



### Our toys

SUBJECT: English  
GRADE: 2<sup>nd</sup>  
DATE: April  
25<sup>th</sup>, 26<sup>th</sup>, 27<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup>  
TEACHER: Gloria Peña  
Novoa

#### I. EXPECTED LEARNING:

| COMPETENCE                                 | PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | PURPOSE                                                     | ATITUDES                                                                      |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>C1: SE COMUNICA ORALMENTE EN INGLÉS</b> | 4. Adapta el texto oral a una situación comunicativa cotidiana (deletrear nombres; intercambiar información personal; hablar acerca del clima y de las estaciones; identificar ropa, discutir sobre la ropa de estación, describir lo que alguien está usando; expresar preferencias sobre comidas; describir la institución educativa y el trabajo; dar la ubicación de un lugar; responder y preguntar acerca de ocupaciones y lugares de trabajo; y hablar de lugares de una ciudad). | <b>Explica el vocabulario en una situación comunicativa</b> | Apoya incondicionalmente a personas en situaciones comprometidas o difíciles. |

#### II. ASSESMENT:

| CRITERIA          | EVIDENCES       | TOOLS      |
|-------------------|-----------------|------------|
| Explain the topic | Oral expression | Check list |

#### III. SEQUENCE OF ACTIVITIES:

- Teacher greets the students
- Teacher introduces the vocabulary about toys.
- Students listen and color the pictures.
- Students listen and number the pictures.
- Students complete the sentences with is or are.
- Students color the pictures according to the sentences.
- Students look at the picture and answer True or False.
- Students create a new sentence and share with the class.
- Students complete the exercise and read in class.
- Students evaluate themselves.

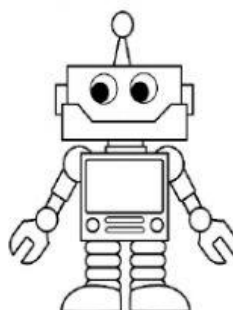
Vocabulary



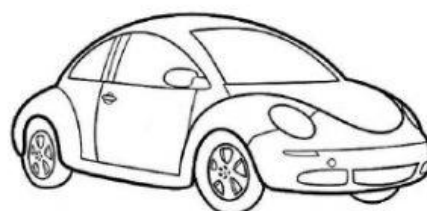
Plane



Doll



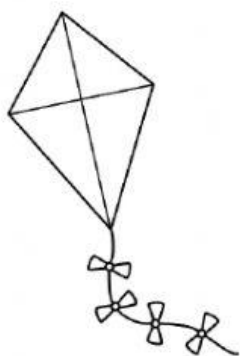
Robot



Car



Teddy  
Bear



Kite



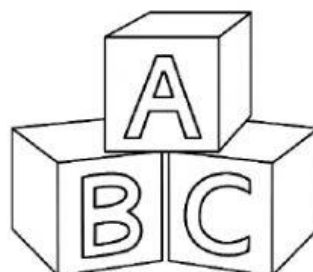
Train



Bike



Ball



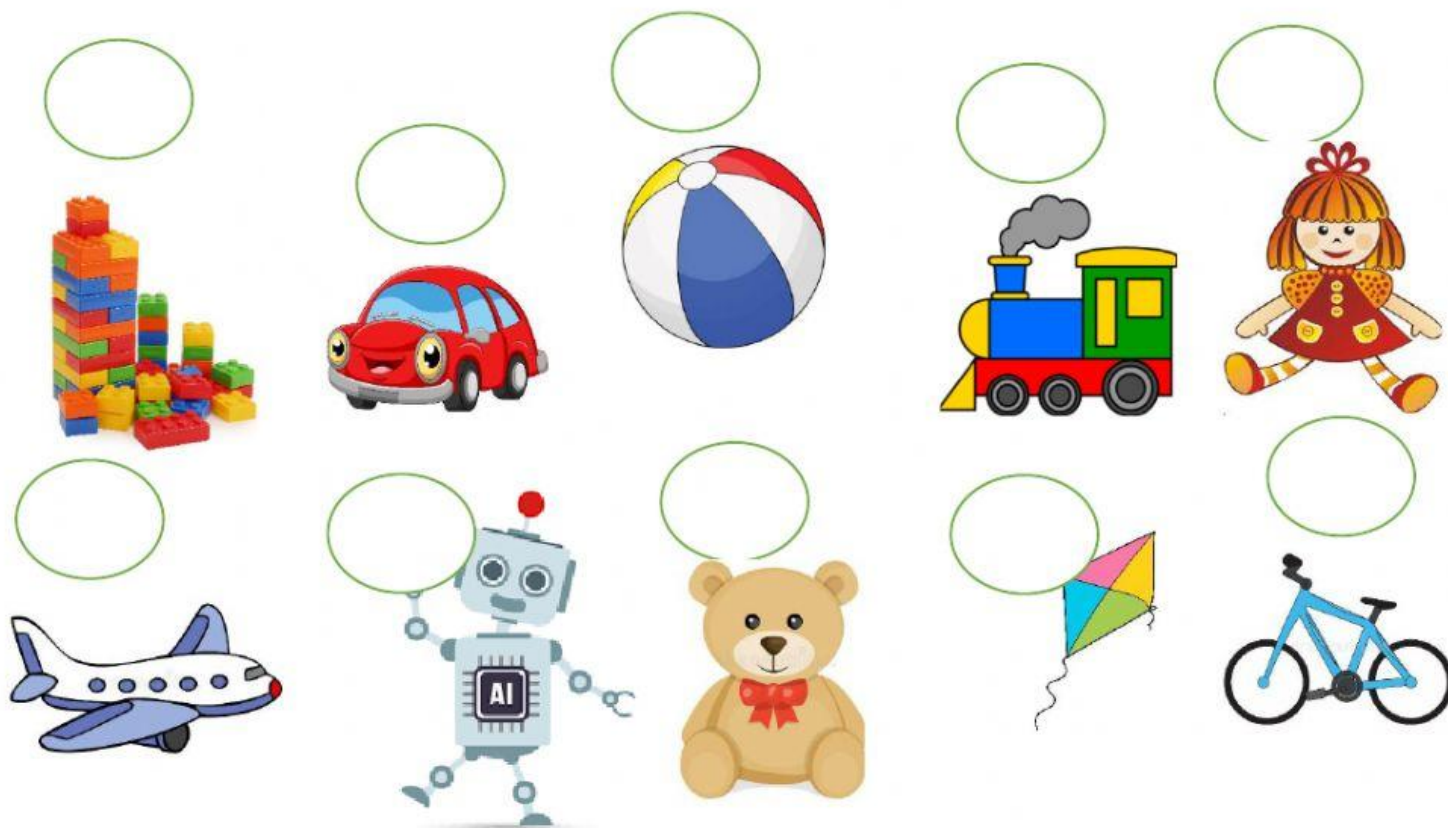
Blocks



LET'S PRACTICE

1. Listen and number the pictures.

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|



2. Complete the sentences and color the picture:

1. There \_\_\_\_ a blue plane
2. There \_\_\_\_ purple bikes
3. There \_\_\_\_ a red car
4. There \_\_\_\_ green balls
5. There \_\_\_\_ yellow blocks
6. There \_\_\_\_ a brown teddy bear
7. There \_\_\_\_ a blue and pink kite





3. Look at the Picture and answer True or False.



1. There are robots .            T   F
2. There are 2 balls.            T   F
3. There are 3 cars.            T   F
4. There is 1 train.            T   F
5. There are 2 teddys.            T   F
6. There are blocks.            T   F
7. There are 5 books.            T   F

4. Can you add a sentence?

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# THERE IS / THERE ARE

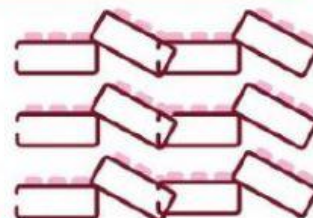
There **is one** teddy bear



There **are two** cameras



1. There **is / are** one truck



2. There **is / are** three dolls

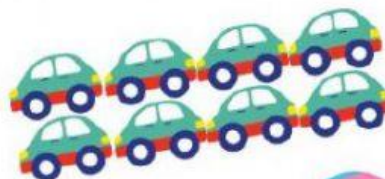


3. There **is / are** five planes



4. There **is / are** one robot

5. There **is / are** ten blocks



6. There **is / are** eight cars

7. There **is / are** one train



8. There **is / are** two radios



9. There **is / are** four drums

10. There **is / are** six balls

