

Lesson Plan

Grade 3 Unit 4 What's the matter?	
Aims • Watch/listen for specific detail in an ANIMATED STORY • Do TPR actions in response to details in a story	
Syllabus fit This is <u>the second lesson of Week 2, Unit 5</u> . In the lesson before students learnt a set of fruit vocabulary (revisiting food vocabulary from Grade 2, Unit 2) in this lesson students will find out which fruit children like or don't like. In the next lesson students will [ROLE PLAY] part of the story.	
Differentiation	
Support	Stretch
The warmer reminds the students of Week 1 game and vocabulary and prepares them for the song. The [ANIMATED STORY] visuals will support understanding.	More confident students will appreciate the challenge of ordering the health problems Stronger students can be encouraged to say and write full sentences..
Teaching & Learning Materials	
ANIMATED STORY: <i>I'm too ill</i> https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/im-too-ill	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	Warmer: Play [SIMON SAYS] . Tell students to stand up, teacher gives instructions for children, e.g. <i>Simon says ...touch your shoulders; ...raise your left/right hand; ...hold your head</i> , if the instruction is without 'Simon says ..' and a student follows the action, s/he is out. Teacher to students
2. 20 minutes	Watch an [ANIMATED STORY] in stages. Stage 1: Pre-viewing: show the opening image (at 00:06) and introduce the main character (<i>This is Siriwat</i>) – ask 'Where is he? Is he happy? Is he ill?' Stage 2: Mime about 6 health problems (they <u>must include</u> headache; sore throat, tummy ache, earache, high temperature, from the STORY), saying 'What's the matter?' CHORAL DRILL the health problems. Draw pictures on the board illustrating the problem, ask about each picture: 'What's the matter?'

	Teaching tip: Don't mime or draw them in the order they appear in the STORY. Model the sentence: <i>He's got ... /She's got ...</i>, and CHORAL DRILL phrases pointing to the pictures on the board. Nominate students to answer the question (pointing to the pictures on the board) then nominate OPEN PAIRS to ask and answer. Ask students to draw the 6 health problems in their notebooks. Teacher monitors, asking students '<i>What's the matter?</i>' (pointing to a picture) Teacher to students Student to student
3. 10 minutes	Stage 3: Watch the story the first time to count the health problems. (There are 5) Tell students to [PAIR SHARE] and watch again to check. Stage 4: ask students if they can remember the order of the problems in the STORY? Watch again to notice the order, then PAIR SHARE to write numbers under their pictures. Watch again if necessary. Check together and write numbers under the pictures on the board, Watch again to check - students make changes in their notebooks if necessary Stage 3: TPR: watch the first part of the STORY and model the TPR (touching your throat) and saying '<i>Ouch</i>' - get students to do the same. Continue with the rest of the story. Teacher to students Student to student
Assessment for learning activity¹ 5 minutes	
[POST ITS] students draw a health problem - when nominated, hold it up and say the problem.	
Potential homework Draw a picture of Siriwat and his dad (to use in the ROLE PLAY next lesson.	
Reflection on the lesson	
What worked well:	What would you do differently?

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>