

GRADE 4

Unit 3 Theme: At school

Project: My favourite school subject POSTER

Goals: Students will create a **[POSTER]** which illustrates the school subject they like best. They will use the POSTER for a **[SHOW AND TELL]** activity at the end of the unit and give feedback to each other.

Product: Students will produce a [POSTER] which illustrates their favourite school subject, explaining what they like about it. They will be encouraged to share it with their family

Life skills¹: Creativity and Decision making – choosing between different options.

Cross curricular links: Art and all school subjects

Performance indicators: Students are able to represent their favourite school subject, explaining what they like about it in a POSTER using clear language and appropriate illustrations; they can use the POSTER to support their explanation to others.

WEEK 1:

Theme: What we do at school

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall school subjects Listen to information and guess the school subject Draw and write about school subjects.	Select [FLASHCARDS] that represent subjects that Grade 4 students study, e.g. Maths, English, PE Teaching tip: you can make your own FLASHCARDS for subjects that aren't in this digital set, e.g. Arabic, religion. CHORAL DRILL the subject names, then nominate students to ask: <i>What's this? Maths</i> Play [GUESS IT] describing a school subject, e.g. <i>We learn about animals– we look at plants (Science); We read stories – we listen to songs (English)</i> Students guess.	School subjects FLASHCARDS https://learnenglishkids.britishcouncil.org/print-make/flashcards/school-subjects-flashcards	Speak: Name and recall school subjects Listen to information and guess the school subject Draw and write about school subjects.

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	Write up the subjects on the board, give some students the FLASHCARD images, ask them to stick them under the words. Ask students to draw 4 school subjects and write the names. Write the [SENTENCE STARTERS] on the board, help students read them and give an example, e.g. <i>We learn about Islam in religion.</i> Ask students to write sentences about the 4 school subjects they have drawn. Set up pairs: one student gives a clue, e.g. '<i>We learn about Islam</i>', their partner guesses.	SENTENCE STARTERS, e.g. <i>We learn about .. in ...</i> <i>We sing ... in ...</i> <i>We read ... in ...</i> <i>We run ... in ...</i>	
Assessment for Learning: [POST ITS]– students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
School subjects: Arabic, maths, English, science, religion, PE learn, read, write, run, jump, sing, draw	Receptive and productive: <i>We learn about animals– we look at plants (Science)</i>	Teacher to students Students to student	Stress on key words, e.g. We run in PE.

WEEK 2

Theme: Our timetable

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills									
Listen for specific words in a game Read a timetable for specific information.	Elicit a list of school subjects and write them on the board; then elicit another list of verbs, e.g. learn, read, write, run, jump, sing, draw. Nominate students to make sentences, as in Week 1, e.g. <i>We learn about Islam in religion.</i> Ask students to copy a simple [BINGO] grid and choose 5 verbs and 4 school subjects to write in	A simple BINGO grid, e.g. <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>										Listen for specific words in a game Read a timetable for specific information.

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	it. The teacher chooses and dictates words. Show the school timetable and ask questions: <i>Is this a timetable? Whose timetable is it? (Kim's) How many days is it for? What's the first day of the week? Is that the same as in Palestine? (No) What's the first day of the week in Palestine?</i> Write 6-8 [TREASURE HUNT] questions on the board Pairs read the timetable and answer the questions. Check together. Complete 6 summary sentences, adding the missing words, e.g. She has ... maths on ..., ... and ... She has ... times a week. Pairs draw and write a timetable for two days of the school week. Write 4 summary sentences, using We have ... Teaching tip: this can be a differentiated task, some students make the timetable for only one day, more confident students can do one for 4 or 5 days.	School timetable https://learnenglishkids.britishcouncil.org/real-write/writing-practice/level-2-writing/school-timetable TREASURE HUNT questions, e.g When does he have ... (school subject)? How many times does he have ... (school subject)? Does he have ... (school subject) on ... (day)?	
Assessment for learning: [EMOJI CARDS] students look at another pair's timetable and draw an EMOJI on the back of it.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle and extend school subjects: geography, history, biology, drama, art, IT	Receptive: <i>When does she have ... (school subject)?</i> <i>How many times does she have ... (school subject)?</i> <i>Does she have ... (school subject) on ... (day)?</i> Productive:	Teacher to students Student to student	Word stress on new words: geography history biology drama,

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	<i>She has/ We have ... maths on ..., ... and ...</i> <i>She has/We have ... times a week.</i>		
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WEEK 3

Theme: We like school

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills																		
Listen for specific information. Ask and answer about school subjects. Write about a favourite school subject.	Use the school timetable again – one copy for a pair. Dictate gapped sentences which are similar to the ones in activity #3 in the worksheet, e.g. <i>She's got English, maths and drama on</i> Students work in pairs to decide the missing days. Teaching tip: you can dictate the sentences one by one, so there's a race to get the answer first. You can explain to students that they only have to write/note the subjects and the day The teacher nominates students and asks them which school subjects they like: <i>Do you like(subject)?</i> Then nominate [OPEN PAIRS] to ask each other. Show or draw the simple [FIND SOMEONE WHO] table, tell the students to draw and write the names of 3 subjects in the first two columns. Elicit the question for the given picture, e.g. <i>Do you like maths?</i> and then use a [SUBSTITUTION DRILL] to practice the question form, e.g. science - <i>Do you like science?</i> Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take turns to ask questions: <i>Do you like ...?</i> and write names in the 3rd column.	School timetable https://learnenglishkids.britishcouncil.org/read-write/writing-practice/level-2-writing/school-timetable and the worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/writing-practice-school-timetable-worksheet.pdf A simple [FIND SOMEONE WHO] table, e.g. <table><tr><th>Picture</th><th>School subject</th><th>Name</th></tr><tr><td></td><td>maths</td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Picture	School subject	Name		maths														Speak: ask and answer about school subjects. Listen for specific information. Write about a favourite school subject.
Picture	School subject	Name																			
	maths																				

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	Round up by asking ‘<i>Who likes(school subject)?</i>’ and counting the names. Explain that students are going to draw and write about their favourite school subject (or subjects) to share with others in the next lesson. Show students the WRITING FRAME to copy, explain they will draw a picture and complete the sentences, they can choose words from the [WORD BOX] Students start writing and finish it for homework.	A simple [WRITING FRAME]: My favourite subject is  I like ... because we ... learn about read sing draw play	
Assessment for Learning: [MOST THING]– students write or draw something about the funniest thing they did in the unit.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle school subjects: Arabic, maths, English, science, PE, religion	Receptive: <i>She's got English, maths and drama on(day).</i> <i>'Who likes(school subject)?'</i> Productive: <i>Do you like(school subject)?'</i>	Teacher to students Student to students	Rising intonation on closed questions, e.g. Do you like science? 

WEEK 4 (1 lesson)

Project: My favourite school subject

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a favourite school subject Listen and respond with	Put students in groups (or open BREAK OUT ROOMS in an online lesson) Students take turns to share their 'My favourite subject POSTERS'. Explain that they should note down who likes what ,e.g.	Coloured paper, glue, scissors EMOJI CARDS	Speak: Describe a simple story. Listen to other stories and identify a 'false fact'; respond with EMOJIs.

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EMOJIs.	<table border="1"> <tr> <td>Name</td> <td>Favourite subject</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>		Name	Favourite subject										
	Name	Favourite subject												
Round up asking: <i>Whose favourite subject is(subject)?</i>														
Assessment for Learning: REFLECTION: students say what they think about school.														
Vocabulary	Grammar	Interaction	Pronunciation											
Unit 3 vocabulary	Unit 3 language.	Student to students	Unit 3 pronunciation											