



## INSTRUCTIONAL GUIDE - 4TH GRADE 2025-2026 - UNIT 2

|                           |  |
|---------------------------|--|
| <b>GRADE</b>              | 4th Grade Elementary ▾   |
| <b>PERIOD</b>             | 2nd Period ▾   |
| <b>UNIT</b>               | 2 ▾  |
| <b>TERM</b>               | November 10th - December 19th  |
| <b>TOTAL OF SESSIONS</b>  | 6 weeks  |
| <b>LEARNING OBJECTIVE</b> | Students will develop the ability to understand and use vocabulary related to recipes, including sequence adverbs, parts of a recipe, and expressions of quantity. They will also practice using imperative verbs to give and follow instructions in everyday contexts. Through interactive tasks and practical activities, students will learn to describe and create simple recipes while applying commands such as <i>wash the dishes, do your homework, wash your hands, pick up the trash, make your bed, and clean your room</i> , promoting both language use and responsibility in daily routines. |

|            |   |   |
|------------|---|---|
| <b>NEM</b> | <b>Project</b>                            | <ul style="list-style-type: none"> <li>Don't Lose Your Wits, Better Read the Instructions! (pp.170-183)</li> </ul>  |
|            | <b>Product</b>                            | <ul style="list-style-type: none"> <li>Make your own instruction manual.</li> </ul>   |
|            | <b>Content</b>                            | Graphic, playful, and aesthetic elements and resources in English ▾<br>Oral and written texts in English ▾  |
|            | <b>LDP (Learning Development Process)</b> | Creates a simple instruction sheet based on a model. ▾<br>Participates in crossword puzzles, word searches, and other board games. ▾<br>Participates in the collective writing of simple songs and rhyming poems. ▾ |
|            | <b>Articulating Axes</b>                  | Critical interculturality ▾ Critical interculturality ▾ Cultural appropriation through reading and writing ▾  |

|                        |   |   |
|------------------------|---|---|
| <b>CEFR<br/>SKILLS</b> | <b>Listening</b>                            | <ul style="list-style-type: none"> <li>• A1: Ss can follow the sequence.</li> <li>• A1: Ss can follow directions if people talk very clearly.</li> </ul>  |
|                        | <b>Reading</b>                              | <ul style="list-style-type: none"> <li>• A1: Ss can understand clear instructions.</li> </ul>   |
|                        | <b>Writing</b>                              | <ul style="list-style-type: none"> <li>• A1: Ss can follow a sequence and instructions.</li> </ul>  |
|                        | <b>Speaking</b>                             | <ul style="list-style-type: none"> <li>• A1: Ss can describe a simple recipe to others.</li> </ul>  |
|                        | <b>Grammar &amp; Language<br/>Structure</b> | <ul style="list-style-type: none"> <li>• Imperatives in affirmative and negative to explain rules of a game/ instructions/ recipes: Don't keep the cards if they don't match, Keep the pair if they match.</li> <li>• Use sequencing words to give instructions: First, then, after that, next and finally.</li> </ul>  |
|                        | <b>Vocabulary</b>                           | <ul style="list-style-type: none"> <li>• Vocabulary chunks to play memory: put the cards facing down, mix them well, take turns, flip the cards, keep the pair, put the cards back.</li> <li>• Vocabulary to set the rules for a Christmas party pp. 50 (greet everyone, say please, pick up the trash, do not shout, etc.)</li> <li>• Cooking Vocabulary: Instructions, ingredients, material, cut, put, glue, add, mix, bowl, make, prepare, cover, boil, recipe, cook, etc.</li> <li>• Vocabulary to prepare pancakes: flour, sugar, baking powder, salt, milk, eggs, melted butter ) Vocabulary to talk about quantities: cup, teaspoon, tablespoon).</li> <li>• Verbs to prepare pancakes: whisk, mix, put, add, mix, heat our, turn cook)</li> <li>• Sequence Adverbs: first, then, after that, finally.</li> <li>• Chores &amp; Daily Actions: Do your homework, wash the dishes, put the trash in the garbage, clean your room, wash your hands, make your bed.</li> <li>• Weather: sunny, rainy, cloudy, cold, hot.</li> <li>• Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.</li> <li>• Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.</li> <li>• Numbers: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.</li> <li>• Alphabet: A-Z</li> </ul> |

## Strategies and Activities


*The five stages in this Instructional Guide represent the progression of the project and its sessions. Each session naturally integrates the moments of our class (Warm-up, Introduction, Development, and Wrap-up) through the suggested activities within every stage.*

### Suggested Session Distribution: Sessions 1 - 3

**STAGE 1: Kickstart** (Warm Up / Lead-in) / Get students thinking, talking, and preparing for the lesson and project.

**Achievement:** Students will activate prior knowledge, engage in the lesson topic, and prepare for learning by participating in interactive and stimulating activities related to recipes, sequence adverbs, parts of a recipe, quantities, instructions to make a paper plane, and imperatives. By the end of the warm-up, students will be mentally prepared, engaged, and ready to participate in guided and independent practice, having activated relevant vocabulary and structures.

|                                       |   |
|---------------------------------------|---|
| <b>Skill</b>                          | <input checked="" type="checkbox"/> 🎵 Listening<br><input checked="" type="checkbox"/> 📖 Reading<br><input type="checkbox"/> 📝 Writing & Language Structure<br><input checked="" type="checkbox"/> 🗣️ Speaking  |
| <b>Resources</b>                      | <input type="checkbox"/> 📚 Textbook<br><input type="checkbox"/> 📓 Notebook<br><input type="checkbox"/> 📄 Worksheet<br><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)<br><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<br><input checked="" type="checkbox"/> 🗑️ Realia<br><input checked="" type="checkbox"/> 🎲 Didactic Games |
| <b>Classroom Interactive Patterns</b> | <input checked="" type="checkbox"/> 🏠 Whole Group<br><input checked="" type="checkbox"/> 👥 Small group work<br><input checked="" type="checkbox"/> 👫 Pair work  |

|                   |  |
|-------------------|--|
|                   | <input type="checkbox"/>  Individual work   |
| <b>Assessment</b> | <input type="checkbox"/> Rubrics (projects, presentations, role play, performance)<br><input type="checkbox"/> Checklists<br><input checked="" type="checkbox"/> Observation guides<br><input type="checkbox"/> Quizzes<br><input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)<br><input type="checkbox"/> Unit Exams |

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

TPR ▾

Simon Says ▾

Realia Strategies ▾

Show and Tell ▾

Word Wall ▾

Charades ▾

Flashcards ▾

- Activity Description:

#### Daily Weather Check

- Start class with a short routine:
  - Ask: "What's the weather like today?"
  - A helper looks outside and answers: "Today it's sunny."
- **Extension:** Write it on the board to keep track of the weekly weather.

#### Weather Flashcard Race

- The teacher shows a weather flashcard quickly.
- Students shout the name: "It's stormy!"
- For more challenges: show two cards and students must make a sentence: "It's sunny but windy."

### **Days of the Week Song & Actions**

- Play or sing a simple "Days of the Week" song.
- Add movements:
  - Monday = clap hands
  - Tuesday = stomp feet
  - Wednesday = jump
- Students join in and repeat.
- Variation: speed it up or sing backwards!

### **Missing Day Game**

- Write the days of the week on the board in order.
- Erase one day and ask: "Which day is missing?"
- Students shout: "Thursday!"
- For more challenges: erase two days.

### **Months Chant with Rhythm**

- Clap a rhythm and chant: "January, February, March..." until December.
- Students repeat.
- Challenge: speed round — faster and faster.

### **Alphabet Chant with Actions**

- Say or sing the alphabet together.
- Add actions: clap on vowels (A, E, I, O, U), stomp on consonants.

- Variation: say it fast, slow, whisper, or in a “robot voice.”

### **Alphabet Flashcard Race**

- Show a letter card quickly.
- Students shout the letter’s name (e.g., “B!”).
- For more challenge: they also say a word beginning with that letter (“B – Ball!”).

### **Find the Letter Around the Room**

- Stick letter cards around the classroom.
- The teacher calls: “*Find the letter M!*”
- Students run and touch the right card.
- Extension: Call words instead (“*Find the first letter of CAT!*”).

### **Counting Chain**

- Students sit or stand in a circle.
- Teacher starts: “10”.
- Each student says the next number: “20, 30, 40...” until 100.
- Variation: Skip-count by 5s, 10s, or even go backwards.

### **Number Bingo (10–100)**

- Give students bingo cards with numbers (10–100).
- The teacher calls out numbers: “Seventy!”
- Students mark it.
- First to complete a row shouts: “Bingo!”

### **Math Challenge Race**

- The teacher says: “ $10 + 30 = ?$ ”

- First student/team to answer “40!” wins a point.
- Can use addition, subtraction, or even skip-counting.

### **The use of Manuals**

- A short video (2–3 min) is shown of children using manuals (assembling a toy or following steps in a video game). Then, brainstorm in the classroom: What is a manual? What is it for?
  - <https://www.youtube.com/watch?v=aZpX7bQ1ETQ>

### **What are the instructions?**

- Show daily life manuals (recipe, hygiene routine, school rules). Discuss: “What do they tell us to do?”

### **Connecting to real life**

- Class survey: “What things do you do every day that need steps?” (e.g., brushing teeth, making a sandwich).

### **Action Charades – “Chef Says”**

- Teacher (or one student) acts like a chef giving commands:
  - “Cut the carrots!” (students mime cutting)
  - “Mix the salad!” (students pretend to stir)
  - “Boil the water!” (students mime a pot).
- Similar to *Simon Says*: if the teacher doesn't say “Chef says”, students shouldn't do the action.

### **Mystery Bag – What's the Ingredient?**

- Put pictures or real objects of food (tomato, onion, egg, etc.) in a bag.
- A student pulls one out and makes a sentence:
  - “Add the tomato.”
  - “Cut the onion.”

- Class repeats together.

### **Recipe Song/Chant Warm-up**

- Make a simple chant with rhythm:
  - *“Cut, cut, cut the fruit – Mix, mix, mix the juice – Boil, boil, boil the soup – Fry, fry, fry the egg!”*
- Students repeat while doing the actions.

### **Cooking Mime Sequence**

- Teacher says a mini recipe with sequence adverbs and acts it out:
  - *“First, cut the tomato. Next, mix the salad. Finally, eat it!”*
- Students repeat and mime the actions.
- Variation: Call on volunteers to give their own 3-step “recipe.”

### **Mixed-Up Recipe**

- Teacher writes a short recipe out of order on the board:
  - *Finally, eat the soup. First, boil the water. Next, add the vegetables.*
- Students reorder it correctly using *first, next, then, finally*.
- Quick and fun group challenge.

### **Recipe Puzzle (Mix & Match)**

- The teacher prints a short, simple recipe and cuts it into parts: *title, ingredients list, instructions/steps, picture*.
- Students in pairs put the pieces in the correct order.
- First team to finish shouts: *“Recipe ready!”*

### **What's Missing?**

- The teacher shows a recipe on the board but erases or hides one part.
- Students guess: *“The missing part is the ingredients!”* or *“The instructions are missing!”*

- Variation: Hide two parts for more challenge.

### **Quantity Mime**

- Teacher says: “A spoon of sugar” → students mime scooping sugar.
- “A slice of bread” → students pretend to cut.
- Great for movement and quick recognition.

### **Quantity Relay**

- Place food and quantity cards at the other side of the room.
- Divide students into teams.
- The teacher says: “A cup of milk!”
- The runner finds the right pair and brings it back.

### **Which One Is Correct?**

- Teacher gives two silly options:
  - “Do we say a kilo of bread or a slice of bread?”
- Students choose and answer together.
- Variation: Have them correct the wrong one.

### **Action Simon Says – “Pilot Says”**

- Teacher gives instructions:
  - “Fold the paper in half!” (students fold)
  - “Turn the paper!” (students turn)
  - “Throw the plane!” (students mime throwing).
- If the teacher doesn't say “Pilot says”, students shouldn't move.

### **Jumbled Instructions**

- Teacher writes simple steps for making a paper plane on the board but in the wrong order:

- *Throw the plane.*
- *Fold the paper in half.*
- *Make the wings.*
- Students reorder them: "*First fold the paper, then make the wings, finally throw the plane.*"

### **Guess the Next Step**

- Teacher starts: "*First, fold the paper in half.*"
- Students guess the next instruction: "*Then, fold the corners!*"
- Great for activating sequence adverbs.

### **Teacher Says (Simon Says – Chores Edition)**

- The teacher says: "*Wash the dishes!*" → students mime washing.
- If the teacher says "*Do homework!*" without "*Teacher says*", students should stay still.
- Great for energy and listening skills.

### **Charades with Imperatives**

- A student picks a card (e.g., *make the bed*).
- They act it out without speaking.
- The class guessed the command: "*Make the bed!*"

### **Mime & Repeat**

- The teacher gives an imperative and mimes it: "*Clean the room!*"
- Students repeat aloud while miming.
- Variation: Faster and faster, or with silly voices (robot, whisper, loud).

### **Chore Chain (Memory Game)**

- The first student gives an imperative: "*Wash the dishes.*"
- Second repeats and adds: "*Wash the dishes, make the bed.*"

- The third continues: “*Wash the dishes, make the bed, clean the room.*”
- Continue until someone forgets — fun and challenging!

### [Worksheet Reference](#)

 [4th Grade\\_Unit2.pdf](#)

- Weather: pg. 1
- Months of the year: pg. 2
- Days of the week: pg. 3
- Alphabet: pg. 4
- Numbers: pg. 5
- Recipe Vocabulary: pg. 6 -8

## Suggested Session Distribution: Sessions 4 - 8

**STAGE 2: Language Drop** (Presentation / Input) / Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

**Achievement:** Students will be introduced to new vocabulary, concepts, and structures related to recipes, sequence adverbs, parts of a recipe, quantities, instructions to make a paper plane, and imperatives, and will develop initial understanding through teacher-led explanations, modeling, and examples.

|  |   |
|--|---|
| <p><b>Skill</b></p>                          | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input type="checkbox"/> 📖 Reading</li> <li><input type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul>   |
| <p><b>Resources</b></p>                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> 📚 Textbook</li> <li><input type="checkbox"/> 📓 Notebook</li> <li><input type="checkbox"/> 📄 Worksheet</li> <li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input checked="" type="checkbox"/> 🗺️ Realia</li> <li><input checked="" type="checkbox"/> 🎮 Didactic Games</li> </ul> |
| <p><b>Classroom Interactive Patterns</b></p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input type="checkbox"/> 👤 Individual work</li> </ul>  |
| <p><b>Assessment</b></p>                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input type="checkbox"/> Checklists</li> <li><input checked="" type="checkbox"/> Observation guides</li> <li><input type="checkbox"/> Quizzes</li> </ul>   |

- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾

Delayed Reading Aloud ▾

Context Clues ▾

Flashcards ▾

TPR ▾

Charades ▾

Word Association ▾

Show and Tell ▾

- Activity Description:

#### Visual Introduction

- Show a real recipe or picture of a dish on the board.
- Ask students: “*What do you see?*”
- Highlight vocabulary in context: ingredients, instructions, steps.

#### Vocabulary Flashcards

- Prepare flashcards with words + images:
  - *cook* → *person cooking*
  - *boil* → *pot with steam*
  - *cut* → *knife slicing vegetables*
- Show the card, say the word, have students repeat chorally.
- Optional: include action mimes (students pretend to cut, mix, boil).

## Cooking Verbs:

- Visual introduction, flashcards, and choral repetition with gestures.

## Mini-Recipe Demonstration

- The teacher shows a mini recipe (real or imaginary): “*First, cut the tomato. Then, add salt. Mix it. Finally, cook for 5 minutes.*”
- Students listen and repeat the target vocabulary: *cut, add, mix, cook.*
- Highlight the vocabulary in context on the board.

## Fill-in-the-Blank Presentation

- Show a simple recipe with missing words:
  - “\_\_\_\_ the onions. \_\_\_\_ the tomatoes. \_\_\_\_ them together.”
- Students guess: “*Cut, add, mix.*”
- Reinforces vocabulary in context and encourages interaction.

## Quantities

- Match “a cup of,” “a slice of,” “a kilo of” with realia or pictures.

## Vocabulary Sorting

- Write all vocabulary words on the board.
- Ask students to sort into categories:
  - *Actions* → *cut, mix, boil, fry*
  - *Things* → *ingredients, recipe, instructions*
- Good for reinforcing meaning and group discussion.

## Visual Recipe Introduction

- Show a simple recipe with images of each step (e.g., making a sandwich or salad).
- Point to each step and say:

- *"First, cut the bread. Next, add the butter. Then, put on the cheese. Finally, eat it."*
- Highlight the sequence adverbs in a different color on the board.

### **Choral Repetition**

- The teacher reads each step slowly.
- Students repeat chorally, emphasizing the sequence words: *first, next, then, finally*.
- Repeat with gestures: fold hands for *first*, point for *next*, clap for *finally*, etc.

### **Step Cards Presentation**

- Prepare cards with steps of a recipe written on them.
- Show each card in random order and ask:
  - *"Which step is first? Which comes after that?"*
- Students place them in the correct sequence while repeating the adverbs.

### **Mime the Steps**

- The teacher acts out each step (cutting, mixing, adding ingredients).
- Students watch and repeat:
  - *"First, cut the vegetables. Then, mix them. Next, boil the water. Finally, serve!"*
- Gestures reinforce comprehension.

### **Show a Complete Recipe**

- Display a real or illustrated recipe on the board.
- Point to each part and explain:
  - *Title* → *tells us the name of the recipe.*
  - *Ingredients* → *list of food items needed.*
  - *Instructions* → *steps to prepare the recipe.*
  - *Picture* → *shows what the final dish looks like.*
- Highlight each part in a different color or underline them.

## Label the Parts

- Prepare a recipe template with blank labels.
- Ask students: “*What is this part called?*” while pointing to:
  - Title
  - Ingredients
  - Instructions
  - Picture
- Students answer chorally or with volunteers.

## Step-by-Step Demonstration

- The teacher reads a short recipe aloud.
- After each part, ask: “*Which part is this?*”
- Example: “*We need 2 eggs and 1 cup of flour.*” → *Ingredients*

## Show Real or Visual Ingredients

- Display real objects, pictures, or cards of ingredients (flour, sugar, bread, milk, cheese).
- Introduce quantities with them:
  - “*A cup of milk*” → show a cup of milk
  - “*A slice of bread*” → show a slice
  - “*A kilo of rice*” → show a bag
- Students repeat the phrases chorally.

## Matching Game

- On the board, write quantities on one side and ingredients on the other.
- Students match:
  - *A cup of* → *milk*
  - *A slice of* → *bread*

- *A kilo of* → *rice*

## Flashcard Introduction

- Show flashcards with quantities and pictures:
  - Card: "*a spoon of sugar*" → picture of sugar on a spoon
  - Card: "*a piece of cake*" → picture of a slice of cake
- Students repeat and mime the action: scoop, slice, pour.

## Mini Demonstration

- Teacher demonstrates simple measuring actions:
  - "*Add a cup of water*" → pretend or show a cup
  - "*Cut a slice of bread*" → mime slicing
- Students repeat the actions and the phrases.

## Show and Tell / Mime Introduction

- Teacher writes or shows the imperatives on the board:
  - *wash the dishes, do homework, pick up trash, make the bed, clean the room*
- The teacher mimes each action while saying the phrase.
- Students repeat the words and mimic the actions.

## Flashcards Presentation

- Prepare flashcards with chores illustrated.
- Show each card and say the imperative.
- Students repeat chorally.
- Variation: students can come up and show the correct card when the teacher calls out the command.

## Matching Activity

- On the board, write imperatives on one side and pictures of the chores on the other.

- Students match the word to the correct picture either by drawing lines or shouting the answer.
- Mime and flashcard activity: wash the dishes, make the bed, etc.

### **Chore Story**

- Teacher tells a short story using the imperatives in context:
  - *"First, wash the dishes. Then, make the bed. Finally, clean the room."*
- Students listen and identify the imperatives as they appear.

### **Interactive Q&A**

- Teacher points to a picture or object and asks:
  - *"What should I do with this?"* (pointing to a dirty plate → *"Wash the dishes!"*)
- Students respond with the correct imperative.

### **Sorting Activity**

- Give students cards with imperatives and pictures.
- Students work in groups to sort them correctly.
- Discuss as a class, repeating the commands out loud.

## Food Preparation



**Boll**



**Bake**



**Toast**



**Grill**



**Fry**



**Steam**



**Stew**



**Stir**




**Pour**



**sandwich**

Ingredients & Materials



Steps:

1. PLACE A SLICE OF BREAD ON A PLATE
2. ADD A SLICE OF HAM AND CHEESE.
3. ADD A SLICE OF TOMATO AND LETTUCE
4. PLACE A SLICE OF BREAD ON TOP.

Ingredients

Preparation steps

Title

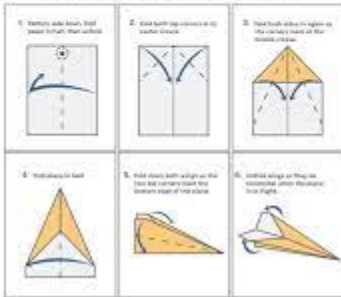
**CONTAINERS AND QUANTITIES**

|   |   |   |   |
|---|---|---|---|
|    |    |    |   |
| can   | bag   | box   |   |
|    |    |    |    |
| jar   | carton  | cup   | slice   |
|   |   |   |   |
| dozen   | bunch   | bottle  | head  |
|  |  |  |  |
| roll  | tube  | six-pack  | bar   |

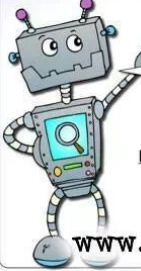
## HOW TO BUILD YOUR PAPER AIRPLANE!



\*Make sure you fold the paper following the instructions below!



## IMPERATIVE VERBS



**Imperative verbs** (or bossy verbs) are words that tell people what to do. We use them a lot in our instructions:

- Click** the button.      **Open** the box.  
**Mix** the ingredients.    **Cook** for 25 minutes.  
**Fold** the paper.      **Stick** the pieces together.

[www.teachingpacks.co.uk](http://www.teachingpacks.co.uk)

## Worksheet Reference

PDF [4th Grade\\_Unit2.pdf](#)

- Recipes: pg. 9
- Instructive: pg. 10 and 13
- Quantities: pg. 11 - 12

## Suggested Session Distribution: Sessions 9 - 12

**STAGE 3: Level Up** (Practice with guidance) / Students collaborate, compare findings, and build knowledge with teacher guidance.

**Achievement:** By the end of guided practice, students will demonstrate increased accuracy and confidence in using vocabulary, sequence adverbs, recipe parts, quantities, and imperatives, preparing them for independent application. Students will be able to practice and consolidate their understanding of vocabulary, structures, and instructions with teacher support, demonstrating comprehension and correct usage through interactive exercises, discussions, and collaborative tasks.

|  |   |
|--|---|
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| <p><b>Resources</b></p>                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> 📚 Textbook</li> <li><input type="checkbox"/> 📓 Notebook</li> <li><input type="checkbox"/> 📄 Worksheet</li> <li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input checked="" type="checkbox"/> 🗺️ Realia</li> <li><input checked="" type="checkbox"/> 🎲 Didactic Games</li> </ul> |
| <p><b>Classroom Interactive Patterns</b></p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🏠 Whole Group</li> <li><input checked="" type="checkbox"/> 👥 Small group work</li> <li><input checked="" type="checkbox"/> 👫 Pair work</li> <li><input type="checkbox"/> 👤 Individual work</li> </ul>  |
| <p><b>Assessment</b></p>                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input type="checkbox"/> Checklists</li> <li><input checked="" type="checkbox"/> Observation guides</li> </ul>   |

- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Fill in the Blanks ▾

Sentence Scramble ▾

Delayed Copy ▾

Role Playing ▾

Find Someone Who ▾

Charades ▾

Memory Game ▾

Realia Strategies ▾

TPR ▾

Simon Says ▾

- Activity Description:

### Recipe Step Matching

- Give students strips of paper or cards with actions (*cut, mix, boil, fry, add*) and ingredients.
- Students match the correct action to each ingredient:
  - “Cut → tomato”
  - “Boil → water”
- The teacher circulates and checks their answers.

### Mini Recipe Gap-Fill

- Show a short recipe with missing vocabulary:

- “\_\_\_ the onions. \_\_\_ them in a pan. \_\_\_ 2 cups of water.”
- Students fill in the blanks with the correct word: *cut, fry, add*.
- The teacher reads it together with students afterward.

### **Act It Out**

- Teacher calls out vocabulary words and students mime the action:
  - “*Mix!*” → *students pretend to stir*
  - “*Cut!*” → *students pretend to chop vegetables*
- Helps reinforce meaning and memory.

### **Recipe Puzzle**

- Prepare a simple recipe cut into steps.
- Students put the steps in order while reading aloud:
  - “*First, cut the onion. Then, fry it. Next, add the spices. Finally, serve it.*”
- The teacher guides them if they mix up the steps.

### **Think-Pair-Share**

- Students work in pairs.
- Teacher gives a list of ingredients and students create a mini recipe using the target vocabulary:
  - “*Tomato, rice, oil*” → “*First, cut the tomato. Then, fry it. Next, add the rice.*”
- Pairs share with the class, and the teacher corrects or models the correct usage.

### **Picture Labeling**

- Show pictures of cooking actions or ingredients.
- Students label the picture with the correct word: *cut, mix, boil, fry, add, ingredients, instructions*.
- The teacher checks and provides pronunciation support.

### **Teacher-Led Sentence Expansion**

- The teacher models a sentence: *"I cut the tomatoes."*
- Students repeat and expand: *"First, I cut the tomatoes. Then, I add them to the pan."*
- Encourages full-sentence use of vocabulary.

### **Label the Recipe**

- Provide students with a simple recipe template that has all the parts (title, ingredients, instructions, picture) but without labels.
- Students work individually or in pairs to write the correct label for each part.
- The teacher circulates, checks, and models correct answers.

### **Matching Game**

- Prepare cards with the parts of a recipe and cards with definitions or descriptions:
  - *Title* → *name of the recipe*
  - *Ingredients* → *list of food items needed*
  - *Instructions* → *steps to prepare*
  - *Picture* → *shows the final dish*
- Students match the word with the correct description.

### **Guided Gap-Fill**

- Teacher shows a recipe with missing parts:
  - *"\_\_\_: Chocolate Cake"*
  - *"\_\_\_: 2 eggs, 1 cup sugar"*
  - *"\_\_\_: Mix eggs and sugar, bake for 30 min"*
  - *"\_\_\_: Picture of the cake"*
- Students fill in the blanks with the correct part names while the teacher guides them.

### **Question & Answer**

- Teacher asks questions to reinforce understanding:
  - *"Which part tells you what to buy?"* → *Ingredients*

- “Which part tells you what to do first?” → *Instructions*
- “Which part has the name of the dish?” → *Title*

### **Matching Quantities and Ingredients**

- Provide students with two sets of cards: quantities (*a cup of, a slice of, a kilo of*) and ingredients (*milk, bread, rice, sugar*).
- Students match the correct quantity with the correct ingredient:
  - *A cup of* → *milk*
  - *A slice of* → *bread*
  - *A kilo of* → *rice*
- The teacher circulates and checks answers.

### **Recipe Gap-Fill**

- Show a simple recipe with missing quantities:
  - “\_\_\_\_ *sugar*, \_\_\_\_ *milk*, \_\_\_\_ *bread*”
- Students fill in the blanks using the correct quantity: “*A spoon of sugar, a cup of milk, a slice of bread.*”
- The teacher reads the completed recipe with students, emphasizing the vocabulary.

### **Teacher-Led Sorting Activity**

- Give students a list of quantities and a list of ingredients.
- Students sort them into correct pairs:
  - *A cup of* → *milk*, *a kilo of* → *rice*, *a slice of* → *cheese*
- The teacher checks and models pronunciation.

### **Step-by-Step Teacher Modeling**

- Teacher demonstrates making a paper plane step by step, using imperatives:
  - “*First, fold the paper in half. Then, fold the corners. Next, fold the edges. Finally, throw your plane.*”
- Students follow along with their own paper, mimicking each action.

## Sequence Cards

- Prepare cards with each step written separately: fold, fold corners, fold edges, throw.
- Students work in pairs to put the cards in the correct order.
- The teacher circulates and guides as needed.

## Peer Instruction

- Students work in pairs.
- One student gives instructions while the other follows to make the plane.
- Swap roles after one plane is completed.
- The teacher monitors and helps with correct use of imperatives and sequencing.

## Call and Do

- The teacher calls out commands randomly.
- Students perform the action as quickly as possible.
- Variation: Teacher includes a “wrong” command that students shouldn’t follow (like *Simon Says*).

## Peer Commands

- Students work in pairs.
- One student gives commands while the other performs them.
- Example:
  - “*Make the bed!*” → partner mimics
  - “*Pick up the trash!*” → partner mimics
- Swap roles. The teacher monitors correct usage.

## Board Race

- Write chores on the board in random order.
- Call out a command, e.g., “*Do homework!*”

- Teams race to write the command correctly next to the matching picture.

## **Read and Follow Step by Step Instructions**

In pairs, from the SEP book, students read a passage from the manual and perform the actions (e.g., making a paper figure or following personal care steps).

## **Imperatives and sequences**

Step-by-Step modeling (make a paper plane), Peer Instruction, Call and Do.

### [Worksheet Reference](#)

 [4th Grade\\_Unit2.pdf](#)

- Instructives: pg. 14
- Imperatives: 15 - 17
- Reading comprehension: pg. 18 - 19

## Suggested Session Distribution: Sessions 13 - 16

**STAGE 4: All-In-One** (Use of language skills) / Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Students will be able to apply and reinforce their knowledge of the target language and vocabulary independently by completing exercises and tasks accurately, demonstrating comprehension, correct usage, and organization of information.

|                                       |  |
|---------------------------------------|--|
| <b>Skill</b>                          | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 🎵 Listening</li><li><input checked="" type="checkbox"/> 📖 Reading</li><li><input checked="" type="checkbox"/> 📝 Writing &amp; Language Structure</li><li><input type="checkbox"/> 🗣️ Speaking</li></ul>  |
| <b>Resources</b>                      | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> 📚 Textbook</li><li><input checked="" type="checkbox"/> 📓 Notebook</li><li><input checked="" type="checkbox"/> 📄 Worksheet</li><li><input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)</li><li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li><li><input type="checkbox"/> 🖍️ Realia</li><li><input type="checkbox"/> 🎲 Didactic Games</li></ul> |
| <b>Classroom Interactive Patterns</b> | <ul style="list-style-type: none"><li><input type="checkbox"/> 🏠 Whole Group</li><li><input type="checkbox"/> 👥 Small group work</li><li><input type="checkbox"/> 👫 Pair work</li><li><input checked="" type="checkbox"/> 👤 Individual work</li></ul>  |
| <b>Assessment</b>                     | <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li><li><input checked="" type="checkbox"/> Checklists</li><li><input type="checkbox"/> Observation guides</li><li><input type="checkbox"/> Quizzes</li><li><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</li></ul>  |

Unit Exams

## Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Prompts ▾

Letter Writing ▾

Sentence Scramble ▾

Role Playing ▾

Presentation ▾

Show and Tell ▾

Pictionary ▾

- Activity Description:

### Fill-in-the-Blank Recipe

- Provide students with a short recipe that has missing vocabulary words.

Example:

- "First, \_\_\_ the onions. Then, \_\_\_ them in a pan. Next, \_\_\_ 2 cups of water."
- Students complete it independently with the correct words: *cut, fry, add*.

### Recipe Word Search

- Create a word search including vocabulary words: *cut, fry, boil, mix, add, cook, ingredients, instructions*.
- Students find the words and then write a sentence using each word.

### Label the Actions

- Provide a worksheet with pictures of cooking actions.
- Students write the correct verb under each picture:

- Picture of chopping → *cut*
- Picture of stirring → *mix*
- Picture of boiling → *boil*

### **Mini Recipe Writing**

- Students write their own short recipe using at least 5 of the target vocabulary words.
- Encourage full sentences:
  - *"First, cut the tomato. Then, mix it with the cheese. Finally, cook it for 5 minutes."*

### **Sequence Activity**

- Give students mixed-up recipe steps.
- Students reorder the steps correctly and underline the action verbs: *cut, mix, fry, add*.

### **Illustrate a Recipe**

- Students draw a simple recipe (like a sandwich or salad) and label each step with the correct action verbs.
- Encourages comprehension and creativity.

### **Order the Steps**

- Give students a set of scrambled steps for a simple activity or recipe.
- Students number the steps in the correct order and write the appropriate sequence adverb:
  - Example: making a sandwich:
    - *Put the bread on a plate*
    - *Add the cheese*
    - *Cut the sandwich in half*
    - *Eat the sandwich*

### **Sequence Matching**

- Provide a worksheet with sequence adverbs on one side and actions on the other.

- Students draw lines to match:
  - *First* → *fold the paper in half*
  - *Next* → *add the ingredients*
  - *Finally* → *eat the sandwich*

### **Peer Check (Optional)**

- After writing their sentences or stories, students swap with a partner to check if the sequence adverbs are used correctly.

### **Label the Recipe**

- Provide students with a recipe template without labels.
- Students write the correct part name for each section: *Title, Ingredients, Instructions, Picture*.
- Example:
  - *Chocolate Cake* → *Title*
  - *2 eggs, 1 cup sugar* → *Ingredients*
  - *Mix eggs and sugar, bake 30 min* → *Instructions*
  - *Picture of cake* → *Picture*

### **Recipe Sorting**

- Give students cut-out cards of recipe parts (titles, ingredients, instructions, pictures) in random order.
- Students sort them into the correct categories on their desk or worksheet.

### **Fill-in-the-Blank**

- Provide sentences with missing parts:
  - “The \_\_\_ tells you what to make.” → *Title*
  - “The \_\_\_ tells you what to buy.” → *Ingredients*
  - “The \_\_\_ tells you what to do first, next, and last.” → *Instructions*
  - “The \_\_\_ shows how the final dish looks.” → *Picture*

## Create a Mini Recipe

- Students write a short recipe using all the parts correctly.
- Example:
  - *Title* → *Fruit Salad*
  - *Ingredients* → *Apple, banana, grapes*
  - *Instructions* → *Cut the fruits. Mix them in a bowl. Serve.*
  - *Picture* → *draw the final salad*

## Picture Labeling

- Provide a worksheet with images of a recipe's parts.
- Students label each part: Title, Ingredients, Instructions, Picture.

## Matching Quantities to Ingredients

- Worksheet with two columns: quantities and ingredients.
- Students draw lines to match them:
  - *A cup of* → *milk*
  - *A slice of* → *bread*
  - *A kilo of* → *rice*

## Illustration and Label

- Students draw a simple recipe or ingredients (like a sandwich or salad).
- Under each item, they label the correct quantity:
  - Example: draw a slice of bread → label "*a slice of bread*"

## Independent Quiz

- True/False questions or short answer questions:

- “We use ‘a kilo of’ for liquids. True or False?”
- “Which quantity do we use for bread? a) a slice of b) a liter of c) a kilo of”

### **Peer Sharing (Optional)**

- After completing recipes or illustrations, students share with a partner.
- They check if the quantities were used correctly.

### **Step Sequencing**

- Provide students with scrambled steps of making a paper plane.
- Students number the steps in the correct order:
  1. Fold the paper in half
  2. Fold the corners
  3. Fold the edges
  4. Throw the plane

### **Draw and Label**

- Students draw each step of making a paper plane.
- Under each drawing, they write the correct instruction using an imperative:
  - Example: draw folding corners → label: “*Fold the corners.*”

### **Independent Practice Challenge**

- Students are asked to teach someone at home or a classmate to make a paper plane using the instructions they wrote.
- This reinforces comprehension and practical use of imperatives and sequence adverbs.

### **Writing Instructions**

- Ask students to write 3–5 instructions for chores at home using imperatives:
  - Example: “*Wash the dishes. Clean your room. Make your bed.*”

- Encourage correct punctuation and capitalization.

### **Scrambled Command Order**

- Provide a list of imperatives in random order.
- Students number them to form a logical order of chores for a day:
  - Example: 1. Make the bed, 2. Do homework, 3. Wash the dishes, 4. Clean your room.

### **Functional Reading**

Independently, each student chooses a short manual (pages 176-181 from the book) and follows the instructions without help. Then, they explain to a partner what they did.

### **Mini Quiz**

- True/False or short answer questions:
  - *'Do your homework' is an imperative. True/False?*
  - *"Which command tells you to clean the floor? a) Wash the dishes b) Sweep the floor c) Make the bed"*

### [Worksheet Reference](#)

 [4th Grade\\_Unit2.pdf](#)

- Imperatives: pg. 20 - 21
- Instructions: pg. 22 - 24

## Suggested Session Distribution: Sessions 17 - 18

**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) / Evaluate learning, reflect, and share final products.

**Achievement:** By the end of the wrap-up, students will demonstrate accurate use of vocabulary, adverbs, parts of a recipe, quantities, and commands in structured activities, reinforcing comprehension and practical application. Students will be able to review and consolidate their understanding using, and applying these elements accurately in oral and written activities. They will present their final project.

|                                       |   |
|---------------------------------------|---|
| <b>Skill</b>                          | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" type="checkbox"/> 📖 Reading</li> <li><input checked="" type="checkbox"/> 🖋️ Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul>  |
| <b>Resources</b>                      | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 📚 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input type="checkbox"/> 📄 Worksheet</li> <li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input checked="" type="checkbox"/> 🖍️ Realia</li> <li><input checked="" type="checkbox"/> 🎲 Didactic Games</li> </ul> |
| <b>Classroom Interactive Patterns</b> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🏠 Whole Group</li> <li><input checked="" type="checkbox"/> 👥 Small group work</li> <li><input checked="" type="checkbox"/> 👫 Pair work</li> <li><input checked="" type="checkbox"/> 👤 Individual work</li> </ul>   |
| <b>Assessment</b>                     | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input checked="" type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Observation guides</li> <li><input checked="" type="checkbox"/> Quizzes</li> </ul>   |

- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Memory Game ▾

Simon Says ▾

Charades ▾

Presentation ▾

Role Playing ▾

Fill in the Blanks ▾

Hangman ▾

- Activity Description:

#### Quick Oral Review

- Teacher calls out a word (e.g., *boil*) and students say the definition or use it in a sentence:
  - “*Boil → heat water until it bubbles.*”
  - “*I boil water to make pasta.*”

#### Vocabulary Race

- Divide students into teams.
- The teacher gives a definition or description: “*To stir ingredients together.*”
- Teams race to shout the correct word: “*Mix!*”
- Award points for correct answers.

#### Recipe Charades

- Students act out a cooking action without speaking (e.g., cutting, mixing, boiling).
- Class guesses the action using the correct vocabulary.

### Mini Quiz

- Quick written or oral quiz with 5–10 questions:
  - Multiple choice: “Which word means ‘to heat water until it bubbles’? a) Cut b) Boil c) Mix”
  - Fill-in-the-blank: “First, \_\_\_\_ the onions. Then, fry them.” → *cut*

### Picture and Word Match

- Display pictures of cooking actions or ingredients.
- Students write the correct vocabulary word under each picture.
- Example: picture of someone stirring → *mix*

### Recipe Recap Oral Practice

- The teacher says a scrambled recipe with missing adverbs.
- Students listen and fill in the correct sequence adverbs orally:
  - Example: “\_\_\_\_, add the onions. \_\_\_\_ fry them. \_\_\_\_ add the tomatoes. \_\_\_\_ serve the dish.”
  - Answer: *First, then, next, finally.*

### Picture Sequencing

- Give students pictures of the steps of a recipe in random order.
- Students number them in the correct sequence and write a sentence under each using a sequence adverb.

### Peer Check

- Students pair up and check each other's recipes or sequences.
- They confirm correct use of first, then, next, after that, finally.

## Recipe Recall Oral Practice

- The teacher shows a recipe without labels.
- Students call out the parts as the teacher points:
  - *"This is the title!"*
  - *"These are the ingredients!"*
  - *"These are the instructions!"*
  - *"This is the picture!"*

## Recipe Sorting Game

- Prepare cards with recipe parts and cards with examples.
- Students match:
  - *Title → Chocolate Cake*
  - *Ingredients → 2 eggs, 1 cup sugar*
  - *Instructions → Mix eggs and sugar, bake 30 min*
  - *Picture → Image of cake*

## Mini Recipe Creation

- Students write a short recipe individually using all parts correctly.
- Example:
  - *Title → Fruit Salad*
  - *Ingredients → Apple, banana, grapes*
  - *Instructions → Cut the fruits. Mix them in a bowl. Serve.*
  - *Picture → draw the final salad*

## Vocabulary Race

- Divide students into teams.
- The teacher gives a definition or example: *"This is used for liquids, like milk."*

- Teams race to shout the correct quantity: “A *liter of!*”

### **Picture and Word Match**

- Display pictures of ingredients.
- Students write the correct quantity under each picture:
  - Picture of a bread slice → *a slice of bread*
  - Picture of sugar in a spoon → *a spoon of sugar*

### **Multiple Choice Review**

- Sentences with missing quantity phrases and three options:
  - “\_\_\_ *sugar*” → a) *a liter of* b) *a spoon of* c) *a slice of*
  - “\_\_\_ *bread*” → a) *a slice of* b) *a kilo of* c) *a piece of*

### **Exit Ticket**

- Each student writes one sentence using a quantity phrase before leaving:
  - Example: “*I need a kilo of rice to make the soup.*”

### **Draw and Label**

- Students draw each step of making a paper plane and write the correct instruction under each drawing.

### **Class Demonstration**

- Volunteers come to the front and demonstrate each step while the class calls out the imperatives and sequence adverbs.

### **Quick Oral Review**

- The teacher calls out a command meaning or shows a picture of a chore.
- Students say the correct imperative aloud:
  - Example: picture of dishes → “*Wash the dishes!*”

- Example: meaning "tidy your room" → "*Clean your room!*"

## **Charades**

- Students act out a chore without speaking.
- The class guesses the action using the correct imperative:
  - "*Make the bed!*"
  - "*Pick up the trash!*"

## **Command Simon Says**

- The teacher says a command: "*Simon says, wash the dishes!*"
- Students only follow the command if "Simon says" is used.

## **Imperative Relay**

- In groups, students take turns performing a chore command called out by the teacher.

## **Project Presentation Day:**

Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.

-T asks WH questions.

-T asks a few yes/no questions: Do you remember how to use...? Would you like to review...?

-T will use videos, audios, or any other resource to reinforce the achievements.

-T can use the book to review the unit vocabulary.

## **Reflection and self-assessment**

Plenary: Share how easy/difficult it was to understand the manual and what strategies were helpful. Write a short conclusion: "Today I learned that..."