

Tales 4U

Fourth Grade

I'm ill!

Pages 5 – 9

Start

Stick or spread strips with words for parts of the body written on them.

Explain to students that you will be acting out for them to identify what part of your body is suffering from a discomfort or pain.

Students will have to go and find the strip with the correct word and give it to you. When they hand it out, they will have to say, "I'm sorry for your (tooth)!"

"Remind them that they must not shout out the answer – it must be said when the strip is handed out, only!"

Tell ss to look at the pictures on page 5.

Ask them to name the problems.

Write the first option on the board (a stomachache) and ask ss to find the right picture –they have to write nothing at this point.

Do the same with all the other pictures – Get students using complete sentences when reporting what picture illustrates each word...

Ex.

- I can see that in picture 5.
- Picture 5 illustrates that!
- Etc.

Write the following prompts on the board...

- **has** – is to mention the problem
- **could** – is to mention possible solutions
- **should** – is to give advice or recommendations

Get students helping you complete examples 1 and 2, like so...

- **He has a toothache.**
- **He could go and see the dentist.**

- **She has a fever.**
- **She should stay in bed.**

Tell students to complete the examples in their books.

Get students helping you do the next one.

Let students complete the activity in small groups – monitor offering help when necessary.

Whole class check – to make it easier to check, prompt when to use should and when to use could.

During

Ss look at the pictures behind the text on pages 6 and 7.

Play the audio – ss listen for identifying the sounds, and then tell what they are and what they think the text is about.

Ss identify and tell how many characters take part in – divide the class accordingly.

Students listen and follow in their books – tell them that they

must pay special attention to the sections they were given – according to the characters.

Ss read out – remind them to show the same emotions, intonation, etc. – imitate the characters speaking ways.

Tell students to read the questions on page 8 and circle key words – these words will help them identify what information to look for in the text.

- **1 fever**
- **2 Peter**
- **3 under the sun**
- **4 can't go swimming**

Tell students to read the phrases, and then find the person who says each.

End

Tell students to look for all the illnesses in the text and circle them – write them on the board, and then get students helping you put them in alphabetical order.

Divide the class into small groups – tell each group to choose an illness and to think of / up a solution for it.

Ss share their answers – T writes the answers on the board (T pays attention to any grammar or vocabulary mistakes so he / she can write the ideas correctly.) for ss to copy – write down onto their books.

Get students reflecting on what the girl, Mary, said – Use L1 if necessary- and then walk students through expressing their conclusions in English – T writes the final conclusion on the board for ss to copy / write down.

It is time for you to decide on the notes for ss to write.

It could be some example sentences pointing out what people should and should not do when having discomforts or suffering from an illness.

The Home Remedies activity can be done at home – HW.

Explain to your students that it is not necessary that they write too much. They just have to write the name of the illness and a short sentence.

Ex 1

The flu

- Drink some hot lemon tea.

Ex 2

A bloody nose

- Put a wet piece of fabric on your forehead.

Ex 3

A headache

- Drink some water or take a nap.