

LESSON PLAN

Grade: 5

Unit: 5 – HEALTH

FUNCTIONS& USEFUL LANGUAGE:	LANGUAGE SKILLS & OUTCOMES:
Expressing illnesses, needs and feelings I feel cold. I have the flu. I have a fever. I have a toothache/headache/stomachache. S/he feels cold and tired. S/he needs pills. Making simple suggestions —You should stay in bed. — Have a rest. —Stay in bed. —Visit a doctor. —Take your pills. backache/headache/toothache/stomachache	Listening E5.5.L1. Students will be able to identify common illnesses and understand some of the suggestions made. E5.5.L2. Students will be able to understand simple suggestions concerning illnesses. Speaking E5.5.S1. Students will be able to name the common illnesses in a simple way. E5.5.S2. Students will be able to express basic needs and feelings about illnesses. Reading E5.5.R1. Students will be able to understand short and simple texts about illnesses, needs and feelings.
TESTING & EVALUATION	
<p>Listening Different variations of matching (...the sentences with paragraphs ... pictures with the sentences, etc.), Discriminating between phonemes, Identifying interlocutors' intentions and implicatures, Listen and perform/complete an action (E.g.: Listen and draw/paint, listen and match, listen and put the correct order, listen and spot the mistake, etc.), Listen and tick (the words, the themes, the situations or events, the people, etc.), Omitting the irrelevant information, Putting into order/reordering, Recognizing phonemic variations, Selective listening for morphological structure and affixation, True/False/No information, understanding overall meaning and supporting details, recognizing specific information, Questions and answers.</p> <p>Speaking Collaborative or singular drama performances (Simulations, Role-plays, Side-coaching), Debates, Group or pair discussions, describing a picture/video/story, etc., Discussing a picture/video/story, etc., Giving short responses in specific situations, Information gap, Opinion gap, reporting an event/anecdote, etc., Short presentations, Talking about a visual/table/chart, etc.</p> <p>Reading Different variations of matching (...the sentences with paragraphs, ... pictures with the sentences, etc.), Finding specific information, Finding a title to a text, Identifying the gist and supporting details, Intensive reading, Read and perform / complete and action (E.g.: Read and guess the meaning of lexemes, Read and draw/paint, Read and solve the riddle), Solving a puzzle, Spotting text mechanics (reference, substitution, various types ellipses), True/False/No information, Transferring the text to a table/chart (Information transfer), Understanding the author's intention, Questions and answers."</p>	

17th Week: 6-10 January Time: 40+40+40

Objective:

Students will learn vocabulary related to illnesses and practice matching and listening skills.

Get Ready & Matching

1. **Look at the numbers and the letters. Find the words using the table, follow the lines, and learn the names of the illnesses.** (Page 58)

Instructions:

- Tell your students: "Let's start by finding the names of some common illnesses."
 - Students look at the numbers and letters on page 58, then follow the lines to find the correct words.
 - Discuss the answers as a class to ensure students understand the vocabulary.
2. **How do they feel? What's the problem? Match the capital letters with the small letters and find out the meanings. Then listen and repeat.** (Page 59)

Instructions:

- Tell your students: "Let's match the illnesses with the symptoms."
- Students match the capital letters with the small letters to identify the correct illness and symptoms.
- Play the audio and ask students to listen and repeat after the recording.

3. Choose a problem in part 2. Mime it to your friends. Your friends guess and say "You feel...", "You have...". (Page 59)

Instructions:

- Divide the class into pairs and have one student mime an illness while the other guesses.
- Rotate roles and repeat the activity.

Listening & Speaking

4. Before you listen, answer: Do you often get sick? (Page 60)

Instructions:

- Ask your students: "How often do you get sick?"
- Encourage them to share their experiences with the class, using full sentences.

5. Listen to the dialogues and number the pictures. (Page 60)

Instructions:

- Play the audio and ask students to listen carefully.
- Students number the pictures on page 60 according to the dialogues they hear.

6. Listen to part 5 again. Read the questions and say the answers. (Page 60)

Instructions:

- Play the audio again and ask students to listen carefully.
- Students answer the questions according to the recording.
- Encourage them to share their answers.

18th Week: 13-17 January Time: 40+40+40

Objective:

Students will practice reading comprehension and explore healthy vs unhealthy foods.

Speaking & Game Time

7. Look at the pictures. What are their illnesses? How do they feel? What do they need? Explain. (Page 61)

Instructions:

- Ask your students to observe the pictures on page 61 and discuss the illnesses, feelings, and needs of each character.
- Encourage students to use full sentences.

Reading & Writing

8. Before you read, answer: Do you like herbal tea? What do you drink it for? (Page 62)

Instructions:

- Ask your students about their opinions on herbal tea and why they might drink it.
- Encourage them to share their thoughts with the class.

9. Read the text. Tick (✓) the pictures about Andy's health problems and needs. (Page 62)

Instructions:

- Have students read the text on page 62.
- Ask them to tick the correct pictures that match Andy's health problems and needs.

10. **Read the sentences. Write true (T) or false (F).** (Page 62)

Instructions:

- Have students read the text on page 62 again.
- Ask them to write true (T) or false (F).

11. **What should Andy do? What do you suggest?** (Page 63)

Instructions:

- Ask your students to think about what Andy should do to feel better.
- Encourage them to make suggestions and share them with the class.

12. **You don't feel very well today. What's the problem? How do you feel? What do you need? Explain.** (Page 63)

Instructions:

- Have students write about how they feel when they're not well and what they need to feel better.
- Ask them to share their writing with the class.

13. **Look at the foods. Which of them are healthy? Which of them are unhealthy? Write.** (Page 63)

Instructions:

- Have students look at the food items on page 63 and decide which are healthy and which are not.
- They should write their answers in their notebooks and discuss them as a class.

19th Week: 3-7 February Time:40+40+40

Objective:

Students will enhance their listening and speaking skills while learning to make suggestions.

Speaking & Listening

14. **What should we eat and drink to be healthy? Say.** (Page 64)

Instructions:

- Ask students to discuss what foods and drinks are good for maintaining health.
- Encourage them to share their ideas with the class.

15. **Before you listen, answer: Do you drink herbal tea? Why/Why not?** (Page 64)

Instructions:

- Discuss with your students whether they drink herbal tea and their reasons for doing so.
- Encourage them to express their opinions in full sentences.

16. **Listen to the dialogue and write the names under the photos.** (Page 64)

Instructions:

- Play the audio and have students listen carefully.
- They should write the correct names under the photos based on what they hear.

17. Listen again and answer the questions. (Page 64)

Instructions:

- Play the audio from a previous lesson and have students listen again.
- Ask them to answer the comprehension questions based on what they heard.

18. You are ill. Your friend asks you questions about your needs and feelings. Work in pairs and make dialogues. (Page 64)

Instructions:

- Pair up students and have them role-play a dialogue where one is ill and the other asks questions about their condition.
- Rotate roles and practice different scenarios.

20th Week: 10-14 February Time: 40+40+40

Speaking & Matching

19. Look at the pictures and the keywords. What drinks can you make for a sore throat and sickness by using them? How? Describe briefly. (Page 65)

Instructions:

Show students the pictures and keywords on page 65.

Have them describe how to make drinks for specific health issues like a sore throat.

20. Match the situations with the suggestions. You can match a situation with more than one suggestion.

There's one extra situation. (Page 65)

Instructions:

- Students match the situations with appropriate suggestions on page 65.
- Discuss the answers as a class.

21. Look at the picture story and read the keywords. Tell the story. (Page 66)

Instructions:

- Have students study the picture story on page 66 and use the keywords to tell the story in their own words.
- Encourage creativity in their storytelling.

22. Do the crossword puzzle. (Page 67)

Instructions:

- Students complete the crossword puzzle on page 67, using the clues provided.
- Discuss the answers together as a class.

ASSIGNMENT

Prepare a picture story as in the example. Work in groups and exchange information about your picture story. (Page 68)

Instructions:

- Students create their own picture stories about a health issue, similar to the one on page 68.
- They will work in groups to share and discuss their stories.

This Plan is successfully applied during within the scheduled time.

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