

LBBRIS

We know
books



English Code 5

Teacher's Book



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OBJECTIVES

Reading

- Reading development – Can understand short school-related messages in emails, text messages and social media postings.
- Reading comprehension – Can understand key structural elements of a story.
- Response to text – Can predict what a short, simple text is about from the title or a picture, if guided by questions or prompts.

Listening

- Response to spoken prompts – Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.
- Listening comprehension – Can understand specific information from a longer passage.

Speaking

- Spoken production – Can talk about topics relevant to them and their personal experiences in a simple way.
- Spoken process and strategies – Can act out a short dialogue or role-play given prompts.

Writing

- Text development and written process – Can make a note of key information given in a spoken message, provided it is delivered slowly and clearly and with some repetition.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
classmate	/ŋ/ and /ŋk/	absorb	I must listen to the teacher.
do a test	singing	artificial	You mustn't run.
do an experiment	thanks	dark	We must climb the tree.
enter a competition	think	electricity	Students mustn't go in the water.
headteacher		energy	I have to do homework every day.
inside		heat	We don't have to go to a sports club.
make models		light-coloured	Kalya has to do homework every day.
outside		light source	My friend doesn't have to wear a sports kit.
practise			Do you have to ...?
study			
wear a uniform			

PROJECT: DESIGN YOUR IDEAL SCHOOL

Students will think about and plan what their ideal school will look like. Next, they will create rules for their ideal school before giving a presentation to the class. Finally, there will be a class vote to find the ideal school that most students would like to attend.

Materials: pencils, notebooks, large pieces of white paper

EXPERIMENT LAB: LIGHT AND LIGHT ENERGY

Students will find out about light and light energy, as well as what types of material reflect light and which absorb light.

Materials: torches, pieces of white card, scissors, different materials to test

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: EVENTS AND VARIABLES

- Students will learn how to create simple event plans to achieve an outcome.

MATHS

Students will learn how to solve two-step word problems using addition, multiplication, division and subtraction.

VALUES AND SOCIAL-EMOTIONAL LEARNING: THINK ABOUT RULES

Students will learn the value of thinking about rules and how they can help to keep us safe.

CREATIVE ACTIVITIES

What are the children in the photo saying? Look, imagine and write. Use sticky notes.

A feature for students to use their imagination and create a short dialogue.

Make a spidergram about school. How many school words do you know?

Students create a spidergram to collect and revise new school vocabulary.

Work with a partner or a group. Create a rhythm to accompany the song. Clap your hands or use percussion instruments.

Students use their musical skills to create a rhythm for the *Back at school* song.

Act out the story in groups.

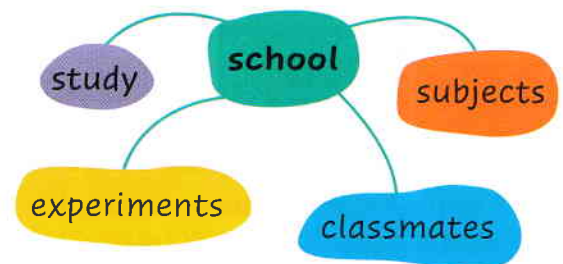
This feature occurs in this Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as learn how to manipulate the English language.

Imagine you are showing a new student round a club at your school. Do a role-play. Then swap roles.

A role-play to help students practise and produce core language from the unit.

Make scoreboards and use them when you play games.

A making activity helping students to play the game they have just invented.



How can we design our ideal school?

OPENER

books



1 Time for school

How can we design our ideal school?



1 Look at the children in the photo. Tick the true sentences.

- 1 They're doing a test.
- 2 They're wearing uniforms.
- 3 They're making models.
- 4 They're looking at plants.

2 Look and complete the message. Then listen and check your answers.

books classroom learn lesson models

At our school, we do a lot of gardening! We grow flowers and vegetables outside and in the school greenhouse, and we 1 _____ a lot about plants for Science. Science is my favourite subject. We often do other subjects outside, too. When it's hot and sunny, we sit under the trees and read 2 _____. Last week, we had an Art 3 _____ in the playground. We made 4 _____ of animals. I like being in the open air. It's more interesting than working in the 5 _____.

3 What are the children in the photo saying? Look, imagine and write. Use sticky notes.

- 4** Ask and answer the questions.
- 1 Which activities do you enjoy most?
 - 2 Where do you do these activities?
 - 3 What would you like to improve this year?

Lesson flow



LESSON OBJECTIVE
I will learn about school activities.

KEY LANGUAGE
books learn models
classroom lesson

Warm up
• Divide the class into two teams and write the alphabet down each side of the board. Ask the members of each team to take turns to write a word associated with school next to the letter it begins with. The winner is the team with the most words.

• **Assist** Allow teams a few minutes to brainstorm words before beginning the game.

CRITICAL THINKING
• Ask students *How can we design our ideal school?* Explain that they will design an ideal school as their final project. Ask *What do you need to think about for your project?* Write ideas on the board.

• **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (vocabulary for schools, how to talk about rules and obligations, etc.). Ask them to discuss ideas with their partner.

- Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1 and provide the English translation.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about schools.*
- **Involve** Students will learn to recall and identify what they already know about schools and learn some new language to be able to discuss those ideas in English.

CRITICAL THINKING


Presentation

- 1 Look at the children in the photo. Tick the true sentences.

(Answers: 2 and 4)

- Ask students to look at the picture and discuss with their partners where the children are and what they are doing. Encourage them to make full sentences using words they know. Then ask for one sentence from each student.
- **Differentiation** Point at the picture and ask *What can you see?* (*I can see students.*) Then have students ask and answer questions about the picture with a partner (*What are the students doing? Where are they?*, etc.).
- Ask students to read the sentences. If there are any words they don't know, have them discuss with their partners and try to understand the meaning from the context and the picture. Students tick the true sentences.
- **Challenge** Have students correct the false sentences.

Practice

- 2  008 Look and complete the message. Then listen and check your answers.

(Answers: 1 learn, 2 books, 3 lesson, 4 models, 5 classroom)

- Introduce the new vocabulary (*books, classroom, learn, lesson, models*) and encourage students to say the words out loud. Ask students to read and complete the text with the words.
- **Assist** Provide explanations in English for words that students don't know or ask other students to explain.
- Play audio 008 and have students check their answers. Ask students if they would like to attend this school. Ask students why or why not.
- **Challenge** Have students use the text as a model to write about their favourite activities at school.

CREATIVITY

Production

- 3 What are the children in the photo saying? Look, imagine and write. Use sticky notes.
- Have students look at the picture again or display it on the interactive whiteboard. Point at the boy with the flower pot. Ask *What is he saying?* Allow students a few moments to discuss in pairs. Elicit answers.
 - Make sure each student has got a sticky note. Ask them to look at the other children in the picture and imagine what they are saying. Allow students a few minutes to write what they think the students are saying onto their sticky notes.
 - **Monitor** Monitor, answer any vocabulary queries and help students with grammar and sentence structure if necessary.
 - **Assist** Write on the board: *in a greenhouse / working / I like* and *gardening / I love / outside / because I'm*. Students order the words to make two sentences (*I like working in a greenhouse. I love gardening because I'm outside.*).
 - **Extra** Before the class, find a picture showing students in a school. Ensure you've got enough copies to enable students to work in pairs. Give each pair a copy of the picture. Ask them to discuss the picture and what the people are possibly saying. Write questions on the board to help: *What can you see? Where are they? What is happening? What are they saying? What do you think might happen next?* Discuss as a class.

COMMUNICATION

Production

- 4 Ask and answer the questions.
- Ask students what activities they do at school. Encourage them to think about activities they do during lessons or in after-school clubs. Elicit answers, answer any vocabulary queries and write on the board.
 - Read the questions and allow students to think about their answers. Encourage them to help each other with any vocabulary queries.
 - Have students work in pairs to ask and answer the questions.
 - **Challenge** Students tell the class about their partners' answers.

Objective review

- Revisit the lesson objective. Say *Now I know about schools.*
- **Involve** Encourage awareness of what students know by eliciting full sentences using the new vocabulary.