

Year 2 Extra Class – English Syllabus – 2018-2019 Semester 1

Unit	Topic	Content	B.E. 2551 Standard	B.E. Grade Level Indicator	Objectives
Starter	Welcome back!	<p>Revision</p> <p>Family: mum, dad, brother, sister, grandma, grandpa, aunt, uncle, and cousin</p> <p>Toys: ball, car, train, doll, teddy, puzzle, bike</p> <p>Days of the week and numbers 1-20</p> <p>Grammar – Revision of using/making contractions</p> <p>Listening – Listening for specific information</p> <p>Speaking – Describing peoples appearance (He's/She's got...), introducing yourself and others (My/His/Her name's...), talking about objects</p>	<p>F1.1 Grade 2 - 1-4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<ol style="list-style-type: none"> 1. Act in compliance with orders and simple requests heard. 2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading. 3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard 4. Answer questions from listening to sentences, dialogues or simple tales with illustrations. <ol style="list-style-type: none"> 1. Speak to give data about themselves and matters around them. 1. Listen/speak in simple situations in the classroom. 	<ul style="list-style-type: none"> * Students will be able to name the different members of their families * Students will be able to say, write, and identify the contractions <i>I'm</i>, <i>he's</i>, <i>she's</i>, and <i>name's</i> * Students will be able to count objects and answer the question "How many are there?" with the appropriate response "There is..." or "There are..."
Unit 1	Our new things	<p>School Things</p> <p>classroom, table, computer, peg(s), pencil case, board, poster, picture, drawers, cupboard, CD player</p> <p>Grammar – Demonstratives – This/That is a....,</p>	<p>F1.1 Grade 2 - 2</p> <p>F1.2 Grade 2 - 1-2</p> <p>F4.1 Grade 2 - 1</p>	<ol style="list-style-type: none"> 2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading. <ol style="list-style-type: none"> 1. Speak in an exchange with short and simple 	<ul style="list-style-type: none"> * Students will be able to recognize and name classroom objects and the plural of those objects * Students will know how to use demonstratives <i>This/That is</i> and <i>These/Those are</i> correctly when talking about

		<p>These/those are....</p> <p>Phonics – Alphabet review and initial sounds</p> <p>Reading – Reading for specific things</p> <p>Listening – Numbering items in the correct order</p> <p>Speaking – Asking and answering questions</p> <p>Writing – Capitalization and guided writing</p>		<p>words in interpersonal communication by following the models heard.</p> <p>2. Use orders and simple requests by following the models heard.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>singular objects or plural objects.</p> <p>* Students will be able to fix incorrect sentences in relation to capital letters at the beginning of the sentence, proper names in the sentence, and information from a story.</p>
Unit 2	They're happy now!	<p>Feelings</p> <p>hot, cold, hungry, thirsty, happy, sad, tired, angry, scared, brave, nervous</p> <p>Grammar – Contractions – We're/They're</p> <p>Phonics – Digraph sounds ch, sh, and th</p> <p>Reading – Poem (reading to understand)</p> <p>Listening – Identifying feelings</p> <p>Speaking – How are you feeling questions</p> <p>Writing – Writing about your feelings</p>	<p>F1.1 Grade 2 - 2</p> <p>F1.2 Grade 2 - 3-4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>3. Express their own simple needs by following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students will be able to identify and talk about how people are feeling based on appearance.</p> <p>* Students will be able to identify and use the contractions We're, and They're when talking about others.</p> <p>* Students will be able to speak and write about their own feelings.</p> <p>* Students will be able to discern and use the digraph sounds <i>ch</i>, <i>sh</i>, and <i>th</i>.</p>
Unit 3	I can ride a bike!	<p>Outdoor activities</p> <p>ride a bike, ride a horse, skate, skateboard (verb), play tennis, play football</p> <p>Grammar – I can/can't...., prepositions of place</p> <p>Phonics – Short vowel sounds</p>	<p>F1.2 Grade 2 - 1, 4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>4. Speak to ask for and give simple data about</p>	<p>* Students will be able to recognize and talk about different outdoor activities.</p> <p>* Students will get a further understanding of using action verbs to talk about outdoor activities.</p> <p>* Students will be able to</p>

		<p>Reading – Reading and understanding information from a web page</p> <p>Listening – Identifying outdoor toys</p> <p>Speaking – Where things are questions</p> <p>Writing – Using a/an, what you can or can't do</p>		<p>themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>speak and write about what they can and can't do.</p> <p>* Students will be able to use prepositions of place to describe where objects are in relation to other objects.</p> <p>* Students will know when to use <i>a</i> or <i>an</i> when speaking and writing.</p>
Unit 4	Have you got a milkshake?	<p>Food salad, fries, pizza, milkshake, cheese, sandwich, chicken</p> <p>Numbers 10-100</p> <p>Grammar – Yes...have/has, No...haven't/hasn't</p> <p>Phonics – Consonant blends – gr, br, and fr</p> <p>Reading – Caption story for information</p> <p>Listening – Identifying food available in a shop</p> <p>Speaking – Asking and answering questions about what someone has or hasn't got</p> <p>Writing – Using question marks and full stops – writing about food</p>	<p>F1.1 Grade 2 - 3</p> <p>F1.2 Grade 2 - 1, 4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students will be able to use <i>Yes, No, have/has, haven't/hasn't</i> when talking about what food they or other people have.</p> <p>* Students will be able to ask and respond to questions using <i>Yes, No, have/has</i> or <i>haven't/hasn't</i>.</p> <p>* Students will be able to make contractions using <i>have</i> and <i>have not</i> (<i>Yes, we've, No we haven't</i>).</p> <p>* Students will be able to skip count by tens to 100.</p>
Unit 5	We've got English!	<p>School subjects art, maths, English, science, PE, music</p> <p>School places Playground, sports field, art room, computer room, gym</p> <p>Grammar – What/When</p>	<p>F1.1 Grade 2 - 2</p> <p>F1.3 Grade 2 - 1</p> <p>F3.1 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>1. Speak to give data about themselves and</p>	<p>* Students will be able to recognize certain school subjects and certain places within the school.</p> <p>* Students will be able to write and talk about what subject they have, the day it is on, and where it will be.</p>

		<p>have we got..., We've/We haven't got..., our/their</p> <p>Phonics – Consonant blends – dr, tr, and cr</p> <p>Reading – Webpage reading for descriptions</p> <p>Listening – Identifying school places from descriptions</p> <p>Speaking – Asking and answering questions about school</p> <p>Writing – Capital letters, writing about school subjects</p>		<p>matters around them.</p> <p>1. Tell the terms related to other learning areas.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students will be able to use <i>their</i> and <i>our</i> when talking about personal property.</p> <p>* Students will be able to read a passage and answer questions about the text.</p>
Mid-term exams covering Units 1 - 5					
Unit 6	Let's play after school!	<p>After-school activities help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV, listen to music, play with friends, read a book, write an email</p> <p>Grammar – Using verbs – I.../I don't ...</p> <p>Phonics – Consonant blends – cl, sl, and gl</p> <p>Reading – Informational text about people</p> <p>Listening – Identifying other school activities</p> <p>Speaking – Using verbs to talk about after-school activities</p> <p>Writing – Using simple verbs to talk about activities</p>	<p>F1.1 Grade 2 - 3</p> <p>F1.2 Grade 2 - 1, 4</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>3. Choose the pictures corresponding to the meanings of words, groups of words and sentences heard</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students will be able to recognize, speak, and talk about different after school activities they do.</p> <p>* Students will gain further knowledge about using verbs to describe what they do using "I" statements.</p> <p>* Students will be able to listen to what others do and answer questions about after school activities.</p>
Unit 7	Let's buy presents!	<p>Special days chocolate, sweets, balloon,</p>	<p>F1.1 Grade 2 - 1</p> <p>F1.2 Grade 2 - 1,4</p>	<p>1. Act in compliance with orders and simple</p>	<p>* Students will be able to use <i>like, likes, doesn't like, don't</i></p>

		<p>present, cake, card, neighbor, pastires, nuts, tie, buy</p> <p>Grammar – I like/don't like, He/She likes/doesn't like</p> <p>Phonics – Consonant blends – cl, sl, and gl</p> <p>Reading – Reading and following instructions</p> <p>Listening – Identifying suitable presents</p> <p>Speaking – Asking questions about likes and dislikes</p> <p>Writing – Long form (does not) and short form (doesn't), writing about presents</p>	<p>F1.3 Grade 2 - 1</p> <p>F2.1 Grade 2 - 1-2</p> <p>F4.1 Grade 2 - 1</p>	<p>requests heard.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>4. Speak to ask for and give simple data about themselves by following the models heard.</p> <p>1. Speak to give data about themselves and matters around them.</p> <p>1. Speak and make accompanying gestures in accordance with the culture of native speakers.</p> <p>2. Tell the names and vocabulary of native speakers' important festivals.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p><i>like</i> to talk and write about their own likes and dislikes and other peoples likes and dislikes.</p> <p>* Students will be able use "not" contractions (doesn't, don't) to talk about people.</p> <p>* Students will be able to talk and write about time when they give presents to others.</p>
Unit 8	What's the time?	<p>Everyday activities</p> <p>Get up, have breakfast, go to school, go home, have dinner, go to bed</p> <p>Times of day in the morning, in the afternoon, in the evening, at night</p> <p>Grammar – It's...o'clock, He/She ... at ... o'clock.</p> <p>Phonics – Consonant blends – sn, sm, st, and sk</p> <p>Reading – Information text</p>	<p>F1.1 Grade 2 - 2</p> <p>F1.2 Grade 2 - 1</p> <p>F1.3 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>1. Speak to give data</p>	<p>* Students will be able to talk and write about their daily routine in chronological order.</p> <p>* Students will be able to identify o'clock times and use them in sentences for their routine.</p> <p>* Students will be able to identify, talk, and write about the periods of a day correctly (in the morning/afternoon/evening,</p>

		<p>for specific details</p> <p>Listening – Listening for time and activities</p> <p>Speaking – Talking about daily activities</p> <p>Writing – Using 'wh' questions and answering them, writing about daily activities</p>		<p>about themselves and matters around them.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>and at night)</p> <p>* Students will know what meals are had through the day and at what time of day.</p>
Unit 9	Where does she work?	<p>Places</p> <p>Hospital, school, airport, police station, fire station, shop, station, zoo, supermarket, bank, garage</p> <p>Grammar – Does he/she work at ...?, Where does he/she work?, He/she works at ...</p> <p>Phonics – Long vowel a + magic e sounds</p> <p>Reading – Reading a magazine interview for understanding</p> <p>Listening – Details in an interview</p> <p>Speaking – Asking and answering questions about a job</p> <p>Writing – Using commas with 'and' to make lists, writing about where my family works</p>	<p>F1.1 Grade 2 - 2</p> <p>F1.2 Grade 2 - 1</p> <p>F4.1 Grade 2 - 1</p>	<p>2. Specify the alphabet and sounds; pronounce and spell words; accurately read simple sentences by observing the principles of reading.</p> <p>1. Speak in an exchange with short and simple words in interpersonal communication by following the models heard.</p> <p>1. Listen/speak in simple situations in the classroom.</p>	<p>* Students will be able to identify people and the place they work based on appearance/uniform.</p> <p>* Students will be able to use the verb "work" to ask questions about where people work and the verb "works" to answer the question.</p> <p>* Students will be able to use "Yes, he/she does." or "No, he/she doesn't." to talk and write about where people work.</p> <p>* Students will be able to write simple lists using commas with the word <i>and</i>.</p>

Year 2 Extra Class – Mathematics Overview 2018-2019 Semester 1

Unit	Topic	Content	B.E. 2551 Standard	B.E. Grade Level Indicator	Objectives
Unit 1	Numbers to 1000	Place values, comparing numbers, order and pattern, even and odd numbers	M1.1 Grade 2 - 1-2 M1.2 Grade 2 - 1-2	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Compare and arrange sequence of cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p>	<p>*Students will be able to identify place values and digits holding those place values.</p> <p>* Students will be able to order numbers from smallest to greatest and greatest to smallest.</p> <p>* Students will be able to look at numbers and use simple addition and subtraction to find patterns.</p> <p>* Students will be able to identify even and odd numbers.</p>
Unit 2	Addition within 1000	Simple addition within 1000, Addition with regrouping in ones, Addition with regrouping in tens, Addition with regrouping in tens and ones	M1.1 Grade 2 - 1 M1.2 Grade 2 - 1-2 M6.1 Grade 2 - 1-2	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p>	<p>*Students will be able to perform simple addition of one, two and three digit numbers.</p> <p>* Students will be able to add and regroup (carry) the ones and tens place value.</p> <p>* Students will be able to add mentally and showing their work to obtain the correct sum.</p>

Unit 3	Subtraction within 1000	Simple subtraction within 1000, Subtraction with regrouping in tens and ones, Subtraction with regrouping in hundreds and tens, Subtraction with regrouping in hundreds, tens, and ones, Subtraction across zeros	M1.1 Grade 2 - 1 M1.2 Grade 2 - 1-2 M6.1 Grade 2 - 1-2	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p>	<p>* Students will be able to perform simple subtraction of one, two, and three digit numbers.</p> <p>* Students will be able to perform subtraction with regrouping the place values.</p> <p>* Students will be able to perform subtraction with borrowing from the hundreds and tens place values.</p> <p>* Students will be able to perform subtraction mentally and showing their work to obtain the correct difference.</p>
Unit 4	Word Problems: Addition and Subtraction	Using part-whole addition and subtraction, Adding on and taking away sets, Comparing two sets	M1.1 Grade 2 - 1 M1.2 Grade 2 - 1-2 M6.1 Grade 2 - 1-4,6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the</p>	<p>* Students will be able to tell the difference between an addition and subtraction word problems.</p> <p>* Students will be able to find the correct information, write an equation, and solve a word problem.</p> <p>* Students will be able to write and say the answer of a word problem in a complete sentence.</p>

				<p>conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>6. Attain ability for creative thinking.</p>	
Mid-term exams covering Units 1 - 4					
Unit 5	Multiplication and Division	How to multiply, How to Divide, Making multiplication and division stories	M1.1 Grade 2 - 1 M1.2 Grade 2 - 2 M6.1 Grade 2 - 1-6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students will be able to look at groups of objects to create a multiplication problem.</p> <p>* Students will be able to use repetitive addition to make a multiplication problem ($2+2+2=2 \times 6$)</p> <p>* Students will be able to look at pictures and create division problems.</p> <p>* Students will be able to read, solve, and make their own stories using multiplication and division.</p>
Unit 6	Multiplication Tables of 2, 5, and 10	Multiplication table of 2, Multiplication table of 5, Multiplication table of 10, Multiplying numbers in any order, Division using	M1.1 Grade 2 - 1 M4.1 Grade 2 - 1 M6.1 Grade 2 - 1,6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Tell the numbers and relations in patterns of numbers that increases by 5s, 10s and 100s , and decreases by 2s, 10s and 100s.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students will be able to recite their 2's, 5's, and 10's multiplication tables.</p> <p>* Students will be able to multiply in any order to get the same product.</p> <p>* Students will be able to use multiplication</p>

		multiplication facts			facts to solve division problems.
Unit 7	Multiplication Tables of 3 and 4	Multiplication table of 3, Multiplication table of 4, Multiplying numbers in any order, Division using multiplication facts	M1.1 Grade 2 - 1 M1.2 Grade 2 - 2 M6.1 Grade 2 - 1-6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students will be able to recite their 3's and 4's times tables.</p> <p>* Students will be able to multiply in any order to get the same product.</p> <p>* Students will be able to use multiplication facts to solve division problems.</p>
Unit 8	Word Problems: Multiplication and Division	Multiplication, Division	M1.1 Grade 2 - 1 M1.2 Grade 2 - 2 M6.1 Grade 2 - 1-6	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p>	<p>* Students will be able to read and tell the difference between a multiplication and division word problem.</p> <p>* Students will be able to find the correct information to make a multiplication or division problem and solve it.</p> <p>* Students will be able to write and say their answer using a full</p>

				<p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>sentence.</p>
Unit 9	Length	<p>Measuring in meters, Using measuring to compare and order lengths, Measuring in centimeters, Using centimeters to compare and order lengths, Addition and subtraction of length, Multiplication and division of length</p>	<p>M1.1 Grade 2 - 1 M1.2 Grade 2 - 1-2 M2.1 Grade 2 - 1 M2.2 Grade 2 - 1 M6.1 Grade 2 - 1-6</p>	<p>1. Write and read Hindu-Arabic and Thai numerals and written forms showing quantity of objects or cardinal numbers not exceeding 1,000, and 0.</p> <p>1. Add, subtract and mix addition and subtraction of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers.</p> <p>2. Analyse and find answers to problems and mix-problems of cardinal numbers not exceeding 1,000, and 0, as well as be aware of validity of the answers</p> <p>1. Tell length in metres and centimetres, and compare length by using the same unit.</p> <p>1. Solve problems involving measurement of length, weight, volume and money.</p> <p>1. Apply diverse methods for problem-solving.</p> <p>2. Appropriately apply mathematical knowledge, skills and processes for problem-solving in various situations.</p> <p>3. Suitably provide reasoning for decision-making and appropriately present the conclusions reached.</p> <p>4. Accurately use mathematical language and symbols for communication, communication of concepts and presentation.</p> <p>5. Link various bodies of mathematical knowledge, and link mathematics with other disciplines.</p> <p>6. Attain ability for creative thinking.</p>	<p>* Students will be able to measure, compare lengths or heights of objects using meters or centimeters and the abbreviations (m & cm).</p> <p>* Students will be able to use a ruler to accurately measure small objects.</p> <p>* Students will be able to identify the length of different objects and answer make statements using descriptive adjectives.</p> <p>*Students Will be able to use addition, subtraction, multiplication, and division to solve word problems about lengths.</p>

Science Overview – 2018-2019 Semester 1

Unit	Topic	Content	B.E. 2551 Standard	B.E. Grade Level Indicator	Objectives
Unit 1	My wonderful body	Systems - skeleton, muscles, heart, lungs, stomach, and small intestines	Sc1.1 Grade 2 - 5 Sc8.1 Grade 2 - 1 H1.1 Grade 2 - 1	5. Explain the factors essential for the life and growth of human beings. 1. Pose questions about the matters to be studied as prescribed or in accord with their interests. 1. Explain characteristics and functions of internal organs.	* Students will know the different parts in our body. * Students will know the skeleton supports and gives our body shape. * Students will know that muscles help us move. * Students will know that the heart pumps blood to all parts of our body and that blood supplies our body with food, oxygen, and water. * Students will know what happens to food after we eat it. * Students will know that a large part of our body is made up of water.
Unit 2	Amazing animals!	Diversity between habitats, interactions between animals and their habitat, and what animals are useful or harmful.	Sc1.1 Grade 2 - 2 Sc1.2 Grade 2 - 1 Sc8.1 Grade 2 - 1	2. Explain that nutrients, water and air are essential factors for the life and growth of plants and animals, and apply acquired knowledge for useful purposes. 1. Explain benefits of plants and animals in the local area. 1. Pose questions about the matters to be studied as prescribed or in accord with their interests.	* Students will know different types of habitats that animals live in. * Students will know and be able to identify characteristics of animals that help them survive. * Students will be able to identify and speak about what animals are helpful and what animals are harmful.
Unit 3	Plants	Diversity of plants, where they grow, how they are helpful	Sc1.1 Grade 2 - 1-3 Sc8.1 Grade 2 - 1	1. Experiment and explain that water and light are essential factors for plant life.	* Students will know that different plants can live and grow in different types of

		and how they can be harmful.		<p>2. Explain that nutrients, water and air are essential factors for the life and growth of plants and animals, and apply acquired knowledge for useful purposes.</p> <p>3. Explore and explain abilities of plants and animals to respond to light, temperature and touch.</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p>	<p>habitats.</p> <p>* Students will know that plants can be useful and some plants can be harmful and why.</p>
Unit 4	Air	The different uses of air and wind, the need for fire to burn, the difference between clean and polluted air.	Sc1.1 Grade 2 - 2 Sc8.1 Grade 2 - 1	<p>2. Explain that nutrients, water and air are essential factors for the life and growth of plants and animals, and apply acquired knowledge for useful purposes.</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p>	<p>* Students will know that we need air to survive and air can be put into air tanks to breathe in other environments.</p> <p>* Students will know that without air fire can't burn.</p> <p>* Students will know the difference between polluted and clean air.</p>
Mid-term exams covering Units 1-4					
Unit 5	Water	The different states of water (liquid, solid and vapor), and what happens when other substances are mixed with water.	Sc1.1 Grade 2 - 2 Sc8.1 Grade 2 - 1	<p>2. Explain that nutrients, water and air are essential factors for the life and growth of plants and animals, and apply acquired knowledge for useful purposes.</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p>	<p>* Students will know that water can be changed from a liquid, to a solid (ice), to a gas (steam) and back again.</p> <p>* Students will know and recognize what substance will mix or do not mix with water. Will the substance disappear, change colour, float, or sink.</p>
Unit 6	In the ground	The uses and differences of rocks. The importance of soil.	Sc3.1 Grade 2 - 2 Sc6.1 Grade 2 - 1 Sc8.1 Grade 2 - 1	<p>2. Choose appropriate and safe materials and articles for use in daily life.</p> <p>1. Pose questions about the matters to be studied as</p>	<p>* Students will be able to identify objects that are made from rocks.</p> <p>* Students will be able to classify rocks depending on</p>

				<p>prescribed or in accord with their interests.</p> <p>1. Explore and categorise soil by using physical properties as criteria, and apply the knowledge gained for useful purposes.</p>	<p>their size, shape, colour, pattern, texture, and hardness.</p> <p>* Students will know different types of soil and the uses of soil.</p>
Unit 7	Day and Night	The time and location of sunrise and sunset, the observable shapes of the moon, and patterns of the stars.	<p>Sc7.1 Grade 2 - 1</p> <p>Sc8.1 Grade 2 - 1</p> <p>So5.1 Grade 2 - 3</p>	<p>1. Search for and discuss the importance of the sun,</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p> <p>3. Explain relationships of phenomena between the Earth, the sun and the moon.</p>	<p>* Students will know the Sun rise happens in the east in the morning and sets in the west in the evening.</p> <p>* Students will know the cycles (crescent, half, full, and new moon) of the moon and when they happen.</p> <p>* Students will know about star patterns and how to find them.</p>
Unit 8	The Seasons	The four seasons, weather conditions during the seasons, and how the seasons affect us.	<p>Sc1.1 Grade 2 - 5</p> <p>Sc8.1 Grade 2 - 1</p> <p>So5.2 Grade 2 - 3</p>	<p>5. Explain the factors essential for the life and growth of human beings.</p> <p>1. Pose questions about the matters to be studied as prescribed or in accord with their interests.</p> <p>3. Explain relationship of seasons and human lives.</p>	<p>* Students will be able to name the four seasons (spring, summer, autumn, winter).</p> <p>* Students will be able to discuss the weather during the seasons.</p> <p>* Students will be able to discuss activities and clothing appropriate for the seasons.</p>

Social Studies Overview – 2018-2019 Semester 1

Unit	Topic	Content	B.E. 2551 Standard	B.E. Grade Level Indicator	Objectives
Unit 2	Culture and Society	Family, school, and community rules	So2.1 Grade 2 - 1 So2.2 Grade 2 - 1	1. Observe the agreements, rules, regulations, orders and duties required in daily life. 1. Explain the relationship between themselves and family members as part of the community.	* Students will be able to identify and talk about family rules, school rules, and community rules. * Students will know that family rules teach respect, school rules help students use their time well, and community rules help people in the community.
Unit 2	Culture and Society	Living among other people, Human Rights	So2.1 Grade 2 - 3-4 So2.2 Grade 2 - 1	3. Show behaviour of accepting different thoughts, beliefs and practices of others without prejudice. 4. Respect their own rights and those of others. 1. Explain the relationship between themselves and family members as part of the community.	* Students will know that that all people are different but equal. * Students will be able to identify how people are different, appearance, religion, likes/dislikes. * Students will that all people have equal rights and children have special rights.
Unit 2	Culture and Society	Communities (Places)	So2.2 Grade 2 - 1	1. Explain the relationship between themselves and family members as part of the community.	* Students will be able to distinguish between a small and large community. * Students will be able to identify, talk about, and name different places in their community.
Unit 2	Culture and Society	Communities (People)	So2.2 Grade 2 - 1-2	1. Explain the relationship between themselves and family members as part of the community. 2. Specify those with the roles and authority in decision-making in school and community.	* Students will be able to name and identify different people in the community and what they do. * Students will be able to discuss different ways they can participate in the community.

					* Students will be introduced to people and positions that lead a community.
Mid-term exam covering Unit 2					
Unit 1	Religions	Buddhism	So1.1 Grade 2 - 1, 7 So1.2 Grade 2 - 1	1. Tell the importance of Buddhism or that of students' own religions. 7. Tell the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions. 1. Conduct themselves appropriately and correctly towards the disciples of their religions as prescribed.	* Students will know what attributes make a good Buddhist. * Students will know the name of the founder and followers of Buddhism. * Students will know the place of origin, book, teachings, and some rituals of Buddhism.
Unit 1	Religions	Islam	So1.1 Grade 2 - 7	7. Tell the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.	* Students will know the name of the founder and followers of Islam. * Students will know the place or origin, book, teachings, and some rituals of Islam.
Unit 1	Religions	Christianity	So1.1 Grade 2 - 7	7. Tell the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.	* Students will know the name of the founder and followers of Christianity. * Students will know the place of origin, book, teachings, and some ritual of Christianity.
Unit 1	Religions	Hinduism	So1.1 Grade 2 - 7	7. Tell the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.	* Students will know the name of the founder and followers of Hinduism. * Students will know the place of origin, book, teachings, and some rituals of Hinduism
Unit 1	Religions	Doing Good (Religious Teachings)	So1.1 Grade 2 - 7	7. Tell the names of the religions, the Masters and importance of the scriptures of students' own religions and those of other religions.	* Students will be able to identify and discuss the following religious teachings: working together, sacrificing, helping those in pain, thanking

					others for helping us, being disciplined, respecting and keeping special days and activities, learning, not wasting, being patient, and sharing.
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Course syllabus

Subject : Health Year : 2 Semester : 1/2017

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
1	Body Development	The body grows in height and weight and ways to grow well.	H1.1 Grade 2 - 3 H4.1 Grade 2 - 1	3. Explain the nature of human life. 1. Tell characteristics of having good health	*Students will know how to measure their height in centimeters and weight in kilograms. * Students will be able to discuss ways to grow well.
2	Care for Body organs	Ways to care for different parts of our body, specifically the teeth, hair, hands, feet, eyes, ears, and nose.	H1.1 Grade 2 - 3 H4.1 Grade 2 - 1	3. Explain the nature of human life. 1. Tell characteristics of having good health	* Students will be able to describe how to clean different parts of their body. * Students will learn the importance of being clean.
3	Good Health	Having good physical, social, and mental health.	H1.1 Grade 2 - 3 H2.1 Grade 2 - 2 H3.2 Grade 2 - 1 H4.1 Grade 2 - 1	3. Explain the nature of human life. 2. Tell the importance of friends. 1. Can do physical activity and play	* Students will be able to talk about the importance of being clean and ways to maintain good health through exercise, studying, and friendships.

				games themselves with enjoyment. 1. Tell characteristics of having good health	
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Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
4	Family Members	Male and female family member names, physical differences between the genders, and sharing.	H2.1 Grade 2 - 1,3,4 H4.1 Grade 2 - 1	1. Specify their roles and duties and those of their family members. 3. Specify behaviours appropriate to sex. 4. Explain pride in being female or male. 1. Tell characteristics of having good health	* Students should be able to discuss the roles of family members. * Students will learn that there are things you can and can't share with family members.

Course syllabus

Subject : Phonics Year : 2 Semester : 1/2017

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
	INTRO: Revise "What is Phonics?" Hand out books. Phonic alphabet and chant		F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should 1. Revise the Phonic alphabet and chant + actions "A action, B book, C colour Z zero" 2. Revise the Yr 1 syllabus.
	Short vowel sounds - a, e, i, o, u Alphabet letters' names and sounds		F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should revise, from Yr 1 syllabus, the short vowel song, to the tune of "Bingo" + clapping.
1	Consonant blends with "l" and "r"	Lesson 1 in the book	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of consonant blends with "l" and "r"; be able to sound out focus words containing them and correctly spell the focus words "crab, glad, Fred, bled, drip, slip, frog, blob, grub, plum".
Assessment 1. Consonant blends with "l" and "r"					

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
2	"all" and "alk" sounds	lesson 2 in the book	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of; be able to sound out focus words containing it and correctly spell the focus words "all, fall, ball, wall, call, tall, small, chalk, talk, walk".
Assessment 2. "all" and "alk"					
3	Long "a" sound variants - "ay", "ai", "_ a _ e"	lesson 5 in the book	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of long "a" sound variants - "ay", "ai", "_ a _ e"; be able to sound out focus words containing it and correctly spell the focus words "day, say, may, stay, wait, rain, jail, fail, safe, save".
Assessment 3. Long "a" sound variants - "ay", "ai", "_ a _ e"					
MID TERMS					
4	Long "e" sound variants - "ee", "ea"	lesson 6 in the book	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of long "e" sound variants - "ee", "ea"; be able to sound out focus words containing it and correctly spell the focus words "eel, week, seen, beef, need, cheap, sea, eat, seat, read".
Assessment 4. Long "e" sound variants - "ee", "ea"					

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
	Long "i" sound variants – "y", "_ i _ e"	lesson 7 in the book	F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	Students should know the sound of long "i" sound variants – "y", "_ i _ e"; be able to sound out focus words containing it and correctly spell the focus words "by, my, try, sky, fry, cry, dry, fine, nice, smile".
Assessment 5. Long "i" sound variants – "y", "_ i _ e"					
	Consolidation and catch-up lesson		F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
	Revision week for Phonics exam		F1.2 Yr 2	Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading.	
Phonics Exams (revision week for other subjects)					

Course syllabus

Subject : Mandarin Chinese Year : 2 Semester : 1/2017

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
1	Vowels and strokes of Chinese characters	<ul style="list-style-type: none"> - Introduction on Mandarin Chinese - Class regulation - Six basic vowels of Chinese Pinyin: a, o, e, i, u, ü - Basic strokes of Chinese characters 		<p>Give students brief introduction about the course. Clarify the regulations in Chinese class. Demonstrate to students the pronunciation and the features of Pinyin vowels. Demonstrate to students how to write basic strokes of Chinese characters orderly and correctly.</p>	<ol style="list-style-type: none"> 1. Students will have an idea about the course and what they are going to learn in this year. 2. Students should know and follow the rules in Chinese class. 3. Students can recognize and pronounce the six basic vowels of Chinese Pinyin clearly and correctly. 4. Students can write down the basic strokes correctly and neatly.
2	Tones	<ul style="list-style-type: none"> - Four tones of Pinyin - New strokes of Chinese characters - New characters - Expressions in class 		<ol style="list-style-type: none"> 1. Demonstrate to students the pronunciation and features of four Pinyin tones. 2. Demonstrate to students how to write new strokes of Chinese characters orderly and correctly. 3. Illustrate the pronunciation, meaning and writing order of the new characters to students. 4. Teach students the expressions used in class. 	<ol style="list-style-type: none"> 1. Students understand the features of four tones and pronounce them correctly. 2. Students can write down the new strokes correctly and neatly. 3. Students master the pronunciation, meaning and writing order of the new characters. 4. Students can understand and response to the teacher's directions in class. 5. Students can use "May I go to the toilet?" in Chinese to express personal needs.

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
3	Initials and greetings(1)	<ul style="list-style-type: none"> - Initials “b” & “p” - The combination of “b, p” and vowels with tones - Greetings: Hello! - New strokes of characters - New words - Happy birthday song 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “b”&”p” to students. 2. Illustrate the spelling rules of Chinese pinyin to students. 3. Show students how to say hello in Chinese. 4. Demonstrate to students how to write new strokes orderly and correctly. 5. Illustrate the pronunciation, meaning and writing order of the new words to students. 6. Teach students how to sing “Happy birthday to you” in Chinese. 	<p>Students can recognize and pronounce the initials “b”& “p” correctly.</p> <p>Students should be able to say the spelling rules of Chinese Pinyin.</p> <p>Students can pronounce all combinations of “b, p” and vowels with tones correctly.</p> <p>Students can greet the teacher and others correctly.</p> <p>5. Students can write down the new strokes correctly and neatly.</p> <p>6. Students master the pronunciation, meaning and writing order of the new characters.</p> <p>7. Students can sing “Happy birthday to you” in Chinese to family and friends.</p>

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
4	Initials and greetings(2)	<ul style="list-style-type: none"> - Initials “m” & “f” - The combination of “m, f” and vowels with tones - Greetings: Good morning! - New strokes of characters - New words 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “m”&”f” to students. 2. Engage students in practicing pronouncing the combination of “m, f” and vowels with tones 3. Show students how to greet each other in the morning in Chinese. 4. Demonstrate to students how to write the new strokes orderly and correctly. 5. Illustrate the pronunciation, meaning and writing order of the new words to students. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “m”&”f” correctly. 2. Students can pronounce all combinations of “b, p” and vowels with tones correctly. Students can say “Good morning!” in Chinese to greet each other in the morning. 5. Students can write down the new strokes correctly and neatly. 6. Students will master the pronunciation, meaning and writing order of the new characters.
Midterm Exam 1					
5	Initials and greetings(3)	<ul style="list-style-type: none"> - Initials “d” & “t” - The combination of “d, t” and vowels with tones - Greetings: Goodbye! - New strokes of characters - New words 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “d”&”t” to students. 2. Engage students in practicing pronouncing the combination of “d, t” and vowels with tones 3. Show students how to say goodbye in Chinese. 4. Demonstrate to students how to write the new strokes orderly and correctly. 5. Illustrate the pronunciation, meaning and writing order of the new words to students. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “d”&”t” correctly. 2. Students can pronounce all combinations of “d, t” and vowels with tones correctly. 3. Students can say goodbye to teacher and their friend’s properly. 4. Students can write down the new strokes orderly and nicely. 5. Students will master the pronunciation, meaning and writing order of the new characters.

Units	Topics	Contents	B.E. 2551 Standards	B.E. Grade Level Indicators	Objectives
6	Initials and greetings(4)	<ul style="list-style-type: none"> - Initials “n” & “l” - The combination of “n, l” with vowels and tones - Greetings with respect - New strokes of characters - New words 		<ol style="list-style-type: none"> 1. Demonstrate the standard pronunciation of initials “n”&“l” to students. 2. Engage students in practicing pronouncing the combination of “n, l” and vowels with tones. 3. Demonstrate to students how to greet older people with respectful expressions. 4. Demonstrate to students how to write the new strokes correctly and neatly. 5. Illustrate the pronunciation, meaning and writing order of the new words to students. 	<ol style="list-style-type: none"> 1. Students can recognize and pronounce the initials “n”&“l” correctly. 2. Students can pronounce all combinations of “n, l” and vowels with tones correctly. 3. Students can greet with older people respectfully and properly. 4. Students can write down the new strokes correctly and neatly. 5. Students will master the pronunciation, meaning and writing order of the new characters.
7	Review	<ul style="list-style-type: none"> - All the initials and vowels learned - The combination of selected initials and vowels with tones - Greetings: How are you? I am fine. Thank you. - Greeting songs - New words - Clarification of the final exam 		<ol style="list-style-type: none"> 1. Review all the initials and vowels learned 2. Engage students in practicing pronouncing the selected combination of initials and vowels with tones. 3. Help students to remember the greetings by Chinese song. 4. Illustrate the pronunciation, meaning and writing order of the new words to students. 5. Clarify the questions about final exams. 	<p>Students can recognize and pronounce all the initials, vowels and their combinations with tones correctly.</p> <p>Students can make dialogue on greetings properly.</p> <p>Students can sing the greeting songs to family and friends.</p> <ol style="list-style-type: none"> 4. Students master the pronunciation, meaning and writing order of the new characters. 5. Students know how to prepare for their final exam.
Final Exam 1					
Total Score for Semester 1					

