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Teaching Guide

Handwriting Skills Builder

For Grade 2



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Preface

In crafting the Handwriting Skills Builder for Grade 2, our goal was to build upon the foundation laid in Grade 1, fostering continued growth and mastery in writing skills for young learners. This meticulously structured resource is designed to elevate their abilities by introducing more nuanced techniques, expanding vocabulary, and refining their handwriting prowess. Tailored specifically for second graders, this comprehensive guide offers a progression from foundational to more advanced writing practices, aiming to instill confidence and precision in their handwriting.

Purpose of the Teaching Guide

The accompanying teaching guide for the English Handwriting Skills Builder for Grade 2 is a meticulously curated toolkit aimed at empowering educators to guide and enhance the handwriting abilities of growing learners effectively. It equips teachers with comprehensive strategies, tools, and resources necessary to introduce and reinforce more intricate letter formations, styles, and creative patterns aligned with the developmental stage of second-grade students.

This guide provides educators with detailed, step-by-step instructions, innovative activities, and methodologies rooted in early childhood education principles. Its focus lies in nurturing advanced fine motor skills, expanding letter recognition, and cultivating an overall proficiency in handwriting. Moreover, it offers valuable insights into effective classroom management techniques, diverse assessment strategies, and engaging methodologies tailored to involve children in enjoyable and interactive handwriting exercises suited to their evolving skills.

Ultimately, the teaching guide aspires to empower educators in creating a vibrant and conducive learning atmosphere that actively supports the refinement and mastery of writing skills in second graders, ensuring a confident and adept transition towards more refined handwriting techniques.

How can handwriting skills builder for grade 2 prepare the child for grade 3 onwards?

The Grade 2 Handwriting Skills Builder serves as a crucial bridge for children, preparing them for the challenges ahead in Grade 3 and beyond. By building upon the groundwork laid in Grade 1, this resource focuses on refining handwriting techniques, introducing more complex structures, and expanding vocabulary. Through this progression, students develop the necessary skills and confidence to tackle advanced writing tasks in higher grades with precision and fluency.

With a targeted approach, the Grade 2 Handwriting Skills Builder equips children for success beyond their current grade. By emphasizing skill refinement, vocabulary expansion, and fostering confidence, this resource ensures that students are well-prepared to navigate the challenges of Grade 3 and higher. Its focus on fine motor skills and transitional tools provides a solid foundation, empowering children to approach advanced writing tasks with ease and proficiency.

Guidelines for Creating Teaching Resources in Grade 2 English Handwriting:

Resource Longevity and Reusability:

Ensure durability by laminating alphabet flashcards with associated visuals at the beginning of the academic year, allowing for year-long use and future reusability.

Preservation Techniques:

Protect materials like vocabulary displays and charts using sturdy plastic covers affixed with tape or staples, ensuring sustained usability throughout the year.

Individualized Writing Tools:

Create personalized mini whiteboards for each student by cutting and laminating white card sheets, fostering engagement and active participation in writing exercises.

Teaching Philosophy Integration:

The Grade 2 English Handwriting Skills Builder aligns with various teaching approaches, integrating personalized learning and skill development. It incorporates methods such as Montessori and its emphasis on independent learning experiences, fostering self-reliance and individual progress.

Effective Strategies for Classroom Implementation:

Comprehensive Approaches: Implement various strategies to introduce and reinforce advanced writing skills for second graders.

Sensory Techniques:

Utilize tactile activities like tracing letters in sand or using textured materials to aid in letter recognition and formation.

Visual Learning Tools:

Incorporate visually appealing resources like posters or flashcards featuring letters alongside familiar objects or scenes to enhance memory retention.

Kinesthetic Learning:

Foster movement-based learning activities correlating sounds with physical actions, promoting interactive learning experiences.

Memory Aids:

Introduce mnemonic devices, rhymes, or stories linked to letters for improved memory retention and engagement.

Interactive Learning Games:

Develop games and puzzles reinforcing letter recognition and formation to create enjoyable and participatory learning environments.

Tailored Assessment Techniques

Interactive Evaluation:

Encourage students to present items representing learned letters/sounds, promoting personalized engagement.

Matching Exercises:

Create tasks where students match pictures or objects with corresponding beginning sounds, assessing comprehension.

Sensory Tracing and Drawing:

Provide materials like clay for letter tracing, observing and evaluating students' attempts.

Participation Assessment:

Engage students in participatory sessions, assessing their understanding and involvement through group tasks and interactive activities.

Sequential Tasks:

Utilize picture sequences related to learned letters/sounds, evaluating comprehension through story sequencing.

Engaging Handwriting Activities for Grade 2

Dynamic Learning Exercises:

Infuse learning with engaging handwriting activities catering to second-grade students.

Large Motor Skill Integration:

Incorporate activities involving large motor skills, like tracing shapes with chalk or utilizing oversized writing tools for practice.

Sensory Writing Practices:

Introduce sensory experiences such as textured finger painting or tactile material use for writing practice.

Manipulative Letter Formation:

Encourage hands-on practice with everyday items for letter formation, utilizing manipulatives like playdough or building blocks.

Interactive Exploration:

Organize letter hunts, tracing activities, and interactive games reinforcing letter recognition and formation.

Teacher's Advice:

Consistent reinforcement remains pivotal in solidifying Grade 2 students' understanding. Seamlessly integrate learning into daily interactions, play, and exploration to continually bolster comprehension.

Concluding Notes:

The Grade 2 English Handwriting Skills Builder Teaching Guide is tailored to accommodate diverse learning styles and individual progress. From sensory engagement to interactive assessments and personalized learning tools, this guide aims to empower educators in cultivating an enriching environment conducive to the advancement of handwriting skills in second-grade students.

Introducing Thera-Putty: Enhancing Developmental Skills in Early School-Aged Children

Thera-Putty serves as a versatile and interactive tool that supports children's motor skill development by providing a tactile and engaging medium for fine motor exercises. Its adaptability and varied resistance levels cater to the specific developmental needs of early school-aged children, aiding in enhancing their hand strength, dexterity, sensory awareness, focus, and persistence. This contributes significantly to their overall motor skill proficiency and readiness for various daily tasks and educational activities.

Thera-Putty Hand Exercise:

Thera-Putty exercises involve a variety of hand movements and manipulations aimed at refining fine motor skills and fostering hand strength in children. These exercises typically include:

1. **Pinching:** Squeezing and pinching the Thera-Putty between fingers to strengthen pincer grasp, enhancing finger dexterity necessary for tasks like holding pencil or buttoning clothes.
2. **Twisting:** Rolling the Thera-Putty into small balls or snakes using thumb and fingers, improving hand-eye coordination and fine motor control.
3. **Rolling:** Flattening the Thera-Putty and using a rolling motion with palms or fingers, encouraging hand and wrist movement, crucial for activities like writing and cutting.
4. **Molding:** Shaping the Thera-Putty into various forms or imitating shapes and letters, supporting creative expression and refining hand manipulation skills.

Development of Motor Skills:

Thera-Putty exercises offer numerous benefits in developing motor skills:

1. **Fine Motor Skills Enhancement:** Engaging in Thera-Putty exercises hones fine motor skills vital for precise movements involved in writing, drawing, and intricate tasks, fostering improved hand control and coordination.
2. **Hand Strength Development:** Thera-Putty's resistance levels aid in strengthening hand and finger muscles, facilitating improved grip strength and endurance, essential for daily activities.
3. **Sensory Stimulation:** The tactile nature of Thera-Putty encourages sensory exploration, stimulating touch and proprioceptive senses crucial for sensory processing and heightened awareness.
4. **Focus and Persistence:** Thera-Putty exercises promote concentration and persistence in tasks, fostering attention span and perseverance as children engage with the material.
5. **Adaptability in Learning:** Thera-Putty allows for both structured exercises and free-form exploration, making learning experiences adaptable, enjoyable, and tailored to individual needs.

GRADE 2 WEEKLY LESSON PLAN

Teacher Name:	[Name]
Subject:	[Name]
Grade:	[Grade]
Level:	[Level]

Week of:	[Week]							
	Objective/Key concept	Instructional Material	Strategies		Assessment	Instructional Modifications		
DAY 1		Text:	<input type="checkbox"/>	Intro	Homework:			
			<input type="checkbox"/>	Explanation				
		Book:	<input type="checkbox"/>	Copy	Classwork:			
			<input type="checkbox"/>	Guided Practice				
		Video clip:	<input type="checkbox"/>	Media	Project:	<input type="checkbox"/>	Extended Time	
			<input type="checkbox"/>	Lab		<input type="checkbox"/>	Note-Taking	
		Worksheet:	<input type="checkbox"/>	Oral reading	Observe:	<input type="checkbox"/>	Highlighting	
			<input type="checkbox"/>	Class Discussion		Quiz:	<input type="checkbox"/>	
		TASK OBJ:	Other:	<input type="checkbox"/>	Left over work	Test:	<input type="checkbox"/>	Other
						Reteach:		

	Objective/Key concept	Instructional Material	Strategies		Assessment	Instructional Modifications			
DAY 2		Text:	<input type="checkbox"/>	Intro	Homework:				
			<input type="checkbox"/>	Explanation					
		Book:	<input type="checkbox"/>	Copy	Classwork:				
			<input type="checkbox"/>	Guided Practice					
		Video clip:	<input type="checkbox"/>	Media	Project:			<input type="checkbox"/>	Extended Time
			<input type="checkbox"/>	Lab				<input type="checkbox"/>	Note-Taking
		Worksheet:	<input type="checkbox"/>	Oral reading	Observe:			<input type="checkbox"/>	Highlighting
			<input type="checkbox"/>	Class Discussion				Quiz:	<input type="checkbox"/>
	TASK OBJ:	Other:	<input type="checkbox"/>	Left over work	Test:	<input type="checkbox"/>	Other		
					Reteach:				

	Objective/Key concept	Instructional Material	Strategies		Assessment	Instructional Modifications			
DAY 3		Text:	<input type="checkbox"/>	Intro	Homework:				
			<input type="checkbox"/>	Explanation					
		Book:	<input type="checkbox"/>	Copy	Classwork:				
			<input type="checkbox"/>	Guided Practice					
		Video clip:	<input type="checkbox"/>	Media	Project:			<input type="checkbox"/>	Extended Time
			<input type="checkbox"/>	Lab				<input type="checkbox"/>	Note-Taking
		Worksheet:	<input type="checkbox"/>	Oral reading	Observe:			<input type="checkbox"/>	Highlighting
			<input type="checkbox"/>	Class Discussion				Quiz:	<input type="checkbox"/>
	TASK OBJ:	Other:	<input type="checkbox"/>	Left over work	Test:	<input type="checkbox"/>	Other		
					Reteach:				

	Objective/Key concept	Instructional Material	Strategies		Assessment	Instructional Modifications			
DAY 4		Text:	<input type="checkbox"/>	Intro	Homework:				
			<input type="checkbox"/>	Explanation					
		Book:	<input type="checkbox"/>	Copy	Classwork:				
			<input type="checkbox"/>	Guided Practice					
		Video clip:	<input type="checkbox"/>	Media	Project:			<input type="checkbox"/>	Extended Time
			<input type="checkbox"/>	Lab				<input type="checkbox"/>	Note-Taking
		Worksheet:	<input type="checkbox"/>	Oral reading	Observe:			<input type="checkbox"/>	Highlighting
			<input type="checkbox"/>	Class Discussion				Quiz:	<input type="checkbox"/>
	TASK OBJ:	Other:	<input type="checkbox"/>	Left over work	Test:	<input type="checkbox"/>	Other		
					Reteach:				

	Objective/Key concept	Instructional Material	Strategies		Assessment	Instructional Modifications			
DAY 5		Text:	<input type="checkbox"/>	Intro	Homework:				
			<input type="checkbox"/>	Explanation					
		Book:	<input type="checkbox"/>	Copy	Classwork:				
			<input type="checkbox"/>	Guided Practice					
		Video clip:	<input type="checkbox"/>	Media	Project:			<input type="checkbox"/>	Extended Time
			<input type="checkbox"/>	Lab				<input type="checkbox"/>	Note-Taking
	Worksheet:	<input type="checkbox"/>	Oral reading	Observe:	<input type="checkbox"/>	Highlighting			
		<input type="checkbox"/>	Class Discussion		Quiz:	<input type="checkbox"/>	Other Assignments		
	TASK OBJ:	Other:	<input type="checkbox"/>	Left over work	Test:	<input type="checkbox"/>	Other		
					Reteach:				

Note for the teacher: Get the weekly lesson plan photocopied and add before every lesson to maintain records.

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Section I (Revision)

Lesson plan 1: Tracing dotted lines of falling oranges

Objective:

By the end of the lesson, students will be able to trace dotted lines from the top of the page to the bottom, following the path of falling oranges on an orange tree picture, integrating Reggio Emilia's approach to foster creativity and exploration.

Materials needed:

1. Handwriting skills builder
2. Orange tree picture with falling oranges (printed on large paper or displayed on a board)
3. Marker or crayons
4. Dotted line tracing worksheets
5. Blank paper
6. Scissors
7. Glue

Pre-lesson activity:

Engage the students by discussing the lifecycle of an orange tree. Ask open-ended questions to stimulate curiosity, like “What do you think happens when an orange falls from a tree?” or “Can you imagine the path an orange takes as it falls to the ground?”

Teacher's resource:

Introduction to gravity:

“Hello, Grade 2 explorers! Today, we're going to uncover a mystery that keeps us grounded every single day. Imagine if you threw a ball up in the air and it never came down. What makes it fall back to the ground? Well, that's the magic of gravity! Let's take a closer look at this invisible force that shapes our world.”

Explanation of gravity:

Gravity is like a superpower that the Earth has. It is the reason why everything stays on the ground instead of floating away into space. Picture yourself standing on the ground. You might not feel it, but gravity is pulling you toward the center of the Earth. That's what keeps you from floating away into the sky!

Everything that has mass, like you, me, your toys, and even the air we breathe, is affected by gravity. The bigger something is, the stronger its gravity. That is why the Earth has such a strong pull on us! It's what keeps our feet firmly planted on the ground.

When you toss a ball up, gravity is always working. As the ball goes up, gravity is pulling it back down toward the ground. That's why the ball falls back to the Earth instead of floating away.

So, gravity is like an invisible force that keeps us all connected to the Earth. It is the reason why we do not float away and why things fall back down when we throw them up. Isn't it amazing how something invisible can have such a big impact on our lives?

Lesson steps:

1. Introduction:

Show the students the orange tree picture. Discuss the concept of tracing dotted lines from top to bottom using the path of falling oranges. Encourage them to observe the direction of the lines and the trajectory of the falling oranges.

2. Activity part 1:

Provide the students with the dotted line tracing worksheets. Demonstrate how to trace the lines gently and steadily, following the path of the falling oranges. Encourage them to explore different colored markers or crayons to trace the lines.

3. Activity part 2-creating:

Distribute blank paper, scissors, and glue. Ask the students to imagine and create their own scene of falling oranges by cutting out shapes resembling oranges and gluing them in a falling pattern on their papers. This step encourages creativity and divergent thinking.

Assessment questions:

1. Can you explain the path an orange takes as it falls from the tree?
2. How did you feel while tracing the dotted lines of the falling oranges?
3. What different colors did you use to trace the lines, and why did you choose those colors?

Conclusion activity:

Gather the students together and ask them to share their creations. Encourage them to describe the path their falling oranges took on their papers and how they traced the lines. Discuss the diverse approaches and celebrate each student's unique interpretation.

Reflection (teacher's note):

Encourage students to reflect on their experiences during the activity. Document their thoughts and observations to understand their individual learning journeys and to refine future lessons using the Reggio Emilia approach.

This lesson aims to engage students in tracing while fostering their creativity and imaginative thinking, aligning with the principles of the Reggio Emilia approach, which emphasizes student-driven learning and exploration.

Lesson plan 2: Checking progress in handwriting skills

Objective:

By the end of the lesson, students will independently trace small and capital letters, as well as fill in the missing letters, demonstrating improved handwriting skills while fostering self-assessment and reflection, aligning with the principles of the Reggio Emilia approach.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Blank paper
4. Scissors
5. Glue

Pre-lesson activity:

Begin by discussing the importance of checking our own progress. Engage the students in a conversation about how practicing handwriting helps them get better and how they can recognize their improvements. Share examples of before-and-after handwriting samples to illustrate progress.

Lesson steps:

1. Introduction:

Open the handwriting skills builder book and explain the activities for checking progress. Emphasize the importance of tracing letters and filling in the missing ones to see how much they have learned and how far they have come.

2. Activity part 1-tracing letters (practice):

Provide worksheets with small and capital letters for tracing. Encourage students to use markers or pencils to trace each letter carefully. Remind them to follow the dotted lines and pay attention to the shape and size of each letter.

3. Activity part 2-filling in missing letters (application):

Hand out worksheets with missing letters in words or sentences. Ask students to identify the missing letters and fill them in using their best handwriting. Encourage them to refer back to the lessons and practice they've done so far.

Assessment questions:

1. Which letter was the most challenging to trace today, and how did you overcome that challenge?
2. Can you identify a letter you used to find difficult but now feel confident about after today's practice? How did you improve?
3. How do you feel about your handwriting progress? What do you think helped you improve the most?

Conclusion activity:

Ask students to cut out their traced letters and completed missing-letter worksheets. Provide blank paper and glue. Invite them to create a collage displaying their progress. Encourage them to arrange the letters and worksheets creatively, representing their journey of improvement in handwriting.

Reflection (teacher's note):

Encourage students to reflect on their individual progress throughout the lesson. Highlight the importance of recognizing their efforts and improvements. Document their observations to understand their learning journeys and reinforce the practice of self-assessment in future lessons, maintaining the Reggio Emilia approach's focus on self-reflection and exploration.

At-home activities

These activities not only help strengthen alphabet and handwriting skills but also make learning enjoyable and interactive, promoting engagement and retention of concepts.

1. **Alphabet treasure hunt:** Hide cut-out letters around the house or yard. Give the kids a list of letters to find and collect. Once found, they can arrange the letters in alphabetical order.
2. **Letter scavenger hunt:** Create a list of everyday items that start with different letters of the alphabet. Challenge the kids to find and write down objects corresponding to each letter.
3. **Letter writing relay:** Set up a relay race where kids have to write a specific letter from the alphabet on a whiteboard or paper before passing the marker or pen to the next player. This adds a fun element to handwriting practice.
4. **Alphabet bingo:** Create bingo cards with letters instead of numbers. Call out a letter and have the kids mark it on their bingo cards. This game reinforces letter recognition and handwriting simultaneously.
5. **Outdoor letter tracing:** Use chalk to write letters on the pavement or sidewalk. Encourage the kids to trace over these letters with water and a paintbrush, reinforcing handwriting skills in a playful outdoor setting.
6. **Letter puzzles:** Cut out letters from magazines or printed sheets and create puzzles by cutting each letter into a few pieces. Kids can then put the pieces together to form complete letters.
7. **Alphabet collage:** Provide magazines, newspapers, or catalogs and have kids cut out letters they find. Ask them to create an alphabet collage by pasting these letters onto a large sheet of paper in alphabetical order.
8. **Letter formation with playdough:** Kids can roll playdough into ropes and shape them to form letters. This tactile activity helps reinforce the correct formation of letters.
9. **Letter writing in different mediums:** Encourage writing letters using various mediums like sandpaper (tracing with a finger), finger painting, or even using a stick to write letters in the dirt.
10. **Storytime letter hunt:** While reading a book together, ask kids to identify and circle specific letters or words in the text. This combines reading comprehension with letter recognition.

Lesson plan 3: Tracing dotted lines and writing a poem

Objective:

By the end of the lesson, students will demonstrate improved handwriting skills by tracing dotted lines to complete a picture and independently writing the poem “Are You Sleeping, Brother John,” fostering creativity and self-expression through the Reggio Emilia approach.

Materials needed:

1. Handwriting skills builder book
2. Poem “Are You Sleeping, Brother John” printed on large paper or displayed on a board
3. Blank paper
4. Markers or pencils
5. Crayons or colored pencils
6. Glue

Pre-lesson activity:

Begin by discussing the importance of handwriting and poetry in expressing thoughts and feelings. Engage the students by asking if they have ever heard or read a poem before and what they enjoy about it. Show a simple example of a poem and discuss its structure (lines, stanzas, etc.).

Teacher’s resource:

Importance of incorporating rhymes in class:

Reciting rhymes in class offers young children’s numerous developmental benefits. Through rhythmic patterns and engaging sounds, rhymes contribute significantly to language acquisition. They aid in building phonemic awareness crucial for reading and writing, while their repetitive nature strengthens memory and cognitive skills. Additionally, rhymes stimulate multiple senses, involving auditory, visual, and often tactile elements through gestures, providing a rich, multisensory learning experience.

Moreover, the practice of reciting rhymes assists in speech development by encouraging children to practice articulation, enunciation, and pronunciation. Their playful, imaginative language cultivates creativity and stimulates young minds, introducing them to new ideas and themes in a fun and accessible manner.

Participating in reciting rhymes within a group setting fosters social interaction, cooperation, and turn-taking. This shared activity not only encourages social skills but also boosts self-esteem as children successfully remember and recite the rhymes, fostering a sense of accomplishment.

Overall, rhymes serve as an invaluable tool in early childhood education, nurturing language skills, cognitive development, creativity, and social interaction. They are an enjoyable and fundamental way for children to engage with language and literature, laying a strong foundation for their learning journey.

Lesson steps:

1. Introduction:

Introduce the activity by displaying the picture of a boy sleeping soundly but with incomplete dotted lines. Explain that they will trace these lines to complete the picture. Emphasize the importance of tracing accurately to develop fine motor skills for better handwriting.

2. Activity part 1-tracing dotted lines (practice):

Provide worksheets with dotted lines depicting the boy's image. Guide the students on how to trace the lines carefully to complete the picture. Encourage them to use different colors for the lines and picture to make it vibrant.

3. Activity part 2-writing the poem (application):

Present the poem "Are You Sleeping, Brother John." Read it aloud and discuss its rhythm and rhyming words. Give each student a copy and ask them to copy the poem independently on a blank sheet of paper, focusing on neat handwriting.

What are the benefits of sleeping on time for young brain?

Sleeping on time offers a myriad of benefits for the young brain:

Memory consolidation:

Adequate sleep, especially during crucial developmental stages, aids in consolidating and organizing information learned during the day. It helps reinforce and solidify new memories, supporting better learning and retention.

Cognitive functioning:

Sufficient sleep promotes optimal cognitive function. It enhances attention, concentration, problem-solving abilities, and decision-making skills. Children who sleep well often demonstrate improved academic performance.

Emotional regulation:

Proper sleep contributes to emotional well-being and regulation. It helps children manage emotions, reduces irritability, and supports a more positive mood, crucial for healthy social interactions and learning.

Physical growth and development:

Sleep plays a vital role in the release of growth hormones, essential for physical growth and development in children. It supports the repair and growth of tissues, muscles, and bones.

Brain development:

During sleep, the brain processes and synthesizes information. It aids in neuronal connections, supporting healthy brain development and neural pathways, which are crucial for learning, problem-solving, and overall cognitive growth.

Immune system support:

Quality sleep strengthens the immune system, helping children fight off illnesses and infections. It plays a significant role in maintaining overall health and well-being.

Behavioral regulation:

Well-rested children often exhibit better behavioral regulation, demonstrating improved impulse control and reduced risk of hyperactivity or attention issues.

Learning and creativity:

Adequate sleep fosters creativity and innovative thinking. It allows the brain to integrate information and form new associations, contributing to enhanced problem-solving skills and creativity.

Assessment questions:

1. How did you feel while tracing the dotted lines to complete the picture? Did you find any parts challenging?
2. What was your favorite part of the poem “Are You Sleeping, Brother John”? Why?
3. Can you describe one technique or strategy you used to write the poem neatly on your paper?

Conclusion activity:

Ask the students to cut out their traced picture and written poem. Provide blank paper and glue. Encourage them to create a collage by arranging their completed work creatively. This activity allows them to reflect on their handwriting progress and express their interpretation of the poem through visual representation.

Reflection (teacher’s note):

Encourage students to reflect on their experiences during the activity. Emphasize the importance of creativity in both tracing and writing. Document their thoughts and observations to understand their individual learning journeys and adjust future lessons while maintaining the Reggio Emilia approach’s focus on self-expression and exploration.

Hands-on at-home tracing activities

Tracing activities can be both fun and educational for grade 2 students. Here are some hands-on at-home tracing activities:

1. Nature tracing:

- Go on a nature walk and collect various leaves, flowers, or small twigs.
- Place them on a piece of paper and cover them with another sheet.
- Use a pencil to trace the outlines of the objects. This helps improve fine motor skills.

2. Shadow tracing:

- On a sunny day, place objects with distinct shapes (toys, cutouts, etc.) on a large piece of paper outdoors.
- Trace the shadows cast by the objects. This activity not only involves tracing but also introduces the concept of shadows and light.

3. Alphabet tracing:

- Create a worksheet with letters of the alphabet in large font.
- Have your child trace the letters using a pencil, crayon, or even their finger if you laminate the sheet.

4. Number maze:

- Draw a maze with numbers on the path. For example, start with number 1 and end with 10.
- Have your child trace the path with a pencil, ensuring they follow the numerical order.

5. Name art:

- Write your child's name in large letters on a sheet of paper.
- Have them trace the letters and then decorate each letter with different colors or patterns.

6. DIY tracing cards:

- Create simple cards with shapes or patterns using index cards or cardstock.
- Laminate them or cover them with clear plastic sheets. Your child can use dry-erase markers to trace the patterns repeatedly.

7. Playdough tracing:

- Roll out playdough into long snakes and create simple shapes or letters.
- Have your child trace these shapes or letters with their finger or a pencil.

8. Texture tracing:

- Place different textured materials (sandpaper, fabric, bubble wrap) under a piece of paper.
- Have your child trace the outlines of the textures, feeling the differences as they trace.

9. Puzzle tracing:

- Draw or print simple puzzles on a sheet of paper (crossword, mazes, etc.).
- Have your child trace the paths or outlines of the puzzles.

10. Story tracing:

- Create a simple story with characters and objects.
- Ask your child to trace the characters' paths or specific objects as they "move" through the story.

Lesson plan 4: Exploring parts of the body through labeling

Objective:

By the end of the lesson, students will accurately identify and label parts of the body, demonstrating understanding and familiarity with body anatomy, while incorporating the principles of the Reggio Emilia approach to encourage exploration and self-expression.

Materials needed:

1. Handwriting skills builder book
2. Marker or pencil
3. Colorful markers or crayons
4. QR code scanner app

Pre-lesson activity:

Engage the students by discussing the importance of knowing different parts of the body. Encourage them to share what they already know about body parts. Show an interactive video related to body parts using the QR code in the book to pique their interest and introduce the topic.

Teacher's resource:

What is a body?

Your body is an amazing and complex machine made up of different parts that work together. It's like a special house where you live! The body is everything that makes you, YOU! It's made up of bones, muscles, organs (like the heart, lungs, and stomach), and even the skin covering everything.

What makes the body work?

To make your body work, different parts have special jobs to do. Your heart pumps blood all around your body, delivering oxygen and nutrients to keep you strong and healthy. Lungs help you breathe in fresh air, and your brain acts like a supercomputer, helping you think, feel, and move.

Parts of the body:

1. **Head:** This is where your brain is. It also has your eyes for seeing, ears for hearing, nose for smelling, and mouth for eating and talking.
2. **Torso:** Your torso is like your middle part. It includes your chest where your heart and lungs are, and your stomach for digesting food.
3. **Arms and hands:** These help you pick up things, write, draw, and hug.
4. **Legs and feet:** Legs help you walk, run, jump, and play! Your feet help you balance and stand.

How parts of the body work together:

Every part of your body has a special job, and they all work together like a team. For example, when you want to kick a ball, your brain tells your leg muscles to move, your eyes see where the ball is, and your feet help you kick it.

Remember, your body is incredible, and taking care of it by eating healthy foods, getting enough sleep, and staying active helps all these parts work together perfectly.

Lesson steps:

1. Introduction:

Start by introducing the topic of body parts and their names. Encourage students to observe their own bodies and discuss the functions of different body parts. Use the video accessed through the QR code to provide further explanation and visuals.

2. Activity: labeling body parts (practice):

Provide worksheets with pictures of the human body and labels of body parts (e.g., arms, legs, eyes, ears). Ask students to match the correct label to each body part on the picture. Encourage them to use colorful markers or crayons to make their labels vibrant and noticeable.

3. Exploration and self-expression:

Allow students to explore their own creativity by drawing and labeling additional body parts they find interesting or important on a blank sheet of paper. Encourage them to express why they chose those particular body parts.

Assessment questions:

1. Can you name three body parts you labeled on the worksheet?
2. Why do you think it's important to know the names of different body parts?
3. Which body part did you find most interesting to label, and why?

Conclusion activity:

Gather the students and their labeled worksheets. Encourage them to share their labeled pictures with the class, explaining why they chose certain body parts. Display their work on a bulletin board or wall as a class showcase of body knowledge.

Note for teacher:

The teacher should scan the QR code provided in the book for an interactive video that further explains the topic of body parts to enhance the learning experience.

Additional lesson plan: Exploring vowels and body parts

Objective:

By the end of the lesson, students will demonstrate understanding of vowels (a, e, i, o, u) in relation to parts of the body, correctly identifying and filling in blanks to complete sentences, while integrating the Reggio Emilia approach to encourage engagement and exploration.

Materials needed:

1. Handwriting skills builder book
2. Marker or pencil
3. Colorful markers or crayons

Pre-lesson activity:

Engage the students by discussing vowels (a, e, i, o, u) and their sounds. Show pictures of different body parts and ask students to identify those parts. Use this discussion to introduce the concept of vowels being present in body parts' names.

Lesson steps:

1. Introduction:

Introduce the sentences related to body parts, emphasizing the use of vowels (a, e, i, o, u) in these words. Explain that they'll be filling in blanks and tracing the remaining words to reinforce handwriting skills.

2. Activity-filling blanks and tracing (practice):

Provide worksheets with sentences and blanks to fill in using the correct body parts (e.g., eyes, tongue, ears, nose, hands). Encourage students to choose the correct body part from the given options and trace the remaining words in the sentences neatly.

3. Exploration and Engagement:

Encourage students to draw and label their own body parts on a blank sheet of paper, focusing on parts with vowels in their names. This allows for creative expression and reinforces their understanding of vowel-containing body parts.

Assessment questions:

1. Can you name three body parts that have vowels (a, e, i, o, u) in their names?
2. Why do you think vowels are important in understanding and writing words related to body parts?
3. How did you feel while tracing the words in the sentences? Did you find any parts challenging?

Conclusion activity:

Gather the students and their completed worksheets. Display their work on a wall or bulletin board as a showcase of their understanding of vowels in body parts. Encourage them to explain their drawings of vowel-containing body parts to the class.

Encouraging exploration and engagement, this lesson integrates handwriting practice with an understanding of vowels in body part names, fostering both literacy skills and anatomical knowledge.

Additional hands-on activities exploring parts of the body:

Exploring parts of the body can be an engaging and educational experience for grade 2 students. Here are some hands-on activities that you can do at home:

1. Body tracing:

- Roll out a large sheet of paper and have your child lie down on it.
- Trace the outline of their body.
- Label the different body parts (head, arms, legs, etc.) and discuss the functions of each.

2. Paper plate anatomy:

- Provide paper plates and markers.
- Have your child draw a face on one plate and the different body parts (arms, legs, etc.) on other plates.
- Attach the plates together with a brad fastener, creating a movable “anatomy” model.

3. X-ray art:

- Use black construction paper as the background and provide Q-tips.
- Have your child create an “X-ray” of their hand or foot by arranging Q-tips to represent the bones.
- Discuss the concept of bones and their role in the body.

4. Body part puzzles:

- Print or draw pictures of different body parts (eyes, nose, hands, feet) on separate pieces of paper.
- Cut them into puzzle pieces and have your child assemble the parts to create a complete body.

5. Interactive body chart:

- Create a large chart with an outline of the body.
- Prepare detachable labels for each body part.
- Allow your child to place the labels on the corresponding parts of the body.

6. Sensory exploration:

- Set up sensory bins with various materials like rice, sand, or pasta.
- Hide small objects within the bins and have your child use their sense of touch to find and identify the objects.

7. Face collage:

- Provide magazines, scissors, and glue.
- Have your child cut out different facial features from the magazines and create a collage on a sheet of paper.

8. Muscle flex:

- Discuss the concept of muscles.
- Engage in simple exercises and ask your child to feel their muscles contracting and relaxing during movements.

9. Mirror reflection:

- Use a mirror and have your child observe and identify different facial features.
- Discuss the importance of each feature (e.g., eyes for seeing, mouth for eating).

10. Skeleton scavenger hunt:

- Print or draw a simple skeleton with missing bones.
- Cut out bone shapes and hide them around the house.
- Have your child go on a scavenger hunt to find and place the bones in the correct positions on the skeleton.

Lesson plan 5: Exploring handwriting with the months of the year

Objective:

By the end of the lesson, students will demonstrate improved handwriting skills by tracing and writing the names of the months of the year, differentiating between capital and small letters, while integrating the Reggio Emilia approach to foster engagement and exploration.

Materials needed:

1. Handwriting skills builder book
2. Blank paper
3. Markers or pencils

Pre-lesson activity:

Engage the students by discussing the months of the year and their importance. Show a visual representation of the calendar with the months highlighted. Ask students to share their favorite month and why they like it.

Teacher's resource:

What is a calendar? How is a calendar useful?

A calendar is a system used to organize and display days, weeks, months, and years in a structured manner. It's a tool that helps us track time, schedule events, and plan activities. Calendars can come in various forms, such as paper-based ones, digital calendars on devices like phones or computers, or wall calendars.

Usefulness of a calendar:

1. Scheduling and planning:

One of the most significant uses of a calendar is for scheduling events, appointments, meetings, and activities. It allows us to plan ahead, ensuring that tasks are completed on time and important events are not missed.

2. Reminder tool:

Calendars serve as a visual reminder of upcoming events or deadlines. They help individuals stay organized by providing timely alerts and notifications for scheduled tasks or events.

3. Historical record:

Calendars also act as a historical record, documenting past events, birthdays, anniversaries, and holidays. They allow us to look back and remember important milestones or events.

4. Coordination and coordination:

In group settings, calendars facilitate coordination and synchronization among individuals or teams. They help in aligning schedules and avoiding conflicts in plans.

5. Seasonal and astronomical guidance:

Some calendars, like traditional lunar or solar calendars, also provide guidance on seasons, astronomical events, and religious or cultural observances.

Lesson steps:

1. Introduction:

Introduce the activity by displaying the worksheets with the months of the year in capital letters. Explain the task of tracing and then writing the months independently using small letters with the first letter capitalized. Emphasize the difference between capital and small letters.

2. Activity-tracing and writing months (practice):

Provide worksheets with the months of the year in capital letters. Guide the students on how to trace the months in capital letters. Then, ask them to write the names of the months independently, ensuring that the first letter of each month is in capital and the rest in small letters.

3. Exploration and engagement:

Encourage students to create their own visual representation of the months. Ask them to draw illustrations or symbols that represent each month next to their written names. This allows for creative expression and association with each month.

Activity: months of the year memory game

The following activity engages students in a playful way to reinforce their knowledge of the months of the year while also promoting memory, concentration, and critical thinking skills.

Objective:

To reinforce the sequence and names of the months of the year through a fun memory game.

Materials needed:

- Large cards or paper squares
- Marker or pen

Instructions:

1. Preparation:

- Create pairs of large cards or paper squares, each pair representing a month of the year (e.g., two cards labeled “January,” two cards labeled “February,” and so on until December).
- Write the names of the months in clear, bold letters on each card.

2. Introduction:

- Gather the students and explain that you’ll be playing a memory game related to the months of the year.
- Show the pairs of cards and briefly review the names of the months with the students to refresh their memories.

3. Gameplay:

- Place all the cards face down on a table or floor in a grid formation.
- Ask a student to flip over two cards, trying to find a matching pair of months. If they find a pair, they keep those cards and get another turn. If not, they turn the cards back face down, and it's the next player's turn.
- Encourage students to remember the position of cards to find matches more efficiently as the game progresses.
- Continue taking turns until all pairs have been matched.

4. Reflection:

- After the game, gather the students to discuss their experiences. Ask questions like:
- Which months were easy or difficult to remember?
- Did anyone find a helpful strategy for remembering the months?
- How did the game help you remember the months of the year?

5. Extension:

For an added challenge, you can introduce additional cards with illustrations or symbols representing events or seasons related to each month (e.g., a snowflake for January, a heart for February).

Assessment Questions:

1. Can you name three months of the year and write their names correctly in small letters with the first letter capitalized?
2. What did you find challenging or interesting while writing the months independently?
3. How did adding illustrations or symbols next to the months help you remember or relate to them better?

Conclusion activity:

Gather the students and their completed worksheets. Display their work on a bulletin board or wall as a visual representation of the months of the year created by the class. Encourage students to share their illustrations and associations with each month with the class.

This lesson integrates handwriting practice with the concept of months of the year, allowing students to explore creativity while reinforcing their understanding of capitalization rules and the sequence of months.

Additional hands-on activities:

Creating a calendar at home can be a fun and educational activity for grade 2 students. Here's a step-by-step guide for an engaging calendar project:

Materials needed:

1. Large sheet of poster board or cardboard
2. Markers, crayons, or colored pencils
3. Stickers or small pictures
4. Scissors
5. Glue or tape
6. Small adhesive notes (optional)

Lesson steps:

1. Introduction to months:

Begin by discussing the concept of months and their names. Talk about how each month has its own special characteristics, holidays, or events.

2. Draw the calendar grid:

Draw a large grid on the poster board or cardboard, creating a calendar layout. Label each column with the days of the week (Sunday through Saturday) and label each row with the numbers 1 through 31 for the days of the month.

3. Months and titles:

Write the name of the current month at the top of the calendar. Encourage your child to decorate this section with drawings or colors that represent the month.

4. Special dates:

Discuss special dates within the month, such as birthdays, holidays, or any planned activities. Use stickers or small pictures to mark these dates on the calendar.

5. Weather icons:

Create simple weather icons (sun, cloud, raindrop, snowflake) and use them to represent the daily weather. Discuss how weather changes throughout the month.

6. Seasonal decorations:

Add seasonal decorations or symbols to the calendar to represent the current season. For example, flowers for spring, sun for summer, leaves for fall, and snowflakes for winter.

7. Days of the week:

Decorate each day of the week with a different color or pattern. This helps reinforce the order of the days.

8. Artistic touch:

Allow your child to get creative by adding drawings, doodles, or small illustrations to different parts of the calendar. This personalizes the calendar and makes it more enjoyable.

9. Countdowns:

If there are upcoming events or special occasions, create countdowns to build excitement. For example, if a birthday is in 10 days, place a countdown label.

10. Interactive elements:

If you have small adhesive notes, you can use them to add more interactive elements. Write short notes or goals for each day and stick them onto the calendar.

11. Review and hang:

Review the calendar with your child, discussing the layout, special dates, and decorations. Once completed, find a prominent place to hang the calendar where your child can see it regularly.

Section II – Vocabulary and grammar

Lesson plan 1: Keeping our earth clean through handwriting

Objective:

By the end of the lesson, students will demonstrate improved handwriting skills by tracing and independently writing a sentence promoting environmental responsibility. Additionally, they will visually represent the proper disposal of rubbish, reinforcing the importance of keeping the Earth clean, while embracing the Reggio Emilia approach to encourage environmental awareness and action.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper
4. Crayons or colored markers

Pre-lesson activity:

Engage the students in a discussion about the importance of keeping the Earth clean. Show an image or illustration of a dustbin and discuss why it's crucial to throw rubbish in the bin instead of littering.

Teacher's resource:

What is the environment?

The environment encompasses everything around us, including the air, water, land, plants, animals, and human-made structures. It comprises both natural and human-made elements and the interactions between them. Keeping the environment clean involves maintaining the health and balance of these elements to ensure a sustainable and healthy planet for current and future generations.

Ways to help keep the environment clean

1. Reduce, reuse, recycle:

Minimize waste by reducing the use of single-use plastics, reusing items when possible, and recycling materials like paper, glass, and plastic.

2. Conserve water:

Use water wisely by fixing leaks, turning off taps when not in use, and using water-saving appliances. Avoid water wastage and pollution by not littering in water bodies.

3. Energy conservation:

Save energy by turning off lights and appliances when not needed, using energy-efficient bulbs, and reducing reliance on non-renewable energy sources.

4. Protect nature:

Plant trees, participate in tree planting initiatives, and support conservation efforts. Respect wildlife habitats and avoid activities that harm ecosystems.

5. Proper waste disposal:

Dispose of waste responsibly by using designated bins, recycling facilities, or composting organic waste. Avoid littering and encourage others to do the same.

6. Environmental education:

Educate yourself and others about environmental issues. Spread awareness about the importance of a clean environment and sustainable practices.

Benefits of keeping the environment clean

Keeping the environment clean benefits not only nature but also humanity. It ensures a better quality of life, protects ecosystems, and contributes to a sustainable future for all living beings.

1. Healthier living:

A clean environment contributes to better health by reducing pollution-related illnesses and providing cleaner air and water for people to breathe and drink.

2. Biodiversity preservation:

Preserving a clean environment helps protect biodiversity, ensuring the survival of various plant and animal species essential for ecosystem balance.

3. Sustainability:

By keeping the environment clean, we ensure the sustainability of natural resources, such as clean water and fertile soil, which are vital for human survival and well-being.

4. Mitigating climate change:

Sustainable practices help reduce greenhouse gas emissions and mitigate the impacts of climate change, leading to a healthier planet for future generations.

5. Economic benefits:

Clean environments attract tourism, promote sustainable businesses, and reduce healthcare costs associated with pollution-related illnesses.

Lesson steps:

1. Introduction:

Introduce the sentence “I will throw rubbish in the bin to protect the Earth”. Discuss the significance of the sentence, emphasizing the responsibility of everyone to keep the environment clean.

2. Activity part 1-tracing and writing (practice):

Provide worksheets with the sentence for tracing. Guide students on how to trace the sentence neatly. Then, ask them to write the sentence independently, focusing on proper letter formation and spacing.

3. Activity part 2-visual representation (Awareness):

Provide drawing paper and ask students to draw a line or path showing the way rubbish belongs in the dustbin. Encourage creativity and imagination while illustrating this concept.

Assessment questions:

1. Why is it important to throw rubbish in the bin instead of littering?
2. What actions can we take to help keep our Earth clean and healthy?
3. How did drawing the line to the dustbin help you understand the importance of proper rubbish disposal?

Conclusion activity:

Gather the students and their completed worksheets and drawings. Display their work on a wall or bulletin board as a visual reminder of the importance of cleanliness. Encourage them to share their drawings and ideas about keeping the Earth clean with the class.

This lesson integrates handwriting practice with environmental awareness, emphasizing the responsibility of keeping the Earth clean and the importance of proper rubbish disposal in a visually engaging manner.

Lesson plan 2: Noun and verb hunt in handwriting

Objective:

By the end of the lesson, students will identify and distinguish between nouns and verbs within a story, demonstrate improved handwriting skills by tracing and independently writing the story, while integrating the Reggio Emilia approach to encourage engagement and language exploration.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper
4. QR code scanner app

Pre-lesson activity:

Engage the students in a discussion about nouns and verbs. Show examples and explain the difference between them. Ask students to provide examples of nouns (names of people, places, things) and verbs (action words).

Teacher's resource (revision):

The following definitions and examples are tailored to suit the understanding level of Grade 2 students. Reinforcing these concepts with relatable examples from their daily lives can further solidify their understanding of nouns as naming words and verbs as action words.

Nouns:

Nouns are words that name people, places, things, or ideas.

Examples:

- **People:** teacher, friend, mother
- **Places:** school, park, city
- **Things:** ball, book, tree
- **Ideas:** love, happiness, bravery

Verbs:

Verbs are action words that express what someone or something is doing.

Examples:

- **Action words:** run, jump, eat
- **State of being:** is, are, was
- **Other actions:** read, write, sing

Lesson steps:

1. Introduction:

Introduce the activity by displaying the story “Once upon a time, in a jungle...” Explain that students will be tracing, identifying, and collating nouns and verbs from the story.

2. Activity part 1-tracing and identifying nouns and verbs:

Provide worksheets with the story. Guide students on how to trace the story neatly. Ask them to underline five nouns and circle five verbs within the text.

3. Activity part 2-writing nouns and verbs:

Ask students to collate and write the identified nouns and verbs on the next page, beginning each with a capital letter.

4. Activity part 3-independent writing:

Provide a space for students to independently copy the story neatly. Encourage proper letter formation and spacing.

Assessment questions:

1. Can you name three nouns and three verbs from the story?
2. Why are nouns and verbs important in writing and understanding sentences?
3. What did you find challenging or interesting while identifying and writing nouns and verbs?

Conclusion activity:

Gather the students and their completed worksheets. Display their work on a wall or bulletin board as a visual representation of nouns and verbs in the story. Encourage them to share their findings with the class.

Note for teacher:

Prepare to use a QR code scanner app to access helpful video and audio resources related to nouns and verbs. Use these resources to reinforce the lesson’s concepts and support student understanding.

Lesson plan 3: Exploring nouns and verbs through pictures

Objective:

By the end of the lesson, students will identify verbs by observing pictures depicting actions, choose appropriate verbs to complete sentences, and reinforce handwriting skills through tracing sentences. The lesson integrates the Reggio Emilia approach to encourage engagement and understanding of language through visuals.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper

Pre-lesson activity:

Engage the students in a discussion about verbs and actions. Show pictures depicting various actions (e.g., running, jumping, eating) and discuss the verbs associated with these actions. Ask students to guess and name the verbs based on the pictures.

Lesson steps:

1. Introduction:

Show pictures of actions and ask students to identify the verbs associated with each action. Explain that they will be choosing appropriate verbs to complete sentences related to these actions.

2. Activity part 1: verb observation:

Provide worksheets with pictures depicting actions and incomplete sentences. Ask students to observe the pictures and choose the most appropriate verb from the options to complete the sentences.

3. Activity part 2: tracing sentences:

Provide sentences related to the pictures for tracing. Encourage students to trace the sentences neatly, focusing on proper letter formation and spacing.

Assessment questions:

1. Can you name three verbs associated with the actions in the pictures?
2. How did observing the pictures help you choose the correct verbs for completing the sentences?
3. Which part of tracing the sentences did you find most helpful for reinforcing your handwriting skills?

Conclusion activity:

Gather the students and their completed worksheets. Display their work on a wall or bulletin board, showcasing the completed sentences and associated verbs. Encourage students to share their observations about verbs and actions with the class.

This lesson integrates picture observation, verb identification, and handwriting practice, fostering an understanding of verbs through visual cues while reinforcing handwriting skills in an engaging manner.

Lesson plan 4: Exploring verbs through actions

Objective:

By the end of the lesson, students will identify verbs by observing pictures depicting actions, select appropriate verbs to complete sentences, demonstrate understanding of verbs through actions, and brainstorm additional verbs within their surroundings. This lesson integrates the Reggio Emilia approach to encourage engagement, understanding of verbs through real-life actions, and creative exploration.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper

Pre-lesson activity:

Engage the students by discussing verbs and actions. Show pictures depicting various actions and discuss the verbs associated with each action. Encourage students to guess and name the verbs based on the pictures.

Lesson steps:

1. Introduction:

Show pictures of actions and ask students to identify verbs associated with each action. Explain that they will choose verbs to complete sentences related to these actions.

2. Activity part 1-verb observation and tracing:

Provide worksheets with pictures depicting actions and incomplete sentences. Ask students to observe the pictures and choose the most appropriate verb from options to complete the sentences. Additionally, provide sentences related to the pictures for tracing.

3. Activity part 2-action demonstration:

Act out actions associated with verbs in front of the children. Show how action words indicate what action is being performed. Encourage students to participate and act out actions associated with verbs.

4. Activity part 3-verb brainstorming:

Challenge students to brainstorm and suggest as many other verbs as they can in three minutes. Encourage them to look around and take clues from their surroundings to identify actions and associated verbs.

Assessment questions:

1. Can you name three verbs associated with the actions in the pictures?
2. How did acting out the actions help you understand verbs better?
3. What other verbs did you brainstorm from your surroundings?

Conclusion activity:

Gather the students and their completed worksheets. Display their work and encourage them to share the additional verbs they brainstormed. Discuss how verbs are action words that indicate actions and encourage further exploration of verbs in daily activities.

This lesson integrates picture observation, verb identification, hands-on action demonstration, and creative exploration of verbs, fostering an understanding of verbs through visual cues and real-life actions while reinforcing handwriting skills.

Lesson plan 5: Exploring masculine and feminine nouns

Objective:

By the end of the lesson, students will understand the concept of masculine and feminine nouns, identify pairs of masculines and their corresponding feminine nouns, and reinforce handwriting skills through tracing. The lesson integrates the Reggio Emilia approach to engage students in exploring gender nouns.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper

Pre-lesson activity:

Engage the students in a discussion about nouns and gender. Show examples of masculine and feminine nouns (e.g., boy - girl, lion - lioness) and discuss how some nouns have different words for males and females.

Teacher's resource:

What is masculine?	What is feminine?
Masculine refers to qualities, characteristics, or nouns associated with or typically attributed to males or the male gender. In the context of language and grammar, it often denotes nouns, pronouns, or adjectives that specifically refer to or describe male beings or things. For example, in some languages, nouns related to males, such as boy, man, uncle, etc., are considered masculine. In grammatical terms, masculine forms are used to describe or denote male individuals, animals, or objects.	Feminine refers to qualities, characteristics, or nouns associated with or typically attributed to females or the female gender. In language and grammar, it often denotes nouns, pronouns, or adjectives that specifically refer to or describe female beings or things. For instance, in some woman, aunt, etc., are considered feminine. In grammatical terms, feminine forms are used to describe or denote female individuals, animals, or objects.
What is a masculine noun?	What is feminine noun?
A masculine noun refers to a noun that represents or is associated with male beings, creatures, or objects in grammatical terms. In many languages, nouns are categorized into masculine, feminine, or neuter genders. Masculine nouns typically denote male beings, animals, or objects. For instance, words like “boy”, “man”, “uncle”, “lion”, or “prince” are often considered masculine nouns because they specifically refer to or describe males. In some languages, masculine nouns may also influence the forms of adjectives or pronouns used in relation to those nouns.	A feminine noun refers to a noun that represents or is associated with female beings, creatures, or objects in grammatical terms. In many languages, nouns are categorized into masculine, feminine, or neuter genders. Feminine nouns typically denote female beings, animals, or objects. For example, words like “girl”, “woman”, “aunt”, “lioness”, or “princess” are considered feminine nouns because they specifically refer to or describe females. In some languages, feminine nouns may also affect the forms of adjectives or pronouns used in relation to those nouns.

How is masculine noun different from masculine?	How is feminine noun different from feminine?
Masculine is an adjective describing attributes or traits associated with males, while a masculine noun is a term used in grammar to describe nouns that specifically represent or refer to male beings or objects.	Feminine is an adjective describing attributes or traits associated with females, while a feminine noun is a term used in grammar to describe nouns that specifically represent or refer to female beings or objects.

Lesson steps:

1. Introduction:

Explain the concept of masculine and feminine nouns. Show examples of pairs of masculine and feminine nouns and discuss how they represent males and females.

2. Activity part 1-tracing masculine and feminine nouns:

Provide worksheets with lists of masculine nouns for tracing. Then, ask students to trace the corresponding feminine nouns for each masculine noun.

3. Activity part 2-identifying pairs:

Encourage students to identify pairs of masculine and feminine nouns from the list provided. Discuss the differences and similarities between the two.

Assessment questions:

1. Can you name three pairs of masculine and feminine nouns?
2. How did tracing the masculine and feminine nouns help you understand the concept better?
3. Can you think of other examples of masculine and feminine nouns not listed?

Conclusion activity:

Gather the students and their completed worksheets. Display their work and discuss the pairs of masculine and feminine nouns they identified. Encourage them to explore more examples of masculine and feminine nouns in their surroundings or daily life.

This lesson integrates the exploration of gender nouns through tracing and identification of pairs of masculine and feminine nouns, fostering an understanding of gendered nouns while reinforcing handwriting skills.

Additional hands-on activities to do at home:

Engaging in hands-on activities is a fantastic way for grade 2 students to build and reinforce vocabulary, verbs, and nouns. Here are some creative and interactive ideas:

Vocabulary activities:

1. Word collage:

- Provide magazines, newspapers, and scissors.
- Have your child cut out pictures or words that represent various objects, actions, and concepts.
- Create a collage on a large sheet of paper, categorizing them into nouns, verbs, and other vocabulary themes.

2. Word scavenger hunt:

- Create a list of words related to a specific theme (e.g., animals, food, emotions).
- Hide small pictures or written words around the house.
- Give your child the list and let them go on a scavenger hunt to find and match the words.

3. Vocabulary bingo:

- Make bingo cards with words related to a particular topic.
- Call out definitions or descriptions, and have your child identify and mark the corresponding words on their bingo card.

4. Interactive word wall:

- Create a word wall on a large poster board or a wall in your home.
- Add new vocabulary words regularly and encourage your child to use them in sentences.

5. Story cubes:

- Make dice with images or words representing nouns, verbs, and adjectives.
- Roll the dice and have your child create a sentence using the words that appear.

Verbs and nouns activities:

1. Verb-object charades:

- Write verbs on one set of cards and nouns on another set.
- Have your child draw one card from each set and act out the corresponding action with the object for a fun game of charades.

2. Sorting game:

- Prepare cards with pictures or words representing nouns and verbs.
- Ask your child to sort them into two piles, distinguishing between objects and actions.

3. Sentence building blocks:

- Use building blocks or construction paper cut into blocks.
- Write nouns on one set of blocks and verbs on another.
- Encourage your child to build sentences by combining the blocks.

4. Verb and noun pairs matching:

- Create cards with verb-noun pairs (e.g., “run - dog,” “eat - pizza”).
- Mix up the cards and have your child match the verbs with the correct nouns.

5. Playdough creations:

- Provide playdough and ask your child to create objects representing nouns and actions representing verbs.
- Encourage them to use the created items to form sentences.

6. Verb toss:

- Write verbs on pieces of paper and attach them to a ball or beanbag.
- Toss the ball to your child and ask them to use the verb in a sentence with an appropriate noun.

7. Story creation:

- Provide a set of nouns and verbs.
- Have your child randomly select one of each and use them to create a short story or sentence.

Lesson plan 6: Exploring “thirty days has September” poem

Objective:

By the end of the lesson, students will be able to trace and copy the poem “Thirty Days Has September,” reinforcing handwriting skills. This lesson will integrate the Reggio Emilia approach to engage students in exploring the poem’s structure and content.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper

Pre-lesson activity:

Engage the students by discussing the months of the year. Ask them to recall the names of the months and how many days they typically have. Review the concept of a leap year and February having 29 days.

Teacher’s resource:

What is a calendar?

A calendar is a system used to organize and display time, typically divided into days, weeks, months, and years. It helps people track and plan events, appointments, holidays, and other activities. Calendars can be physical, digital, or displayed in various formats such as wall calendars, desk planners, or electronic calendars on devices like computers or smartphones.

There are several types of calendars:

1. Gregorian calendar:

The most widely used calendar worldwide, dividing the year into 12 months and adjusting leap years to align with Earth’s orbit around the sun.

2. Lunar calendar:

Based on the phases of the moon, this calendar uses lunar cycles to determine months.

3. Solar calendar:

Relies on the Earth’s position relative to the sun to determine the length of a year and its divisions.

Calendars typically include **days of the week** (Sunday, Monday, Tuesday, etc.), **months** (January, February, March, etc.), and **years** to help individuals plan and keep track of time, events, and appointments. They serve as essential tools for organizing daily life, scheduling activities, and coordinating social, cultural, and economic activities on a broader scale.

How many months are in a year?

There are 12 months in a year in most standard calendar systems. Each month typically has varying numbers of days, and they collectively make up the 365 (or 366 in a leap year) days of the calendar year.

What is a leap year?

A leap year is a year that contains an extra day, typically occurring every four years, to align the calendar year with the Earth's orbit around the sun. The reason for having leap years is to synchronize the calendar year with the astronomical year, which is slightly longer than 365 days.

The Gregorian calendar, the most widely used calendar system, normally consists of 365 days in a year.

How many weeks in a month and then a year?

The number of weeks in a month and a year can vary due to the irregular number of days in each month and the leap years.

Weeks in a month:

- Most months have around 4 weeks and a couple of extra days. Some months have 4 full weeks (28 days), while others have 4 weeks plus a few extra days. For instance, February usually has 28 days, which is less than 7 days a week multiplied by 4 weeks. Other months have 30 or 31 days, making them slightly longer than 4 weeks.

Weeks in a year:

- A regular year (without a leap year) has 52 weeks and 1 day. This accounts for 365 days (52 weeks multiplied by 7 days = 364 days, plus 1 day extra).
- In a leap year, there are 52 weeks and 2 days because of the extra day added in February (making it 29 days instead of the usual 28 days), resulting in a total of 366 days.
- It is important to note that while there are generally around 4 weeks in a month, the exact number of weeks can fluctuate due to the differing lengths of months and the inclusion of leap years in the calendar system.

Lesson steps:

1. Introduction:

Introduce the poem “Thirty Days Has September” and explain its content. Discuss how it describes the number of days in each month and the exception of February in leap years.

2. Activity: tracing and copying:

Provide worksheets with the poem for tracing and copying. Instruct students to trace the poem neatly within the provided lines and then copy it independently, focusing on proper letter formation and spacing.

3. Discussion:

Engage students in a discussion about the poem's content. Ask questions about the number of days in different months and why February has fewer days, especially in a leap year.

Assessment questions:

1. Can you name the months mentioned in the poem that have 30 days?
2. What is the exception mentioned about February in the poem?
3. How does the poem help us remember the number of days in different months?

Conclusion activity:

Gather the students and their completed worksheets. Display their work and encourage them to share their thoughts about the poem. Discuss the significance of the poem in helping remember the number of days in each month.

This lesson integrates handwriting practice with exploration of the poem's content, reinforcing students' understanding of the number of days in different months while engaging them in the Reggio Emilia approach to learning.

Additional lesson plan: Exploring calendars and months

Objective:

By the end of the lesson, students will be able to read and interpret information from calendars, identify the number of days in different months, and recognize special occasions or events. The lesson will integrate the Reggio Emilia approach to engage students in hands-on exploration of calendars and months.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper

Pre-lesson activity:

Engage the students in a discussion about the months of the year. Review the names of the months, their typical number of days, and the concept of leap years.

Lesson steps:

1. Introduction:

Display the calendars of February 2023, April 2023, and December 2023. Explain that students will be examining these calendars to answer questions about the months and identify special occasions.

2. Activity - calendar exploration:

Distribute worksheets with questions related to the calendars. Students will analyze the calendars to identify:

- Which month has the least number of days?
- Which month has 31 days?
- Determine the year on the calendar.

3. Engagement - personal connection:

Encourage students to look at the calendars to identify upcoming dates, months, or special occasions, such as their birthdays or holidays. Ask: “Do you know which month your birthday is in?”

Assessment questions:

1. Which month has the least number of days?
2. Which month has 31 days?
3. What year is represented on the calendar?

Conclusion activity:

Gather the students and their completed worksheets. Discuss their findings regarding the number of days in different months, the identified month with 31 days, and the year represented on the calendars. Encourage students to share any special occasions or events they noticed on the calendars, connecting personal experiences to the calendar exploration.

This lesson integrates hands-on exploration of calendars, fostering an understanding of months, their durations, and special occasions, while encouraging personal connections and engagement through the Reggio Emilia approach.

Additional activities (optional):

The following activities aim to engage students in hands-on exploration of calendars, reinforcing their understanding of months, days, and special occasions in a fun and interactive way, whether in the classroom or at home with parents.

Classroom activity with teachers: “month detective”

Objective:

- To reinforce students’ understanding of the number of days in different months.

Materials:

- Calendars or calendar sheets for each student
- Markers or colored pencils

Instructions:

1. Distribute calendar sheets to each student.
2. Ask students to pick a month and circle or highlight it on their calendar sheet.
3. Students will count the number of days in that month and write it in a corner of the calendar.
4. Have students share their chosen month and the number of days it has with the class.
5. Encourage discussions about the variations in the number of days in different months.

At-home activity with parents: “special dates treasure hunt” – homework

Objective: To encourage students to identify and mark special dates or occasions on a calendar.

Materials:

- Blank calendar templates or printed monthly calendars
- Markers or stickers

Instructions:

1. Provide each student with a blank calendar template or a printed monthly calendar.
2. Instruct the students to talk to their parents about important dates or occasions coming up (e.g., birthdays, holidays, family events).
3. Students will use markers or stickers to mark these special dates on the calendar.
4. Encourage them to share their completed calendars with the class during the next session.

Lesson plan 7: Exploring ‘a’ and ‘an’

Objective:

By the end of the lesson, students will be able to differentiate between ‘a’ and ‘an’ and correctly use them with words based on their initial sounds. The lesson will integrate the Reggio Emilia approach to engage students in exploring words and their usage.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. QR code scanner (for video and audio)

Pre-lesson activity:

Engage the students in a discussion about words that start with vowels and consonants. Use visual aids or flashcards to illustrate examples.

Lesson steps:

1. Introduction:

Explain the usage of ‘a’ and ‘an’ before words based on their initial sounds. Introduce the concept of using ‘a’ before words starting with consonant sounds and ‘an’ before words starting with vowel sounds.

2. Activity part 1-tracing sentences:

Provide sentences with blanks for ‘a’ or ‘an’ for tracing. Instruct students to trace the sentences neatly within the provided lines.

3. Activity part 2-choosing ‘a’ or ‘an’:

Distribute worksheets with sentences and blanks for ‘a’ or ‘an’ along with corresponding pictures. Ask students to choose and write ‘a’ or ‘an’ with the words in the sentences based on their initial sounds. Encourage them to use the pictures as clues.

4. QR code resources:

Guide students to use QR code scanners to access a video or audio resource for further reinforcement of the ‘a’ and ‘an’ usage.

Assessment questions:

1. Can you explain the difference between using ‘a’ and ‘an’ with words?
2. Choose the correct word (‘a’ or ‘an’) for the following: ____ apple, ____ elephant.
3. How did the pictures help you decide between ‘a’ and ‘an’?

Conclusion activity:

Gather the completed worksheets and discuss the usage of ‘a’ and ‘an’ with words. Encourage students to share how they determined which word to use based on the initial sounds. Reinforce the concept by providing additional examples, if needed.

Homework:

Students can create sentences at home using ‘a’ and ‘an’ correctly and bring them to the next class for discussion.

Additional hands-on activities to do at home

Understanding when to use “a” or “an” can be a tricky concept for grade 2 students. Here are some hands-on activities to make learning about articles engaging and fun:

1. Sorting game:

- Create a set of cards with words that start with either a vowel or a consonant.
- Have your child sort the cards into two piles, one for words that use “an” and the other for words that use “a.”

2. Magazine hunt:

- Provide magazines or newspapers.
- Ask your child to find pictures or words that begin with vowels and consonants and use “an” or “a” accordingly to label them.

3. Story time:

- Read a short story together.
- Discuss the use of “a” and “an” in the story. Emphasize how the choice depends on whether the following word begins with a vowel sound or a consonant sound.

4. Interactive sentences:

- Create sentence strips with blanks for articles.
- Use magnets or Velcro to attach the correct article (a or an) to complete the sentence.

5. Sound sorting:

- Use objects or picture cards representing various items.
- Sort them based on whether the initial sound is a vowel or consonant, and then decide whether to use “a” or “an” before each item.

6. Article art:

- Provide art supplies such as paper, markers, and stickers.
- Have your child create a collage or drawing of items using “a” or “an” based on their initial sounds.

7. Flashcard fun:

- Create flashcards with words that require either “a” or “an.”
- Turn it into a game by having your child pick a card, read the word, and choose the correct article.

8. Role play:

- Set up a small pretend-play scenario (e.g., a store, a zoo).
- Use objects or pictures and encourage your child to describe them using the correct articles.

9. Outdoor hunt:

- Take a walk around your neighborhood or backyard.
- Spot objects and discuss whether they would be described with “a” or “an” based on their initial sounds.

10. Word building blocks:

- Write words on building blocks, emphasizing the initial sound.
- Encourage your child to build sentences, paying attention to whether “a” or “an” is needed.

Remember to reinforce the concept during these activities by explaining the rule that “a” is used before words that start with a consonant sound, and “an” is used before words that start with a vowel sound. Making it hands-on and interactive will help solidify their understanding.

Lesson plan 8: Exploring word family ‘-aw’

Objective:

By the end of the lesson, students will be able to independently write words from the ‘-aw’ word family. The lesson will integrate the Reggio Emilia approach to engage students in tracing and writing words from the ‘-aw’ family.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper
4. Examples of ‘-aw’ family words on flashcards or posters

Pre-lesson activity:

Engage the students by introducing the ‘-aw’ word family. Display examples of words like “claw,” “draw,” or “paw” on flashcards or posters. Encourage students to identify other words with the ‘-aw’ sound.

Teacher’s resource:

What is a word family?

A word family consists of a group of words that share a similar base or root word and a common pattern, typically related to their spelling, pronunciation, and meaning. These words often have the same combination of letters or a similar sound within them. For example, in the word family ‘-at’, words like ‘cat,’ ‘mat,’ ‘bat,’ and ‘rat’ all share the ‘-at’ ending and have a similar sound pattern. Studying word families helps in recognizing patterns in language, aiding in spelling, vocabulary expansion, and reading fluency.

Lesson steps:

1. Introduction:

Discuss the ‘-aw’ word family, emphasizing its sound and showing examples. Explain that they will be practicing handwriting by tracing and writing words from this word family.

2. Activity part 1-tracing sentences:

Provide sentences containing ‘-aw’ words for tracing. Instruct students to trace the sentences neatly within the provided lines.

3. Activity part 2-writing ‘-aw’ words:

Distribute worksheets with sentences and spaces for writing ‘-aw’ words. Ask students to independently write words from the ‘-aw’ family in the provided spaces, referring to the traced sentences as a guide.

4. Reggio Emilia approach:

Encourage students to create their ‘-aw’ family word cards using drawing paper and markers. They can illustrate words like “saw,” “straw,” or “raw.”

Assessment questions:

1. Can you write two words from the ‘-aw’ word family without tracing?
2. Which word from the ‘-aw’ family did you find easiest to write? Why?
3. How did drawing the ‘-aw’ family words help you remember their spelling?

Conclusion activity:

Gather the completed worksheets and ‘-aw’ family word cards created by students. Review the words they’ve written and discuss their accuracy and spelling. Encourage students to share their word cards and explain their drawings to the class.

Homework:

For homework, students can practice writing more ‘-aw’ family words and sentences using these words. They can bring their sentences to the next class to share with their peers.

Lesson plan 9: Exploring word family ‘-ail’

Objective:

By the end of the lesson, students will be able to recognize, trace, and independently write words from the ‘-ail’ word family. The lesson will integrate the Reggio Emilia approach to engage students in tracing, recognizing, and creating sentences using words from the ‘-ail’ family.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper
4. Examples of ‘-ail’ family words on flashcards or posters

Pre-lesson activity:

Begin the lesson by introducing the ‘-ail’ word family. Display examples of words like “sail,” “hail,” or “snail” on flashcards or posters. Engage students in a discussion about the sound and spelling pattern in these words.

Lesson steps:

1. Introduction:

Discuss the ‘-ail’ word family, emphasizing its sound and showing examples. Explain that students will be practicing handwriting by tracing and writing words from this word family.

2. Activity part 1-tracing sentences:

Provide sentences containing ‘-ail’ words for tracing. Instruct students to trace the sentences neatly within the provided lines.

3. Activity part 2-writing ‘-ail’ words:

Distribute worksheets with sentences and spaces for writing ‘-ail’ words. Ask students to independently write words from the ‘-ail’ family in the provided spaces, referring to the traced sentences as a guide.

4. Reggio Emilia approach:

Encourage students to create their ‘-ail’ family word cards using drawing paper and markers. They can illustrate words like “tail,” “snail,” or “mailbox.”

Assessment questions:

1. Can you write two words from the ‘-ail’ word family without tracing?
2. Create a simple sentence using a word from the ‘-ail’ family.
3. How did creating word cards help you remember the ‘-ail’ family words?

Conclusion activity:

Gather the completed worksheets and ‘-ail’ family word cards created by students. Review the words they’ve written and discuss their accuracy and spelling. Encourage students to share their word cards and explain their drawings to the class.

Homework:

For homework, students can practice writing more ‘-ail’ family words and sentences using these words. They can bring their sentences to the next class to share with their peers.

Lesson plan 10: Exploring word family ‘-ash’

Objective:

By the end of the lesson, students will be able to recognize, trace, and independently write words from the ‘-ash’ word family. The lesson will integrate the Reggio Emilia approach to engage students in tracing, recognizing, and creating sentences using words from the ‘-ash’ family.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Drawing paper
4. Examples of ‘-ash’ family words on flashcards or posters

Pre-lesson activity:

Introduce the concept of the ‘-ash’ word family by displaying examples of words like “dash,” “ash,” “flash,” or “crash” on flashcards or posters. Engage students in a discussion about the sound and spelling pattern in these words.

Lesson steps:

1. Introduction:

Discuss the ‘-ash’ word family, emphasizing its sound and showing examples. Explain that students will be practicing handwriting by tracing and writing words from this word family.

2. Activity part 1: tracing sentences:

Provide sentences containing ‘-ash’ words for tracing. Instruct students to trace the sentences neatly within the provided lines.

3. Activity part 2: writing ‘-ash’ words:

Distribute worksheets with sentences and spaces for writing ‘-ash’ words. Ask students to independently write words from the ‘-ash’ family in the provided spaces, referring to the traced sentences as a guide.

4. Reggio Emilia approach:

Encourage students to create their ‘-ash’ family word cards using drawing paper and markers. They can illustrate words like “mash,” “crash,” or “splash.”

Assessment questions:

1. Can you write two words from the ‘-ash’ word family without tracing?
2. Create a simple sentence using a word from the ‘-ash’ family.
3. How did creating word cards help you remember the ‘-ash’ family words?

Conclusion activity:

Gather the completed worksheets and ‘-ash’ family word cards created by students. Review the words they’ve written and discuss their accuracy and spelling. Encourage students to share their word cards and explain their drawings to the class.

Homework:

For homework, students can practice writing more ‘-ash’ family words and sentences using these words. They can bring their sentences to the next class to share with their peers.

Additional hands-on activities to do at home:

Exploring word families can be an engaging way for grade 2 students to enhance their reading and vocabulary skills. Here are some hands-on activities to make learning about word families enjoyable:

1. Word family sorting:

- Create word cards with different word families (e.g., -at, -en, -ig).
- Have your child sort the words into the correct word family categories.

2. Word family flip books:

- Make flipbooks with different word family endings.
- Write the beginning consonant or blend on one part and flip through various word family endings to create new words.

3. Word family puzzles:

- Create puzzle pieces with the beginning sounds and word family endings.
- Have your child match the beginning sound with the correct word family ending to complete the puzzle.

4. Rhyming memory game:

- Make pairs of cards with words from the same word family.
- Play a memory game where your child matches words that rhyme from the same family.

5. Build-a-word workshop:

- Use letter tiles or magnetic letters to create words from a specific word family.
- Encourage your child to build different words by changing the initial consonant or blend.

6. Word family trees:

- Draw trees on a large piece of paper, each representing a different word family.
- Write words from each family on leaves and place them on the corresponding tree.

7. Word family caterpillar:

- Create a caterpillar cutout with different segments.
- Write words from the same family on each segment, and assemble the caterpillar by connecting them.

8. Word family bingo:

- Make Bingo cards with words from various word families.
- Call out the beginning sounds, and your child can mark the corresponding word family on their Bingo card.

9. Word family mini-books:

- Create mini-books for each word family with pictures and simple sentences.
- Your child can read and color these books, reinforcing their understanding of word families.

10. Word family hunt:

- Hide word cards around the house, each belonging to a specific word family.
- Provide a list of word families, and have your child find and match the words to the correct family.

11. Word family roll and write:

- Create a dice template with different word family endings.
- Roll the dice and have your child write a word using the rolled ending.

12. Word family art:

- Provide art supplies and ask your child to create illustrations for words from a specific word family.
- Display their artwork to reinforce the connection between words and images.

Lesson plan 11: Describing pictures

Objective:

By the end of the lesson, students will be able to describe pictures by writing one sentence for each image. The lesson will integrate the Reggio Emilia approach to encourage observation, creativity, and language expression.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils

Pre-lesson activity:

Engage students by displaying various pictures or images on the board or using flashcards. Encourage them to observe the pictures and describe what they see. This helps in preparing them for the main activity.

Teacher's resource:

What is an adjective?

An adjective is a word used to describe or modify a noun or pronoun, providing more information about its qualities, characteristics, or attributes. Adjectives help add detail and depth to a sentence by answering questions like What kind?, Which one?, How many?, or How much?

An adjective is also known as describing word as it describes a noun. For instance, in the sentence “The red car is fast,” the words “red” and “fast” are adjectives. “Red” describes the color of the car, and “fast” describes its speed. Adjectives can vary in degrees (comparative and superlative forms) to indicate differences in qualities, such as “faster” or “fastest”.

How can a grade 2 child describe a picture?

Remember, at this stage, it is more about fostering their ability to observe, describe, and express themselves rather than focusing on complex vocabulary or sentence structure. The emphasis should be on encouraging them to communicate what they see in a way that makes sense to them.

A grade 2 child can describe a picture by using simple and descriptive language to convey what they see. Here are some steps to guide them:

1. **Observation:** Encourage the child to look closely at the picture and notice the details. Ask questions like “What do you see in the picture?” or “Can you describe what’s happening?”
2. **Use adjectives:** Encourage the use of adjectives to describe the people, objects, or scenes in the picture. For example, they can describe colors (red, blue), sizes (big, small), shapes (round, square), or emotions (happy, sad).
3. **One sentence per element:** Guide the child to write one sentence for each element or key aspect of the picture. If there are multiple objects or actions, describe each one separately.
4. **Sequence the description:** Encourage them to describe the picture in a logical sequence. For instance, if the picture shows a boy eating an apple, they can start by describing the boy and then move on to the apple and what the boy is doing with it.

- 5. Encourage creativity:** Allow the child to use their imagination and storytelling skills. They can create a simple story based on the picture, describing the characters and their actions.
- 6. Practice writing:** Provide opportunities for the child to write their descriptions. Encourage them to use proper grammar and punctuation while constructing sentences. Top of Form

Lesson steps:

1. Introduction:

Explain to students that they will be describing pictures by writing one sentence for each image. Emphasize the importance of observation and using descriptive words.

2. Activity: describe the pictures:

Provide worksheets or paper with picture prompts. Each picture should depict a different scene or scenario. Ask students to write one sentence to describe what is happening in each picture.

3. Reggio Emilia approach:

Encourage students to discuss their sentences in small groups. Allow them to share their descriptions and encourage classmates to guess the picture based on the sentence.

Assessment questions:

1. Can you describe what's happening in the first picture?
2. How did you choose the words to describe the second picture?
3. Share one interesting observation from your peer's description of a picture.

Conclusion activity:

Gather the students and have a discussion about the activity. Ask volunteers to share their sentences and encourage classmates to provide feedback or additional details they observed in the pictures. Emphasize the importance of descriptive words in storytelling.

Homework:

For homework, students can find or draw three pictures of their own and write one descriptive sentence for each image. They can bring these to the next class to share with their peers.

Lesson plan 12: Creating a picture story

Objective:

By the end of the lesson, students will be able to construct a narrative based on a provided picture story starter. The lesson aims to integrate the Reggio Emilia approach to stimulate imagination, storytelling, and language expression.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils

Pre-lesson activity:

Engage students by discussing the concept of storytelling. Show them a simple picture and ask them to describe what they see and imagine what might happen next. This primes them for the main activity.

Lesson steps:

1. Introduction:

Explain that students will be creating a story based on a provided picture story starter. Emphasize the importance of using their imagination and descriptive language.

2. Activity: creating the story:

Provide the picture story starter to students. The story starter will include a beginning, and students need to continue the story from there using their own words and creativity.

3. Reggio Emilia approach:

Encourage students to think about the characters, setting, and plot development. They can draw or visualize the scenes in the story to aid their imagination.

Assessment questions:

1. What did you imagine happened after the provided story starter?
2. How did you decide what the characters in your story did or said?
- 3 .Did you use descriptive words to create vivid scenes in your story?

Conclusion activity:

Gather the students and have a discussion about their stories. Invite volunteers to share their completed stories and encourage classmates to provide feedback or discuss similarities and differences in their narratives.

Homework:

For homework, students can create their picture story starter using a simple drawing or a picture cut from a magazine. They can write a short beginning to the story and bring it to the next class to share with their peers.

Additional hands-on activities to do at home

Engaging in hands-on activities can help grade 2 students develop their skills in picture description and event narration. Here are some interactive activities that encourage children to practice describing pictures and events:

Picture description activities:

1. Show and tell:

- Have your child bring an interesting item or picture from home.
- Ask them to describe the item or picture to the family, using as much detail as possible.

2. Picture story cards:

- Create a set of picture cards representing various scenes or scenarios.
- Ask your child to pick a card and describe the scene, including the characters, setting, and actions.

3. Memory game:

- Play a memory game with picture cards facing down.
- Encourage your child to describe the picture on the flipped card when they make a match.

4. Descriptive drawing:

- Provide a picture to your child and ask them to draw what they see.
- Afterward, have them describe their drawing, highlighting specific details.

5. Picture puzzle:

- Cut a picture into jigsaw puzzle pieces.
- As your child puts the puzzle together, ask them to describe each piece before connecting it.

6. Mystery bag:

- Place various small objects in a bag without showing them.
- Have your child feel the objects and describe them to you without looking.

7. Picture walk:

- Take a picture book and do a “picture walk” before reading.
- Ask your child to describe what they think is happening in each picture.

Event description activities:

1. Timeline creation:

- Discuss a recent event or a day’s activities.
- Help your child create a timeline using drawings or written descriptions to represent each part of the event.

2. Role play:

- Act out a simple event or scenario with your child.
- Afterward, discuss the key components of the event and have them describe what happened.

3. Storytelling cubes:

- Use storytelling dice or cubes with images representing different events.
- Roll the dice and ask your child to create a short story describing the events shown.

4. Event collage:

- Provide magazines, scissors, and glue.
- Ask your child to find pictures that represent different events and create a collage. Then, have them describe each event.

5. Family event journal:

- Start a journal together where your child can draw or write about special events, outings, or activities.
- Encourage them to describe the details of each entry.

6. Drawing narration:

- Give your child a blank piece of paper and ask them to draw a series of pictures depicting a sequence of events.
- Afterwards, have them orally describe the events as you look at the drawings together.

7. News reporter:

- Pretend to be news reporters discussing a recent event.
- Help your child organize their thoughts and describe the event as if they were reporting it on the news.

8. Cooking story:

- Choose a simple recipe to cook together.
- As you go through the steps, encourage your child to describe each step and the overall cooking experience.

These activities not only develop language and descriptive skills but also enhance storytelling abilities in grade 2 students. Adjust the complexity based on your child's comfort level and gradually introduce more challenging descriptions.

Lesson plan 13: Exploring important personalities – Quaid-e-Azam

Objective:

By the end of the lesson, students will be able to recognize and trace sentences about important personalities, specifically Quaid-e-Azam, while understanding proper sentence structure and writing patterns. The lesson integrates the Reggio Emilia approach to introduce children to significant historical figures and their contributions.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Pictures or visuals of Quaid-e-Azam
4. Chart paper or whiteboard

Pre-lesson activity:

Engage students by introducing the concept of important personalities. Show pictures or visuals of Quaid-e-Azam and briefly discuss his significance in history. Encourage students to share what they know or have heard about him.

Teacher's resource:

Who is Quaid-e-Azam?

Quaid-e-Azam, which means “Great Leader” in Urdu, is a revered title given to Muhammad Ali Jinnah, the founding father of Pakistan. He played a pivotal role in the creation of Pakistan, which gained independence from British rule in 1947. Jinnah was a prominent lawyer and politician who led the All-India Muslim League and advocated for the rights of Muslims in the Indian subcontinent.

He is celebrated for his tireless efforts in securing a separate nation for Muslims, ultimately leading to the establishment of Pakistan as an independent country on August 14, 1947. Jinnah served as Pakistan's first Governor-General until his passing in 1948. His vision, leadership, and dedication to creating a nation where Muslims could live freely and prosper continue to be commemorated and admired in Pakistan. Top of Form

Lesson steps:

1. Introduction:

Discuss the importance of understanding and learning about significant figures in history. Introduce Quaid-e-Azam as an important personality and highlight key points about his life and contributions.

2. Activity-tracing sentences:

Provide sentences about Quaid-e-Azam for tracing. Guide students on proper sentence structure, including capitalization, punctuation, and maintaining proper writing patterns.

3. Reggio Emilia approach:

Encourage students to express what they've learned about Quaid-e-Azam through drawing or creating a visual representation. They can draw pictures or symbols representing his achievements and contributions.

Assessment questions:

1. Can you name one important thing Quaid-e-Azam did for Pakistan?
2. What did you learn about sentence structure and writing patterns while tracing sentences?
3. How would you describe the significance of learning about important personalities?

Conclusion activity:

Gather the students and review the sentences they traced. Discuss proper sentence structure and writing patterns again, highlighting the importance of neatness and accuracy in handwriting.

Homework:

For homework, students can write a short paragraph (3-4 sentences) about Quaid-e-Azam, highlighting his contributions to Pakistan. They can use the traced sentences as a guide and bring their paragraphs to the next class to share with their peers.

Lesson plan 14: Exploring important personalities – Allama Iqbal

Objective:

By the end of the lesson, students will be able to recognize and trace sentences about the important personality Allama Iqbal while understanding proper sentence structure and writing patterns. The lesson will integrate the Reggio Emilia approach to introduce children to significant historical figures and their contributions.

Materials Needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Pictures or visuals of Allama Iqbal
4. Chart paper or whiteboard

Pre-lesson activity:

Begin the lesson by engaging students in a discussion about important personalities in history. Show pictures or visuals of Allama Iqbal and briefly discuss his significance as a national poet and his role in the creation of Pakistan.

Lesson steps:

1. Introduction:

Discuss the importance of learning about significant historical figures. Introduce Allama Iqbal as an important personality and highlight key points about his life and contributions.

2. Activity: tracing sentences:

Provide sentences about Allama Iqbal for tracing. Guide students on proper sentence structure, including capitalization, punctuation, and maintaining writing patterns.

3. Reggio Emilia approach:

Encourage students to express what they've learned about Allama Iqbal through drawing or creating a visual representation. They can draw pictures or symbols representing his achievements and contributions.

Assessment questions:

1. What is Allama Iqbal known as?
2. Can you name one important thing Allama Iqbal did for Pakistan?
3. How did you apply proper sentence structure while tracing sentences?

Conclusion activity:

Gather the students and review the sentences they traced. Discuss proper sentence structure and writing patterns again, emphasizing the importance of neatness and accuracy in handwriting.

Homework:

For homework, students can write a short paragraph (3-4 sentences) about Allama Iqbal, highlighting his contributions to literature and the creation of Pakistan. They can use the traced sentences as a guide and bring their paragraphs to the next class to share with their peers.

Additional hands-on activities to do at home:

Exploring important personalities can be a fascinating way to introduce history, science, and other subjects to grade 2 students. Here are some hands-on activities to help them describe and learn about important figures:

Biography in a box:

1. Choose a personality:

Select a historical figure, scientist, artist, or any important personality suitable for grade 2.

2. Gather materials:

Collect small objects or pictures related to the person's life, achievements, or interests.

3. Create a diorama or box:

- Use a shoebox or any small container.
- Arrange the objects inside to represent different aspects of the person's life.

4. Describe the diorama:

Have your child present their diorama to the family, describing each item and explaining its connection to the important personality.

Living timeline:

1. Choose a historical figure:

Pick a significant historical figure that your child finds interesting.

2. Timeline creation:

- Create a timeline using a long strip of paper or a clothesline.
- Mark key events in the person's life and ask your child to draw or write about each event.

3. Dress-up and act:

- Encourage your child to dress up as the chosen personality.
- Act out key moments from their life, allowing them to describe the events.

Role play interviews:

1. Research the personality:

- Gather information about an important personality.
- Create a list of questions related to their life, achievements, and contributions.

2. Interview session:

- Take turns being the interviewer and the personality.
- Your child can use their research to answer questions as if they were the historical figure.

Creative writing:

1. Biographical story:

- Help your child write a short fictional story about a day in the life of the important personality.
- Encourage descriptive language and creative storytelling.

Artistic representation:

1. Create a portrait:

- Provide art supplies and ask your child to draw or paint a portrait of the chosen personality.
- Add labels or captions describing key features.

Map exploration:

1. Geography connection:

- Explore the places associated with the important personality's life on a map or globe.
- Discuss the significance of these locations.

Inventor's workshop:

1. Inventor or scientist focus:

- Choose an inventor or scientist.
- Create a "workshop" with household items representing their inventions or experiments.

2. Describe the workshop:

Have your child describe the items in the workshop and explain how they represent the important personality's contributions.

Storybook creation:

1. Picture book project:

- Create a small picture book about the life of the important personality.
- Encourage your child to describe each page as they read through the book.

Virtual field trip:

1. Explore online resources:

- Take a virtual tour of museums, historical sites, or online exhibits related to the important personality.
- Discuss findings and describe the significance of each place.

These hands-on activities not only make learning about important personalities enjoyable but also encourage research, creativity, and effective communication skills in grade 2 students. Adjust the activities based on the interests and preferences of your child.

Lesson plan 15: Rhyme time

Objective:

By the end of the lesson, students will be able to identify words that rhyme and create simple sentences using rhyming words. The lesson will integrate the Reggio Emilia approach to encourage creativity and reinforce understanding of rhyming words.

Materials needed:

1. Handwriting skills builder book
2. Crayons or coloring pencils

Pre-lesson activity:

Begin by discussing the concept of rhyming words. Engage students by giving examples of rhyming words (e.g., cat, hat) and encourage them to think of more examples.

Lesson steps:

1. Introduction:

Explain the concept of rhyming words using visuals and examples. Show pictures of words that rhyme and discuss their similarity in sounds.

2. Activity: identifying rhyming words:

Provide pictures and words for rhyming pairs. Guide students to identify words that rhyme with the given words. Then, encourage them to create simple sentences using rhyming words.

3. Reggio Emilia approach:

Allow students to color the pictures associated with the rhyming words. Encourage them to be creative and express themselves through colors.

Assessment questions:

1. Can you name two words that rhyme with “cat”?
2. How did you create a sentence using a rhyming word pair?
3. Share one sentence you created using rhyming words.

Conclusion activity:

Gather the students and discuss the rhyming words they found and the sentences they created. Encourage them to share their colored pictures and sentences with their peers.

Homework:

For homework, students can find five new rhyming word pairs and create sentences using these words. They can draw pictures to accompany the sentences and bring them to the next class to share with their classmates.

Additional hands-on activities to do at home:

Engaging grade 2 students in hands-on activities focused on rhyming words and rhyme time can make learning fun and memorable. Here are some creative and interactive ideas:

Rhyming words activities:

1. Rhyming bingo:

- Create bingo cards with pictures or words that rhyme.
- Call out words, and have your child mark the corresponding rhyming words on their bingo card.

2. Rhyming memory game:

- Make pairs of cards with words that rhyme.
- Play a memory game where your child matches words that rhyme from the flipped cards.

3. Rhyme time hopscotch:

- Draw a hopscotch grid and write rhyming words in each square.
- Your child must say the rhyming word as they hop onto each square.

4. Rhyme time snack:

- Choose snacks that rhyme (e.g., bear and pear, cat and hat).
- Have your child say the rhyming words before enjoying their snack.

5. Rhyme time hunt:

- Hide objects around the house that rhyme with common words.
- Your child can find the pairs and say the rhyming words.

6. Rhyme time puzzles:

- Create puzzles with pictures or words.
- Your child can match the puzzle pieces that rhyme.

7. Rhyme time sorting:

- Provide a mix of objects or pictures.
- Ask your child to sort them into groups based on whether they rhyme or not.

8. Rhyming story cubes:

- Make story cubes with images representing rhyming words.
- Roll the cubes and have your child create a short story using the words.

Rhyme time art:

1. Rhyme collage:

- Provide magazines, scissors, and glue.
- Ask your child to find pictures that rhyme and create a collage.

2. Rhyme time drawings:

- Choose pairs of rhyming words (e.g., cat and hat).
- Have your child draw pictures representing each word and create a mini rhyme book.

Rhyme time movement:

1. Rhyme time simon says:

- Play a game of Simon Says using rhyming commands (e.g., Simon says touch your nose, Simon says strike a pose).

2. Rhyme time freeze dance:

- Play music and have your child dance.
- When the music stops, call out a rhyming word, and they freeze in a pose that represents the word.

Rhyming word challenges:

1. Rhyme time scavenger hunt:

- Provide a list of rhyming words.
- Your child can go on a scavenger hunt to find objects that match the rhyming words.

2. Rhyme time riddles:

- Create simple rhyming riddles for your child to solve.
- Encourage them to come up with their own rhyming riddles.

3. Rhyme time building blocks:

- Write rhyming words on building blocks.
- Your child can build towers with the blocks, ensuring that only words that rhyme are used in each tower.

Rhyme time technology:

Rhyme time apps or websites:

- Explore educational apps or websites that focus on rhyming words.
- Let your child play interactive games that reinforce rhyming skills.

Remember to keep these activities lighthearted and enjoyable. Rhyme time can be a playful and entertaining way to enhance phonemic awareness in grade 2 students.

Lesson plan 16: Exploring vocabulary words

Objective:

By the end of the lesson, students will be able to recognize, trace, and write 20 vocabulary words. The lesson aims to integrate the Reggio Emilia approach to assist in memorizing spelling while connecting the words to various academic subjects.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Charts or visuals related to academic subjects

Pre-lesson activity:

Engage students by discussing the importance of vocabulary words in different subjects. Display charts or visuals related to various subjects (e.g., science, history, math) and point out how these words can be used in each subject.

Lesson steps:

1. Introduction:

Explain the significance of the vocabulary words listed and their relevance to different academic subjects. Emphasize the importance of learning and using these words.

2. Activity: tracing and writing words:

Provide the list of vocabulary words for tracing and copying. Guide students in tracing and then writing the words on their own to help memorize their spellings.

3. Reggio Emilia approach:

Connect the vocabulary words to different subjects. Encourage students to think of how these words might be used in various academic contexts. For instance, using “describe” in language arts or “climbed” in science.

Assessment questions:

1. Can you write three sentences using any of the vocabulary words?
2. How do you think knowing these words can help you in different subjects?
3. Which subject do you think each vocabulary word might be used in?

Conclusion activity:

Gather the students and review the traced and written vocabulary words. Discuss their relevance to different academic subjects and encourage students to share how they plan to use these words in their studies.

Homework:

For homework, students can create flashcards for five vocabulary words and write sentences using each word. They can bring the flashcards to the next class and share their sentences with their peers.

Lesson plan 17: Exploring social studies vocabulary

Objective:

By the end of the lesson, students will be able to recognize, trace, and write 20 social studies-related vocabulary words. The lesson aims to integrate the Reggio Emilia approach to assist in memorizing spelling while connecting the words to social studies concepts.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Visual aids related to social studies (e.g., maps, pictures of monuments)
4. Chart paper or whiteboard

Pre-lesson activity:

Begin by discussing the importance of social studies and its connection to words listed in the lesson. Show visuals related to social studies topics (e.g., maps, flags, monuments) and explain how these words are associated with different aspects of social studies.

Lesson steps:

1. Introduction:

Explain the significance of the vocabulary words listed and how they relate to social studies concepts such as citizenship, geography, and culture.

2. Activity: tracing and writing words:

Provide the list of social studies-related vocabulary words for tracing and copying. Guide students in tracing and then writing the words on their own to help memorize their spellings.

3. Reggio Emilia approach:

Connect the vocabulary words to social studies concepts using visual aids. Show pictures of flags, maps, or monuments and ask students to identify and use the vocabulary words related to these visuals.

Assessment questions:

1. Can you explain the meaning of “citizen” and “community” in your own words?
2. How are the words “map” and “direction” related in social studies?
3. Name three vocabulary words related to social studies and describe their significance.

Conclusion activity:

Review the traced and written vocabulary words related to social studies. Discuss their relevance to social studies concepts and encourage students to share how they can use these words when discussing social studies topics.

Homework:

For homework, students can create a mini glossary using the vocabulary words and their meanings. They can draw pictures related to each word and bring their glossaries to the next class to share with their classmates.

Lesson plan 18: Exploring math vocabulary

Objective:

By the end of the lesson, students will be able to recognize, trace, and write 20 math-related vocabulary words. The lesson integrates the Reggio Emilia approach to aid in memorizing spelling while connecting the words to mathematical concepts.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Math manipulatives (optional)
4. Chart paper or whiteboard

Pre-lesson activity:

Start by discussing the importance of math and how words listed in the lesson relate to various mathematical concepts. Show math manipulatives or visuals related to numbers, shapes, and measurements to introduce the connection between words and math.

Lesson steps:

1. Introduction:

Explain the significance of the vocabulary words listed and how they relate to different mathematical concepts such as time, measurement, and arithmetic.

2. Activity: tracing and writing words:

Provide the list of math-related vocabulary words for tracing and copying. Guide students in tracing and then writing the words on their own to help memorize their spellings.

3. Reggio Emilia approach:

Connect the vocabulary words to math concepts using visuals or manipulatives. Use examples to illustrate how these words are applied in math, such as using a clock to explain “analog” and “digital.”

Assessment questions:

1. How would you explain the difference between “analog” and “digital”?
2. Can you use the words “less than” and “greater than” in a comparison sentence?
3. Explain how “fraction” and “estimate” are used in math problems.

Conclusion activity:

Review the traced and written vocabulary words related to math. Discuss their relevance to mathematical concepts and encourage students to share how they can use these words when solving math problems.

Homework:

For homework, students can create math word problems using at least five vocabulary words from the list. They can bring their problems to the next class to share with their classmates.

Lesson plan 19: Exploring science vocabulary

Objective:

By the end of the lesson, students will be able to recognize, trace, and write 20 science-related vocabulary words. The lesson aims to integrate the Reggio Emilia approach to aid in memorizing spelling while connecting the words to scientific concepts.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Visual aids related to science (e.g., pictures of natural phenomena, simple circuits)
4. Chart paper or whiteboard

Pre-lesson activity:

Start by discussing the importance of science and how words listed in the lesson relate to various scientific concepts. Show visuals or pictures related to science topics (e.g., natural phenomena, circuits) and explain how these words are associated with different aspects of science.

Lesson steps:

1. Introduction:

Explain the significance of the vocabulary words listed and how they relate to different scientific concepts such as matter, energy, and natural phenomena.

2. Activity: tracing and writing words:

Provide the list of science-related vocabulary words for tracing and copying. Guide students in tracing and then writing the words on their own to help memorize their spellings.

3. Reggio Emilia approach:

Connect the vocabulary words to science concepts using visual aids. Show pictures or demonstrations related to these words (e.g., a simple circuit for “electricity” or pictures of different types of matter).

Assessment questions:

1. How does “gravity” affect objects on Earth?
2. Explain the difference between “solid” and “dissolve” in simple terms.
3. Name three vocabulary words related to natural phenomena and describe them.

Conclusion activity:

Review the traced and written vocabulary words related to science. Discuss their relevance to scientific concepts and encourage students to share how they can use these words when discussing science topics.

Homework:

For homework, students can create a mini-science glossary using the vocabulary words and their meanings. They can draw or find pictures related to each word and bring their glossaries to the next class to share with their classmates.

Additional hands-on activities to do at home

Boosting vocabulary for grade 2 students can be both fun and educational. Here are hands-on activities for general and academic vocabulary in English, math, and science:

General vocabulary activities:

1. Word jar:

- Create a word jar and introduce a new word each day.
- Encourage your child to use the word in sentences or draw pictures representing its meaning.

2. Vocabulary memory game:

- Make pairs of cards with words and corresponding pictures.
- Play a memory game where your child matches the word with its visual representation.

3. Word collage:

- Provide magazines, scissors, and glue.
- Have your child create a collage of words related to a specific theme (animals, colors, etc.) and discuss each word.

4. Synonym and antonym hunt:

- Choose a word, and have your child find synonyms or antonyms from books or online resources.
- Create a list or collage showcasing the words.

5. Story building:

- Use story cubes with images representing different objects or actions.
- Encourage your child to create a story, incorporating new and descriptive vocabulary.

6. Vocabulary bingo:

- Create bingo cards with words related to various themes.
- Call out definitions or descriptions, and your child can mark the corresponding words on their bingo card.

7. Word webs:

Choose a central word (e.g., “ocean”) and create a word web by branching out with related words (waves, fish, etc.).

English vocabulary activities:

1. Alphabet scavenger hunt:

- Assign a letter, and have your child find objects around the house that start with that letter.
- Encourage them to describe each item.

2. Word family stories:

- Pick a word family (e.g., -at) and create short stories using words from that family.
- Illustrate the stories with drawings.

3. Vocabulary journal:

- Start a vocabulary journal where your child can write down new words they encounter.
- Include definitions and sentences using each word.

Math vocabulary activities:

1. Math vocabulary puzzles:

- Create puzzles with math terms and their definitions.
- Your child can match the terms with their corresponding definitions.

2. Math scavenger hunt:

- Hide objects around the house related to math concepts (shapes, numbers, etc.).
- Your child can find and label each item with its corresponding math term.

3. Math vocabulary bingo:

- Make bingo cards with math terms.
- Call out definitions, and your child can mark the corresponding terms on their card.

Science vocabulary activities:

1. Nature walk and journaling:

- Take a nature walk and observe plants, animals, and other elements.
- Create a nature journal with drawings and descriptions of the observed items.

2. Science vocabulary flashcards:

- Create flashcards with science terms and their definitions.
- Quiz your child and reward correct answers.

3. Science experiment narration:

- Conduct simple science experiments at home.
- Have your child describe each step of the experiment, using scientific vocabulary.

4. Classifying objects:

- Gather a variety of objects and ask your child to classify them based on their properties.
- Use vocabulary words to describe each group.

These activities not only enhance vocabulary but also promote critical thinking and language skills across different subjects. Make sure to tailor the activities based on your child's interests and adjust difficulty levels accordingly.

Lesson plan 20: Exploring numbers in words (71-100)

Objective:

By the end of the lesson, students will be able to recognize, trace, and write numbers in words from 71 to 100. The lesson integrates the Reggio Emilia approach to aid in memorizing and understanding the transition from counting to writing numbers in words.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Chart paper or whiteboard
4. Visual aids (optional)

Pre-lesson activity:

Begin by revising counting from 1 to 70, both in numbers and words. Use a whiteboard or chart paper to write random numbers, and have students call out the corresponding words. This will serve as a quick review and set the stage for learning numbers 71-100 in words.

Lesson steps:

1. Introduction:

Discuss the transition from counting to writing numbers in words. Explain that today's focus is on numbers 71 to 100 and how to express them in words.

2. Activity: tracing and writing numbers in words (71-100):

Provide the list of numbers in words (71-100) for tracing and copying. Guide students in tracing and then writing the words on their own. Encourage them to go over the numbers repeatedly until they are confident.

3. Reggio Emilia approach:

Use visual aids to represent quantities related to numbers 71-100. For example, show a picture of 80 items to represent the word "eighty." This visual connection will help students understand the meaning behind the words.

Assessment questions:

1. Can you write the word for the number 86?
2. Explain the difference between the words "seventy" and "ninety."
3. Write the words for the numbers 95 and 100.

Conclusion activity:

Review the traced and written numbers in words (71-100). Ask students to share their understanding of the transition from counting to expressing numbers in words. Encourage them to practice at home and reinforce their confidence.

Homework:

For homework, students can create flashcards with numbers on one side and the corresponding words on the other. They can use these flashcards for self-quizzing or play games with family members to reinforce their learning.

Additional hands-on activities to do at home

Learning numbers in words (71-100) can be made engaging and hands-on for grade 2 students. Here are some activities that combine learning and fun:

1. Number hunt:

- Write numbers in words on small cards (e.g., seventy-one, eighty-five).
- Hide the cards around the house or yard.
- Provide your child with a list of the words and have them find and match the cards to the written words.

2. Number building blocks:

- Write each number in words on separate building blocks.
- Mix up the blocks and ask your child to arrange them in the correct order.
- Encourage them to read the numbers aloud as they build the sequence.

3. Hopscotch count:

- Create a hopscotch grid with numbers written in words.
- Your child must say the number in words as they hop onto each square.

4. Memory match:

- Write numbers in words on one set of cards and corresponding numerals on another set.
- Play a memory match game where your child matches the number words with their numerals.

5. Number words bingo:

- Create bingo cards with numbers in words (e.g., seventy-three, ninety-nine).
- Call out the corresponding numerals, and your child can mark the words on their bingo card.

6. Number words puzzle:

- Write each number in words on a large sheet of paper and cut them into puzzle pieces.
- Have your child put the puzzle together in the correct numerical order.

7. Outdoor chalk game:

- Write numbers in words on the pavement or driveway using sidewalk chalk.
- Call out a numeral, and your child must find and stand on the corresponding written word.

8. Number words match:

- Write numbers in words on one set of index cards and draw representations (such as tally marks or objects) on another set.
- Your child matches the number words with the correct representation.

9. Number words story:

- Encourage your child to create a short story using the numbers in words.
- Each sentence in the story should include a number, helping reinforce their understanding of the words.

10. Number words art collage:

Provide magazines, scissors, and glue. - Ask your child to cut out and create a collage with pictures representing each number in words.

11. Musical numbers:

Write numbers in words on different cards. - Play music and have your child walk around. When the music stops, call out a number, and they must find and stand next to the corresponding word.

12. Number words relay race:

- Write numbers in words on separate pieces of paper. - Place them at a distance from your child, and as you call out a numeral, they run to pick up the corresponding word and bring it back.
- These activities combine movement, creativity, and literacy to make learning numbers in words an interactive and enjoyable experience for grade 2 students.

Lesson plan 21: Exploring animal vocabulary

Objective:

By the end of the lesson, students will be able to match and complete sentences about animals using vocabulary words. The lesson aims to integrate the Reggio Emilia approach by connecting words with visual understanding and encouraging context-based learning.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Pictures or visuals of animals (optional)
4. QR code scanner (for audio access)

Pre-lesson activity:

Begin by discussing various animals, their characteristics, and habitats. Use pictures or visuals of animals to engage students in identifying different features of animals such as tails, wings, trunks, etc.

Lesson steps:

1. Introduction:

Introduce the sentences and the word bank. Discuss how each sentence is related to a specific animal and its features. Show pictures or visual aids to associate the words with animals and their traits.

2. Activity: matching and completing sentences:

Provide sentences with missing words from the word bank. Guide students to match the appropriate words with each sentence based on the context provided by the pictures. Encourage them to select words that best fit the characteristics of the animals shown.

3. Reggio Emilia approach:

Connect each word from the bank to specific animals and their attributes using pictures or visuals. Encourage students to think about the features of animals and how the words from the word bank relate to those features.

Assessment questions:

1. Which word from the bank would you use to complete the sentence about the animal with a long neck?
2. How does the word “wings” match the sentence about an animal that can fly?
3. Identify three animals mentioned in the sentences and describe one feature of each.

Conclusion activity:

Review the completed sentences and discuss how each word from the word bank fits with the characteristics of the animals. Encourage students to share their understanding of the association between words and animal traits.

Homework:

For homework, students can create their own animal sentences using at least five words from the word bank. They can draw or find pictures of animals to match their sentences and bring them to the next class to share.

Lesson plan 22: Understanding time prepositions - at, on, in

Objective:

By the end of the lesson, students will understand and correctly use the prepositions 'at', 'on', and 'in' to describe different aspects of time. The lesson will engage students in applying these prepositions in various contexts.

Materials needed:

1. Handwriting skills builder book
2. Markers or pencils
3. Timetable visuals or printouts (optional)
4. QR code scanner (for audio and video access)

Pre-lesson activity:

Introduce the concept of time prepositions by discussing common phrases and sentences using 'at', 'on', and 'in'. Use a timetable or visual representation to show examples of different time expressions.

Lesson steps:

1. Introduction:

Explain the use of 'at', 'on', and 'in' to denote specific time frames. Emphasize 'at' for a precise time, 'on' for days, and 'in' for parts of the day.

2. Activity: fill in the blanks:

Present sentences with missing prepositions ('at', 'on', 'in'). Guide students to read Hamza's timetable and fill in the blanks with the appropriate prepositions based on the provided schedule.

3. Reggio Emilia approach:

Use visual aids or a timetable to visually represent the concept of time prepositions. Connect each preposition with specific instances on the timetable, highlighting how 'at', 'on', and 'in' relate to different aspects of time.

Assessment questions:

1. Explain the difference between using 'at' and 'in' when talking about time.
2. Identify three instances where 'on' is used to describe time in Hamza's timetable.
3. Create three sentences using 'at', 'on', or 'in' to describe different times or days.

Conclusion activity:

Review the completed sentences and ask students to share their understanding of when to use 'at', 'on', or 'in' in different time-related scenarios. Discuss any challenges and reinforce the correct usage.

Homework:

For homework, students can create their own timetables or schedules using 'at', 'on', and 'in'. They should write sentences describing their activities at specific times, on particular days, or during parts of the day.

Lesson plan 23: Creating personal timetables using time prepositions

Objective:

By the end of the lesson, students will be able to construct a personal timetable using the prepositions 'at', 'on', and 'in' to describe different times of their daily routines. The lesson will focus on applying these prepositions in their own schedules.

Materials needed:

1. Handwriting skills builder book
2. Colored pencils or markers
3. Visual aids representing daily routines (optional)
4. QR code scanner (for supplementary audio or video, if available)

Pre-lesson activity:

Start by discussing daily routines with the class, highlighting various activities they do at specific times during the day. Use visual aids or simple drawings representing daily routines to engage students in understanding time-related activities.

Lesson steps:

1. Introduction:

Review the usage of 'at', 'on', and 'in' by presenting sample sentences from the book. Discuss the difference between 'at' for specific times, 'on' for days, and 'in' for parts of the day.

2. Activity: creating personal timetables:

Encourage students to create their own timetables by writing down activities they do during the day. Guide them to use 'at', 'on', or 'in' appropriately while writing the timings or days for each activity.

3. Reggio Emilia approach:

Utilize visual aids or drawings of daily routines to help students understand the application of time prepositions in their personal schedules. Allow students to share their timetables with the class, discussing the placement of 'at', 'on', and 'in' in their schedules.

Assessment questions:

1. Can you explain the difference between using 'at', 'on', and 'in' in your timetable?
2. Identify three activities in your timetable where 'at' is used to describe a specific time.
3. How did you decide when to use 'on' in your timetable? Provide an example.

Conclusion activity:

Conclude the lesson by having students display their timetables. Discuss as a class how they used 'at', 'on', and 'in' to describe their daily activities. Encourage them to make any necessary corrections based on the lesson.

Homework:

For homework, students can interview a family member about their daily routine and create a timetable for that person using 'at', 'on', and 'in'. They should present it in the next class.

Additional hands-on activities to do at home

Teaching prepositions to grade 2 students can be made hands-on and engaging through creative activities. Here are some interactive activities focusing on both time and general prepositions:

Time prepositions:

1. Daily routine sequencing:

- Create a visual timeline of a typical day using pictures or drawings.
- Label each activity with time-related prepositions (e.g., “before breakfast,” “after school”).

2. Clock face movement:

- Use a large clock template.
- Move a small toy or object around the clock, describing its position using time-related prepositions (e.g., “It’s 3 o’clock; the toy is beside the 3”).

3. Daily schedule collage:

- Have your child cut out pictures from magazines or draw activities representing different times of the day.
- Arrange them on a poster board, labeling each with appropriate time prepositions.

4. Storytelling with time:

- Create a simple story about a character’s day.
- Incorporate time-related prepositions as you narrate the story, and ask your child to identify them.

General prepositions:

1. Obstacle course:

- Set up an obstacle course using household items.
- Give your child instructions using general prepositions (e.g., “Go under the table,” “Jump over the pillow”).

2. Indoor scavenger hunt:

- Write a list of items or locations in your home.
- Provide instructions using prepositions for your child to find each item (e.g., “Look behind the couch,” “Find something on the kitchen counter”).

3. Dollhouse exploration:

- Use a dollhouse or create a small-scale model.
- Guide your child to position toy figures in different rooms using prepositions (e.g., “Place the doll beside the bed,” “Put the teddy bear on the chair”).

4. Artistic prepositions:

- Provide art supplies and ask your child to draw a scene with various objects.
- Use prepositions to describe the positions of the objects in the drawing.

5. Follow the map:

- Create a simple map of a room or outdoor space.
- Provide verbal or written instructions using prepositions for your child to follow the map (e.g., “Walk around the table,” “Stand between the two chairs”).

6. DIY treasure hunt:

- Set up a treasure hunt using clues with prepositions (e.g., “Look under the red cushion,” “Find the next clue beside the bookshelf”).

7. Building with blocks:

- Use building blocks to create structures.
- Give instructions for stacking or arranging the blocks using prepositions (e.g., “Put the blue block on top of the red one,” “Place the green block below the yellow one”).

8. Positional word matching game:

- Create cards with illustrations representing different prepositions.
- Match the cards to corresponding preposition words and use them to describe the position of objects.

9. Nature exploration:

- Go on a nature walk in your backyard or a nearby park.
- Use prepositions to describe the location of various objects or features (e.g., “Find a rock beneath the tree,” “Look for flowers next to the path”).

10. Body movement game:

Give your child instructions to move their body in different ways using prepositions (e.g., “Stand on one leg,” “Walk around the chair”).

These hands-on activities aim to make learning about prepositions enjoyable and memorable for grade 2 students. Incorporating movement and creativity can enhance their understanding of these language concepts.

Lesson plan 24: Learning pronouns (he, she, they)

Objective:

By the end of this lesson, students will understand and correctly use pronouns 'he', 'she', and 'they' in sentences to replace specific nouns. Students will practice identifying appropriate pronouns in sentences and apply them correctly in their writing.

Materials needed:

1. Handwriting skills builder book
2. Colored pencils or markers
3. Visual aids (optional)
4. QR code scanner (for supplementary video)

Pre-lesson activity:

Start the class by discussing the concept of pronouns, explaining that pronouns are used to replace specific nouns to avoid repetition in sentences. Use visual aids or simple examples to explain pronouns and their purpose.

Lesson steps:

1. Introduction:

Review the concept of pronouns with sample sentences from the book. Explain how 'he', 'she', and 'they' are used to replace specific names in sentences to avoid repetition.

2. Activity: applying pronouns:

Engage students in completing sentences where a pronoun can replace the repeated noun. Use examples similar to those provided in the book to illustrate how 'he', 'she', and 'they' can be used effectively.

3. Reggio Emilia approach:

Utilize visual aids or drawings representing characters or scenarios to help students understand the usage of pronouns. Encourage students to create their own sentences using the learned pronouns.

Assessment questions:

1. How would you replace "Sarah and Emily" in a sentence using a pronoun?
2. Identify the pronoun used to replace the noun "Ali" in the sentence: "Ali went to the park, and he played football."
3. Rewrite the sentence using a pronoun for the repeated noun: "Aryan and Nisha enjoy reading books."

Conclusion activity:

Conclude the lesson by having students share sentences they created using 'he', 'she', or 'they'. Discuss as a class how pronouns help in making sentences concise and avoiding repetition.

Homework:

For homework, students will create a short story or sentences using 'he', 'she', and 'they' to replace specific nouns. They will share their sentences in the next class.

Addition hands-on activities to do at home

Teaching pronouns to grade 2 students can be made interactive and enjoyable through hands-on activities. Here are some creative activities to help reinforce understanding and usage of pronouns:

1. Pronoun sorting:

- Create flashcards with nouns and pronouns.
- Ask your child to sort them into two groups: nouns and pronouns.

2. Pronoun puppet theater:

- Craft simple paper puppets representing characters.
- Write a short script using pronouns for your child to perform with the puppets.

3. Pronoun relay race:

- Write sentences with missing pronouns on index cards.
- Place the cards at one end of the room and have your child run to retrieve a card, fill in the blank with the correct pronoun, and return.

4. Pronoun story building:

- Provide a set of pictures representing characters and objects.
- Help your child create a story using pronouns to replace nouns (e.g., "He went to the store and bought a cake").

5. Pronoun scavenger hunt:

- Write sentences with pronouns on small cards.
- Hide the cards around the house, and have your child find and read them aloud.

6. Pronoun art collage:

- Use magazines, scissors, and glue.
- Ask your child to cut out pictures and create a collage, replacing nouns with pronouns in captions.

7. Pronoun board game:

- Create a board game with sentences containing blanks for pronouns.
- Roll a dice, move along the board, and fill in the blanks with the correct pronouns.

8. Pronoun drawing challenge:

- Provide sentences with missing pronouns.
- Ask your child to illustrate the sentences by drawing the characters and actions represented by the pronouns.

9. Pronoun charades:

- Write pronouns on cards and place them in a hat.
- Play charades with your child acting out the actions associated with the drawn pronoun.

10. Pronoun puzzles:

- Create puzzle pieces with sentences, each containing a pronoun.
- Your child can match the pieces to complete sentences with the correct pronouns.

11. Pronoun mad libs:

- Create a simple story with blanks for pronouns.
- Have your child fill in the blanks with different pronouns, creating amusing and unique stories.

12. Pronoun song:

- Use a familiar tune and create a song that incorporates pronouns.
- Sing the song together, emphasizing the use of pronouns.

13. Pronoun bingo:

- Create bingo cards with sentences using pronouns.
- Call out sentences, and your child can mark the corresponding pronouns on their bingo card.

14. Pronoun memory match:

- Create pairs of cards with sentences containing pronouns and matching pictures.
- Play a memory match game with your child, encouraging them to match sentences with the correct pronouns.

15. Pronoun story time:

- Read a short story and pause at sentences with pronouns.
- Discuss the meaning of each pronoun and ask your child to identify them in subsequent sentences.

These hands-on activities aim to make learning about pronouns interactive and fun for grade 2 students. Tailor the activities to suit your child's interests and learning style.

Lesson plan 25: Writing addresses in small letters

Objective:

By the end of this lesson, students will be able to write their address neatly in small letters, understanding the importance of legibility for addressing letters.

Materials needed:

1. Handwriting skills builder book
2. Colours/pencils

Pre-lesson activity:

Begin by discussing the purpose of writing an address and why it's essential for the address to be clear and legible. Show examples of different addresses, discussing what makes them easy or difficult to read.

Lesson steps:

1. Introduction to writing addresses:

Explain the format of an address: street/house number, street name, city/town, and date. Emphasize the importance of clear and neat handwriting for proper mail delivery.

2. Modeling:

Model the process of writing an address on the board or a chart paper, demonstrating the use of small letters and spacing. Highlight the importance of spacing and legibility.

3. Student practice:

Provide worksheets or lines in their books for students to write their own addresses. Circulate to assist and ensure correct formatting and neatness.

4. Reggio Emilia approach:

Engage students by asking them to draw a simple picture representing their home or the town/city where they live. Connect their drawings to the written addresses, emphasizing the link between visuals and written words.

Assessment questions:

1. Why is it important to write your address clearly?
2. What information should be included in an address?
3. How can you make sure your address is easy to read for mail delivery?

Conclusion activity:

Conclude the lesson by having students share their addresses. Discuss the importance of clear handwriting and its role in communication. Encourage students to practice writing addresses neatly at home.

Homework:

For homework, students will write a fictional address for a story character or create an address for an imaginary place. They should focus on neatness and accuracy in their writing.

Lesson plan 26: Tracing a letter

Objective:

By the end of this lesson, students will be able to trace and write a letter describing their day at the park, applying the skill of neat handwriting.

Materials needed:

1. Handwriting skills builder book
2. Pens/pencils

Pre-lesson activity:

Engage students by discussing the concept of letter writing. Show examples of letters and talk about their purpose and structure. Discuss the parts of a letter: greeting, body, and closing.

Lesson steps:

1. Introduction to the task:

Explain to the students that they will be writing a letter to a friend, describing a fun day at the park. Highlight the importance of neat handwriting when writing letters.

2. Modeling:

Show the students the letter they will be tracing. Demonstrate tracing the letter on the board or a chart paper, emphasizing proper formation and neatness.

3. Student practice:

Distribute the worksheets with the letter to trace. Circulate to assist students as they trace the letter. Encourage them to focus on forming the letters neatly.

4. Reggio Emilia approach:

Encourage students to draw a simple picture of their day at the park alongside the traced letter. This connection between visual representation and writing aids in comprehension and engagement.

Assessment questions:

1. Why is it important to write neatly when writing a letter?
2. What are the parts of a letter? Explain each part.
3. How does drawing a picture relate to writing a letter about a fun day?

Conclusion activity:

Gather students to share their traced letters and drawings. Discuss the importance of clear and neat handwriting in effective communication. Encourage them to continue practicing their writing skills.

Homework:

For homework, students will write a letter to a family member or friend about a recent memorable experience they had. Encourage them to focus on neatness and clarity in their writing.

Lesson plan 27: Writing your own letter

Objective:

By the end of this lesson, students will be able to compose a letter inviting a friend to their birthday party, demonstrating clear and coherent writing skills.

Materials needed:

1. Handwriting skills builder book
2. Pens/pencils
3. Previous page with the sample letter

Pre-lesson activity:

Engage students by discussing birthday parties and invitations. Show an example of a birthday invitation. Discuss the essential parts of an invitation - who, what, when, where, and RSVP.

Lesson steps:

1. Introduction to the task:

Explain to the students that they will be writing a letter to invite a friend to their birthday party. Review the elements of an invitation - date, time, place, and special instructions.

2. Guided practice:

Display the sample letter from the previous page. Break it down into sections (greeting, invitation details, closing). Discuss each part and brainstorm ideas together.

3. Independent writing:

Distribute the writing materials and let the students begin composing their letters. Encourage creativity while ensuring they include all necessary details for the invitation.

4. Reggio Emilia approach:

Encourage students to add illustrations or decorate their invitation letter to make it more appealing and personal. This connects visual creativity with written expression.

Assessment questions:

1. What are the important details to include in a birthday party invitation?
2. How did you make your invitation letter inviting and friendly?
3. Why is it important to write clearly and provide necessary details in an invitation?

Conclusion activity:

Invite students to share their invitation letters with the class. Discuss the different elements students included and how they made their invitations inviting and appealing.

Homework:

For homework, students will write an invitation letter to another family member inviting them to a pretend event or activity of their choice. Encourage them to apply what they learned in class and write clearly and invitingly.

Additional hands-on activities to do at home

Teaching grade 2 students about address writing and letter composition can be both educational and enjoyable. Here are some hands-on activities for students to do at home:

Address writing activities:

1. Envelope art:

- Provide plain envelopes, markers, and stickers.
- Have your child practice writing their own address on the envelopes and decorate them with drawings or stickers.

2. Address hunt:

- Create a scavenger hunt by writing addresses on small cards.
- Hide the cards around the house, and your child can find them and organize them in a sequential order.

3. Map it out:

- Use a simple map of your neighborhood or community.
- Ask your child to mark important locations and write the corresponding addresses.

4. Address puzzle:

- Write each line of an address on separate puzzle pieces.
- Your child can assemble the puzzle by matching the correct lines to form a complete address.

Letter writing activities:

1. Pen pal exchange:

- Connect with another family or friends and set up a pen pal exchange.
- Have your child write letters to their pen pal, sharing experiences and asking questions.

2. Story letter:

- Write a short story or create a fictional character.
- Your child can write a letter from the perspective of the character, sharing their adventures.

3. Thank you cards:

- Encourage your child to write thank-you cards for gifts or acts of kindness.
- They can express gratitude and share specific details about what they appreciate.

4. Holiday greetings:

- Create personalized holiday cards for friends or family members.
- Your child can write warm wishes and decorate the cards with drawings or stickers.

5. Recipe swap:

- Choose a favorite family recipe.
- Your child can write a letter to a friend, including the recipe and a note about why they love it.

6. Nature journal letter:

After a nature walk or outdoor exploration, have your child write a letter describing the experience to a family member or friend.

7. ABC letter:

- Write a letter where each sentence starts with the next letter of the alphabet.
- Your child can get creative in finding words and topics that correspond to each letter.

8. Memory lane letter:

- Encourage your child to write a letter to a family member or friend about a memorable shared experience.
- Include details, funny anecdotes, or shared memories.

9. Interview and write:

- Conduct a pretend interview with your child.
- They can then write a letter as if they were the person being interviewed, sharing details about themselves.

10. Postcard adventures:

- Design and write postcards about imaginary adventures.
- Your child can illustrate the postcards and share exciting stories with family or friends.

11. Comic strip letter:

- Create a comic strip with a short story.
- Write a letter to explain the comic strip, providing details about the characters and events.

These hands-on activities not only teach important skills like addressing envelopes and letter writing but also encourage creativity and expression in grade 2 students. Adjust the complexity based on your child's writing abilities and interests.

Lesson plan 28: Exploring seasons

Objective:

By the end of this lesson, students will be able to describe their favorite season, its characteristics, activities, and clothing, reinforcing handwriting skills through sentence completion.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. Illustrated materials related to seasons (optional)

Pre-lesson activity:

Engage students in a discussion about the four seasons, discussing their characteristics, weather changes, and typical activities associated with each season.

Lesson steps:

1. Introduction to seasons:

Discuss the four seasons - spring, summer, fall, winter. Show visual aids if available, describing each season's characteristics and typical weather.

2. Tracing and copying:

Direct students to trace the sentences related to summer and copy them neatly onto their pages. Emphasize proper handwriting.

3. Writing about favorite season:

Guide students through the writing prompt. Encourage them to complete the sentences about their favorite season, why they like it, clothing preferences, and activities they enjoy during that time.

4. Reggio Emilia approach:

Encourage students to draw or illustrate their favorite season beside their writing to reinforce the visual connection with the content.

Assessment questions:

1. What are the four seasons?
2. Why did you choose a particular season as your favorite?
3. How does the weather change in your favorite season?

Conclusion activity:

Invite students to share their descriptions of their favorite seasons. Discuss the differences and similarities among their preferences. Encourage them to listen and appreciate their peers' choices.

Homework:

For homework, students will write about another season they like or dislike, providing reasons and describing activities they do or clothing they wear during that season. This helps reinforce their understanding and writing skills related to seasons.

Additional hands-on activities to do at home

Exploring the concept of seasons and their advantages can be an exciting and hands-on experience for grade 2 students. Here are some activities that combine learning with creativity:

1. Seasonal collage:

- Provide magazines, scissors, glue, and large poster boards.
- Ask your child to cut out pictures representing each season and create a collage.
- Discuss the advantages associated with each season as they work on the project.

2. Seasonal scavenger hunt:

- Create a list of items or characteristics associated with each season.
- Go on a scavenger hunt around your home or neighborhood, identifying and discussing the advantages of those seasonal elements.

3. Seasonal tree craft:

- Draw a tree on a large sheet of paper or use a real branch.
- Decorate the tree with leaves, flowers, snowflakes, or other items to represent each season.
- Discuss the advantages of each seasonal change for the tree.

4. Weather journal:

- Create a weather journal with sections for each season.
- Encourage your child to observe and record the weather daily, noting the advantages of different weather patterns.

5. Seasonal planting:

- Plant seeds or bulbs of plants that thrive in different seasons.
- Discuss the advantages of planting specific flowers, fruits, or vegetables during certain times of the year.

6. Seasonal clothing design:

- Provide paper and art supplies.
- Ask your child to design a set of clothing appropriate for each season, considering the advantages of specific materials and styles.

7. Seasonal recipe book:

- Create a seasonal recipe book with simple recipes for each season.
- Discuss the advantages of using seasonal ingredients in cooking.

8. Sensory bins:

- Create sensory bins for each season with items that represent the textures, colors, and scents associated with that time of the year.
- Discuss the advantages of sensory experiences in different seasons.

9. Seasonal animal habitats:

- Research animals that are active or migrate during specific seasons.
- Create dioramas or drawings depicting the habitats and advantages of each season for these animals.

10. Seasonal calendar:

- Create a seasonal calendar with illustrations or pictures representing each month.
- Discuss the advantages and unique characteristics of each season as you go through the calendar.

11. Seasonal science experiments:

- Conduct simple science experiments related to seasonal changes, such as melting snow, evaporation in the summer, or changes in leaf color.
- Discuss the advantages of understanding these natural processes.

12. Seasonal storytelling:

- Write short stories or draw comic strips that depict the adventures of characters in different seasons.
- Discuss the advantages and challenges the characters face in each story.

13. Seasonal chore chart:

- Create a chore chart that includes tasks suitable for each season.
- Discuss the advantages of maintaining a tidy and organized living space throughout the year.

14. Seasonal memory game:

- Create pairs of cards with images or words representing seasonal elements.
- Play a memory game, discussing the advantages associated with each matched pair.

15. Seasonal science journal:

- Keep a seasonal science journal, documenting observations about plants, animals, and weather patterns.
- Discuss the advantages of understanding and predicting changes in the natural world.

These activities provide a hands-on approach to learning about seasons and their advantages while incorporating creativity and exploration for grade 2 students. Tailor the activities to your child's interests and the resources available at home.

Lesson plan 29: Following instructions through movement

Objective:

By the end of this lesson, students will be able to follow and create movement-based instructions, enhancing their handwriting skills by writing down simple instructions and reinforcing directional vocabulary.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. Blackboard/whiteboard and markers

Pre-lesson activity:

Engage students in a brief discussion about following instructions and different movements, encouraging them to share their experiences in following directions.

Lesson steps:

1. Introduction to movement instructions:

Discuss the importance of following instructions and how they can be communicated through words for movement. Introduce vocabulary related to movement and direction.

2. Listening and following instructions:

Read out the instructions provided in the book and have students follow the movements step-by-step. Emphasize left and right direction understanding.

3. Writing instructions:

Ask students to write down two instructions they can easily follow. Encourage them to cover the top half of the page and attempt to accurately follow their own instructions.

4. Class activity - creating movements:

Encourage students to create their own movements and write corresponding instructions. Select a few students to demonstrate their instructions to the class.

5. Reggio Emilia approach:

Promote creativity by allowing students to suggest and perform their own movements based on the provided vocabulary. Use the blackboard/whiteboard to list the vocabulary words discussed during the lesson.

Assessment questions:

1. What is the importance of following instructions?
2. Can you give an example of a movement-based instruction?
3. How did you create your own movement instructions?

Conclusion activity:

Conclude the lesson by having students share their experiences in creating and following movement instructions. Encourage them to practice more at home by giving instructions to family members or friends.

Homework:

For homework, students will write a set of movement instructions for a simple action and ask a family member or friend to follow their instructions. They will write about their experience in following these instructions.

Lesson plan 30: Giving instructions for packing

Objective:

By the end of this lesson, students will be able to provide step-by-step instructions for packing a bag, enhancing their handwriting skills by writing instructions using specified vocabulary.

Materials needed:

1. Handwriting skills builder book
2. Bag
3. Various small objects (pencils, coins, etc.)
4. Writing materials (pens/pencils)
5. QR code scanner for audio access

Pre-lesson activity:

Engage students in a discussion about giving clear instructions. Ask them about scenarios where they need to follow instructions, such as packing their school bag.

Lesson steps:

1. Introduction to giving instructions:

Discuss the importance of clear instructions when packing a bag. Introduce vocabulary words like put, in, close, up, zip, straps, and next.

2. Demonstration:

Set out a bag and various items. Demonstrate packing the bag step-by-step, using the vocabulary words mentioned. Explain the importance of organizing items inside a bag.

3. Pair activity - providing instructions:

Divide students into pairs. Each pair will take turns providing instructions to their partner on how to pack the bag. Encourage the use of the vocabulary words discussed.

4. Use of real objects:

Extend the activity by using real objects for packing, allowing students to physically practice the instructions they provide.

5. QR code audio:

Scan the QR code provided in the book to play the audio recording of instructions related to bag packing for further reinforcement.

6. Reggio Emilia approach:

Encourage creativity by allowing students to suggest their own ways of organizing items in the bag. Support them in using their imagination to decide what items might be necessary for specific scenarios.

Assessment questions:

1. How important are clear instructions when packing a bag?
2. Can you give an example of an instruction for packing a bag?
3. Why is it essential to organize items inside a bag?

Conclusion activity:

Conclude by having students share their experiences of providing and following instructions. Emphasize the importance of clarity in giving directions.

Homework:

For homework, students will write down instructions on how to pack their school bag, using the vocabulary words discussed in class. They will discuss their instructions with a family member or friend and report back on how it went.

Additional hands-on activities to do at home

Teaching grade 2 students about following and giving instructions can be an interactive and fun experience. Here are hands-on activities that help develop these skills:

Following instructions activities:

1. Obstacle course:

- Set up a simple obstacle course using household items.
- Provide written or verbal instructions for your child to follow as they navigate through the course.

2. Cooking together:

- Choose a simple recipe and work together in the kitchen.
- Provide clear instructions for your child to follow, step by step, as they help with measuring, stirring, and other tasks.

3. Craft challenge:

- Select a craft project with multiple steps.
- Give your child written or verbal instructions to follow as they complete each step of the craft.

4. Scavenger hunt:

- Create a scavenger hunt with a list of items to find around the house.
- Provide instructions on where to locate each item using directional words (e.g., “under the table,” “behind the couch”).

5. Building with blocks:

- Provide a set of building blocks or construction toys.
- Give your child instructions on how to build a specific structure using the blocks.

6. Follow-the-leader game:

- Play the classic “Follow-the-Leader” game where you give instructions, and your child mimics your actions.
- Take turns being the leader and follower.

Giving instructions activities:

1. Draw and describe:

- Give your child a simple drawing task (e.g., draw a house).
- Ask them to describe the steps they took to create the drawing, emphasizing clear and specific instructions.

2. LEGO creations:

- Provide a set of LEGO bricks.
- Ask your child to give you step-by-step instructions on how to build a specific LEGO creation without showing them the finished model.

3. Invent a game:

- Encourage your child to invent a simple game.
- Have them write down or verbally explain the rules and instructions for playing the game.

4. Create an obstacle course:

- Let your child design their own obstacle course.
- Ask them to give you instructions on how to navigate through the course they’ve created.

5. Paper aeroplane challenge:

- Teach your child how to fold a paper aeroplane.
- Once they’ve mastered it, have them give you instructions on how to fold the aeroplane, too.

6. Coding with shapes:

- Introduce basic coding concepts using shapes on paper.
- Ask your child to create a series of instructions using shapes to guide you through a path.

7. Recipe dictation:

- Choose a simple recipe and have your child pretend to be the chef.
- Ask them to dictate the recipe to you, including ingredients and step-by-step instructions.

8. Story dictation:

- Have your child create a short story.
- Ask them to dictate the story to you while you write it down, helping them focus on clear and detailed instructions.

9. Simon says:

- Play a game of “Simon Says” where your child takes on the role of Simon.
- They give instructions, and you follow only if the instruction starts with “Simon says.”

These hands-on activities not only help grade 2 students practice following and giving instructions but also foster communication skills, critical thinking, and sequencing abilities. Make sure to adapt the activities to suit your child’s interests and learning style.

Lesson plan 31: Writing about “If I were an aeroplane”

Objective:

By the end of this lesson, students will be able to trace and write a short essay about what they would do if they were an aeroplane, enhancing their handwriting skills and encouraging creative thinking.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)

Pre-lesson activity:

Engage students in a discussion about aeroplanes. Show pictures or videos of aeroplanes flying and briefly talk about their functions. Ask students what they know about aeroplanes and what they would do if they were one.

Lesson steps:

1. Introduction:

Introduce the topic: “If I Were an Aeroplane.” Explain that students will be writing a short essay imagining themselves as aeroplanes.

2. Tracing and copying:

Ask students to trace and copy the provided short essay about being an aeroplane. Emphasize neat handwriting and proper sentence structure.

3. Adding own sentences:

Encourage students to add one or two original sentences to the essay they just copied. Encourage creativity and imagination.

4. Class discussion:

Discuss as a class more things students could do if they were aeroplanes. Encourage them to think beyond flying and carrying things/people.

5. QR code audio:

Scan the QR code provided in the book to play the audio recording related to imaginative thoughts about being an aeroplane.

6. Reggio Emilia approach:

Encourage students to draw or illustrate their ideas about being an aeroplane. This allows them to express their thoughts visually and creatively.

Assessment questions:

1. What are some things you would do if you were an aeroplane, other than flying?
2. How did you feel when writing about being an aeroplane?
3. Can you share one sentence you added to the essay about being an aeroplane?

Conclusion activity:

Wrap up by having students share their added sentences and discussing various imaginative ideas about being an aeroplane. Emphasize the importance of creativity in writing.

Homework:

For homework, students will write their short essay titled “If I Were an Aeroplane” independently, incorporating their own ideas and creativity. They can share and discuss their essays in the next class.

Additional hands-on activities to do at home

Exploring the theme “If I Were an Aeroplane” can be a delightful way to encourage creativity and imaginative thinking in grade 2 students. Here are hands-on activities for them to enjoy:

1. Paper plate aeroplane craft:

- Provide paper plates, markers, glue, and craft sticks.
- Instruct your child to decorate the paper plate as if it were the front of an aeroplane.
- Attach a craft stick as the plane’s propeller.

2. Aeroplane storytelling:

- Encourage your child to imagine they are an aeroplane and create a short story about their adventures.
- Have them draw illustrations or use props to act out different parts of the story.

3. Aeroplane construction:

- Use recycled materials (cardboard boxes, bottle caps, etc.).
- Challenge your child to build a model aeroplane using the materials provided.

4. Outdoor sky exploration:

- Head outside to a clear area.
- Have your child lie on their back, looking up at the sky, and imagine themselves soaring through the clouds like an aeroplane.

5. Aeroplane math:

- Create simple math problems related to aeroplanes.
- For example, “If an aeroplane travels at 100 miles per hour and the journey takes 3 hours, how far does it fly?”

6. Aeroplane alphabet:

- Use letter-shaped cutouts or magnetic letters.
- Ask your child to spell out words related to aeroplanes or destinations they might visit.

7. Flight path drawing:

- Provide a large sheet of paper.
- Ask your child to draw the flight path of an aeroplane, including takeoff, landmarks, and landing.

8. Aeroplane science experiment:

- Explore the concept of flight by making paper aeroplanes.
- Experiment with different folding techniques to see how they affect the aeroplane's performance.

9. DIY aeroplane pilot hat:

- Provide construction paper, glue, and scissors.
- Help your child create their own pilot hat, and let them wear it as they embark on imaginative aeroplane journeys.

10. Aeroplane relay race:

- Set up a relay race with designated "runways" (cones or markers).
- Have your child pretend to be aeroplanes and run along the runways, taking off and landing.

11. Aeroplane poetry:

- Encourage your child to write a short poem about being an aeroplane.
- They can focus on describing the sights they see and the feeling of flying.

12. Aeroplane song:

- Create a simple song or chant about aeroplanes.
- Include actions or movements to go along with the lyrics.

13. Aeroplane travel brochure:

- Pretend to be travel agents.
- Have your child create a travel brochure highlighting different destinations an aeroplane could visit.

14. Cloud watching:

- On a sunny day, lie on a blanket and look at the clouds.
- Imagine different shapes and patterns in the clouds, sharing stories about what they might represent.

15. Aeroplane-themed snack:

- Create an aeroplane-shaped snack using fruits, veggies, and other healthy ingredients. Discuss how the snack represents the different parts of an aeroplane.

These hands-on activities not only engage grade 2 students in imaginative play but also integrate learning across various subjects. Adjust the activities based on your child's interests and the materials available at home.

Lesson plan 32: Exploring verbs

Objective:

By the end of this lesson, students will identify and understand verbs as words that describe actions using the provided verbs and will practice using them in sentences, enhancing handwriting skills and understanding of verbs.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. Illustrative images of actions (optional for visual aid)

Pre-lesson activity:

Begin with a discussion about actions and verbs. Show pictures or act out different actions and ask students to identify the action words. For instance, show an image of a person running and ask what the person is doing. Confirm that “running” is a verb.

Lesson steps:

1. Introduction:

Introduce the concept of verbs as words that describe actions or things people/objects do. Present the list of verbs: Drive, Run, Eat, Walk, Sit, Jump.

2. Tracing and copying:

Ask students to trace and copy the provided list of verbs in their handwriting skills builder book.

3. Identifying verbs:

Use illustrative images of actions (if available) or create simple scenarios where students can identify verbs. For example, “What is happening in this picture?” Confirm that verbs are action words describing what is happening.

4. Creating sentences:

Guide students to form sentences using the listed verbs. Encourage them to create sentences independently or in pairs. For instance, “I run in the park.”

Reggio Emilia approach:

Encourage students to draw pictures or act out actions associated with the listed verbs. This visual and kinesthetic approach enhances understanding and engagement.

Assessment questions:

1. Can you name three verbs from the list we discussed today?
2. Create a sentence using the verb “eat.”
3. How would you explain what a verb is to someone who doesn't know?

Conclusion activity:

Conclude the lesson by having students share their sentences using verbs. Encourage peer discussion and feedback on the usage of verbs in sentences.

Homework:

For homework, students will write five sentences using different verbs from the list provided, showcasing their understanding of verbs in sentence formation.

Lesson plan 33: Present and past verbs

Objective:

By the end of this lesson, students will be able to differentiate between present and past tense verbs, understand their usage in sentences, and rewrite sentences in the past tense while improving handwriting skills.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. Illustrative images (optional)

Pre-lesson activity:

Engage students in a discussion about activities they do regularly and things they did yesterday. Use visual aids or act out scenarios to illustrate present and past actions. For instance, simulate brushing teeth (present) and mimicking brushing teeth yesterday (past).

Lesson steps:

1. Introduction:

Introduce the concept of present and past tense verbs, explaining their role in describing actions happening now and actions that occurred earlier.

2. Identification of verbs:

Present sentences with verbs in both present and past tense. Guide students to identify whether the verbs represent present or past actions. Example sentences:

- He likes potato chips. (Present)
- He liked potato chips. (Past) Encourage students to underline or highlight the verbs.

3. Tracing and rewriting sentences:

Provide sentences to trace and rewrite in the past tense. Show how to transform present tense verbs to past tense by adding “ed” or changing the verb form. For example:

- Tania walks for 20 minutes every day. (Past: Tania walked for 20 minutes every day.)
- Shahbaz bakes cakes for the birthday of his son. (Past: Shahbaz baked cakes for the birthday of his son.)

4. Creating daily routine sentences:

Instruct students to write four sentences about their daily routines, ensuring they use both present and past tense verbs. For instance:

- Present: I wake up early every morning.
- Past: Yesterday, I woke up late.

Reggio Emilia approach:

Encourage students to create visual charts or drawings showcasing their daily routines in present and past tenses. This visual representation will support their understanding.

Assessment questions:

1. How do you know if a verb is in the present or past tense?
2. Rewrite this sentence in the past tense: “She sings beautifully.”
3. Can you create a sentence using a present tense verb and then rewrite it in the past tense?

Conclusion activity:

Conclude the lesson by having students share their rewritten sentences in the past tense and discussing their daily routines in both present and past tenses. Encourage peer discussions for comprehension reinforcement.

Homework:

Assign students to write a short paragraph about their weekend activities, using both present and past tense verbs to describe their actions.

Lesson plan 34: Verbs: is, am, are

Objective:

By the end of this lesson, students will be able to use the present tense forms of “is,” “am,” and “are” correctly in sentences, improving their handwriting skills in constructing sentences with these verbs.

Materials needed:

1. Handwriting skills builder book
1. Writing materials (pens/pencils)
2. QR code scanner for audio and video access (if available)
3. Illustrative images (optional)

Pre-lesson activity:

Engage students by discussing what they know about the verbs “is,” “am,” and “are.” Use visual aids, flashcards, or gestures to associate these verbs with different pronouns (I, he, she, they, etc.).

Lesson Steps:

1. Introduction:

Discuss the concept of present tense verbs “is,” “am,” and “are.” Explain their usage with different subjects (I, he, she, they) and how they describe actions or states of being in the present.

2. Verb usage practice:

Present sentences with blanks to fill in using “is,” “am,” or “are” from the given word box. Example sentences:

- Karachi _____ a big country. (is)
- I _____ studying in Class II. (am)
- Zafar and Karim _____ my classmates. (are)

Encourage students to choose the correct verb and fill in the blanks.

3. Sentence creation:

Guide students to create sentences using “is,” “am,” and “are” with different subjects. Have them write sentences using these verbs to describe what they or others are doing. For instance:

- She is playing in the park.
- We are studying English.

4. QR code audio and video:

Scan the QR codes, play the audio and video to reinforce the usage of “is,” “am,” and “are” in sentences. Use visual aids or examples from the audio and video to enhance understanding.

Reggio Emilia approach:

Encourage students to create visual charts or drawings illustrating sentences with “is,” “am,” and “are” verbs. This visual representation can reinforce their understanding.

Assessment questions:

1. Fill in the blank: “She _____ playing football.”
2. Write a sentence using “is” with any subject.
3. How would you complete this sentence correctly: “They _____ reading a book”?

Conclusion activity:

Conclude the lesson by having students share sentences they created using “is”, “am”, and “are.” Review their sentences together and discuss their understanding of using these verbs in the present tense.

Homework:

Assign students to write five sentences at home, each using “is,” “am,” or “are” to describe different actions or states of being in the present tense.

Lesson plan 35: Verbs: was, were

Objective:

By the end of this lesson, students will be able to use the past tense forms of “was” and “were” correctly in sentences, enhancing their handwriting skills in constructing sentences related to the past.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. QR code scanner for video access
4. Illustrative images (optional)

Pre-lesson activity:

Begin by discussing with students what they understand about the past tense. Review basic past tense verbs and their forms (e.g., played, slept). Use examples to illustrate the use of “was” and “were” in the past tense.

Lesson steps:

1. Introduction:

Introduce the past tense verbs “was” and “were.” Explain their use with different subjects (I, he, she, they) and how they describe actions or states of being in the past.

2. Verb usage practice:

Present sentences with blanks to fill in using “was” and “were” from the given word options. Example sentences:

- She _____ happy to meet Saniya. (was)
- They _____ excited to meet us. (were)
- We _____ with him last night. (were)

Encourage students to choose the correct verb and fill in the blanks.

3. Sentence creation:

Guide students to create sentences using “was” and “were” with different subjects. Have them write sentences describing past activities or events. For instance:

- I was reading a book yesterday.
- They were playing in the garden.

4. QR code video:

Scan the QR code to play the video, to reinforce the usage of “was” and “were” in sentences. Use visual aids or examples from the audio to enhance understanding.

Reggio Emilia approach:

Encourage students to create visual representations or drawings illustrating sentences with “was” and “were.” This visual support can help reinforce their understanding.

Assessment questions:

1. Fill in the blank: “Muazam _____ playing in the park.”
2. Write a sentence using “was” or “were” with any subject.
3. How would you complete this sentence correctly: “You _____ sleeping yesterday”?

Conclusion activity:

Conclude the lesson by having students share sentences they created using “was” and “were”. Review their sentences together and discuss their understanding of using these verbs in the past tense.

Homework:

Assign students to write five sentences at home, each using “was” or “were” to describe different past activities or events.

Additional hands-on activities to do at home

Teaching verbs and tenses to grade 2 students can be engaging through hands-on activities that involve movement, creativity, and exploration. Here are some activities to reinforce understanding of verbs and tenses:

Verbs activities:

1. Verb charades:

- Write various verbs on cards.
- Have your child pick a card and act out the corresponding verb while others guess.

2. Verb hunt:

- Take a walk around your home or outside.
- Encourage your child to identify and write down verbs they observe in action.

3. Action figure story:

- Use action figures or dolls.
- Your child can create short stories using verbs to describe the actions of the characters.

4. Verb sorting:

- Write a mix of verbs and nouns on cards.
- Have your child sort them into two categories: verbs and nouns.

5. Verb collage:

- Provide magazines, scissors, and glue.
- Ask your child to cut out pictures of people or animals performing actions and create a verb collage.

6. Verb toss:

- Write different verbs on slips of paper.
- Play a tossing game where your child tosses a beanbag onto a mat with a verb and acts it out.

Tenses activities:

1. Timeline of actions:

- Create a timeline on a large sheet of paper.
- Ask your child to draw pictures or write sentences describing actions at different points in time.

2. Verb tense sorting:

- Write verbs in different tenses on cards.
- Have your child sort them into present, past, and future tense categories.

3. Verb tense relay race:

- Create cards with verbs written in different tenses.
- Set up a relay race where your child picks a card, identifies the tense, and runs to place it in the correct category.

4. Verb tense story chain:

- Start a story with a sentence in a particular tense.
- Take turns with your child, adding sentences in different tenses to create a chain story.

5. Verb tense puzzles:

- Create puzzles with sentences missing the verb or tense.
- Your child can match the sentence halves to form complete sentences with the correct tenses.

6. Verb tense diorama:

- Build a diorama representing different scenes.
- Label each scene with sentences describing actions in different tenses.

7. Verb tense relay drawing:

- Draw a simple scene on a large sheet of paper.
- Ask your child to add details by drawing people or animals performing actions in various tenses.

8. Verb tense sentence building:

- Provide cards with verbs and sentence structures.
- Your child can create sentences using different tenses by combining the verb cards with sentence structures.

9. Verb tense board game:

- Create a board game with different sections representing present, past, and future tenses.
- Use dice or spinners to move along the board, creating sentences in the correct tense.

These hands-on activities make learning about verbs and tenses interactive and enjoyable for grade 2 students. Adapt the activities based on your child's interests and learning preferences.

Lesson plan 36: Joining words: ‘because’

Objective:

By the end of this lesson, students will be able to use the conjunction ‘because’ to join sentences and provide reasons for actions. This lesson will also enhance their handwriting skills.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. Illustrative images (optional)
4. QR code scanner for video access

Pre-lesson activity:

Begin with a brief discussion about sentences and conjunctions. Remind students of what a cause-and-effect relationship is in a sentence.

Lesson steps:

1. Introduction:

- Introduce the conjunction ‘because’ and explain that it is used to show the reason or cause of an action in a sentence.
- Provide an example: “I love Sunday because it is a holiday.”

2. Sentence joining practice:

- Present pairs of sentences for the students to join using ‘because.’ Example pairs:
- She ate an apple. She was hungry.
- The picnic was canceled. It rained.
- The dog barked. It saw a squirrel.
- They went to bed early. They were tired.
- Discuss how ‘because’ is used to explain the reason for the action.

3. Sentence creation:

- Guide students to create their own sentences using ‘because’ to explain why something happened. Provide sentence starters or prompts if necessary. For example:
- I went to the park because I wanted to play on the swings.
- We stayed inside because it was raining.

4. QR code video:

If there is a QR code with audio, play it to reinforce the concept of joining sentences with ‘because.’ Utilize visual aids or examples from the audio to enhance understanding.

Reggio Emilia approach:

Encourage students to create visual representations or drawings illustrating the cause-and-effect relationship in their sentences. This visual support can help reinforce their understanding.

Assessment questions:

1. Join the sentences: “The dog barked. It saw a squirrel.”
2. Create a sentence using ‘because’ to explain a reason for an action.
3. How does ‘because’ help connect ideas in a sentence?

Conclusion activity:

Conclude the lesson by having students share the sentences they created using ‘because’. Review and discuss their sentences together, reinforcing the correct use of the conjunction.

Homework:

Assign students to find and write down three pairs of related sentences at home, joining them with ‘because’ to explain the cause of actions.

Additional hands-on activities to do at home

Teaching conjunctions, specifically the conjunction “because,” to grade 2 students can be made interactive and fun. Here are some hands-on activities to reinforce the concept:

1. Because bracelets:

- Provide beads and string.
- Ask your child to create a bracelet using beads that represent different reasons or causes. Each bead can symbolize a cause, and they can explain why each bead is on the bracelet.

2. Because chain:

- Cut strips of colored paper.
- Have your child write sentences with “because” on each strip, explaining reasons for certain actions or events. Connect the strips to create a paper chain.

3. Picture storytelling:

- Print or draw pictures that tell a simple story.
- Ask your child to use “because” to explain the reasons behind each event in the story.

4. Because collage:

- Provide magazines, scissors, and glue.
- Have your child cut out pictures and create a collage that represents various causes or reasons. They can then write sentences with “because” to explain the collage.

5. Causal chain reaction:

- Set up a chain reaction with dominoes or other items.
- Each domino can represent a cause, and your child can explain the chain reaction using sentences with “because.”

6. Because bingo:

- Create bingo cards with different causes or reasons.
- Call out effects, and your child can mark the corresponding cause on their bingo card using “because.”

7. Scavenger hunt:

- Write clues using “because” to explain the reasons for finding specific items around the house.
- Your child can follow the clues to complete the scavenger hunt.

8. Because story stones:

- Paint or draw on smooth stones.
- Each stone can represent a different cause. Your child can arrange the stones to create a story, explaining each part using “because.”

9. Cause and effect match:

- Create pairs of cards with causes and effects.
- Your child can match the cards, explaining the relationship using “because.”

10. Causal dominoes:

- Write causes and effects on dominoes.
- Set up a domino chain, explaining each topple using sentences with “because.”

11. Because song:

Create a simple song or chant that includes reasons for different actions or events, using “because.” Sing the song together, emphasizing the cause-and-effect relationships.

12. Because puppet show:

- Create puppets using paper or socks.
- Your child can put on a puppet show, using the puppets to explain different reasons or causes for events in a story.

13. Storybook rewrite:

- Choose a favorite storybook.
- Have your child rewrite parts of the story using “because” to explain the reasons behind the characters’ actions.

14. Because storyboard:

- Draw a simple storyboard with three or four frames.
- In each frame, your child can illustrate and write a sentence using “because” to explain a part of the story.

15. Because painting:

- Provide watercolor or finger paint.
- Ask your child to create a painting that represents various causes or reasons, and then write sentences using “because” to describe the painting.

These hands-on activities aim to make learning about conjunctions, specifically “because,” interactive and enjoyable for grade 2 students. Tailor the activities to your child’s interests and adjust the complexity based on their language development.

Lesson plan 37: About us...

Objective:

By the end of this lesson, students will be able to trace and copy sentences independently, enhancing their handwriting skills. The lesson will also promote a sense of responsibility and good habits.

Materials needed:

1. Handwriting skills builder book
2. Writing materials (pens/pencils)
3. Illustrative images (optional)

Pre-lesson activity:

Initiate a brief discussion about the importance of completing homework, listening to teachers, keeping classrooms clean, and writing neatly. Encourage students to share their thoughts and experiences.

Lesson steps:

1. Introduction:

- Discuss the importance of good habits, such as finishing homework, listening to teachers, and maintaining cleanliness in the classroom.
- Introduce the sentences: “I finish my homework before going to bed every evening,” “We should listen to our teacher,” “We should keep our classroom clean,” and “I can write neatly within the four lines.”

2. Tracing and copying practice:

- Instruct students to trace each sentence in their handwriting skills builder book carefully.
- After tracing, guide them to copy the sentences on their own within the provided lines.
- Encourage neatness and attention to proper letter formation.

3. Independent writing:

After tracing and copying, have students write a similar sentence independently. For example: “I brush my teeth before going to sleep.”

Reggio Emilia approach:

Incorporate visuals or drawings related to good habits and responsible behavior. Encourage students to draw pictures alongside the sentences to express their understanding.

Assessment questions:

1. What are some good habits mentioned in the sentences?
2. Why is it important to finish homework before going to bed?
3. How can you contribute to keeping the classroom clean?

Conclusion activity:

Conclude the lesson by discussing the students' independent sentences. Emphasize the importance of good habits and encourage a sense of responsibility.

Homework:

Assign students to write three sentences about good habits they follow at home or in school. They should focus on neat handwriting and proper sentence structure.

Lesson plan 38: Phonics reading assessment

Objective:

By the end of this lesson, students will be able to demonstrate their phonics skills by blending and segmenting letters to read both real and non-words.

Materials needed:

1. Phonics reading assessment sheet
2. Whiteboard and markers
3. Phonics flashcards (optional)
4. Handwriting skills builder book
5. Illustrative images related to words (optional)

Pre-lesson activity:

Engage students in a brief discussion about the sounds of different letters. Use a whiteboard to write down a few words and discuss the individual sounds of each letter. Introduce the concept of blending and segmenting to read words.

Lesson Steps:

1. Introduction:

- Explain the purpose of the phonics reading assessment, emphasizing the difference between real words and non-words.
- Discuss the importance of phonetic skills in reading and how they help in decoding unfamiliar words.

2. Pre-assessment activity:

- Present a few phonics flashcards or words related to the assessment.
- Ask students to identify the individual sounds in each word and practice blending them together.

3. Phonics reading assessment:

- Distribute the phonics reading assessment sheet.
- Instruct students to read each word and sort them under the appropriate headings: Real Words and Non-Words.

4. Individual reading practice:

- Encourage students to independently read a few real words and non-words from the assessment sheet.
- Provide assistance and guidance as needed.

5. Discussion:

- After the assessment, initiate a class discussion about the challenges they faced and the strategies used to read non-words.
- Discuss the importance of phonetic skills in improving overall reading proficiency.

Reggio Emilia approach:

Incorporate illustrative images related to the words in the assessment. Allow students to draw or create visuals representing real and non-words, fostering a creative and holistic learning experience.

Assessment questions:

1. How did you approach reading the non-words in the assessment?
2. Why is it important to understand phonics when learning to read?
3. Can you identify any patterns or similarities among the non-words?

Conclusion activity:

Conclude the lesson by revisiting a few challenging words. Encourage students to practice blending and segmenting during independent reading.

Homework:

Assign students to create their own set of phonics flashcards with real and non-words. They should practice reading these words with family members or friends.

Why do some grade 2 children find learning challenging?

Several factors contribute to why some Grade 2 children may find learning challenging. Firstly, developmental differences play a crucial role in academic performance. Children at this age exhibit a wide range of cognitive abilities, and variations in attention span, memory retention, and information processing can impact their learning experiences. Some may grasp concepts quickly, while others may require more time and support to fully understand and apply new information.

Secondly, learning challenges can stem from diverse learning styles and preferences. Each child has a unique way of processing information, and the traditional one-size-fits-all approach in classrooms may not cater to the individual needs of every student. Some Grade 2 children may excel in hands-on, kinesthetic activities, while others may thrive in visual or auditory learning environments. Recognizing and accommodating these diverse learning styles can significantly enhance the learning experience for all students.

Additionally, external factors such as home environment, socio-economic status, and access to educational resources can influence a child's ability to learn. Children facing challenges outside the classroom, such as insufficient support at home or limited exposure to enriching activities, may struggle academically. It is crucial for educators and parents to collaborate, identifying and addressing these external factors to create a more supportive and conducive learning environment for Grade 2 children.

In conclusion, the challenges Grade 2 children face in learning are multifaceted and often a combination of developmental, learning style, and external factors. Tailoring teaching methods to accommodate diverse learning styles, providing individualized support, and addressing external challenges can contribute to a more inclusive and effective learning experience for all Grade 2 students.

Reggio Emilia approach on aiding struggling children in learning to trace and form sentences

The Reggio Emilia approach, an educational philosophy that originated in the Reggio Emilia region of Italy, emphasizes a child-centered and experiential learning model. When applied to aiding struggling children in learning to trace and form sentences, the approach focuses on creating a supportive and engaging environment that nurtures each child's unique learning style and pace.

In the Reggio Emilia approach, educators recognize the importance of the learning environment as the "third teacher." Classrooms are designed to be aesthetically pleasing, organized, and rich in materials that stimulate curiosity and creativity. For children struggling with tracing and forming sentences, the environment is carefully curated to include various tools and resources, such as textured surfaces, writing materials of different sizes, and visually appealing prompts that encourage experimentation and exploration.

Another key aspect of the Reggio Emilia approach is the emphasis on project-based learning. Educators facilitate projects that integrate language development, fine motor skills, and creative expression. Struggling children benefit from this approach as they engage in hands-on activities that make the learning process meaningful and enjoyable. For instance, a project could involve creating a storybook where children trace and form sentences related to their experiences, allowing them to connect language development with personal expression.

Collaboration is a fundamental principle in the Reggio Emilia approach. Educators, parents, and children work together as a learning community. In the context of aiding struggling children with language development, this collaborative approach involves ongoing communication between educators and parents to understand each child's unique challenges and strengths. Through regular discussions and shared insights, a more personalized and effective support system can be established, ensuring that the child receives targeted assistance in tracing and forming sentences.

Furthermore, the Reggio Emilia approach values the role of documentation in the learning process. Educators observe and document children's progress, providing a valuable tool for reflection and assessment. For struggling learners, this documentation becomes a means of tracking individual growth, identifying areas that need additional attention, and adapting instructional strategies accordingly.

In conclusion, the Reggio Emilia approach offers a holistic and child-centered framework for aiding struggling children in learning to trace and form sentences. By creating a stimulating environment, integrating project-based learning, fostering collaboration among educators and parents, and emphasizing documentation, this approach addresses the individual needs of each child and promotes a positive and supportive learning experience.

Reggio Emilia-inspired activities to assist struggling children

Implementing Reggio Emilia-inspired activities can be a highly effective approach to assist struggling Grade 2 students. The Reggio Emilia philosophy encourages a child-centered and experiential learning environment that fosters creativity, collaboration, and exploration. Here are several activities inspired by the Reggio Emilia approach that can provide targeted support for struggling Grade 2 students:

Storytelling through Art: Engage students in storytelling using art as a medium. Provide various art supplies such as paints, markers, and clay. Encourage struggling learners to illustrate their stories visually, helping them express themselves beyond traditional written sentences. This activity not only promotes language development but also allows for alternative forms of communication and expression.

Multisensory Word Building: Create a multisensory word-building station using materials like sand, playdough, or tactile letters. Struggling students can form words by shaping the materials into letters, enhancing their fine motor skills and reinforcing the connection between written and spoken language. This hands-on approach accommodates different learning styles and provides a dynamic way to reinforce language skills.

Interactive Learning Centers: Establish interactive learning centers that cater to various aspects of language development. For instance, set up a reading corner with age-appropriate books, a writing station equipped with diverse writing tools, and a listening center for audio resources. This allows struggling learners to engage with language in multiple ways, fostering a well-rounded approach to literacy.

Nature-Based Language Exploration: Take advantage of the Reggio Emilia emphasis on nature by incorporating outdoor activities. Conduct nature walks or bring natural elements into the classroom. Encourage students to observe, describe, and write about their experiences with the natural world. Connecting language development to real-life experiences can make the learning process more meaningful for struggling learners.

Collaborative Projects: Foster collaboration among students by organizing group projects. Assign tasks that require communication and teamwork, such as creating a class mural, writing a collaborative story, or designing a project around a specific theme. Collaborative projects not only enhance language skills but also promote social interaction, boosting the confidence of struggling students as they work together with their peers.

Documentation and Reflection: Integrate the Reggio Emilia emphasis on documentation into the learning process. Encourage students to document their own progress through journals, drawings, or audio recordings. This reflective practice allows struggling learners to track their growth, identify challenges, and celebrate achievements. Teachers can use this documentation to tailor further support to individual needs.

Section III

Worksheets 1

Find all the gardening words in the following word puzzle.

bucket	trowel	rake	shears
gnome	plant pots	watering can	seeds

s	a	s	t	r	w	o	s	h	u	s	s	p	e	k	s
e	s	f	u	s	a	u	s	h	e	a	r	s	o	j	d
b	u	c	k	e	t	q	e	o	f	o	i	n	c	t	s
i	s	s	t	r	e	s	e	m	o	n	g	b	l	h	e
j	b	o	l	y	r	f	u	y	z	a	f	i	o	s	s
z	a	r	e	v	i	p	s	n	l	k	o	d	w	o	a
s	f	w	p	l	n	l	a	c	d	f	u	d	n	o	b
e	l	n	s	p	g	l	p	h	i	n	p	l	f	u	w
l	m	n	d	l	c	o	s	e	s	t	g	l	i	s	s
k	i	o	n	a	a	t	g	e	d	r	e	r	a	k	e
e	b	c	i	n	n	i	v	e	r	o	p	e	h	r	p
e	l	k	d	t	s	o	s	h	r	w	d	e	i	r	o
s	a	i	s	p	h	i	s	t	y	e	l	g	c	h	t
g	u	t	t	o	r	f	a	y	f	l	s	h	k	e	c
s	d	k	i	t	o	o	s	p	d	g	s	p	m	e	o
h	i	a	h	s	i	f	y	l	l	e	j	s	m	v	s

Worksheet 2

Find all the school objects in the following word puzzle.

book	globe	pencils	paint
rulers	calculator	scissors	laptop

t	a	p	e	n	c	i	l	s	t	s	s	p	e	k	s
e	s	f	u	s	a	u	a	s	r	o	s	s	i	c	s
p	e	c	c	e	o	q	e	o	f	o	i	n	c	t	s
i	s	r	t	r	e	s	e	d	o	i	g	b	l	h	v
j	b	o	g	l	o	b	e	y	z	a	f	i	o	s	e
z	a	t	e	v	k	p	s	n	l	k	o	d	w	o	a
i	p	a	i	n	t	l	a	c	d	f	u	d	n	o	b
e	l	l	s	p	f	l	p	h	i	n	p	l	f	u	w
l	m	u	d	u	d	o	s	e	s	t	g	l	i	s	s
k	i	c	n	t	a	t	g	e	d	o	e	k	o	o	b
e	b	l	i	t	n	i	v	e	p	o	p	e	h	r	p
e	l	a	d	h	s	o	s	h	o	n	d	e	i	r	o
s	a	c	s	p	h	i	s	t	t	e	l	g	c	h	t
g	u	t	t	d	r	f	a	y	p	l	s	h	k	e	c
s	d	k	i	t	o	o	s	p	a	g	s	p	m	e	o
h	i	a	h	s	i	f	r	u	l	e	r	s	m	v	s

Worksheet 4

Put the words in the correct order.

1. chicken? you Do like

2. chocolate? like you Do

3. like rice? Do you

4. Do potatoes? like you

Worksheet 6

Write a, an, or some.

1. I want _____ rice.

2. I have got _____

banana.

3. Do you want _____

milk?

4. I want _____ onions.

5. Do you want _____

apple?

6. I have got _____

orange.

7. I want _____ juice.

8. Do you want _____

egg?

9. I want _____ carrot.

10. I have got _____

cheese.

Worksheet 7

Write like or likes.

1. I _____ chocolate.

2. I do not _____ beans.

3. He _____ bananas.

4. Do you _____ milk?

5. She _____ cheese.

6. He does not _____ rice.

7. Does he _____ chicken?

8. Sarah _____ ice

cream.

9. Does she _____

grapes?

10. She does not _____

onions.

Worksheet 8

Put the words in the correct order. Do not forget to add full stops at the end of the sentences.

1. curtains He's the behind

2. next It's bed to the

3. in of Meg front She's

4. is the chair It behind

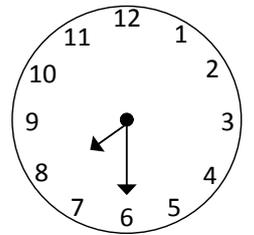
5. Sarah to He's next

Worksheet 9

Choose the actions from the given options and then fill in the blanks by looking at the time.

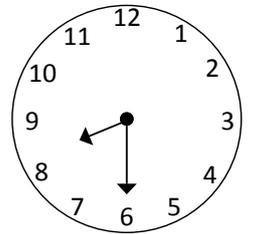
go to school	have breakfast	have dinner
go home	go to bed	have lunch

1. I _____ at



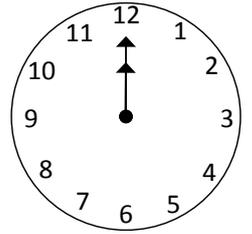
half past seven.

2. I _____ at half



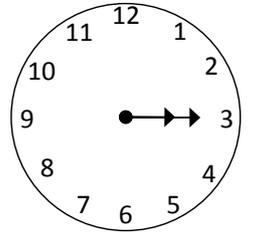
past eight.

3. I _____ at



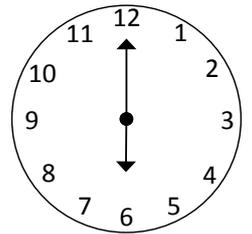
twelve o'clock.

4. I _____ at



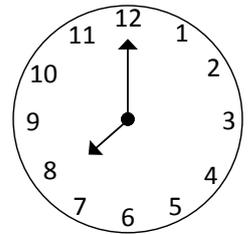
quarter past three.

5. I _____ at six



o'clock

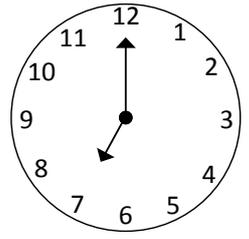
6. I _____ at



eight o'clock

Worksheet 10

Put the words in the correct order. Do not forget to place full stops at the end of the sentences.

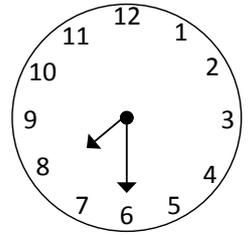


1. up you When get do

2. get I up at o'clock seven

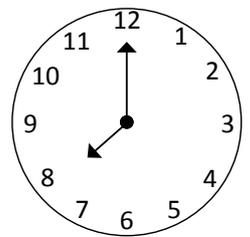
3. you do have When breakfast

4. half past at have I breakfast seven



5. bed When you do to go

6. o'clock at eight go I to bed



Worksheet 11

Now answer these questions about you.

1. When do you get up?

2. When do you go to school?

3. When do you go home?

4. When do you go to bed?

Worksheet 12

Put the words in the correct order. Do not forget to place full stops at the end of the sentences.

1. TV Watch I always

2. have snack I always a

3. always dog my I feed

4. room my always tidy I

Worksheet 13

Put the words in the correct order. Do not forget to add full stops at the sentences.

1. never her tidies She room

2. never does homework He his

3. feeds He dog never his

4. She the never lays tables

Worksheet 14

Use these words to complete the sentences.

is	it's	whose	meg's
This	crayon	These	blue

1. _____ painting is

this?

2. _____ Danny's

painting.

3. Whose drawing _____

this?

4. It's _____ drawing.

5. _____ is my

paintbrush.

6. _____ are my

crayons.

7. My _____ is red.

8. Your pencil is

_____.

Worksheet 15

Read the following sentences and fill in with the most appropriate blanks. You may have to use one answer twice.

is, boys

are, boys

is, girls

are, girls

1. There _____ a _____

on the slide.

2. There _____ two _____

on the slide.

3. There _____ three _____

_____ on the slide.

4. There _____ a _____

on the bench.

5. There _____ two _____

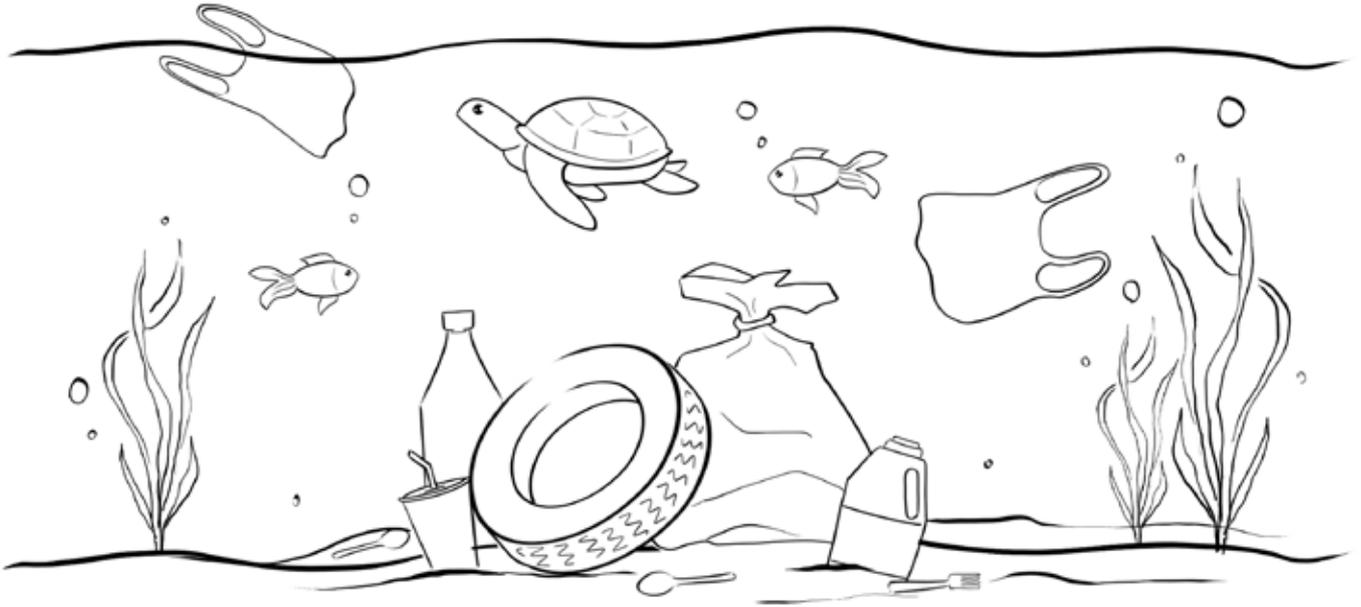
on the bench.

6. There _____ three

_____ on the bench.

Worksheet 16

Look carefully at the picture and answer the following questions.



1. What is happening in the picture?

2. What is the turtle doing?

3. Why is it full of rubbish?

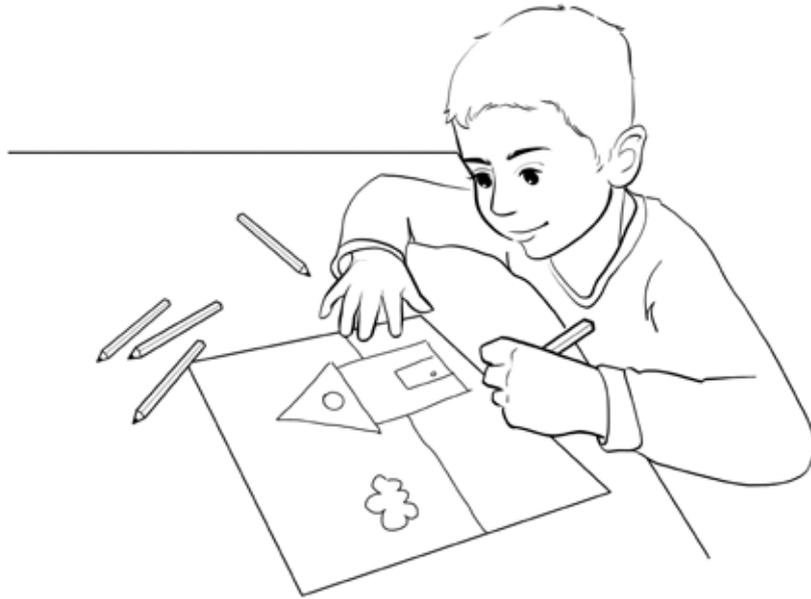
4. What do you think will happen to all the rubbish?

5. Do you think rubbish is dangerous to the sea creatures?

6. What should you do with your rubbish?

Worksheet 17

Look carefully at the picture and answer the following questions.



1. What is the little boy doing?

2. What time of the day do you think it might be and why?

3. How do you think the little boy feels about his work?

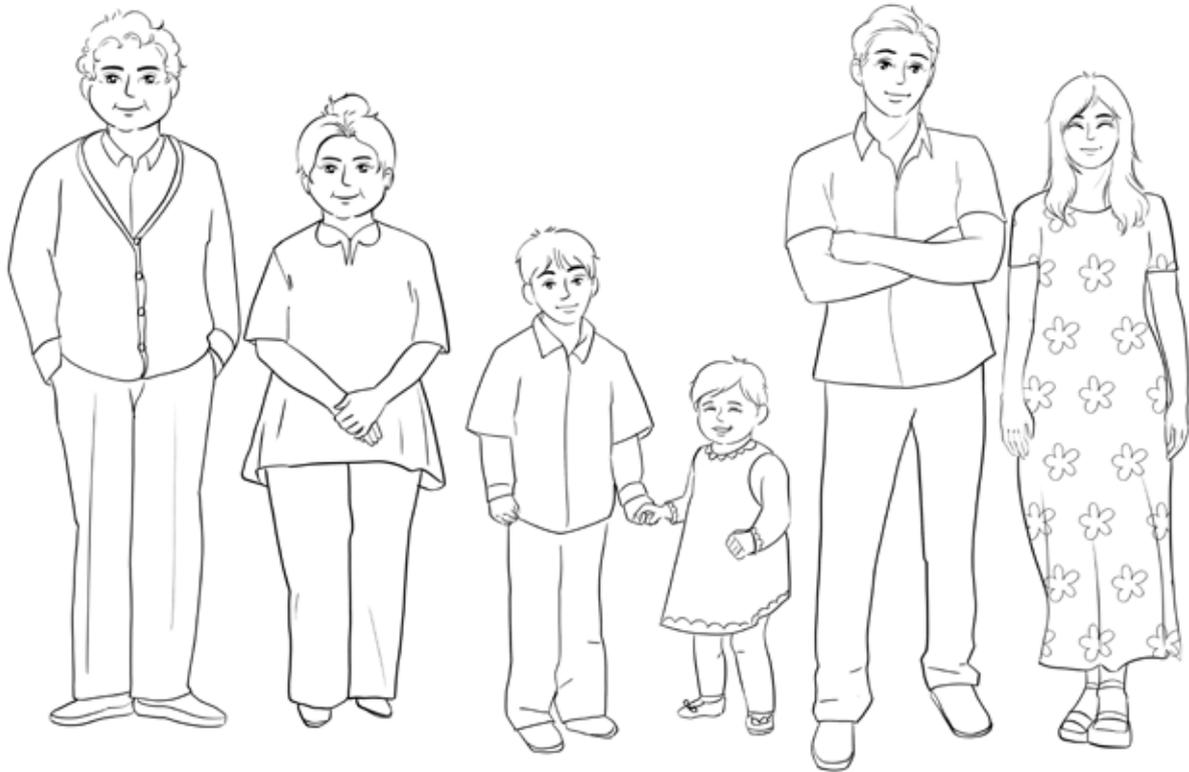
4. What do you think could happen next?

5. What would you do in this situation?

6. What is the boy drawing?

Worksheet 18

Look carefully at the picture and answer the following questions.



1. What is happening in the picture?

2. How many grownups are present in the picture and why do you think that?

3. Do you think they all belong to one family?

4. What do you think they are thinking?

5. How many members are in your family?

6. How are they all dressed?

Worksheet 19

Look carefully at the picture and answer the following questions.



1. What is happening in the picture?

2. What do you think the dad is planning to do?

3. What do you think the boy is planning to do?

4. When do you think the day will stop?

5. What do you think will happen next?

6. Where are they both present?

Worksheet 20

Look carefully at the picture and answer the following questions.



1. What is happening in the picture?

2. Why is the boy in bed?

3. Why do you think the boy is holding his tummy?

4. Why do you think there is a thermometer on the side table?

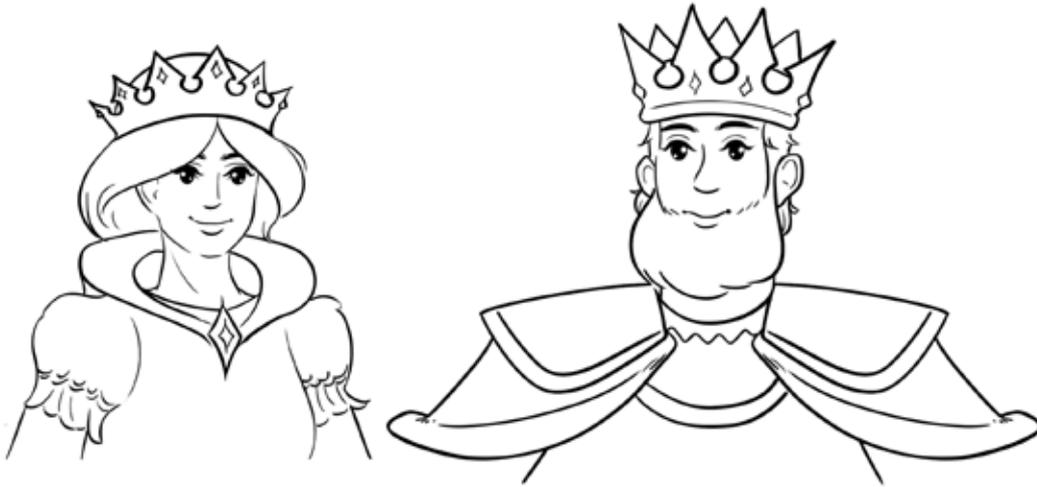
5. What else is there apart from the thermometer?

6. What do you think might happen next?

7. Why do you think the boy fell sick?

Worksheet 21

Imagine that you have been made king or queen for the day. What would be the first thing that you would do? How would you make your country a happier place?



Hints:

Where would you live?

Who would you help first?

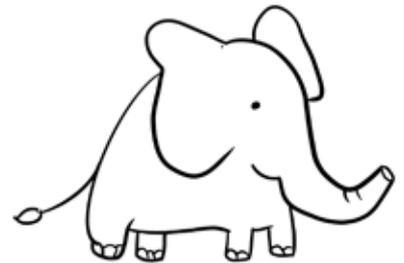
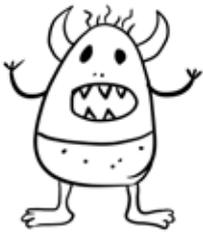
Who would you appoint to help you implement your laws?

What would be the most important thing to do?

What could you do to make your country happier?

Worksheet 22

Imagine that you are walking through the park when a cat suddenly starts talking to you! What does it have to say? What would you do?



Hints:

What does the cat have to say?

How do you feel about seeing a talking dog?

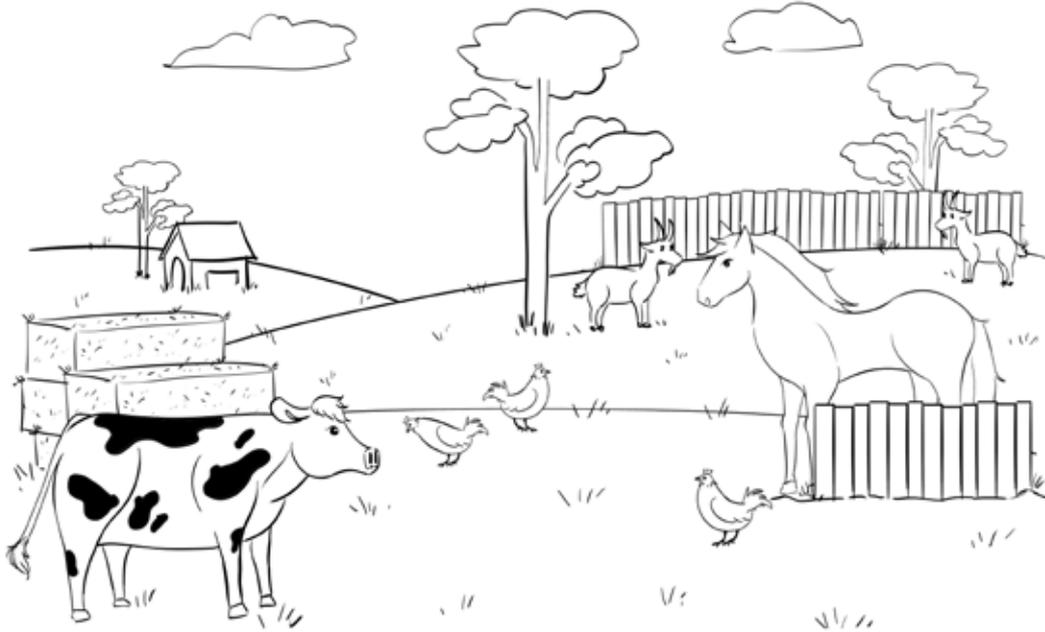
Would you tell anyone about the talking cat?

What would you say to the talking cat?

If it asks you to do something would you listen?

Worksheet 23

Imagine that a new farm has appeared in your neighbourhood, and it is named after you! Which animals are inside the farm? And what will happen when you visit?



Hints:

How big is the farm?

What will happen when you visit the farm?

How many animals do you think will be in the farm?

Who do you think is behind this?

Do you think you will open the farm?

