



## INSTRUCTIONAL GUIDE 5TH GRADE 2025-2026 UNIT 2

<b>GRADE</b>	5th 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>	During this unit, students will recognize and describe the stages of human life, focusing on the physical and emotional changes that occur during adolescence and the functions of the male and female reproductive organs. They will reflect on gender roles at home and express responsibilities and obligations using <i>have to</i> and <i>has to</i> . Through collaborative and creative activities—culminating in the composition of a song—students will integrate scientific knowledge with language skills, promoting self-awareness, respect, and equality between genders.

<b>NEM</b>	<b>Project</b>	<ul style="list-style-type: none"> <li>• What's happening to My Body (pp.212-231)</li> <li>• The Gender Perspective from the point of view of music. (pp.70-81)</li> </ul>
	<b>Product</b>	<ul style="list-style-type: none"> <li>• Clothesline to illustrate life stages</li> <li>• Produce a song about gender roles</li> </ul>
	<b>Content</b>	<ul style="list-style-type: none"> <li>• Sensations, emotions, feelings and ideas expressed in English ▾</li> <li>• Information and relevant data for the community ▾</li> <li>• Natural and social environments ▾</li> <li>• Cultural and artistic expressions ▾</li> </ul>
	<b>LDP (Learning Development Process)</b>	<ul style="list-style-type: none"> <li>• Asks, answers, and shares how they feel and what makes them feel that way using oral and written language. ▾</li> <li>• Participates in writing questions to gather information about specific topics. ▾</li> <li>• Interviews classmates and records their answers. ▾</li> <li>• Participates in writing an interview script to request personal information. ▾</li> <li>• Identifies common expressions used in conversations related to natural and social environments. ▾</li> </ul>

	Represents and shares elements present in cultural and artistic expressions of different peoples, preferably English-speaking. ▾
<b>Articulating Axes</b>	Critical thinking ▾ Gender equality ▾ Healthy living ▾ Arts and aesthetic experiences ▾

<b>CEFR SKILLS</b>	<b>Listening</b>	<ul style="list-style-type: none"> <li>• A2: SS can understand people if they speak very slowly and clearly about simple everyday topics.</li> <li>• A2: Ss can understand the main information in announcements if people talk very clearly.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>• A2: SS can recognise daily situations, words and phrases, know and use them to understand very simple sentences.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>• A2: Ss I can produce simple isolated phrases and sentences.</li> <li>• A2: Ss can write in a simple way, basic questions and answers about actions happening at the moment of speaking.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>• A2: Ss can use simple words to describe something.</li> <li>• A2: Ss can express their current actions at the moment of speaking.</li> </ul>
	<b>Grammar &amp; Language Structure</b>	<ul style="list-style-type: none"> <li>• Present continuous tense to talk about actions in progress pp. 212 "My whole body is changing" "Are you going through changes?" "Are you feeling upset these days" "What is happening to my body?"</li> <li>• Male and Female reproductive organs.</li> <li>• Use of have to/ has to for obligation. Using "have to" in the context of activities at home by gender: "Men have to protect the family" "Women have to look after children?" "Do men have to clean the house?" "Do women always have to clean?" "Do men always have to work?" PP. 77 "Do you think gender roles have to change?" "Why?"</li> <li>• Gender Roles at Home: They are physically stronger, they are good at cooking, they are good at sports, they are emotional, they don't cry, they take care of children, they clean the house, they fix and repair things, they protect the family, they spend money for the family.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Verbs in gerund and spelling rules. ( double consonants and dropping silent e (sitting, driving etc).</li> <li>• Gerund of verbs: feel, experiment, go through</li> <li>• Time expressions for actions in progress: currently, these days, lately</li> <li>• Vocabulary to describe changes in adolescence: (mood swings, feel like crying, feeling annoyed or angry, feeling emotional, feeling attracted to someone.</li> <li>• Vocabulary to talk about life stages: Prenatal stage, early childhood, childhood, adolescence, youth, adulthood, old age.</li> <li>• Male and Female reproductive organs. Penis, testicles, urethra, uterus, fallopian, tubes ovaries, cervix, vagina.</li> <li>• Vocabulary to talk about percentages and numbers 1 to 100 (pp. 72-73)</li> <li>• Vocabulary to talk about gender roles( household chores, earning a salary, cooking, taking care of the children, cleaning the house, fixing and repairing things, protecting the family)</li> <li>• Songs: Improvising song, creating a song.</li> <li>• Weather: sunny, rainy, cloudy, cold, hot. / Alphabet: A-Z</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: ordinal numbers 1st to 30th.</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 prepared for the lesson and project.

**Achievement:** Each warm-up encourages active participation, recall of prior knowledge, and preparation for guided practice. Students will recall and discuss the stages of life, recognize changes in adolescence, identify gender roles, female and male reproductive organs and obligations using have to / has to, and activate vocabulary to begin creating an improvised song. Activities can include quick questions, short matching games, brainstorming, or mini-discussions.

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

	<input type="checkbox"/>  Individual work
<b>Assessment</b>	<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 ▾

Simon Says ▾

Read-Aloud ▾

Word Association ▾

Charades ▾

Show and Tell ▾

Creative Writing ▾

Flashcards ▾

Memory Game ▾

Realia Strategies ▾

- Activity Description:

#### **Weather Word Cloud**

- Write the word "Weather" on the board.
- Ask students to call out any weather-related words they know (sunny, rainy, stormy, cloudy, windy, etc.).
- Write their responses around the main word, forming a word cloud.

- Optional: Students repeat the words after you for pronunciation practice.

### **Weather Charades**

- Prepare small cards with different weather conditions (snowy, windy, foggy, thunderstorm, sunny, etc.).
- A student picks a card and acts out the weather without speaking.
- The class guesses the weather.
- Rotate until several students have had a turn.

### **Days & Months Chant**

- Teach or review a simple chant/song with the days of the week and months of the year.
- Students repeat after the teacher.
- Optional: Add clapping or tapping to make it more engaging.

### **Calendar Questions**

- Ask questions like:
  - “What day is it today?”
  - “What day comes after Wednesday?”
  - “Which month is your birthday in?”
- Students answer individually, in pairs, or as a class.

### **“Find the Day/Month” Game**

- Prepare cards with days of the week or months of the year.
- Distribute them randomly to students.
- Call out a day or month, and the student holding the card stands up and says the next one in order.
- Optional: Make it competitive by timing rounds.

### **Alphabet Chant**

- Recite the alphabet together as a class, then in small groups.
- Optional variations:
  - Say it backward.
  - Clap or tap for each letter.
  - Spell simple words aloud using the letters.

<https://www.youtube.com/watch?v=tKslj1MH4lw>

## **Find Your Letter**

**Objective:** Physical activity and letter recognition.

- Give each student a letter card.
- Call out letters randomly.
- Students holding the letter stand up and say a word starting with that letter.
- Can be made competitive with points or small prizes.

## **“Which Position?” Game**

- Arrange items on a desk or board (books, pencils, pictures).
- Ask questions:
  - “Which item is 5th?”
  - “Which is 12th?”
- Students answer using full sentences: “The green pencil is 5th.”

## **Classroom Line-Up**

- Students stand in a line.
- Call out positions randomly: “Who is 3rd?” “Who is 15th?”
- Students answer: “I am 3rd.”
- Can be repeated as a team game for more interaction.

## Ordinal Number Bingo

- Create bingo cards with ordinal numbers (1st–30th).
- Call out numbers randomly; students mark them.
- First to complete a row wins.

## Life Stages Word Cloud

- Write “Stages of Life” on the board.
- Ask students to call out words they know (baby, toddler, child, teenager, adult, elderly).
- Write them around the main word to form a word cloud.
- Students repeat the words for pronunciation practice.

## Life Stages Video

 [Stages of Life - Vocabulary | Minimal English](#)

## “Guess the Stage” Game

- Prepare cards with pictures or descriptions of people at different life stages.
- A student picks a card and describes it without saying the stage:
  - “This person goes to school and plays a lot.”
- The class guessed the stage: “Child!”
- Rotate cards so everyone has a turn.

## Life Stages Timeline

- Draw a simple timeline on the board with blank spaces.
- Ask students to help place life stages in order: baby → toddler → child → teenager → adult → elderly.
- Students can come up and write the words or stick labels on the board.

## “I am a \_\_\_” Circle

- Students sit in a circle.
- Each student says: "I am a \_\_\_" and mentions their current stage of life or the stage they are closest to.
- Optional: Ask them to add one activity they do at that stage: "I am a child. I go to school and play with friends."

### **Emotion Flashcards**

- Prepare flashcards with emotions: mood swings, feeling attracted to someone, feeling emotional, feeling annoyed/angry, feeling like crying.
- Show a card, and students guess the emotion and say it aloud.
- Optional: Students make a facial expression or body gesture to match the emotion.

### **"Guess the Feeling" Game**

- Divide students into small groups.
- A student acts out a feeling without speaking (e.g., annoyed, emotional).
- The group guessed: "You are feeling angry!"
- Rotate so each student gets a turn.

### **"Agree or Disagree?" Activity**

**Objective:** Stimulate critical thinking and discussion about adolescence changes.

- Read statements related to adolescence:
  - "Teenagers feel angry more often than adults."
  - "It is normal to feel attracted to someone at your age."
- Students move to one side of the classroom for "Agree" or the other side for "Disagree" and explain why.

### **Word Association**

- Write the words/phrases on the board.
- Say one and ask students to quickly call out another word or idea related to it.
  - Example: "They're physically strong → lifting, helping, working."

- Encourage full sentences: "They are physically strong because they can lift heavy things."

### **True or False Statements**

- Prepare statements based on the vocabulary:
  - "Boys are always good at sports."
  - "Girls don't cry."
  - "Some people are good at cooking."
- Students move to one side of the classroom for **True** or the other side for **False**.
- Discuss why the statement may or may not be true.

### **Vocabulary Brainstorm**

- Write the title "**Reproductive System**" on the board.
- Ask students to brainstorm and call out any related words they know (e.g., cell, organ, sperm, ovum, uterus, puberty, hormones).
- Write the words under two columns: *Male* and *Female*.
- Discuss which ones belong to each system.

### **Warm-Up Discussion: "Why Do We Study This?"**

- Ask:
  - Why is it important to learn about the reproductive system?
  - How does it help us understand our own growth and health?
- Keep it science-focused and emphasize respect and learning.

### **Sorting Activity**

- Prepare cards with the vocabulary phrases.
- Students sort the cards into two columns: "Stereotype" and "True for anyone."
- Discuss the answers as a class to challenge misconceptions.

## Quick Debate

**Objective:** Encourage critical thinking and speaking.

- Give statements like:
  - “Only boys are physically strong.”
  - “Girls are emotional.”
- Students discuss in pairs or small groups whether they agree or disagree and explain why.
- Share answers with the class.

## Rhythm Clap

- Clap a simple rhythm and have students repeat it.
- Gradually increase complexity.
- Optional: Use body percussion (stomp, snap) to make it more fun.

## Word Brainstorm

**Objective:** Generate vocabulary for the song.

- Choose a theme (e.g., school, weather, family).
- Students shout out words related to the theme.
- Write them on the board and review pronunciation.

## Sing a Line

- The teacher starts with a line of a simple melody.
- Students repeat and add a new line using the vocabulary from the brainstorm.
- Continue building the song as a class.

## Worksheet Reference

 [5th Grade\\_Unit2.pdf](#)

- Weather: pg. 1 - 2
- Days of the week: pg. 3
- Months of the year: pg. 4
- Alphabet: pg. 5
- Ordinal Numbers: pg. 6
- The Stages of Life: pg. 7

## Suggested Session Distribution: Sessions 4 - 7

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

**Achievement:** Students will be introduced to the target topic (e.g., the stages of life, changes in adolescence, gender roles, female and male reproductive organs, have to/has to, or improvising a song), understand key vocabulary and concepts, and observe clear examples and models provided by the teacher to prepare them for guided and independent practice.

<p><b>Skill</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" 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>
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<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:

Presentation ▾

Charades ▾

Flashcards ▾

Presentation ▾

Reading Comprehension ▾

Jeopardy Game ▾

TPR ▾

Missing Object ▾

Fill in the Blanks ▾

- Activity Description:

### Visual Timeline

- Draw a timeline on the board or use a large chart.
- Label stages: baby → toddler → child → teenager → adult → elderly.
- Show pictures or icons representing each stage.
- Talk through each stage with simple sentences:
  - “A baby can’t walk yet.”
  - “A teenager goes to school and learns new things.”

### Vocabulary Introduction

- Introduce phrases like:
  - “goes to school”

- “plays with toys”
- “learns new skills”
- “works in an office”
- “needs help walking”
- Show pictures and match them with the phrases.
- Have students repeat after you for pronunciation practice.

### **Question & Answer Interaction**

- Ask simple questions about each stage:
  - “What does a baby do?”
  - “Who goes to high school?”
  - “What do elderly people need?”
- Encourage students to answer in full sentences:
  - “A baby cries and sleeps a lot.”
  - “Teenagers go to school and play sports.”

### **Compare Stages**

- Show two pictures from different stages and ask students to compare:
  - “What is the difference between a child and a teenager?”
  - “What can an adult do that a child cannot?”
- Students answer using sentences like:
  - “A child plays with toys, but a teenager goes to school.”

### **Mini Story Presentation**

- Tell a short story about a person growing up:
  - “Maria was a baby. She learned to walk. Now she is a teenager. She studies at school and plays soccer.”
- Students listen and point to the corresponding stages on the timeline.

- Optional: Ask them to predict the next stage in the story.

## **Visual Emotion Chart**

- Draw a chart with the following emotions/changes:
  - Mood swings
  - Feeling attracted to someone
  - Feeling emotional
  - Feeling annoyed or angry
  - Feeling like crying
- Show simple illustrations or emojis for each emotion.
- Discuss each one briefly, giving examples in full sentences:
  - “Sometimes teenagers feel annoyed when things don't go their way.”
  - “It's normal to feel emotional at this age.”

## **Vocabulary Introduction**

- Write the phrases on the board and read them aloud:
  - Mood swings
  - Feeling attracted to someone
  - Feeling emotional
  - Feeling annoyed or angry
  - Feeling like crying
- Students repeat after you for pronunciation.
- Give short definitions and examples:
  - “Mood swings: feeling happy one moment and sad the next.”

## **Compare Before & After**

- Show pictures of a child and a teenager.
- Ask:
  - “How do teenagers feel differently from children?”

- “What new emotions do teenagers experience?”
- Students answer using the vocabulary.

### **Quick Class Poll**

- Ask the class:
  - “Who sometimes feels emotional?”
  - “Who has felt annoyed recently?”
- Students respond by raising hands or moving to one side of the room.
- Reinforce that these feelings are normal in adolescence.

### **Matching or Mind Map**

- On the board, write categories: Physically strong, Spend money for family, Don't cry, Good at sports, Emotional, Good at cooking
- Ask students to give examples of people they know (real or fictional) for each category.
- Highlight that these traits can apply to anyone, not just one gender.

**Tip:** Include visual aids like cartoons, pictures, or short videos for each trait.

### **Interactive Discussion**

**Objective:** Make students reflect on stereotypes and real-life examples.

#### **“Who Can?” Game**

- The teacher reads a trait (e.g., “physically strong”).
- Students suggest people or characters who have that trait, regardless of gender.
- Write answers on the board and emphasize diversity:
  - “Strong people can be men, women.”
  - “Good at cooking is not only a woman's skill.”

**Follow-Up Question:** “Have you ever done something people said you couldn't because of your gender?”

## Mini-Role Play / Scenario

- Give students short scenarios to act out, e.g.:
  - A boy crying after losing a game.
  - A man cooking a special meal for family.
  - A girl playing in a football match.
- Students act in pairs or small groups.
- Discuss afterwards: "Was it hard to act against stereotypes?"

## Visual Explanation with Diagrams

- Two large posters or slides showing **male and female reproductive systems**
- Labels or flashcards with organ names
  1. Show the **male diagram** and point to each part as you name it (testicles, penis, sperm duct, etc.).
  2. Briefly explain each organ's function in simple terms (e.g., "*The testicles produce tiny cells called sperm.*").
  3. Do the same for the female diagram (ovaries, uterus, vagina, etc.).
  4. Ask students to repeat the names chorally.
  5. Invite volunteers to come to the board and label the organs.

**Tip:** Keep the tone scientific and use proper vocabulary. Remind students that these are body organs like any other (heart, lungs, etc.).

## Short Educational Video + Discussion

### Materials:

- A short age-appropriate **educational video** (3–5 min) on the reproductive system (from trusted sources like KidsHealth, TED-Ed, or BBC Bitesize).
  1. Tell students to watch carefully for the **names and functions** of organs.
  2. After the video, ask comprehension questions such as:
    - What is the main function of the reproductive system?
    - What do the ovaries and testicles produce?

- What organs are only in the female/male system?
- 3. Write the answers on the board to summarize learning.

### **Guided Summary and Reflection**

1. Ask students:
  - What are the main organs in the male reproductive system?
  - What are the main organs in the female system?
2. Write their answers on the board and correct them if needed.
3. Finish with a short reflection:
  - “Why is it important to learn about our bodies?”
  - Emphasize: *knowledge helps us care for our health and respect others.*

### **“What do they have to do?”**

- Teacher writes a few gender stereotypes on the board, e.g.:
  - Men are physically strong.
  - Women are good at cooking.
- Ask students: “According to society, what do men/women **have to** do?”
- Example answers:
  - “Men **have to** play sports.”
  - “Women **have to** cook for the family.”
- Discuss: “Do they really **have to**?”
- Highlight that **have to/has to** express obligations or rules.

### **Teacher-Led Examples**

- Write examples on the board:
  - “He **has to** be strong.”
  - “She **has to** cook dinner.”
- Explain:
  - **Has to** → third person singular (he, she, it)
  - **Have to** → I, you, we, they

- Emphasize that these statements can reflect stereotypes, not rules.

Optional Visual Aid: Show two pictures: a man cooking and a woman playing football, ask: “Does he **have to** cook? Does she **have to** play football?”

### “What do they have to do?” Game

- Split the class into small groups
- Give each group a list of people (e.g., mother, father, brother, sister, friend).
- Students create sentences using **have to/has to**, based on real life or stereotypes, e.g.:
  - “My brother **has to** help in the house.”
  - “My sister **has to** study every day.”
- Discuss which statements reflect real obligations and which are stereotypes.

### Highlight Song Parts

- Explain that songs often have verses, chorus, and sometimes a bridge.
- Teacher gives a simple example chorus:
  - “I like sunny days,  
I like to play,  
Singing makes me happy,  
Every single day.”
- Discuss rhyme, rhythm, and repetition.

### Team Song Creation

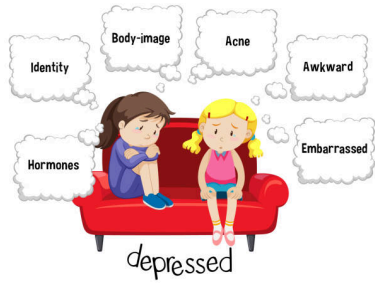
- Divide the class into small groups.
- Each group chooses a topic from the brainstorm.
- Students take turns adding lines to a song, following the structure (verse/chorus).
- Encourage rhythm and repetition; they can clap or tap a beat.

**Variation:** Teacher can sing a short melody and students fit their lyrics to it.

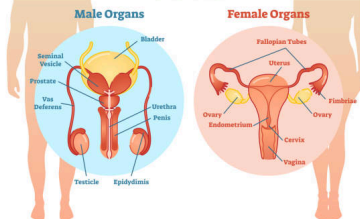
## Class Song Show

- Each group performs their improvised song.
- After each performance, discuss:
  - Which lines were funny, creative, or surprising?
  - How did teamwork help create the song?
  - Could any line be improved for rhyme or rhythm?

### LIFE STAGES



### HUMAN REPRODUCTIVE SYSTEM



### Examples of Female Gender Roles

- Only females clean the house
- Cooking is a woman's job
- Women should marry and have kids
- All ladies are expected to be loving, nurturing and gentle
- Working is for men. Women need to stay home and care for the household and children.



**Grammar Focus**

# Have / Has

**HAVE**

Pronouns: I / You / We / They

I **have** a beautiful flower.  
 We **have** an amazing job.  
 They **have** three free days.



**HAS**

Pronouns: He/ She / It

He **has** a nice car.  
 She **has** a great opportunity.  
 It **has** a long neck.




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# SONG STRUCTURE

The arrangement of a song from start to finish.


**INTRO**

In popular music, the "Intro" or Introduction is a passage or section which opens and starts the movement normally, preceding the theme or lyrics. It often establishes many of the main elements like rhythm and tonality.




**VERSE**

A verse is a repeated section of a song that typically features a new set of lyrics on each repetition. It is within these sections that the "story" and main themes of the song are told, giving more information with each new verse.



**HOOK**

"Hooks" or "Riffs" are not really "structural" elements of a song, but it is an important part of a song designed to stand out and grab a listener's attention. It might be a sound (or group of sounds) or a word (or a phrase) that people remember.



## Worksheet Reference

 [5th Grade\\_Unit2.pdf](#)

- Life Stages: pg. 8 - 12
- Changes in Adolescence: pg. 13 - 14
- Reproductive Organs: pg. 15 -16

## Suggested Session Distribution: Sessions 8 - 11

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

**Achievement:** Students will practice using the target language or concepts (e.g., the stages of life, changes in adolescence, gender roles, female and male reproductive organs. have to/has to, or improvising a song) with teacher support, applying new vocabulary and structures in controlled activities to build confidence and understanding before independent work.

<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 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 type="checkbox"/> 👫 Pair work</li> <li><input type="checkbox"/> 👤 Individual work</li> </ul>
<b>Assessment</b>	<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:

Flashcards ▾

TPR ▾

Find Someone Who ▾

Sentence Scramble ▾

Missing Object ▾

Running Dictation ▾

Jeopardy Game ▾

Fill in the Blanks ▾

- Activity Description:

### Life Stages Sequencing

- The teacher provides cards with stages of life (Baby, Child, Teenager, Adult, Elderly) and key events or descriptions (e.g., "goes to school," "retires," "learns to walk").
- Students work in pairs to match the description with the correct stage.
- Then, they arrange the stages in order on a timeline.
- Teacher checks together, asking students to explain their choices:
  - "Why does learning to walk belong to the baby stage?"

### Vocabulary in Context

- Teacher provides sentences with missing words, e.g.:
  - "A \_\_\_\_\_ learns to read and play games."

- "An \_\_\_\_\_ may retire from work."
- "A \_\_\_\_\_ might go to college or high school."
- Students fill in the blanks individually or in pairs.
- Review answers as a class.

**Extension:** Students make their own sentences using the words.

### **Reflection & Comparison**

- Teacher asks:
  - "Which stage of life do you like best? Why?"
  - "Do all people experience the stages in the same way?"
- Students answer in short sentences, the teacher prompts for full sentences and helps with vocabulary.

### **Matching Vocabulary with Definitions**

- Teacher provides a list of words/phrases:
  - Mood swings, feeling emotional, feeling attracted to someone, feeling annoyed or angry, feeling like crying.
- Students match each word/phrase with a short definition or example sentence.
  - Example: "Feeling emotional → You may cry or get easily upset."
- Review as a class, correcting pronunciation and meaning.

### **True or False Statements**

Teacher reads statements about adolescence, e.g.:

- "Teenagers never feel happy." (False)
- "Mood swings can happen during adolescence." (True)
- "Feeling attracted to someone only happens to adults." (False)
- Students respond by raising hands, standing up, or using thumbs up/down.
- The teacher encourages students to explain their answers in full sentences.

## Pair Discussion: Personal Experiences

Students discuss in pairs using prompts:

- “Have you ever felt emotional for no reason?”
- “What do you do when you feel annoyed?”
- “Who can help you when you feel like crying?”
- The teacher monitors, corrects grammar, and encourages full sentences.

## Sorting Activity: Physical vs. Emotional Changes

Teacher provides a list of changes (mix of physical and emotional), e.g.:

- Grow taller, mood swings, voice change, feeling attracted to someone, acne, feeling emotional.
- Students sort the changes into **Physical** or **Emotional** columns.
- Review together as a class, discussing why some changes are physical and others emotional.

## Label and Match Worksheet

1. Display the worksheet on the board or distribute copies.
2. Guide students as they read the names aloud.
3. Together, identify where each organ is located.
4. Students label each part in their own copy.
5. Review as a class using a projector or chart to confirm answers.

**Teacher support:** Walk around, help with spelling, and pronounce each word slowly for repetition.

## “Which System Am I?” Game

1. Write organ names on the board in random order.
  - Example: penis, uterus, sperm duct, ovary, vagina, testicles.
2. Say the organ aloud and ask:

- “Is it part of the male or female reproductive system?”
- 3. Students answer chorally or hold up cards: **M** or **F**.
- 4. Review together and briefly explain why.

### **Guided Pair Talk: “What Does It Do?”**

1. Put students in pairs.
2. Give each pair a small list of organs.
3. One student asks:
  - “What does the ovary do?”
  - The partner answers:
    - “It produces eggs.”
4. Continue with different organs, switching roles.

**Teacher support:** Model the dialogue first, write it on the board, and walk around to monitor pronunciation.

### **Sentence Transformation**

The teacher gives a sentence: “I clean my room every day.”

- Students change it using **have to / has to**:
  - “I **have to** clean my room every day.”
  - “My brother **has to** clean his room every day.”
- Do several examples together, then let students try in pairs.

### **Reflection**

- Quick discussion: “Which obligations do you **have to** do every day? Which does your family **have to** do?”
- Encourage students to answer in full sentences using **have to / has to**.

### **Guided Lyric Creation**

Teacher provides a template for a verse or chorus:

- “I like \_\_\_\_\_,  
I love to \_\_\_\_\_,  
Singing makes me \_\_\_\_\_.”
- Students fill in the blanks using the brainstormed vocabulary.
- The teacher models one example on the board and reads it aloud.

### **Short Melody or Rhythm Practice**

- The teacher taps a simple rhythm (or uses a short melody).
- Students read their lines aloud to match the rhythm.
- The teacher guides adjustments to fit the words naturally into the melody.

### **Pair Improvisation**

- Students work in pairs to combine their lines into a short song (1–2 verses + chorus).
- The teacher circulates to provide feedback, help with rhymes, and support sentence formation.
- Emphasize creativity and having fun rather than perfection.

### **Audio Story Listening**

- Listen to a short story about life stages or adolescence, answer comprehension questions

### **Short Article Comprehension**

- Read a text about adolescence changes, underline key vocabulary.

### **Worksheet Reference**

 [5th Grade\\_Unit2.pdf](#)

- Life Stages: pg. 17
- Gender roles: pg. 18 - 20
- Have to and Has to: pg. 21

## Suggested Session Distribution: Sessions 12 - 15

**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 target language, vocabulary, or concepts (e.g., the stages of life, changes in adolescence, gender roles, female and male reproductive organs, have to/has to, or improvising a song) independently, demonstrating comprehension and the ability to produce correct sentences, complete tasks, or create original work without immediate teacher support.

<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>
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<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 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:

Creative Writing ▾

TPR ▾

Charades ▾

Fill in the Blanks ▾

Delayed Reading Aloud ▾

Word Association ▾

Flashcards ▾

Realia Strategies ▾

Show and Tell ▾

Word Wall ▾

- Activity Description:

### Life Stage Timeline

Provide students with a blank timeline and images/phrases for different life stages (Baby, Child, Teenager, Adult, Elderly).

- Students cut and paste or write the events in the correct order on the timeline.
- Example prompts:
  - "Learns to walk" → Baby
  - "Goes to school" → Child
  - "Starts a job" → Adult
  - "Retires" → Elderly

## Short Writing Activity

- Students write a few sentences about themselves or someone they know using the stages of life.
- Example prompts:
  - “When I was a baby, I \_\_\_\_\_.”
  - “As a child, I \_\_\_\_\_.”
  - “Now that I am a teenager, I \_\_\_\_\_.”
  - “When I grow up, I want to \_\_\_\_\_.”

## Optional Creative Extension

Students create a “Life Stages Poster” including:

- Name of each stage
- Short description of typical activities
- Simple drawing or magazine picture for each stage

## Vocabulary Matching

Provide students with a worksheet containing two columns:

- **Column A:** Mood swings, feeling emotional, feeling attracted to someone, feeling annoyed or angry, feeling like crying
- **Column B:** Definitions or example situations
- Students match each term to the correct definition or situation.

## Reflection Writing

Students write short responses to prompts such as:

- “One mood I feel often is \_\_\_\_\_ because \_\_\_\_\_.”
- “When I feel emotional, I usually \_\_\_\_\_.”

- “A change I noticed in myself during adolescence is \_\_\_\_\_.”
- Encourage full sentences and proper vocabulary use.

### **Optional Creative Extension**

**Objective:** Reinforce learning through art or storytelling.

- Students create a “**Mood Journal**” or comic strip showing emotional changes in adolescence.
- Include captions using the vocabulary: mood swings, emotional, annoyed, etc.

### **Vocabulary Practice**

Provide a worksheet with words/phrases:

- Physically strong, emotional, good at sports, good at cooking, spend money for family, don't cry
- Students match each word/phrase with its definition or an example sentence.
- Example: “Good at cooking → Can prepare meals well.”

### **Short Paragraph Writing**

- Students write a short paragraph (4–5 sentences) about themselves or someone they know using gender roles vocabulary.
- Prompts:
  - “Describe what men and women can do in your family or society.”
  - “Which stereotypes do you think are not true? Explain.”

### **Roles of Gender Video**

- 📺 [A Class That Turned Around Kids' Assumptions of Gender Roles!](#)

### **Reflection**

Consolidate learning and personal reflection.

- Students answer in 1–2 sentences:
  - “Which stereotype surprised you?”
  - “Do you agree that people should follow gender roles? Why or why not?”

### Statements for discussion:

1. Draw two columns on the board. Label one **"Jobs for Men?"** and the other **"Jobs for Women?"**.
2. Ask students to name jobs they traditionally associate with each gender. Write their answers in English in the corresponding column.
3. Now, point to the lists and ask the following question: **"But can a woman be a firefighter? Can a man be a nurse?"**
4. Read the following statements aloud and ask students to raise their hands if they "agree" or "disagree."
5. After each statement, choose one or two students to explain their opinion in a simple sentence. Encourage them to use the sentence starters provided below.
  - "Only men can be strong and brave."
  - "Only women can take care of children."
  - "Boys shouldn't cry."
  - "Girls should always play with dolls."
  - "Anyone can be a good leader, a man or a woman."
6. To conclude, erase the line dividing the two columns on the board and bring everything together under a new title: **"Jobs for Everyone."**
7. Ask the group a final question for a quick reflection.
  - *Example question: "So, what is more important for a job: to be a man or a woman, or to have the skills and passion for it?"*
8. Finish by reinforcing the main idea: **"Excellent! Remember, jobs have no gender. Your skills and your dreams are what matter."**

### Labeling and Coloring Diagram

1. Students work alone to label each part using vocabulary from the lesson.  
(*penis, testicles, sperm duct, ovary, uterus, vagina, fallopian tubes*)
2. Students color each organ using a color key (e.g., pink for female organs, blue for male organs).
3. Once finished, they check answers with a partner or teacher's guide.

**Expected outcome:** Students correctly label each organ and recognize its place in the body.

## Mini Poster: “The Reproductive System”

### Materials:

- Construction paper, markers, magazines (optional), glue

### Procedure:

1. Each student creates a mini poster about either the male or female reproductive system.
2. Include:
  - A title
  - Labeled drawing
  - Three main organs with short functions
  - A short sentence about why it's important to know this system.
3. Display posters in the classroom or collect for assessment.

## Sentence Transformation

- Students rewrite sentences using **have to / has to**:
  - “A boy plays sports every day.” → “A boy **has to** play sports every day.”
  - “Girls cook meals for the family.” → “Girls **have to** cook meals for the family.”
- Encourage students to think critically: “Do they really have to?”

## Question Formation

- Students rewrite statements as questions:
  - “A father has to go to work every day.” → “Does a father have to go to work every day?”
  - “Girls have to help at home.” → “Do girls have to help at home?”
- Students answer questions individually or with a partner, using full sentences.

## Rhyming Practice

- Students pick 4–6 words from their vocabulary bank and try to find rhyming words.
- Example: “play → day → stay”

- They write a few short rhyming pairs or simple verses.

## Verse and Chorus Creation

- Students write 1–2 verses and a short chorus using their vocabulary and rhymes.
- Template example:
  - Verse: "I like to \_\_\_\_\_, I love to \_\_\_\_\_, Singing makes me \_\_\_\_\_."
  - Chorus: "Friends are here, we laugh and play, Every single day."
- Encourage creativity; it doesn't need to be perfect.

## Reflection / Self-Assessment

- Students answer short questions in writing:
  - "Which part of my song do I like best?"
  - "Which word or rhyme was hardest to use?"
  - "What would I change next time to improve my song?"

### [Worksheet Reference](#)

 [5th Grade\\_Unit2.pdf](#)

- Song: pg. 22-24
- Present Continuous: pg. 25
- Have to and Has to: pg. 26

## Suggested Session Distribution: Sessions 16 - 18

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

**Achievement:** Students will consolidate and review what they have learned during the lesson (e.g., the stages of life, changes in adolescence, gender roles, female and male reproductive organs, have to/has to, or improvising a song) through reflection, summarizing, and brief application activities to ensure understanding and retention. Wrap-up focuses on reinforcing learning, checking comprehension, and encouraging reflection before ending the lesson. Create and present the 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>
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- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Realia Strategies ▾

Presentation ▾

Show and Tell ▾

Find Someone Who ▾

- Activity Description:

#### Life Stages Review Quiz

Teacher prepares 5–10 short questions about life stages:

- “Which stage comes after childhood?”
- “At what stage do people usually retire?”
- “Who learns to walk first, a baby or a teenager?”
- Students answer individually or raise hands to respond.

#### Life Timeline Game

- The teacher gives cards with images or descriptions of events.
- Students work in pairs or small groups to arrange the cards in the correct order from baby to elderly.
- Groups share their timeline with the class.

#### Matching Activity

- Students match life stages with activities/characteristics:

- Baby → learns to walk
- Child → goes to school
- Teenager → goes to high school
- Adult → works or raises a family
- Elderly → retires
- Can be done individually or as a quick group competition.

### **Quick Quiz**

- Teacher asks short questions, students respond individually or by raising hands:
  - “What is a mood swing?”
  - “When do people usually feel attracted to someone?”
  - “Give an example of an emotional change in adolescence.”
- Can be done as a fun competition with points for correct answers.

### **Quick Class Discussion**

- Teacher asks:
  - “Which change do you think is the most challenging during adolescence?”
  - “Which change do you find the most interesting?”
- Students answer briefly using full sentences and vocabulary learned.

### **Quick Quiz / True or False**

- Teacher prepares statements; students mark **True (T)** or **False (F)**:
  1. Boys have to be physically strong. (False – stereotype)
  2. Girls have to cook all the time. (False – stereotype)
  3. Men have to go to work. (False – not always)
  4. Both men and women can be emotional. (True)
- Students write one short sentence explaining their answer.

### **Sentence Completion**

- Students complete sentences:
  1. A boy doesn't have to \_\_\_\_\_.
  2. A girl can \_\_\_\_\_ but she doesn't have to \_\_\_\_\_.
  3. In my family, my father has to \_\_\_\_\_, my mother has to \_\_\_\_\_.
  4. People can be \_\_\_\_\_ and still be \_\_\_\_\_.
- Encourage students to challenge stereotypes in their answers.

### **“Reproductive System Review Game”**

- Divide the class into two teams.
- The teacher holds up a flashcard with a term (e.g., *ovary, sperm, uterus, penis, testis, fertilization*).
- A student from each team takes turns explaining the function or identifying if it belongs to the male or female reproductive system.
- Award points for correct answers.  
**Wrap-up discussion:** Ask, “What new fact did you learn today about the reproductive system?”

### **“Label It Challenge”**

- Give each student or group a blank diagram.
- Have them label the main organs and write one key function for each.
- Then, show the correct labeled diagram and review as a class.  
**Wrap-up discussion:** Ask students which organs work together and why.

### **“Exit Ticket: What I Learned”**

- Ask students to complete one of these prompts:
  - “One thing I learned today is...”
  - “One question I still have is...”
  - “One organ and its function I remember is...”
- Collect and quickly review to assess comprehension.

## Gender Role Song

(Tune "I'm a Little Teapot")

"Girls play with dolls"

"Boys play with blocks"

But take a look, and you can choose!

You can be a hero, you can be a guide

Play with a spaceship, or a kitchen set

Be a firefighter, or a caring vet

It's not about the boys' or girls' team

It's all about your very own dream!

Maybe you're a boy who loves to dance and sing

Maybe you're a girl who makes the hammer swing

Your talents and your hobbies are your own to choose

There's no right or wrong way; you can never lose

## Short Writing / Reflection

- Students write a short paragraph about obligations in their family or society using **have to / has to** and gender roles vocabulary.
- Example prompts:
  - "In my family, my father \_\_\_\_\_, my mother \_\_\_\_\_, boys \_\_\_\_\_, and girls \_\_\_\_\_."

- “Some people think boys \_\_\_\_\_ and girls \_\_\_\_\_, but I think anyone can \_\_\_\_\_.”

### **Song Sharing / Performance**

- Students perform the short song or verse they created during independent practice.
- Can be done individually, in pairs, or in small groups.
- Encourage classmates to listen actively and give positive feedback on:
  - Creativity
  - Rhyming words
  - Use of vocabulary
  - Rhythm

### **Peer Feedback**

- Students pair up or form small groups.
- Each student performs or shares their song, and peers answer simple prompts:
  - “I liked the part where you \_\_\_\_\_.”
  - “One word or rhyme you could improve is \_\_\_\_\_.”
  - “Your song makes me feel \_\_\_\_\_.”
- The teacher monitors and guides polite, constructive feedback.

### **Quick Class Discussion**

- Teacher asks:
  - “Which topic was easiest to improvise a song about?”
  - “Which part of improvising a song did you enjoy the most?”
  - “Would you like to create another song about a different topic?”
- Students answer briefly using full sentences and song-related vocabulary.

### **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

 [5th Grade\\_Unit2.pdf](#)

- Adolescence Changes: pg. 27 -28