



I LIKE

Tiered Planning - Grades 3 and 4

Tiered learning is keeping students' needs in mind while reaching the goal to succeed.

What the teacher wants students to **Know**, **Understand**, and be able to **Do** at the end of the lesson. These KUDs are the learning objectives that guide competency development, frame learning activities, and define evaluations.

KUD OBJECTIVES

KNOW	Know some food vocabulary and be able to express his/her likes in different situations.
UNDERSTAND	To be able to express likes in different situations.
DO	<ul style="list-style-type: none"> – Uses vocabulary to express likes. – Answers the question: "What do you like?" when discussing food and activities.

IMPORTANT INFORMATION

COMPETENCIES	<p>C1 (To interact orally in English) <i>Use of functional language:</i></p> <ul style="list-style-type: none"> • Use of targeted useful expressions and vocabulary. <p><i>Participation in exchanges:</i></p> <ul style="list-style-type: none"> • Participation in classroom routines. • Reaction to oral messages. <p><i>Use of strategies:</i></p> <ul style="list-style-type: none"> • Use of compensatory (communication) strategies to keep interaction going. <p>C2 (To reinvest understanding of oral and written texts) <i>Evidence of understanding of texts:</i></p> <ul style="list-style-type: none"> • Demonstration of understanding of overall meaning of texts. <p><i>Use of knowledge from texts in a reinvestment task</i></p> <ul style="list-style-type: none"> • Use of words and expressions from texts. <p><i>Use of strategies:</i></p> <ul style="list-style-type: none"> • Construct meaning to texts
PROGRESSION OF LEARNING	<ul style="list-style-type: none"> - Uses targeted vocabulary related to students' interests. - Uses knowledge of targeted grammatical structures to construct meaning of oral. - Uses targeted grammatical structures to express oral. - Uses physical actions to convey or support messages - Restates what someone else has just said to verify comprehension - Uses less precise words or expressions to replace unknown ones - Identifies the necessary elements to carry out a task - Identifies important details of listening texts




**Material
needed**

- Video: <http://bit.do/doyoulikesong>
- Food Flashcards.
- Quizlet : <http://bit.do/doyoulikequiz>

	X+	X	X-1	X-2
Hook	Students watch the video on YouTube to be aware of the different food they are going to see and name.			
ACTIVITY 1	Students do the learning activity on Quizlet. They write the word for each picture they see.	Students are directed to work on Quizlet. Students are presented with the different food they saw on the video. Association activity on Quizlet: Students match the picture with the word. They drag the picture to the word or the word to the picture.	CARDS. Students see an element. Teacher asks students what it is. Students answer. Teacher presses on the picture and they hear the word and see the word card.	Students see the picture, hear the word and repeat it.
	C3	C1	C1	C1
ACTIVITY 2	X+	X	X-1	X-2
	The student says the sentence I like... on his own.	As a whole group or individually, the teacher randomly presents two food pictures and asks students: <i>What do you like?</i> When a student picks up an item the teacher encourages the student to repeat after him: <i>I like...(name of food).</i>	The student can choose a picture by naming the new food item s/he likes.	The student can point to or take the image of the food item that he/she prefers.
	C1	C1	C1	C2





ACTIVITY 3	X+	X	X-1	X-2
	<p>Present the fill in the blank activity instead of words. When the student chooses a favourite item, he writes it to complete the sentences.</p>	<p>Using notebook (on the IWB)</p> <p>Present a fill in the gap activity with the sentence <i>I like ...</i> under a group of words belonging to the same categories:</p> <p>1st category: food.</p> <p>2nd category: activity</p> <p>3rd category: toy.</p> <p>4th category: beverage.</p> <p>(Start with the food items).</p> <p>The student can come up to the IWB and drag the item of his choice to complete the sentences.</p> <p>The teacher then saves the student's page and prints it to add it to a small personal preferences booklet.</p> <p>The student fills in 4 sentences in total (favourite food, activity, toy, beverage).</p> <p>Example: Student 1 looks at the sentence: <u>I like</u> S/he chooses a food item and completes the sentence: <u>I like salad</u>. S/he, then, is presented with activity pictures (soccer, etc). S/he completes a second sentence: <u>I like soccer</u> . After, s/he chooses a beverage and completes a third sentence: <u>I like juice</u>. Finally, s/he chooses a fourth item which is a toy to complete the sentence: <u>I like dollies</u>.</p>	<p>The same activity also exists with images to illustrate the words. Present the fill in the gap activity with the images. The student then drags the item of his choice to complete the sentences. Then save and print.</p> <p>The students fills in 4 sentences in total (favourite food, activity, toy, and beverage).</p>	<p>Using the existing picture fill in the gap activity, the student chooses and presents only two items (teacher tries to present items that are interesting for this specific student). The student then drags the item of his choice to complete the sentences. The teacher saves and prints.</p> <p>The students fills in 4 or less sentences in total (favourite food, activity, toy, and beverage).</p>
	C3	C2	C2	C2





ACTIVITY 4	X+	X	X-1	X-2
	Use a more conversational type of presentation. The teacher asks 'What food do you like?' and the student answers with a complete sentence 'I like...' The student can use his/her booklet or not.	Using their personal booklets (each student; from the four sentences s/he built about his/her likes: food, activity, beverage and toy) the student presents his/her preferences to the class (reads the booklet).	Using their personal item the student repeats after the teacher to be able to communicate his preferences. If this is too hard, the teacher can only say 'I like' (without naming the different items) and asks the student to repeat after him.	The student points at the different element of the sentence (points the word like and the pictures representing : food, activity, beverage and toy that he likes).
CLOSURE	C1	C2	C1	C2
	X+	X	X-1	X-2
		Be the teacher: a student is designated to be the teacher. S/he asks one classmate at a time the question : What do you like? The answer should be 'I like' The teacher tries to ask as many students as possible to be the teacher.	Be the teacher: a student is designated to be the teacher. S/he asks one classmate at a time the question : What do you like? The student answers 'I like ...' without primarily naming what he likes.	Be the teacher: a student is designated to be the teacher. S/he asks one classmate at a time the question : What do you like? The student answers by pointing at a picture representing food.
		C1	C2	C2

