wake up at _____. (student draws the clock + picture) Page 2: I eat at _____. Page 3: I play at _____. Page 4: I sleep at _____.

"Sort the Routines: Morning / Afternoon / Night"

Students sort routine cards or words into three categories: Morning (wake up, eat breakfast) Afternoon (do homework, play) Night (eat dinner, sleep) Then they write 1 sentence for each category.

"Answer the Questions"

Independent comprehension using WH-questions. Examples:

1. What time do you wake up? _____
2. What time do you eat lunch? _____
3. What time do you go to bed? _____

Worksheet Reference

 **2nd Grade_UNIT3.pdf**

- Hobbies & Activities: pg. 10
- Adjectives: pg. 13
- Likes and dislikes: pg. 18

Suggested Session Distribution: Sessions 19-21

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

Achievement: Review and reinforce students' understanding of vocabulary and structures related to hobbies, likes and dislikes (like, love, don't like, hate), adjectives (friendly, funny, athletic, strong, short, tall), feelings, food preferences, and daily routines with time expressions by having students summarize, share, or reflect on what they learned. Students will demonstrate their ability to use the target language in short oral or written tasks, helping the teacher assess overall comprehension and closing the lesson effectively. Present their final project.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" 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
Classroom Interactive Patterns	<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
Assessment	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input checked="" type="checkbox"/> Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Creative Writing ▾
TPR ▾
Presentation ▾
Pictionary ▾

- Activity Description:

→ **Let's Get to Know Each Other Better to Make a Team (pg.52-65)**

Projects and Reading

Make a collage about yourself and present it to your class, getting to know each other.

Describe Your Classmate

Students choose one classmate and write two positive adjectives to describe them. Example: *"María is kind and creative."* They share with the class (optional).

Quick Draw Adjectives

Write 5 adjectives on the board. Students quickly draw something that represents each adjective. Example: Big, Small, Beautiful, Sad, Strong. They show their drawings in pairs.

Adjective Stars

Students write one adjective about: Themselves. Today's class. Examples: "I feel energetic." "Today's class was interesting." Stick them on a "star wall" poster.

Two Truths and One Adjective

Students say: 2 true sentences with adjectives. 1 false sentence with an adjective. Class guesses the false one. Example: "I am tall." "I am shy." "I am purple." ✕

→ [I Like This, I Don't Like That \(pg.104-119\)](#)

Food Survey Check

Students ask **3 classmates**: "Do you like ___?" They write yes/no. At the end they report: "2 classmates like apples. 1 classmate doesn't like apples."

Food Song Wrap

Play a short food song ("Do you like broccoli?" type). Students sing along and point to thumbs up or thumbs down. Then you ask: "Do you like *broccoli*?" Students answer as a group.

What's Missing?

Show 6 food flashcards. Students close their eyes. Remove one. Ask: "What food is missing?" Students must answer using the structure: "I like ___." / "I don't like ___." Example: "Pizza is missing. I like pizza!"

Food Around the World

Show pictures of foods from different cultures. Students choose one and say: "I like ___." "I don't like ___." Example: sushi, tacos, pancakes, spaghetti.

Emoji Food Rating

Write foods on the board. Students choose an emoji:

- 😍 love
- 😊 like
- 😐 okay
- 🤢 don't like
- 😡 hate

They make a sentence using their emoji. Example: "Pizza — 😍 I love pizza!"

Speed Sentences (30 seconds)

Give students 30 seconds to say as many sentences as possible: "I like ____." "I don't like ____." "I love ____." "I hate ____." Do it as a whole class or in pairs.

Food Tally Chart

On the board, draw a quick chart:

Food	Like	Don't like
------	------	------------

Students raise hands. The teacher counts and completes the chart. Students make a final sentence: "Most students like apples." "Many students don't like fish."

Make Your Mini Menu

Students draw 3 foods on a small paper. They label each: ❤️ love 👍 like 🤢 don't like Then read their menu aloud: "I love pizza. I like grapes. I don't like fish."

Teacher vs. Class

The teacher says 3 sentences: "I like broccoli." "I don't like juice." "I hate hamburgers." Students guess if it's true or false. Then reveal the real answers. Fun and great practice!

→ **In Perfect Harmony (pg.128-145)**

“Write My Daily Schedule”

“Write 6 sentences about your daily routines using the correct time.” Examples: “I wake up at 7:00.” “I eat breakfast at 7:30.” “I go to school at 8:00.”

“Daily Routine Paragraph”

“Write a paragraph (5–7 lines) about your day. Use *at + time*.” Example structure: Morning routine. School routine. Afternoon routine
Night routine

“My Clock Booklet”

Students make a mini booklet with 4 pages: Page 1: I wake up at _____. (student draws the clock + picture) Page 2: I eat at _____. Page 3: I play at _____. Page 4: I sleep at _____.

“Sort the Routines: Morning / Afternoon / Night”

Students sort routine cards or words into three categories: Morning (wake up, eat breakfast) Afternoon (do homework, play) Night (eat dinner, sleep) Then they write 1 sentence for each category.

“Answer the Questions”

1. What time do you wake up? _____
2. What time do you eat lunch? _____
3. What time do you go to bed? _____

“Write Mini Dialogues”

Students write 3 short dialogues: Example: A: What time do you go to school? B: I go to school at 8:00. A: What time do you eat dinner? B: I eat dinner at 7:00.

Adjective Charades

Students act out an adjective using gestures or facial expressions. The class guesses: *happy, angry, slow, fast, tired, etc.*

Feelings Traffic Light

Show 3 colors:

 **Green** = happy, excited, calm

 **Yellow** = okay, tired, confused

● **Red** = angry, sad, scared

Students point to a color and say one feeling word that matches.

Feelings Line-Up

Say a feeling. Students line up from least to most intense. Example: *happy* → *very happy* → *excited* *sad* → *very sad* → *angry*.
Students say their feelings when they stand in place.

Quick Pair Share

In pairs, students answer: "Today I felt ___ because ___." "My favorite feeling word today was ___." "I learned how to say ___."
Partners share with the class.

Feeling Memory Flash

Show 6 feelings on the board for 10 seconds. Remove them. Students say as many as they remember: happy, sad, angry, tired, excited, scared, surprised, confused.

Feeling Snap!

Show flashcards quickly. Students shout the feeling word. You can speed up to make it fun.

Feeling of the Day Poster

Students choose a feeling from the lesson and draw a simple symbol (small) on a class poster. For example:

- 😊 = happy
- 😴 = tired
- 😡 = angry

A quick collective reflection!

My Mood Thermometer

Students show with hands: Low (1–2 fingers) → sad, bored, tired Medium (3–4 fingers) → okay, calm High (5 fingers) → excited, happy, proud. They say the feeling word.

The Teacher Guess

The teacher describes a situation: "I lost my homework." "I got a new toy." "There is a spider!" Students say the correct feeling: sad / happy / scared.

Routine Relay

Choose 5 students. The teacher says the time: "7:00!" Student 1 runs to the board and writes a routine: "Wake up." Class says: "I wake up at 7:00." Rotate quickly for more times.

Time Cards on the Floor

Place time cards on the floor: 6:00, 7:30, 1:00, 8:15, etc. The teacher says a routine: "Brush your teeth!" Students stand on the time they think fits. Then make a sentence: "I brush my teeth at 7:30."

Daily Routine Pictionary

A student draws a routine on the board (shower, eat breakfast, sleep). Class guesses and adds a time: "You eat breakfast at 8:00!"

"Before or After?" Game

The teacher gives 2 routines: "Wake up / Go to school." Students answer: Before or After. Then add a sentence: "I wake up before I go to school."

Timeline on the Board

The teacher draws a blank timeline. Students come and fill in: Morning • Afternoon • Evening 7:00 • 12:00 • 3:00 • 9:00 Students write routines at the times: "I go to bed at 9:00."

"My Favorite Time of the Day" Share

Students complete the sentence: "My favorite time of the day is ___ because ___." Optional: must include a routine: "...because I play at that time."

Match the Clock

The teacher shows a clock (drawn or picture). Students shout a routine that matches: 🕒 "9:00!" → "I go to bed!" 🕒 "6:00!" → "I woke up!"

My Day in 3 Sentences

Students write only 3 short sentences: 1. Morning routine + time 2. Afternoon routine + time 3. Night routine + time. They read to a partner.

Ask the Teacher (Yes/No or What time?)

Students ask YOU: "What time do you wake up?" "Do you eat breakfast at 8:00?" Make some answers silly to make it fun.

Guess Who? (Class Edition)

Students write one routine sentence secretly: "I wake up at 6:30." The teacher reads it aloud. Class guesses who wrote it.

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.

[Worksheet Reference](#)

 [2nd Grade_UNIT3.pdf](#)

- Hobbies & Activities: pg. 11
- Likes and dislikes: pg. 19