

AL NOOR INTERNATIONAL SCHOOL

Grade 2

English

Enhancement

Program

(with Listening and Speaking Activities)



A good listener
listens with



their eyes.

SPEAKING
IN PUBLIC



Name: _____

Grade:2 _____

Speaking Activity: Introducing Oneself

Activity time: 45 minutes

Objective: Students will be able to develop the ability to introduce or project themselves with confidence in front of other people.

Public Speaking:

Students will stand in front of the class and answer the following in complete sentences:

- 1- What is your name?
- 2- How old are you?
- 3- What is your nationality?
- 4- What is your favorite subject? Why?
- 5- What do you like to do during your free time?

Role Playing:

Scene: School

Student 1: Hi! My name is _____ . (Shake hands)

Student 2: Hi! I am _____ . Are you from (Egypt)? (Country)

Student 1: Yes, I am. How about you? Are you from (Jordan)? (Country)

Student 2: Yes I am.

Student 1: I'm glad to meet you.



Open this link at home and watch: <https://www.youtube.com/watch?v=tZOgdnKJ5Sc>

<https://www.youtube.com/watch?v=flHOanALiFw>

<https://www.youtube.com/watch?v=ZL74qIBAPek>

Reading Activity: Main Idea and Details

Reading: Story: A Tadpole Tale

Activity time: 45 minutes

Objective: Students will be able to identify the main idea and details of the story.

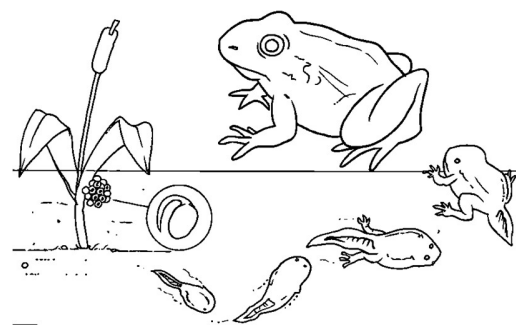


A Tadpole Tale

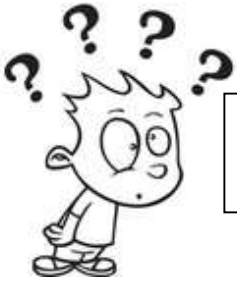
Sarah and Tracy walked to a neighborhood pond to look for tadpoles. Tracy carried a red bucket and a net because she wanted to take some home. Sarah didn't think they should take the tadpoles. She had read that tadpoles grow best in their natural environment. In the pond, tadpoles have food, shelter, and a place to crawl out when they grow into frogs.



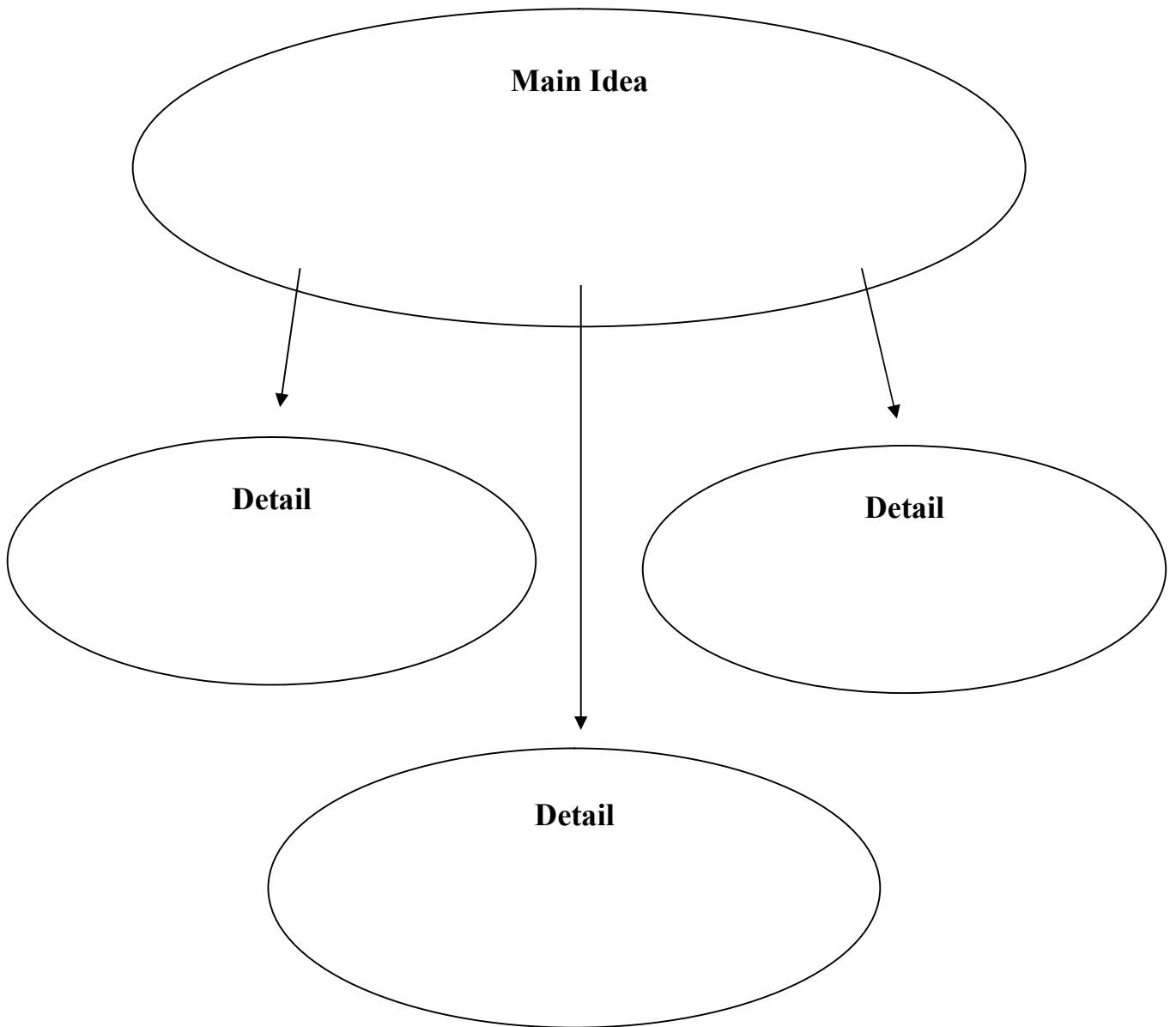
When they got to the pond, Sarah saw two big round eyes peeping from above the water. She noticed more frog eyes. There were frogs scattered everywhere in the pond. When Sarah walked around the edge of the pond; some of the frogs splashed under the water, some of the frogs remained still like statues, and some of the frogs squeaked.



Reading Activity Worksheet #1



The **main idea** is the most important idea in a story.
Details give more information about the main idea.



Speaking Activity: Asking for and Giving Directions

Activity time: 45 minutes

Objective: To give students practice on how to ask and give proper directions.



Role Playing:

Scene: School

(Student 2 and 3 are walking together; along their way they met student 1.)

Student 1: Excuse me. May I know where the library is?

Student 2: Yes. Sure. Just go straight this aisle, turn left, and you'll see the library.

Student 1: How about the canteen?

Student 3: Just turn right from the library and you can see a gate.

Go straight ahead and you will see the canteen.

Role Playing:

Scene: Park

(Student 2 and 3 are playing while student 1 will ask something.)

Student 1: Excuse me. Do you know where can I buy ice cream?

Student 2: Yes. Sure. Just go straight this way, turn left, and you'll see the ice cream house.

Student 1: How about the pond?

Student 3: Just turn right from the ice cream house and you can see a gate.

Go straight ahead and you will see the pond.

Student 1: Thank you so much.

Student 2 and 3: You're welcome.



Open this link at home and watch: <https://www.youtube.com/watch?v=UKmK30rYNMU>

Reading Activity: Predicting Outcomes

Reading: Story: Clay Day!

Activity time: 45 minutes

Objective: Students will be able to predict what happens next in the story.

Clay Day!



Amna worked all morning on her clay sculpture.

She carefully formed the lumpy material into a beautiful elephant.



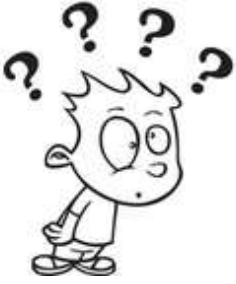
She placed it onto a board on the floor and ran out of the room to get her mom. As she walked back, she saw her brother and three of his friends running from the room, bouncing a basketball.



Slowly Amna entered the room and looked down at the floor where she had left her work of art.



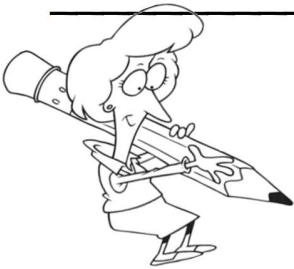
Reading Activity Worksheet #2



You can use what you know and what has happened in a story to make **predictions**.

Predictions can help you figure out what happens next in a story.

What do you think happened next?



Draw what Amna saw in her room.

A large, empty rectangular area with wavy top and bottom edges, intended for drawing.

Speaking Activity: Offering Help

Activity time: 45 minutes

Objective: Students will learn how to help others.



Mini Skit:

Setting: School

(Student 1 was having a hard time carrying his/ her heavy bag.)

Student 1: Good morning. Can you please help me carry my bag?

Student 2: Yes, sure. Where is your classroom?

Student 1: In Grade 1B.

(Students 1 and 2 will carry the bag going to the room.)

Student 1: Thank you so much.

Mini Skit:

Setting: House

Characters; Student 1: Mother

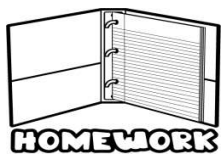
Student 2: Son/ daughter

Student 3: Little brother or sister

Scene: Students will perform a skit showing a busy mother that needs their help in taking care of their little brother or sister.

Mini Skit:

Students will make their own skit showing how to ask for help and offer help to others.



Open this link at home and watch: <https://www.youtube.com/watch?v=v4BwafaEBV4>

Reading Activity: Sequencing of Events

Reading: Story: First Day of School

Activity time: 45 minutes

Objective: Students will be able to identify the first, then, next, and last in the story.



Back to School

First Day of School



Ahmed was excited about his first day in school. The night before, he chose a blue shirt and brown pants to wear and laid them on a chair.



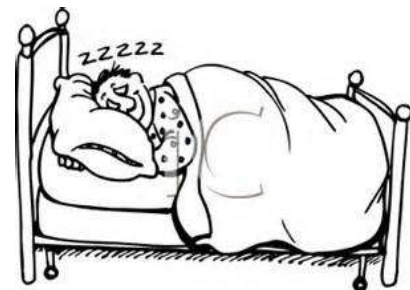
In his backpack, he placed his new pencil box with his markers, crayons, and pencils. Ahmed left a note for his mom



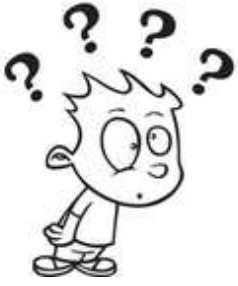
to make him a sandwich and chocolate milk for lunch.

After brushing his teeth, he set his alarm at 6:00am, and went to bed. Ahmed lay still for an hour wondering about the next day.

Finally, his eyes shut and fell asleep with a smile on his face.



Reading Activity Worksheet #3



The **sequence** of events is the order of which things happen.

Words such as ***first, then, next,*** and ***last*** give clues to when events take place.

Complete the chart:

First →

Then →

Next →

Last →

Speaking Activity: Apologizing

Activity time: 45 minutes

Objective: Students will learn how to admit their mistakes and apologize.



Role Playing:

Setting: School

(Student 1 is eating his sandwich and juice while 3 students are running. Student 2 accidentally bumped the boy and his food fell in the floor.)

Student 2: (Yelling) Didn't you see us? We were running and you blocked our way!

Student 3: Don't shout. Don't blame him. It was our fault. We shouldn't run.

Student 4: Yes he's right. You should apologize.

Student 2: Oh, I'm sorry. I did not see you. It was my fault. Would you like to take half of my sandwich?

Student 1: (Smiling) It's ok. I still have one more.

Student 3 and 4: We are sorry. We are not going to run again during break time.

Mini Skit:

Setting: Supermarket

Characters; Student 1 and 2: Father and Mother

Student 3: Son/ daughter

Student 4: Old man/ lady

Scene: Instruct students to make a skit showing an old man/ lady buying oranges. Suddenly, student 3 was playing with the cart and unintentionally hit the old man/lady. The father/ mother were mad and told their son/ daughter to ask for an apology.

Mini Skit:

Instruct students to make their own skit showing how to admit mistakes and apologize.



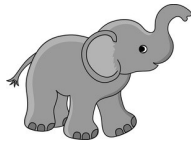
Open this link at home and watch: <https://www.youtube.com/watch?v=pFjoNR7H6w4>

Reading Activity: Make Inferences

Reading: Story: Kanchi The Elephant

Activity time: 45 minutes

Objective: Students will be able to make inferences about the story.



Kanchi The Elephant



There lived a man in Thailand. He was called Mr. Thai.

He had a fruit shop. In this fruit shop, there were apples, oranges, mangoes, bananas, grapes, pineapples, watermelons, and lots of other fruits.

Every day, Kanchi the elephant went to the river to take a bath.



She always stopped by the fruit shop. She did not go away until Mr. Thai gave her banana.



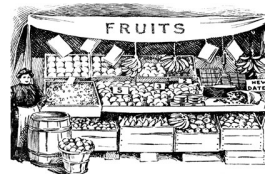
Mrs. Thai did not like this. She was an unkind woman.

One day, Mr. Thai was not at his shop.

Mrs. Thai was at the shop. Kanchi came and waited for her banana.

Mrs. Thai did not give her any banana.

Mrs. Thai drove her away with a stick.

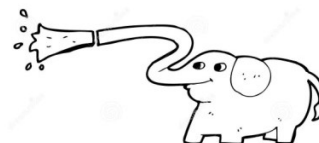


Kanchi was angry. She went to the river and had her bath.

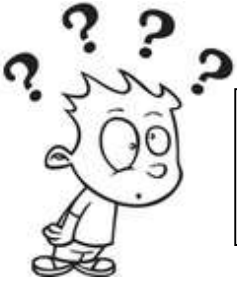
Then, she filled her trunk with water. She went back to the fruit shop.

She splashed Mrs. Thai with the water.

Mrs. Thai was wet all over.



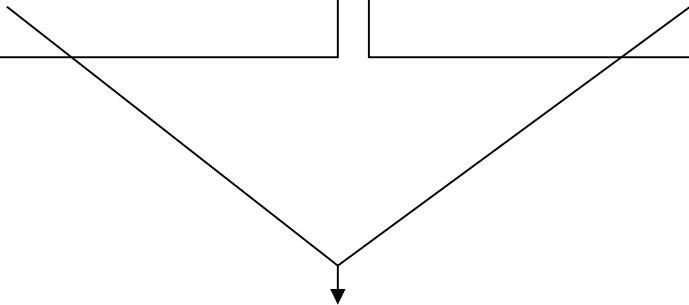
Reading Activity Worksheet #4



When you **make inferences**, you use what you already know and what you have read to figure out something about a story

What I Learned From Reading

What I Already Know



My Inference

Speaking Activity: Good Manners

Activity time: 45 minutes

Objective: Students will possess good manners that will help them build confidence and increase self-esteem.



Role Playing:

Scene 1: Students will show good table manners.

1. Wash your hands before eating.
2. Sit up and do not hunch over the plate.
3. Don't stuff your mouth full of food.
4. Chew with your mouth closed.
5. Always say "Thank you" when served.
6. Eat slowly and do not gobble up the food.
7. Don't reach over someone's plate for something. Politely ask that item to be passed to you.
8. When eating at someone's home, always thank the host, and tell them how much you enjoyed it.

Mini Skit:

Setting: at home

Scene: Instruct students will make a skit showing how to answer the phone with good manners.

1. Say "Hello,"
2. Do not forget to say "Good morning", "Good afternoon", or "Good evening".
3. Ask politely. Example: "Who are you looking for?" "May I know who's calling please?" "Wait for a while."

Mini Skit:

Students will make their own skit showing how to show good manners in different places such as supermarkets, malls, mosques, and park.



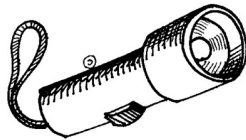
Open this link at home and watch: <https://www.youtube.com/watch?v=eWz8Z5Oq4p4>

Reading Activity: Cause and Effect

Reading: Story: Flashlight

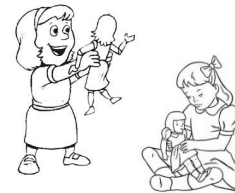
Activity time: 45 minutes

Objective: Students will be able to identify the cause and effect of the story.



Flashlight

Last weekend my friend Yara slept over.
We stayed up very late playing with our dolls.

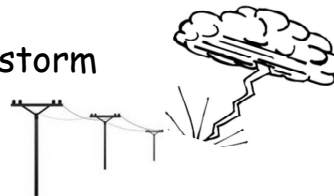


My mom came into the room to tell us we had to go to sleep.
It was dark, so, Yara and I took my dad's flashlight and played under
the covers. I am not sure when we finally fell asleep, but we left the
flashlight on.



In the morning, it no longer worked. The batteries were dead.

Yesterday, there was a big thunderstorm
and we lost our electricity.

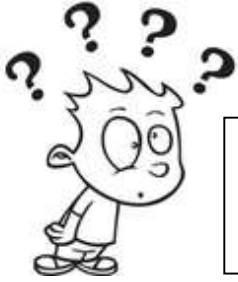


Dad went to get his flashlight so we could see, but it didn't work.
He wasn't very happy when he found out I had left it on all night and
wasted the batteries.

Now, I have to rake up all of the leaves
that blew around from the storm!



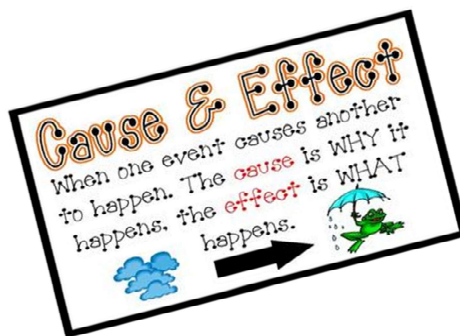
Reading Activity Worksheet #5



A **cause** is the reason something happens.

An **effect** is what happens.

CAUSE	EFFECT
	Mom came in to tell us to go to bed.
It was dark.	
	Flashlight batteries died.
Dad tried to use the flashlight, but it didn't work.	



Speaking Activity: Show and Tell

Activity time: 45 minutes

Objective: Students will bring and show anything they like.



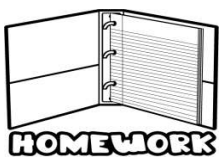
What is Show and Tell?

- It is like talking except that a little more effort put into its preparation will bring out more Creativity, interest, and excitement. It is a chance for the kids to take a center stage in front of other kids. This helps the child to learn and experience public speaking – a skill a child will use throughout his life.

Objectives:

Students will be able to:

- Share ideas in oral presentations
- Vary volume of voice
- Use appropriate body position (face the audience)
- Pay attention when others are speaking (appropriate audience member)
- Avoid distracting others
- Adjust listening and viewing to gain knowledge in a variety of situations
- Focus attention
- Understand message given (so the student will need to give clear message to the audience)
- Increase vocabulary through reading, writing, speaking, and listening (high frequency words, position words, question words, time and order)
- Answer questions about the text (about the show and tell item)



HOMEWORK

Open this link at home and watch: <https://www.youtube.com/watch?v=QoKm-BPk7Ms>



Reading Activity: Summarizing

Reading: Story: Animal Facts

Activity time: 45 minutes

Objective: Students will be able to summarize the story.



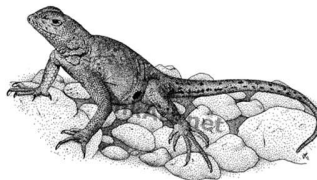
Animal Facts

Some animals can grow new body parts.

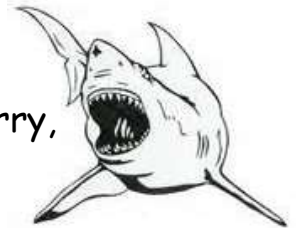


Spiders can grow new legs if their legs get hurt or lost.

Lizards can grow new tails.



Sharks lose thousands of teeth in their lives, but don't worry, they also grow thousands of new ones.

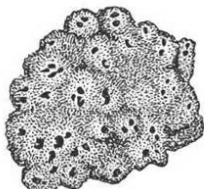
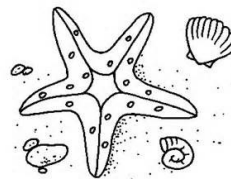


These are just a few of many animals that can grow new parts.

Other animals can grow whole new animals from pieces of body parts.

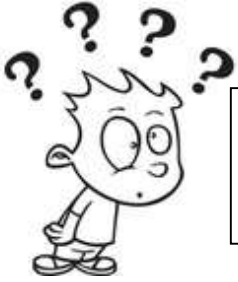
Most starfish have five legs.

A new starfish can grow from just one leg.



Sea sponges and sea cucumbers can also grow from pieces of other sea sponges and sea cucumbers.

Reading Activity Worksheet #6



When you **summarize** an article or story, you tell about the most important facts and ideas in one or two **sentences**

Main Idea

Summary

Main Idea

Reading Target Skill: Main Idea and Details

Reading: (Paragraph): Lewis and Clark's Journey, The Ice Woman

Activity time: 45 minutes

Objective: Students will be able to identify the main idea and details of the story.

Read each paragraph.

Lewis and Clark's Journey



Lewis and Clark were the first Americans to reach the Pacific Ocean.

They crossed huge mountains and waterfalls.



They cut through forests.

Winters were cold and long. In the summer, bugs bit them.

Their journey took over two years of hard work.

The Ice Woman



Louise Arner Boyd was called "The Ice Woman."

She explored the great, frozen Arctic without fear.

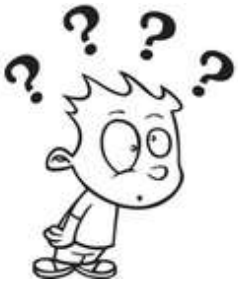
She went by land, sea, and air.

She found mountains under the Arctic Sea.

She was the first woman to fly a plane over the North Pole.



Reading Activity Worksheet #1



Learning how to identify the **main idea** will help you remember what the author is saying about a topic.
The **details** are the sentences that help explain the main idea.

Complete the Main Idea and Details Web:

Lewis and Clark's journey was long and difficult.

DETAIL:

DETAIL:

Louise Arner Boyd was a brave explorer.

DETAIL:

DETAIL:

Speaking Activity: Obedience

Activity time: 45 minutes

Objective: Students will learn the importance of obeying their parents.

Thanks Mom, Thanks Dad

Thank you, Mom.
Thank you, Dad.
Three small words, so much to add.
For all your love,
And your support
A million words would be too short.
The words, "I love you" seem too few...
To express the love
I have for both of you...

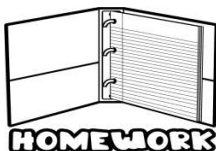


Poem Reciting

- Students will memorize the poem and recite in front of the class.

Students must possess the following:

- Physical Presence
 - ✓ body language and eye contact show compelling stage presence
- Voice and Articulation
 - ✓ Pronounce words clearly, with appropriate intonation and pacing



Open this link at home and watch: <https://www.youtube.com/watch?v=ISWGLEMc2pI>

Reading Target Skill: Sequence of Events

Reading: Story: The Plant Sitter

Activity time: 45 minutes

Objective: Students will be able to compose a sequence of events that had happened in a story or article.

The Plant Sitter

Julie loves things that grow.

She likes to take care of other people's plants when they go away.



First, she made a flyer.

The flyer offered her services as a plant sitter.

Next, she posted the flyers all around town.

Then she waited for people to call.

She did not have to wait long.

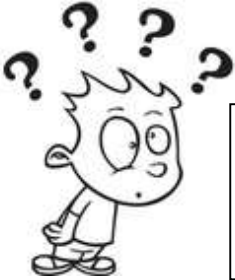
Many people called.



They were happy to have Julie take care of their plants while they were away.



Reading Activity Worksheet #2



The **sequence** of events is the order of which things happen. Words such as **first**, **then**, **next**, and **last** give clues to when events take place.

Write the events in the order in which they happen.

First →

Then →

Next →

Last →

Speaking Activity: Be Responsible, Be Safe, Be Respectful

Activity time: 45 minutes

Objective: Students will learn how to be responsible, safe, and respectful.



Students will:

- Sing and do the actions shown in the video.
- Discuss the ways on how to be responsible and safe in school and at home.

Role Playing:



Scene: Classroom

Student 1: Our teacher is on a meeting but she left us with something to work on.

Student 2: Come on, let us just play instead!

Student 3: Yes, let's play! Here's the ball, catch it!

Student 4: No, don't do that! It's not safe to play inside our room!

Student 1: Yes, he is right! We might hit others and we may also get hurt.

Student 4: Let's just quietly wait for our teacher and do our seatwork instead.

Student 2: Okay, I am sorry.

Student 3: I am sorry too. We will not play anymore.

Student 2 and 3: Okay, let's work now.



Open this link at home and watch:

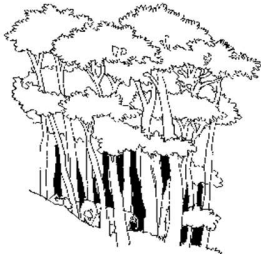
<https://www.youtube.com/watch?v=JGQAp2PY8yY>

Reading Target Skill: Description

Reading: (Passage): Tropical Rain Forests

Activity time: 45 minutes

Objective: Students will be able to write a description of a passage.



Tropical Rain Forests

Tropical rain forests are amazing places to see.

They are crowded with many kinds of colorful plants and animals.

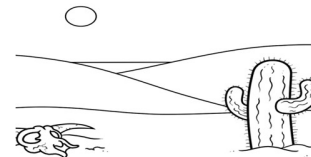


Tropical rain forests are dark and shady because tall trees make a kind of ceiling over everything.

In a tropical rain forest it can rain almost every day.

Some areas can get up to 430 inches of rain a year.

A desert may get 10 inches of rain a year.



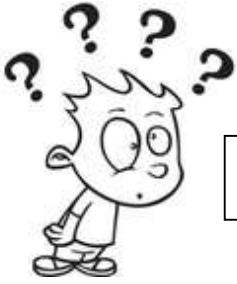
It is almost always warm in tropical rain forests because most of them are close to the equator.

Because there is a lot of rainfall and warmth, the trees and plants grow well.

Hundreds of different kinds of insects and animals use the plants and trees for food and shelter.

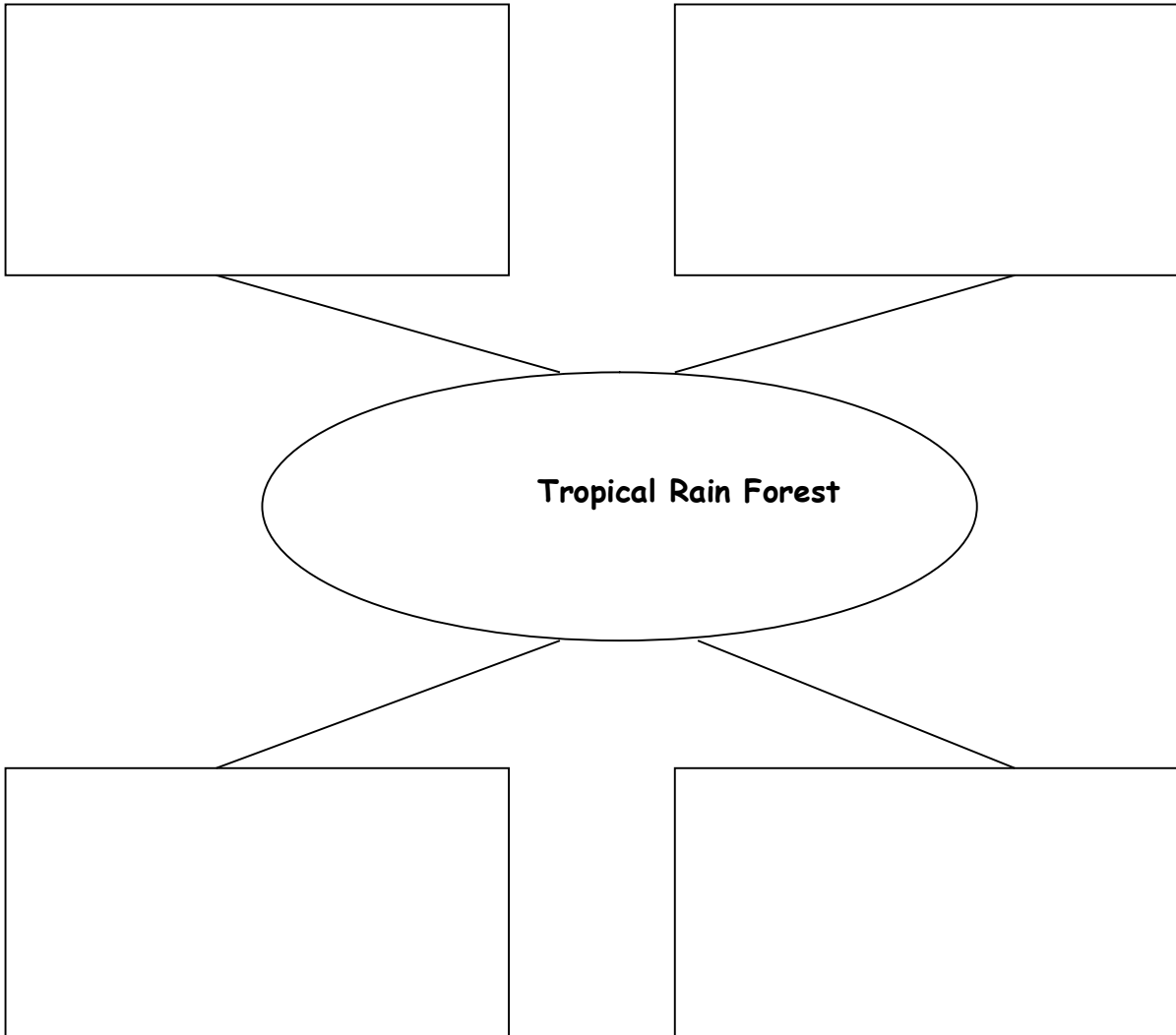


Reading Activity Worksheet #3



A **description** tells what a person, place, or thing is like.

Describe a Rain Forest. Complete the diagram below.



Speaking Activity: Good Listener

Activity time: 45 minutes

Objective: Students will learn the importance of being a good listener.



Students will:

- Take turns to answer the following questions:
 - Why should you listen to your parents?
 - Why should you listen to your teacher?

Mini Skit:

Setting: House

Characters; Student 1: Mother

Student 2: Son/ daughter

Scene: At home, while the mother was busy preparing their dinner...

Student 1 (Mother): Can you please watch the TV and see if there will be classes tomorrow because the weather is so bad?

(Student 2 opened the TV but didn't listen. He/ She just continued playing)

Scene: The next day, he/ she woke up early not knowing that classes were suspended and he/ she was regretful because he/ she did not do what her/his mother told him to do.

Mini Skit:

Students will make their own skit showing how to listen to elders.



Open this link at home and watch:

<https://www.youtube.com/watch?v=bu10OxyTkkU>

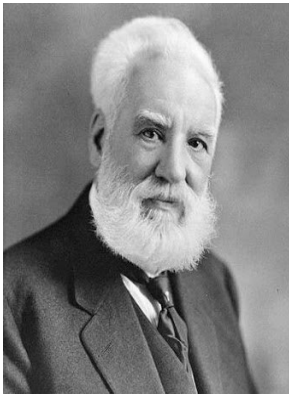
Reading Target Skill: Compare and Contrast

Reading: (Article): The Inventors

Activity time: 45 minutes

Objective: Students will be able to enhance their skill in understanding how to compare and contrast.

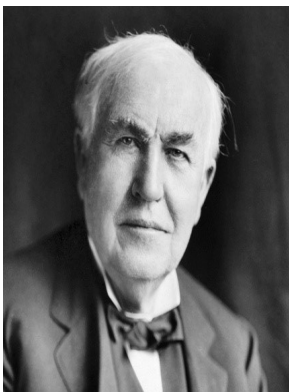
Read each article.



Alexander Grahambell was an inventor.

He was born in Scotland in 1849.

Alexander Grahambell
invented the telephone.



Thomas Edison was an inventor.

He was born in America in 1849.

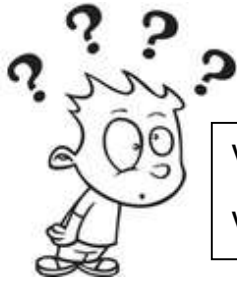
Thomas Edison invented the light bulb,

movie camera,

and phonograph.

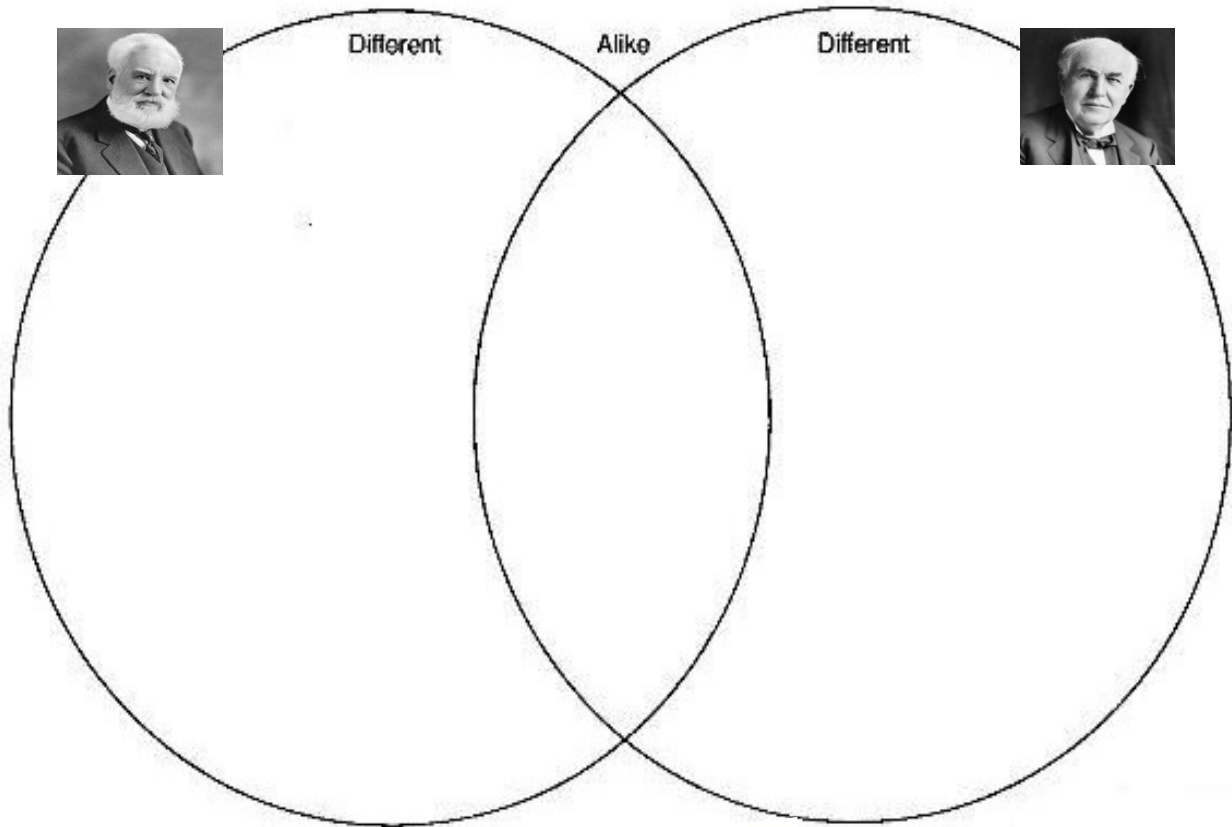


Reading Activity Worksheet #4



When you **compare**, you tell how two or more things are alike.
When you **contrast**, you tell how two or more things are different.

Fill in the Compare and Contrast Chart:



Compare and Contrast

When you **COMPARE** something, you are telling how they are similar or alike.

When you **CONTRAST** something, you are telling how they are different.

Compare Clue Words
and, same, both, too, similar, alike, as, also, as well as, most important, have in common

Contrast Clue Words
but, yet, although, while, instead, whereas, on the other hand, even though

A small Venn diagram with two overlapping circles. The left circle is labeled "different", the right circle is labeled "different", and the overlapping area is labeled "alike".

Speaking Activity: Cooperation

Activity time: 45 minutes

Objective: Students will learn how to cooperate with each other.

Mini Skit:

Setting: Classroom

Scene: Showing a messy classroom.

Student 1: Look! What happened to our classroom?

Student 2: It is full of trash!

Student 3: Our tables and chairs are disarranged.

Student 4: So what shall we do?

Student 1: I think we have to clean our room.

Student 2: Yeah right. So let's start!

After a few minutes...

Student 3: Oh we are done! We did it fast.

Student 4: We did it all together.



Mini Skit:

Students will make their own skit showing how cooperation works.



Open this link at home and watch:

<http://www.sesamestreet.org/videos?video=009ae27b-b108-44a8-8e68-80923dcc5526>

Reading Target Skill: Make Inferences

Reading: (Story): The Surprise Gift

Activity time: 45 minutes

Objective: Students will be able to make their own inferences about the story.



The Surprise Gift



Katie bounced a soccer ball on her knees.

Her dad sighed. "Not in the car, please."

Katie held the ball in her lap. She wiggled.

She wore a blue shirt that said "21" on the back.



Her dad parked by the field. Katie get started to get out of the car.

"Wait!" her dad called.

He pulled out a wrapped box and smiled.



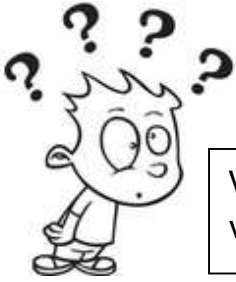
"I know you want to run faster, kick harder, and score more goals.

These will help.

Happy Birthday, Katie!



Reading Activity Worksheet #5



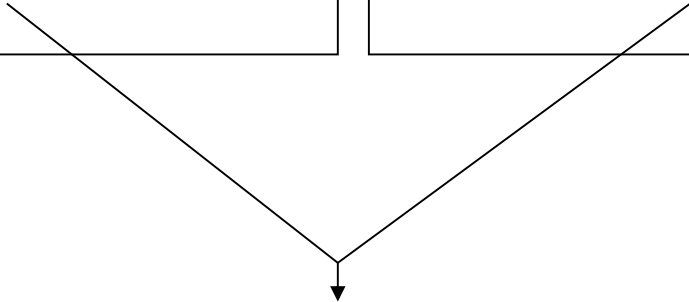
When you **make inferences**, you use what you already know and what you have read to figure out something about a story.



What I Know



What I Read



My Inferences

Speaking Activity: Family First

Activity time: 45 minutes

Objective: Students will learn how to prioritize and love their family.
Gain self confidence in speaking.

Students will:

- Retell the story.
- Give the moral lesson of the story.
- Continue the following sentences:
 - ✓ My family and I usually _____.
 - ✓ We watch _____ (favorite TV Program) together.
 - ✓ My father always _____.
 - ✓ My mother most of the time _____.
 - ✓ I love my family because _____.

Group Activity:

- Prior to this activity, students will bring pictures of their family.
- Students will make a collage of the pictures and talk about it by groups in front of the class.



Open this link at home and watch:

<https://www.youtube.com/watch?v=ZWY4qVrhoyw>

Reading Target Skill: Cause and Effect

Reading: Story: Car Buddies

Activity time: 45 minutes

Objective: Students will be able to identify the cause and effect of the story.

Car Buddies



Bob wanted to put his new toy together,
but he had a hard time doing it by himself.



He asked his brother, Joe, to help him.

First Joe got a screwdriver
to help attach the wheels.



Then Bob tried to put the doors on the car, but they wouldn't fit.

Joe helped put the doors on.

They turned on the car, but it did not move.

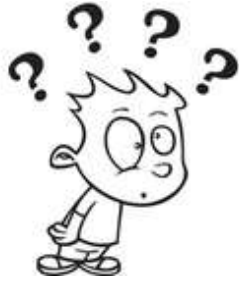


Then Bob remembered that they needed to put batteries in the car.

The car worked!









Reading Activity Worksheet #6




A **cause** is the reason something happens.

An **effect** is what happens.

Fill in the Cause and Effect Chart:

CAUSE	EFFECT
	
	
	

Cause & Effect
 When one event causes another to happen. The **cause** is WHY it happens, the **effect** is WHAT happens.


 A diagram showing a box of blue clouds on the left, a black arrow pointing to the right, and a green umbrella on the right.

Speaking Activity: Magic Words

Activity time: 45 minutes

Objective: Students will learn how to be polite and courteous.

Students will:

- Use the following Magic Words in a mini skit or role playing.
- Answer individually: Why is it important to use the magic words?



Open this link at home and watch:

<https://www.youtube.com/watch?v=JtttHGpFIR4>

Reading Target Skill: Comprehension: Plot

Reading: Story: Think Before You Speak

Activity time: 45 minutes

Objective: Students will be able to compose their own Story Map.



Think Before You Speak



It was time to head home from school.

Lee could not find his hat.

He had seen Jim near the hats and coats earlier.

"You took my hat," Lee said.

Jim said he did not, but he would be happy to help Lee look for it.

An angry Lee grabbed his coat to put it on.

His hat fell out of his own coat pocket.

"I'm sorry," he said to Jim.

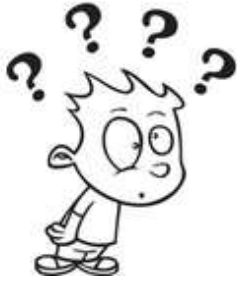
"I should have known you wouldn't take my hat.

I'll think and look next time before I talk."



Choose your words
wisely, put your
brain in gear,
before you put
your mouth in
ACTION.

Reading Activity Worksheet #7



A **plot** contains a problem and a solution.
Thinking about the plot can help you understand the story.

Composing a **Story Map** can help you identify the literary elements of the story.

Fill in the Story Map:

Beginning



Middle



End

Speaking Activity: Moral Values

Activity time: 45 minutes

Objective: Students will know the moral values they should always remember.

Students will:

- Choose any moral value shown in the video and explain its importance.

Examples:

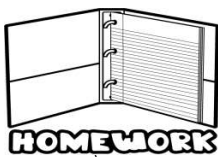
- ✓ Don't waste food.
- ✓ Don't make fun of others.
- ✓ Don't beat or hurt anyone.
- ✓ Never lie.

Role Playing:

- ✓ A scene will be given by the teacher and students are going to act it out using their own dialogues.

Group Activity:

- ✓ Students will make a chart with some of the moral values and discuss the importance in front of the class.



Open this link at home and watch:

<https://www.youtube.com/watch?v=3pHgl3YN7fl>

<https://www.youtube.com/watch?v=v2PCjxl0mml>