

GRADE 3

Unit 4 Theme: I don't feel well

Project: Act out / ROLE PLAY part of a story

Goals: Students will act out part of a story that they have previously listened to. They will do that in groups and give feedback to each other.

Product: Students will listen to a story about someone who is unwell and then prepare to act out a scene from the story, taking on a role from the story.

Life skills¹: Creativity and Self-management: effectively regulate and monitor one's health

Cross curricular links: Drama

Performance indicators: Students are able to rehearse and then act out a scene from the story, taking on a role from the story; they will watch others doing the same give them simple feedback

WEEK 1: Theme: Let's move!

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall body parts. Listen and follow simple instructions. Draw and label body parts.	[DRAW AROUND YOUR HAND] Ask students to press down on one hand and draw around it. Then on each finger they write something which makes them feel happy. If necessary, show your own example. Show the [FLASHCARDS], elicit each word and [CHORAL DRILL] it. Stick the FLASHCARDS on the board, play [KIM'S GAME]. Write the words next to the FLASHCARDS on the board, with the first letter missing, e.g. -ead -rm -eg -and -oot Help students read and complete the words	Parts of the body FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-body.pdf	Speak: name and recall body parts. Listen and follow simple instructions. Draw and label body parts.

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	Play [SIMON SAYS], using instructions like 'Touch your ...'; 'Shake your' and 'Move your' SUBSTITUTION DRILL the instructions with the body part FLASHCARDS, e.g. hand – Shake your hand; foot Shake your foot etc Set up groups (or [BREAK OUT ROOMS] in an online lesson) to play SIMON SAYS. Students draw a child and label the child's body parts.		
Assessment for Learning: [POST ITS] – students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Parts of the body: head, arm, leg, hand, foot, fingers, toes	Receptive and productive: Simple instructions: <i>Touch your Move your</i> <i>Shake your</i>	Teacher to students Student to students	Stress on key information e.g Touch your head

WEEK 2

Theme: Shake it all about!

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall body parts Listen and follow simple instructions	Use an [ANIMATED SONG] to remind students of Week 1 vocabulary and instructions. Stage 1: Pre-teach and practice <i>right</i> and <i>left</i> , also <i>knees</i> and <i>shoulders</i> , playing SIMON SAYS, e.g. <i>Touch your right arm</i> Stage 2: Stick 5 cards with Left arm / Right arm / Left leg / Right leg / Whole self On the board <u>in random order</u> . students view and listen to the song.	ANIMATED SONG https://learnenglishkids.britishcouncil.org/listen-watch/songs/hokey-cokey	Speak: name and recall body parts; sing a song with TPR actions Listen and follow simple instructions

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	After viewing, the teacher helps students remember the order. View again to check the order. Stage 3: [TPR] Play the first verse again, the teacher sings and models the actions (move left arm- shake – hokey cokey action – turn around). Stage 4: Play the first verse again, the teacher sings and students do the actions (move left arm- shake – hokey cokey action – turn around). Stage 5: Play the first verse again and encourage students to sing and do the actions. Stage 6: Listen to the chorus and move onto Verse 2 (right arm). Homework: Students draw a picture from the song. Teaching tip: students will engage in the lively rhythm of the song, so it's a good idea to use the song over 2 lessons, exploiting its potential for using TPR with the unit vocabulary.		
Assessment for learning: [EMOJI CARDS] students reflect on the song.			
Vocabulary	Grammar	Interaction	Pronunciation
Extend body parts: shoulder and knees Extend instructions: put, turn around	Receptive <i>You put your left arm in / out</i> <i>You shake it all about</i> <i>You do the hokey cokey and you turn around</i> <i>That's what it's all about</i> Productive: <i>You put your left arm in / out</i> <i>You shake it all about</i>	Teacher to students	Reduced vowel sounds, e.g. You put <u>your</u> left arm in /jʊ ˈpʊt jə ˈlɛft ɑːm ɪn/

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Theme: What's the matter?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills

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Name and recall words describing health Listen and answer simple questions about a story Act out part of the story	Watch/listen to the [ANIMATED STORY] in stages: Stage 1: show the opening image (at 00:06) and introduce the main character (Siriwat) – ask <i>‘Where is he? Is he happy? Is he ill?’</i> Stage 2: Mime health problems (headache; sore throat, tummy ache, earache), saying <i>‘What’s the matter?’</i> CHORAL DRILL the four health problems. Draw 4 pictures on the board illustrating the problems (in a DIFFERENT ORDER), ask about each picture: <i>What’s the matter?’</i> Stage 3: Watch the story the first time to count the health problems. Check and ask them to order the pictures on the board, Watch again to check (make changes). Stage 4: TPR: watch and touch the body part when they hear a health problem and say <i>‘Ouch’</i> Stage 5 write up the [ROLE PLAY FRAME] on the board Help students put it in the correct order – Play Verse 3 again to check. Add the speakers (Dad + Siriwat) Nominate a confident student to come to the front of the class, to play Siriwat and try the 4-line ROLE PLAY. Encourage the student to do the TPR actions. Get another student to take the teacher’s place and do the ROLE PLAY again (helping if they forget lines). Students practice in pairs. Teaching tip: Some students may want to use more words/lines from the song in the ROLE PLAY, encourage them to do that modelling lines for them to copy, e.g. <i>I’ve got a sore throat</i> Students draw a picture and copy the ROLE PLAY lines. Tell them to practice it in pairs, ready to act out in the next lesson.	ANIMATED STORY: <i>I’m too ill</i> https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/im-too-ill A simple [ROLE PLAY FRAME] (NOT in order) Medicine? Ouch it hurts What’s the matter? No, I’m too ill for medicine Teaching tip: the role play, in the correct order, could be given as a gap fill so that children only have to write a few key words	Speak: name and recall words describing health Listen and answer simple questions about a story Act out part of the story
Assessment for Learning: [POST ITS] - students draw or write something about the ANIMATED STORY.			
Vocabulary	Grammar	Interaction	Pronunciation

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Recycle body parts vocabulary Describe a health problem. Do a simple ROLE PLAY.	Receptive: <i>'Where is he? Is he happy? Is he ill?</i> Productive: <i>What's the matter?</i> <i>Ouch it hurts</i> <i>Medicine?</i> <i>No, I'm too ill for medicine</i>	Teacher to students Student to student	Extended vowel sounds for dramatic effect: e.g. <i>Ouch it hurts</i> /aʊtʃ ɪt hɜ:ts/
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WEEK 4 (1 lesson)

Project: I'm too ill

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Act out a ROLE PLAY about being ill. Listen and respond with EMOJIs.	The teacher reminds them of the Week 3 STORY - asking questions: <i>Who was ill? Who helped him? What was the matter with Siriwat?</i> Students act out their ROLE PLAYS to small groups, the students watching show an EMOJI CARD after each ROLE PLAY.	Props for the ROLE PLAY, e.g. hats for the dad, plastic spoons for the medicine	Speak: act out a ROLE PLAY about being ill. Watch other ROLE PLAYS and respond with EMOJIs.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each pair's ROLE PLAY			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 4 vocabulary	Unit 4 language.	Student to student	Unit 4 pronunciation