

GRADE 4

Unit 5: Theme: Let's meet up at the weekend

Project: Students plan a Saturday of activities together

Goals: Students will work in small groups to plan activities that they would all like to do on a Saturday. They will decide together and present their plan to others, giving feedback to each other.

Product: Students will select from various free time activities a plan for a day of activities (on a Saturday). They will present their plan in an illustrated table / schedule. They will be encouraged to share the plan with their family

Life skills¹: Creativity and negotiation: decide on activities and timing.

Cross curricular links: Art and PE

Performance indicators: Students are able to decide what to do and when and present it in a schedule for a day. They are able to use language from the unit correctly.

WEEK 1: Theme: What do you like doing?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall free time activities. Listen and write free time activities. Ask and answer about free time activities.	[MIME & GUESS] Teachers mimes free time activities then nominate confident students to come to the front of the class – show them a [FLASHCARD], they mime it. Set up 3 or 4 teams to play – they get points for guessing correctly first. Show the images from the listen and match activity, take the pictures away, students [PAIR SHARE] the activities they remember. Teaching tip: students will have learnt free time / hobby vocabulary in Grade 2, Unit 7 and Grade 3 Unit 11. In this unit they will expand that vocabulary set. Listen to the words/phrases, nominate a student to point to the picture and say the word/phrase. [CHORAL DRILL] words /phrases as necessary	Free time FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-free-time-activities.pdf Free time: Listen and match https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/free-time-1	Speak: name and recall free time activities; ask and answer about free time activities. Listen and write free time activities.

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Draw a table on the board, labelling the three columns (see example). Use a [DICTATION] to help students categorise/sort the activities into ones they like/don't like or don't know if they like it – use activities used in the lesson so far. **Remember to use the verb+-ing . Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take turns to ask questions about the activities: <i>Do you like ...?</i> . Explain they should tick (✓) any activities that are the same. Write on the board the [PROMPTS] (name) and I like ... and ... (name) and I don't like ... and ... Students write about their group's free time activities.	A simple table for sorting free time activities, e.g. <table><tr><th>I like</th><th>I don't like</th><th>I don't know</th></tr><tr><td></td><td></td><td></td></tr></table>	I like	I don't like	I don't know			
I like	I don't like	I don't know					

Assessment for Learning: [POST ITS] – students write or draw something they liked doing during Week 1.

Vocabulary	Grammar	Interaction	Pronunciation
Extend free time activities: read a book, watch TV, paint a picture, play board games, do crafts, play dress up, go fishing	Receptive and productive <i>I like; I don't like</i> <i>(name) and I like ... and ...</i> <i>(name) and I don't like ... and ...</i> <i>Do you like-ing?</i>	Teacher to students Student to students	Rising intonation for closed questions e.g. <i>Do you like</i>  <i>watching TV?</i>

WEEK 2

Theme: Let's play hopscotch

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall action verbs Listen to instructions for a game (hopscotch) Read simple instructions	Use the 'grounding activity' [SHAKE IT OUT] to release stress. Ask students to follow simple body movement instructions, e.g. shake your left arm, shake your right foot etc Before viewing the VIDEO, mime actions from the video instructions: Throw/Toss:		Speak name and recall action verbs Listen to instructions for a game (hopscotch) Read simple instructions then

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then write them in the correct order.	(mime throwing a stone); Hop: (Jump on one foot); Jump: (Jump with two feet); Pick up: (Lean down to grab something). Introduce the words and [CHORAL DRILL] them. Play SIMON SAYS to practice them (plus other actions like <i>touch, shake, move</i> etc) Write up action words on the board with the first letter missing: -hrow -op -ump -ick up -hake -ove Help students to read the words. First viewing: Tell the students they are going to watch a video about an action game, set the viewing question: <i>Is this a game for inside or outside?</i> + <i>What do you need to play?</i> Tell the students to PAIR SHARE how to play the game. Teaching tip: this doesn't have to be all in English, but you can encourage them to ask for new words with <i>'How do you say ... in English?'</i> Watch a second time to check. Ask students to make 2 cards – one with 'Yes' and one with 'No' – read extracts from the video about how the game works – after each extract, students hold up a 'Yes' or a 'No' card. e.g. <i>'We draw five squares'</i> 'No' Show the instructions in the WRONG ORDER. Teaching tip: you could write them on large cards to stick on the board in the WRONG ORDER. Pairs or groups decide on the right order, taking it in turns to write the 7 instructions on a shared piece of paper.	[VIDEO] How to play 'Hopscotch' https://learnenglishkids.britishcouncil.org/listen-watch/how-videos/how-play-hopscotch The instructions to order, e.g. 1. Draw ten squares 2. Write the numbers one to ten 3. Throw the stone onto number one 4. Hop and jump 5. Play again with the other numbers. 6. Miss a turn if you step on a line or throw outside the square. 7. The winner is the first one to get to number ten.	write them in the correct order
Assessment for learning: [POST ITS] students write or draw something about hopscotch			

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Vocabulary	Grammar	Interaction	Pronunciation
Actions: throw, hop, jump, pick up, shake, move <i>Hopscotch</i> related words: chalk, stone, square	Receptive: Most of the video description of the game Productive: Imperatives for simple instructions, e.g. 1. Draw ten squares. 2. Write the numbers one to ten	Teacher to students Student to student/s	Stress on key information, e.g. Write the numbers one to ten

WEEK 3

Theme: Let's play together

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall toys and games and action verbs. Listen for specific information in a song	Watch the ANIMATED SONG in stages. Stage 1: Before viewing: draw about 7 or 8 games or toys on the board, include <i>a ball, a kite, a bubble blower, a yoyo</i> and <i>a jigsaw puzzle</i>. Teaching tip: if you have 7 games or toys at home you could bring them to the classroom, to present the language. Elicit the names and CHORAL DRILL as necessary. Then write associated verbs: including <i>do, catch, blow, fly</i> etc. Help students match the verbs and the games/toys. Stage 2: set 2 viewing questions: <i>Who is in the song? Are they happy at the end?</i> Stage 3: View again to answer the question: <i>Which games or toys do you see in the song?</i> Students [PAIR SHARE] what they remember. View again to check.	ANIMATED SONG https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-can-i-play-with-you-lyrics.pdf	Speak: name and recall toys and games and action verbs. Listen and identify the speaker in a shop dialogue. Read and complete a shop dialogue

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	Write the words of a question in random order, e.g. you play with I can Help the students put it in the correct order. CHORAL DRILL the question. Stage 4: View again to count the number of times they hear the question (4 times). Write the suggestion (see Verse 5) in random order: e.g. a do let's puzzle Help students order it. CHORAL DRILL the suggestion. Stage 5: Nominate 6 students to stand in front of the class, give them 6 game or toy cards (a card with the name on it). Start the activity, saying 'Heba, can I play with you?' Heba says 'Yes, let's fly a kite' then Heba says, 'Aya can I play with you?' until everyone has had a go. Repeat with another group of 6 students. Pairs play the same game. Show the students the [SATURDAY PLANNER] – set up pairs to agree on 3 activities and draw and write them in the table. Finish their plan for homework, explain that they'll share it in the next lesson. Tell them they can bring toys or games to the classroom next lesson.	A simple table to use as an illustrated SATURDAY PLANNER, e.g. <table><tr><td>Example</td><td>Let's play a board game</td></tr><tr><td></td><td></td></tr><tr><td>Saturday morning</td><td></td></tr><tr><td>Saturday afternoon</td><td></td></tr><tr><td>Saturday evening</td><td></td></tr></table>	Example	Let's play a board game			Saturday morning		Saturday afternoon		Saturday evening		
Example	Let's play a board game												
													
Saturday morning													
Saturday afternoon													
Saturday evening													
Assessment for Learning: [POST ITS] students draw or write something about the song.													
Vocabulary	Grammar	Interaction	Pronunciation										
Recycle toys and games: <i>a ball, a kite, a bubble blower, a yoyo, a jigsaw puzzle.</i> Action verbs:	Receptive <i>Who is in the song?</i> <i>Are they happy at the end?</i> Productive:	Teacher to students Student to student	Rising intonation on a closed question <i>Can I play with you?</i>										

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<i>do, catch, blow, fly</i>	<i>'Heba, can I play with you?'</i> <i>'Yes, let's fly a kite'</i> <i>Let's fly a kite on Saturday morning/afternoon/ evening.</i>		
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WEEK 4 (1 lesson)

Project: This is our Saturday plan

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Act out a planning dialogue. Listen and respond with EMOJIs.	Pairs practice their Saturday Plans using the ' <i>Can I ? Yes let's</i> ' couplet and any toys/games they have chosen. Set up groups of 6 or 8 (or BREAK OUT ROOMS in an online lesson) Pairs of students take turns to act out their SATURDAY PLAN. Students show an EMOJI CARD after each description	The students can refer to their SATURDAY PLANNER	Speak: act out a planning dialogue Listen to others and respond with EMOJIs.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each role play.			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 5 vocabulary	Unit 5 language.	Student to student Students to students	Unit 5 pronunciation