

GRADE 4

Unit 2: Theme: My house

Project: Students create a labelled picture of their favourite room

Goals: Students will choose a favourite room to draw and describe in simple language. They will use the picture to describe the room to others. In the last lesson of the unit, students will describe their rooms in small groups and give feedback to each other.

Product: Students will follow simple instructions to create a picture of their favourite room with a simple description. 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 create a picture of a favourite room, prepare a simple description using content from the unit, then describe it to others.

WEEK 1: Theme: What's in the house?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall room words Ask and answer about rooms in a house	[FOCUS ON THE ROOM] put students in pairs and get them to focus on the classroom, dictating simple instructions, e.g. Count everything that's blue; Count the squares you can see. Use the HOUSE PICTURE to set the context – set up a [THINK, PAIR, SHARE] activity to produce a list of things that could be in the house. Put a time limit on it, you can award points for the most words a pair gets in their combined list. Write the students' words on the board, checking pronunciation with [CHORAL DRILLING] as necessary. Teaching tip: this [BRAINSTORMING] activity helps the teacher find out what house	House outline, e.g.  Home FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/home-flashcards	Speak: name and recall room words Ask and answer about rooms in a house

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	related vocabulary students can remember from Grade 1 and Grade 2. It also helps students focus attention on the new unit theme. Draw a large outline of a house on the board, show each room FLASHCARD, elicit the word and nominate a student to stick the picture in the right place in the house. Write the room names with arrows connecting the words to the FLASHCARD pictures. Ask students to draw a similar house with all the rooms in it. Teaching tip: this is a meaningful writing activity for students because they are writing about something they have created themselves. It then becomes a personalised resource for group interaction, thus increasing the potential for student engagement. Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take turns to ask questions: 'What's this room?' <i>The kitchen.</i> Etc. Play [MIME & GUESS] teacher mimes 'typical actions' in each room, students guess which room it is, e.g. cooking / kitchen; brushing teeth / bathroom. Nominate confident students to mime for the class.		
Assessment for Learning: SMILEY FACE REACTION – students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Rooms in a house: kitchen, living room, dining room, bedroom, bathroom, hall	Receptive: <i>Where does the kitchen go?</i> Productive: <i>What's this room? It's the ... (room).</i>	Teacher to students Student to students	Equal stress on compound words, e.g. living room , dining room ,

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Theme: What do they do?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills												
Name and recall jobs Ask and answer about jobs and job-related actions Identify specific information in a song. Write about a person.	View the ANIMATED SONG in stages Stage 1: View <i>without sound</i> – set the viewing questions: How many people do you see and where are they? Stage 2: View with sound, set the viewing question? <i>What are their jobs?</i> Stage 3: listen to the first verse again, pausing before the last word of each line, students say the word. Then do the same for verse 2. Stage 4: Draw an information grid on the board, see example. Then help the students complete the boxes under Patrizia, (<i>She flies planes every day. Today she's at home, having lunch.</i>) Check by viewing verse 1 again. Put students in pairs to write about Tom. Check by viewing verse 1 again. Students 'invent' a person – choosing a job and writing about every day + today. Set up groups (or BREAK OUT ROOMS in an online lesson) Students take turns to talk about the person they 'invented'. Round up, asking confident students to 'introduce' their person. <i>This is ... (name) s/he's a (job), s/he and today s/he's</i>	ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/patrizias-pilot ANIMATED SONG https://learnenglishkids.britishcouncil.org/listen-watch/songs/were-going-zoo A simple information grid e.g. <table border="1"> <tr> <td></td><td>Patrizia</td><td>Tom</td><td></td></tr> <tr> <td>Every day</td><td>She</td><td>He</td><td></td></tr> <tr> <td>Today</td><td>She's</td><td>He's</td><td></td></tr> </table>		Patrizia	Tom		Every day	She	He		Today	She's	He's		Speak: name and recall jobs; ask and answer about jobs and job-related actions Listen: identify specific information in a song. Write about a person.
	Patrizia	Tom													
Every day	She	He													
Today	She's	He's													
Assessment for learning: [EMOJI CARDS] students listen to other students' imaginary person, respond by showing an EMOJI CARD.															
Vocabulary	Grammar	Interaction	Pronunciation												
Extend jobs from Unit 1: pilot, tailor	Receptive and productive: <i>She flies planes every day.</i>	Teacher to students Student to students	Final ...s sounds e.g. She flies /ʃi flaɪz /												

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	<i>Today she's at home, having lunch.)</i> <i>This is ... (name) s/he is a (job), s/he and today s/he's</i>		He makes /hi meiks /
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WEEK 3

Theme: What's it like?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall furniture Ask and answer questions about furniture. Follow simple instructions to draw a room.	Teaching tip: Students have met this vocabulary set in Grades 1 and 2, this lesson reminds them and reactivates the vocabulary. Show the house picture from Week 1, elicit room names and label them on the house picture. Show each furniture FLASHCARD and ask: 'Where does it go?' e.g. bed: 'Where does it go?', students respond: 'In the bedroom' Do the same for about 8 items (*students have met many of these in Grades 1 and 2). Write up the words with vowels missing, e.g. b-d sof- l-mp bookc-se fr-dge tabl- ch-ir s-nk Help students read the words then copy the list. Ask students to get out their House pictures from Week 1 and draw 5 or 6 furniture items around it, adding the words next to them. [SUBSTITUTION DRILL] the question, pointing to the words on the board, e.g. sofa <i>Where does the sofa go?</i> Set up groups (or BREAK OUT ROOMS in an online lesson) Students take turns to ask about furniture.	Furniture FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/furniture-flashcards Dining room picture https://learnenglishkids.britishcouncil.org/print-make/colouring/dining-room	Speak: name and recall furniture; ask and answer questions about furniture. Listen: Follow simple instructions to draw a room.

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	Show the dining room picture for 30 seconds, students [PAIR SHARE] what they remember Review propositions of place: <i>on the left/right, near, next to, on, under</i> using questions about the picture, e.g. <i>Where's the window/picture/table? Where are the chairs/flowers?</i> Use a [PICTURE DICTATION] with a picture of another dining room, e.g. <i>'There's a table in the middle'</i>; tell the students it's your favourite room (and why) – ask them to draw their favourite room (it could be in a grandmother's/aunt's house). Teaching tip: in other grades students have followed instructions to colour pictures and draw a room. Write on the board the [SENTENCE STARTERS] and [WORD BOX] Students copy them. Ask them to start their picture and finish it for homework, explain they will share their 'favourite rooms' in the next lesson, so they can practice describing it at home.	A similar, but different, dining room picture (drawn or a magazine picture) SENTENCE STARTERS: There's a There are in on near next to in the middle on the left on the right.	
Assessment for Learning: [POST ITS] students draw or write something about the PICTURE DICTATION			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle furniture: bed, sofa, lamp, bookcase, fridge, table, chair, sink	Receptive and productive: <i>Where does the sofa go?</i> <i>Where does it go?</i> Receptive: <i>There's ain/on/near/next to the</i> <i>There arein the middle/on the left/right.</i>	Teacher to students Student to students	Stress on key information, e.g. <i>Where does the sofa go?</i> There's a window on the left.

WEEK 4 (1 lesson)

Project: My favourite room

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Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a favourite room. Listen and respond with EMOJIs.	Review Prepositions with the FLASHCARDS - Show the opening image and ask 'Where's "Smiley"?' – 'In the box', then use the same question with the flashcards. Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take turns to show their favourite room pictures and describe them. Students show an EMOJI CARD after each description	Prepositions FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/prepositions-place-flashcards	Speak: describe a favourite room. Listen to others and respond with EMOJIs.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each student's favourite room description.			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 2 vocabulary	Unit 2 language.	Student to students	Unit 2 pronunciation