



INSTRUCTIONAL GUIDE - 4TH GRADE 2025-2026 - UNIT 3

GRADE	4th Grade Elementary ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	January 12th - February 27th
TOTAL OF SESSIONS	7 weeks
LEARNING OBJECTIVE	Students will develop the ability to recognize, understand, and use vocabulary related to personal habits, school health routines, and oral hygiene, as well as common illnesses such as headache, stomachache, sore throat, cold, flu, and earache. They will express emotions, identify appropriate remedies, and describe simple medicines and medicinal plants like garlic, mint, chamomile, and rosemary. Through guided practice and communication activities, students will use should / shouldn't to give basic health advice and make connections between healthy habits and well-being.

NEM	Project	<ul style="list-style-type: none"> → Hygiene, Your Best Pal! (pp.66-81) → Clothesline for emotions and decisions (pp. 230-241) → The Secret Formula (pp.50-65)
	Product	<ul style="list-style-type: none"> • Create a brochure providing information on hygiene • Create a clothesline of emotions • Collection of natural remedies for good health
	Content	<ul style="list-style-type: none"> Oral and written texts in English ▾ Media and communication ▾ Graphic, playful, and aesthetic elements and resources in English ▾ Sensations, emotions, feelings and ideas expressed in English ▾ Information and relevant data for the community ▾ Cultural and artistic expressions ▾

	LDP (Learning Development Process)	<ul style="list-style-type: none"> Listens to and takes part in reading stories. ▾ Designs an audiovisual or written advertisement with images to promote a product or service from their community. ▾ Creates a simple instruction sheet based on a model. ▾ Interprets texts and associates their content with personal and others' sensations, emotions, feelings, and ideas. ▾ Understands simple songs and rhyming poems and relates them to personal experiences and fantasies. ▾ Explores contexts where forms requesting personal information are used. ▾ Asks questions to gather personal information. ▾ Fills out forms that request personal information. ▾ Exemplifies and describes elements found in cultural and artistic expressions of different peoples, preferably English-speaking, such ... ▾
	Articulating Axes	<ul style="list-style-type: none"> Critical interculturality ▾ Gender equality ▾ Healthy living ▾ Critical interculturality ▾ Cultural appropriation through reading and writing ▾

CEFR SKILLS	Listening	<p>A1: Ss can understand the main information in announcements if people talk very clearly.</p> <p>A1: Ss can follow directions if people talk very clearly.</p> <p>A1: Ss can understand simple instructions and information about familiar topics.</p> <p>A1: Understand simple announcements and messages.</p> <p>A1: Follow short, step-by-step instructions.</p> <p>A1: Identify how someone feels in short audio or teacher explanations.</p>
	Reading	<p>A1: Ss can find the most important information in advertisements, information leaflets, webpages.</p> <p>A1: Ss can understand and follow clear instructions.</p> <p>A1: Can understand short, simple informational texts.</p> <p>A1: Identify the main idea in brochures, leaflets, posters, or very short paragraphs.</p> <p>A1: Match pictures to written descriptions.</p>
	Writing	<p>A1: Ss can write about how they feel.</p> <p>A1: Can write short, connected sentences on familiar topics.</p> <p>A1: Write short sentences describing how they feel and why.</p>
	Speaking	<p>A1: Ss can solve practical problems by suggesting or advising on how to do something.</p> <p>A2: Can express how they are feeling, using very basic stock expressions.</p> <p>A1: Can describe feelings and give short, rehearsed advice or suggestions.</p> <p>A1: Ask and answer basic questions about feelings, habits, and health.</p> <p>A2: Give simple advice.</p>
	Grammar & Language Structure	<ul style="list-style-type: none"> • Modal verbs for advice: should / shouldn't (Used for hygiene, health, and emotional well-being) <ul style="list-style-type: none"> - E.g. You should wash your hands before eating., You shouldn't drink dirty water., When you feel sad, you should talk to someone.

		<ul style="list-style-type: none"> ● Simple Present for routines (hygiene habits) <ul style="list-style-type: none"> - E.g. I brush my teeth twice a day., She washes her hands before lunch. ● Imperatives: For instructions in brochures and remedies <ul style="list-style-type: none"> - E.g. Wash your hands. Drink warm tea. , Stay at home. ● WH-Questions in Simple Present (feelings, habits, health) <ul style="list-style-type: none"> - E.g. How do you feel?What makes you feel worried?What do you use when you have a headache?When do you brush your teeth? ● Introduction to First Conditional: To connect a situation with an emotion <ul style="list-style-type: none"> - E.g. When it rains, I feel happy., If I don't sleep well, I feel tired., If I drink chamomile tea, I feel relaxed. ● Verbs of physical/health states (have / feel / get / need) <ul style="list-style-type: none"> - E.g. I have a headache. He feels dizzy. They get tired after school. You need to drink more water. ● Questions with Simple future: will+subject+verb <ul style="list-style-type: none"> - E.g. Will you go to the party next Friday? Will he play soccer tomorrow?
	<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Hygiene & Health Habits (pp. 70–71): hygiene, cleanliness, healthy habits, disease, illness, well-being, brush your teeth, wash your hands, take a shower, stay healthy, germs, clean water. ● Environmental & Social Hygiene Problems: lack of clean water, accumulation of trash, dump toxic substances, pollution, dirty streets, unhealthy environments. ● Emotions & Feelings: <ul style="list-style-type: none"> - Adjectives: happy, sad, surprised, scared, angry, worried, disgusted, excited - Nouns: happiness, sadness, surprise, fear, anger, worry, disgust ● Common Illnesses (pp. 60) headache, stomachache, cough, cold, fever, backache, sore throat, dizziness, tiredness ● Collocations: <ul style="list-style-type: none"> - have: a sore throat, a cold, a fever - get: hungry, tired, dizzy - feel: weak, scared, relaxed - need: to rest, to drink water, to take medicine ● Natural / Herbal Remedies: chamomile, lavender, honey, lemon tea, ginger, garlic, aloe vera, warm soup, rest, herbal tea

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 1-4

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

Achievement: Students will activate their prior knowledge about personal and school health habits, oral hygiene, illnesses, emotions, and natural remedies by identifying examples and using should / shouldn't to give basic advice. They will participate in short speaking activities to recall vocabulary related to headache, stomachache, sore throat, cold, flu, earache, as well as medicines and medicinal plants like garlic, mint, chamomile, and rosemary.

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

Instructional Strategy / Activity Suggestions

→ Instructional Strategy:

TPR ▾

Charades ▾

Find Someone Who ▾

Word Association ▾

Flashcards ▾

Realia Strategies ▾

→ Activity Description:

→ Routines and Supplementary Vocabulary

“Weather Charades”

Students act out a type of weather, and the class guesses. Examples to act: ☀️ sunny ☁️ rainy 🌀 windy 🌥️ cloudy ❄️ snowy
Great for quick movement and vocabulary recall.

“Days of the Week Clap Pattern”

Teacher says a day and students clap the rhythm. Example: Teacher: “Wednesday!” Students: clap-clap-clap Then students say the next day: *Thursday!*

“Months Fly Around” (Ball Toss Game)

Toss a soft ball. The student who catches it must say a month of the year. The next student says the next month. Example: Student 1: “April!” Student 2: “May!”

“Alphabet Spin & Say”

The teacher points or spins a pencil on alphabet flashcards. Students say: the letter a word that starts with it Example: Teacher points to B Students: “B! Ball!”

“Number Count-Up Challenge (10–100)”

The teacher says a starting number (ex: 10). Students count up in tens: 10 – 20 – 30 – 40 – 50 – 60 – 70 – 80 – 90 – 100 Or mix it: Teacher: “Start at 25. Count by fives!” Students: 25 – 30 – 35 – 40 – 45...

“Weather of the Day Check-In”

Students complete 3 quick sentences: “Today is _____.” (day of the week) “The month is _____.” “The weather is _____.” They say it aloud with gestures.

“Number Flashcards: Say It Fast!” The teacher shows a number card (10–100). Students shout the number quickly. Make it fun by speeding up with each card.

“Calendar Puzzle”

Write the days of the week or months out of order on the board. Example: Monday – Friday – Tuesday – Sunday Students reorder them correctly as a class.

“Weather Sound Game”

The teacher makes a sound representing the weather. Students guess: *Whoosh!* → windy *Pitter-patter* → rainy *Ahhh warm!* → sunny *Brrr!* → Cold Students can also create their own sounds.

→ **Hygiene, Your Best Pal! (pp.66-81)**

Healthy Habit Flash Show

- Show a card quickly for 2 seconds. Students shout “Healthy!” or “Unhealthy!”. Repeat faster to make it fun.

Health Charades (Mini Version)

- The teacher performs small actions: brushing teeth, washing hands, eating candy, sleeping playing, video games. Students guess: “It’s healthy!” / “It’s unhealthy!”

Speed Match

- On the board write two columns: Healthy habits | Unhealthy habits. Say a habit, and a volunteer quickly writes it in the correct column.

10-Second Challenge

- Give a topic and 10 seconds to think, then share. Examples: “Name one healthy habit.” “Name one unhealthy food.” “Say one way to care for your teeth.”

Should and Shouldn't

Introduction. Modal verbs for advice: should / shouldn't (Used for hygiene, health, and emotional well-being)

E.g.You should wash your hands before eating., You shouldn't drink dirty water., When you feel sad, you should talk to someone.

Quick Advice Shout

- The teacher says a situation. Students shout “You should...” or “You shouldn’t...” Examples: “You have a headache.” → *You should rest!* “You eat too much candy.” → *You shouldn’t eat so much sugar!* “You feel tired.” → *You should sleep early!*

Gesture Guess

- The teacher performs an action (e.g., drinking soda, washing hands). Students say advice using should/shouldn’t. Example:
- The teacher pretends to eat too much junk food → “You shouldn’t eat too much junk food.”

Lightning Choices

- Call out two options. Students choose by raising hands. Example: “Eat vegetables or eat chips?” Students say: *We should eat vegetables!* “Run in the hall or walk in the hall?” Students say: *We shouldn’t run in the hall!*

Fix the Habit!

- The teacher says it is a bad habit. Students correct it with should/shouldn’t. Examples: “I eat candy every day.” → “You *shouldn’t* eat candy every day!” “I *don’t* wash my hands.” → “You *should* wash your hands!”

Secret Advice Whisper

- Whisper a situation to one student. The student gives advice to the class. The class guesses the situation. Example: Student says: *You should rest.* Class guesses: *You are tired!*

Match the Picture

- Show pictures (healthy habits, school rules, safety signs). Students orally give quick advice using should/shouldn’t.

Act It Out! (Guess the Illness)

- The teacher (or a student volunteer) mimes an illness. Students guess the illness. Examples: Hold your head → *Headache!* Touch your throat → *Sore throat!* Cover ears → *Earache!* Cough/sneeze → *Cold! / Flu!* Perfect for quick engagement.

→ [Clothesline for emotions and decisions \(pp. 230-241\)](#)

“How Do You Feel?” Circle

- Students sit in a circle. The teacher passes a ball and asks: “How do you feel?” The student who catches the ball must answer using an illness word: *I have a headache. I have a stomachache.* Fast and simple.

Illness Hopscotch

- Place illness words on the floor (papers). Students hop to one and say: *I have a stomachache! I have an earache!* Fun and physical warm-up.

Find Someone Who...

- Students walk around asking classmates: "Do you have a ___?" Classmates answer with pretend illnesses. Example: A: *Do you have a cold?* B: *Yes, I do!*

Illness + Emotion Charades

- A student draws two cards: one illness & one emotion. They act both at the same time. Students guess using full sentences. Example: 🤢 (headache) + 😞 (sad) → "He is sad. He has a headache."

How Do You Feel Today?

- The teacher shows an emoji + an illness picture. Students describe it aloud. Examples: 😊 + 🤧 → "He feels happy but he has a cold." 😞 + 🤢 → "She feels sad. She has a stomachache."

Quick Question Sprint

The teacher shows a picture with both illness + emotion. Students answer two questions: 1. How does he/she feel? 2. What does he/she have? Example: Teacher shows child holding stomach & crying. Students: "She feels worried." "She has a stomachache."

Mood + Illness Dice

- Dice 1 = Emotions. Dice 2 = Illnesses. A student rolls both and makes a sentence. Example: Roll → 😡 angry + 🤧 cold
Sentence → "He is angry and he has a cold."

Picture Sorting Challenge

- Give mixed pictures (emotions + illnesses). Students sort into 2 columns or pairs. Students explain the matches. Example: "He looks sad because he has an earache."

→ **The Secret Formula (pp.50-65)**

Match the Remedy!

- The teacher says it's an illness. Students quickly shout about a remedy (medicine or plant). Examples: "Headache!" → *Chamomile tea!* "Stomachache!" → *Mint!* "Cold!" → *Medicine!* "Earache!" → *Garlic!* Fast and easy.

Act + Cure

- One student has an illness (touching head, coughing, etc.). Another student says a remedy. Example: Student acts coughing → Other student: "*You need mint tea!*" or "*You need medicine!*"

Remedy or Not?

The teacher says an item. Students respond with "remedy!" or "not a remedy!" Examples: "Chamomile!" → Remedy! "mint!" → Remedy! "Pizza!" → Not a remedy! "Medicine!" → Remedy!

Guess the Plant by Smell (imaginary)

The teacher pretends to smell something and describes it: "It smells fresh." "It helps your stomach." Students guess: mint! Other examples: "You use it for sore throat." → *chamomile*

Two Choices

The teacher gives two remedies; students pick the correct one. Example: Teacher: "Stomachache: garlic or mint?" Students: "Mint!" Teacher: "Cold: chamomile or medicine?" Students: "Medicine!"

Plant or Medicine Sorting Race

- Put mixed words on the board. Students race to sort into two groups: Medical Plants / Medicine Examples:
 - Plants: chamomile, mint, garlic, rosemary. ■ Medicine: pills, syrup.
- Students then give one illness each plant helps.

[Worksheet Reference](#)

 [Fourth Grade_UNIT 3.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 3
- Alphabet: pg. 4
- Months: pg. 2

- Numbers: pg. 5
- Health Vocabulary: pg. 6
- Emotions: pg. 20

Suggested Session Distribution: Sessions 5-9

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

Achievement: Teacher will introduce key vocabulary and expressions related to personal habits, school health routines, oral hygiene, and common illnesses such as headache, stomachache, sore throat, cold, flu, and earache. Students will listen to and observe models using should / shouldn't to give simple health advice. Students will also learn new words for emotions, basic remedies, medicines, and medicinal plants including garlic, mint, chamomile, and rosemary, through visuals, short explanations, and teacher demonstrations.

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

	<input checked="" type="checkbox"/> 👤 Pair work <input checked="" type="checkbox"/> 👤 Individual work
Assessment	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
Instructional Strategy / Activity Suggestions	
<ul style="list-style-type: none"> • Instructional Strategy: <div style="display: flex; justify-content: space-between; padding: 5px;"> Show and Tell ▾ TPR ▾ Reading Comprehension ▾ Flashcards ▾ Pictionary ▾ Charades ▾ Word Association ▾ </div> <div style="display: flex; justify-content: space-between; padding: 5px;"> Presentation ▾ Realia Strategies ▾ Delayed Reading Aloud ▾ </div> • Activity Description: <p style="margin-left: 20px;">→ Hygiene, Your Best Pal! (pp.66-81)</p> <p>Projects and Reading Read the story "The Piggy that learned the most important lesson" pg. 66-69, and answer the questions on pg. 70.</p> <p>Picture Presentation & Vocabulary Show</p> <ul style="list-style-type: none"> • The teacher shows large pictures of habits: brushing teeth, washing hands, running in the hallway, eating fruit, not sleeping enough, etc. The teacher points and says: <i>"This is a healthy habit."</i> <i>"This is an unhealthy habit."</i> Students repeat after the teacher. Vocabulary introduced: healthy, unhealthy, brush teeth, wash hands, sleep early, eat vegetables, run in hallways, skip breakfast, etc. <p>Chart on the Board: Healthy vs. Unhealthy</p> <ul style="list-style-type: none"> • Teacher draws a big T-chart: 	

Healthy Habits	Unhealthy Habits
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- The teacher places pictures or writes words.
- Students repeat after the teacher.

Examples: Healthy → *brush your teeth, sleep early, wash hands, eat fruit.* Unhealthy → *eat too much candy, not washing hands, skip breakfast.*

Mini-Stories With Pictures

The teacher shows a simple illustrated story: Example: "This is Ana. Ana brushes her teeth every morning. That is a healthy habit." "This is Luis. He never washes his hands. That is an unhealthy habit." Students listen and identify each habit.

Teacher Demonstration (Acting)

Teacher acts out habits:

- Pretends to brush teeth. Pretends to wash hands. Pretends to eat a lot of candy. Pretends to run in the hallway. Students respond: "Healthy!" "Unhealthy!"

Real Objects Show & Tell

Teacher shows: toothbrush, toothpaste, apple, candy, soap. The teacher explains: "This is a toothbrush. We use it for oral health." "Candy is unhealthy when you eat too much." Students repeat and identify.

School Map of Good Habits

Teacher projects or draws a simple school map (bathroom, classroom, cafeteria, playground). The teacher explains: "In the bathroom, we wash our hands." "In the cafeteria, we eat healthy food." "In the hallway, we walk, we don't run." Students listen and point. The teacher uses a large tooth model (or picture) and explains: "*Brush your teeth 2 times a day.*" "*Use toothpaste.*" "*Avoid too much sugar.*" Students repeat key phrases.

Introduce Grammar Structure

Teacher writes: ✓ SHOULD + base verb ✗ SHOULDN'T + base verb Simple examples: *You should drink water. You shouldn't run inside.* Students repeat the structure aloud.

Healthy Routine Timeline

The teacher draws a daily timeline: Morning → Afternoon → Night. Teacher presents: "In the morning, we brush our teeth." "In the afternoon, we wash our hands." "At night, we sleep early." Students follow along.

Visual Introduction With Pictures



- The teacher shows two big pictures: ✓ a healthy action (e.g., brushing teeth). ✗ an unhealthy action (e.g., eating too much candy). Teacher points and models: ✓ "You should brush your teeth." ✗ "You shouldn't eat too much candy." Students repeat.

Mini-Skit Presentation

Teacher acts out short scenes:

- Scene 1: Good habit. (Teacher mimes washing hands) Teacher says: "I wash my hands. I should wash my hands."
- Scene 2: Bad habit (Teacher pretends to eat a lot of candy) Teacher says: "I eat too much candy. I shouldn't eat too much candy." Students identify which action is good or bad.

Signal Cards (Green/Red)

Prepare two cards:  Green = SHOULD  Red = SHOULDN'T. The teacher holds up a card and gives a sentence: "You _____ run in the hallway." (Red card → shouldn't) "You _____ drink water every day." (Green card → should). Students listen and repeat the correct form.

Yes or No Introduction

The teacher makes statements and students respond YES or NO. Teacher: "You should wash your hands." → YES "You shouldn't drink water." → NO "You should run in the classroom." → NO "You should eat vegetables." → YES This helps students understand meaning quickly.

→ [Clothesline for emotions and decisions \(pp. 230-241\)](#)

Projects and Reading

Play Let's be Detectives: Emo...What? Pg. 232.

"How Do They Feel?" – Picture Reveal

1. The teacher shows half-covered pictures (e.g., a child with fever, a child with a stomachache, a child sneezing). The teacher

asks: "What do you think is happening?" "How do you think he/she feels?" 2. Reveal the full picture and confirm the answer.
3. Model a complete sentence: "He has a fever. He feels tired." "She has a stomachache. She feels sad."

"Act It Out!" – Mini Dramatization

1. Teacher acts out illnesses: Holding my stomach → "Oh no! I have a stomachache!" Touching forehead → "I have a fever."
Covering ears → "I have an earache."
2. Teacher models emotions:
 - o Sad face → "I feel sad." Worried face → "I feel scared." Angry face → "I feel angry."
3. Students guess:
 - o "You have a fever! You feel tired!"

"Illness & Emotion Matching Chart"

Teacher shows a chart:

Illness	Emotion
Cold	Tired
Earache	Angry
Fever	Weak
Toothache	Worried
Stomachache	Disgusted

The teacher says: "When I have a toothache, I feel worried because it hurts a lot." "When I have a cold, I feel tired because I can't

breathe well." Students repeat.

"How Would You Feel If...?" – Teacher Modeling

- "How would you feel if you had a fever?" "How would you feel if you had a toothache?" "How would you feel if you had a cold on exam day?" Teacher models: "If I had a fever, I would feel tired." "If I had a toothache, I would feel angry." Students repeat after modeling.

"Teacher Chart Drawing" – Symptom + Emotion

The teacher draws simple pictures on board: A head (headache) A mouth (toothache) A thermometer (fever) A tissue (cold) Then writes emotions next to each: Sad. Worried. Scared. Angry. Tired. The teacher says: "A headache makes me feel angry." "A cold makes me feel tired." Students observe and repeat.

"Teacher Dialogue Model"

The teacher acts as two characters: A: "How do you feel?" B: "I feel tired. I have a cold." A: "Oh no! I'm sorry." Repeat with: Earache → angry. Fever → weak. Stomachache → sad. Students listen and repeat.

→ **The Secret Formula (pp.50-65)**

Projects and Reading

- Get some stones and paint the medicinal plants you know. Pg. 51.
- Review and practice the vocabulary pg. 60.

"Teacher's Remedy Basket" – Real Objects / Pictures

Teacher shows items or pictures: medicine (bottle or box) garlic, mint, leaves, chamomile, flower / tea bag, rosemary Teacher models sentences: "This is garlic. Garlic is good for a cold." "This is chamomile. Chamomile helps with stomachaches." "This is medicine. We use medicine when we are sick." Students repeat chorally.

"Smell and Guess!" – Presentation with Scents

(Use only if the teacher has real plants/herbs.) The teacher passes mint, rosemary, and garlic (only to smell from a distance).

The teacher asks: "Smell this... What is it?" Then models: "This is mint. Mint helps with a sore throat." Students repeat vocabulary.

Picture-to-Word Presentation

Teacher shows a slide or poster with each image and word: 🌿 Garlic 🌿 Mint 🌻 Chamomile 🌿 Rosemary 💊 Medicine 🌱
Medical Plants. The teacher reads each slowly and students repeat. Then the teacher adds the meaning: "Chamomile is a medical plant." "Garlic is a medical plant." "Mint is a medical plant."

"Teacher Acts, Plants Help" – Done by Teacher

The teacher models situations and shows the remedy. Example: Teacher holds stomach → "I have a stomachache." Show chamomile → "Chamomile helps the stomach." Teacher coughs → "I have a cough." Shows mint → "Mint helps the throat." Teacher feels cold → "I have a cold." Shows garlic → "Garlic helps with colds." Students repeat vocabulary after each demonstration.

Match the Plant to the Illness (Teacher Modeling)

Teacher draws a simple table on the board:

Medicinal Plant / Remedy	Helps With
Chamomile	Stomachache
Mint	Sore throat
Garlic	Cold
Rosemary	Relaxation
Medicine	Many illnesses

The teacher models how to read it: "Chamomile helps with stomachaches." "Mint helps with sore throats." Students repeat.

"Word + Picture Echo" – Teacher Repetition Activity

The teacher says each word and students echo: Teacher: "Garlic!" Students: "Garlic!" Teacher: "Chamomile!" Students: "Chamomile!" Teacher: "Medicine!" Students: "Medicine!" Then whole sentences: "Chamomile is a medicinal plant." "Mint helps the throat." "Garlic helps with colds."

Worksheet Reference


 [Fourth Grade_UNIT 3.pdf](#)

- Healthy Habits: pg. 7
- Should and shouldn't: pg. 14
- Illness: pg. 16
- Emotions: pg. 21-22
- Remedies: pg. 26

Suggested Session Distribution: Sessions 10-14

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

Achievement: Students will practice using the new vocabulary and structures by completing controlled activities where they identify personal and school health habits, match illnesses (headache, stomachache, sore throat, cold, flu, earache) with emotions, and choose the correct remedies or medicinal plants (garlic, mint, chamomile, rosemary). With teacher support, students will produce short oral and written sentences using should / shouldn't to give simple health advice and respond to health-related situations.

Skill	<input checked="" type="checkbox"/>  Listening <input checked="" type="checkbox"/>  Reading <input type="checkbox"/>  Writing & Language Structure <input checked="" type="checkbox"/>  Speaking
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<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📖 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
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<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Show and Tell ▾ Delayed Reading Aloud ▾ Fill in the Blanks ▾ Presentation ▾ Delayed Reading ▾ Reading Comprehension ▾ TPR ▾ Context Clues ▾ Prompts ▾ Presentation ▾ • Activity Description: <ul style="list-style-type: none"> → Hygiene, Your Best Pal! (pp.66-81) <p>Projects and Reading</p>	

Review and practice the use of should and shouldn't pg. 71-73.

“Teacher Says, Students Choose” – Healthy or Unhealthy

The teacher says a habit, and students answer whether it is healthy or unhealthy: “Eat fruits.” → Students: Healthy! “Brush your teeth every day.” → Healthy! “Eat too much candy.” → Unhealthy! “Sleep only 3 hours.” → Unhealthy! “Wash your hands.” → Healthy! “Share snacks at school.” → Healthy! The teacher helps students correct mistakes and repeat.

“Complete the Sentence Together”

The teacher writes incomplete sentences on the board: 1. I should _____ my teeth. 2. At school I should _____. 3. I shouldn't eat too much _____. 4. For personal health, I should _____. 5. A good habit is _____. The teacher reads each sentence and asks students for answers. Examples students give (with teacher guidance): “brush” “wash my hands” “candy” “take a shower” “exercise” Teacher repeats full correct sentences and students repeat.

“Match the Picture to the Habit”

Teacher shows pictures of: brushing teeth, sleeping, washing hands, eating, junk food, exercising, reading, eating fruits, Teacher guides students: Teacher: “What is this?” Students: “Brush your teeth!” Teacher: “Is it healthy or unhealthy?” Students: “Healthy!” The teacher emphasizes vocabulary.

Mini Dialogue Practice (Teacher Models First)

Teacher models: Teacher: “What should you do for oral health?” Student: “I should brush my teeth.” Teacher: “What should you not do at school?” Student: “I shouldn't run.” Then students practice with teacher support. Possible prompts: For personal health... For school health... For good habits... For unhealthy habits... The teacher corrects pronunciation.

“Repeat After Me” – Guided Sentence Practice

Teacher models complete sentences: Teacher: “I should brush my teeth every day.” “I should wash my hands at school.” “I shouldn't eat too much junk food.” “I should sleep early.” Students repeat chorally. The teacher checks pronunciation.

“Healthy Day Routine” – Guided Creation

Teacher writes: My Healthy Day: I wake up and _____. I eat _____. At school I _____. For oral health I _____. I don't _____. The teacher asks for ideas and completes it together with the class: Examples: brush my teeth, fruit, walk safely, eat junk food.

“Should or Shouldn’t?” – Teacher Says, Students Decide

The teacher says habits aloud. Students answer with should or shouldn’t. Teacher: “_____ eat vegetables.” Students: You SHOULD eat vegetables. Teacher: “_____ eat a lot of candy.” Students: You SHOULDN’T eat a lot of candy. Teacher: “_____ brush your teeth every day.” Students: You SHOULD brush your teeth every day. Teacher: “_____ run in the hallway.” Students: You SHOULDN’T run in the hallway. The teacher gives guidance and repeats correct answers.

Board Sorting: Should / Shouldn’t Chart

Teacher draws two columns:

You SHOULD... You SHOULDN’T...

The teacher asks: “Brush your teeth—should or shouldn’t?” Students: Should! “Eat junk food—should or shouldn’t?” Students: Shouldn’t! The teacher writes answers and students repeat the full sentence together.

“Complete the Sentence Together”

Teacher writes sentence starters: You should _____. You shouldn’t _____. At school, you should _____. For oral health, you should _____. For personal health, you shouldn’t _____. The teacher asks students for ideas: brush your teeth, drink water, run in class, eat too much candy, wash your hands. The teacher helps them complete the sentences aloud.

Picture to Sentence (Teacher Helps Create Sentences)

The teacher shows pictures of: washing hands, eating candy, brushing teeth, running in hallways, sleeping early, drinking water. The teacher asks: “What should you do?” Students answer with support: You should wash your hands. You shouldn’t eat candy. You should sleep early. The teacher corrects and repeats.

“Should or Shouldn’t?” Multiple-Choice (Teacher-Led)

Teacher reads options: 1. For oral health, you... a) should brush your teeth b) shouldn’t brush your teeth. Students choose a. 2. At school you... a) should run b) shouldn’t run Students choose b. The teacher asks students to say the full sentences together.

Guided Chart Completion

Teacher draws:

Category	You Should...	You Shouldn't...
Personal Health	_____	_____
Oral Health	_____	_____
School Health	_____	_____
Good Habits	_____	_____
Unhealthy Habits	_____	_____

The teacher asks questions: "For oral health, what should you do?" → "Brush your teeth." "For personal health, what shouldn't you do?" → "Sleep late." The teacher fills charts with class input. brush teeth, not eat candy. Students repeat the complete routine.

→ [Clothesline for emotions and decisions \(pp. 230-241\)](#)

Projects and Readings

Read the story "Jamie's Attitude" pg. 234-235.

"What's the Matter? + How Do You Feel?" (Teacher Models First)

Teacher models: Teacher: "What's the matter?" Student: "I have a headache." The teacher continues: "How do you feel?" Student: "I feel sad." After modeling, the teacher guides students: Teacher gives illness cards (headache, stomachache, cold, sore throat, fever, cough). Students answer as a group: Teacher: "What's the matter?" (shows card: stomachache) Students: "I have a stomachache." Teacher: "How do you feel?" Students: "I feel tired."

“Repeat After Me” – Illness + Emotion Sentences

Teacher models sentences: “I have a cold and I feel tired.” “I have a stomachache and I feel sad.” “I have a headache and I feel angry.” “I have a fever and I feel weak.” Students repeat chorally and individually. The teacher corrects pronunciation.

Illness + Emotion Dialogue Strips

The teacher gives students two sentence halves: Left side: I have a cold. I have a headache. I have a stomachache. Right side: I feel sad. I feel tired. I feel angry. I feel scared. The teacher guides students to match combinations. Then students read aloud: “I have a cold and I feel sad.” “I have a headache and I feel tired.” The teacher corrects and models.

“Choose the Correct Emotion” – Teacher Reads Situations

The teacher reads simple illness stories: Story 1: “Maria has a headache. She can’t play. How does she feel?” Students choose: sad / happy / excited → sad Story 2: “Luis has a fever. He is very hot and tired.” Students choose: tired / angry / scared → tired Teacher supports students who need help.

Yes or No? Emotional Logic Check

The teacher says sentences; students decide if they make sense. “I have a stomachache and I feel happy.” Students: NO! “I have a cold and I feel tired.” Students: YES! “I have a fever and I feel excited.” Students: NO! “I have a headache and I feel sad.” Students: YES! Then the teacher repeats the correct forms and students echo.

Emotion + Illness Match-Up (Guided Oral Practice)


Teacher says:

“I feel sad because I have a stomachache.” Students repeat and match: “I feel ___ because I have a ___.” The teacher shows picture cards. Students complete the sentence together: Picture: boy with earache → “He feels worried because he has an earache.” Picture: girl sneezing → “She feels tired because she has a cold.”

“How Does He/She Feel?” Chart Practice

Teacher places a chart on the board:

Picture	Illness	Emotion
---------	---------	---------

	Cold	Tired
	Headache	Angry
	Stomachache	Sad

Teacher models: "He has a cold. He feels tired." Students practice reading each row aloud. Then students complete missing parts: "She has a _____. She feels _____."

Illness → Emotion Cause and Effect

The teacher writes starters: "If I have a headache, I feel..." "If I have a stomachache, I feel..." "If I have a cold, I feel..." The teacher helps students complete the sentences together: "If I have a headache, I feel tired." "If I have a stomachache, I feel sad." Students repeat.

→ The Secret Formula (pp.50-65)

Projects and Readings

Speaking practice, read the mini story and discuss the questions. Pg. 61.

Repeat After Me + Picture Identification

The teacher shows a picture and models: "This is *medicine*. Repeat: medicine." "This is a *medicinal plant*. Repeat: medicinal plant." "This is *garlic*. Repeat: garlic." Then the teacher asks guided questions: "Is this garlic or mint?" Students answer together: "Garlic!" "Mint!"

Remedies Sorting (Teacher-led)

The teacher shows pictures of different plants/medicine. Students sort them with teacher guidance:

- **Column A: Medicinal Plants**
mint – chamomile – rosemary - lavender
- **Column B: Other Remedies**
garlic – medicine

- The teacher asks: "Where does garlic go?" Students: "Other remedies!"

Listen and Point

The teacher says a word; students point to the correct picture. Teacher: "Point to *chamomile*." Students point. "Point to *rosemary*." "Point to *medicine*." Then students repeat the vocabulary.

Guided Questions with Visuals

The teacher shows a plant or medicine card and asks: "What is this?" Students: "It is mint." "Is this chamomile?" (holding rosemary) Students: "No, it isn't. It is rosemary."

Guided Fill-in-the-Blank (Oral)

Teacher writes: This is _____. (medicine) Mint is a _____ plant. (medicinal) We use _____ for infections. (garlic) _____ helps with relaxation. (Chamomile) Teacher reads each one and students answer chorally.

"Which One Should I Use?" (Teacher-led Scenarios)

The teacher gives simple situations and students choose the remedy. Teacher: "I have a stomachache. Should I use mint or unflower?" Students: "Mint!" Teacher: "I want to relax. Should I use chamomile or garlic?" Students: "Chamomile!"

Guided Sentence Builder

The teacher writes phrases on the board: "This is..." "We use..." "It is a medicinal plant." Teacher guides the class to build sentences: Example: Teacher: "Garlic. Let's build a sentence." Students: "This is garlic." "We use garlic for infections."

What Color Is It? (Vocabulary + Observation)

Teacher shows visuals: "lavender is... (purple!)" "Mint is... (green!)" "Chamomile is... (white!)" Students repeat and describe the plants.

[Worksheet Reference](#)

 [Fourth Grade_UNIT 3.pdf](#)

- Healthy Habits: pg. 8-9
- Should and shouldn't: pg. 15
- Illness: pg. 17

- Emotions: pg. 23
- Remedies: pg. 28-29

Suggested Session Distribution: Sessions 15-18

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

Achievement: Students will apply the vocabulary and language structures learned by independently describing personal and school health habits, identifying illnesses (headache, stomachache, sore throat, cold, flu, earache), and selecting appropriate emotions, remedies, and medicinal plants (garlic, mint, chamomile, rosemary) for each situation. They will write or say their own health advice using should / shouldn't without teacher guidance, demonstrating understanding and autonomy in using the language to solve real-life health scenarios.

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

Assessment	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
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Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Fill in the Blanks ▾
Pictionary ▾
Prompts ▾
TPR ▾
Delayed Copy ▾
Word Association ▾

- Activity Description:

→ **Hygiene, Your Best Pal! (pp.66-81)**

Projects and Readings

- Review and practice the use of should and shouldn't pg. 81.
- Project development pg. 75-79.

My Daily Habits Checklist

Students check ✓ or ✗ what they do.

Habit	Yes	No
I brush my teeth twice a day.	✓/✗	
I wash my hands before eating.	✓/✗	

I keep my desk clean.	✓/✗	
I eat vegetables.	✓/✗	

After completing, they write 2 sentences: "A good habit I have is _____." "An unhealthy habit I want to stop is _____."

Draw and Label: My Best Healthy Habit

Students draw one healthy habit they practice and write a sentence: "This is a healthy habit." "I should do it every day." Examples: brushing teeth, washing hands, eating fruit.

Oral Health Mini Poster

Students create a small poster with: 1 drawing of an oral health habit. 1 sentence: "I should brush my teeth ____ times a day." 1 sentence: "I shouldn't _____." Examples: eat too much candy, forget to floss.

School Health Sorting Cards

Students get cards with actions: sharing materials, throwing trash, running in the classroom, cleaning the desk, washing hands, shouting at classmates. They must place each card in:
Personal Habit / School Health / Oral Health

Good Habit Sentence Builder

Students complete sentences: A good habit is _____. An unhealthy habit is _____. For school health, we should _____. For oral health, we shouldn't _____.

Classify with Pictures

Students receive pictures of children doing different actions. Examples: eating fruit, brushing teeth, eating chips, fighting, washing hands, throwing trash, sleeping late. Students must paste or draw each one in: Healthy Habits vs. Unhealthy Habits

"I Should / I Shouldn't" Writing Task

Students write 4 sentences: 2 sentences with should. 2 sentences with shouldn't. Examples: "I should drink water." "I shouldn't eat too

much candy."


Fill in the Blanks (Should / Shouldn't)

Students complete sentences: You _____ wash your hands before eating. You _____ eat too many sweets. Students _____ keep the classroom clean. You _____ sleep very late. We _____ brush our teeth twice a day. We _____ fight with classmates.

Picture to Sentence (Should / Shouldn't)

Students get pictures of behaviors and must write a sentence.

Examples:

 child brushing teeth →

👉 "You should brush your teeth."

 child eating only candy →

👉 "You shouldn't eat too much candy."

 student cleaning desk →

👉 "We should clean our desks."

 student shouting in class →

👉 "We shouldn't shout."

Write 4 School Rules

Students write school rules using should and shouldn't. Example template: 1. We should _____. 2. We shouldn't _____. 3. Students should _____. 4. Students shouldn't _____.

Rewrite the Habit Correctly

Students see wrong behaviors and fix them. Example worksheet:

✗ Sleep at 1:00 AM.

→ _____.

✓ "You shouldn't sleep at 1:00 AM."

✗ *Never wash hands.*

→ _____.

✗ *Eat only chips.*

→ _____.

My Healthy Day Poster

Students create a poster with 3 sentences: "In the morning, I should _____." "In the afternoon, I shouldn't _____." "At night, I should _____." They draw each habit.

→ [Clothesline for emotions and decisions \(pp. 230-241\)](#)

Projects and Readings

Project development pg. 236-239.

Draw the Face

Students draw a face showing the emotion for each illness. Example prompts: "Draw a face for a child with a stomachache." "Draw a face for someone with the flu." "Draw an emotion for a person with a sore throat." Students label: "He is sad." "She is tired."

Illness & Emotion Mini Book

Students make a 4-page mini book:

Page 1:

"I have a headache." → draw

"I feel _____."

Page 2:

"I have a cold." → draw

"I feel _____."

Page 3:

"I have an earache." → draw

"I feel _____."

Page 4:

"I have the flu." → draw

"I feel _____."

Students fill in feelings such as tired, sad, worried, angry, scared.

Illness Diary (Very Simple)

Students fill out a small diary: Monday: I have a _____. I feel _____. Tuesday: I have a _____. I feel _____. Wednesday: I have a _____. I feel _____. They invent illnesses /emotions.




Circle the Correct Emotion

Students read short sentences and choose the correct emotion picture. Example: "Maria has a sore throat. She feels (happy / tired / sad)." Students circle sad.

Who Am I? (Riddle Activity)

Students complete short riddles: "I have a pain in my tummy. I feel scared. I have a _____." "I feel tired and weak. I have the _____." "My throat hurts. I feel angry. I have a _____."

Picture to Sentence Writing

Students look at illustrated scenes:  A boy holding his head → "_____ has a headache. He feels _____."  A girl coughing → "_____ has a cold. She feels _____."  A child touching their ear → "He has an earache. He feels _____." They fill in the blank.

→ **The Secret Formula (pp.50-65)**

Projects and Readings

- Grammar practice pg. 62

- Speaking practice pg. 63

Remedy Match-Up

Students match each remedy to its picture or description. Example: 1. Chamomile → ___ (good for relaxing) 2. Mint → ___ (good for stomachache) 3. Garlic → ___ (good for colds) 4. Sunflower → ___ (used for oil) 5. Rosemary → ___ (good for headaches) 6. Medicine → ___ (you buy it at the pharmacy)

Draw & Label the Remedy

Students choose 4 remedies, draw them, and label each: "garlic" "mint" "medicine" "rosemary" Then write 1 sentence: "Mint is a medicinal plant." "Garlic is a remedy."

Fill in the Blanks

Students complete the sentences using the vocabulary box. Word bank: chamomile – garlic – mint – medicine – rosemary

1. For a stomachache, many people use _____.
2. When you have a cold, you can take _____.
3. _____ tea helps you relax.
4. _____ has a strong smell.

Remedy-Illness Table

Students complete the chart by matching remedies to illnesses.

Illness	Remedy
Headache	_____
Cold	_____
Stomachache	_____
Sore throat	_____

Expected answers: rosemary, garlic, mint, chamomile

Create a Remedy Sentence

Students write 5 independent sentences using the vocabulary. Example sentence starters: "I use _____ for _____." "_____ is a medicinal plant." "_____ tea is healthy."

Remedies Word Search

Students find vocabulary words: garlic, mint, rosemary, medicine, plant, chamomile. After finishing, students write 3 sentences about the remedies they found.

“What’s in My Home?” Chart

Students complete a table:

Remedy	Do I have it at home? (Yes/No)
Garlic	✓ / ✗
Mint	✓ / ✗
Chamomile	✓ / ✗
Medicine	✓ / ✗
Rosemary	✓ / ✗

Then write: “I have _____ at home.” “I don’t have _____ at home.”

Describe the Remedy

Students pick 2 remedies and write a short description using 2–3 sentences. Example: Mint: It is a green plant. It helps stomachaches. You can make tea with it.

My Favorite Remedy Writing

Students write: “My favorite remedy is _____.” “We use it for _____.” “I like it because _____.”

Worksheet Reference

 [Fourth Grade_UNIT 3.pdf](#)

- Healthy Habits: pg. 10-11
- Illness: pg. 18
- Emotions: pg. 24
- Remedies: pg. 30-31

Suggested Session Distribution: Sessions 19-21

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

Achievement: Students will demonstrate their understanding of the lesson by reviewing and summarizing key vocabulary about personal habits, school health, oral hygiene, and common illnesses (headache, stomachache, sore throat, cold, flu, earache). They will share short examples of health advice using should / shouldn't and identify appropriate remedies, medicines, and medicinal plants such as garlic, mint, sunflower and rosemary. Students will reflect on their learning by expressing related emotions or giving a brief health recommendation to a classmate or scenario. They will present their final project.

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

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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Role Playing ▾ KWL Chart ▾ Bingo ▾ TPR ▾ Presentation ▾ Pictionary ▾ Sentence Scramble ▾ Prompts ▾

- Activity Description:

→ **Hygiene, Your Best Pal! (pp.66-81)**

Projects and Readings

- Complete the KWL chart pg. 80
- Finish and present the brochure.

“Habit Thumbs Up/Thumbs Down”

- The teacher reads habits aloud (e.g., “Brush your teeth twice a day,” “Eat too many chips,” “Wash your hands,” “Skip breakfast,” “Run in the hallways”). Students show: 👍 = Healthy habit 👎 = Unhealthy habit Ask 2–3 students to explain their choice.

“2 Healthy, 1 Unhealthy”

- Students write 3 habits: 2 healthy, 1 unhealthy. Read them aloud. Class guesses which is the unhealthy one.

“Habit Poster Relay”

- Teams receive a blank paper. They have 3 minutes to draw as many healthy habits as they can. After time is up, each team explains 1–2 drawings using should/shouldn't.

“Quick Quiz Game”

The teacher asks quick questions: *Is drinking soda every day healthy or unhealthy? Should you run in the school hall? Is brushing your teeth a personal or oral health habit? Should you wash your hands before lunch?* Students answer by standing (healthy/should) or sitting (unhealthy/shouldn't).

“Healthy Habit Bingo (Quick Version)”

- Students draw a 3×3 bingo grid. They write 9 habits (healthy + unhealthy). The teacher calls habits randomly. First to complete a row shouts “Healthy!”

“Lightning Should/Shouldn’t”

Teacher says a habit. Students answer together: “You should...” “You shouldn’t...” Examples: *Play outside every day.* → “You should!” *Eat chips for breakfast.* → “You shouldn’t!”

“Happy School, Sad School”

- On the board, draw two columns: Happy School 😊 Sad School ☹️ Students shout habits, and teacher writes them in the correct column.

“3 Things I Learned”

Students write: One healthy habit. One unhealthy habit. One “should/shouldn’t” rule. Share with a partner.

“Habit Freeze Dance”

- Play music. Students dance. Music stops → teacher says a habit. Students freeze in a pose showing that habit.

“Quick Partner Advice”

Students pair up. The teacher gives a topic: School, Health, Home, Sports, Partners tell each other one should and one shouldn’t for that topic. Example: School: “You should listen to the teacher.” “You shouldn’t shout in class.”

“5-Second Advice Challenge”

The teacher calls a student and gives a situation: “I’m tired.” “I have a cold.” “I’m hungry.” Students have 5 seconds to give advice using *should/shouldn’t*. Example: “You should rest.” “You shouldn’t eat junk food.”

“Advice Wall”

On the board, draw two columns: YOU SHOULD ✓ YOU SHOULDN’T ✗ Students come and write one idea on the correct side. Read them together.

“Complete the Sentence!”

Teacher writes beginnings: *You should... You shouldn't...* Students complete them with their own ideas and share.

“True or False Advice?”

The teacher says advice: *“You should sleep only 2 hours.” “You shouldn't wash your hands.”* Students say True or False and correct it.

“Exit Ticket: How Do They Feel?”

Give each student a small card. Write a quick prompt on the board: *“He has a headache. He feels ____.” “She has the flu. She feels ____.”* Students fill it in and hand it to you as they leave.

→ [Clothesline for emotions and decisions \(pp. 230-241\)](#)

Projects and Readings

Grammar practice pg. 240-241.

“Illness + Emotion Match-Up”

The teacher says it's an illness, students respond with emotion. Example: Teacher: *“Stomachache!”* Students: *“He feels bad!”* or *“She feels sick.”* Then switch: Teacher says an emotion → students say an illness that matches.

“Emoji Reaction”

Give students hand signs or have them draw emojis on paper: 😊 😞 😓 😬 🤒 😫 Teacher says an illness (example: earache) Students show the emotion they think matches.

“Feelings Freeze”

The teacher says it's an illness. Students freeze in a pose showing how a person feels with that illness. Examples: Headache → hands on head Stomachache → hands on belly Earache → hand on ear. Quick and fun!

“Quick Pair-Share: What Should They Do?”

Pairs answer two questions: *“What illness does the person have?” “How do they feel?”* Example: *“He has a sore throat. He feels bad.”* Students share in 20 seconds with their partner.

“Emotion Line-Up”

The teacher gives 6 papers with emotions to random students: Happy, Sad, Angry, Scared, Sick, Tired. The teacher calls it an illness: Flu!" Students holding appropriate emotions come to the front.

"Draw the Feeling!"

Students take 20 seconds to draw a quick face showing how someone feels with an illness the teacher says: "Sore throat"
"Headache" "Cold"

Students show drawings. Class guesses: "He feels sick." "She feels sad."

→ **The Secret Formula (pp.50-65)**

Projects and Readings

Vocabulary practice pg. 64-65.

"What Remedy Am I?"

The teacher gives clues: "*I am a plant. I am good for a stomachache.*" Students answer: "*Chamomile!*" Next clue: "You can cook with me, but I can also help you with the colds." → *Garlic* "I smell fresh. People use me for colds and stress." → *Mint*

"Draw & Guess Remedy"

Students draw a quick remedy in 20 seconds: mint leaf, garlic, medicine bottle, sunflower, chamomile cup. The partner guesses the remedy and the illness it helps.

"Remedy Sorting Challenge"

Write two categories on the board:  Medicinal Plants  Medicine. Students tell or write remedies under the right category.
Examples: Plants: mint, rosemary, chamomile, garlic. Medicine: pills, syrup.

"Finish the Sentence"

Teacher writes sentence starters: "*For a cold, I can use...*" "*Mint is good for...*" "*I prefer _____ because...*" Students complete and read aloud.

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.

Worksheet Reference

 [Fourth Grade_UNIT 3.pdf](#)

- Healthy Habits: pg. 13
- Emotions: pg. 25
- Remedies: pg. 19, 32-33