

GRADE 4

Unit 1 Theme: All about me

Project: Make a [POSTER] about themselves

Goals: Students will follow simple instructions to create a POSTER about themselves and use it to introduce themselves to other students. In the last lesson of the unit, students will use their POSTERS to describe themselves to other students, in small groups and give feedback to each other.

Product: Students will create a POSTER about themselves (age, family, family jobs). Students will use their POSTERS to describe themselves to other students, in small groups and give feedback to each other. They will be encouraged to share it with their family

Life skills¹: Creativity and communication (make a visual learning resource, use it to interact with others)

Cross curricular links: Art

Performance indicators: Students are able to follow instructions to make their personal POSTERS and can describe themselves using content from the unit.

WEEK 1: Theme: My family

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall family words Ask and answer about family	[A-Z – THINGS ABOUT ME] Select 4 or 5 letters from the alphabet and write them on the board ask students to write something about yourself for each letter, e.g. food they like, a hobby etc Draw a family on the board (mother father, 2 sons and 1 daughter) Elicit family words, model the pronunciation and [CHORAL DRILL] – write the names on the board with the first letter missing: -other -ather -ister -rother		Speak: name and recall family words; ask and answer about family members. Listen and draw a family.

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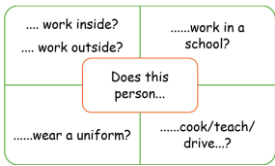
	Help students read the words. Give each person a name. Describe all the relationships: e.g. <i>Hala is Aya's mother</i> <i>Ismail is Aya's brother</i> etc. Then point to the family picture and ask <i>Who's this?</i> CHORAL DRILL the question. Nominate students to come to the front to ask the teacher, <i>'Who's this?' What's her/his name?</i> Teaching tip: students learnt these family words in Grade 3, Unit 2, so this is a refresher, and a good way to start the Grade, talking about an important part of their life, with familiar language. Ask students to draw their own family, write the family words + names. Pairs swap their pictures and then ask: <i>Who's this? My mother/father/brother etc What's her/his name?</i> Show the family FLASHCARDS and elicit the words, check pronunciation and CHORAL DRILL as necessary. Students add <i>grandmother</i> and <i>grandfather</i> to their drawings Use the [SLOW REVEAL] activity to reinforce word recall and pronunciation. [PICTURE DICTATION] describe the family in the picture, the children draw it, adding names if possible, e.g. <i>Draw the mother/father, her/his name's</i> <i>Draw 4 children, 2 boys and 2 girls. The boys/girls names are and</i>	Pencils Coloured crayons or felt-tip pens Family FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-family.pdf For the PICTURE DICTATION: A large picture of a family with 2 grandparents, to describe as a listening activity.	
Assessment for Learning: SMILEY FACE REACTION – students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation

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Family: mother, father sister, brother, grandmother, grandfather	Receptive: <i>Hala is Aya's mother; Ismail is Aya's brother</i> Productive: <i>Who's this? My mother/father etc</i> <i>What's her/his name?</i>	Teacher to students Student to student	Word stress in multisyllable words e.g. grandmother , grandfather
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WEEK 2

Theme: Does he work inside?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall jobs Listen and respond to descriptive statements. Write and draw job vocabulary Ask and answer about jobs	Show the first activity on the Worksheet (#1. Match them up!) Check the jobs they can remember from Grade 3. Drill the sentence forms: <i>He's a farmer – She's a chef</i> Ask students to make [YES – NO CARDS] Point to a picture – say some correct and incorrect sentences – students select and hold up YES – NO CARDS. Teaching tip: using the YES – NO CARDS allows shy students to respond without saying anything, while more confident students can say 'Yes'/'No' if they want to. Write up the 10 words on the board. Ask students to make a vocabulary 'set' in their notebooks – drawing 6 jobs and write the words. In pairs they take turns to say sentences pointing to a picture, e.g. <i>He's a farmer</i>, their partner says 'Yes' or 'No' Play [GUESS THE JOB] - Nominate a student to choose one of the jobs (but don't say which one), the teacher asks closed questions to guess the job (see	Jobs Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/worksheets-work-v2.pdf [SPEAKING FRAME] for GUESS THE JOB, e.g. 	Speak: name and recall jobs; Ask and answer about jobs. Listen and respond to descriptive statements Write and draw job vocabulary

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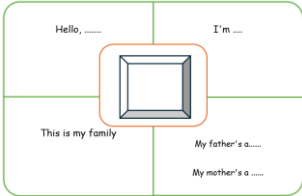
	examples in the SPEAKING FRAME, e.g. <i>Does he work outside?</i> Repeat 2 more times (with a different student) Show (or draw and write) the SPEAKING FRAME and CHORAL DRILL example questions. Play the game again, teacher chooses a job and students ask the questions. Teaching tip: Students have used questions with do/does + base form in Grade 3 (describing family members' jobs and asking about likes/dislikes). They will need a reminder. This is a very useful game which can be used with various closed question forms, e.g. guess a famous person, a sport, a hobby etc) Set the Worksheet Activity 2 for homework.		
Assessment for learning: [POST ITS] students write or draw something about the week's learning.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle and extend jobs: doctor, taxi driver, firefighter, farmer, mechanic, chef, plumber, postal worker, dentist	Receptive and productive: <i>He's a farmer – She's a chef</i> <i>Present simple + does:</i> <i>Does this person work / wear / teach ? etc</i>	Teacher to students	Contractions, e.g. He is = He's ..

WEEK 3

Theme: My mum's a doctor

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen and identify specific information. Listen and follow simple	Use the mini text from the Worksheet (#1 True or False) and read it aloud for listening practice. Before listening: Show the picture of the family for 30 seconds, remove it and students [PAIR SHARE] what they can	Present simple Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-practice-	Listen: to identify specific information; to follow simple instructions to make a POSTER

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instructions to make a POSTER Write personal information in a POSTER.	remember. Set 2 listening questions: <i>What does the mother do?</i> <i>What does the father do?</i> Read two times, then check the answers. Set 2 more listening questions: Are they at home? Is he happy? Read again, check the answers then show the True /False activity, do a) and b) together, pairs do the rest. Show a sample POSTER (<i>All about me</i>) – with a central 'portrait' (a drawing or photo) + 4 sections: Hello - I'm ... (age) - This is my family - parents jobs Teaching tip: the best way to explain what to do is to show a completed example (illustrated and written) and then provide a 'template' for students to copy, (see example). Ask students to draw a central box for their portrait then make 4 sections around it. Ask students what they will write/draw in each section. Students start filling their individual posters, and the teacher helps with language and instructions. Students finish their POSTERS for homework.	present-simple-verb-to-be-worksheet.pdf  A sample POSTER: All about me  A4 size paper	Write personal information in a POSTER.
Assessment for Learning: [SUMMARY THOUGHT] students draw or write something about their POSTER			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle family and personal information	Receptive and productive: <i>I'm ... (age/adjective)</i> <i>My father/mother is ... (job)</i> <i>My mother's name is ...</i>	Teacher to students	Stress on key information, e.g. <i>My mum is a doctor. My dad isn't a doctor, he's a teacher..</i>

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Project: All about me

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a poster which shows students' lives	Students finish their POSTERS and practice saying the information (with a partner) Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take turns to introduce themselves. Students show an EMOJI CARD after each description	[EMOJI CARDS]	Speak: describe important details of their lives. Listen to others and respond with EMOJIs.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each student's STORY BOARD			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 1 vocabulary	Unit 1 language.	Student to students	Unit 1 pronunciation