



United Arab Emirates  
Ministry of Education



# Bridge to Success

Teacher's Guide

3

Term 2 material 2017

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

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United Arab Emirates Ministry of Education 2017

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First published 2017

Printed in the United Arab Emirates

Grade 3 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work. We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**

President of the United Arab Emirates





# دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفي الدين الحلي:

بيض صنائعنا خضر مرابعنا  
سود وقائعنا حمر مواضينا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة الحضارية في الدولة.



يرمز إلى عمل الخير والعطاء، ومنهج الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم وشدتهم، ورفض الظلم والتطرف.



## رؤية دولة الإمارات العربية المتحدة 2021

### 2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

### 1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

### 4. متحدون في الرخاء

- حياة صحية جديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

### 3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفي عالي الإنتاجية.



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## Scope and Sequence

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
<b>Unit 5</b> <b>Let's measure and count</b> <b>Pages 89–108</b>	Numbers 1–100 How many? How far? How long? Metres, centimetres Shapes Tell time to the hour	Past simple regular and irregular forms Countable and uncountable nouns with some, a/an What (a) + adj. + noun! When -clause simple comparatives and superlatives	Poems and song Information text Traditional stories from India and Africa Write personal information Write a new verse	Listen for information Ask/answer questions Memory games Discuss and act out poems, songs and stories	Maths: Counting in 2s; measuring, completing chart, telling the time (to the hour); shapes	Homophones How do we use numbers?	Problem solving Sequencing Estimating Values: We can work together to help ourselves learn
<b>Unit 6</b> <b>Bugs: Facts and fiction</b> <b>Pages 109–129</b>	Insects and spiders Parts of insects (wings, legs, antennae) Action verbs	Prepositions: above, under, near, on Determiners: all, some, most Subject/verb agreement Regular and irregular past tense How, What, How many, Do/Does?	Poems/songs Information text Traditional story from Mexico Story elements: Plot (story map) Describe insects and what they do Write questions	Listen for information Ask/answer questions Discuss and act out poems, songs and stories Insect game	Science: Insects and spiders	Long e spellings (ee, ea, me, s/he) Rhyming words	How are bugs special? Classifying Comparing Study skills Graphic organisers Values: Appreciating and learning about the natural world
<b>Unit 7</b> <b>Our green earth</b> <b>Pages 130–148</b>	Parks, leisure time Parts of a tree Fruits and vegetables Environmental issues	Would you like ... I'd/We'd like ... How about ...? What does _ _ mean? -ing forms as nouns (no + -ing form) Must/mustn't with rules/instructions Can for permission Will for future intentions/promises Determiners: this, these, that, those	Poems/songs Information text Write promises/intentions Write a poem Write your autobiography	Listen for information Give/follow instructions Ask/answer questions Discuss and apply information Discuss and act out poems and song	Science and Social studies: Environmental issues; uses of trees Social studies: International signs Science: Plants; growing food	Long o spellings (ou and ow) Variant sounds of ow	How can we care for the earth? Problem solving Sequencing Study skills Values: We are responsible for taking care of the earth

### Welcome to *Bridge to Success Grade 3*

*Bridge to Success* is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of cycle 1 to the end of cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

*Bridge to Success Grade 3* consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective.*** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
  - ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
  - ***English for educational success.*** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- ***Rich vocabulary development.*** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
  - ***Individualised learning.*** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
  - ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit review in the Learner's Book provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

### A Components

*Bridge to Success* offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains 20 or 21 lessons developed around a unifying theme. The materials feature skill-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio** includes all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners are encouraged to use the Audio at home to practise the chants and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom. At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.
- A range of classroom resources, such as:
  - Flashcards to be used with the early literacy component to help teach visual literacy.
  - Letter and number cards to be used during the early literacy component, but can be used whenever the teacher considers it necessary.
  - Word cards to be used throughout the course.

### B Unit structure

*Bridge to Success Grade 3* contains nine units, spread over three terms. Each unit in the Grade 3 Learner's Book is structured as follows:

- A central topic or theme is developed over 20 or 21 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- My Learning lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to assess learners' progress informally, address misconceptions and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

### C *Bridge to Success* features

*Bridge to Success* uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book

- **Language tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners.
- **Writing tip:** A concise tip to support the development of writing skills.
- **Language Detective:** Keys and clues for learners to understand and use language points. These can be used for teaching and modelling to support learners in developing a robust understanding.
- **Words to Remember:** Key vocabulary for learners to remember, often presented as an activity to support active engagement with the vocabulary.
- **Vocabulary:** A simple definition to help learners understand new vocabulary within an activity.
- **Listening strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques.
- **Reading strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques.
- **Speaking tip:** A concise tip to support learners in developing speaking skills, which can be used to pre-teach for speaking activities, and referred to independently by learners during speaking activities.

## D Lesson Plans

The lesson plans include all you need to know in order to teach successfully using the new Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

## E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, so we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

### Before using the Learner's Book

- Engage in warm-up activities such as chants, total physical response (TPR), vocabulary games, alphabet chants, etc.
- Pre-teach and practise key language learners will encounter in the Learner's Book and audio.

### While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork as a conversation starter: ask learners to name everything they see in the picture; play I Spy, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

### Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

## F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the My Learning lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent-teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

### Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques:

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
  - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words to assess learners' mastery of the skill or knowledge.
  - As a differentiated activity, pairing more able learners with those who need more support allows the more able learners to provide support, thereby reinforcing the strength of their own understanding through articulation and explanation.
  - As an extension to presentations, peers can ask presenters questions, which can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
  - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. Backs to the Board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lesson's content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategy can be applied to embed assessment for learning in the classroom:

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.

## F Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Although some of the common misconceptions listed here are from a higher level than relevant to this grade, the patterns and causes of these errors should be used to

help identify foundation knowledge and understanding that will enable learners to build their language from a solid base.

### Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (*should, which, etc.*) and the silent e (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

### Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*  
Corrected: *It's a very nice place.*

### Missing the

*The* is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, Internet, wedding, channel, cinema, city, museum, station, news, afternoon, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*  
Corrected: *The first thing I would like to tell you is that I love shopping.*

### Missing pronouns

*It, you* and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

### Missing conjunction

*And* is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

### Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
  - *I liked the competition because it was very interesting.*
  - *I will be very happy if you come.*
  - *The theatre is near my house.*
- Before the prepositions for talking about when or where something is or happens.
  - *My house is next to the bus station, opposite the bank.*
  - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
  - *The place I am staying in is amazing.*
  - *She is studying with me.*
  - *So we are planning to go to that park together.*

### Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*:

- Example error: *Two men was near his car.*  
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*  
Corrected: *Young people are important in society.*

### Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.  
Example error: *The weather is very good in this time of year.*  
Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.  
Example error: *Can you come to dinner with me in my house?*  
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.  
Example error: *I met her in my work.*  
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.  
Example error: *I really enjoyed shopping in the weekend.*  
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.  
Example error: *See you in the party.*  
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.  
Example error: *I will visit you in Sunday at about 2 o'clock.*  
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.  
Example error: *Sometimes I see old serial dramas in TV.*  
Corrected: *Sometimes I see old serial dramas on TV.*
- *Day*, *birthday*, *holiday*.  
Example error: *We had a good time in this holiday.*  
Corrected: *We had a good time on this holiday.*

### Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below:

- Confusion between *I'm* and *I am*, resulting in *I am*.  
Example error: *I am writing to tell you my news!*  
Corrected: *I am writing to tell you my news! Or I'm writing to tell you my news!*
- Confusion between *it's* and *its*.  
Example error: *I've got a new phone. I like it's camera and it's screen.*  
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.  
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*  
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.  
Example error: *Its a big place and its nice as well.*  
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.  
Example error: *My friends name is Dalal.*  
Corrected: *My friend's name is Dalal.*

### Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*  
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*  
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*  
Corrected: *The information you sent to me by email was great.*

### Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

## Teaching Strategies Grades 1–3

### Teaching Strategies Grades 1–3

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

#### Teacher-led strategies (direct instruction)

##### Guided reading

Learners are placed into groups of 4–6 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

##### Guided writing

Learners are placed into groups of 4–6 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate ideas
- describing characters and events
- organising information
- editing and sharing work
- building learners' confidence through writing in familiar and unfamiliar contexts.

##### Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

##### Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.
- With support, learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.

- With support, learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

##### Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

##### Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

##### Prompt

Learners are provided with prompts such as open-ended words, phrases or sentences to cue, focus, direct or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learner confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

##### Total Physical Response (TPR)

The teacher builds the learners' confidence in using the language in a way that emulates the early learning of the mother tongue at home. Learners may not respond immediately but the teacher understands that the learners are absorbing the language, the sounds and the patterns until a time when they have the confidence to reproduce the language spontaneously.

- The teacher starts by saying a word or phrase and demonstrating an action (for example, 'Look' and teacher points).
- The teacher then says the command and the learners do the action.
- After repeating a few times the learners repeat the word whilst doing the action.
- When the learners feel confident they say the word or phrases and do the action independently or leading other learners.



### **Word wall**

A word wall is a group of words that are displayed on a wall, display board or whiteboard. The words are printed in a large font so they are easily visible from all learners' seating areas. The teacher and the learners refer to the words continually throughout a unit or term during a variety of activities. Displaying vocabulary in this way provides a permanent visual support reference for learners during the lessons. The words can be made accessible by using individual word cards with tack to enable teachers and learners to move them around on the wall. They can also be colour coded to enable organisation, for example, into groups of similar word types.

### **Flashcards**

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition or related information on the other. For younger learners, flashcards may be larger, use larger font and contain less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise or review information on the card.

### **Practice and drill**

Practice and drill is a controlled strategy that enables a focus on accuracy and intense practice in hearing and saying particular words or phrases. It involves an emphasis on repeating structural patterns through oral practice. Learners tend to find this method supportive and reassuring. It can be used for words and phrases or question and answer drills.

- The teacher says (models) the word or phrase.
- The learner repeats the word or phrase.
- The teacher provides immediate feedback by repeating, emphasising or correcting the learners' speech. The teacher re-models the word or phrase.
- The learner repeats the word or phrase again.

### **Organised grouping strategies (cooperative)**

#### **Peer practice**

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

#### **Collaborative learning**

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

### **Active strategies (activities)**

#### **Role-play**

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

#### **Learning centres/stations**

The teacher establishes physical locations, such as tables around the classroom that are assigned for learners to explore topics, curriculum areas, resources and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

#### **Experiential learning**

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to involve themselves directly in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

#### **Look-say-cover-write-check spelling strategy**

*Look-say-cover-write-check* is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

#### **Games**

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

#### **Listening to stories/story time**

The language used in stories is different from social spoken English. Listening to stories (audio recordings,

teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

### **Chanting**

Chanting involves the teacher and learners repeating a text using a rhythm or background music to help recall. Teachers can create their own chants by putting target language to a well-known tune and asking learners to accompany with actions. Chants can be progressive, starting off with the teacher leading and the learners repeating with additional language added over time.

- Start off with a small amount of language in the chant.
- Add more vocabulary each lesson to build up the chant.
- Use chants to teach speech rhythm and stress.
- Invent chants to suit specific needs.
- Revisit and review previous chants to build confidence.

### **Singing**

Using songs is fun, multisensory and enables learners to hear meaningful language in context. Singing songs helps learners to improve their listening skills and speaking fluency with the natural rhythms of language.

- Choose songs that are simple and repetitive.
- Teach the vocabulary in the song using games and flashcards.
- Play the songs a couple of times as background music.
- Use language games with the songs, for example, stand up when you hear a focus word.
- Make up actions to accompany the lyrics.
- Break down any difficult parts.
- Revisit the song to perfect it and review.

### **Reading diary**

The use of a reading diary or a response journal supports learners to write personal reactions to texts, activities and experiences regularly in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

### **Multimedia learning (video)**

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or using audio devices to record their own dialogues, to create projects and complete tasks.

## **Strategies to promote thinking and problem-solving (analysis)**

### **Brainstorming**

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

### **Opinion forming**

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. With support, learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

### **Reflection**

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- support learners to complete a criteria-based checklist as a group following an activity.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a chant, listen for specific information, listen and follow instructions. <b>Speaking:</b> To join in with a chant and count in tens to one hundred. <b>Reading:</b> To read a chant that includes the topic vocabulary of numbers in tens to 100.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• repeat words following a model</li> <li>• count in tens to 100.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Counting</li> <li>• Shapes and colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, circle, square, rectangle, triangle, star</i> <b>Key expressions/structure:</b> <i>How many? There are ... altogether.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse the numbers <i>thirty, forty, fifty, sixty, seventy, eighty</i> and <i>ninety</i> with the numbers <i>thirteen, fourteen, fifteen, sixteen, seventeen, eighteen</i> and <i>nineteen</i> as they sound similar when spoken. Listen out for learners doing this. Use clear enunciation when saying the numbers and provide lots of opportunity for learners to repeat the numbers back to you.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 89 Activity Book page 76 Audio Tracks 65 and 66 A ball		

## UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Review the numbers 1 – 10. Say a number and ask learners to show it to you with their fingers. Then, you show a number with your fingers and they say it.</li> <li>2. Write the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100 on the board and ask learners to say them with you.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 89</b> <b>Audio Track 65</b>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to open their Learner's Book and look at page 89. Ask them to look at the picture and describe what they can see. Can they see anything they know the names of? (shapes)</li> <li>2. Review words for shapes. Ask learners to point at the shapes and name them.</li> <li>3. Tell learners they are going to listen to a chant. They listen and look for the children in the picture who are chanting.</li> <li>4. Play the audio a few times. Learners identify the children.</li> <li>5. Play the audio again. Learners chant and join in the actions. Line up 10 learners and count in 10s by getting them to display all 10 fingers, one learner at a time.</li> </ol> <p><b>Feedback</b>  Observe learners joining in with the chant. Offer support with pronunciation as necessary.</p>
<b>Learner's Book</b> <b>page 89</b> <b>Audio Track 66</b>	<p><b>A maths lesson: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to the children in Class 3 having a maths lesson.</li> <li>2. They look at the picture, listen and point to the children they hear speaking.</li> <li>3. Play the audio at least twice.</li> <li>4. Play the audio again and ask learners to put up their hands each time they hear a number.</li> <li>5. Can they say the numbers they hear? Elicit the numbers and write them on the board.</li> </ol> <p><b>Feedback</b>  Ask learners to put their hands up if they want to say the answers, and then choose individual learners to give the correct answers.</p> <p><b>Answers</b></p> <p>Part 1: two girls at the table, bottom left of picture.  Part 2: two girls with measure, centre of picture.  Part 3: two girls with clock, bottom right of picture.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before playing the audio, talk more about each picture by pointing out the details and features. Talk about what the children are holding and doing.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to repeat or say something about each picture after playing the audio.</li> </ol>

<b>Activity Book</b> page 76	<b>Activity Book: Activity 1</b>		
	<ol style="list-style-type: none"> <li>1. Draw learners' attention to page 76 of the Activity Book. Ask them to look at the grid and read the instructions.</li> <li>2. Remind learners of discussions at the beginning of the lesson about shapes, and ask learners to draw and colour the shapes.</li> <li>3. When they have finished, ask them to count how many there are and write the answers.</li> <li>4. Then they can practise drawing the star as shown by the diagram.</li> </ol>		
	<b>Feedback</b>		
	Put learners in pairs and ask them to compare their pictures and answers. Then ask a few individual learners to read out their answers for the rest of the class.		
	<p><b>Answers</b></p> <p>There are 30 stars altogether. There are 100 shapes altogether.</p>		
	<b>Differentiation activities (Support):</b>		
	<ol style="list-style-type: none"> <li>1. Refer to the list of numbers you wrote on the board during the starter activity. Provide the sentence structure <i>There are ... altogether.</i></li> </ol>		
	<b>Differentiation activities (Stretch):</b>		
	<ol style="list-style-type: none"> <li>1. Ask these learners to count how many stars and circles there are altogether and then how many squares and triangles there are altogether.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Play a counting game. Arrange the learners in a large circle. They pass the ball around the circle and each person says the next number as they receive the ball.</li> <li>2. When the ball has been around the circle once, try passing it around in the other direction, this time counting up in tens from 0 to 100, and then repeating the counting from 0 to 100 until the circle is completed.</li> <li>3. If learners are confident you could even try counting backwards.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media.			
(G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. numerals.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to topic vocabulary and identify key information. <b>Speaking:</b> To talk about pictures that show multiples of ten. <b>Reading:</b> To read and answer questions using <i>How far?</i> and <i>What time is it?</i> <b>Writing:</b> To write numbers up to 100.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• count in tens and use numbers to 100</li> <li>• read digital and analogue clock times</li> <li>• use <i>centimetres</i> when speaking about short distances.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Telling the time; numbers to 100</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully</li> </ul>		
<b>Key vocabulary:</b> <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred</i> <b>Key expressions/structure:</b> <i>How far? ... centimetres; What time is it? It's ... o'clock.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with the /th/ sound in <i>thirty</i>. Make sure to demonstrate the sound and give learners plenty of opportunities to practise.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 90 Activity Book page 77 Audio Track 67 and 68 Metre sticks or tape measures (enough for one per group) A toy clock (optional) to support teaching o'clock times		

## UNIT 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to help you count to a hundred in tens whilst performing different actions.</li> <li>2. Ask learners to stand up and stamp their feet as they count each ten. Then ask learners to crouch down and touch their toes as they count each ten. Other actions you could do include star jumps, pencil jumps, jogging on the spot, clapping, stretching.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 90</b> <b>Audio Track 67</b>	<p><b>Topic vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the pictures on page 90 of the Learner's Book.</li> <li>2. Ask learners to listen to the audio recording, point to the correct picture and say the words.</li> <li>3. Play the audio up to the pause.</li> <li>4. Play it again. Pause after each sentence for learners to repeat.</li> <li>5. Play the rest of the audio recording. Ask learners to listen and point to the numbers.</li> <li>6. Play the recording again. Stop after each number to give learners time to repeat.</li> <li>7. Play the audio once again and ask learners to count without help.</li> </ol> <p><b>Feedback</b> Observe as learners count and provide additional modelling as required.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before playing the audio ask learners to close their books and look at the board. Draw simple symbols to represent the pictures in the book (hands/fingers or lines in groups of ten). Ask learners to say the corresponding word and spell it for you as you write it on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to say the words for the rest of the class.</li> </ol>
<b>Learner's Book</b> <b>page 90</b> <b>Audio Track 68</b>	<p><b>How far can you jump?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at Activity 2 on page 90 of the Learner's Book. Explain that they need to listen to the girls on the audio speaking about how far Reem can jump.</li> <li>2. Play the audio recording at least twice. Elicit the answers from the class.</li> <li>3. Draw learners' attention to the <i>Language tip</i> and explain that we often shorten the word centimetres to the letters <i>cm</i>. Explain that when we see <i>cm</i> we still say the whole word <i>centimetres</i>.</li> <li>4. In groups, learners try the activity and measure how far each of them can jump.</li> <li>5. Give each group a metre stick or tape measure. They write the measurements of how far they each jumped on pieces of paper. Learners ask and answer: <i>How far did X jump? She/He jumped ... centimetres.</i></li> <li>6. Then they order the measures from smallest to biggest.</li> </ol> <p><b>Feedback</b> Put learners in pairs and ask them to compare their answers. Then ask individual learners to read out their findings.</p> <p style="background-color: #e0e0e0;"><b>Answer</b></p> <p>52 centimetres</p>

<b>Activity Book</b> <b>page 77</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the pictures on page 77 of the Activity Book and ask the learners to count the cubes. Demonstrate how the columns of cubes can be counted in groups of ten.</li> <li>2. Then, they write the number and the words.</li> </ol> <p><b>Feedback</b> As learners work, circulate the classroom looking at individual learners' work and providing 1:1 feedback. When learners have finished, they can compare their answers with a partner. Write the numbers in numeral form and written form on the board. Draw learners' attention to the hyphen between the numbers and explain that we need to include this hyphen when we write numbers that aren't a multiple of ten.</p> <p><b>Answers</b></p> <p>1 26 twenty-six; 2 52 fifty-two; 3 41 forty-one</p>
<b>Learner's Book</b> <b>page 90</b>	<p><b>What time is it?: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Pre-teach the time using a toy clock or drawing a clock face on the board. Only introduce <i>o'clock</i> times. Ask the question: <i>What time is it?</i> and model how to read the clock times as you turn the hands (or draw them) to different <i>o'clock</i> positions. Point out and explain to learners that the small hand points to the number and the big hand points to the number 12, and this is how you know that it is <i>o'clock</i>.</li> <li>2. Write <i>o'clock</i> on the board for learners to remember the phrase.</li> <li>3. Turn to the activity in the Learner's Book. In pairs, learners ask and answer questions about the time.</li> </ol> <p><b>Feedback</b> Ask pairs of learners to tell you their answers. Check other learners' understanding by asking further time questions using a toy clock or clock face drawn on the board.</p> <p><b>Answers</b></p> <p>Clocks shown read 2 o'clock; 11 o'clock; 6 o'clock; 9 o'clock; 4 o'clock</p>
<b>Activity Book</b> <b>page 77</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to point to the clocks in Activity Book Activity 2.</li> <li>2. Tell them to read the time sentences and then draw a line from each sentence to the two matching clocks.</li> </ol> <p><b>Feedback</b> Call out the letters from the clocks one at a time and ask learners to call out the time shown. Learners should then raise their hand for you to select them to suggest the correct time that has been said. Continue until all times have been identified and matched up.</p> <p><b>Answers</b></p> <p>1 a, e; 2 b, f; 3 c, d</p>
<b>Activity Book</b> <b>page 77</b>	<p><b>Activity Book: Learning goals</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question at the bottom of page 77.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>



<b>Resources</b>	<b>Plenary</b>		
	1. Play a telling the time game. Divide the class into two groups. 2. Group A draws a clock on the board showing a time, for example 2 o'clock. They ask: <i>What time is it?</i> 3. Group B answers. If the answer is correct they get a point. If it isn't, the point goes to Group A. Then group B asks.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions.			
(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. <i>wh</i> -questions.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner reading an information text using topic vocabulary. <b>Speaking:</b> To talk about different forms of measuring. <b>Reading:</b> To read and understand an information text about ways of measuring in the past. <b>Writing:</b> To write measurements in non-standard forms.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand an information text about ways of measuring</li> <li>• understand and take measurements using non-standard forms such as <i>hands</i></li> <li>• ask and answer questions using <i>how long?</i> / <i>how many?</i></li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Measuring using hands, arms and footsteps; counting</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>footsteps, measure, fingers, hands, arms, classroom, high, wide, long</i> <b>Key expressions/structure:</b> <i>How long ... ? How high ... ? How wide ... ? How many ... ?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to understand the difference between the vocabulary meanings of high, wide and long. On the board draw a vertical line and write the word <i>high</i> next to it; draw a short horizontal line and write the word <i>wide</i> next to it then draw a long horizontal line and write the word <i>long</i> next to it to demonstrate the difference in meanings.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 91 Activity Book page 78 A world map or globe Rulers, tape measures – to demonstrate measuring equipment Paper and scissors		

## UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Play '<i>What time is it, Mr Wolf?</i>' One player is chosen to be Mr Wolf. Mr Wolf stands at the opposite end of the hall/classroom from all the other players, facing away from them.</li> <li>2. All players except from Mr Wolf chant in unison <i>What's the time Mr Wolf?</i>, and Mr Wolf will answer in one of two ways: <ul style="list-style-type: none"> <li>– Mr Wolf calls a clock time (e.g., <i>3 o'clock</i>). The other players will then take that many steps, counting out loud as they go (<i>one, two, three</i>). Then they ask the question again.</li> <li>– Mr Wolf calls <i>Dinner Time!</i> Then Mr Wolf turns and chases the other players back to their starting point. If Mr Wolf successfully tags a player, that player becomes the new Mr Wolf for the next round.</li> </ul> </li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 91</b>	<p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the headings and the texts on page 91 of the Learner's Book and to find names of countries and cities (Egypt, Rome). Ask them to locate the places on the map or globe.</li> <li>2. Briefly elicit from learners information they have learned about these countries previously.</li> <li>3. Ask learners what we use to measure things. Elicit answers and show different things we use, for example rulers, tape measures.</li> <li>4. Ask learners if they think people measured things in the same way in the past. Elicit answers.</li> <li>5. Tell learners to read the texts in pairs and find out. Ask, for example <i>What did they use in ancient Egypt? Did they use rulers in ancient Rome?</i></li> <li>6. Read each section together with the class and do the <i>Try it out!</i> activities together.</li> </ol> <p><b>Feedback</b> Circulate, listening to learners and supporting with modelling and prompting as required.</p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers.</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Guide these learners through the activities, supporting them with reading. Model on the board how to record their answers in their notebooks.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to measure and record additional classroom items using finger, hand and arm measurements. Ask the learners to discuss and decide which is the best measure to use (fingers, hands or arms).</li> </ol>

<b>Activity Book page 78</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at the Activity 1 on page 78 of the Activity Book.</li> <li>2. Review the vocabulary: <i>long</i>, <i>wide</i> and <i>high</i> using the pictures in the book and gestures to indicate the difference in meaning between these words.</li> <li>3. Learners use their fingers, hands and arms to measure – like the ancient Egyptians did.</li> </ol> <p><b>Feedback</b> Learners can check their answers in pairs. Read out the sentences, pausing after each one for learners to call out their measurements. This can be done as a whole class activity. Discuss why some learners' answers will vary from each other. Also discuss why the answers will be within a similar range.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Show learners how to measure accurately by positioning the item to be measured sensibly and how to start measuring accurately from one end. Be aware that learners may leave gaps between fingers or hands and show them how to avoid this.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think about how accurate this form of measuring is. Ask them what steps they can take to make the method as accurate as possible.</li> </ol>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to draw around their hands on pieces of plain paper and carefully cut them out. Use the paper hands to make a classroom display showing the length in hands of a wall or display board. Ask the learners to write the lesson vocabulary: <i>high</i>, <i>wide</i> and <i>long</i> on their paper hands.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.3.1.1.1) Students build upon and continue applying previously learned skills.</p> <p>(G3.3.5.1.2) Read and follow multi-step instructions with sequential organisation.</p> <p>(G3.3.6.1.3) Identify the organisational features of a text (for example, sequence).</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to a partner reading an information text using topic vocabulary.</p> <p><b>Speaking:</b> To talk about different forms of measuring.</p> <p><b>Reading:</b> To read and understand an information text about ways of measuring today.</p> <p><b>Writing:</b> To write measurements in standard forms using centimetres.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• read and understand an information text about ways of measuring</li> <li>• understand and take measurements using standard forms such as <i>centimetres</i></li> <li>• ask and answer questions using <i>how long?</i> / <i>how many?</i></li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Builds on previous lesson measuring objects; counting</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>metric system, centimetres, metres, school hall, leaf, fence, estimate, measure, wide, long</i></p> <p><b>Key expressions/structure:</b> Question forms: <i>How long is it? How wide is it?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may struggle to remember the difference between centimetre and metre as the words are similar sounding. Draw a centimetre line on the board and a metre long line and label them. Explain that 'cent' means 100 and there are 100 centimetres in every metre.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 92</p> <p>Activity Book page 79</p> <p>PCM 5</p> <p>PCM 6</p> <p>Rulers (enough for one per child)</p>		

## UNIT 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
PCM 5	<ol style="list-style-type: none"> <li>1. With the class, play a numbers guessing game. Write four numbers that are significant to you on the board, eg. your shoe size / the number of children, or brothers and sisters you have / the age of one of your family members / your house or apartment number.</li> <li>2. Ask learners to guess why each of these numbers are important to you. If learners need some help, write simple clues on the board (eg. 'shoe', 'children', 'sister', 'house') to help them guess and form simple sentences or questions. If time, learners could play the same game with a partner (eg. with just two or three significant numbers).</li> <li>3. At the end of the game, tell learners that the lesson today is going to be about interesting numbers, and then introduce them to the lesson theme, as explained below.</li> </ol>
Resources	Main Activity
Learner's Book page 92	<p><b>Measuring today: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 92 of the Learner's Book.</li> <li>2. Ask learners to recall the previous lesson in which they learned about how people measured using fingers, hands and arms in the past.</li> <li>3. Tell the learners that today they will find out about how people measure in modern times using the metric system.</li> <li>4. Ask learners why they think the way people measure things has changed from the old methods. Elicit ideas and establish that people wanted a more accurate and universal method.</li> <li>5. Tell learners to read the information about measuring today with a partner and find out what the units of measurement are called (centimetres and metres).</li> </ol>
Learner's Book page 92	<p><b>Centimetres or metres: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. As a class, read the explanation of the difference between using centimetres and metres. Then read the questions and elicit the answers from learners.</li> <li>2. Ask them to show a metre and centimetres using their body.</li> <li>3. Draw learners' attention to the <i>Writing tip</i> on page 92 of the Learner's Book. Explain that we usually abbreviate centimetres and metres to <i>cm</i> and <i>m</i> when writing measurements.</li> </ol> <p><b>Feedback</b> Ask learners what they think the answers to the questions are. Elicit answers from the class and make sure emphasise that metres are suitable for measuring larger things and centimetres are better for smaller things.</p> <p><b>Answers</b></p> <p>Your school hall – metres; a leaf – centimetres; a fence – metres</p>

<p><b>Learner's Book</b> page 92 <b>PCM 6</b></p>	<p><b>How long is it?: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 3 on page 92 of the Learner's Book.</li> <li>2. Either provide rulers or use PCM 6 to make rulers for the learners. Each copy of PCM 6 provides rulers for three learners. You may want to print it on or stick it to stiff paper for learners to use in other lessons during this unit.</li> <li>3. Learners use their rulers to measure the pictures. They ask and answer the question: <i>How long is it? It's ... cm long.</i></li> <li>4. They write down the results in their notebooks. Remind them to use the abbreviation <i>cm</i> for centimetres.</li> </ol> <p><b>Feedback</b> Ask learners if they have found the answers to the questions. Elicit answers from the class and encourage learners to add more detail.</p> <p><b>Answers</b></p> <p>paperclip 3cm; paint brush 14cm; fish 4 cm; shell 7cm</p>
<p><b>Activity Book</b> page 79</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 1 on page 79 of the Activity Book.</li> <li>2. Elicit the meaning of <i>long</i> and <i>wide</i>. Hold up a pencil to demonstrate its length and width.</li> <li>3. Tell learners to use their rulers to measure the pencil pictures on the page and then write the answers.</li> <li>4. You may wish to demonstrate on the board by drawing a pencil and showing how to measure accurately by lining up the end of the ruler with the end of the pencil picture.</li> </ol> <p><b>Feedback</b> Read out each question and ask learners to call out their answer in unison.</p> <p><b>Answers</b></p> <p>1 6cm; 2 1cm; 3 4cm; 4 2cm</p>
<p><b>Activity Book</b> page 79</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus on the introduction to the activity and talk about what <i>estimate</i> means.</li> <li>2. Ask learners to look at the picture of the mobile phone and estimate the measurements.</li> <li>3. Then they measure the picture of the phone, write their answer and compare their estimates.</li> </ol> <p><b>Feedback</b> When learners have made their estimates, ask them to say their estimates and record them on the board as a tally chart, for example, note how many learners estimate that the phone is 10cm long. Then when learners have measured the phone, ask for a few learners to tell you the actual measurements. You can then refer to the estimates and discuss how close or far they were and how easy or hard estimating is.</p> <p><b>Answers</b></p> <p>The phone is 7cm wide. The phone is 14cm long.</p>
<p><b>Activity Book</b> page 79</p>	<p><b>Activity Book: Learning goals</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question at the bottom of page 79.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Learners play a guessing game. Volunteers take it in turns to come to the front of the class to describe an object saying its measures, for example: It's 15cm long, 10cm high and 8cm wide. 2. The rest of the class members have to guess what it is, for example A pencil case.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.3.7.1.3) Connect the information and events in a text or a story to life experiences.			
(G3.3.8.2.3) Distinguish shades of meaning among closely related words.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. <i>wh</i> -questions.			



LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner asking and answering questions about time and ages. <b>Speaking:</b> To ask and answer questions about times and ages. <b>Reading:</b> To read questions and information about time and ages. <b>Writing:</b> To write numerals in answer to questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions using numbers and time facts</li> <li>ask and answer questions about the ages of family members.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Numbers, ages, siblings, months of the year, days of the week</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Critical thinking and problem solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning</li> </ul>		
<b>Key vocabulary:</b> <i>months, year, days, week, hours, minutes, seconds, birthday, brother, sister, January, February, March, April, May, June, July, August, September, October, November, December, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i> <b>Key expressions/structure:</b> Question forms: <i>How many ...? How old? Do you have ...?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may lack confidence in using the key vocabulary in this lesson especially as a lot of content is included. Give learners time to refresh their memories of words for days of the week and months of the year. Be aware of learners who may require additional support and provide extra prompts written on the board that they can refer to.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 93 Activity Book page 80		

## UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>Recap the months of the year and days of the week, and write on the board. Then erase (or partially erase if your class needs more support) and ask learners to stand in a circle. Explain that you are all going to play a game called 'Hot potato'. Have a small ball or small beanbag available that they can throw or pass easily.</li> <li>Tell learners that they must throw the object to each other and when you say, Stop! the person holding the object must say the first month of the year. They then continue throwing the object and saying the months of the year in order.</li> <li>Carry out the game, until all the months of the year have been practised (you could repeat the activity if learners need a little more practice). Then repeat the game to recap days of the week.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 93</b>	<p><b>Take the 'How many?' quiz: Activity 1</b></p> <ol style="list-style-type: none"> <li>Erase the months of year and days of the week you placed on the board during the starter.</li> <li>Organise the learners to work in pairs. Direct their attention to the quiz on page 93 of the Learner's Book.</li> <li>Tell the learners to take turns with their partner to ask and answer the questions. Who can get the most correct answers? Are there any that the learners do not know the answer to?</li> </ol> <p><b>Feedback</b>            Ask each question aloud and ask learners to raise their hands if they want to answer the question. Check that all learners understand the answers to questions 1 – 5.</p> <p><b>Answers</b></p> <p>1 12 months in a year; 2 7 days in a week; 3 24 hours in a day; 4 60 minutes in an hour; 5 60 seconds in a minute; 6 answers will vary according to when the lesson is delivered</p>
<b>Learner's Book</b> <b>page 93</b>	<p><b>How old are you?: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the text and picture on page 93 of the Learner's Book. Explain that you will read the text with the learners, then they will ask and answer questions using the speech bubble prompts.</li> <li>Read the text, asking learners to read with you or repeat after you.</li> <li>Ask for a volunteer to come to the front of the class with you to model the conversation in the speech bubbles. Ask the volunteer to be the person asking the questions and you be the person answering.</li> <li>Model asking and answering the questions using the speech bubbles, prompting learners to point and track underneath each sentence as it is said.</li> <li>Then organise learners into pairs and ask them to hold the conversation.</li> </ol> <p><b>Feedback</b>            Circulate the classroom, asking groups of learners to demonstrate to you as they ask and answer the questions about ages.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Support groups or individuals by reading the question and answer structures and asking them to repeat after you.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write the ages of the people in their family, for example, their mum, dad, grandpa, aunts, uncles, cousins.</p>
Activity Book page 80	<p><b>Activity Book: Activity 1</b></p> <p>1. Ask learners to read Faisal’s poem about his family. Then they work out the problem. Learners will need to understand the clues to work out and write how old each person is. Ask them to reason the clues aloud.</p> <p><b>Feedback</b> Circulate and monitor as learners work. When they have finished, they can compare their answers with a partner. Then, check the answers as a class by reading out each name and asking learners to call out the correct option.</p> <p><b>Answers</b></p> <p>Maria 5; Badria 3; Badir 9; Grandpa 60</p>
Activity Book page 80	<p><b>Activity Book: Challenge</b></p> <p>1. Draw learners’ attention to the challenge questions on page 80 in the Activity Book.</p> <p>2. Read the information aloud to the learners. Ask learners what calculation they will need to do to work out the answers (11 minus 4, 60 minus 7).</p> <p>3. Learners may need additional support to understand the concept that in an amount of years in the future they will be a certain age. Model on the board and provide plenty of examples.</p> <p><b>Feedback</b> Circulate and monitor as learners are working and help them as necessary.</p> <p><b>Answers</b></p> <p>1 Faisal is 7 years old; 2 It will be 53 years until Faisal is sixty.</p>
Activity Book page 80	<p><b>Activity Book: Activity 3</b></p> <p>1. Ask learners to draw the people in Faisal’s family, using the poem to provide the information of names and ages. Ask learners to label each person with their age.</p> <p><b>Feedback</b> Circulate and monitor as learners work. When they have finished, learners could show their pictures and check their answers with other learners.</p> <p><b>Answers</b></p> <p>Learners’ own answers.</p>
Resources	<p><b>Plenary</b></p> <p>1. Play a ‘stand up, sit down’ game. Call out the following, and other similar, questions. Tell learners that if their answer is <i>yes</i> they should stand up, if their answer is <i>no</i> they should sit down:</p> <p>Is your birthday in (January)?</p> <p>Are you (eight) years old?</p> <p>Do you have any (brothers)?</p> <p>Do you have an older brother?</p> <p>Is your older brother ten years old?</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.2.1.1.1) Build upon the ability to talk, ask and answer questions about routines and habitual actions using the simple present tense and adverbs of frequency in positive and negative statements. (G3.2.1.1.6) Maintain exchange of information through using a variety of question forms in the present, past and future. (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability, likes and dislikes.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and recognise numbers in tens. To listen to and recognise clock times to the hour. <b>Speaking:</b> To recognise and say numbers in tens up to 100. <b>Reading:</b> To read topic vocabulary. <b>Writing:</b> To write topic vocabulary and to complete sentences using measurements.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>recall topic information from Lessons 1 to 5 about counting, measuring and telling the time.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis from Lessons 1 to 5</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English</li> </ul>		
<b>Key vocabulary:</b> <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, o'clock</i> <b>Key expressions/structure:</b> Question forms: What is ...? Who is ...? What time...?		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to remember topic vocabulary because they are drawing on words used across several lessons, for example, numbers and clock times. Support learners by writing vocab in the board for them to refer to.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 94 Activity Book page 81 Audio Track 69		

## UNIT 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	1. Ask learners to recall what they have been learning about over the past five lessons (counting and measuring). Elicit ideas and write them on the board. Ask them what they have enjoyed the most.
Resources	Main Activity
<b>Learner's Book</b> <b>page 94</b>	<p><b>Tens match it game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 94 of the Learner's Book. Read the activity instructions to the class.</li> <li>2. Instruct the learners to choose one of the grids and copy it into their notebook.</li> <li>3. Call out numbers (in tens to a hundred) randomly. Learners cross off the numbers you call if they have those numbers on their grid.</li> <li>4. Remind the learners to call out MATCH! when they have crossed off all their numbers. The winner is the first person to do this.</li> </ol> <p><b>Feedback</b> Circulate the classroom as the learners play to check their understanding and that they are crossing off the correct numbers. Support as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a list of the numbers in their word form that they can refer to during the game.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Occasionally pause the game and ask this group of learners to call out numbers that you have previously called out by referring to which numbers they have crossed out on their grid.</li> </ol>
<b>Learner's Book</b> <b>page 94</b> <b>Audio Track 69</b>	<p><b>Telling the time: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the task on page 94 of the Learner's Book.</li> <li>2. Ask learners: <i>Which hand on the clock shows us the minutes (the longer hand)? Which hand shows us the hour (the shorter hand)? What does it mean when the minute hands points directly up at the 12 (it is o'clock)? What time does the first clock say?</i> Elicit suggestions and establish that clock a) shows 3 o'clock. Ask learners to explain how they know that the first clock shows the time 3 o'clock. You may wish to draw some simple clock faces on the board and practise further by asking children to read and draw times.</li> <li>3. Explain to learners that they will listen to an audio of a girl answering questions about what time she does various activities, for example, what time she eats breakfast.</li> <li>4. Tell learners that each time they hear the girl on the audio say a time, they should find and point to the corresponding clock in the Learner's Book.</li> <li>5. Play the audio, pausing frequently to enable learners to respond by pointing to the clocks. Repeat the audio as necessary.</li> </ol> <p><b>Feedback</b> Pause after each question and answer on the audio to look at the clocks learners are pointing at. Ask learners to look at which clock other learners are pointing at to see if they are right, then elicit answers from volunteers.</p> <p><b>Answers</b></p> <p>a) 3 o'clock; b) 7 o'clock; c) 10 o'clock; d) 5 o'clock; e) 9 o'clock; f) 1 o'clock</p>

<b>Activity Book page 81</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to the word snakes in the Activity Book on page 81. 2. Tell the learners to find and circle the numbers in the word snakes. 3. Then they write the words next to the matching numbers underneath. <b>Feedback</b> Write the list of numbers on the main board and ask learners to come to the board to write the words next to the number that matches.  <b>Answers</b> Word snake 1: twenty forty sixty thirty ninety Word snake 2: eighty fifty ten one hundred seventy Number list: 10 ten, 20 twenty, 30 thirty, 60 sixty, 70 seventy, 80 eighty		
<b>Activity Book page 81</b>	<b>Activity Book: Activity 2</b> 1. Ask learners to draw hands onto the clock faces to match the o'clock times. 2. Ask learners to check their answers by showing their completed clock faces to the learner sitting next to them. <b>Feedback</b> Draw three large circles on the board and select three volunteer learners to come and draw one of the answers onto the clock face.  <b>Answers</b> a) Hands should show 2 o'clock b) Hands should show 8 o'clock c) Hands should show 11 o'clock		
<b>Activity Book page 81</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation questions at the bottom of page 81. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Resources</b>	<b>Plenary</b> 1. Challenge the learners to put themselves in height order as a class from shortest to tallest. They should do this without speaking, by walking up to one another and comparing their heights then moving further up or down the line depending on whether they are taller or shorter.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.2.1.1.3) Build upon the ability to talk and ask about actions happening now using the present continuous tense; use the present continuous form to express future plan in positive and negative statements. (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.4.3.1.1) Use grade-appropriate language structures e.g. regular and irregular comparatives.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a poem and to identify long <i>homophones</i> and spelling. <b>Speaking:</b> To read and say a poem; to read and say homophones. <b>Reading:</b> To read a poem with words that are homophones. <b>Writing:</b> To spell simple homophones.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>identify and use words that are simple homophones.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Number words</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>one, won, two, too, four, for, eight, ate, race, horse, monkey, bananas, eggs, frogs, turtles</i> <b>Key expressions/structure:</b> tongue twisters using homophone words		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to understand the concept that homophones sound the same, but are spelled differently (and have different meanings). Support learners by explaining the spelling and meaning of words clearly by writing the words on the board and discussing the meanings, providing plenty of examples.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 95 Activity Book page 82 Audio Track 70 and 71		



## UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Begin to introduce the concept of counting up in twos. Organise the learners into a large circle. Tell them that you will count around the circle, but the person saying every other number (starting with 2) will use a louder voice and stand up.</li> <li>2. Ask one learner to start by saying the number one in a normal voice while sitting down, then ask the next person around the circle to say number two in a louder voice whilst standing up.</li> <li>3. As learners get used to the game they can count faster. Count up to a number the class is comfortable with between ten and fifty.</li> </ol>
Resources	Main Activity
<p>Learner's Book page 95</p> <p>Audio Track 70</p>	<p><b>Words that sound the same: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that there are words in English that sound the same even if the spelling is different.</li> <li>2. Write some examples on the board, for example, see – sea, right – write. Ask learners to read the words aloud. Ask: <i>Do they sound the same?</i></li> <li>3. Look at other homophones learners will have seen before, for example, write / right, here / hear, wear / where, I / eye, know / no, buy / by, their / there. Write them on the board and ask learners to read them aloud.</li> <li>4. Focus on Activity 1 on page 95 of the Learner's Book and ask learners to read the pairs of words aloud. Ask: <i>Are they the same or different?</i></li> <li>5. Tell learners they are going to listen to a poem. They listen, read and find the words that sound the same.</li> <li>6. Play the audio at least twice.</li> <li>7. Play it again and pause after each verse for learners to repeat. Then ask them to read the poem independently.</li> <li>8. Ask learners to copy the tongue twister into their notebook and fill in the missing words to complete the tongue twister.</li> <li>9. When they have finished, read the question in the <i>Language Detective</i> box and ask them to give the correct answer.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to turn to a partner and discuss their answers. Then, as a whole class, say each word aloud and ask learners to call out the words that sound the same.</p> <p><b>Answers</b></p> <p>Find the words that sound the same: one and won; two and too</p> <p>How many eggs did Ed eat in a week? 56 (8 eggs per day, 7 days per week)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to practise saying the homophones in pairs. Go through all the meanings of the homophone words, using gestures and pictures to explain if needed.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to explain the meanings of the homophone words to a partner.</li> </ol>

<p><b>Learner’s Book</b> page 95 <b>Audio Track 71</b></p>	<p><b>Counting in twos: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen to the audio recording. They listen to the numbers and join in the counting.</li> <li>2. Play the audio at least twice. Learners count and point to the numbers they hear.</li> <li>3. Tell learners to read the poem while you play the audio recording.</li> <li>4. Play the audio recording. Learners listen and join in.</li> </ol> <p><b>Feedback</b> Ask a few learners to write the numbers on the board.</p> <p><b>Answers</b></p> <p>Learners’ own answers.</p>
<p><b>Activity Book</b> page 82</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to look at the words in Activity 1 on page 82 of the Activity Book.</li> <li>2. Ask learners to read the words and draw a circle around the number words. Then they draw a line between each pair of words that sound the same.</li> </ol> <p><b>Feedback</b> Select learners to come to the front of the class and write the words they have found on the board.</p> <p><b>Answers</b></p> <p>one – won; two – too; four – for; eight – ate</p>
<p><b>Activity Book</b> page 82</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the tongue twister aloud to the learners. Remind the learners that a tongue twister is a sentence that is difficult to say because it has lots of the same sound in it.</li> <li>2. Ask learners to write the correct words on the lines and then ask them to finish the drawings by drawing another frog in the first picture, and two turtles in the second picture (in Tim’s tank).</li> <li>3. Finally, learners can practise reading the tongue twister in pairs and have a competition to see who says it the fastest.</li> </ol> <p><b>Feedback</b> Call out a possible answer by spelling the words for example “t-w-o” and ask learners to raise their hand to show if they agree.</p> <p><b>Answers</b></p> <p>These four frogs are for Fran’s friend. (Learners draw a fourth frog in the box) Tommy has two turtles. Tim has two turtles too. (Learners draw two turtles in the glass tank)</p>
<p><b>Activity Book</b> page 82</p>	<p><b>Activity Book: Learning goals</b></p> <ol style="list-style-type: none"> <li>1. Direct learners’ attention to the self-evaluation question at the bottom of page 82.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>1. Ask learners to choose a tongue twister from the lesson.</li> <li>2. They try to say them as fast as possible on their own, with a partner or in a small group – presenting to the class.</li> <li>3. You could do this as a competition and ask the learners to raise their hands to vote for the best performance.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.3.2.1.1) Students build upon and continue applying previously learned skills.</p> <p>(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G3.3.8.2.2) Recognise relationships between words, including synonyms, antonyms and homophones.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and identify the phrase <i>What a + adjective + noun!</i> <b>Speaking:</b> To pronounce and say the phrase <i>What a + adjective + noun!</i> <b>Reading:</b> To read text that includes the phrase <i>What a + adjective + noun!</i> <b>Writing:</b> To write descriptions of animals using the phrase <i>What a + adjective + noun!</i>		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and use the phrase <i>What a + adjective + noun!</i></li> <li>• describe animals using adjectives</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Animals, simple adjectives</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>surprised, excited, heavy, big, clever, fast, tall, greedy, long, scary</i> <b>Key expressions/structure:</b> phrase <i>What a + adjective + noun!</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may struggle to use suitable intonation when reading the phrase <i>What a + adjective + noun!</i> Emphasise the need to read the phrase with surprise and model clearly several times the intonation required.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 96 Activity Book page 83 Audio Track 72 A ball		

## UNIT 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Draw a simple picture of an animal on the board or hold up a picture on the front cover of a book.</li> <li>2. Write the following vocabulary on the board: heavy, fast, greedy, clever.</li> <li>3. Ask learners what type of words they could use to describe the animal. Ask prompt questions to encourage them to recall a variety of adjectives. For example: <i>Is it big or small? Is it hairy or smooth? Is it spotty or stripy?</i> Elicit ideas from the learners and note the adjectives they suggest on the board.</li> </ol>
Resources	Main Activity
<p>Learner's Book page 96</p> <p>Audio Track 72</p>	<p><b>What an amazing animal!: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the picture on page 96 of the Learner's Book. Ask learners to describe what they see.</li> <li>2. Read the explanation about the use of <i>What a ... !</i></li> <li>3. Draw learners' attention to the <i>Speaking tip</i>. Demonstrate how to raise the pitch of your voice to make it higher at the end of saying a <i>What a ... !</i> sentence to show surprise.</li> <li>4. Play the audio up to the pause. Ask learners to repeat after each sentence.</li> <li>5. Check for correct pronunciation and intonation.</li> <li>6. Elicit the meaning of the adjectives and check for learners' understanding.</li> <li>7. Play the rest of the recording. Ask learners to follow in their book.</li> <li>8. In each exchange, stop before the exclamation and encourage learners to supply the correct one.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to raise their hand to share their answers with the class. Choose individual learners and ask them to read the exclamations, using good intonation.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 d What a big animal! (blue whale)</li> <li>2 a What a clever animal! (parrot)</li> <li>3 b What a heavy animal! (elephant)</li> <li>4 c What a fast animal! (cheetah)</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to read the exclamations to a partner or small group.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the exclamations to the whole class or a large group.</li> </ol>

<b>Activity Book</b> page 83	<b>Activity Book: Activity 1</b>		
	<ol style="list-style-type: none"> <li>1. Direct learners' attention to the illustrations on page 83 of the Activity Book.</li> <li>2. Ask the learners what the animals are. Elicit the answers and point to the animals as you say what they are.</li> <li>3. Tell the learners that they will write their own sentences using the phrase <i>What a ...!</i></li> <li>4. Read the adjectives in the <i>Word</i> box and check learners' understanding by using actions and gestures to emphasise the meanings of the words.</li> <li>5. Set learners to work writing their own sentences.</li> </ol>		
	<p><b>Feedback</b> Select learners to come and write their sentences on the board.</p> <p><b>Answers</b></p> <p>What a tall giraffe! What a greedy monkey! What a long snake! What a scary alligator!</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Model how to write the first sentence. Discuss the qualities of each animal and ask the learners to match the adjectives verbally with the animals before they start to write their sentences.</li> </ol>		
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write further sentences about animals of their own choice.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Direct learners to stand in a circle. They throw to ball across the circle, alerting the recipient by saying their name before they throw. On catching the ball, the learner must make a 'What a ...!' statement.</li> <li>2. The 'What a ...!' statement could be about an animal from the lesson, a different animal or any other item for example, <i>What a good throw! What a sunny day! What a tall girl!</i></li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.3.3.1.1) Decode and read unknown words using knowledge of syllable patterns.			
(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G3.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homophones.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to information about countable and non-countable nouns.</p> <p><b>Speaking:</b> To use countable and non-countable nouns with <i>some</i>.</p> <p><b>Reading:</b> To read and understand information about countable and non-countable nouns.</p> <p><b>Writing:</b> To write about routines using past tense verbs.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use countable and non-countable nouns</li> <li>• ask and answer simple questions about morning routines</li> <li>• use past simple regular and irregular verbs.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Routines</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>breakfast, morning, hungry, grapes, eggs, bread, juice, milk, bought, carrots, drink, drank, see, saw, eat, ate, say, said</i></p> <p><b>Key expressions/structure:</b> countable and non-countable nouns using <i>some, a / an; I went to the shop and I bought</i>; questions and answers in the past simple</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may find it confusing that the determiner <i>some</i> can be used for both countable and uncountable items. Emphasise that we can use the plural <i>s</i> at the end of the item to help us determine whether that item is countable or not, so we can say <i>some grapes</i> but we would not say <i>some breads</i>.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 97</p> <p>Activity Book page 84</p>		

## UNIT 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a guessing game to revise foods. Choose a mystery food or drink item that the learners will all be familiar with. Do not tell the learners the item you have chosen.</li> <li>2. Tell the learners that you are thinking of a food or drink item in your head and they must ask you questions to try and work out your item.</li> <li>3. They can only ask you questions that you can answer <i>yes</i> or <i>no</i>, for example, <i>Is your item a food item? Do we eat it at lunchtime?</i></li> <li>4. Learners take turns to ask you questions to eliminate other foods until they guess your item. The person who guesses the item correctly then becomes the one to think of a food or drink.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book</b> page 97</p>	<p><b>Meera's breakfast: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 97 of the Learner's Book. Ask them to describe what food and drink they see. Ask: <i>How many glasses of orange juice can you see?</i></li> <li>2. Explain to the learners that some things we can count and some things we can't count. On the board, draw a simple bunch of grapes and some eggs. Point at them and say we can count how many grapes and how many eggs. Then write on the board: <b>some</b> grapes; <b>two</b> eggs. Ask learners to suggest other foods that they can count, for example, tomatoes or mushrooms. Next, on the board, draw a carton of milk or juice and explain that we cannot count the milk or juice and so we say 'some milk' (rather than 'some milks'). Ask learners to read the rules about the food we count and the food we don't count. Then they read the rest of the text.</li> <li>3. As a class, ask learners to talk about what they have for breakfast.</li> </ol> <p><b>Feedback</b> Circulate, checking for correct grammar and language.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. On the board provide additional food vocabulary and sentence starters to support learners discussing what they eat for breakfast. For example, <i>For breakfast I like to eat yoghurt, pancakes, cereal.</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to say whether the additional food items that you write on the board are countable or uncountable.</li> </ol>



<p><b>Learner's Book</b> page 97</p>	<p><b>Play <i>I went to the shop</i>: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to play a memory game. Ask learners to sit in a circle and explain the rules. Use the script on page 97 of the Learner's Book to help you explain and to start the game off.</li> <li>2. Continue round the circle, with each player repeating the previous items and adding one more on.</li> <li>3. Depending on the class's ability you could let learners make up their own items or you could provide a list on the board for them to choose from.</li> </ol> <p><b>Feedback</b> As learners take turns around the circle, support, prompt and model as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Activity Book</b> page 84</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the chart in Activity 1 on page 84 of the Activity Book.</li> <li>2. Ask learners to tick and cross the food items independently to show whether they are countable or uncountable. This will consolidate and assess learners' independent understanding of the previous activity on countable and uncountable foods.</li> </ol> <p><b>Feedback</b> Ask learners to compare their answers with a partner then provide whole class feedback and clarify any misunderstandings.</p> <p><b>Answers</b></p> <p>bread U; grapes C; eggs C; orange juice U; milk U; apples C</p>
<p><b>Activity Book</b> page 84</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write the name of the food next to the picture using <i>some</i> or a number accordingly. Read the examples to check their understanding.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>Feedback</b> Ask individual learners to read out an answer. You can ask them to come up to the board and write the answer to check their spelling if necessary.</p> <p><b>Answers</b></p> <p>1 some orange juice; 2 18/eighteen grapes; 3 some bread; 4 6/six eggs; 5 3/three apples; 6 some milk</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to copy the words from the chart in Activity 1 to ensure correct spelling.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners cover up the words in Activity 1 and spell them from memory.</li> </ol>

<b>Activity Book page 84</b>	<b>Activity Book: Activity 3</b> 1. Remind the learners that when we talk (or write) about things that have already happened in the past, we need to change the tense of the verbs we use. Show a couple of examples that learners will be familiar with from Grade 2 such as walk – walked and talk – talked. Then, draw their attention to the changes between drink – drank and eat – ate. 2. Ask learners to answer the questions. <b>Feedback</b> Circulate as learners work, providing support as necessary. Select one or two learners to read their work to the class. <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> Learners' own answers.		
<b>Activity Book page 84</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation question at the bottom of page 84. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Resources</b>	<b>Plenary</b> 1. Learners circulate asking each other what they did in the morning. You may wish to set a limit to the number of learners they can ask questions, for example five questions. 2. When they have finished, they report their answers back to the class and see what activity has been the most popular.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.2.1.1.1) Build upon the ability to talk, ask and answer questions about routines and habitual actions using the simple present tense and adverbs of frequency in positive and negative statements. (G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions. (G3.4.3.1.1) Use grade-appropriate language structures e.g. countable and uncountable nouns.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a story using the simple past tense. <b>Speaking:</b> To talk about a story using the simple past tense. <b>Reading:</b> To read a story that is written in the simple past tense. <b>Writing:</b> To write simple past tense verbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use past simple regular and irregular verbs in the affirmative.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Past tense regular verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>looked, thought, drew, laughed, made, said, longer, shorter, clever, scared, cried, picture, line, felt</i> <b>Key expressions/structure:</b> past simple affirmative sentences: <i>He thought Birbal was very clever.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with the pronunciation of past tense verbs ending in <i>-ed</i>. In English the <i>-ed</i> ending can represent different sounds. In <i>looked</i> it is a /t/ sound, in <i>laughed</i> it is a /d/ sound. Draw learners' attention to this by pronouncing the words clearly and accurately and asking them to repeat.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 98 Activity Book page 85 Audio Track 73 Map of the world, or globe (optional) Pieces of paper		

## UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a game to teach the words <i>shorter</i> and <i>longer</i>. Give each learner a piece of paper and ask him or her to draw a line. Do not elaborate and if they ask what the line should be like (straight or curly, long or short) just shrug and say 'just a line'.</li> <li>2. When the learners have all drawn a line on their piece of paper, tell them to stand up. Explain to them that they are going to walk around the classroom comparing their line with other learners. If they come to a learner with a longer line than them they head towards the back of the classroom. If they come to a learner with a shorter line to them, they take steps towards the front of the classroom.</li> <li>3. The idea is that by comparing longer and shorter lines, the learners roughly organise themselves into an order from longest to shortest.</li> </ol>
Resources	Main Activity
<p>Learner's Book page 98</p> <p>Audio Track 73</p>	<p><b>A maths story from India: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to listen to a story from India. If possible, help them find India on a map of the world. Is it far from the UAE?</li> <li>2. Read the introduction. Elicit the meaning of <i>tricky problem</i>. Tell them to listen and follow in their books.</li> <li>3. Play the audio at least twice. Discuss the questions as a class. Encourage learners to give reasons for their answers.</li> <li>4. In pairs, ask learners to act out the story. They draw the lines on paper and put them on the floor.</li> </ol> <p><b>Feedback</b> Observe as learners participate in the story. Support by modelling pronunciation as necessary.</p> <p><b>Answers</b></p> <p>Suggested answer: Birbal has to make a line that King Akbar drew shorter without rubbing any of the line out. He solves the problem by drawing a longer second line that makes the first line look shorter.</p>
<p>Learner's Book page 98</p>	<p><b>Verbs in the story: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to read the box of verbs provided in Activity 2. Tell the learners to look for the past forms in the story.</li> <li>2. When they have found them, ask them to write them in their notebooks.</li> </ol> <p><b>Feedback</b> Elicit answers from the class and write the verbs on the board.</p> <p><b>Answers</b></p> <p>look – looked; think – thought; draw – drew; laugh – laughed; make – made; say – said</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to past tense verbs in the story by reminding them to look for the words that tell you what the characters did. Also point out the similarities in form of the verbs in both tenses.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to put some of the words they find into sentences.</li> </ol>

<b>Activity Book page 85</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the questions and answers with gaps on page 85 of the Activity Book. Explain that the learners will answer the questions using past tense verbs from the box. Read the verbs in the box aloud.</li> <li>2. Read the example question and answer, and use your voice to place emphasis on the words <i>draw</i> and <i>drew</i>.</li> <li>3. Ask learners to tell you whether the final word should be <i>picture</i> or <i>line</i> and explain that they should cross out the word that is wrong.</li> <li>4. Learners continue to read and answer questions 2 – 4.</li> </ol> <p><b>Feedback</b> Select learners to raise their hand to share their answers.</p> <p><b>Answers</b></p> <p>What did Birbal draw? He drew a line.  What did Birbal say to the King? He said, ‘My line is longer than your line. So your line is shorter.’  What did the king think about Birbal’s answer? He thought Birbal was very clever.  Did the king feel cross? No, he felt happy. The king laughed.</p>
<b>Activity Book page 85</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the two lines, A and B and write which one they think is longer.</li> <li>2. Then ask them to measure the lines using a ruler and write about what they find.</li> </ol> <p><b>Feedback</b> Ask learners to raise their hand if they think line A was longer than line B, then ask learners to raise their hand if they think line B was longer than A – very few learners should raise their hands to either option. Ask learners which line was longer and give whole class feedback.</p> <p><b>Answer</b></p> <p>Lines A and B are the same length.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into pairs.</li> <li>2. Learner A mimes an action that can be associated with the verbs used in the lesson: <i>looked, thought, drew, laughed, made, said</i>. Learner B says the verb being mimed in the present and past tense forms.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words.</p> <p>(G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases.</p> <p>(G3.4.3.1.1) Use grade-appropriate language structures e.g. verbs (simple present tense, present continuous tense for now and for near future, <i>going to ...</i> , simple past, regular and irregular).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to information using simple comparative adjectives.</p> <p><b>Speaking:</b> To say whether they think a number will be higher or lower.</p> <p><b>Reading:</b> To read sentences using simple comparative adjectives.</p> <p><b>Writing:</b> To complete sentences and add labels using comparative adjectives.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• understand and use simple comparative adjectives: longer, shorter, higher, lower, bigger, smaller, happier, noisier</li> <li>• use comparative adjectives to compare lengths, heights and size.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Numbers, measurements and size</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>drew, longer, shorter, happier, higher, lower, bigger, smaller, noisier</i></p> <p><b>Key expressions/structure:</b> Comparative adjectives; making predictions: <i>I think that the next number will be higher / lower</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may confuse the comparative adjectives as they can sound similar. Write the words clearly on the board, pointing out the similarities in appearance and emphasising the pronunciation of each word.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 99</p> <p>Activity Book page 86</p> <p>Cards or small pieces of paper (enough for each pair of learners to make a set of twelve number cards); a ruler for each learner.</p>		

## UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners you are thinking of a verb from the previous lesson. Choose from the following: looked, thought, drew, laughed, made, said. Act out the verbs and ask the learners to try to remember what they are from the previous class.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 99</b>	<p><b>Longer and shorter: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the gap-fill exercise on page 99. Ask them briefly to recall the Clever Birbal story by telling the learner sitting next to them what happened in the story. Put key word prompts on the board to help learners recall the story. Elicit ideas from the class and read the sentences in Activity 1 aloud to remind them of the storyline.</li> <li>2. Reread each sentence and ask learners to tell you whether the missing word in each sentence is longer or shorter. You could make the task more active by having learners stretch their arms out wide if they think the answer is 'longer, and bring hands closer together for 'shorter'.</li> <li>3. After eliciting answers for the sentences, direct learners' attention to the word happier in bold font. Read the <i>Language tip</i> box to explain the spellings of words when you compare two things.</li> </ol> <p><b>Feedback</b> Read the text again and ask individual learners to say their answers.</p> <p><b>Answers</b></p> <p>shorter; longer; shorter</p>
<b>Learner's Book page 99</b>	<p><b>Higher and lower: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the activity information to the learners to explain the use of the comparative adjectives higher and lower when comparing numbers. Practise counting up and down in unison with the learners to emphasise and demonstrate the numbers getting higher and lower.</li> <li>2. Draw learners' attention to instructions for how to make and play the higher and lower number game. Read the instructions to the learners, and if possible, demonstrate how to make and play the game by making a set of cards yourself and inviting a volunteer learner to the front of the class to play the game with you.</li> <li>3. Organise the learners into pairs and ensure they have small pieces of paper or cards – a set of twelve per pair – so they can make their set of number cards.</li> <li>4. Ask the learners to work in pairs to play the higher and lower number game.</li> </ol> <p><b>Feedback</b> Circulate, helping and providing 1:1 feedback as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before learners play the number game ask them to write the numbers 1–12 in the correct order in their notebook or on a piece of paper. They can then write the words lower and higher underneath the lower and higher ends of the line of numbers to remind them of the meanings.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to give you more detail about their predictions for whether the next number will be higher or lower; for example, if the previously selected number is a high number there is a stronger likelihood that the next number will be lower.</li> </ol>



<p><b>Activity Book page 86</b></p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the lines measuring the length of the hands in Activity 1 on page 86 of the Activity Book. Remind them of the Learner Book activity looking at the story of Clever Birbal and the longer and shorter lines that were drawn. Ask a confident learner to come to the front of the class and draw around his / her hand on the board, with a line showing the length of the longest point (as in the Activity 1 illustration). Then draw around your own hand on the board as a comparison and ask the class, 'Which is longer / shorter?'. Write 'longer or 'shorter' next to the diagrams on the board. Stop before writing the -er part of the comparative and ask learners to tell you the last two letters, thus emphasising the -er component.</li> <li>2. Next focus learners on the examples of Alia and Mona's hands in Activity 1. Ask learners to look at the illustrations of Reem and Mona's hands in Activity 1, a) and b). Tell them to decide which hand is longer and shorter; then write the corresponding comparative.</li> </ol> <p><b>Feedback</b> Ask the class to indicate whether they think the answer is 'longer' or 'shorter' by making the same gestures as previously: arms outstretched for 'longer' and hands brought closer together for 'shorter'. This will help reinforce the meaning of the comparatives and the concept of comparison.</p> <p><b>Answers</b></p> <p>a shorter; b longer</p>
<p><b>Activity Book page 86</b></p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus learners again on the hand outlines on the board. Ask them what other adjectives they can think of to describe the hands. Elicit 'big' and 'small', and ask, 'Which hand is bigger / smaller?' Elicit the -er spelling again as you write the comparatives on the board. Then erase the comparatives and refer learners to Activity 2.</li> <li>2. Read the adjectives in the <i>Word</i> box and get learners to do actions to remind them of the meanings. Tell them to use the adjectives to complete the sentences, paying special attention to the pictures. Remind them that the adjectives need to change their spelling because they are <i>comparing</i> the pictures. Refer back to the <i>Language tip</i> on page 96 of the Learner Book to remind them of the change in spelling with adjectives that end in -y (or do examples on the board, then erase the examples while learners do the activity)</li> </ol> <p><b>Feedback</b> Circulate as learners are doing the activity to make sure that they are on task. Check that learners are remembering to change the spelling of the adjectives to make them into comparatives.</p> <p><b>Answers</b></p> <p>2 smaller; 3 happier; 4 noisier</p>

<b>Activity Book page 86</b>	<b>Activity Book: Activity 3</b> 1. Read the instructions to learners. Then model the activity by holding a ruler against the board, and then measuring your fingers (as in the picture). Invite a learner to the board to read the measurements. 2. Learners work individually to measure their fingers and write the correct number. <b>Feedback</b> Circulate and help as necessary. Learners compare their measurements in pairs or small groups. Ask confident learners to read aloud their measurements.		
<b>Resources</b>	<b>Plenary</b> 1. Learners throw a ball around the circle. When they catch it they say a number and then they say higher or lower. The next learner to catch the ball must then say a number that is higher or lower than the previous learners number according to the instruction given. Learners continue around the circle until all learners have had a turn to respond to the instruction of lower or higher.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words. (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases. (G3.4.3.1.1) Use grade-appropriate language structures, for example verbs (simple present tense, present continuous tense for now and for near future, <i>going to ...</i> , simple past, regular and irregular).			

<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner discussing the meanings of homophones. <b>Speaking:</b> To talk about homophones and countable and non-countable nouns. <b>Reading:</b> To read homophones and meanings.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• review Lessons 7 – 11</li> <li>• match homophones and say what they mean</li> <li>• use countable and non-countable nouns.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 5 Lessons 7–13</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>one, two, four, eight, won, too, for, ate, bread, grapes, eggs, orange juice, milk, apples</i> <b>Key expressions/structure:</b> countable and non-countable nouns – <b>some</b> orange juice; <b>an</b> apple, <b>a</b> banana		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may accidentally omit or confuse the determiners used with countable and non-countable nouns. When discussing countable and non-countable nouns point this out to learners and model by writing the determiners on the board and emphasising them when you speak.</li> </ul>		
<b>Resources/equipment needed:</b> Learner’s Book page 100 Activity Book page 87		

## UNIT 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Play a miming game. Devise miming actions for the verbs <i>planted, watched, helped, wanted, measured, wrote, looked, thought, drew, made, said</i>. For example, <i>watched</i> could be learners holding their hands up to their eyes with their fingers curled round as if a pair of glasses or binoculars.</li> <li>2. Once you have agreed upon and practised the actions, call out the verbs at random. Learners try to be the quickest to perform the correct action.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 100</b>	<p><b>Match the homophones: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to turn to page 100 in their Learner's Book. Read the instructions to the learners. Organise learners in pairs and see which pair can race to be the quickest to match the homophone words. Ask them to write the pairs of homophones in their notebooks.</li> </ol> <p><b>Feedback</b> Circulate as learners work. Ask all learners to read their poems and show their pictures to the class.</p> <p><b>Answers</b></p> <p>one – won; two – too; four – for; eight - ate</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge learners to think of any other homophone pairs they know.</li> </ol>
<b>Activity Book page 87</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the definitions of the homophones on page 87 of the Activity Book. Read through the definitions aloud to check for learner's understanding.</li> <li>2. Ask learners to work with their partner to match the homophone words to the correct definitions by joining them with a line.</li> </ol> <p><b>Feedback</b> As learners work, circulate the class checking answers and providing support as necessary.</p> <p><b>Answers</b></p> <p>one – the number of noses on your face; won – you came first in a race; two – the number of hands you have; too – when there is extra or more; four – the number of legs on a dog; for – a linking word to say who will get something; eight – the number of legs on a spider; ate – past tense of eat</p>
<b>Learner's Book page 100</b>	<p><b>The supermarket: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the picture of the grocery store on page 100 of the Learner's Book. Ask learners to tell you what food items they can see.</li> <li>2. Next, ask the learners to think about and tell their partner which food items they think are countable.</li> <li>3. Then, ask learners to think about and tell their partner which food items they think are non-countable.</li> </ol>

	<p><b>Feedback</b> Draw a table on the board with two columns labelled ‘countable’ and ‘non-countable’. Invite learners to write their answers on the board under the correct columns. When learners have finished discussing and writing their answers in the table, talk about each item to feedback whether they are correct or incorrect.</p> <p><b>Answers</b></p> <p>Items in the picture: bread, grapes, eggs, orange juice, milk, apples Countable items: grapes, eggs, apples Non-countable items: bread, orange juice, milk</p>		
<b>Activity Book page 87</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners’ attention to the shopping list in Activity 2 on page 87 of the Activity Book. Read through each item in the list and ask learners to say whether it is countable or uncountable. Then, read the rubric and explain that they need to complete the text about what Tarek bought at the supermarket.</li> <li>2. Ask learners to work independently to complete the text with the other items that Tarek bought.</li> </ol> <p><b>Feedback</b> Ask learners to compare their answers with a partner then provide whole class feedback and clarify any misunderstandings.</p> <p><b>Answers</b></p> <p>some juice, some bread, five apples, an orange, two mangoes, some butter</p>		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 87</b>	<ol style="list-style-type: none"> <li>1. Direct learners’ attention to the self-evaluation questions at the bottom of page 87.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.3.1.1.1) Students build upon and continue applying previously learned skills.			
(G3.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homophones.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. countable and uncountable nouns.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and answer questions about heights and measurements. <b>Speaking:</b> To say whether they think a number will be higher or lower. <b>Reading:</b> To read measurements in metres and centimetres. <b>Writing:</b> To write sentences using comparative and superlative adjectives (main focus: superlatives).		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use comparative and superlative adjectives to compare the heights of sunflowers (main focus: superlatives)</li> <li>• order measurements in metres and centimetres from shortest to longest</li> <li>• use superlative adjectives to compare lengths and heights.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Numbers, measurements and size</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>planted, sunflower, seeds, watched, grow, helped, water, giving, keeping, several, weeks, strong, tall, taller, tallest, short, shorter, shortest, wanted, measured, wrote, compare</i> <b>Key expressions/structure:</b> Superlative adjectives; affirmative sentences using past tense regular verbs: <i>The children planted sunflower seeds.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse the comparative and superlative adjectives as they are similar in appearance, for example, tall, taller, tallest. Write the words clearly on the board, pointing out the similarities in appearance and emphasising the pronunciation of each word.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 101 Activity Book page 88 Measuring equipment (rulers or tape measures): one per group minimum.		

## UNIT 5 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners if they have ever grown any seeds or bulbs into flowers before. Elicit ideas and discuss with the class. Ask learners what plants need to be able to grow. Elicit and establish that plants need water, food (in their soil) and light (but not too much) to be able to grow tall and strong.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 101</b>	<p><b>Growing sunflowers: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 101. Ask them if they recognise the type of flowers they are and ask them if they have any experience of growing sunflowers themselves.</li> <li>2. Read the information about the children growing sunflowers and tell the learners to look at the pictures as you read them some sentences. Tell the learners that after you read each statement they should stand up if they believe the sentence to be true and stay seated if they think the sentence is false.</li> <li>3. Read each sentence slowly and clearly, giving learners time to look at the picture and decide if they think it is true or false.</li> <li>4. Draw learners' attention to the <i>Use of English</i> box and read the information to explain that we use the ending <i>-est</i> when comparing things and saying which is the most, for example, most tall = tallest.</li> </ol> <p><b>Feedback</b> As you read each sentence ask learners to stand or sit to show their answer. After each sentence reveal whether the learners are correct or incorrect.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>L1 false; 2 true; 3 true; 4 false; 5 true</p>
<b>Learner's Book page 101</b>	<p><b>Measuring sunflowers: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the activity information to the learners to explain that the children measured the sunflowers.</li> <li>2. Draw learners' attention to the illustrations of the notebook extracts on page 101 of the Learners' Book. Ask the question: Can you work out which notebook belongs to which child?</li> <li>3. Elicit answers and encourage learners to say how they know which notebook belongs to which child.</li> </ol> <p><b>Feedback</b> Circulate, helping and providing 1:1 feedback as necessary.</p> <p style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></p> <p>A Noura; B Faisal; C Badriya; D Badir</p> <p>The owners of the notebooks can be worked out by putting the heights of the sunflowers in order and comparing them to the labelled pots in the other picture, for example, Faisal's is the tallest sunflower so his is the notebook with the highest measurement.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Remind learners to look at the <i>Word</i> box for support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to give you more detail about their answers, for example, how do you know?</li> </ol>

<p><b>Activity Book</b> page 88</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the picture in Activity 2. Remind them of the Learner's Book activities looking at whose sunflower was the tallest and whose was the shortest.</li> <li>2. Tell the learners to write sentences to compare the children's sunflowers. They should aim to write four sentences – one about each but you can differentiate the task by stipulating which groups of learners should write more or less sentences.</li> <li>3. Model how to use the <i>Word</i> box to help with writing the sentences. Say: I'm going to write a sentence about Noura's sunflower ... Noura's sunflower is shorter. Write the sentence on the board.</li> <li>4. Check learners' understanding of the words in the <i>Word</i> box and use gestures/ draw pictures on the board to confirm meaning.</li> </ol> <p><b>Feedback</b> Select learners to read their sentences to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers. Suggested answers: Badir's sunflower is short. Badir's sunflower is the shortest. Faisal's sunflower is taller. Faisal's sunflower is the tallest.</p>
<p><b>Activity Book</b> page 88</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to refer back to the measurements of the sunflowers on page 101 in the Learner's Book.</li> <li>2. Ask them to tell you whose is the shortest sunflower and what is the measurement. Show them where to write the information in the chart on page 88 of the Activity Book.</li> </ol> <p><b>Feedback</b> Circulate the classroom as learners work and offer support as necessary. When the learners have finished, ask them to compare their answers with a partner then invite volunteers to write the answers on the board.</p> <p><b>Answers</b></p> <p>1m 52cm Badir; 1m 66cm Moura; 1m 89cm Badira; 2m 14cm Faisal</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a taller / tallest / shorter / shortest game. Ask all the learners to stand up in their places or stand in a large circle.</li> <li>2. Start the game by selecting a learner and saying, for example: Reem is short (or tall depending on height of learner). Your selected learner (Reem) chooses another learner and says, for example: I am short. Badir is shorter. Then it is Badir's turn to say, for example: I am shorter. Moura is taller.</li> <li>3. The game continues until every learner has had a turn or until the lesson time finishes.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words.</p> <p>(G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases.</p> <p>(G3.4.3.1.1) Use grade-appropriate language structures, for example verbs (simple present tense, present continuous tenses for now and for near future, <i>going to ...</i> , simple past, regular and irregular)</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a story about a counting contest. <b>Speaking:</b> To discuss countries they know and make predictions about the story. <b>Reading:</b> To read a fiction text about a counting contest. <b>Writing:</b> To complete a chart to summarise what has happened in a fiction text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a fiction text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global awareness: Understand other nations, languages and cultures</li> </ul>		
<b>Key vocabulary:</b> <i>clever, animal, Liberia, Africa, contest, Leopard, forest, sign, spear, threw, winner, came, first, must, new, said, very, was elephant, king, water ox, second, strong, loudly, chimpanzee, third, quickly</i> <b>Key expressions/structure:</b> ordinal numbers; <i>You didn't do it.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may struggle to distinguish between the events in the story as the repetitive nature of the story may cause them to muddle which animal did which actions. Reassure the learners that the activities they will be doing after listening to the story will help to consolidate and confirm the events in the story.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book pages 102–103 Activity Book page 89 Audio Track 74 A ball (optional)		

## UNIT 5 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Write the words: <i>first, second, third</i> on the board. Ask the learners if they know what these words mean. Elicit ideas and write them on the board.</li> <li>2. Explain that these words help us know the order in which things happen. Use the example of a race and the winning position holders.</li> <li>3. Show on the board that first = 1st, second = 2nd and third = 3rd.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 102</b></p>	<p><b>Main Activity</b></p> <p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that over the next two lessons they will be learning about a story that comes from Liberia in Africa. If you have access to a world map or globe, tell learners to look at it and find Africa and then Liberia. Ask learners if they have ever travelled to Africa, or if they know anyone that lives there. Ask what they know about Africa. Elicit as much information as possible from learners.</li> <li>2. Point out where the UAE is located and how near or far it is from Africa.</li> <li>3. Tell learners that the story is about a clever animal that takes part in a counting contest. Explain that they will read and listen to the first part of the story, checking for understanding. Then they will say what they think will happen next.</li> <li>4. Ask the learners to look at the picture and describe what they see. Elicit the names of the animals.</li> </ol> <p><b>Feedback</b></p> <p>Explain that stories often travel from different countries to be shared and it helps readers to understand the story more fully if they have a concept of where it originated from.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Learner's Book page 102</b></p> <p><b>Audio Track 74</b></p>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to listen to the story and follow in their books.</li> <li>2. Play the audio as learners listen to and follow the text. Check their understanding by reading back through each sentence and using gestures to help clarify the meaning.</li> <li>3. Ask the learners to predict what will happen next. Which other animals do they think will attempt the contest? Who do they think will win? How will one of the animals manage to win? Encourage them to justify their answers.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to recap on the content of the story, for example, ask: Why didn't the Leopard want to be king anymore? What did the animals need to do to win the contest? Why did the elephant think he could win?</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<p><b>Learner's Book</b> page 103 <b>Audio Track 74</b></p>	<p><b>True or false?: Activity 3</b></p> <p>1. Ask learners to answer <i>true</i> or <i>false</i> to the statements in Activity 3. Read each sentence slowly and clearly. Ask learners to stand up for true and crouch down to the floor for false. Check learners' understanding of the statements.</p> <p><b>Feedback</b> Provide feedback after each statement by telling the class the answers.</p> <p><b>Example answers</b></p> <p>1 true; 2 false; 3 true; 4 false; 5 true; 6 false</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to discuss whether each statement is true or false with a partner before giving their answer.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to correct the statements that are false, for example, <i>The chimpanzee wasn't second. The chimpanzee was false.</i></p>
<p><b>Activity Book</b> page 89</p>	<p><b>Activity Book: Activity 1</b></p> <p>1. Draw learners' attention to Activity 1 in the Activity Book on page 89.</p> <p>2. Explain that learners will complete the chart to show which animals took part in the contest, why they each thought they would win and how far each of them counted.</p> <p>3. Point out the boxes underneath the chart that provide the information learners need. Tell learners that they can also refer back to the text in the Learner's Book if they need to.</p> <p>4. Tell learners to complete the chart.</p> <p><b>Feedback</b> Select volunteer learners to present the answers from each row. Ask other learners if they agree. Provide the answers. You could also draw a large version of the chart on the board and invite learners to come and fill it in.</p> <p><b>Answers</b></p> <p>Elephant – He is very big – He counted to 5. Water Ox – He is very strong – He counted to 6. Chimpanzee – He is very quick – He counted to 8.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Arrange learners in a circle.</p> <p>2. Learners count as they carefully throw the ball to the next person to say the next number.</p> <p>3. Learners count from 1 to 20. Then, as a challenge, try counting backwards from 20 to 1.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.5.1.6) Determine the main idea of a text and retell the key details. (G3.3.6.1.1) Recognise and identify the basic features of narrative text genres and information text; use various text features to locate key facts in a text. (G3.3.7.1.3) Connect the information and events in a text or a story to life experiences.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 3	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a story about a counting contest. <b>Speaking:</b> To discuss opinions about the story. <b>Reading:</b> To read a fiction text about a counting contest. <b>Writing:</b> To write the names of characters.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• consider whether the outcome of a story was 'fair'</li> <li>• read and understand a fiction text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 5 Lesson 14</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>antelope, quietly, friend, hooray, characters</i> <b>Key expressions/structure:</b> <i>I think that ...</i> (giving an opinion)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to keep up with following the text whilst listening to the audio. Pause the audio if necessary to allow learners to catch up. Alternatively reassure learners that you will play the audio straight through the first time and then you will repeat the audio, pausing after every sentence or two to check for understanding.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 104 Activity Book page 90 Audio Track 75		

## UNIT 5 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to recall information from the previous lesson. What can they remember about: King Leopard? The counting contest? Which animals have tried so far?</li> </ol>
Resources	Main Activity
<b>Learner's Book page 104</b> <b>Audio Track 75</b>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the text on page 104 of the Learner's Book. Tell them that they will read and listen to the second part of the story: <i>Many ways to count to ten</i>.</li> <li>2. Ask learners to remind you what has happened so far in the story (during the previous lesson) and remind them of some of the predictions they made.</li> <li>3. Draw learners' attention to the picture and ask them to predict the ending of the story.</li> <li>4. Play the audio at least once and ask learners to follow the text in their book.</li> </ol> <p><b>Feedback</b> Repeat the audio as necessary.</p>
<b>Learner's Book page 104</b>	<p><b>Was it fair?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners if they think it was a good ending that the Little Antelope won the contest. Ask: How did he win? Is it important for a king to be clever? Do you think Antelope is the best animal for the job of king?</li> <li>2. Ask the learners to think about why some people think that the Little Antelope shouldn't have won the contest? Explain the concept of fairness and the word fair by drawing a simple racetrack on the board and two simple animal characters or stick figures that are going to run a race. Show that one of the characters takes a short cut across part of the track, meaning that he wins the race. Ask the learners: Was he clever to take the quickest route? Was it fair?</li> <li>3. Use the speech bubbles to demonstrate the language 'I think that ...' and different opinions about the fairness of the contest.</li> <li>4. Ask learners to say their opinion to a partner, small group or the class.</li> </ol> <p><b>Feedback</b> Listen to learners 'I think that ...' opinion statement and provide individual pronunciation support as necessary.</p> <div style="background-color: #cccccc; padding: 5px;"> <p><b>Answers</b></p> </div> <p>Learners' own answers.</p>

<b>Activity Book</b> <b>page 90</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to the pictures of the characters at the top of page 90 in the Activity Book. Recap who each character is by asking learners to say the animal names in unison from left to right. 2. Explain that the learners should read the clues and write the name of the animal that each clue describes. 3. Read the first clue aloud and ask learners who they think it describes (The Water Ox). Elicit the answer and tell learners to write it on the line after the first clue. 4. Arrange learners to work in pairs to read and answer the remaining clues. <b>Feedback</b> Select learners to write the answers on the board.  <b>Answers</b> 1 Water Ox; 2 Chimpanzee; 3 Elephant; 4 King Leopard; 5 Little Antelope		
<b>Resources</b>	<b>Plenary</b> 1. Write the following anagrams on the board: leLitt lotAnepe, xO ertWa, ngKi padroeL, phlEenat, eezChanimp 2. Challenge the learners to see who can unscramble the anagrams the quickest by writing them correctly and neatly.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homophones. (G3.3.8.2.3) Distinguish shades of meaning among closely related words. (G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			



<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to a partner ask and answer questions about a story.</p> <p><b>Speaking:</b> To ask and answer questions about a story.</p> <p><b>Reading:</b> To read story speech and match it to the characters.</p> <p><b>Writing:</b> To write sentences to give their opinion about the ending of a story.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• describe characters using adjectives</li> <li>• practise sight words</li> <li>• give an opinion on the ending of a story.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Unit 5 Lessons 14–15</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>characters, animals, loudly, quickly, clever, idea, Chimpanzee, Elephant, Little Antelope, King Leopard, Water Ox, was, said, first, new</i></p> <p><b>Key expressions/structure:</b> sentences to describe characters: <i>noun + is + adjective</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• The ‘Words to remember’ feature contains words that are common in English but are difficult to read and spell because the sounds and letters in them are not common combinations. Reassure the learners that some words in English just need to be learned by practising to read and write them several times.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner’s Book page 105</p> <p>Activity Book page 91</p>		

## UNIT 5 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to tell you what they know about these animals: chimpanzee, elephant, leopard, water ox, antelope: <i>How do they behave? What do they look like?</i> Ask learners to mime the actions of the animals. Other learners can guess who they are imitating.</li> <li>2. Elicit and discuss answers as a class.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 105</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the after-story spinner at the top of page 105 in the Learner's Book. Read the questions aloud.</li> <li>2. Explain that in pairs, the learners take turns to hold a pencil on top of the spinner. The question that the pencil points towards when it stops spinning is the question that should be answered and discussed.</li> <li>3. Encourage learners to discuss and explain their answers.</li> <li>4. Learners play with the after-story spinner quiz until all the questions have been discussed and answered.</li> </ol> <p><b>Feedback</b> Select learners to summarise what they learned from the information. Discuss the answer to each question with the class.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 King Leopard, the elephant, the water ox, the chimpanzee and the little antelope are the characters in the story.</li> <li>2 The story takes place in a forest in Liberia.</li> <li>3 King Leopard wanted to choose a new king because he was old and tired.</li> <li>4 The Elephant and the Water Ox speak loudly.</li> <li>5 The Chimpanzee speaks quickly.</li> <li>6 Little Antelope's clever idea was to count in twos.</li> </ol>
<b>Learner's Book page 105</b>	<p><b>Who says it?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Arrange learners to work in pairs.</li> <li>2. Ask the learners to match the words to the character. First they look back and find the words in the story. Then they match them with the correct character.</li> <li>3. Tell the learners to practise saying the words in character using appropriate voices.</li> <li>4. Write the words: <i>was, said, first</i> and <i>new</i> on the board.</li> <li>5. Learners look for these sight words in the story. How many times do they see each word? Ask them to take turns to practise spelling them.</li> </ol> <p><b>Feedback</b> Select individual learners to tell the class who the words match and to read them in character.</p> <p><b>Answers</b></p> <p>1d; 2a; 3b; 4e; 5c</p>

<b>Activity Book page 91</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write the missing words from the <i>Word</i> box into the story summary. Learners could discuss their answers with a partner before filling the gaps.</li> <li>2. Before learners begin, read through the words in the <i>Word</i> box and read the summary with the gaps.</li> </ol> <p><b>Feedback</b> Circulate the class checking learners' work for accuracy and correcting where necessary.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 was; 2 came; 3 said; 4 must; 5 new; 6 first; 7 very</p>
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<b>Activity Book page 91</b>	<p><b>Activity Book: Challenge</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to discuss in small groups or pairs the challenge question: <i>Do you think Little Antelope will be a good king? Why or why not?</i></li> <li>2. Ask learners to write their answer on page 91 of the Activity Book.</li> </ol> <p><b>Feedback</b> As learners write, circulate the classroom checking for learners' understanding and writing.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers.</p>
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<b>Resources</b>	<b>Plenary</b>
<b>Activity Book page 91</b>	<ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question at the bottom of page 91.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>

**Learning styles catered for (✓):**

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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**Assessment for learning opportunities (✓):**

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

**Standards/SLOs:**

(G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media.

(G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.

(G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital sources, record, organise and present information choosing from a variety of formats.

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to others using different voices for character speech. <b>Speaking:</b> To say character speech using different voices. <b>Reading:</b> To read and order numbers in twos and tens. <b>Writing:</b> To write number patterns.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• review lessons 13 – 16</li> <li>• create number patterns and count in twos and tens</li> <li>• use character voices for story speech.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lessons 13–16</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>all vocabulary from Lessons 13 – 16, numbers in twos, numbers in tens</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may not feel confident to use character voices when reading speech from the story. Allow learners plenty of practise by themselves or with a partner and offer lots of praise and encouragement.</li> </ul>		
<b>Resources/equipment needed:</b> Learner’s Book page 106 Activity Book page 92 Small pieces of paper or card, 5 per learner		

## UNIT 5 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Remind learners that they have been asked to use different voices for character speech.</li> <li>2. Ask learners to clarify what is meant by 'different voices' and how they know when a character is speaking (speech marks). Elicit suggestions.</li> <li>3. Play a game of character voices. Arrange learners in a circle and ask each learner to count to ten using a different voice. They could whisper, shout, sound like they are laughing or crying, use a high or low pitch, count quickly or slowly.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 106</b>	<p><b>Counting patterns: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can remember the counting contest in the story: <i>Many ways to count to ten</i>, and how Little Antelope won (he counted in twos).</li> <li>2. Give each learner five small pieces of card and ask them to make number cards as shown on page 106 of the Learner's Book.</li> <li>3. Tell the learners to jumble up the cards and practise putting them in the correct order.</li> <li>4. Put the learners in pairs and ask them to order the cards together. Then tell the learners to remove one card and ask their partner to say which card has been removed. Repeat a few times.</li> </ol> <p><b>Feedback</b>            Select pairs of learners to call out the number pattern to the class.</p> <p><b>Answers</b></p> <p>2, 4, 6, 8, 10</p>
<b>Learner's Book</b> <b>page 106</b>	<p><b>Comparing characters: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the sentences in Activity 2 on page 106 of the Learner's Book.</li> <li>2. Explain to learners that they will need to choose the correct word to complete each sentence.</li> <li>3. Read the first sentence aloud to the learners and read them the three word options. Ask learners to tell you the missing word.</li> <li>4. Learners then continue to work independently or with a partner to complete the next three sentences. First check that they remember the meaning of 'thought', 'win the contest'. This can be done using gestures: point to your head to indicate the meaning of 'thought' and make a gesture relating to winning by miming holding up a trophy or winning a race.</li> <li>5. When learners are finished ask them the questions below.</li> </ol> <p><b>Answers</b></p> <p>1 older; 2 bigger; 3 stronger; 4 quicker. King Leopard was the oldest. Elephant was the biggest. Water Ox was the strongest. Little Antelope won the contest. Chimpanzee was the quickest.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Divide these learners into four groups, and have each answer just one of the questions 1–4.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners if they think they personally could win the contest and, if so, which comparative adjective they would use to describe themselves.</li> </ol>

<b>Activity Book</b> <b>page 92</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention the counting patterns on page 92 of the Activity Book. Read them aloud to the learners. 2. Challenge the learners to fill in the missing numbers then practise reading and saying the patterns aloud. <b>Feedback</b> Select learners to read completed patterns to the class.  <b>Answers</b> Two four six eight ten twelve Ten twenty thirty forty fifty Twelve ten eight six four two One hundred ninety eighty seventy sixty fifty		
<b>Activity Book</b> <b>page 92</b>	<b>Activity Book: Activity 2</b> 1. Ask learners to use words from the Word box to complete the sentences to describe the characters, for example , Water Ox is the <u>strongest</u> . 2. Tell learners that they can match the words to more than one character. <b>Feedback</b> Ask different learners to show their answers to the people sitting near them.  <b>Answers</b> Learners' own answers.		
<b>Activity Book</b> <b>page 92</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation questions at the bottom of page 92. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Resources</b>	<b>Plenary</b> 1. Challenge learners to act out the story of <i>Many ways to count to ten</i> . 2. Ask learners to improvise and think of a different ending to the story, for example, the antelope fails. Which animal tries next?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.1.1.1) Students build upon and continue applying previously learned skills (print concepts and phonological awareness). (G3.3.4.1.1) Read grade-appropriate texts accurately and smoothly with varied volume and expression, appropriate phrasing and pace that demonstrate comprehension, and in a manner that sounds like natural speech.			

<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information. <b>Speaking:</b> To produce vocabulary from the unit. <b>Reading:</b> To read and answer questions and reflection statements.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• reflect upon their learning from Unit 5</li> <li>• listen to and understand topic vocabulary and past tense verbs.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• All Unit 5 content: counting, numbers, measuring</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> Revision of Unit 5 <b>Key expressions/structure:</b> Revision of Unit 5		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have problems pronouncing vocabulary containing difficult sounds for Arabic speakers, for example, vowel sounds. Identify errors sensitively and encouragingly, remodel and ask the learner to repeat the correct pronunciation.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 107 A large ball		

## UNIT 5 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Arrange learners in a big circle.</li> <li>2. Ask learners to throw a ball around to each other and say something they've learned in Unit 5 every time they catch it.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 107</b>	<p><b>Measure it!: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that, to help them review their learning through Unit 5, they will make a measuring quiz for a partner.</li> <li>2. Draw learners' attention to the task at the top of page 107 in the Learner's Book. Arrange the learners to work in pairs.</li> <li>3. Tell them to think of six questions to ask their partner about measuring. For example: <i>How long is a new pencil? How long is Hussain's hand? How tall is the teacher's chair?</i></li> <li>4. They write the questions on a piece of paper. Then give them to their partner to answer.</li> <li>5. Tell them first they should both try to estimate the answers. For example: <i>How long do you think the pencil will be?</i> Then their partner goes to measure and find out. They also measure and find out the answers to their questions. Then check all the answers by measuring together.</li> </ol> <p><b>Feedback</b> Select learners to present their questions and answers to the whole class.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a selection of key words to match suggested objects that the learners could include, for example: pencil, board, book, chair, desk, bag</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to include more than six questions.</li> </ol>
	<p><b>Running dictation</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that to help them review their learning and progress they will do a running dictation in their notebooks.</li> <li>2. Ask learners to turn to a space in their notebooks and get ready to listen and write.</li> <li>3. Arrange the learners into four groups, each group has a nominated runner.</li> <li>4. Place two sentences on pieces of paper pinned to the classroom wall: <i>I can measure and say how long something is. I can read, discuss and act out a story.</i></li> <li>5. The runner from each group goes to look at the paper, remembers as much of the content as they can, then returns to the group to relay the dictation. The runner repeats as many times as is needed.</li> </ol> <p><b>Feedback</b> Ask learners to compare their spellings and handwriting to a partner. Then write the sentences on the board, asking for learners to tell you how to spell the words.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>I can measure and say how long something is. I can read, discuss and act out a story.</p>



<b>Resources</b>	<b>Plenary</b>		
<b>Learner's Book page 107</b>	<b>Look what I can do</b> 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 2. Read the statements and tell the learners to put their hand up if they feel they can do it. You may like to ask a few learners to give examples.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.1.1.1.1) Understand main and key details in short descriptions of people and places, presented orally or through other media.			
(G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.			
(G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.			

<b>LESSON PLAN</b>		<b>LESSON: 19</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner talking about their project ideas. <b>Speaking:</b> To discuss ideas for a project. <b>Reading:</b> To read topic words. <b>Writing:</b> To write topic words and/or a book about the sky.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use language related to counting and measuring</li> <li>• complete a project based task independently and confidently.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 5 Lessons 1–18.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Unit 5 revision <b>Key expressions/structure:</b> Unit 5 revision		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to remember and write the words for the vocabulary they have learned in this unit, so ensure they are well supported by displaying vocabulary on word cards or written on the board, for example: ten, twenty, thirty, forty, fifty, etc.</li> </ul>		
<b>Resources/equipment needed:</b> Learner’s Book page 108 Coloured paper, scissors, glue		

## UNIT 5 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Revise colours and shapes by playing a race to the board game.</li> <li>2. Divide the class into two teams. Team A thinks about shapes. Team B thinks about colours.</li> <li>3. Draw a line down the centre of the board – label one side <i>shapes</i> and the other side <i>colours</i>. Each team sends one learner up at a time, to the board, to write the word for a shape or a colour. Then they quickly race back to their team to give the pen to the next team member. Teams can confer and help one another to think of more words.</li> <li>4. Time the teams for approximately five minutes before halting the game to see which team has the most correct words on their side of the board.</li> </ol>
Resources	Main Activity
	<p>You should choose one of the project options below.</p>
<p><b>Learner's Book</b> page 108</p>	<p><b>Option 1</b> <b>Project A: Make a picture with 100 objects</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that for their project they are going to make a picture using a hundred objects.</li> <li>2. Read the directions in the Learner's Book. Give out writing and drawing supplies.</li> <li>3. Learners draw and then cut out the sets of shapes and make the picture. They glue the shapes onto a sheet of card or poster paper.</li> <li>4. They write questions about the picture, for example: <i>How many triangles are in the picture? How many blue shapes are in the picture? How many red hearts are in the picture?</i></li> <li>5. They will show their picture to the class and describe it.</li> <li>6. Extend this activity by asking learners to write some sums, for example, red triangles + yellow squares = ... ; squares + hearts = ....</li> </ol> <p><b>OR</b></p> <p><b>Option 2</b> <b>Project B: Have a contest</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that for their project they are going to have a counting contest.</li> <li>2. Read and explain the instructions. Organise the learners into groups of between 2 and 4 people.</li> <li>3. Learners start the competition, timing each other by counting to 30, 60 or 90 seconds and record the results on a piece of paper.</li> <li>4. Then they make a poster highlighting the winner.</li> <li>5. They will present their results to the class in the next lesson so they need to ensure that the poster contains all the information to show what they did in their contest and what the results were.</li> <li>6. You could add alternatives, for example: How many numbers can you write from 1 – 100?</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ensure that learners have their Learner's Book open so they can check the correct spellings and find helpful vocabulary or ideas for their project.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can make as many shape pictures as they like.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<p>Play a guessing game: What's missing?</p> <ol style="list-style-type: none"> <li>1. Write the following words on the board: <i>ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.</i></li> <li>2. Ask learners to spend a few seconds studying the words then ask learners to close their eyes or look away.</li> <li>3. Rub a word off the board then ask learners to remember which one is missing.</li> <li>4. Make the game more challenging by removing two words at a time.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately.</p> <p>(G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p> <p>(G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital resources, record, organise and present information choosing from a variety of formats.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 20</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and evaluate presentations. <b>Speaking:</b> To present a project. <b>Reading:</b> To read word cards and contest posters.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make a short presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• All previous vocabulary related to counting and measuring from Unit 5</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Unit 5 revision <b>Key expressions/structure:</b> Unit 5 revision		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When learners present their projects, make sure to check they correctly use the language, for example, shapes, measurements and numbers.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 108 Learners' projects from Lesson 19 PCM 1		

## UNIT 5 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<p>Play a copying game.</p> <ol style="list-style-type: none"> <li>1. Start by clapping or tapping out the syllables as you say the following words: twenty two, twenty three, twenty four, twenty five (or alternative numbers).</li> <li>2. Ask the learners to copy you. This helps train their ears to listen to rhythm and intonation in speech.</li> <li>3. Repeat but make the pattern more complex.</li> <li>4. Again, ask learners to copy you.</li> <li>5. Then choose a learner to take the lead.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 108</b>	<ol style="list-style-type: none"> <li>1. Give learners time to finish their projects if necessary.</li> <li>2. Tell learners they are now going to present their project. Explain that learners will evaluate their project and a partner's project.</li> <li>3. Tell learners to look at the projects on page 108 of the Learner's Book as you read out the original instructions.</li> <li>4. Demonstrate how to present a project by using the language you would like the learners to use, for example, <i>This is my shape picture. These are triangles and these are squares. Let me ask you some questions about my picture.</i> <i>OR This is my contest poster. I asked five people to do these activities. Let me tell you how well they did ...</i></li> <li>5. Put learners in pairs so they can present to one another, ask questions or allow the viewers to perform the contest tasks depending on the project chosen.</li> <li>6. When learners have presented, encourage them to ask one another questions about their partner's project.</li> <li>7. Circulate and observe the learners presenting and asking questions.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If individual learners lack confidence to present their project independently, you could arrange the learners to work in pairs according to the projects they have produced.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More confident learners could present in front of larger groups, for example, a group of four other learners.</li> </ol>
	<p><b>Self-evaluation</b></p> <ol style="list-style-type: none"> <li>1. Advise the learners that they are going to review their own project work.</li> <li>2. Distribute copies of PCM 1 and briefly explain the star system: the learners colour/shade as many stars as they think are appropriate from 0 to 5. You can even suggest they can shade partial stars to give, for example, 3.5 stars.</li> <li>3. Read the categories to the class. Explain the final item and encourage learners to think about how they could make their presentation better.</li> <li>4. Learners complete the sheet. You may like to collect all of the sheets in and keep them with learners' files so that they can have a record of all of their presentations throughout the year.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<p>Play a word race game:</p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups. Give each group a piece of paper.</li> <li>2. Tell the groups that they have three minutes to write down as many English words as they can that they have used in Unit 5.</li> <li>3. After the time is up, ask each group to count up their words. The group with the most words wins. Ask the groups to hand their pieces of paper to you so you can check.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules.</p> <p>(G3.2.2.1.1) Collaboratively prepare a short oral report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G3.2.2.1.2) Deliver simple presentations using visual displays (e.g. illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a poem and listen for specific information. <b>Speaking:</b> To speak about insects and describe insects. <b>Reading:</b> To read a poem and identify key vocabulary. <b>Writing:</b> To write about insects		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• repeat words following a model</li> <li>• use prepositions to describe the location of insects.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Bugs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bug, garden, spider, ants, butterfly, bees, on, under, near</i> <b>Key expressions/structure:</b> prepositions: <i>on, under, near (The spider is on the chair)</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may omit the prepositions used when describing where the insects are. When modelling these, emphasise the prepositions, for example, <b>on</b> the chair, <b>under</b> the tree, <b>near</b> the ball.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 109 Activity Book page 93 Audio Tracks 76 and 77		



## UNIT 6 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners about animals they like. Ask: <i>What's your favourite animal?</i> Note that <i>animals</i> is used on this page to refer to insects, mammals and spiders.</li> <li>2. Focus on the question: <i>Are bugs special?</i> Explain that people use the word 'bug' when they are referring to insects in general, but actually not all insects are bugs. Sometimes <i>bugs</i> is used to refer to other small creatures that are not actually insects, for example, spiders.</li> <li>3. Ask learners if they like insects. Elicit a few insect names and write them on the board.</li> <li>4. Ask them if they think bugs are special. Encourage them to explain their answers.</li> </ol>
Resources	Main Activity
<p>Learner's Book page 109 Audio Track 76</p>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 109 of the Learner's Book and ask them if they know the names of the bugs (<i>bee, butterfly, ant, cricket, spider</i>). Hold up your book, point to each insect, say the words and have learners repeat. Then point to the insect and elicit the word from learners.</li> <li>2. Tell learners they are going to listen to a poem. Play the audio and mime the poem: (line 2: brush off the bug; line 3: hand above eye, search for the bug; line 4: shrug 'I don't know'). Learners listen and read.</li> <li>3. Play the audio again a few more times. Ask learners to listen and act out the poem.</li> <li>4. Play the audio again. Learners recite and join in with the actions.</li> </ol> <p><b>Feedback</b> Observe learners joining in with the poem. Offer support with pronunciation as necessary.</p>
<p>Learner's Book page 109 Audio Track 77</p>	<p><b>What lives in your garden?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to listen to a description of the bugs in the picture.</li> <li>2. Play the audio at least twice. Learners look at the picture and point to the correct insect.</li> <li>3. Discuss with the class which insects there are in their Emirate. Are they the same or are they different from the ones in the picture? If they are different, ask learners to describe them, for example, their size and colour.</li> </ol> <p><b>Feedback</b> Ask learners to put their hands up if they want to say the answers, and then choose individual learners to give the correct answers.</p> <p><b>Answers</b></p> <p>Which ones are not talked about? The spider, the frog and the bird.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio in sections, pausing after each bug is mentioned; have these learners point to the relevant bug.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have these learners turn over their Learner books and try and remember all the bugs just mentioned in the audio.</li> </ol>

<b>Activity Book</b> <b>page 93</b>	<b>Activity Book: Activity 1</b> 1. Ask the learners to stand up in their places. On the board write the words: <i>on</i> , <i>under</i> and <i>near</i> . Ask the learners to place an item, such as their school bag, book or pencil case 'on' the chair. Show them what this means by drawing a simple picture on the board. Then ask the learners to place the item 'near' the window (or door) and then ask them to place the item 'under' the table. Repeat a few times until learners are confident with the meanings of <i>on</i> , <i>near</i> and <i>under</i> . 2. Draw learners' attention to page 93 of the Activity Book. 3. Ask learners to look carefully at the picture and then draw their own spider, ant, butterfly and bees in the picture. 4. Then, they write sentences about the picture using the prepositions <i>on</i> , <i>under</i> and <i>near</i> , for example: The spider is under the chair. <b>Feedback</b> Put learners in pairs and ask them to compare their pictures and answers. Then ask a few individual learners to read out their sentences for the rest of the class. <b>Answers</b> Learners' own answers.		
<b>Resources</b>	<b>Plenary</b> 1. Play a prepositions of place game with actions. Show the learners a series of actions to represent the prepositions of place, for example, <i>in</i> could be pretending to put an item inside a box, <i>on</i> could be pretending put something on top of a table, <i>under</i> could be pretending to duck down as if underneath a table. 2. Call out the prepositions multiple times and in a random order. When learners hear the preposition, they show you the action. Then repeat. 3. You could select learners to take the place of the teacher, calling out the prepositions.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media. (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.4.3.1.1) Use grade-appropriate language structures e.g. prepositions of place.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to topic vocabulary and identify key information. <b>Speaking:</b> To talk about pictures that show different insects. <b>Reading:</b> To read and answer questions using <i>all, some</i> and <i>most</i> . <b>Writing:</b> To write information using <i>all, some</i> and <i>most</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and use determiners: <i>all, some, most</i></li> <li>• use topic vocabulary related to bugs</li> <li>• use prepositions to identify the location of bugs.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Determiners: <i>all, some, most</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully</li> </ul>		
<b>Key vocabulary:</b> <i>ant, bee, butterfly, cricket, spider, web, insect, antennae, legs, wings, head, eye, body, strong, long, front, smile, on, under, near</i> <b>Key expressions/structure:</b> determiners: <i>All insects have ... , some insect have ... , most insects have ...</i> Describing: <i>It is, It has</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse <i>is</i> and <i>has</i>. Reinforce using examples written on the board and emphasise these words when speaking.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 110 Activity Book page 94 Audio Track 78 and 79		

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<p>1. Ask learners to help you brainstorm as much bug vocabulary as they can remember. Write words on the board. Examples could include: <i>ant, spider, bee, butterfly</i>.</p>
Resources	Main Activity
<p><b>Learner's Book</b> page 110 <b>Audio Track 78</b></p>	<p><b>Topic vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the pictures on page 110 of the Learner's Book.</li> <li>2. Ask learners to listen to the audio recording, point to the correct picture and say the words.</li> <li>3. Play the audio up to the pause.</li> <li>4. Play it again. Pause after each question and answer for learners to repeat.</li> <li>5. Play the rest of the audio recording. Play each question and pause to allow learners time to answer.</li> </ol> <p><b>Feedback</b> Play the recording again. Stop after each question to give learners time to answer. Select individual learners to say their answer to the class.</p> <div style="background-color: #cccccc; padding: 5px;"><b>Answers</b></div> <p>Which insect lives under the ground? Ant Which one makes this sound? Cricket Which one is yellow and black? Bee Which one has wings of different colours? Butterfly Which animal has eight legs? Spider</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before playing the audio ask learners to close their books and look at the board. Draw simple symbols to represent the pictures in the book (ant, bee, butterfly, cricket, spider, web). Ask learners to say the corresponding word and spell it for you as you write it on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to say the words for the rest of the class.</li> </ol>
<p><b>Learner's Book</b> page 110 <b>Audio Track 79</b></p>	<p><b>What do you know about insects?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at Activity 2 on page 110 of the Learner's Book. Ask them what they know about insects.</li> <li>2. Then focus on the questions, read them aloud and check learners' understanding. Elicit answers, but don't correct them at this stage.</li> <li>3. Tell them you are going to listen to an audio recording. Play the audio recording at least twice.</li> <li>4. Learners listen and compare the information they hear with their answers. At the end, they should write their answers in their notebooks.</li> </ol> <p><b>Feedback</b> Put learners in pairs and ask them to compare their answers. Then ask individual learners to read out the completed sentences.</p> <div style="background-color: #cccccc; padding: 5px;"><b>Answers</b></div> <p>How many legs does an insect have? Six Do all insects have wings? No Is a cricket an insect? Yes (it has six legs and it has antennae)</p>

<p><b>Learner's Book</b> page 110</p>	<p><b>Write about it: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Arrange the learners to work in pairs. Ask them to discuss what they have learned about insects.</li> <li>2. Draw learners' attention to Activity 3 on page 110 of the Learner's Book.</li> <li>3. Tell learners to finish the sentences and write them in their notebooks.</li> </ol> <p><b>Feedback</b> As learners work, circulate the classroom looking at individual learners' work and providing 1:1 feedback. When learners have finished, they can compare their sentences with other learners.</p> <p><b>Answers</b></p> <p>All insects have ... six legs and antennae. Some insects have ... wings. All insects have antennae.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide multiple choice options to help these learners complete the sentences, for example: All insects have ... wings / legs / antennae. Some insects have ... wings / legs / antennae. All / some / most insects have antennae.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to tell a partner or note down one more fact that they have learned about insects during this lesson.</li> </ol>
<p><b>Learner's Book</b> page 110</p>	<p><b>Find the animal: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. This is a guessing game. In pairs, learners take it in turns to describe an animal and find it in the picture on page 109 of the Learner's Book (from Lesson 1).</li> <li>2. Draw learners' attention to the speech bubbles that provide a model for their dialogue.</li> <li>3. Read the speech bubbles aloud to the learners one at a time and give them time to answer the questions by finding the insects in the big picture on page 109 of the Learner's Book.</li> </ol> <p><b>Feedback</b> As learners describe animals to their partners circulate the classroom observing learners and offering support where needed.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Activity Book</b> page 94</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the instructions for how to draw a cricket on page 94 of the Activity Book.</li> <li>2. Tell them that by reading and following the instructions they will become more familiar with vocabulary that relates to body parts of bugs.</li> <li>3. Read the first instruction and check for learners' understanding by watching them as they draw the first part of the cricket. Ask them to point to the head on their picture. Ask them to point to the eye on their picture. Ask them to point to the first part of the body on their picture.</li> <li>4. Read the second instruction aloud and, as you read, gesture by pointing to your own back to show the meaning.</li> </ol>

	<p>5. Select different learners to read each instruction aloud to the class, pausing after each one for the learners to draw the relevant body parts. If necessary, support the learners by rereading or prompting and asking learners to repeat after you.</p> <p><b>Feedback</b> Call out the cricket body parts and ask learners to point to the corresponding area on their picture. Circulate as learners work, offering support with reading where needed.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask these learners to repeat back each instruction after you have read it and ask them to point to the relevant body parts in the pictures or on themselves.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask these learners to read ahead and practise reading the instructions aloud to the person sitting next to them.</p>		
<b>Activity Book page 94</b>	<p><b>Activity Book: Learning goals</b></p> <p>1. Direct learners' attention to the self-evaluation question at the bottom of page 94. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. If possible, take learners to the school garden or outdoor area to try to find insects and speak about them. They could describe or draw the insects they find. 2. Alternatively, play Pictionary with learners. One learner comes up to the board and draws part of a cricket (such as the antennae), and the other learners guess what it is.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions.</p> <p>(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p> <p>(G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to an information text using topic vocabulary. <b>Speaking:</b> To answer questions about information they have read. <b>Reading:</b> To read and understand an information text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand present simple sentences in an information text</li> <li>• answer present simple questions about an information text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Insect vocabulary from Lessons 1 and 2</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Productivity and accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results</li> </ul>		
<b>Key vocabulary:</b> <i>ants, feel, smell, taste, communicate, build, homes, groups, trail</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may omit or struggle to pronounce the –s at the end of plural such as <i>ants, legs, groups, rooms</i>. Provide support by pointing these out and modelling the words before learners read themselves.</li> </ul>		
<b>Resources/equipment needed:</b> Learner’s Book page 111 Activity Book page 95 Audio Tracks 76 and 80		

## UNIT 6 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
Learner's Book page 109 Audio Track 76	<ol style="list-style-type: none"> <li>1. Recite and act out the bug poem from Lesson 1.</li> <li>2. Play the audio and ask learners to join in with the words and actions.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
Learner's Book page 111 Audio Track 80	<p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the headings in the text on page 111 of the Learner's Book and discuss how they are similar. Ask them to predict what they are going to learn about. Elicit some answers.</li> <li>2. Tell learners that they are going to listen to an audio recording about ants. They listen and follow in their books. Play the audio recording at least twice.</li> <li>3. Review the texts and elicit from learners the meaning of the new words (<i>feel, smell, taste, communicate, build, homes, groups, trail</i>). Encourage them to guess the meaning of the words using the photos and the context to help them.</li> </ol> <p><b>Answers</b></p> <p>How are the headings similar? They are all questions about ants. What do you think you will learn about? Learners' own answers.</p>
Learner's Book page 111	<p><b>What can you remember?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs.</li> <li>2. Tell them to close their books. Learners take turns telling each other all the things they can remember about ants. They can go back to their books for more information.</li> <li>3. Next ask learners to read the <i>Ants</i> text again with a partner to find some more facts together.</li> </ol> <p><b>Feedback</b> Ask learners to evaluate the task by commenting on how many facts about ants they remembered.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Show learners how to look for facts within each paragraph and using the headings to organise their facts. Write key words on the board to prompt their memory, for example: <i>legs, antennae</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to cover the texts and use the photos as a memory aid.</li> </ol>
Activity Book page 95	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the headings and information about crickets on page 95 of the Activity Book. Explain to learners that there is a sentence missing under each heading. The headings are located at the bottom of the page.</li> <li>2. Tell learners that they should read the information about crickets. Then they should fill in the missing sentences under each heading using the sentences at the bottom of the page.</li> </ol>



	<p><b>Feedback</b> Learners can check their answers in pairs. Read out the original sentences in the cricket text, pausing after each paragraph for learners to call out the sentence that they have inserted. This can be done as a whole class activity.</p> <p><b>Answers</b></p> <p>... Crickets are different colours and sizes. ... Crickets jump. Their back legs are very strong. ... Other crickets understand their songs.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Show learners how to look for words used in the sentences in the text and reread the text to check, for example tell learners to look for the word <i>legs</i> in the text. Learners could work in pairs to discuss.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write two further questions for facts that they would like to know about crickets.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>Play a vocabulary game:</p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups. On the board draw a chart with four columns to record points scored by each group.</li> <li>2. Ask each group in turn to tell you an English word that they have used during this lesson. If they can tell you a word, tally them a score on the chart. Continue asking each group around the classroom promptly until they run out of words to tell you.</li> <li>3. For a bonus point, when the groups have exhausted all the words they know ask them the following question: <i>How do crickets communicate?</i> Take the answer from the first group to raise their hands.</li> <li>4. The winning group is that with the most points.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.1.1.1.1) Understand main idea and key details in short factual accounts, reports, events, stories that happened in the past, presented orally or through other media.</p> <p>(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says.</p> <p>(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for information about ants and spiders. <b>Speaking:</b> To talk about ants and spiders. <b>Reading:</b> To read for information about ants and spiders. <b>Writing:</b> To write facts about ants and spiders in a Venn diagram.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand present simple sentences in an information text</li> <li>• answer present simple questions about an information text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language</li> </ul>		
<b>Key vocabulary:</b> <i>spiders, eyes, silk, light, strong, mice, fish, eat</i> <b>Key expressions/structure:</b> present simple question forms: <i>Where does ... ? What does ... ? What can ... ?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse the question forms <i>where</i> and <i>what</i> as they are similar in appearance and sound. Remind learners of the difference between them and model the pronunciation clearly, and then have learners repeat after you.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 112 Activity Book page 96 Audio Track 81		

## UNIT 6 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Say the following chant to the class (some learners may know it already): <i>Incy Wincy Spider climbed up the waterspout, Down came the rain and washed the spider out, Out came the sunshine and dried up all the rain, So Incy Wincy Spider climbed up the spout again.</i></li> <li>2. Repeat a few times using actions to make your hands look like a spider crawling up a waterspout. Encourage the learners to join in with you.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 112</b></p>	<p><b>Main Activity</b></p> <p><b>Interesting facts: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 112 of the Learner's Book. Tell learners that they are going to listen to an audio recording about spiders.</li> <li>2. Direct learners' attention to the headings in the text and ask them where they would find the answer to <i>Do all spiders have eight legs?</i> What helped them find the information? (the headings).</li> <li>3. Remind the learners of the importance of using headings and illustrations to help them look for information. What other things can help? (layout on the page, type of letters).</li> <li>4. Play the audio recording at least twice. Learners listen and follow in their books.</li> <li>5. Review the texts and elicit from learners the meaning of the new words (<i>spiders, eyes, silk, light, strong, mice, fish, eat</i>). Encourage them to guess the meaning of the words using the illustrations and the context to help them.</li> <li>6. Ask them what the most interesting fact about spiders is.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to point to the headings, then read them and say what information they might expect to find in each paragraph.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to tell a partner what information they would expect to see under each heading.</li> </ol>
<p><b>Learner's Book page 112</b></p>	<p><b>Compare insects and spiders: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss with learners how spiders and ants are similar or different. Elicit learners' ideas and write them on the board.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to conclude whether ants and spiders are mostly similar or mostly different by referring to the collective ideas on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Suggested answers:</b></p> <p>Ants and spiders have different numbers of legs; spiders generally live above ground and ants mostly live underground; both will eat insects but ants mostly eat leaves. Ants are insects and spiders are not. It could be concluded that ants and spiders are really quite different from one another despite sometimes appearing to look quite similar.</p>

<p><b>Activity Book</b> page 96</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the write on lines in Activity 1 on page 96 of the Activity Book.</li> <li>2. Ask learners to turn to the person sitting next to them and tell them one fact about how ants and spiders are the same.</li> <li>3. Learners write their own sentences to show how ants and spiders are the same.</li> </ol> <p><b>Feedback</b> Ask learners to read their sentences aloud to the class.</p> <p><b>Example answers</b></p> <p>They have more than four legs. They can climb.</p>
<p><b>Activity Book</b> page 96</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus on the Venn diagram. Elicit from learners if they know how to use it and what it is used for, for example: to compare and contrast two or more items, in this case ants and spiders.</li> <li>2. Draw a Venn diagram on the board as learners may not be familiar with it. Use the activity on page 96 of the Activity Book to copy the categories and explain to learners that the top section can only contain a fact that is true for ants only, the bottom section must only contain a fact that is true for spiders only and the middle section must contain a fact that is true for both ants and spiders.</li> <li>3. Ask learners to write two facts from Activity 1 in each section of the Venn diagram.</li> </ol> <p><b>Feedback</b> When they have finished, ask them to compare their answers with a partner. Check as a class.</p> <p><b>Answers</b></p> <p>(Other answers are possible based on learners' own observation) Only true for ants: They have antennae. They carry their food home. True for ants and spiders: They have more than four legs. They can climb. Only true for spiders: They have more than four eyes. They make webs.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide these learners with the following three facts which they can then sort into the correct sections of the Venn diagram: <ul style="list-style-type: none"> <li>• They have more than four legs.</li> <li>• They have antennae.</li> <li>• They make webs.</li> </ul> </li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write two facts in each section of the Venn diagram.</li> </ol>

<b>Learner's Book</b> page 112	<p><b>My very own bug: Draw, write and share: Activity 3</b></p> <p><b>1. This is an optional activity that can be carried out if there is time in class. Alternatively, it can be set as homework.</b> Ask learners to look at Activity 3 on page 112 of the Learner's Book.</p> <p>2. Tell learners that they are going to make up a bug and draw a picture of it in their notebooks. They will also give it a name. Encourage them to be creative.</p> <p>3. When they have finished the picture, learners write sentences about their bug. Tell them to use the questions as a guide.</p> <p>4. When they are finished, they show their bug to the class and describe it.</p> <p><b>Feedback</b> Ask volunteers to show their pictures and read their sentences to the class. If you set this as homework, allow learners a few minutes at the beginning of the next class to show each other their bug pictures and talk about them.</p>		
<b>Activity Book</b> page 96	<p><b>Activity Book: Learning goals</b></p> <p>1. Direct learners' attention to the self-evaluation question at the bottom of page 96.</p> <p>2. Ask them to think and answer.</p> <p>3. Emphasise the importance of giving an honest answer.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. After presenting their bugs (from Learner's Book page 112 Activity 3) to the class, learners vote for their favourite, for example: the most original, the funniest, the scariest.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.1.1.1.1) Understand main idea and key details in short factual accounts, reports, events, stories that happened in the past, presented orally or through other media.</p> <p>(G3.3.5.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p> <p>(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to others talking about butterflies. <b>Speaking:</b> To talk about factual information about butterflies. <b>Reading:</b> To read a set of instructions using topic vocabulary; to read factual information about the butterfly life cycle. <b>Writing:</b> To write factual sentences using topic vocabulary to complete a butterfly life cycle.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand present simple sentences in an information text</li> <li>• answer present simple questions about an information text</li> <li>• understand and follow instructions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous vocabulary about insects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning</li> </ul>		
<b>Key vocabulary:</b> <i>butterfly, life cycle, eggs, leaves, hatch, caterpillars, smooth, hairy, colourful, plain, cocoon, changes, hides away</i> <b>Key expressions/structure:</b> verbs for instructions: <i>put, shine, turn</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The words <i>hatch, lay, life cycle, changes</i> and <i>cocoon</i> may be challenging for learners. The illustration of the butterfly life cycle on page 113 of the Learner's Book will support you as you explain their meanings. Also use gestures and, if appropriate, draw simple additional sketches on the board to help explain the words. You do not need to drill the words and you can reassure learners that they do not need to learn the words from memory.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 113 Activity Book page 97 Paper, pens, scissors, string (enough for one set of resources per small group)		

## UNIT 6 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask learners to tell you what they know about butterflies. Elicit ideas and record them on the board. If learners do not know much about butterflies or are unsure of how to tell you in English, ask prompt questions such as: <i>Do they have wings? Do they have antennae?</i></p>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 113</b>	<p><b>Talk about it: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. On the board, draw a simple picture of a butterfly, ensuring that you show two large wings, six legs and two antennae.</li> <li>2. Ask learners if they have ever seen a butterfly and encourage them to share their previous experiences, for example, where did they see it and what colour was it?</li> <li>3. Ask learners whether a butterfly is an insect. Elicit answers and ask learners to justify their answer.</li> </ol> <p><b>Feedback</b> Ask learners to share what they know about butterflies and how they are insects. Learners should raise their hands if they want to answer the question.</p> <p><b>Answers</b></p> <p>Yes, a butterfly is an insect. We know this because it has six legs and two antennae.</p>
<b>Learner's Book page 113</b>	<p><b>Butterfly life cycle: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the butterfly life cycle diagram on page 113 of the Learner's Book.</li> <li>2. Explain that the picture shows the life cycle of a butterfly. Direct learners to look at the first picture and text (Butterflies lay small eggs on leaves).</li> <li>3. Guide learners around the diagram, reading the text and checking understanding throughout. After each section, pause to explain words such as <i>hatch</i>, <i>lay</i>, <i>pupa</i> and <i>hides away</i> using gestures or drawing simple sketches on the board to help you convey the meanings.</li> </ol> <p><b>Feedback</b> Pause after looking at each section to check learners' understanding and supporting as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Activity Book page 97</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the blank life cycle diagram on page 97 of the Activity Book.</li> <li>2. Read the sentences in the <i>Word</i> boxes and ask learners what the missing words are.</li> <li>3. Then learners can work independently to fill in the missing words and then draw pictures to match in the blank diagram. If they need support they can refer back to the completed version on page 113 of the Learner's Book.</li> </ol> <p><b>Feedback</b> Circulate and monitor as learners are working and help them as necessary.</p>

	<p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 The <u>butterfly</u> lays eggs on a leaf.</li> <li>2 The eggs <u>hatch</u> into small caterpillars.</li> <li>3 The <u>caterpillar</u> makes a cocoon and hides away.</li> <li>4 The caterpillar comes out of the <u>cocoon</u>.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to have page 113 of the Learner’s Book in front of them so that they can copy the words and the pictures.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge learners to do the activity without looking back at their Learner’s Books.</li> </ol>
<p><b>Activity Book page 97</b></p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the true or false statements at the bottom of page 97 in the Activity Book. Read them aloud and check for understanding.</li> <li>2. Ask learners to reread each statement carefully and tick to show if they think it is true or false. With less confident learners, you could read each statement and then pause, allowing for discussion about the statement and enabling them to tick their choice before moving to the next statement.</li> </ol> <p><b>Feedback</b></p> <p>Circulate and monitor as learners work. When they have finished, they can compare their answers with a partner. Then, check the answers as a class by reading out each statement and asking learners to call out the correct option.</p> <p><b>Answers</b></p> <p>1 true; 2 true; 3 false; 4 false; 5 true; 6 true</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a game of ‘<i>Simon says</i>’. Choose a learner to be the lead in the game or do this yourself first to model the game to learners. Explain that in this game the learners will hear instructions relating to bugs that have been talked about so far in Unit 6. When they hear the instructions they should mime the activity.</li> <li>2. The lead calls out instructions such as: <i>Simon says walk like a spider</i>, <i>Simon says wiggle like a caterpillar</i>, ‘<i>Spin some silk</i>’.</li> <li>3. If the lead says an instruction with ‘Simon says’ then the learners should do the instruction. However, if the lead player does not say ‘Simon says’ the learners should remain still and not do the instruction.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media.</p> <p>(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to discussion.</p> <p>(G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information in clues that use prepositions. <b>Speaking:</b> To tell a partner about bugs using topic vocabulary. <b>Reading:</b> To read and solve descriptive clues that describe bugs. <b>Writing:</b> To write clues using prepositions and descriptive sentences using topic vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>recall topic information from Lessons 1 to 5 about insects and spiders.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis from Lessons 1–5</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>spider, ant, bee, butterfly, cricket, in, on, under, near, bugs, legs, antennae, wings, web, eyes</i> <b>Key expressions/structure:</b> Descriptive sentences: <i>It has, It lives</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to remember topic vocabulary because they are drawing on words used across several lessons, for example, <i>prepositions</i> and <i>features of bugs</i>. Support learners by writing vocabulary on the board for them to refer to.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 114 Activity Book page 98 Small pieces of paper or card (at least one per learner)		

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a spelling game for learners to review the vocabulary they have learned in the previous lessons: <i>spider, ant, bee, butterfly, cricket, legs, wings, antennae, eyes</i>.</li> <li>2. Team A starts to draw a picture of a word on the board for Team B to guess. If Team B guesses the word and spells it correctly, they get a point. Then they draw a picture for Team A.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book</b> page 114</p>	<p><b>Treasure Hunt: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before reading the clues revise the prepositions: <i>in, on, near</i> and <i>under</i> using gestures and actions to check understanding. Draw learners' attention to Activity 1 on page 114 of the Learner's Book. Read the activity instructions to the class.</li> <li>2. Hand out the small pieces of card or paper and ask learners to choose which bug to draw. You could refer to pictures already drawn on the board from the starter game or you may wish to draw a few simple bug images on the board for learners to choose from, for example, <i>spider, ant, bee, butterfly, cricket</i>. Ask learners to draw their bug.</li> <li>3. Collect in the pictures and ask learners to close their eyes while you quickly place the pictures around the classroom in locations that will enable you to use the vocabulary: <i>in, on, under</i> and <i>near</i>.</li> <li>4. Tell the learner to open their eyes and listen as you tell them some clues. Read out the following clues, but make sure to adapt them to the location of the pictures in your classroom. You may wish to write each clue on the board as you say it to give learners the opportunity to read as well as listen: <i>Look in the cupboard / drawer</i> (delete as necessary). <i>Look under the table / window / chair</i>. <i>Look near the door / bookshelf / sink</i>. <i>Look on the desk / shelf / windowsill</i>.</li> <li>5. Read each clue out slowly, and then choose a group of learners to go and look in that location to see what bug pictures they find. Ask learners to collect any pictures and take them back to their desks. Repeat until all learners have had the opportunity to look for and collect pictures and all clues have been read.</li> </ol> <p><b>Feedback</b> Circulate the classroom as the learners play to check their understanding and pronunciation when saying clues. Support as necessary.</p> <p><b>Answers</b> Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If you have written the clues on the board in Stage 4 of the above Activity 1, leave them on the board to support these learners.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to support other less confident learners in listening to and understanding the clues.</li> </ol>

<b>Learner's Book</b> <b>page 114</b>	<p><b>Bug quiz: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the quiz on page 114 of the Learner's Book.</li> <li>2. Read the descriptions to the class or select confident readers to read each line of the quiz aloud.</li> <li>3. Discuss learners' understanding of each line of the descriptions. Create some simple actions to accompany each line.</li> <li>4. Ask learners to discuss the answers with a partner before raising their hand to tell the class.</li> </ol> <p><b>Feedback</b>  Praise learners for participating. Ask learners to raise their hand to volunteer their answers. Provide feedback to the class.</p> <p><b>Answers</b></p> <p>A an ant; B a butterfly; C a spider</p>
<b>Activity Book</b> <b>page 98</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners to look at the picture of the classroom in Activity 1 of the Activity Book page 98. Ask them to look carefully to see if they can spot the hidden bug pictures.</li> <li>2. Tell learners to complete the sentences to show where the bug pictures are hidden. They fill in the missing bug name according to where they have been put.</li> <li>3. Remind learners to use the <i>Word</i> box to help them if needed.</li> </ol> <p><b>Feedback</b>  Ask learners to raise their hand if they would like to volunteer an answer to the class.</p> <p><b>Answers</b></p> <p>1 spider; 2 butterfly; 3 cricket; 4 ant</p>
<b>Activity Book</b> <b>page 98</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to choose a bug from those they have been learning about through Unit 6 and finish the sentences to describe it.</li> <li>2. Remind learners to refer to the <i>Word</i> box if they need to. You could also ask learners to compose their sentences verbally with a partner before writing them.</li> </ol> <p><b>Feedback</b>  As learners work, circulate the classroom checking their written work. When learners have finished, ask for volunteers to read their descriptions to the class for other learners to raise their hands and guess which bug is being described.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Resources</b>	<p><b>Plenary</b></p>
<b>Activity Book</b> <b>page 98</b>	<ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation questions at the bottom of page 98.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.3) Listen to and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.4.3.1.1) Use grade-appropriate language structures e.g. prepositions of place.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a chant and to identify rhyming words and words containing the long e sound. <b>Speaking:</b> To say words that rhyme and words that contain the long e sound. <b>Reading:</b> To read a chant with words that rhyme and words that contain the long e sound. <b>Writing:</b> To spell words that rhyme and words that contain the long e sound.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and use words that rhyme and words that contain the long e sound</li> <li>• say words following a model.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vowel sounds, rhyming words</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>no, toe, me, knee, pest, chest, said, head, floor, door, flea, leaf, three, bee, feet, tree, eat, sleep</i> <b>Key expressions/structure:</b> Complete simple sentences containing words with long e sounds.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to pronounce the long e vowel sound. Support by modelling clearly showing your mouth formation and movement. Provide lots of practice, asking learners to copy and repeat you.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 115 Activity Book page 99 Audio Track 82		

## UNIT 6 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<p>1. Ask learners to tell you the English vowel letters. Elicit answers and write them on the board. If learners are unsure, write a selection of vowel and consonant letters on the board and ask them to help you think about which are the vowel letters. (a, e, i, o, u)</p>
Resources	Main Activity
<p><b>Learner's Book page 115</b></p>	<p><b>Rhyming words, long e: Activity 1</b></p> <p>1. Ask learners to look at the pairs of sentences on page 115 of the Learner's Book.</p> <p>2. Then tell them that each missing word rhymes with the word in red. Tell them to look at the picture to find the word.</p> <p>3. When they have finished matching the words, ask them to compare their findings with another learner.</p> <p>4. Draw learners' attention to the second pair of sentences. Read these aloud and ask learners which sound the words at the end of the sentences end in (/ee/). Explain to the learners that the sound /ee/ (long e) can be spelled in different ways. In the word 'me' it is spelled 'e' and in the word 'knee' it is spelled 'ee'. Tell learners that they will be learning about words that use different ways of spelling the long e sound. On the board write 'ee' and write 'ea'. Explain that these are two ways of spelling the long e sound. Under each grapheme write an example to demonstrate, for example, <i>feet</i> and <i>flea</i>. Explain that a flea is a small, jumping insect that makes dogs and cats itch.</p> <p><b>Feedback</b></p> <p>Ask learners to turn to a partner and discuss their answers. Then, as a whole class, say each word aloud and ask learners to call out the words that rhyme.</p> <p><b>Answers</b></p> <p>1 toe; 2 knee; 3 chest; 4 head</p>
<p><b>Learner's Book page 115</b></p> <p><b>Audio Track 82</b></p>	<p><b>Listen and chant: Activity 2</b></p> <p>1. Review parts of the body. You could play a round of 'Simon says' or simply give a few instructions such as <i>Touch your head; shake your arms</i>.</p> <p>2. Read the words of the chant to check learners' understanding before playing the audio.</p> <p>3. Then tell learners to listen to the chant and point to where the cricket is while you play the audio recording.</p> <p>4. Play the recording at least twice. Learners listen, mime and join in.</p> <p><b>Feedback</b></p> <p>Ask learners to point to the places and body parts stated in the audio (floor, door, toe, knee, chest, head) as they are mentioned in the chant. Observe learners and correct as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<p><b>Activity Book</b> page 99</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to look at the crossword puzzle. They will need to solve the clues and write in the eight words that contain the long <i>e</i> sound.</li> <li>2. Tell the learners that the pictures alongside the puzzle will give them clues. As they find each word they should write it next to the pictures.</li> <li>3. Show how the first word, <i>flea</i>, has already been completed as an example. Tell learners to start by writing the word <i>flea</i> next to the picture of the flea.</li> </ol> <p><b>Feedback</b> Select learners to come to the front of the class and write the words they have found on the board.</p> <p><b>Answers</b></p> <p>Across: 1 flea, 5 leaf, 6 three, 7 bee Down: 1 feet, 2 sleep, 3 eat, 4 tree</p>
<p><b>Activity Book</b> page 99</p>	<p><b>Activity Book: Challenge</b></p> <ol style="list-style-type: none"> <li>1. Challenge the learners to write their own rhyming poems. A <i>Word</i> box is provided for support as well as a poem template so less confident learners can simply complete the provided poem.</li> <li>2. Revise the words in the <i>Word</i> box.</li> <li>3. Then ask learners to read with you as you read the provided poem template. Pause after reading each line and show how you could add different words from the <i>Word</i> box then reread the whole poem.</li> <li>4. Learners write their own poem either following the template and filling the gaps using the <i>Word</i> box or by writing their own rhyming bug poem.</li> </ol> <p><b>Feedback</b> Circulate the classroom as learners work, offering support where needed. When learners have finished, ask them to read their poem to a partner.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Guide these learners through completing the poem template by reading each line, and then reading the <i>Word</i> box options and asking learners which word they think would fit the best.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners could use any other vocabulary they know that rhymes and is about bugs, for example, 1,2,3 I can see a mug, 1,2,3 There's a bug on my mug.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>Play a copying game.</p> <ol style="list-style-type: none"> <li>1. Start by clapping or tapping out the syllables as you say the following words: <i>caterpillar, butterfly, spider, beetle, ant, bee, worm, cricket, silkworm.</i></li> <li>2. Ask the learners to copy you. This helps train their ears to listen to rhythm and intonation in speech.</li> <li>3. Repeat the procedure, but this time make the pattern more complex.</li> <li>4. Again, ask learners to copy you.</li> <li>5. Then choose a learner to take the lead.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.2.1.1) Students build upon and continue applying previously learned skills. (G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns. (G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and identify the letters that represent the long e sound ( <i>ee/ea</i> ) and letters that represent both long and short e sounds ( <i>ea</i> ). <b>Speaking:</b> To pronounce and say words containing long and short e sound. <b>Reading:</b> To read words that contain long and short e sounds. <b>Writing:</b> To write and spell words that contain long and short e sounds.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>understand and spell words with long and short e sounds.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Vowel sounds</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Critical thinking and problem solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language</li> </ul>		
<b>Key vocabulary:</b> <i>knee, flea, me, bee, she, leaf, feet, eat, head, weather, bed, breakfast</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>The letters and sounds in this lesson can be easily confused because learners are looking at different sounds represented by the same letters. Be very clear and concise when explaining and modelling the letters and sounds in each word.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 116 Activity Book page 100 Audio Track 83 Green and red coloured pencils		

## UNIT 6 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<p>Play a guessing game: What's missing?</p> <ol style="list-style-type: none"> <li>1. Write the following words on the board: <i>caterpillar, butterfly, spider, beetle, ant, bee, worm, cricket, silkworm.</i></li> <li>2. Ask learners to spend a few seconds studying the words, and then ask learners to close their eyes or look away.</li> <li>3. Rub a word off the board then ask learners to remember which one is missing.</li> <li>4. Make the game more challenging by removing two words at a time.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book page 116</b></p>	<p><b>Long e spellings ee and ea: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the words in Activity 1 on page 116 of the Learner's Book. Ask learners to work in pairs. They read the words and decide what vowel sound they have.</li> <li>2. Model how to copy out the words and then underline the vowel sounds by writing the first couple on the board.</li> <li>3. They copy all of the words in their notebooks and underline the letters that stand for the long e sound.</li> </ol> <p><b>Feedback</b> Write the remainder of the words on the board and invite individual learners to come to the front and underline the letters that stand for the long e sound.</p> <p><b>Answers</b></p> <p>knee flea me bee she leaf feet eat</p> <ol style="list-style-type: none"> <li>4. Next, learners play a spelling quiz by taking it in turns to spell three words and guess which they are.</li> <li>5. Model how to play the spelling quiz by asking for a confident volunteer learner to come to the front of the classroom. Ask them: <i>How do you spell bee?</i> Learners replies: <i>b – e – e</i></li> </ol> <p><b>Feedback</b> Ask learners to raise their hand to share their answers with the class. Choose individual learners and ask them to spell a word from the words in Activity 1.</p> <p><b>Answers</b></p> <p>They all have the long e sound.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners can spell the words by reading the letters aloud.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should try to spell the words from memory.</li> </ol>
<p><b>Learner's Book page 116</b> <b>Audio Track 83</b></p>	<p><b>Same letters, different sound!: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 2 on page 116 of the Learner's Book.</li> <li>2. Focus on the words and ask learners to read them aloud. Compare these words with others with the same vowel sequence <i>ea</i>.</li> <li>3. Tell learners that they are going to listen to a poem and identify the words with the long e sound and those with the short e sound. Play the audio at least twice.</li> <li>4. Learners make a chart and classify the words.</li> </ol>

	<p><b>Feedback</b> When learners have finished, ask them to help you copy the chart on the board and fill it in. Invite learners to add other words that they know, for example: <i>bread, ice cream, peach, teacher, read, feather, heading, speak.</i></p> <p><b>Answers</b></p> <p>Long: bee, flea, tea Short: breakfast, head, went, bed</p> <p><b>Differentiation activities (Support):</b> 1. Write the poem in the board and underline the vowel letters to support these learners in focusing on the sounds.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to sort additional words into the chart: <i>bread, ice cream, peach, teacher, read, feather, heading, speak.</i></p>		
<b>Activity Book page 100</b>	<p><b>Activity Book: Activity 1</b></p> <p>1. Draw learners' attention to the butterfly on page 100 of the Activity Book. Read the instructions to the learners. Check that the learners have green and red colouring pencils ready.</p> <p>2. If necessary, read each word on the butterfly aloud to support learners in identifying the focus sounds.</p> <p><b>Feedback</b> Ask learners to add new words discovered in this activity to the chart that you drew on the board in the last activity.</p> <p><b>Answers</b></p> <p>Green = eat, clean, teacher, please, flea, leaf, leaves Red = bread, head, heavy, measure, ready, feather, breakfast</p>		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 100</b>	<p>1. Direct learners' attention to the self-evaluation question at the bottom of page 100.</p> <p>2. Ask them to think and answer.</p> <p>3. Emphasise the importance of giving an honest answer.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns.			
(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			
(G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to someone ask and answer questions about bugs.</p> <p><b>Speaking:</b> To use topic vocabulary and question forms when asking and answering questions.</p> <p><b>Reading:</b> To read and understand questions and information relating to bugs.</p> <p><b>Writing:</b> To write questions and answers relating to bugs.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use question forms: <i>How do ...?</i> <i>How does ...?</i></li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Non-fiction texts, insect facts</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Social and cross-cultural skills: introduce knowing when to speak and when to listen respectfully</li> </ul>		
<p><b>Key vocabulary:</b> <i>bees, helpful, honey, silkworms, beautiful, clothes, ears, special, crickets, butterflies</i></p> <p><b>Key expressions/structure:</b> present simple question forms: <i>how do ...? How does ...?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may confuse the using <i>do</i> and <i>does</i> for plural and singular. Write <i>How do</i> and <i>How does</i> clearly on the board as a reminder during the lesson.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 117</p> <p>Activity Book page 101</p>		

## UNIT 6 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to tell you what they know about bees. Elicit ideas and record them on the board. If learners do not know much about bees or are unsure of how to tell you in English, ask prompt questions, such as <i>Do they have wings? Do they have antennae?</i></li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 117</b>	<p><b>Ask and answer: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Arrange the learners to work in pairs. Ask them to follow the text as you read it.</li> <li>2. Read the information about bees. Help learners with new vocabulary (for example, <i>honey</i>) by drawing learners' attention to the picture of honey on page 117 of the Learner's Book.</li> <li>3. Read the question. Tell learners to answer it in pairs.</li> <li>4. Repeat the process by reading the information about silkworms, again, pausing to ask the question and giving learners time to discuss and answer.</li> <li>5. Ask learners to point to the questions on page 117 of the Learner's Book and ask them how they know these are questions. What clues are there? Draw their attention to the word 'how' and the question mark. Ask learners if they know any other question words (who, what, where, why, when). Tell learners that in the next lesson they will be learning more about asking questions.</li> </ol> <p><b>Feedback</b>            Ask learners to raise their hands to say their answers and provide whole class feedback.</p> <p><b>Answers</b></p> <p>How <b>do</b> silkworms help people?            How does a cricket <b>hear sounds</b>?            How does <b>a butterfly taste food</b>?</p>
<b>Activity Book</b> <b>page 101</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to the learners that they will select the correct word to make each sentence true.</li> <li>2. Read the example sentence aloud and draw learners' attention to the crossed out word to show the learners what to do.</li> <li>3. Read the remaining sentences aloud slowly and clearly giving learners time to think and decide on which word is correct. Then they cross out the incorrect word leaving the correct option.</li> </ol> <p><b>Feedback</b>            As learners work, circulate the classroom asking them to read you the sentences.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Spiders eat insects.</li> <li>2 Crickets haven't got ears.</li> <li>3 A butterfly hasn't got a mouth.</li> <li>4 A bee makes honey.</li> <li>5 Ants live in big homes.</li> </ol>

<b>Activity Book page 101</b>	<b>Activity Book: Activity 2</b> 1. Draw learners' attention to Activity 2 on page 101 of the Activity Book. Explain that they need to write about their favourite bug and then draw a picture of it. 2. Model the task by writing a few sentences about your favourite bug on the board and drawing a simple picture to accompany the text, for example, My favourite bug is a spider. A spider has eight legs. A spider lives in a web. <b>Feedback</b> Circulate the classroom as learners work, providing support as necessary.  <b>Answers</b> Learners' own answers.		
<b>Resources</b>	<b>Plenary</b> 1. Divide the class into pairs. 2. Model how to mime behaving like a bug and ask learners to guess which one you are. You could expand the definition of mime to include making sounds, for example, buzzing like a bee. 3. Bugs that could be mimed include: bees, ants, spider, butterfly, cricket, silkworm. 4. Learner A mimes an action that can be associated with a bug studied in Unit 6, for example by jumping while crouched down = a cricket. Learner B says: <i>She is a cricket.</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.2.1.1.1) Build upon the ability to talk, ask and answer questions about routines and habitual actions using the simple present tense and adverbs of frequency in positive and negative statements. (G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions. (G3.4.3.1.1) Use grade-appropriate language structures e.g. <i>wh</i> -questions.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and respond to questions that use a variety of question forms and topic vocabulary. <b>Speaking:</b> To unscramble words and say questions correctly. <b>Reading:</b> To read and answer questions. <b>Writing:</b> To write questions using topic vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use question forms: <i>What do ...? What does ...? How many ...? How do ...? How does ...?</i></li> <li>• ask and answer questions using topic vocabulary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Insects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>butterfly, bee, silkworms, crickets, spider, help, people, taste, hear, legs</i> <b>Key expressions/structure:</b> question forms: <i>What do ...? What does ...? How many ... ? How do ...? How does ...?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may become confused between the question words <i>how, where</i> and <i>what</i> as the words are very similar. When introducing the words write them on the board and give examples of when you might use each one.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 118 Activity Book page 102 Audio Track 84		



## UNIT 6 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Play a spelling game to review the vocabulary they have learned in the previous lessons: for example, <i>ant, bee, butterfly, cricket, spider, web, insect, antennae, legs, wings, head, eye, body</i>.</li><li>2. Team A starts to draw a picture of a word on the board for Team B to guess. If Team B guesses the word and spells it correctly, they get a point. Then they draw a picture for Team A.</li></ol>
Resources	Main Activity
<b>Learner's Book page 118</b>	<p><b>Asking questions: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to tell you what they know about questions: <i>What do they look like (question word and question mark)? Why do we ask them (to find out information)?</i> Write on the board: <i>what, when</i> and <i>where</i>. Give an example of a question using each word: <i>What day is it? When are you going home? Where do you like to go at the weekend?</i> Ask learners to suggest further questions and sort them under the headings <i>What, When</i> and <i>Where</i> on the board.</li><li>2. Draw learners' attention to the jumbled up questions at the top of page 118 of the Learner's Book.</li><li>3. Use the example to show the learners how to unjumble the words to make questions.</li><li>4. Ask learners where in the question the question mark comes (at the end). Tell learners that very often questions have the 'question words' such as <i>what, where, how</i> at the beginning of the question. Tell learners that these clues will help them to unjumble the questions in Activity 1.</li><li>5. Arrange learners to work in pairs and ask them to unscramble the questions.</li></ol> <p><b>Feedback</b></p> <p>Ask learners to write the questions on the board. Ask other learners to comment on whether or not they agree with the structure of the unjumbled questions.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>1 Does a bee help people?</li><li>2 What does a bee make?</li><li>3 How does a butterfly taste?</li><li>4 What do silkworms make?</li><li>5 How do crickets hear?</li><li>6 How many legs does a spider have?</li><li>7 Do silkworms help people?</li></ol>

<p><b>Learner's Book</b> page 118 <b>Audio Track 84</b></p>	<p><b>Listen and answer: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the grid at the bottom of page 118 in the Learner's Book.</li> <li>2. Explain to learners that you are going to play a listening game. Learners listen to a question on the audio. As soon as they know the answer to the question, they find it on the grid and perform the action. For example, if they hear the question <i>How many legs does a spider have?</i> they look for the box that says <i>It has 8 legs</i>, and then jump up and down in response.</li> <li>3. Warn learners that if they simply copy another learner's actions they could easily get the answer wrong so they need to be sure themselves before moving.</li> <li>4. Play the audio and pause after each question to give learners time to think about the answer and respond. Repeat the audio a few times as desired.</li> </ol> <p><b>Feedback</b> Observe learners' actions after each question and provide whole class feedback. You could also verbally repeat the question and the answer to model the correct match.</p> <p><b>Answers</b></p> <p>What do bees make? E Wave your hands How does a butterfly taste? F Hop on one foot What do silkworms make? B Twist around How do crickets hear? D Crouch down How many legs does a spider have? A Jump up and down Do silkworms help people? C Clap your hands</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should work in pairs.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners should work individually.</li> </ol>
<p><b>Activity Book</b> page 102</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture of the ants carrying missing words on cards on page 102 of the Activity Book. Then draw their attention to the questions about bugs that have missing sections. Explain to the learners that they will complete the questions by filling in the gaps.</li> <li>2. Ask learners to work with a partner to read all of the word cards carried by the ants and then read through all of the questions and answers below.</li> <li>3. Finally, ask learners to write in the missing words.</li> </ol> <p><b>Feedback</b> Select learners to read their completed questions and the answers to the rest of the class. If answers are incorrect, support the learners by demonstrating the correct answer but praising their efforts.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 What do crickets eat?</li> <li>2 How does a cricket sing?</li> <li>3 How many wings does a bee have?</li> <li>4 How many wings do flies have?</li> <li>5 What does a butterfly do at night?</li> <li>6 How do insects smell?</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Tell learners to close their books. Then, ask them the questions from Activity 1 in the Activity Book and challenge them to answer as quickly as possible.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. <i>wh</i> -questions.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner ask and answer present simple questions. <b>Speaking:</b> To ask and answer present simple questions. <b>Reading:</b> To read for information. <b>Writing:</b> To complete present simple sentences using topic vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions using topic vocabulary</li> <li>ask and answer questions using a variety of question forms in the present simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Previous vocabulary about insects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ants, spiders, silkworms, crickets, bees, butterflies, web, wings, legs, eyes</i> <b>Key expressions/structure:</b> question forms: <i>How? What? Do / does?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may become confused about open and closed questions. Remind them that questions beginning with <i>do</i> or <i>does</i> require a yes/no answer, whereas questions beginning with <i>what</i>, <i>how</i> or <i>where</i> can have open answers.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 119 Activity Book page 103 Small pieces of paper or card (enough for 4 per learner) A ball		

## UNIT 6 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners you are thinking of a word from a previous lesson. Choose from the following: <i>spider, cricket, bee, butterfly, ant, silkworm</i>. Act out the words and ask the learners to try to remember what they are.</li> <li>2. Brainstorm facts about each insect with the learners and make notes on the board.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 119</b>	<p><b>Prepare a game: All about bugs: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to prepare (and later play) a game. They work in pairs and agree which insects from the following each can choose from: <i>ants, spiders, bees, butterflies, silkworms, crickets</i>. So, for example, Learner A might choose ants, bees and crickets and Learner B might choose spiders, butterflies and silkworm.</li> <li>2. They can look back through the Learner's Book if they need to be reminded of any facts relating to their chosen bugs.</li> <li>3. Then they talk about ideas for four questions they could write starting with the prompts as shown within the activity. Talk about the types of questions and answers that can be asked using the prompt question words, for example, a question starting with <i>How many ... ?</i> will require an answer that relates to numbers/counting.</li> <li>4. Point out the <i>Language tip</i> box and read this aloud to remind learners about when to use <i>do</i> and when to use <i>does</i>.</li> <li>5. Once students have discussed possible ideas for their questions, they should go to page 103 in their Activity Book to plan the actual questions. Then, they copy these questions onto cards and then draw one or two stars on the back of the card to show the difficulty of the question.</li> </ol> <p><b>Feedback</b> Circulate and help learners as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Activity Book page 103</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that this page will help them to plan and write their four question cards about bugs.</li> <li>2. Read through the four <i>Word</i> boxes: question starters, bugs, bug body parts, bug actions. You could ask confident learners to read out each box to the class.</li> <li>3. Model on the board how to choose words from each box to build up a question. Write your question on the board and read it aloud to model checking your own work for cohesion. Also model checking for correct spelling and use of capital letters.</li> <li>4. Draw learners' attention to the area at the bottom of the page, where they can plan their questions and the answers. They can look back through the Learner's Book if they need to be reminded of any facts relating to their chosen bugs.</li> </ol> <p><b>Feedback</b> Select learners to show how to build different questions using the <i>Word</i> boxes. Do not ask learners to share their questions as they may feel this compromises the game.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

	<b>Differentiation activities (Support):</b> 1. Remind learners to look at the <i>Word</i> boxes for support. Write sentence starters or prompts on the board.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to write additional questions and order them according to difficulty.		
<b>Learner's Book page 119</b>	<b>Play 'All about bugs': Activity 2</b> 1. Tell learners that they are going to play the bug game they have prepared. 2. Organise the learners into two teams initially – once learners are familiar with how to play you could reorganise them into smaller groups and then split the groups into teams. 3. Read the rules of the game and check learners' understanding. 4. Learners play the game. Each team takes turns to choose an easy or hard question. They score 2 points for a hard question, 1 point for an easy question and 0 points for a wrong answer. <b>Feedback</b> Circulate, helping and providing 1:1 feedback as necessary.  <b>Answers</b> Learners' own answers.		
<b>Activity Book page 103</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation question at the bottom of page 103. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Resources</b>	<b>Plenary</b> 1. Learners throw a ball around a circle asking and answering the question, <i>What does a [insert insect] have/do?</i> 2. Then, at the end of the activity, challenge the whole group to remember what is the same and what is different between insects and spiders.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media.			
(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. <i>wh</i> -questions.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to and recognise words containing the long e sound.</p> <p><b>Speaking:</b> To ask questions using a variety of question forms.</p> <p><b>Reading:</b> To read words containing the long e sound, to read questions in order to complete them.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• review Lessons 7–11.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Unit 6 Lessons 7–13</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>knee, tea, she, bee, eat, me, flea, leaf, spider, crickets, bee, butterfly, silkworm, butterflies, antennae, mouth, hear, people</i></p> <p><b>Key expressions/structure:</b> question forms: <i>Does ... ? What does ... ? How do ... ? How does ... ? How many ... ? Do ... ?</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may struggle to distinguish between the words used in the matching game as they sound very similar. Address this by pausing the audio frequently, checking for learners' understanding and repeating the words yourself where necessary.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 120</p> <p>Activity Book page 104</p> <p>Audio Track 85</p> <p>Counters (one each) to play the board game</p>		

## UNIT 6 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Play a miming game. Devise miming actions for the words: <i>knee, she, tea, bee, eat, me, flea, leaf</i>. For example, <i>me</i> could be learners pointing at themselves.</li> <li>2. Once you have agreed upon and practised the actions, call out the words at random. Learners try to be the quickest to perform the correct action.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 120</b> <b>Audio Track 85</b>	<p><b>Match it game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to turn to page 120 in their Learner's Book. Explain to the learners that you are going to play a matching game.</li> <li>2. Ask the learners to choose one of the grids and copy it onto a piece of paper or into their notebooks.</li> <li>3. Explain that the Audio Track will say words from the grids. If learners hear a word that is on their card, they can cross it out. When all of the words on their card are crossed out they should shout <i>finished</i>. The winner of the game is the first person to call out <i>matched</i>, with all of the words crossed out correctly.</li> </ol> <p><b>Feedback</b>  Monitor learners as you read the words and they cross them out. Be aware of how the learners are doing as you may need to pause for longer or for less time between each word.</p> <p><b>Answers</b></p> <p>The Audio Track will say the words in the following order: she, bee, eat, flea, feet, knee, me, tea, leaf</p> <p>This means that if learners listened carefully and crossed off the words correctly the winning grid is A.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in pairs.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to put each word into a sentence.</li> </ol>



**Activity Book**  
page 104

**Activity Book: Activity 1**

1. Draw learners' attention to the word search at the top of page 104 in the Activity Book.
2. Ask learners to find all of the words from the box in the word search. When they find a word they circle it or cross it out.

**Feedback**

As learners work, circulate the classroom checking answers and providing support as necessary.

**Example answers**

f	z	b	t	a	h	s
o	t	e	a	b	m	h
j	c	e	k	n	e	e
s	f	g	l	q	a	i
d	l	e	a	f	t	x
m	e	k	y	c	b	n
p	a	r	u	a	w	e

**Learner's Book**  
page 120

**Question game: Activity 2**

1. Tell the learners that they will play a game using questions. Draw their attention to the game board at the bottom of page 120 in the Learner's Book. Model the activity by eliciting some questions using the question prompts and the words around the board.
2. Organise the learners into pairs to play the game. They need a counter each to place on the board.
3. Learners take it in turns to close their eyes and place their finger on the number square in their books. When they open their eyes, they look at the number they landed on, then move that many spaces around the board. If they land on a question square they must ask a question using those question words. Award 2 points for a question. Continue playing until all of the question squares have been landed on or tell learners to play for a set amount of time.

**Feedback**

Circulate the classroom while learners play the game. Observe as they create questions, and provide support and modelling as necessary.

**Answers**

Learners' own answers.

<b>Activity Book</b> <b>page 104</b>	<b>Activity Book: Activity 2</b> 1. Read the question prompts in the <i>Word</i> box to the learners. Then read the questions to the learners. 2. Explain that the learners need to work out which question starter matches each question. This is not as straightforward as it first appears because of the grammar of the questions. 3. Model to learners how to experiment by placing different question starters at the beginning of the questions and reading them through to listen to how they sound. <b>Feedback</b> Observe as learners experiment with different question starters. Support and correct pronunciation as necessary.  <b>Answers</b> 1 How many eyes does a spider have? 2 How do crickets hear? 3 How does a bee help people? 4 Does a butterfly have a mouth? 5 What does a silkworm do to help people? 6 Do butterflies have two antennae?		
<b>Resources</b>	<b>Plenary</b> Play a long <i>e</i> sound game. 1. Ask learners to listen carefully to the words that you call out. If they hear you say a word containing a long <i>e</i> sound they stand up. If they hear you say a word that does not contain a long <i>e</i> sound they sit back down, or stay seated if they are already sitting. 2. Words to call out (pausing briefly between each): <i>no, toe, me, knee, pest, chest, tree, eat, sleep, said, head, floor, door, flea, leaf, three, bee, feet.</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering questions. (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.3.8.2.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a fiction text. <b>Speaking:</b> To make predictions about a fiction text. <b>Reading:</b> To read a fiction text about an ant who becomes trapped under a leaf.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a fiction text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global awareness: Understand other nations, languages and cultures</li> </ul>		
<b>Key vocabulary:</b> <i>beetle, worm, blow, shiver, shivered, started, met, fell, played, blew</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• There may be words in the story that learners are less familiar with, for example, <i>autumn</i> or <i>together</i>. Use the context of the story to help them get the gist. You do not need to drill these words and you can reassure learners that they do not need to learn them from memory.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 121–122 Activity Book page 105 Audio Track 86 A map or globe (optional)		

## UNIT 6 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	1. Ask learners to think about the stories in English they have read so far and say which they like best and why. Do they have a favourite character?
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 121</b>	<p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to the learners that you will be learning about a story called <i>Little Ant</i>. Tell them that the story is from Mexico and ask them what they know about Mexico. If you have access to a map or globe, ask them to find Mexico. Ask: <i>Is Mexico a country or a continent? Is it far from your Emirate? Have you read anything about Mexico in a previous unit within this book?</i> Elicit learners' answers. (Mexico was seen in Unit 4).</li> <li>2. Ask learners to look at the pictures and describe what they see. Who do they think are the characters in the story? Ask them to give reasons. What do they think the story is going to be about? Elicit suggestions.</li> <li>3. Ask the learners to use the title and the pictures to predict what will happen. Encourage them to justify their answers.</li> <li>4. Tell learners they are going to listen to the story.</li> </ol> <p><b>Feedback</b> If learners struggle to make predictions about the story make suggestions that they can respond to.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book page 121</b> <b>Audio Track 86</b>	<p><b>Read and listen: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Play the audio of <i>Little Ant</i> part 1. Learners listen and follow the text in their books.</li> <li>2. Check learners' understanding by asking questions, for example, <i>Who is the story about? What happened?</i></li> </ol> <p><b>Feedback</b> Ask learners to recap on the content of the passage, for example, ask: <i>Who did Little ant meet? What did they do? What fell on Little Ant?</i></p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book page 122</b>	<p><b>Say the correct word(s): Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with a partner. Draw their attention to the sentences at the bottom of page 122 in the Learner's Book.</li> <li>2. Ask learners to take turns reading the statements. Then they discuss which of the two optional words fits the sentence.</li> <li>3. Remind learners to check back in the text if they are unsure.</li> </ol> <p><b>Feedback</b> Select learners to feedback to the class on their discussion and answers.</p> <p><b>Answers</b></p> <p>1 didn't help; 2 cold; 3 busy; 4 stuck</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide additional guidance on how to look for key words from the statements in the text, for example, if the statement is about Mouse, show learners how to look for the word mouse in the story and read those sentences to answer their question.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write two more sentences like the ones in the activity for their partner to answer.</li> </ol>
<p><b>Activity Book page 105</b></p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 at the top of page 105 in the Activity Book.</li> <li>2. Read the sentence halves then ask learners to draw lines to match together the sentence halves. Teach the meaning of the words and check learners' understanding using gestures and actions.</li> </ol> <p><b>Feedback</b></p> <p>Circulate the class checking learners' work for accuracy and correcting where necessary. Check the answers by asking individual learners to read their sentences aloud.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Little Ant and her mother lived under the ground.</li> <li>2 Little Ant went outside.</li> <li>3 Little Ant played with a beetle and a worm.</li> <li>4 The weather was cold.</li> <li>5 Little Ant wanted to go home.</li> </ol>
<p><b>Activity Book page 105</b></p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners whom Little Ant asked for help from first in the story. Elicit answers and establish that it was the mouse.</li> <li>2. Then ask learners whom Little Ant asked for help from next. When learners tell you that it was the cat, use the language 'second' to respond, for example 'Yes, Little Ant asked the cat second. The mouse was first and the cat was second.'</li> <li>3. Repeat by asking whom Little Ant asked for help from third (the dog).</li> <li>4. Next draw learners' attention to Activity 2 on page 105 of the Activity Book.</li> <li>5. Explain that some of the events from the story are muddled up and the learners need to use the numbers 1, 2, 3 and 4 to show which event happened first, second, third and fourth.</li> <li>6. Read each extract from the text to the learners.</li> <li>7. Then learners can complete the activity by writing the numbers in the boxes.</li> </ol> <p><b>Feedback</b></p> <p>Read each extract again to the learners, pausing after each for learners to call out the number they have assigned to it. Correct any inaccuracies by discussing the order of events in the story, referring back to the text in the book.</p> <p><b>Answers</b></p> <p>2, 4, 1, 3</p>

	<b>Differentiation activities (Support):</b> 1. Tell these learners to have their Learner’s Books open at pages 121–122 to check the order of events in the story.		
	<b>Differentiation activities (Stretch):</b> 1. Challenge these learners to do the activity without looking back in their Learner’s Book. They should only look in their Learner’s Book to check the answers.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play a bug and animal naming game as a class. Ask all the learners to stand up in their places. 2. Start with learners that usually require additional support. Each learner must name a bug or an animal. Give a point for each different bug or animal said and tally the points on the board. Learners can repeat bugs or animals, but they do not score a point. When a learner has said a bug or animal, they sit down. Count the total number of points earned by the class.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.2.1.1.5) Compare between two things using common regular and irregular adjectives. (G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion.			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to a partner when discussing a fiction text and past tense verbs.</p> <p><b>Speaking:</b> To say sentences containing past tense verbs aloud.</p> <p><b>Reading:</b> To scan read texts to locate information and to read past and present tense verbs.</p> <p><b>Writing:</b> To write past tense verbs and spell them correctly.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use regular and irregular verbs in the past simple</li> <li>• think about what happens after the story.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Unit 6 Lesson 13</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>lift, lifted, chase, chased, scare, scared, run, ran, bite, bit</i></p> <p><b>Key expressions/structure:</b> affirmative sentences in the present simple and past simple tense</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some verbs are similar in their past and present forms, for example, bite and bit. Emphasise the differences and help learners to recognise these.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 123</p> <p>Activity Book page 106</p> <p>Audio Track 87</p>		

## UNIT 6 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall information from the previous lesson by asking the following questions: <i>Why did Little Ant need help? Who did Little Ant ask for help? In what order were the characters asked? What reason did they all give for not helping her?</i> This activity could be done as a quick class quiz with learners in teams. Ask them to quickly discuss the questions as a team, then raise their hands when they know the answer. Award points for correct answers.</li> </ol> <p><b>Answers</b></p> <p>Little Ant needed help because she was stuck beneath a leaf.          Little Ant asked a mouse, a cat and a dog for help.          The characters were asked in the order: 1st mouse, 2nd cat, 3rd dog.          They all said they were too busy to help.</p>
<p><b>Resources</b></p> <p><b>Learner's Book page 123</b>  <b>Audio Track 87</b></p>	<p><b>Main Activity</b></p> <p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the text on page 123 of the Learner's Book. Tell learners that they will be reading and learning about what happens next in the Little Ant story.</li> <li>2. Ask the learners to recall any predictions they made about the end of the story in the previous lesson.</li> <li>3. Ask learners to recall what had happened in the first part of the Little Ant story.</li> <li>4. Play the audio at least twice. Learners listen and follow in their books.</li> <li>5. Ask learners if there were any words or sentences that they did not understand so you can explain them.</li> </ol> <p><b>Feedback</b></p> <p>Check learners' understanding by directly asking if there were any parts they would like further support with. Ask the learners to recall what happened in the end of the story. Repeat and correct answers where necessary.</p> <p><b>Answers</b></p> <p>At the end of the story Little Ant's cousin, Flea, helped by biting the dog. The dog scared the cat. The cat chased the mouse. The mouse lifted the leaf.</p>
<p><b>Learner's Book page 123</b></p>	<p><b>Verbs in the story: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the verbs shown in Activity 2 on page 123 of the Learner's Book.</li> <li>2. Read the words and talk about their meanings.</li> <li>3. Ask learners to work with a partner to act out some of the words. Ask for volunteers to show their actions to the class.</li> <li>4. Then ask learners to find the past simple form of the verbs in the story. As a hint, tell learners that the past simple forms look similar to the words.</li> </ol> <p><b>Feedback</b></p> <p>Write the words on the board and select learners to come to the board and write the past simple form. Ask learners to point in their books at the past simple form within the text.</p> <p><b>Answers</b></p> <p>bite - bit; scare - scared; chase - chased; lift - lifted; run - ran</p>



<b>Activity Book page 106</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to Activity 1 in the Activity Book. This activity acts as a recap for the beginning of the story, and prepares learners for Lesson 15. 2. Read the questions aloud to the learners and ask them to think about their answers. 3. Tell learners to say their answer to the person next to them to help them think about how they will write it. Then learners can write the answers to the questions in the spaces provided. <b>Feedback</b> Read out each question and ask for volunteers to raise their hand and say the answers. <b>Answers</b> 1 A leaf fell on Little Ant. 2 No, the mouse, the cat and the dog did not help Little Ant.		
<b>Activity Book page 106</b>	<b>Activity Book: Activity 2</b> 1. Draw learners' attention to Activity 2 on page 106 of the Activity Book. 2. Explain that these sentences are about the ending of the story and how the problem was solved by Flea. 3. Point out the verbs in brackets at the end of each sentence and explain that the learners need to change this word into its past simple form and insert it in the gap to complete the sentences. Remind them to read the sentences several times before and after inserting the missing word to check their answers. <b>Feedback</b> Select learners to share their answers with the class. Do other learners agree? <b>Answers</b> 1 bit; 2 scared; 3 chased; 4 lifted up; 5 ran		
<b>Resources</b>	<b>Plenary</b> 1. Split the class into two teams. 2. Invite each team to take turns to call out any past tense verb to you. Each time they say a different word either write the word on the board or make a tally score. 3. The team with the most past tense verbs after the two minutes has finished wins. Verbs could include: bit, scared, chased, lifted, ran.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homophones. (G3.3.8.2.3) Distinguish shades of meaning among closely related words. (G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to classmates talk about the story problem and solution, and act out the story. <b>Speaking:</b> To talk about the story problem and solution, and act out the story. <b>Reading:</b> To scan read the fiction text and carefully reread own writing to check for sense. <b>Writing:</b> To write a story plan of their own story.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a story plan</li> <li>• create their own story plan</li> <li>• discuss and act out a story.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Features of fiction stories</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>problem, solution, leaf, mouse, Ant, cat, dog, flea, puppets, character, help</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The words 'problem' and 'solution' may confuse learners as they may not be familiar with these terms. Reassure learners that they do not need to learn these words and show their meaning through using gestures and actions.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 124 Activity Book page 107 Paper or card, scissors, glue or tape, pens		

## UNIT 6 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Ask learners to tell you what they know about story plans or the order of stories. (For example, they have a beginning, a middle and an end or they have a problem and a solution.). Demonstrate using a familiar story that follows this pattern as an example.</li><li>2. Elicit and discuss answers as a class.</li></ol>
Resources	Main Activity
<b>Learner's Book page 124</b>	<p><b>Story plan: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Focus on the explanation of what a story plan is. Ask the learners to recall what the problem is in the Little Ant story. Elicit the answers from the class.</li><li>2. Establish the chronology of the events in the story. Tell learners that stories are usually told in the order in which they happen. They may number the events in the story and then answer.</li><li>3. Encourage them to recall the solution to the problem. Discuss as a class.</li></ol> <p><b>Feedback</b></p> <p>Select learners to summarise what they learned about story plans and story structures.</p> <p><b>Answers</b></p> <p>Problem: A leaf falls on Little Ant.</p> <p>What happens:</p> <ol style="list-style-type: none"><li>1 She says to the leaf, 'Please get off me.'</li><li>2 She says to the mouse, 'Please lift up the leaf.'</li><li>3 She says to the cat, 'Please chase the mouse.'</li><li>4 She says to the dog, 'Please scare the cat.'</li><li>5 A flea hears Little Ant.</li></ol> <p>Solution:</p> <ol style="list-style-type: none"><li>1 The flea bites the dog.</li><li>2 The dog scares the cat.</li><li>3 The cat chases the mouse.</li><li>4 The mouse lifts up the leaf.</li></ol>

<p><b>Learner's Book</b> page 124</p>	<p><b>Say it: Activity 2</b></p> <ol style="list-style-type: none"> <li>To consolidate the learners' understanding of story plans ask learners to complete the sentences to say the story map.</li> <li>Read the first sentence starter aloud to the class: At the beginning of the story ... and ask for volunteers to put their hand up and tell everyone what happened at the start. Elicit ideas and establish that at the beginning of the story Little Ant was trapped under a leaf.</li> <li>Read the second sentence starter aloud to the class: In the middle of the story ... , and ask for volunteer learners to put their hand up and tell everyone what happened in the middle. Elicit ideas and establish that in the middle of the story Little Ant asked the animals for help but no one would help him.</li> <li>Read the third sentence starter aloud to the class: At the end of the story ... , and ask for volunteer learners to put their hand up and tell everyone what happened at the end of the story. Elicit ideas and establish that at the end of the story Little Ant was helped by Flea.</li> </ol> <p><b>Feedback</b> Reiterate the story by dividing the class into three sections and ask each section to summarise the different parts of the story: the beginning, middle and ending. Help learners by giving prompts to help them remember the key events.</p> <p><b>Answers</b></p> <p>Story summary: Beginning: Little Ant went out to play. She was cold and wanted to go home, but she got stuck under a leaf. Middle: She asked Mouse, Cat and Dog for help. She wanted them to lift the leaf, but they didn't help her. Then the flea heard her call for help. He wanted to help, so he bit the dog. The dog scared the cat; the cat chased the mouse. Ending: The mouse ran and lifted the leaf. Little Ant ran home.</p>
<p><b>Activity Book</b> page 107</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to plan their own story about an animal that gets stuck.</li> <li>Tell learners to think about the Little Ant story to help them.</li> <li>Read through the sections of the story plan and ask learners to suggest what they might write in each box. Write some ideas on the board to help less confident learners.</li> <li>Learners draw pictures and write words or sentences to plan their own story.</li> </ol> <p><b>Feedback</b> As learners write, circulate the classroom, checking for learners' understanding and writing.</p> <p><b>Example answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to work in pairs. Brainstorm some story ideas with them and write these on the board for learners to copy into their story plans.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners should work individually. When they have finished, they swap books with another learner, read each other's story plans and then give feedback.</li> </ol>

<b>Activity Book page 107</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation question at the bottom of page 107. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Resources</b>	<b>Plenary</b> 1. Arrange learners in a circle. 2. Learners count as they carefully throw the ball to the next person to say the next number. 3. Learners count from 1 to 20. Then, as a challenge, try counting backwards from 20 to 1.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media. (G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.4.2.1.2) Produce simple short narratives, descriptions and experiences, using past and present tense as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to dialogues in which the speakers accept or decline a request for help. <b>Speaking:</b> To talk about ways to be helpful and how to ask for help. <b>Reading:</b> To read short dialogues that use phrases and expressions to accept or decline requests for help. <b>Writing:</b> To write a short dialogue that includes a request for help.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen and respond to requests for help, and respond by accepting or declining.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Asking and answering questions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>help, put, can can't, please, thank you, yes, no, sorry</i> <b>Key expressions/structure:</b> Asking for help: Please can you help me ...? Accepting and declining: No, I'm sorry I can't ... Yes, I can't.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may struggle to listen and keep up with the information in the audio recording. Make sure you talk learners through the pictures on Learner's Book page 125; pause the audio recording frequently or play several times, asking questions to check for understanding before moving on.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 125 Activity Book page 108 Audio Track 88		

## UNIT 6 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a syllable clapping game. Improving learners' ability to hear syllables will help them when they read words. Ask learners to remind you of what a 'syllable' is. Discuss syllables in words as 'beats' or the emphasis placed when speaking.</li> <li>2. Write some of the Unit 6 key vocabulary on the board: lift, lifted, chase, chased, scare, scared, run, ran, bite, bit. Teach / check learners' understanding of the meaning of the words. Say the first word 'lift' and clap the syllables as you say it.</li> <li>3. Ask learners to listen as you say each of the words and count how many syllables there are whilst clapping with you.</li> <li>4. Say and clap the words while learners count the syllables.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book</b> page 125</p>	<p><b>Helping: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Remind the learners that the Little Ant story was about the ant asking the animals for help and the animals saying that they couldn't help. Remind them that one creature – the flea – did respond to Little Ant's requests for help. Explain that this lesson is about asking for help and accepting or declining a request for help.</li> <li>2. Ask: When do you need help? Who do you ask? How do you ask for help? Elicit ideas and discuss as a class.</li> </ol> <p><b>Feedback</b> As learners contribute their ideas to the discussion, make notes on the board.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Learner's Book</b> page 125</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the three short dialogues on page 125 of the Learner's Book.</li> <li>2. Explain to the learners that they will listen to the dialogues on the audio. First focus learners on the three pictures and ask them to describe them, picking up on key words in each picture (for example, football, shopping, school book). This will help learners when they listen and match the dialogues to the pictures in the next stage.</li> <li>3. Reassure the learners that you will play the audio more than once. Tell them that they should match the dialogues to the pictures.</li> <li>4. Play the audio for each dialogue at least twice.</li> <li>5. Ask the learners to point to the corresponding picture. Also ask the learners to identify if the request for help was accepted or declined.</li> </ol> <p><b>Feedback</b> Pause the audio after each dialogue and ask learners to show you their answers by pointing at the pictures in their book and raising their hand to say if the request was accepted or declined.</p> <p><b>Answers</b></p> <p>Dialogue 1 – Picture 2 (accepted); Dialogue 2 – Picture 3 (declined); Dialogue 3 – Picture 1 (accepted)</p>

<p><b>Learner's Book</b> page 125</p>	<p><b>Can you help?: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the dialogue in the speech bubbles and follow as you read them aloud.</li> <li>2. Explain to the learners that they should put the dialogue in the correct order and practise reading it with a partner.</li> <li>3. Arrange learners to work in pairs.</li> </ol> <p><b>Feedback</b> Circulate as learners work, observing their dialogues and supporting as necessary.</p> <p><b>Answers</b></p> <p>Please can you play football with me? Sorry, Tariq. I haven't got time right now. I'm busy. That's ok. Maybe tomorrow? Yes, see you tomorrow.</p>
<p><b>Activity Book</b> page 108</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the dialogues with gaps in on page 108 of the Activity Book.</li> <li>2. Explain to learners that they should choose the correct words to fill the gaps in the dialogues.</li> <li>3. Read the dialogues aloud several times, pausing to give learners time to think and decide on the correct word. They then write the words in the gaps.</li> </ol> <p><b>Feedback</b> Reread each sentence in the dialogue and ask learners to call out the missing word in unison.</p> <p><b>Answers</b></p> <p><b>Reem:</b> Moura, please can you <b>help</b> me bake some cookies? <b>Moura:</b> Yes, I <b>can</b> but I must finish my homework first. <b>Reem:</b> Ok, <b>thank you</b>. I'll get the things we need ready. <b>Teacher:</b> Let's tidy the classroom! Ali, please can you <b>put</b> the pens in the box? <b>Ali:</b> Yes, of course. Hammad, <b>can</b> you help me? <b>Hammad:</b> Yes, sure. <b>Ali:</b> <b>Please</b> can you get the box? I'll start picking up the pens.</p>
<p><b>Activity Book</b> page 108</p>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to write their own dialogue that includes a request for help and someone that accepts or declines the request.</li> <li>2. Tell them to use the Word box to help them.</li> <li>3. Learners write their own dialogues.</li> </ol> <p><b>Feedback</b> As learners write, circulate the classroom, checking learners' understanding of the task and writing.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities:</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to work in pairs. Brainstorm some dialogue ideas with them (remind them of ideas generated earlier in the lesson in Learner Book Activity 1) and write these on the board for learners to copy into their dialogue plans.</li> </ol> <p><b>Differentiation activities:</b></p> <ol style="list-style-type: none"> <li>1. Learners should work individually. When they have finished, they swap books with another learner, read each other's dialogues and then give feedback.</li> </ol>



<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Arrange learners in a circle.</li> <li>2. Each learner in turn asks the next learner: Can you help me ... ? For example, Can you help me count to ten? Can you help me read a story?</li> <li>3. The learner being asked responds either to accept, for example, Yes I can help you, or to decline, for example, No, sorry I can't help you, I'm busy.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.1.1.1.6.3/4) Listen and respond to short conversations where speakers use phrases and expressions to accept and decline.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To say past and present tense verbs. <b>Reading:</b> To read and unscramble topic word anagrams and read past and present tense verbs. <b>Writing:</b> To write topic words.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>review lessons 13 – 16.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lessons 13–16</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ant, mouse, cat, dog, beetle, worm, flea, blow, blew, chase, chased, scare, scared, lift up, lifted up, shiver, shivered</i> <b>Key expressions/structure:</b> <i>I learned about ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to remember topic vocabulary because they are drawing on words of different types, for example, bug and animal names and verbs in the past and present tense. Support learners by writing vocabulary on the board for them to refer to.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 126 Activity Book page 109 Small pieces of paper or card (6 per learner)		

## UNIT 6 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Remind learners that they have been learning about story features and structures as well as verbs in the present and past tense.</li> <li>2. Ask learners to clarify how a fiction story is different from a factual text. Elicit suggestions and establish that facts are considered to be true and fiction stories are made up.</li> <li>3. Play a game of true or false. Ask each learner to think about a fact they can say about themselves. They can say a true fact or they can make something up that is not true, for example: <i>I travelled to Antarctica; I have two sisters</i>. Other learners try to guess if the fact is true or false. Learners try to keep a straight face to convince the others that their fact is true.</li> </ol>
Resources	Main Activity
Learner's Book page 126	<p><b>Who says it?: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the characters' speech in Activity 1 on page 126 of the Learner's Book.</li> <li>2. Explain the activity instruction to the learners.</li> <li>3. Read the characters' speech to the learners and ask them to think about which character said which sentence.</li> <li>4. Ask learners to turn to the person sitting next to them and match the characters with the speech.</li> </ol> <p><b>Feedback</b> Call out each piece of character speech. Ask learners to call out the character that said it in unison.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>1e; 2c; 3d; 4a; 5b</p>
Learner's Book page 126	<p><b>Verb matching: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs.</li> <li>2. Draw their attention to the game instructions in Activity 2 on page 126 of the Learner's Book.</li> <li>3. Instruct learners to make the verb cards by asking one person from each pair to write the past tense verbs on their cards (one word per card). The other learner writes the present tense version of the verbs on their cards (one word per card).</li> <li>4. Ask a pair of learners to come to the front of the class to model the games. Matching games they could play include versions of '<i>snap</i>' where learners take turns to place a card on the table face up, if two cards match they call '<i>snap</i>' and collect those cards. Another possible game '<i>match it</i>': learners place all of the cards face down on the table and then they take turns to turn two cards over – if they match they keep them, if they don't they turn them face down again.</li> <li>5. Talk through the game instructions using the volunteer learners to follow them slowly to show the class how to play the games.</li> <li>6. Set learners to work, playing the card games.</li> </ol> <p><b>Feedback</b> Circulate as learners play the games, checking learners' understanding and offering support as necessary.</p> <p style="background-color: #d3d3d3; text-align: center;"><b>Answers</b></p> <p>blow / blew, bite / bit, chase / chased, scare / scared, lift up / lifted up, shiver / shivered</p>

	<b>Differentiation activities (Support):</b> 1. Ask learners to follow only one of the games (snap or match it), therefore having longer to play it.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to extend the second game (match it) by each learner putting their word into a sentence and saying it to the person who holds the matching card.		
<b>Activity Book page 109</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to the anagrams on page 109 of the Activity Book. Read the activity instructions to the learners. 2. Challenge the learners to unscramble the anagrams. You could make this a race to see which learners can unscramble them in the quickest time. <b>Feedback</b> Select learners to write the answers on the board. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> 1 mouse; 2 cat; 3 dog; 4 Little Ant; 5 Ant's mother; 6 beetle; 7 worm; 8 flea		
<b>Activity Book page 109</b>	<b>Activity Book: Activity 2</b> 1. Ask learners to draw lines to match up the verbs to their past simple form. 2. Learners should be able to do this activity independently and unaided as a way to assess their learning from the unit. <b>Feedback</b> Invite learners to write the answers on the board. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> bite – bit, lift up – lifted up, shiver – shivered, scare – scared, blow – blew, chase – chased		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 109</b>	1. Direct learners' attention to the self-evaluation question at the bottom of page 109. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says. (G3.4.3.1.1) Use grade-appropriate language structures, e.g., verbs (simple present tense, present continuous tense for now and for near future, <i>going to</i> ... , simple past, regular and irregular).			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to a partner discussing similarities and differences between a bug and a boy.</p> <p><b>Speaking:</b> To explain differences between a bug and a boy.</p> <p><b>Reading:</b> To read information written in the first person.</p> <p><b>Writing:</b> To write in the first person using topic vocabulary and comparing a bug and a boy.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• compare the similarities and differences between a bug and a boy</li> <li>• use and understand question words such as <i>where, what, which</i>.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Question words</li> <li>• Present tense verbs</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>imagine, day, life, bug, boy, meet, live, spider, tree, legs, eyes, dinner, flies, school, football, pizza</i></p> <p><b>Key expressions/structure:</b> question words; speaking about yourself: <i>I like ... , I catch ... , I have ... , I go ...</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may have problems pronouncing vocabulary containing difficult sounds for Arabic learners, for example, vowel sounds. In this lesson, draw learners' attention to the long and short vowel sounds present in the key vocabulary, eg. the long sounds in 'day', 'life', 'boy', 'meet', 'tree', 'eyes', 'flies' and 'school'; contrasting with the short vowel sounds present in 'bug', 'live', 'legs' and 'dinner'. Identify errors sensitively and encouragingly, remodel and ask the learner to repeat the correct pronunciation.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 127</p> <p>Activity Book page 110</p>		

## UNIT 6 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to describe a typical day in their life. Elicit ideas and write some on the board. Talk through a typical day in your life too as a model.</li> <li>2. Explain to learners that this will help them with the main part of the lesson.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> page 127	<p><b>A day in the life of ... : Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the picture of the spider and the boy at the top of page 127 in the Learner's Book.</li> <li>2. Ask the learners to imagine a bug could talk. Read them the speech bubble of the spider.</li> <li>3. Then ask them to think about how the bug is different to a boy. Read the speech bubble of the boy.</li> <li>4. Elicit any initial suggestions the learners have about how the bug and the boy are different. Write their ideas on the board.</li> <li>5. Provide further guidance on what they should compare by asking how the bug and the boy look different. You may want to be even more specific and ask how many arms / legs / eyes / ears they each have. Then you could ask how they behave differently and how they eat differently.</li> </ol> <p><b>Feedback</b> Ask learners to raise their hand to contribute an answer.</p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers.</p>
<b>Learner's Book</b> page 127	<p><b>Create a cartoon story: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that to help them review their learning and progress through Unit 6 they will create a cartoon story.</li> <li>2. Remind the learners of the work they did in the last lesson comparing the life and features of a bug with a boy.</li> <li>3. Draw learners' attention to the instructions and example on page 127 of the Learner's Book.</li> <li>4. Ask learners to choose a bug. In their notebooks they should draw the boy. Then they should write what the boy says before drawing a speech bubble around it (to make sure they have enough space for writing).</li> <li>5. Then they should draw the bug and write what the bug says, followed by drawing the speech bubble carefully around the writing.</li> </ol> <p><b>Feedback</b> Select learners to show their work and read their writing to the whole class.</p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a selection of key words to support each picture, for example: <i>eyes, legs, web, wings, silk, jump, eat, catch, help</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a minimum of four sentences.</li> </ol>

<b>Activity Book page 110</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to the table in Activity 1 on page 110 of the Activity Book. Explain that this table will help the learners to make comparisons between a bug and a boy. 2. Ask learners to choose any of the bugs they have looked at in this unit. They then complete the table by looking at each question and writing their answers into the boxes for both the bug and a boy. 3. Tell learners that the answers can be in note form – numbers and words, they do not need to be full sentences. <b>Feedback</b> Learners show their answers to a partner. Discuss the answers as a class. <b>Answers</b> Learners' own answers.		
<b>Resources</b>	<b>Plenary</b> 1. Play a game to practise comparing bugs and boys. Ask the learners to think about what bugs and boys are like. 2. Call out various statements to learners as follows: has eight legs, has six legs, has two legs, eats flies, eats pizza, lives in a house, lives in a web. 3. Learners stand up if the statement applies to bugs and stay seated if they apply to boys. If they aren't sure or think they apply to both they could stand half way up.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.2.1.1.6) Maintain exchange of information through using a variety of question forms in the present, past and future. (G3.4.3.1.1) Use grade-appropriate language structures for example, <i>I could, I couldn't</i> .			

<b>LESSON PLAN</b>		<b>LESSON: 19</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific information. <b>Speaking:</b> To produce vocabulary from the unit. <b>Reading:</b> To read and answer questions and reflection statements. <b>Writing:</b> To write in the first person using topic vocabulary and comparing a bug and a boy.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>reflect on their learning from Unit 6.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>All Unit 6 content: insects and insect features, past tense verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> all Unit 6 content <b>Key expressions/structure:</b> all Unit 6 content		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to remember and write the words for the vocabulary they have learned in this unit, so ensure they are well supported by displaying vocabulary on word cards or written on the board, for example: <i>cricket, silkworm, spider, ant, bee, beetle, worm, butterfly, caterpillar, wings, legs, antennae.</i></li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 128 A ball (optional)		



## UNIT 6 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Arrange learners in a big circle.</li> <li>2. Ask learners to throw a ball around to each other and say something they've learned in Unit 6 every time they catch it.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 128</b>	<p><b>Rhyming words: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the grid of words on page 128 of the Learner's Book. Explain to the learners that this activity will help them review vocabulary and rhyming words that they have looked at earlier in Unit 6.</li> <li>2. Ask learners to read through all of the words in the grid and raise their hand to tell you if there are any words that they do not understand how to pronounce them or what they mean. If learners do raise their hand, support them by explaining meaning and saying the word to provide pronunciation.</li> <li>3. Ask learners to note down in their notebooks the words from the grid that rhyme with each other. Then count them up and write how many words rhymed. They should also note down what the sound is that they have in common.</li> </ol> <p><b>Feedback</b> Invite learners to write the rhyming words on the board.</p> <p><b>Answers</b></p> <p>Rhyming words: knee, flea, tree, be, she, tea (6 words) Sound in common: long e sound</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. These learners could work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners should work alone.</li> </ol>
<b>Learner's Book page 128</b>	<p><b>Talk about it: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that to help them review their learning and progress they will test one another by asking and answering some questions about bugs.</li> <li>2. Draw learners' attention to Activity 2 on page 128 of the Learner's Book. Ask learners to name each bug in the pictures by raising their hand to tell you what they see.</li> <li>3. Read the speech bubble prompts to show learners how to ask and answer questions.</li> <li>4. Arrange the learners into pairs. Remind them that if they need additional support with asking and answering questions, they can refer to earlier pages in their Learner's Book.</li> </ol> <p><b>Feedback</b> Ask for volunteer learners to come to the front of the class and demonstrate how to ask and answer a question about bugs.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Learner's Book page 128</b>	<b>Look what I can do: Activity 2</b> 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 2. Read the statements and tell the learners to put their hand up if they feel they can do it. You may like to ask a few learners to give examples.		
<b>Resources</b>	<b>Plenary</b> 1. Play a bug or boy game. Tell learners that one side of the classroom represents the answer 'bug' and the other side represents 'boy'. 2. Call out words associated with either bugs or boys and tell learners to go and stand on the side of the classroom that represents their answer. 3. Words you could call out include: <i>antennae, football, six legs, two legs, wings, eats bugs, eats vegetables</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.1) Understand main and key details in short descriptions of people and places, presented orally or through other media. (G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 3	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner talking about their project ideas. <b>Speaking:</b> To discuss ideas for a project. <b>Reading:</b> To read topic words. <b>Writing:</b> To write bug riddles and/or a poem about a butterfly.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use language related to bugs</li> <li>• complete a project based task independently and confidently.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 6 Lessons 1–19</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently</li> </ul>		
<b>Key vocabulary:</b> all vocabulary from Unit 6 <b>Key expressions/structure:</b> all structures from Unit 6		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to remember and write the words for the vocabulary they have learned in this unit, so ensure they are well supported by displaying vocabulary on word cards or written on the board, for example: <i>cricket, silkworm, spider, ant, bee, beetle, worm, butterfly, caterpillar, wings, legs, antennae.</i></li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 129 Audio Track 82 Strips of card or paper		

## UNIT 6 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
Learner's Book page 115 Audio Track 82	<ol style="list-style-type: none"> <li>1. Remind learners of the cricket song on page 115 of the Learner's Book. Read it through with them and play the audio, if necessary.</li> <li>2. Ask learners to make two rows, facing each other.</li> <li>3. Tell them that one row will chant the first verse and the other row will chant the next verse. Learners chant the verses to each other.</li> </ol>
Resources	Main Activity
Learner's Book page 129	<p>You should choose one of the project options below.</p> <p><b>Option 1</b> <b>Project A: Write bug riddles</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that for their project they are going to make some riddles about bugs.</li> <li>2. Explain that they will write some riddles on pieces of paper. Then they will draw pictures to answer the riddles on separate pieces of paper or card. In the next lesson they will play a game with classmates where their classmates will solve the riddles by matching them to the pictures.</li> <li>3. Read the example riddles to the learners on page 129 of the Learner's Book.</li> <li>4. Ask learners to help you brainstorm all the bugs they have learned about in Unit 6 on the board (<i>spider, beetle, ant, bee, butterfly, worm, cricket, silkworm</i>).</li> <li>5. Provide other topic words on the board to support learners: <i>legs, eyes, wings, antennae, front, back, strong, light, big, small, plain, hairy, smooth, colourful</i>.</li> <li>6. Ask learners to plan in their notebooks a selection of riddles or ideas for riddles. Then ask learners to work in pairs to show their ideas and comment supportively on whether they will work as a riddle.</li> <li>7. Then ask learners to write out their riddles ready to be presented to the class in the next lesson.</li> </ol> <p><b>OR</b></p> <p><b>Option 2</b> <b>Project B: Perform a poem</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that for their project they are going to learn and perform a poem about a butterfly and its life cycle.</li> <li>2. Ask learners to recall the butterfly life cycle that they learned about earlier in the unit. Ask them to remind you of the different stages while you draw and write them on the board.</li> <li>3. Read the poem to the learners and discuss the meanings of the words. Explain that <i>fuzzy wuzzy</i> means hairy by gesturing or drawing a simple picture of a hairy caterpillar in the board. Explain that the <i>blanket</i> the caterpillar spins is not an actual blanket but it is like a blanket.</li> <li>4. Ask learners to help you find the words that rhyme in the poem (creep / asleep, by / butterfly).</li> <li>5. Ask learners to act out the poem in small groups and take turns to read the lines sitting in a small circle.</li> <li>6. Ask the learners to work in their groups (or with a partner) to design a set of actions to accompany the poem.</li> <li>7. Ask learners to copy out the poem into their notebooks. They should also make notes of the actions they intend to perform. They could use sentences, words or simple pictures to show these.</li> </ol>

	<b>Differentiation activities (Support):</b> 1. Ensure that learners have their Learner’s Book open so they can check the correct spellings, find helpful vocabulary or ideas for their project.		
	<b>Differentiation activities (Stretch):</b> 1. Learners can make as many riddles as they like. 2. Learners can practise reciting lines from the poem by reading them, then closing their book to see if they can remember them by heart.		
<b>Resources</b>	<b>Plenary</b>		
	Play a guessing game: What’s missing? 1. Write the following words on the board: <i>cricket, silkworm, spider, ant, bee, beetle, worm, butterfly, caterpillar, wings, legs, antennae</i> . 2. Ask learners to spend a few seconds studying the words then ask learners to close their eyes or look away. 3. Rub a word off the board then ask learners to remember which one is missing. 4. Make the game more challenging by removing two words at a time.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately. (G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words. (G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital resources, record, organise and present information choosing from a variety of formats.			

<b>LESSON PLAN</b>		<b>LESSON: 21</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and evaluate presentations. <b>Speaking:</b> To present a project. <b>Reading:</b> To read riddles or a poem.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make a short presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• All previous vocabulary from Unit 6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Unit 6 revision <b>Key expressions/structure:</b> Unit 6 revision		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When learners present their projects make sure to check they correctly use the language, for example, topic vocabulary, past tense verbs or question words.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 129 Learners' projects from Lesson 20 PCM 1		

## UNIT 6 LESSON 21 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners to tell you what makes a good presentation. You may wish to phrase the question as: <i>How should a presenter behave? Or How do you present a project?</i> Elicit ideas and write on the board.</li> <li>2. If learners are unsure or do not have many ideas, ask prompt questions such as: <i>Do you stand like this (stand smartly) or like this (stand with a slumped back)? Do you look at the class or look away? Do you speak clearly or speak quietly?</i></li> </ol>
Resources	Main Activity
<b>Learner's Book</b> <b>page 129</b>	<ol style="list-style-type: none"> <li>1. Give learners time to finish their projects if necessary.</li> <li>2. Tell learners they are now going to present their project. Explain that learners will evaluate their project and a partner's project.</li> <li>3. Tell learners to look at the projects on page 129 of the Learner's Book as you read out the original instructions.</li> <li>4. Demonstrate how to present a project by using the language you would like the learners to use, for example, <i>These are my bug riddles. I will read the riddle and you need to match it to the correct picture. Listen to this poem; I have learned it by heart. It is about ...</i></li> <li>5. Put learners in pairs so they can present to one another.</li> <li>6. When learners have presented encourage them to ask one another questions about their partner's project.</li> <li>7. Circulate and observe the learners presenting and asking questions.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If individual learners lack confidence to present their project independently you could arrange the learners to work in pairs according to the projects they have produced.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More confident learners could present in front of larger groups, for example, a group of four other learners.</li> </ol> <p><b>Self-evaluation</b></p> <ol style="list-style-type: none"> <li>1. Advise the learners that they are going to review their own project work.</li> <li>2. Distribute copies of PCM 1 and briefly explain the star system: the learners colour/shade as many stars as they think are appropriate from 0 to 5. You can even suggest they can shade partial stars to give, for example, 3.5 stars.</li> <li>3. Read the categories to the class. Explain the final item and encourage learners to think about how they could make their presentation better.</li> <li>4. Learners complete the sheet. You may like to collect all of the sheets in and keep them with learners' files so that they can have a record of all of their presentations throughout the year.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<p>Play 'Backs to the board'.</p> <ol style="list-style-type: none"> <li>1. A volunteer learner sits at the front of the class with their back to the board, facing the class. They must not turn to look at the board.</li> <li>2. On the board behind them write a word from the unit, for example, <i>cricket, silkworm, spider, ant, bee, beetle, worm, butterfly, caterpillar, wings, legs, antennae</i>.</li> <li>3. The rest of the class take turns to give the learners with the back to the board clues about the vocab word – without using that word for the learner to try and guess.</li> <li>4. Have learners swap roles and repeat.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules.</p> <p>(G3.2.2.1.1) Collaboratively prepare a short oral report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G3.2.2.1.2) Deliver simple presentations using visual displays (e.g. illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings.</p>			



LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a poem and a dialogue. <b>Speaking:</b> To recite a poem and talk about rules at the park. <b>Reading:</b> To read a poem. <b>Writing:</b> To write a rule for the classroom.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• repeat words following a model</li> <li>• use verbs to describe the activities</li> <li>• use <i>can</i> and <i>mustn't</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• The park; activities at the park</li> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>sky, blue, earth, green, fresh, air, between, care, rules, can, mustn't, park, cycling, drop, litter, swimming, fishing</i> <b>Key expressions/structure:</b> rules: <i>you can ... , you mustn't ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to pronounce '<i>mustn't</i>'. Model slowly and clearly and give learners the opportunity to repeat back several times. Explain that <i>mustn't</i> is the contraction of <i>must + not</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 130 Activity Book page 111 Audio Tracks 89 and 90 Photographs of the earth		

## UNIT 7 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Show learners some photos of the earth, for example, satellite photos, photos of different regions. You can find these images online or in an encyclopedia.</li> <li>2. Ask learners what colours they can see, for example, blue, white, brown, green. Ask them what the colours show, for example, water, clouds, forests, mountains.</li> <li>3. Ask them what they do, if anything, to look after the earth, for example, turn off the lights after leaving the room, saving water, turning off taps while brushing their teeth. Elicit answers and supply any additional vocabulary as necessary.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book</b> page 130 <b>Audio Track 89</b></p>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 130 of the Learner's Book. Ask learners about all the things they see in the park: the people, signs, and animals in the pond. Ask them if there is a park near their home or near the school, and, if so, if they ever play in it.</li> <li>2. Focus on the picture again and talk about <i>sandwich</i>. Can learners see one in the picture? Ask: <i>What does it mean in the poem? What are the two slices of bread in the poem?</i></li> <li>3. Tell learners they are going to listen to the poem. Play the audio. Listeners listen and read.</li> <li>4. Play the audio again. Ask learners to listen and act out the poem with you: paint the sky with a brush, then the earth, then make a sandwich with the palms of your two hands.</li> </ol> <p><b>Feedback</b> Observe learners joining in with the poem. Offer support with pronunciation as necessary.</p>
<p><b>Learner's Book</b> page 130 <b>Audio Track 90</b></p>	<p><b>Rules in the park: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Elicit from learners the meaning of rules. Talk about school rules and rules at home. Elicit things they can do and mustn't do.</li> <li>2. Tell learners that they are going to listen to an audio recording. They listen for things they can do in the park and things they mustn't do.</li> <li>3. Play the audio several times. As a class, elicit answers. Write <i>Can / Mustn't</i> on the board and ask learners to write the things they hear in the correct category.</li> </ol> <p><b>Feedback</b> Ask learners to put their hands up if they want to say the answers, and then choose individual learners to write the correct answers on the board under the correct heading.</p> <p><b>Answers</b></p> <p><i>What can you do in the park?</i> You can run and play. You can sit on the grass and eat a sandwich. You can watch the animals in the pond. You can fly a kite.</p> <p><i>What mustn't you do?</i> You mustn't ride your bike. You mustn't drop litter. You mustn't fish in the pond. You mustn't swim in the pond.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before playing the audio, talk more about each picture pointing out the details and features. Talk about what the people on the park are doing and why the park has rules.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to repeat or say something about each rule after playing the audio, for example, giving a reason for the rule.</p>
<p><b>Activity Book page 111</b></p>	<p><b>Activity Book: Activity 1</b></p> <p>1. Draw learners' attention to page 111 of the Activity Book. Revise the names of the animals by pointing to them and eliciting the words from learners. Ask learners to look at the pictures and circle the animals who are breaking the rules.</p> <p>2. Then they draw a line to the rule that they are each breaking.</p> <p><b>Feedback</b></p> <p>Put learners in pairs and ask them to compare their pictures and answers. Then ask a few individual learners to read out their answers for the rest of the class.</p> <p><b>Answers</b></p> <p>1 No cycling: fox  2 Don't drop litter: parrot  3 No swimming: elephant  4 No fishing: chicken  5 No running: tiger  6 Don't pick flowers: dog  7 No ball games: duck and sheep</p>
<p><b>Activity Book page 111</b></p>	<p><b>Activity Book: Challenge</b></p> <p>1. Tell learners that they are going to think of rules that they need to follow in the classroom.</p> <p>2. Think of ideas together and write some rules on the board, for example, No shouting.</p> <p>3. Tell learners to draw a sign to go with the rule in their Activity Book.</p> <p><b>Feedback</b></p> <p>Ask learners to put their hands up if they want to suggest classroom rules, and then choose individual learners to hold up their Activity Book and show the class their finished sign.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Refer to the list of classroom rules you wrote on the board during the introduction to the activity. Provide the sentence structure <i>My classroom rule is ...</i></p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage learners to write the reason why their rule is necessary using <i>because</i>. Provide an example such as: <i>My classroom rule is no shouting because people won't be able to think about their work.</i></p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Play a miming game to practise learners' understanding of the rule vocabulary. Call out rules at random. When learners hear a rule they should mime that action, for example, if you call out 'No cycling' they mime cycling away on an imaginary bike. Other rules to call out could include: No swimming, no fishing, no dropping litter, no running, no picking flowers.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.6) Listen and respond to short conversations where speakers use phrases and expressions to suggest, invite, accept, decline, offer, request, seek permission, express simple prohibition or obligation (e.g. <i>must</i> , <i>mustn't</i> ). (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.2.1.1.2) Build upon and extend the ability to make polite requests; express prohibition and obligation using <i>have to</i> , <i>must</i> and <i>mustn't</i> .			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to topic vocabulary and identify key information. <b>Speaking:</b> To talk about signs that show rules. <b>Reading:</b> To read and answer questions using <i>can</i> and <i>mustn't</i> . <b>Writing:</b> To write a poem about nature.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>understand and use <i>can</i> and <i>mustn't</i> in simple sentences</li> <li>discuss and understand rules and vocabulary for rules.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>The park; nature</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully</li> </ul>		
<b>Key vocabulary:</b> <i>sign, rules, grass, cycling, litter bin, fishing, sandwich, poem, pond, silent, frog, jumps, splash</i> <b>Key expressions/structure:</b> rules: <i>you can ... , you mustn't ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to listen and identify lots of information in the audio recording. Make sure you pause the audio after each sentence and ask questions to check their understanding before moving on.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 131 Activity Book page 112 Audio Track 91		

## UNIT 7 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<p>1. Ask learners to help you brainstorm as much vocabulary as they can remember from the previous lesson about rules in the park. Write words on the board. Examples could include: <i>rules, sign, cycling, running, fishing, swimming, sandwich, can, mustn't.</i></p>
Resources	Main Activity
<p><b>Learner's Book</b> page 131 <b>Audio Track 91</b></p>	<p><b>Topic vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the pictures on page 131 of the Learner's Book.</li> <li>2. Ask learners to listen to the audio recording, point to the correct picture and say the words.</li> <li>3. Play the audio up to the pause.</li> <li>4. Play it again. Pause after each question and allow time for learners to answer.</li> </ol> <p><b>Feedback</b> Play the recording again. Stop after each question to give learners time to answer. Select individual learners to say their answer to the class.</p> <p><b>Answers</b></p> <p>How many signs can you see in the park? Four. What is the rule about bicycles? You mustn't cycle in the park. You must leave your bike near the gate. How many children are running on the grass? Four. How many bins are there? One. Where must you put your litter? You must put it in a bin. Can you see anyone riding a bike? No. Can you catch fish in the pond? No, you mustn't. The sign says 'No fishing'. Who is eating a sandwich? A woman and a boy.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before playing the audio, ask learners to close their books and look at the board. Draw simple symbols to represent the pictures in the book (sign, rules, grass, bin, litter, cycling, fishing, sandwich). Ask learners to say the corresponding word and spell it for you as you write it on the board.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to say the words for the rest of the class.</li> </ol>
<p><b>Learner's Book</b> page 131</p>	<p><b>Follow the rules!: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at Activity 2 on page 131 of the Learner's Book.</li> <li>2. Tell learners to focus on each picture and think about which rule it shows.</li> <li>3. Then ask learners to find the matching signs in the big picture on page 131 of the Learner's Book.</li> </ol> <p><b>Feedback</b> Put learners in pairs and ask them to compare their answers. Then ask individual learners to show where they have matched the pictures.</p> <p><b>Answers</b></p> <p>a (No swimming) You mustn't swim here. b (No fishing) You mustn't fish here. c (Don't drop litter) You mustn't drop litter here. d (No cycling) You mustn't cycle here.</p>

<p><b>Learner's Book</b> page 131</p>	<p><b>Write a poem: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to look at Activity 3 on page 131 of the Learner's Book.</li> <li>2. Ask learners to read the poem out to their partner, then swap roles. Ask: <i>How does it make you feel? Do you like it?</i></li> <li>3. Tell learners that they are going to write a poem. Explain that the poem will have three lines. Write the following first line suggestions on the board and tell learners that they can use them as the first line if they choose: <i>A ripe red pepper</i> <i>On a small green leaf</i> <i>The wind in the trees</i> <i>I watch a spider</i> <i>My favourite rock</i></li> <li>4. Allow plenty of time for learners to work on their poems and help them as necessary.</li> </ol> <p><b>Feedback</b> Put learners in pairs and ask them to compare their poems. Then ask individual learners to read out their poems to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. This may be a difficult task for these learners. They could use the poem provided as a model and make changes to the words to make it their own.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. These learners could try to write a poem in a similar style to the example by counting how many syllables have been used on each line.</li> </ol>
<p><b>Activity Book</b> page 112</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the word puzzle on page 112 of the Activity Book.</li> <li>2. Tell learners to find and circle the words in the puzzle.</li> <li>3. Explain that some words go from left to right and others from top to bottom.</li> <li>4. You may wish to check learners' understanding of the clues and the words they are looking for by asking learners to tell you what the words are and asking them to help you spell them on the board before they look for them.</li> </ol> <p><b>Feedback</b> As learners work, circulate the classroom looking at individual learners' work and providing 1:1 feedback. When learners have finished, they can compare their word puzzles with a partner.</p> <p><b>Answers</b></p> <p>Top to bottom: rules, grass, sign, cycling, fishing Left to right: bin, run, sandwich, litter</p>
<p><b>Resources</b></p> <p><b>Activity Book</b> page 112</p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question at the bottom of page 112.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.6) Listen and respond to short conversations where speakers use phrases and expressions to suggest, invite, accept, decline, offer, request, seek permission, express simple prohibition or obligation (e.g. <i>must</i> , <i>mustn't</i> ). (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.2.1.1.2) Build upon and extend the ability to make polite requests; express prohibition and obligation using <i>have to</i> , <i>must</i> and <i>mustn't</i> .			



LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to an information text using topic vocabulary. <b>Speaking:</b> To answer questions about information they have read and heard. <b>Reading:</b> To read and understand an information text about trees. <b>Writing:</b> To complete sentences about tree facts.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand an information text about trees.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Nature/trees</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Productivity and accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results</li> </ul>		
<b>Key vocabulary:</b> <i>leaves, green, trees, reach, clean, dirty, air, breathe, fruit, lemons, cherries, nuts, wood, fires, cooking, warmth, build, houses, boats, furniture, paper, roots, ground, soil, plants, grass, foods</i> <b>Key expressions/structure:</b> <i>... is made from ... ; ... they use ... for ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may omit or struggle to pronounce the –s at the end of plurals such as trees, lemons, cherries and roots. Provide support by pointing these out and modelling the words before learners read themselves.</li> </ul>		
<b>Resources/equipment needed:</b> Learner’s Book page 132 Activity Book page 113 Audio Track 92		

## UNIT 7 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to remind you of what a 'syllable' is. Discuss syllables in words as 'beats' or the emphasis placed when speaking. Point to yourself. Say your name, then clap the syllables in your name as you say it again.</li> <li>2. Ask learners to count how many syllables they have in their name.</li> <li>3. Tell the learners to work in pairs and practise clapping the syllables in each other's names.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 132</b> <b>Audio Track 92</b>	<p><b>Before you read: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they know about trees. Elicit five facts, for example, parts of trees, where they can find trees, the importance of trees.</li> <li>2. Ask them to look at the heading <i>Presents from a tree</i> and the picture on page 132 of the Learner's Book and predict what kind of information they can find in the text. Elicit some answers.</li> <li>3. Tell learners that they are going to listen to the audio recording about trees. They listen and follow the text in their books. Play the audio recording at least twice.</li> <li>4. Check learners' understanding by asking questions about the text: <i>What do the leaves do? What types of fruit can we get from trees? What is wood used for? Why are the roots useful and important?</i></li> </ol> <p><b>Feedback</b> Circulate, listening to learners and supporting with modelling and prompting as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book</b> <b>page 132</b>	<p><b>Talk about it: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss with learners what new information they have learned about trees from the text. Elicit ideas from them.</li> <li>2. Ask the learners what objects they can see in the classroom that are made of wood, for example, pencils.</li> <li>3. Ask learners to turn to a partner and name some foods that come from trees.</li> </ol> <p><b>Feedback</b> Circulate, listening to learners and supporting with modelling and prompting as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Activity Book</b> <b>page 113</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at Activity 1 on page 113 of the Activity Book.</li> <li>2. Remind them about the things they have discussed that are made from wood in both Activities 1 and 2 of the Learner's Book.</li> <li>3. Ask learners to complete the sentence starters '<i>We use wood to make ...</i>' to write their own sentences about what wood is used for.</li> </ol> <p><b>Feedback</b> Learners can check their answers in pairs. Read out the sentences, pausing after each one for learners to call out whether they have the same answer. This can be done as a whole class activity.</p> <p><b>Answers</b></p> <p><i>Answers will vary but could include: We use wood to make ... houses, boats, furniture, paper.</i></p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Show learners how to look for words used in the sentences in the text on page 132 of the Learner's Book and reread the text to check, for example tell learners to look for the word <i>fires</i> in the text. Learners could work in partners to discuss.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to add information about items they use that are made from wood, for example, their desk, chair and pencils.</p>		
Activity Book page 113	<p><b>Activity Book: Activity 2</b></p> <p>1. Ask learners to look at the food pictures in Activity 2 on page 113 of the Activity Book. Tell them to read the labels.</p> <p>2. Then they circle four foods that come from trees.</p> <p>3. They could also discuss with a partner where the other foods come from.</p> <p><b>Feedback</b></p> <p>Read out the food types and ask learners to raise their hand if they think it comes from a tree. If learners do not raise their hands, ask for a volunteer to tell the class where that food comes from, for example, from a plant, from an animal.</p> <p><b>Answers</b></p> <p>apple, pear, orange juice, nuts</p>		
Activity Book page 113	<p><b>Activity Book: Challenge</b></p> <p>1. Challenge the learners to write one new fact they have learned about trees.</p> <p>2. Before learners begin writing you could elicit their ideas as a class or ask them to discuss their ideas in pairs.</p> <p><b>Feedback</b></p> <p>Circulate, speaking to learners and supporting with modelling and prompting as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>		
Resources	<p><b>Plenary</b></p> <p>Play a word race game:</p> <p>1. Divide the class into four groups. Give each group a piece of paper.</p> <p>2. Tell the groups that they have three minutes to write down as many English words as they can that they have used in this lesson.</p> <p>3. After the time is up, ask each group to count up their words. The group with the most words wins. Ask the groups to hand their pieces of paper to you so you can check.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.</p> <p>(G3.3.5.1.6) Determine the main idea of a text and retell the key details.</p> <p>(G3.3.7.1.3) Connect the information and events in a text or a story to life experiences.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen for information about the importance of saving trees. <b>Speaking:</b> To talk about the importance of saving trees and what happens when trees are cut down. <b>Reading:</b> To read for information about recycling and saving trees. <b>Writing:</b> To write a promise about how to save trees.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use <i>will</i> for future intentions and promises</li> <li>• understand and discuss the impact of trees being cut down and the importance of recycling or saving trees.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language</li> </ul>		
<b>Key vocabulary:</b> <i>world, cutting, down, buildings, more, lose, homes, animals, children, save, help, schools, plant, recycle, factory, fewer, presents, promise</i> <b>Key expressions/structure:</b> Question forms: <i>What if ... ? What will you do ... ? I will ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to listen and identify lots of information in the audio recording. Make sure you pause the audio after each sentence and ask questions to check their understanding before moving on.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 133 Activity Book page 114 Audio Track 93		

## UNIT 7 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<p>1. Call out the following facts about trees from the previous lesson. Ask learners to stand up if they think the fact is true and stay seated if they think it is false:</p> <p>2. Green leaves reach high into the sky; Leaves make the air dirty; Trees give us fresh air to breathe; Some trees give us fruit; Some trees give us orange juice; People use wood to make fires for cooking; People use wood to make cars. After each fact, tell the learners if they are correctly standing or sitting.</p> <p><b>Answers</b></p> <p>true; false; true; true; false; true; false</p>
<b>Resources</b>	<b>Main Activity</b>
<p><b>Learner's Book page 133</b></p> <p><b>Audio Track 93</b></p>	<p><b>Read: Activity 1</b></p> <p>1. Draw learners' attention to Activity 1 on page 133 of the Learner's Book. Remind them about the facts they learned about trees in the previous lesson. Ask them to predict what they think they will learn about from the heading of this text. Elicit ideas.</p> <p>2. Tell the learners that you will play an audio recording. They should listen and follow the text in their books. Play the audio at least twice.</p> <p>3. After playing the audio ask questions about the text to check learners' understanding: <i>Where are people cutting down trees? Why do they cut down trees? What is the problem when trees are cut down? How can children help to save trees?</i></p> <p><b>Feedback</b></p> <p>Circulate, listening to learners and supporting with modelling and prompting as required.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Learner's Book page 133</b></p>	<p><b>What does it mean?: Activity 2</b></p> <p>1. Revisit the text <i>Disappearing trees</i> and ask the learners if there are any words that they are unsure of the meaning. Words might include: <i>buildings, soil</i> and <i>factory</i>. Elicit from learners the meanings of the words by encouraging them to guess using the context to help them.</p> <p><b>Feedback</b></p> <p>Ask learners if they can guess the meanings of the words. Elicit answers from the class and encourage learners to add further explanation.</p> <p><b>Answers</b></p> <p>Learners' own answers. (Factory means a building where goods are made using machines).</p>
<p><b>Learner's Book page 133</b></p>	<p><b>What will you do to save trees?: Activity 3</b></p> <p>1. Ask learners to look at Activity 3 on page 133 of the Learner's Book. Read aloud the ways to save trees. Ask the learners if any of them already do any of those things. Elicit answers.</p> <p>2. Direct learners to look at the speech bubbles. Read the first speech bubble aloud and ask a volunteer to read the response speech bubble. Ask the learners to use the speech bubbles as a model to hold a conversation with a partner. Ask the learners to think carefully about which one thing they will do to save trees and make a promise about it.</p>

	<p><b>Feedback</b> Use the speech bubble model to ask a selection of learners ‘<i>What will you do to save trees?</i>’ Learners respond by telling the class what they will do.</p> <p><b>Answers</b> Learners’ own answers.</p>
<b>Activity Book page 114</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners’ attention to Activity 1 on page 114 of the Activity Book. Ask them to read the notes pinned on the tree trunk.</li> <li>2. Tell learners to circle three ideas that can help.</li> </ol> <p><b>Feedback</b> Read out each note in turn and ask learners to stand up if they think that it is a way to save trees.</p> <p><b>Answers</b> Recycle paper; write on both sides of the paper; plant new trees</p>
<b>Activity Book page 114</b>	<p><b>Activity Book: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners’ attention to Activity 2 on page 114 of the Activity Book.</li> <li>2. Remind learners of the conversations they had in which they said things they could do to save trees.</li> <li>3. Tell learners that they should now make a poster about their promise. The poster should contain a picture to represent saving trees or of them performing the activity that will help to save trees and they should write a sentence about their promise.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support learners by providing the sentence starter: <i>To save trees I promise I will ...</i>. Also provide a list of options, taken from the Learner’s Book, page 133, Activity 3.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can write further information about how they will uphold their promise, for example: <i>I will plant more trees. I will ask my mum to help me get some seeds. I will water the seeds to help them grow.</i></li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <p>Play a spelling and word guessing game:</p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups.</li> <li>2. Choose a key word from the lesson (e.g. <i>building</i>) and represent it on the board with a dash for each letter ( _ _ _ _ _ _ _ ). Ask learners to call out letters to guess the word; add correctly guessed letters to gradually build up the word ( _ _ _ l d _ n _ ) (write incorrect letters at the side of the board with a dash through them, so learners don’t repeat them). The first team to correctly guess the word, and correctly spell it, if letters are still missing, wins the round.</li> <li>3. Repeat several times with other key words from the lesson (<i>factory, save, help, plant, recycle</i>).</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.1.1.1.1) Understand main idea and key details in short factual accounts, reports, events, stories that happened in the past, presented orally or through other media.</p> <p>(G3.2.1.1.3) Build upon the ability to talk and ask about actions happening now using the present continuous tense; use the present continuous form to express future plans in positive and negative statements.</p> <p>(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 5</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a text about trees. <b>Speaking:</b> To ask and answer questions about trees. <b>Reading:</b> To read simple sentences about what the world would be like without trees; to read and follow a series of instructions. <b>Writing:</b> To write three sentences about how their school can reduce the amount of paper they use.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand simple present sentences</li> <li>• answer present simple questions about trees</li> <li>• understand and follow instructions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Colours</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning</li> </ul>		
<b>Key vocabulary:</b> <i>trees, leaves, clean, air, wood, fires, cooking, warmth, fruit, lemons, cherries, build, houses, boats, furniture, homes, animals, paper</i> <b>Key expressions/structure:</b> Asking and describing: <i>What is this ... ? What can this be used for ... ? This part is called ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may lack confidence in practicing the dialogue in Activity 2, as there is quite a lot of language to use. Reassure them by supporting them with choral drilling (to build confidence in speaking longer turns) and by modelling the dialogue. Remind them that the phrases are written in the Learner's Book for them to read from. They are not expected to remember the phrases.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 134 Activity Book page 115 Handmade flashcards or images leaves, something made of wood, fruit that grows on trees, an animal or bird that lives in trees, some paper		



## UNIT 7 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Prepare images or flashcards of the following: some leaves; something made of wood; some fruit that grows on trees (e.g. oranges, lemons, cherries); an animal or bird that lives in trees; some paper.</li> <li>2. Put learners into four teams. Reveal the images one by one, either with flashcards or projected images on a screen. Ask learners to tell you 1) what they can see, and 2) how the image is connected to trees and the environment. They will score one point for their team by correctly naming the image, and three points if they can tell you a key point remembered from previous lessons.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 134</b>	<p><b>Tree quiz: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the picture of a tree on page 134 of the Learner's Book.</li> <li>2. Ask all the learners to point to different parts of the tree. For example, call out: <i>Point to the leaves; point to the roots; point to the branches.</i></li> <li>3. Ask learners to raise their hands to answer the question: <i>What are the roots used for? How are they useful?</i> Elicit answers.</li> <li>4. Draw learners' attention to the speech bubbles. Arrange them to work in pairs and ask them to use the speech bubbles to help them ask and answer questions with their partner about the parts of the tree and what the different parts can be used for.</li> </ol> <p><b>Feedback</b></p> <p>As learners ask and answer questions with a partner, circulate the room providing support as necessary. When you think that all the learners have had ample time to ask and answer questions about the tree, draw the class together and ask for volunteer pairs to demonstrate what they have done by asking and answering one question in front of the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<b>Learner's Book page 134</b>	<p><b>What if ...?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Discuss with learners how in some parts of the world large amounts of trees are being cut down to make all the things that people use. Explain that this can cause problems. Ask learners to think about what the world would be like if there were no trees. Ask them to tell you any problems they can think of that would result from there being no trees.</li> <li>2. Elicit answers. Then tell learners to look at Activity 2 on page 134 of the Learner's Book. Read through the introduction and the ideas in the speech bubbles. Ask learners which of their ideas are mentioned.</li> <li>3. Set the next task up as a roleplay. Arrange the learners into 'A/B' pairs (these could be the same pairs as in Activity 1 or different pairs). Learner A is a TV reporter; Learner B is 'Dr Expert' (or a name of your choice). Tell learners that the reporter is interviewing Dr Expert for a TV programme about trees. Ask learners to tell you how they think the reporter will start the interview (e.g. <i>Hello, Good morning</i>, etc); then write the following example on the board, e.g  A (reporter): <i>Hello Dr Expert. Imagine there are no trees. What does that mean?</i>  B (Dr Expert): <i>It means that there are no leaves to clean the air.</i></li> </ol>

	<p>4. Practice the dialogue first with choral drilling as a class. This can be made more fun by repeating several times, not always with the whole class together, but with different groups of learners reading parts A and B (by table or row), and having learners whisper the sentences, then repeat again at normal voice level.</p> <p>5. Ask a confident learner to come to the front to model the role-play with you. Take Role A (reporter) and have the learner take Role B (Expert). Use a prompt (a marker pen or similar object) as a ‘microphone; start the dialogue, then point the ‘microphone’ at B in the style of a TV reporter and elicit the response.</p> <p>6. Go through all of the speech bubble prompts and tell learners then to swap roles.</p> <p>7. After the demonstration, have learners practice the role-play in A/B pairs, using the speech bubble prompts.</p> <p><b>Feedback</b> Circulate the classroom, asking pairs of learners to demonstrate their role-play to you, using the prompts in the book.</p> <p><b>Answers</b></p> <p>Learners’ own answers – using the speech prompts on the page.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Support these learners by pairing them with stretch learners or organising them into a larger group so they can help each other.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to tell their partner how their specific life would be different without trees.</p>
<p><b>Activity Book page 115</b></p>	<p><b>Activity Book: Activity 1</b></p> <p>1. Draw learners’ attention to the boxes and write on lines on page 115 of the Activity Book.</p> <p>2. Read the instructions aloud and ask learners to suggest ways that the amount of paper used in school could be reduced.</p> <p>3. Arrange learners to work in pairs and support one another to write three sentences about ways their school can reduce the amount of paper they use.</p> <p><b>Feedback</b> Circulate and monitor as learners work. When they have finished, they can compare their answers with a partner. Then, check the answers as a class by reading out each statement and asking learners to call out the correct option.</p> <p><b>Answers</b></p> <p>Learners’ own answers.</p>
<p><b>Activity Book page 115</b></p>	<p><b>Activity Book: Learning goals</b></p> <p>1. Direct learners’ attention to the self-evaluation question at the bottom of page 115.</p> <p>2. Ask them to think and answer.</p> <p>3. Emphasise the importance of giving an honest answer.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Ask learners to compare their picture from Activity Book, Activity 1 with the person next to them. Ask them: <i>How are your pictures the same? What is different?</i> Ask them to try to find two things that are the same, and two that are different.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to discussion.</p> <p>(G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion.</p> <p>(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others and produce these words themselves.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to a partner talking about the rules at school.</p> <p><b>Speaking:</b> To tell a partner about the rules you follow at school.</p> <p><b>Reading:</b> To read topic vocabulary about trees and rules.</p> <p><b>Writing:</b> To write sentences about rules at school using <i>we can</i> and <i>we mustn't</i>; to write three facts about trees.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>recall topic information from Lessons 1 to 5 about rules, trees and being kind to the planet.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>Lexis from Lessons 1–5</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>library, swimming pool, shop, canteen, no diving, no running, no dropping litter, no talking, planet, earth, leaves, branches, roots, nest, bird, soil, grass</i></p> <p><b>Key expressions/structure:</b> Rules: <i>We can</i> and <i>we mustn't</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>Learners may struggle to remember topic vocabulary because they are drawing on words used across several lessons, for example, <i>no dropping litter, branches</i>. Support learners by writing vocab in the board for them to refer to.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 135</p> <p>Activity Book page 116</p>		

## UNIT 7 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Play a spelling game: Learners play in teams and review the vocabulary they have learned in the previous lessons: <i>planet, earth, leaves, branches, roots, nest, bird, soil, grass</i></li> <li>2. Team A starts to draw a picture of a word on the board for Team B to guess. If Team B guesses the word and spells it correctly, they get a point. Then they draw a picture for Team A.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 135</b></p>	<p><b>Main Activity</b></p> <p><b>Rules: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 135 of the Learner's Book. Read the activity instructions to the class.</li> <li>2. Before learners begin, check that they all understand what the place pictures and sign picture represent. Ask learners to tell you what each picture shows.</li> <li>3. Ask learners to match up the places and the signs either by discussing with a partner or writing the answers in their notebook.</li> <li>4. Tell learners that when they are finished they should turn to their partner and talk about rules they have at school using the speech bubble prompts provided.</li> </ol> <p><b>Feedback</b></p> <p>Circulate the classroom as the learners work to check their understanding and pronunciation when matching places and signs and discussing rules at school. Support as necessary.</p> <p><b>Answers</b></p> <p>Answers can vary. Example answers: At the library = no talking (and no running, no dropping litter); At the swimming pool = no diving (and no running, no dropping litter); At the shop = no running (and no dropping litter); At the canteen = no dropping litter (and no running)</p>
<p><b>Learner's Book page 135</b></p>	<p><b>Make a poster: Be kind to our planet!: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 2 on page 135 of the Learner's Book.</li> <li>2. Ask the learners to recall the earlier lesson in which they made promises about how they would help to save trees. Ask learners if they can remember their promises. Elicit responses.</li> <li>3. Read the activity instructions and ask learners if they understand what to do.</li> <li>4. Learners make a poster to show their ideas for helping to be kind to the earth. Tell learners that they can show one idea on the poster or lots of ideas on the poster.</li> </ol> <p><b>Feedback</b></p> <p>Praise learners for participating. As learners join in with the chant, observe pronunciation and support as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Support these learners by writing a list of ways that they can help the earth on the board for them to select from.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to include at least two ideas on their poster.</li> </ol>

<b>Activity Book</b> <b>page 116</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to Activity 1 in the Activity Book on page 116. 2. Ask learner what rules they have at school. Elicit answers and write them on the board using the phrases <i>we can</i> and <i>we mustn't</i> . 3. Ask learners to complete the sentences in the Activity Book. <b>Feedback</b> As learners write their sentences, circulate the room checking for neat handwriting and accurate punctuation.  <b>Answers</b> Learners' own answers.		
<b>Activity Book</b> <b>page 116</b>	<b>Activity Book: Activity 2</b> 1. Ask learners to stand up and imagine that they are a tree. Call out the tree vocabulary one word at a time and ask learners to point to the part of them that would match that word. For example, for branches they could point to their arms and for roots they would point to their feet or the ground. 2. Draw learners' attention to Activity 2 on page 116 of the Activity Book. Tell them to label the blank tree using the <i>Word</i> box to support them. 3. Then they write three facts about what trees are used for underneath. If necessary they could turn back to earlier lessons in the Learner's Book to remind them of facts about trees. <b>Feedback</b> Ask learners to volunteer to read their facts about what trees are used for to the class.  <b>Answers</b> Learners' own answers.		
<b>Resources</b>	<b>Plenary</b> 1. Collect all the posters and ask learners to help you prepare an art display of all their work. 2. Allow learners to walk around and look at each other's work. Select one or two learners to describe how they made their poster.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.2.1.1.4) Talk about past events and actions using regular and irregular verbs in negative and positive statements. (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.4.3.1.1) Use grade-appropriate language structures e.g. <i>mustn't</i> for prohibition.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a song and to identify long o sounds. <b>Speaking:</b> To say words containing the long o sound. <b>Reading:</b> To read a story with words containing the long o sound. <b>Writing:</b> To fill in the missing words using topic vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify and use words containing the long o sound</li> <li>• say words following a model.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vowel sounds</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>ground, hole, tree, branch, nest, bird, green, grass, grew, around, prettiest, feathers</i> <b>Key expressions/structure:</b> present simple sentences containing nouns with long o sounds		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to pronounce the long o vowel sound. Support by modelling clearly showing your mouth formation and movement. Provide lots of practice, asking learners to copy and repeat you.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 136 Activity Book page 117 Audio Track 94		

## UNIT 7 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Practice saying the alphabet by chanting it.</li> <li>2. Ask learners to clap or stand every time they hear a vowel.</li> <li>3. Write the letters of the English alphabet on the board and select learners to come to the front of the class to circle the vowel letters (a, e, i, o, u).</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 136</b>	<p><b>Word with the long o sound: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 136 of the Learner's Book.</li> <li>2. Read each sentence aloud slowly and ask learners to call out the missing words.</li> </ol> <p><b>Feedback</b> As you read out each sentence and learners call out the missing words observe which learners are participating and if any call out the wrong answers.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 hole</li> <li>2 tree</li> <li>3 branch</li> <li>4 nest</li> <li>5 bird</li> <li>6 feathers</li> </ol>
<b>Learner's Book</b> <b>page 136</b> <b>Audio Track 94</b>	<p><b>Listen and chant: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to listen and join in with a chant called <i>The green grass grew all around</i>. Draw the learners' attention to the chant words on page 136 of the Learner's Book.</li> <li>2. Read the words aloud once as learners follow in their book. Then play the audio. The first time the learners should listen, then as you play the audio again the learners should try to join in.</li> </ol>
<b>Activity Book</b> <b>page 117</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the story in Activity 1 on page 117 of the Activity Book.</li> <li>2. Read the story aloud and tell learners to look and listen for words that contain the long o sound. Explain to the learners that the long o sound can be spelled in different ways. Two of the ways are o and ow and these are the ways they will be learning about in this lesson and the next. Write o and ow on the board and write the following examples underneath – no and grow. Ask the learners if they can think of any other words that contain a long o sound and whether they know how they are spelled.</li> <li>3. Learners reread the story independently or with a partner and circle all the words they find that have a long o sound.</li> </ol> <p><b>Feedback</b> Invite learners to come to the board and write the words they have found with a long o sound. Check as a class that all have been found. Read the story aloud again, emphasising the words that have been found and any that have been missed.</p>



	<p><b>Answers</b></p> <p>The clever crow          And <u>old crow</u> is looking for water to drink.          He sees a <u>hole</u> in the ground.          At the bottom of the <u>hole</u>, there is some water!          The <u>crow</u> can't reach the water.          The <u>crow</u> thinks and thinks.          'I <u>know</u> what to do!' he says.          There are lots of little <u>stones</u> on the ground.          The <u>crow</u> <u>throws</u> a <u>stone</u> in the <u>hole</u>.          He <u>throws</u> lots of <u>stones</u> in the <u>hole</u>.  <u>Slowly</u>, the <u>hole</u> fills with <u>stones</u>.          The water in the <u>hole</u> gets higher and higher.          Finally, the <u>crow</u> can reach the water.          He drinks and drinks.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Support these learners by finding the long <i>o</i> words in the first part of the story together. Ask learners to practise saying a long <i>o</i> sound and listening to a long <i>o</i> sound (as you say words) several times before starting.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to work independently to find the long <i>o</i> words. Challenge the learners to work out which letters in the words are representing the long <i>o</i> sound.</p>
<p><b>Activity Book page 117</b></p>	<p><b>Activity Book: Challenge</b></p> <p>1. Challenge the learners to read the words and make a sentence. When they have finished, ask them to read it aloud and draw a picture to go with it.</p> <p><b>Feedback</b></p> <p>Ask learners to raise their hands to tell you the words in the sentence in the correct order. As you select learners and listen to the word they suggest, write it on the board to build up the correct sentence.</p> <p><b>Answers</b></p> <p>The old crow was very clever.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Write the following words on the board: was drink. The looking for crow to water old</p> <p>2. Challenge the learners to see who can make a sentence with the words in the quickest time.</p> <p>3. Allow learners to write their sentence in their notebooks. When the first learners say they have finished, invite them to write the sentence on the board.</p> <p><b>Answer</b></p> <p>The old crow was looking for water to drink.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G3.3.2.1.1) Students build upon and continue applying previously learned skills.			
(G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns.			
(G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to and identify words with long o sounds in a poem and when hearing a partner say individual words.</p> <p><b>Speaking:</b> To pronounce and say words containing long o sounds.</p> <p><b>Reading:</b> To read a poem and identify words containing a long o sound.</p> <p><b>Writing:</b> To write simple sentences that contain words with long o sounds.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>understand and identify words that contain a long o sound.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>Vowel sounds</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Critical thinking and problem solving: Introduce the concept of how to be a critical thinker, as it applies to the concepts associated with learning a language</li> </ul>		
<p><b>Key vocabulary:</b> <i>grow, slowly, no, boat, road, rope, goes, home, goat, toes, slow, cow, seeds, under, waiting, shower, pretty, pink, flowers</i></p> <p><b>Key expressions/structure:</b> words containing long o sounds</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>In this lesson learners are introduced the concept that the spelling <i>ow</i>, which they have previously associated with a long o sound, can also represent the sound in <i>cow</i>. Some learners may find this difficult to understand. Explain clearly by modelling on the board and by pronouncing several words to demonstrate.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 137</p> <p>Activity Book page 118</p> <p>Audio Track 95</p>		

## UNIT 7 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the story of the clever old crow from the last lesson. Write the following words on the board and ask learners what the words have in common (the long <i>o</i> sound): <i>crow, old, hole, know, stones, slowly</i>.</li> <li>2. Organise learners to stand in a large circle. Play a pronunciation game by passing a ball around the circle. Each time the learner receives the ball they say one of the words from the board. They must say a different word to the previous person, but the words can be used multiple times so long as not consecutively.</li> </ol>
<p><b>Resources</b></p> <p><b>Learner's Book page 137</b></p>	<p><b>Main Activity</b></p> <p><b>Long <i>o</i> spellings <i>o</i> and <i>ow</i>: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Focus on the words in Activity 1 on page 137 of the Learner's Book. Ask learners: <i>Which word has the long o sound: hole or ground?</i> Elicit answers and discuss with learners why the <i>o</i> makes that sound, for example, with the influence of silent <i>e</i> and silent <i>a</i>.</li> <li>2. Ask learners to write the words in their notebooks and underline the letters that stand for the long <i>o</i> sound, and then write two sentences in their notebooks. Each sentence must have two or more words with a long <i>o</i> sound.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to raise their hand to share their answers with the class. Choose individual learners and ask them to tell you which letters represented the long <i>o</i> sound in the words.</p> <p><b>Answers</b></p> <p><u>g</u>row, n<u>o</u>, r<u>o</u>pe, s<u>l</u>owly, b<u>o</u>at, r<u>o</u>ad, g<u>o</u>es, h<u>o</u>me, g<u>o</u>at, t<u>o</u>es</p>
<p><b>Learner's Book page 137</b></p> <p><b>Audio Track 95</b></p>	<p><b>The sounds of <i>ow</i>: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the picture of the cow and the horse on page 137 of the Learner's Book. Ask learners to describe what they see.</li> <li>2. Turn to the sentences and ask learners to say both words <i>slow</i> and <i>cow</i> aloud. Ask: <i>Do they sound the same?</i></li> <li>3. Tell learners that they are going to listen to and read a poem. As they read and listen, ask them to point with their left hand at words that rhyme with <i>slow</i> and point with their right hand at those that rhyme with <i>cow</i>.</li> <li>4. Play the audio a few times. Allow learners time to identify the words.</li> <li>5. Draw their attention to the <i>Language detective</i> box and ask learners which letters make the sound <i>ow</i> as in <i>cow</i>.</li> </ol> <p><b>Feedback</b></p> <p>Read the poem aloud and ask learners to stand up when they hear a word that rhymes with <i>slow</i> or <i>cow</i>. When they stand, pause reading and ask them what word they heard.</p> <p><b>Answers</b></p> <p>In which words do the letters rhyme with <i>slow</i>? snow, grow          In which words do the letters rhyme with <i>cow</i>? shower, flower, down          The letters <i>ou</i> make the <i>ow</i> sound as in <i>cow</i>.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide the learners with the list of words that rhyme and ask them to locate each word in the poem.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Ask learners to practise reading the poem aloud with a partner focusing on pronouncing the <i>ow</i> words accurately.		
<b>Activity Book page 118</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to the mystery picture on page 118 of the Activity Book. 2. This is like a 'colour by numbers' picture, but instead of a number, each colouring space has a word. When coloured, the picture scene will reveal an image. 3. Read the activity instruction aloud and ask learners to colour as instructed to discover the image. 4. If the word has the long <i>o</i> sound, learners should colour the shape blue. If the word has the short <i>o</i> sound, learners should colour the shape green. If the word has the <i>ow</i> sound in <i>how</i> , colour the shape brown. <b>Feedback</b> Ask learners to compare their pictures with other learners sitting near them. Ask learners to raise their hand to volunteer the answer to the question: <i>What is the mystery picture?</i> <b>Answer</b> The mystery picture is a brown goat.		
<b>Resources</b>	<b>Plenary</b>		
<b>Activity Book page 118</b>	1. Direct learners' attention to the self-evaluation question at the bottom of page 118. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.3.1.1) Decode and read unknown words using knowledge of syllable patterns. (G3.3.8.1.1) Build an increasing number of words and phrases through conversations, reading, or being read to; understand them when used by others, and produce these words themselves. (G3.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homophones.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen and retrieve information when speakers talk about <i>which</i> one they like. <b>Speaking:</b> To use <i>this</i> and <i>these</i> when asking and answering questions. <b>Reading:</b> To read and understand simple sentences using <i>this</i> and <i>these</i> . <b>Writing:</b> To complete sentences using <i>this, that, these, those, which</i> and <i>what</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the question words <i>which</i> and <i>what</i></li> <li>• ask and answer questions using <i>this, that, those</i> and <i>these</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Asking and answering questions, preferences</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Introduce knowing when to speak and when to listen respectfully</li> </ul>		
<b>Key vocabulary:</b> <i>market, vegetable, bean, carrot, plant, which, what, this, that, those, these</i> <b>Key expressions/structure:</b> Asking and answering questions: <i>Which ... ? What ... ? This, that, these, those</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may confuse the language <i>this, that, these</i> and <i>those</i>. Emphasis that <i>this</i> and <i>that</i> refer to one item whereas <i>these</i> and <i>those</i> refer to two or more items. Provide plenty of opportunity for learners to listen to and repeat the words used in context.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 138 Activity Book page 119 Audio Track 96 A selection of vegetables and a non-transparent bag		

## UNIT 7 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	1. Ask the learners if they ever go to the market. Ask: <i>What sorts of things can you buy there? How is it different from a supermarket?</i> Elicit ideas and discuss.
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 138</b> <b>Audio Track 96</b>	<p><b>At the market: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 138 of the Learner's Book.</li> <li>2. Ask learners if they like vegetables. What vegetables do they like? Work together to make a list of names of plants/vegetables.</li> <li>3. Focus on the picture and ask learners to predict what the father and child are going to do.</li> <li>4. Tell them that they are now going to listen to the conversation between them. They have to find out which vegetable the child likes.</li> <li>5. Play the audio at least twice and elicit the answer.</li> <li>6. Then ask the learners which vegetable they prefer.</li> </ol> <p><b>Feedback</b> Ask learners to raise their hand to contribute the answer.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answer</b></p> <p>beans</p>
<b>Learner's Book page 138</b>	<p><b>What is this? What are these?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the activity instructions aloud for Activity 2 on page 138 of the Learner's Book. Learners will pretend to be the little boy in the picture of the market. Organise the learners in pairs. Tell the learners to take it in turns pointing at the plants, asking and answering questions using the speech bubble prompts to help them.</li> <li>2. Read the <i>Language tip</i> aloud and use gestures or draw symbols to demonstrate what you mean. Explain to the learners that we use <i>this</i> when we are referring to one thing and <i>these</i> when we are referring to two or more things. Give a few examples, such as, <i>Do you like this pen?</i>, <i>Do you like these pens?</i></li> </ol> <p><b>Feedback</b> As learners ask and answer questions with their partner, circulate the classroom observing the conversations and offering support where necessary.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Organise learners to work in pairs with stretch learners to support them. Alternatively, before they begin, model the speech dialogue needed and ask learners to repeat after you.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to extend their conversations to ask and answer questions about classroom items using the vocabulary <i>this</i> and <i>these</i>.</li> </ol>

<p><b>Activity Book</b> page 119</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 119 of the Activity Book. Read the instructions to the learners. They read the conversations and write the missing words. Remind them they use the words from the <i>Word</i> boxes.</li> <li>2. To check understanding, model completing the first gap by reading the first two lines of the conversation and testing different words from the <i>Word</i> box to see which sounds right.</li> </ol> <p><b>Feedback</b></p> <p>As learners work, circulate the classroom offering support where needed. When learners have finished, ask for volunteers to read out each line of the conversations including their answers for the missing words.</p> <p><b>Answers</b></p> <p>Conversation 1</p> <p>Boy: What's this?</p> <p>Dad: <b>This</b> is a bean plant.</p> <p>Boy: <b>What</b> are these?</p> <p>Dad: <b>These</b> are carrot plants. Which do you like better, beans <b>or</b> carrots?</p> <p>Conversation 2</p> <p>Boy: Look at that tree in the square pot!</p> <p>Dad: Yes. <b>That</b> is a lemon tree.</p> <p>Boy: <b>What</b> are those trees in the round pots?</p> <p>Dad: <b>Those</b> are orange trees.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Prepare a 'feely bag' with 5-6 different vegetables, including beans and carrots from Lesson 9 and other vegetables that learners will know from previous lessons. Put the vegetables in a bag (this can be plastic or cloth).</li> <li>2. Show learners the bag and tell them how many types of vegetables are inside. Tell them that they are going to feel the bag to try to guess the vegetables.</li> <li>3. Walk around the class offering the bag to different learners to feel and guess. Encourage them to ask questions, such as <i>Is it a carrot? Is this a bean?</i></li> <li>4. If a learner guesses correctly, allow them to take out the vegetable and keep it until the next stage.</li> <li>5. When all the vegetables have been guessed correctly, put them all back in the bag and have learners recall which vegetables are in the bag.</li> <li>6. Finish by asking learners which vegetables they like or don't like and which they eat regularly.</li> </ol>



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words.</p> <p>(G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases.</p> <p>(G3.4.3.1.1) Use grade-appropriate language structures e.g. demonstratives (<i>this, that, these, those</i>).</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner recall a series of instructions. <b>Speaking:</b> To recall a series of instructions and say them to a partner. <b>Reading:</b> To read a series of instructions and put them in the correct order. <b>Writing:</b> To write instructions for growing a bean plant.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>Put a series of instructions in the correct order</li> <li>use the phrase <i>you must ...</i></li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Imperative verbs for instructions</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>water, dig, fill, soil</i> <b>Key expressions/structure:</b> <i>You must ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>The word 'plant' may confuse learners as it has different meanings. As a noun, and the way it is used in this lesson, <i>plant</i> describes the object of roots, stem and leaves that grows from a bean. However, <i>plant</i> can also be used in other contexts as a verb.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 139 Activity Book page 120		

## UNIT 7 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to tell you what they know about growing plants. Ask questions such as: <i>What do plants need to grow big and strong? Where can you grow them? How do you care for them?</i></li> <li>2. Elicit and discuss answers as a class.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 139</b>	<p><b>What must you do?: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the pictures of a bean plant growing on page 139 of the Learner's Book. Remind learners of the little boy and his dad who bought a bean plant from the market in the previous lesson.</li> <li>2. Explain that they must tell the little boy how to look after a bean plant. Ask them what they think they would need to do to grow and look after a bean plant. Elicit answers.</li> <li>3. Arrange the learners to work in pairs. Tell learners to look at the four pictures in the book and read the four instructions with their partner.</li> <li>4. They should discuss the order of the pictures and instructions with their partner and make a note of the correct order in their notebooks. Remind learners to ensure that both learners in each pair take a turn to practise saying the instructions.</li> <li>5. Challenge learners to close their Learner's Book and recall the instructions in the correct order. Remind learners to use <i>You must</i> rather than simply repeating the instructions with imperatives.</li> </ol> <p><b>Feedback</b>            Observe as learners discuss the order of the instructions with their partner. Support by modelling pronunciation as necessary.</p> <p><b>Answers</b></p> <p>b Dig a hole.            d Put the plant in the hole.            c Fill the hole with soil.            a Water the plant.</p>
<b>Activity Book</b> <b>page 120</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the writing activity on page 120 of the Activity Book.</li> <li>2. Explain that now they will write the instructions for planting and looking after the bean plant.</li> <li>3. Show the learners that to support them, the pictures are shown in the correct order and the words needed for each sentence are provided (but in a jumbled order).</li> <li>4. Before learners begin draw their attention to the <i>Writing tip</i>. Remind them that a sentence needs to begin with a capital letter and end in a full stop. You may also wish to remind them about other writing conventions such as sitting the letters on the writing line, keeping the size and style of handwriting consistent and using correct letter formation.</li> </ol>

	<p><b>Feedback</b> Select learners to write a sentence on the board – showing the correct answer and good handwriting and punctuation.</p> <p><b>Answers</b></p> <p>1 You must dig a hole. 2 You must put the plant in a hole. 3 You must fill the hole with soil. 4 You must water the plant.</p> <p><b>Differentiation activities (Support):</b> 1. Support these learners by unjumbling the sentences with them or by arranging them to work in pairs to unjumble the sentences.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to write their own instructions using <i>You must ...</i> for example, <i>You must put your book away;</i> <i>You must use a sharp pencil.</i></p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Tell the learners that you will practise some imperative verbs, like the ones in this lesson: dig, water, fill, put. We use imperative verbs to give an instruction. 2. Call out the following words and give an action to each: <i>roll</i> (with your hands), <i>put</i>, <i>push</i>, <i>leave</i>, <i>look</i>, <i>dig</i>, <i>water</i> and <i>fill</i>. 3. Call out the words again in a jumbled order and encourage learners to do the actions. 4. Ask learners to help you spell the words so that you can write them on the board.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b> (G3.3.8.2.4) Use frequently occurring affixes, and roots and their inflectional forms to determine the meaning of unknown words. (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases. (G3.4.3.1.1) Use grade-appropriate language structures e.g. imperatives.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a woman buying some fruit at a market. <b>Speaking:</b> To participate in a conversation as if buying fruit at a market. <b>Reading:</b> To read a dialogue and put it in the correct order.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and use fruit vocabulary</li> <li>• understand and use <i>this, these, that</i> and <i>those</i>.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Fruit vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>woman, fruit, mangoes, please, nice, some, this, these, that, those, buyer, seller, pineapple, pear, favourite</i> <b>Key expressions/structure:</b> shopping transactions: <i>I'd like ... , Is this one Ok?, Those look great.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the difference between using <i>this</i> and <i>these</i>, and <i>that</i> and <i>those</i>, difficult because the words are very similar. Use the <i>Language tip</i> in the lesson to explain that we use <i>this</i> and <i>these</i> for things that are very near us. We use <i>that</i> and <i>those</i> for things that are less near. Remind learners of this throughout the lesson as necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 140 Activity Book page 121 Audio Track 97		

## UNIT 7 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	1. Ask learners to tell you fruits that they like and/or know the words for in English. Elicit ideas and write them on the board. Next to each word draw a simple sketch of the fruit to support learners for whom the words are new.
Resources	Main Activity
<b>Learner's Book</b> <b>page 140</b> <b>Audio Track 97</b>	<p><b>Would you like some?: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on page 140 of the Learner's Book and ask the learners to find the fruits. Can they name them? Elicit the names of the fruits in the picture and add them to the list on the board.</li> <li>2. Tell learners that they are going to listen to the woman in the picture buying some fruit. They listen and identify the fruit she buys.</li> <li>3. Play the audio recording once. Elicit the answers from the learners.</li> <li>4. Then tell them to read the conversation and fill in the missing words from the <i>Word</i> box (copying the dialogue into their notebooks).</li> <li>5. Play the audio a few more times. Learners listen and complete the dialogue.</li> <li>6. Draw learners' attention to the <i>Language tip</i> box. Use this to explain that we use 'this' and 'these' for things that are near us, we use 'that' and 'those' for things that are less near. You may wish to practise this language further with the learners by organising them into pairs. Ask each pair to place a few classroom items on the desk in front of them – some nearer them and some towards the back of the desk. Then they practise asking for items using the vocabulary <i>this, these, that, those</i> to indicate where the items are on the desk.</li> </ol> <p><b>Feedback</b>            Ask individual learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>What fruit does she buy? Two mangoes and a pineapple.            Missing words:            Woman: What <b>nice</b> fruit!            Fruit seller: Thank you. Would you like <b>some</b>?            Woman: Yes, I'd like two <b>mangoes</b> please.            Fruit seller: Are <b>these</b> Ok?            Woman: Yes, those look great.            Fruit seller: Anything else?            Woman: Yes. A pineapple, <b>please</b>.            Fruit seller: How about <b>this</b> one?            Woman: Yes, that one looks nice. Thank you.            Fruit seller: You're welcome.</p>

<p><b>Learner's Book</b> page 140</p>	<p><b>Act it out: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Focus learners' attention on Activity 2 on page 140 of the Learner's Book.</li> <li>2. Organise the learners into pairs and tell them to take turns being the buyer and the seller.</li> <li>3. Remind them of the list of fruits on the board that they can refer to and the speech prompts on page 140 of the Learner's Book.</li> </ol> <p><b>Feedback</b> Circulate, helping and providing 1:1 feedback as necessary.</p> <p><b>Answers</b></p> <p>Learner's own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to use the dialogue already provided between the woman and the fruit seller. They practise reading the dialogue, taking it in turns to assume the different roles until they feel confident to substitute some of the fruits for alternative fruits.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work with their partner to develop and rehearse a dialogue using the speech bubble prompts as a model that they can then perform in front of other learners.</li> </ol>
<p><b>Activity Book</b> page 121</p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read out the pieces of dialogue and tell learners that these are in the wrong order and don't make sense as a conversation.</li> <li>2. Point out that the first piece of dialogue has already been identified and numbered with a 1. Read this sentence aloud and ask learners to suggest what the response might be. Elicit answers and identify the second sentence.</li> <li>3. Then ask learners to work with their partner to identify and label sentences 3 and 4. Remind them to check their answers by reading back through the entire conversation.</li> </ol> <p><b>Feedback</b> Select learners to read their sentences to the class in the correct order.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Fruit seller: Would you like to buy some fruit?</li> <li>2 Woman: Yes please, I would like some of those nice pears.</li> <li>3 Fruit seller: Anything else? I have these great bananas.</li> <li>4 Woman: Yes, those bananas do look great, I'll have some.</li> </ol>

<b>Activity Book page 121</b>	<b>Activity Book: Activity 2</b> 1. Select a confident learner to read out the list of fruit names from Activity 2 on page 121 of the Activity Book. 2. Explain that learners should show they understand the vocabulary by matching each word to the correct picture of fruit, and point out that one has been completed as an example. <b>Feedback</b> Draw simple representations of the fruit on the board and invite learners to come and write the correct name of the fruit next to each picture. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> 1d; 2e; 3f; 4a; 5c; 6b; 7g		
<b>Activity Book page 121</b>	<b>Activity Book: Learning goals</b> 1. Direct learners' attention to the self-evaluation question at the bottom of page 121. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Resources</b>	<b>Plenary</b> 1. Learners throw a ball around a circle asking and saying the name of fruit when they catch the ball. 2. They must try to say a different fruit name than the person who went before them.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.6) Listen and respond to short conversations where speakers use phrases and expressions to suggest, invite, accept, decline, offer, request, seek permission, express simple prohibition or obligation (e.g. <i>must, mustn't</i> ). (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases. (G3.4.3.1.1) Use grade-appropriate language structures e.g. demonstratives ( <i>this, that, these, those</i> ).			



LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To listen to words with the long o sound in a game.</p> <p><b>Speaking:</b> To talk about items in the classroom using the words <i>this, that, these</i> and <i>those</i>.</p> <p><b>Reading:</b> To read words containing long o sounds.</p> <p><b>Writing:</b> To write words into the correct columns of a chart according to their sound and spelling.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>review Lessons 7 – 11.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>Unit 7 Lessons 7–11</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<p><b>Key vocabulary:</b> <i>bananas, watermelon, lychees, hole, grow, no, slowly, boat, road, rope, goes, home, goat, toes, snow, this, that, these, those</i></p> <p><b>Key expressions/structure:</b> <i>this, that, these, those</i> to refer to items near and far, singular and plural</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>Learners may struggle to distinguish between the words used in long o sound, bingo, as they sound very similar. Address this by pausing the audio frequently, checking for learners understanding and repeating the words yourself where necessary.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Learner's Book page 141</p> <p>Activity Book page 122</p> <p>Audio Track 98</p>		

## UNIT 7 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to reflect on their learning through Lessons 7 – 11. Ask them to tell the person next to them one thing they particularly enjoyed and one thing they think they have got better at.</li> <li>2. Ask learners to feedback to you and write some of their comments on the board. Praise them for their ongoing efforts and successes.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 141</b> <b>Audio Track 98</b>	<p><b>Match it game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to turn to page 141 in their Learner's Book. Explain to the learners that you are going to play a matching game.</li> <li>2. Ask the learners to choose one of the matching boards and copy it onto a piece of paper or into their notebook.</li> <li>3. Explain that the Audio Track will say words from the matching cards. If learners hear a word that is on their card they can cross it out. When all of the words on their card are crossed out they should shout '<i>Finished</i>'. The winner of the game is the first person to call out, with the card words crossed out correctly.</li> </ol> <p><b>Feedback</b> Circulate as learners listen to the audio and cross out the words. Be aware of how the learners are doing as you may need to pause the audio for longer or for less time.</p> <div style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></div> <p>The audio calls the words in the following order: boat, snow, hole, home, slowly, toes, rope, goes, grow, goat, road, no This means that if learners listened carefully and crossed off the words correctly the winning match card is D.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to put each word into a sentence.</li> </ol>
<b>Activity Book page 122</b>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the <i>Word</i> box on page 122 of the Activity Book. All of these words contain either a long <i>o</i> sound, a short <i>o</i> sound or an <i>ow</i> sound like <i>how</i>. They are revision and consolidation of the words contained in the mystery colouring picture of a goat from earlier in the unit. Tell learners that the challenge is to read carefully and think about the sound in each word, then write it in the correct column.</li> <li>2. When they have finished, they can work with a partner to check that they understand each word, discussing or looking up the meanings of words they are unsure about.</li> </ol> <p><b>Feedback</b> As learners work, circulate the class checking answers and providing support as necessary.</p>

	<b>Answers</b> <table border="1"> <tr> <td>Words with a long o sound</td> <td>Words with a short o sound</td> <td>Words with an ow sound like <i>how</i></td> </tr> <tr> <td>hope, blow, grow, hole, toe, soap, sow, go, own, float, snow, grow, so, show, no, rope, home, boat, grown</td> <td>shop, hot, sock, box, lock, rock, mop, clock, pot, pond</td> <td>about, down, cow, cloud, brown, shout, now, out</td> </tr> </table>			Words with a long o sound	Words with a short o sound	Words with an ow sound like <i>how</i>	hope, blow, grow, hole, toe, soap, sow, go, own, float, snow, grow, so, show, no, rope, home, boat, grown	shop, hot, sock, box, lock, rock, mop, clock, pot, pond	about, down, cow, cloud, brown, shout, now, out
Words with a long o sound	Words with a short o sound	Words with an ow sound like <i>how</i>							
hope, blow, grow, hole, toe, soap, sow, go, own, float, snow, grow, so, show, no, rope, home, boat, grown	shop, hot, sock, box, lock, rock, mop, clock, pot, pond	about, down, cow, cloud, brown, shout, now, out							
<b>Learner's Book page 141</b>	<p><b>Using <i>this, that, these and those</i>: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners to read the sentences containing gaps. Then they choose the correct word to fill the gap from the three options provided in brackets after each sentence.</li> <li>2. Remind them to read the sentences aloud to help them think about which word will sound correct.</li> <li>3. Organise learners to work in pairs. When they have chosen the correct words to fill the gaps and written the answers in their notebook they use the speech prompts to talk about classroom objects using the vocabulary <i>this, that, these and those</i>.</li> </ol> <p><b>Feedback</b> Observe as learners discuss with their partners. Support and correct pronunciation as necessary.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>a Can you pass me <u>those</u> pears?</li> <li>b Look here at <u>these</u> bananas.</li> <li>c <u>That</u> is a great pineapple!</li> <li>d Come here and see <u>this</u> nice watermelon.</li> <li>e I would like some of <u>those</u> lychees.</li> </ol>								
<b>Resources</b>	<b>Plenary</b>								
<b>Activity Book page 122</b>	<ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question at the bottom of page 122.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>								
<b>Learning styles catered for (✓):</b>									
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓						
<b>Assessment for learning opportunities (✓):</b>									
Observation	Student self-assessment	Oral questioning	Peer assessment						
Quiz	Student presentation	Written work and feedback	Verbal feedback						
<p><b>Standards/SLOs:</b></p> <p>(G3.3.1.1.1) Students build upon and continue applying previously learned skills.</p> <p>(G3.3.3.1.3) Read words of complex word families (e.g. <i>ought, ight</i> word families).</p> <p>(G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately.</p>									

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a biographical text about Wangari Maathai. <b>Speaking:</b> To discuss countries they know and make predictions about how Wangari Maathai saved trees in Kenya. <b>Reading:</b> To read a biographical text about Wangari Maathai. <b>Writing:</b> To write labels of countries on a map.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a biographical text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Countries in the world; world map</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Global awareness: Understand other nations, languages and cultures</li> </ul>		
<b>Key vocabulary:</b> <i>Kenya, land, different, family, gardens, trees, sun, earth, dried, gone, wind, soil, river, dry, green, beautiful, plant, seeds, watched, watered, hole, water</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The words '<i>biography</i>' and the name '<i>Wangari Maathai</i>' can be challenging for learners. An explanation is provided on page 142 of the Learner's Book to support you when explaining their meanings. You do not need to drill these words and you can reassure learners that they do not need to learn the words from memory.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 142 Activity Book page 123 Audio Track 99		

## UNIT 7 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to brainstorm as many countries as they can think of. Write them on the board. Accept answers in Arabic, but reflect back in English and have learners repeat.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book</b> <b>page 142</b>	<b>Before you read: Activity 1</b> <ol style="list-style-type: none"> <li>1. Tell the learners that they will listen to and read the first part of a biography. Explain that a biography is a true story about someone's life.</li> <li>2. Tell learners that this biography is about a lady called Wangari Maathai. Explain that she lived in Kenya, in Africa. She is interesting to read about because she worked to save the trees in Kenya.</li> <li>3. Ask learners to make predictions about what they think Wangari Maathai might have done to save trees in Kenya. Elicit ideas and tell learners to try to remember the ideas so they can reflect on whether they were correct when they have read the biography.</li> </ol>
<b>Learner's Book</b> <b>page 142</b> <b>Audio Track 99</b>	<b>Read and listen: Activity 2</b> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the text of Wangari Maathai part 1 and ask learners to follow the text as they listen to the audio.</li> <li>2. Play the audio as learners listen to and follow the text. Check their understanding by reading back through each sentence and using gestures to help clarify the meanings.</li> <li>3. You may wish to play the audio more than once.</li> </ol> <b>Feedback</b> Ask learners to recap on the content of the passage, for example, ask: <i>When was Wangari born? Where was she born? What was it like in her village?</i> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"><b>Answers</b></div> Learners' own answers.
<b>Activity Book</b> <b>page 123</b>	<b>Activity Book: Activity 1</b> <ol style="list-style-type: none"> <li>1. Remind learners of the discussion at the beginning of the lesson about countries they know.</li> <li>2. Ask the learners to tell you which countries were in the biography about Wangari Maathai and ask why those countries were relevant. Elicit ideas and note them on the board.</li> <li>3. Say the following countries and ask learners to repeat: <i>Africa, United States</i> and <i>Germany</i>. Tell learners to look at the map on page 123 of the Activity Book and find the countries. Ask learners if they have ever travelled to these countries or if they know anyone that lives there. Ask what they know about these countries. Elicit as much information as possible from learners.</li> <li>4. Point out where the UAE is located and how near or far it is from the countries listed in the Learner's Book.</li> <li>5. Ask learners to look at the map on page 123 of the Activity Book. Tell learners to add the correct country names to the numbered label spaces. Then they add arrows to show the route Wangari Maathai took to the countries.</li> </ol>

	<p><b>Feedback</b>          Guide learners through looking at the countries named on the map. Tell learners to find and point to Kenya in Africa, United States and Germany. Tell learners that Wangari Maathai was born in Kenya then travelled to the United States and Germany to attend schools there.          Circulate the class checking learners' work for accuracy and correcting where necessary.</p>		
	<p><b>Differentiation activities (Support):</b>          1. Allow these learners to work in pairs.</p>		
	<p><b>Differentiation activities (Stretch):</b>          1. These learners can colour in and write the name of other countries they can identify on the map.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Play a country naming game as a class. Ask all the learners to stand up in their places.          2. Start with learners that usually require additional support. Each learner must name a country. Give a point for each different country said and tally the points on the board. Learners can repeat countries but they do not score a point. When a learner has said a country, they sit down. Count the total number of points earned by the class.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b>          (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.          (G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion.          (G3.3.5.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a biographical text about Wangari Maathai. <b>Speaking:</b> To talk about events in the text and put them in the correct order. <b>Reading:</b> To read a biographical text about Wangari Maathai. <b>Writing:</b> Solve and rewrite anagrams of topic vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand information in the past simple</li> <li>• put events in the correct order.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Unit 7 Lesson 13</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>Kenya, land, different, family, gardens, trees, sun, earth, dried, gone, wind, soil, river, dry, green, beautiful, plant, seeds, watched, watered, hole, water</i> <b>Key expressions/structure:</b> regular/irregular past simple verbs in the affirmative		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have problems pronouncing vocabulary containing difficult sounds for Arabic learners, for example, vowel sounds. Identify errors sensitively and encouragingly, remodel and ask the learner to repeat the correct punctuation.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 143 Activity Book page 124 Audio Track 100		

## UNIT 7 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask learners to help you brainstorm as much vocabulary as they can remember from the previous lesson about Wangari Maathai. Write words on the board. Examples could include: <i>Kenya, land, different, family, gardens, trees, sun</i></p>
<b>Resources</b>	<b>Main Activity</b>
<p><b>Learner's Book page 143</b> <b>Audio Track 100</b></p>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the text on page 143 of the Learner's Book. Tell learners that they will continue reading and learning about Wangari Maathai in part 2 of her biography.</li> <li>2. Ask learners what they can remember about her life so far from the last lesson. Elicit ideas.</li> <li>3. Play the audio. Ask learners to track underneath the words with an index finger to read as they listen. Check their understanding by reading back through each sentence and using gestures to help clarify the meanings.</li> <li>4. You may wish to play the audio more than once.</li> </ol> <p><b>Feedback</b> Ask learners to recap on the content of the passage, for example, ask: <i>What was Wangari's village like when she came back home? What was Wangari's idea?</i></p> <p><b>Answers</b></p> <p>Learners' own answers.</p>
<p><b>Learner's Book page 143</b></p>	<p><b>Order the events: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 2 on page 143 of the Learner's Book.</li> <li>2. Read the sentences aloud to the learners and tell them that they will put them in the correct order. This will help them to clarify what has happened so far in the biography and check their understanding.</li> <li>3. Organise learners to work in pairs and ask them to discuss the order of the sentences then write them in the correct order in their notebooks.</li> </ol> <p><b>Feedback</b> Select learners to feedback to the class on their discussion and read their sentences aloud in the correct order.</p> <p><b>Example answers</b></p> <p>3, 5, 1, 4, 2</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell these learners to look for key words in the sentences and in the text. This will help them to find the order of the sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to add in other details to the order of events, for example, after sentence 1 <i>When she came back, the land in Kenya was different</i>, learners could add a sentence pointing out that <i>Wangari felt sad</i>.</li> </ol>



<b>Activity Book page 124</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to Activity 1 in the Activity Book on page 124. 2. Explain that the learners need to unscramble the letters and put them in the correct order to spell words that relate to the picture. Then they place the number of each word in the box next to the part of the picture it matches. <b>Feedback</b> Select individual learners to come and write one unscrambled anagram word each on the board. <b>Answers</b> 1 tree; 2 soil; 3 hole; 4 water		
<b>Activity Book page 124</b>	<b>Activity Book: Activity 2</b> 1. Direct learners' attention to the questions and explain that they should answer them about Wangari Maathi. 2. Learners write the answers individually. Walk around and help them with spelling and sentence structure. <b>Feedback</b> Check the answers by asking individual learners to read aloud the correct sentences. <b>Answers</b> 1 She was born in Kenya. 2 She left to go to school.		
<b>Resources</b>	<b>Plenary</b> Play a letter dictation game: 1. Ask learners to take a piece of notebook paper and a pen. Explain that you are going to dictate some letters. They must listen and write down each letter in their notebooks. 2. Dictate the following in a continuous stream: k-e-n-y-a-t-r-e-e-s-u-n-l-a-n-d-f-a-m-i-l-y. Repeat 2-3 times (or as appropriate for your learners). 3. Then ask learners to work in pairs to circle five words from the stream of letters (Kenya / tree / sun / land / family). Tell learners that all the words are connected to Wangari and her story. 4. The first pair to discover the five words raise their hands and win the game.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.5.1.6) Determine the main idea of a text and retell the key details. (G3.3.6.1.1) Recognise and identify the basic features of narrative text genres and information text; use various text features to locate key facts in a text. (G3.3.7.1.3) Connect the information and events in a text or a story to life experiences.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to the final part of a biographical text about Wangari Maathai. <b>Speaking:</b> To discuss true and false statements about the story. <b>Reading:</b> To read the final part of a biographical text about Wangari Maathai. <b>Writing:</b> To write sentences about Wangari's story.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>understand a biographical text about Wangari Maathai.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Past tense verbs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>women, children, village, planted, rows, trees, watered, grew, figs, fruits, clean, water, rivers, difference, wood, fires, cook, food, plant, Africa, famous</i> <b>Key expressions/structure:</b> present simple / past simple tense, affirmative sentences		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may struggle to understand the phrases '<i>we plant the seeds of peace and hope</i>' and '<i>little things make a big difference</i>'. Support by explaining as clearly as you can but reassuring learners not to worry if they do not fully understand.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 144 Activity Book page 125 Audio Track 101 Pictures of Kenya		

## UNIT 7 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Generate interest in the topic and encourage learners to recall themes from the previous lesson with visual stimuli. Show learners some visual images of Kenya, such as the landscape, natural features, people, village life, city scenes (either projected images or hard copies). Ask learners to guess the country and describe what they can see. Encourage learners to compare the landscape of Kenya with their own environment.</li> <li>2. Use this activity to introduce the theme of the lesson and elicit what learners can remember from the previous lessons.</li> </ol>
Resources	Main Activity
<b>Learner's Book</b> page 144 <b>Audio Track 101</b>	<p><b>Read and listen: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the text on page 144 of the Learner's Book. Tell learners that they will continue reading and learning about Wangari Maathai in part 3 of her biography.</li> <li>2. Ask learners what they can remember about her life so far from the last lesson. Elicit ideas.</li> <li>3. Play the audio. Ask learners to track underneath the words with an index finger to read as they listen. Check their understanding by reading back through each sentence and using gestures to help clarify the meanings.</li> <li>4. You may wish to play the audio more than once.</li> </ol> <p><b>Feedback</b> Ask learners to recap on the content of the passage, for example, ask: <i>Why did people call Wangari 'Mama trees'?</i></p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers.</p>
<b>Learner's Book</b> page 144	<p><b>True or false?: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain to the learners that you are going to read each sentence aloud and they must decide if it is true or false. If they think it is true, they stand up. If they think it is false, they squat down to the floor.</li> <li>2. Read the sentences slowly and clearly, repeating each one two or three times. Give learners ample time to decide if it is true or false and move accordingly. After each sentence, provide feedback on whether the sentence was indeed true or false.</li> <li>3. If the sentence was false, ask learners to suggest what the true version might be.</li> <li>4. After all the sentences have been considered, ask learners to write the true sentences in their notebooks.</li> </ol> <p><b>Feedback</b> Feedback on each sentence as you go through the activity with the whole class.</p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>1 false; 2 true; 3 true; 4 false; 5 true</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide enough time for these learners to consider the sentences. They could discuss with a partner before answering.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write correct versions of the false sentences in their notebooks.</li> </ol>

<b>Activity Book page 125</b>	<b>Activity Book: Activity 1</b> 1. Draw learners' attention to the pictures and sentences in Activity 1 on page 125 of the Activity Book. Ask learners to tell you what they can see if the pictures. 2. Arrange learners to work in pairs and explain that they should read the sentences and discuss which order they happened in the story. 3. Then they number the sentences to show the order. <b>Feedback</b> Select learners to share their answers with the class. Do other learners agree?  <b>Answers</b> 2, 1, 5, 3, 4		
<b>Resources</b>  <b>Activity Book page 125</b>	<b>Plenary</b> 1. Direct learners' attention to the self-evaluation question at the bottom of page 125. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.5.1.6) Determine the main idea of a text and retell the key details. (G3.3.6.1.1) Recognise and identify the basic features of narrative text genres and information text; use various text features to locate key facts in a text. (G3.3.7.1.3) Connect the information and events in a text or a story to life experiences.			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner say facts about their life in preparation for writing an autobiography. <b>Speaking:</b> To talk about their life in preparation for writing an autobiography. <b>Writing:</b> To write a simple autobiography.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write a simple autobiography using the past simple.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Talking and writing about oneself</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>autobiography, biography, story, true, life, born, interesting</i> <b>Key expressions/structure:</b> sentences in the past simple		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The words '<i>biography</i>' and the name '<i>autobiography</i>' can be challenging for learners. An explanation is provided on page 145 of the Learner's Book to support you when explaining their meanings. You do not need to drill these words and you can reassure learners that they do not need to learn the words from memory.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 145 Activity Book page 126		

## UNIT 7 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have learners guess some simple facts about your life by playing a true/false game.</li> <li>2. Set the activity up by telling learners that you are going to give them some information about you, but one sentence is false. They must read the sentences and decide which one is false.</li> <li>3. Write three simple statements on the board about you, such as <i>I live in ...</i> (place or type of house); <i>I have a ...</i> (this could be about family or possessions); <i>my father / mother / brother / sister is a ...</i> (job). Grade the language according to the level of your class. You might like to introduce more sophisticated sentences here that reflect the type of sentences that learners will be asked to produce for their autobiographies during this lesson.</li> <li>4. Ask learners to discuss the statements in pairs and then tell you which one they think is false. When they guess correctly, ask them to try and correct the false sentence (make this relatively straightforward, for example by having them guess a type of job, name of a family member, place name or country that they would know already).</li> <li>5. Use this activity to introduce the autobiography theme of the lesson.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book</b> page 145</p>	<p><b>Write your autobiography: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall what a biography is. Elicit answers and establish that a biography is the true story of someone's life.</li> <li>2. Ask learners if they have ever heard of an autobiography. Elicit answers and establish that an autobiography is the story of your own life.</li> <li>3. Ask learners what information they think might be included in a story about your own life. Elicit ideas and write them on the board.</li> <li>4. Explain to learners that they will write their own autobiographies. In it they will write where they were born, two interesting things that have happened to them, how old they were when each thing happened and what they would like to do when they grow up. Add that some of them may wish to include other information in their autobiographies and this is fine.</li> <li>5. First model to the learners using your own ideas for an autobiography. Write the following sentence starters on the board and complete them using information relevant to your own life (if you don't wish to disclose your personal details you could make up the answers):                      My name is ...                      I was born on ...                      The place I was born is called ...                      When I was [insert age] something interesting happened ...</li> <li>6. Show the learners that these sentence starters are also in the Learner's Book on page 145.</li> <li>7. Organise the learners to work in pairs and tell them to use the sentence starters to tell one another information about themselves that complete the sentences and could be used in their autobiography.</li> </ol>

	<p><b>Feedback</b> Select learners to tell the class what they have learned about their partner. As learners discuss the sentences in pairs, circulate the classroom and offer support as needed.</p> <p><b>Answers</b> Learners' own answers.</p> <p><b>Differentiation activities (Support):</b> 1. You could reduce the amount of information these learners need to provide, for example, to think about one interesting thing that has happened to them rather than two.</p> <p><b>Differentiation activities (Stretch):</b> 1. Ask learners to add additional information to their autobiographies. They could also make written notes in preparation for writing.</p>
<p><b>Activity Book page 126</b></p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the content of page 126 of the Activity Book. This provides the semi-completed written plan for their autobiography.</li> <li>2. Depending on the confidence of your learners, you may wish to guide them through completing the page by reading each section and then pausing for them to write on the lines before moving to the next section. Alternatively, if they are more confident you may wish simply to read and explain the content of the page and then let them get on with completing it independently.</li> <li>3. Point out the box for them to draw a picture of themselves when they are older.</li> <li>4. You could extend the task by using the Activity Book page as a planning activity and then asking learners to produce the autobiography in their notebooks written in full or on pieces of paper to display in the classroom.</li> </ol> <p><b>Feedback</b> Ask learners to show the person sitting next to them their completed autobiography. Ask learners to compare their spellings and handwriting. Then ask learners to raise their hand to volunteer to share their autobiographies with the class.</p> <p><b>Answers</b> Learners' own answers.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a game of true or false. Ask each learner to think about a fact they can say about themselves. They can say a true fact or they can make something up that is not true for example: <i>I travelled to Antarctica. I have two sisters.</i> Other learners try to guess if the fact is true or false. Learners try to keep a straight face to convince others that their fact is true.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.1.1.1.1) Understand main idea and key details in short descriptions of people and places, presented orally or through other media.</p> <p>(G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration.</p> <p>(G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital sources, record, organise and present information choosing from a variety of formats.</p>			



LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to others discussing things they have learned during the past week. <b>Speaking:</b> To tell others about the things they have learned during the past week. <b>Reading:</b> To read sentences about previous learning within a board game. <b>Writing:</b> To write about someone that is a hero.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>Review Lessons 13–16</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lessons 13–16</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students</li> </ul>		
<b>Key vocabulary:</b> <i>start, trees, down, seeds, planted, women, children, rows, water, grow, fruit, eat, clean, rivers, Africa, points, hero, world, better, place, beautiful, animals, people, friends</i> <b>Key expressions/structure:</b> not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may not feel confident with the variety of language structures in this lesson. There is a higher level of challenge in being asked to read and write about the facts learned during the previous lessons. Reassure learners to use the sentences for reading as models for writing and provide additional support as required.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 146 Activity Book page 127		

## UNIT 7 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners to tell you what they remember about Wangari Maathai. Why was she famous? What did she do?</li> <li>2. Elicit and discuss answers as a class. Create a mind map on the board with learners' suggestions.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 146</b>	<p><b>Caring for the earth: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the game board on page 146 of the Learner's Book.</li> <li>2. Explain that this is a board game that will practise their reading as well as recapping on the Wangari story they learned about previously.</li> <li>3. Organise the learners into pairs to play the game.</li> <li>4. Show the learners where to start on the board. They take turns closing their eyes and placing their finger on the number square. When they open their eyes, they look at the number their finger is touching and move that number of spaces on the board. When they land on a square they read the sentence it contains. If they read correctly, they can collect the amount of points stated on the square. Learners play until a certain amount of points is reached or until you have timed them for a period of time.</li> </ol> <p><b>Feedback</b> As learners play, circulate the classroom supporting with pronunciation as necessary.</p>
<b>Learner's Book page 146</b>	<p><b>Write about your heroes: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that Wangari Maathai was considered a hero because she worked hard to make the world a better place.</li> <li>2. Ask learners to think about who they consider to be a hero and why. It could be someone who helps people or animals. Point out the example shown on the page, of the grandma who cares for all the children.</li> <li>3. Tell learners that they are going to write some sentences about their hero.</li> <li>4. Ask learners to turn to the person sitting next to them and share their ideas for who they will write about. Who is their hero and why?</li> <li>5. After providing feedback move to the next activity, which uses the Activity Book to plan the hero sentences further.</li> </ol> <p><b>Feedback</b> Ask volunteer learners to tell the class who their hero is and why. Use some of their answers as examples and write on the board the sentence structure: <i>My hero is [insert name]. He / She is a hero because [insert reason].</i> This will provide models for the children to work from.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to tell you their ideas during class feedback and use their answers to write model sentences on the board that the learners can use on their hero page.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to extend the reason why their hero is a hero.</li> </ol>

<p><b>Activity Book page 127</b></p>	<p><b>Activity Book: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to Activity 1 on page 127 of the Activity Book. This provides further writing support for their hero sentences.</li> <li>2. Ask learners to use the information they talked about in the previous activity to complete the sentence starters about their hero.</li> <li>3. Then they draw a picture of their hero.</li> <li>4. You could then ask learners to copy out the information onto a piece of paper. Learners' individual sentences and pictures could then be displayed in the classroom.</li> </ol> <p><b>Feedback</b> Ask different learners to show their sentences and picture to the people sitting near them. Circulate the classroom as learners work offering support with writing and vocabulary as necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give these learners a fixed number of sentences to write (for example, two sentences). Focus them on the model in the Learner's Book as a guide.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage these learners to write as many sentences as they feel able. Also make them aware that they do not have to limit themselves to using only the verbs and adjectives in Activity 2 in the Activity Book; encourage them to think of more words.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
<p><b>Activity Book page 127</b></p>	<ol style="list-style-type: none"> <li>1. Direct learners' attention to the self-evaluation question at the bottom of page 127.</li> <li>2. Ask them to think and answer.</li> <li>3. Emphasise the importance of giving an honest answer.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately. (G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts.			

<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen for specific sounds. <b>Speaking:</b> To produce vocabulary and key structures from the unit. <b>Reading:</b> To read and answer questions and reflection statements.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• reflect upon their learning from Unit 7</li> <li>• produce phrases and vocabulary relating to specific topics in Unit 7</li> <li>• recognise specific vowel sounds relating to pronunciation work covered in Unit 7.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• All Unit 7 content: phrases with <i>can</i> and <i>mustn't</i>; vocabulary: trees, fruit, in the park; long <i>o</i> and <i>ow</i> sound words.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> all Unit 7 content <b>Key expressions/structure:</b> all Unit 7 content		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have problems pronouncing vocabulary containing difficult sounds for Arabic learners, for example, vowel sounds. Identify errors sensitively and encouragingly, remodel and ask the learner to repeat the correct pronunciation.</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 147 A ball		

## UNIT 7 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Arrange learners in a big circle.</li> <li>2. Ask learners to throw a ball around to each other and say a word or phrase connected to Unit 7 every time they catch it.</li> </ol>
<b>Resources</b>	<b>Main Activity</b>
<b>Learner's Book page 147</b>	<p><b>Play a speaking game: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Arrange learners in small groups of 3 – 5. Tell them that they are now going to play a speaking game to help them review Unit 7.</li> <li>2. Focus on the six questions in Activity 1; elicit how many questions there are and read through each question as a class.</li> <li>3. Show learners the number square. They will take turns closing their eyes and placing their finger on the number square. When they open their eyes, they look at the number their finger is touching. Explain to the class that each number corresponds with a question in Activity 1. Each person in the group touch the number square and answer the corresponding question in the activity.</li> <li>4. Choose a strong group to model the activity first. Have one confident learner close their eyes and answer the question that corresponds to the number that they land on.</li> <li>5. Tell the groups to do several rounds until you tell them to stop. If they touch the number square and the number is a question that they have already answered, they should go again.</li> </ol> <p><b>Feedback</b> Go around the class and elicit one example answer from each group until all six questions have been answered.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Run, play, sit on the grass, eat a sandwich, see animals and birds; learners' own answers</li> <li>2 Run in the classroom; eat in the classroom; learners' own answers</li> <li>3 Mangoes, bananas, pineapples, oranges, pears, watermelons, lychees; learners' own answers</li> <li>4 Fruit, wood, furniture, paper, homes for some animals and birds, leaves to clean the air, fresh air</li> <li>5 Learners' own answers</li> <li>6 Learners' own answers</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Elicit example answers from these learners first before letting them do the activity independently as groups. Monitor these learners carefully during the activity, and be on hand to support with vocabulary and language, as appropriate.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask these learners to expand their answers beyond the number of examples stipulated in each activity question.</li> </ol>

**Read and say the poem: Activity 2**

1. Focus learners on the girl in the picture by the poem. Ask them what they can see in the picture, and where they think the girl is and what she is doing.
2. Next focus learners on the poem. Read each line and help learners understand the meaning of the words by using the picture, and making gestures as you read (for example *up* from the ground; *rain* from the sky coming *down*; bright sunlight *all around*).
3. When you have read the poem a few times, ask learners to join in with you as you read it. Emphasise the words in bold blue in the poem text as you read.
4. Have learners stand up and act out the poem as they read it, for example moving hands up for 'grow' and down for 'rain' and 'down'; indicating a row of seeds by pointing their fingers; pointing all around the classroom for 'all around'. If you have space in your classroom, have the learners stand in a circle to recite and act out the poem together.
5. Now focus learners on the words in blue in the poem. Ask them if they can remember what special sound these words have. Read the poem again emphasising these words. Then split the class in half and ask one half to listen for the long *o* sound, and the other half to listen for the *ow* sound. Then read the poem again, and have learners raise their hands when they hear their sound.
6. Elicit other words with the same sounds from Unit 7. If time permits, have learners work in pairs to come up with five more words with the same sound in a time limit of one minute.

**Feedback**

Write the words *grow, ground, down, row, around* (in mixed order) and invite learners to the board to circle the words with the long *o* sound, and underline the ones with the *ow* sound.

**Answers**

Long *o* sound words: *grow, row*

*Ow* (as in *cow*) sound words: *ground, down, around*

**Running dictation**

1. Tell learners that to help them review their learning and progress they will do a running dictation in their notebooks.
2. Ask learners to turn to a space in their notebooks and get ready to listen and write.
3. Arrange the learners into four groups, each group has a nominated runner.
4. Place two sentences from the quiz on pieces of paper pinned to the classroom wall: *I can talk about trees and why they are important. I can read words with the long o sound and the spelling ow.*
5. The runner from each group goes to look at the paper, remembers as much of the content as they can, then returns to the group to relay the dictation. The runner repeats as many times as is needed.

**Feedback**

Ask learners to compare their spellings and handwriting to a partner. Then write the sentences on the board, asking for learners to tell you how to spell the words.

**Answers**

I can talk about trees and why they are important. I can read words with the long *o* sound and the spelling *ow*.

<b>Learner's Book</b> page 147	<b>Look what I can do: Activity 2</b> 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 2. Read the statements and tell the learners to put their hand up if they feel they can do it. You may like to ask a few learners to give examples.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play 'Backs to the board'. Ask a confident learner to come to the front of the class and sit in front of the board, with his/her back to the board. Write one of the following words or phrases on the board behind him/her: <i>paper, wood, No fishing, plant, grow, mango</i> . Don't let the learner look at the word, and tell the rest of the class not to say the word. Explain that the rest of the class must give the learner clues to help him/her guess the word. They can use other English words or gestures and mime, but they mustn't say the word itself or speak in Arabic. When the learner has guessed the word he/she raises his/her hand and says the word. Then ask another learner to come to the front and guess a new word from the list.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.			



<b>LESSON PLAN</b>		<b>LESSON: 19</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 3</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To listen to a partner talking about their book review. <b>Speaking:</b> To discuss ideas for a book review. <b>Reading:</b> To read a book review. <b>Writing:</b> To write a book review to show their opinion of a book they have recently read.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write a book review about a book they have recently read.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous literacy based projects</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>book, read, character, fiction, non-fiction, author, illustrator, pages, review, enjoyed, liked, favourite</i> <b>Key expressions/structure:</b> expressing preference and opinions: <i>I like ... I think ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to remember and write or use the words for the vocabulary required in this literacy project as they may not have practiced them recently. Support learners by displaying them on word cards or written on the board, for example: <i>book, read, character, fiction, non-fiction, author, illustrator, pages, review, enjoyed, liked, favourite</i></li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 148		

## UNIT 7 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> <li>Review book related vocabulary that learners may have forgotten or are unclear about. Bring a book appropriate to the learners' age group, and preferably one that they might have read. Use the book to illustrate and revise the key vocabulary to the class. Write each of these vocabulary words on the board one at a time discussing what each word means (ask learners if they know, elicit answers, then confirm). Also use simple pictures and gestures to explain words they are unsure about: <i>book, read, character, fiction, non-fiction, author, illustrator, pages, review, enjoyed, liked, favourite</i>.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book page 148</b></p>	<p><b>Literacy project: A book review</b></p> <ol style="list-style-type: none"> <li>Tell the learners that for their literacy project they are going to write a book review for a book they have recently read. Ask the learners if any of them know what a book review is. Elicit ideas and clarify that a book review is when someone who has read a book writes a little bit about the book to explain what it contains and which parts they liked. This helps other people who are thinking about reading that book to decide whether they might enjoy it or not. If possible, ask learners before the class to bring in a favourite book; or provide a selection of books to choose from, that the class is either familiar with or has already read.</li> <li>Draw learners' attention to the book review template on page 146 of the Learner's Book and read through all the sections.</li> <li>Next, model an example of writing a book review to the class as they watch and participate with ideas. On the board draw a book review template the same as the one on page 148 of the Learner's Book. Ask for a volunteer learner to tell you about a book they have recently read. As you ask them questions and they answer you, complete the book review on the board being careful to use clear simple sentences that the learners will be able to replicate using their own information for their own book reviews.</li> <li>While you are modelling how to write a book review, mention that other information could be included (for stretch learners), for example, they could add a section about a part of the book that they didn't like.</li> <li>Arrange the learners to work in pairs and ask them to discuss their book review and the information they are going to include.</li> <li>Then ask learners to make notes in their notebooks.</li> <li>Finally, learners start writing up their book reviews on separate sheets of paper that can later be displayed in the classroom. There will be time in the following class for learners to complete these.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ensure that learners have their Learner's Book open so they can check the correct spellings, find helpful vocabulary or ideas for their project.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can include additional information in their book review.</li> <li>Learners can alter/extend the book review template</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<p>Play a guessing game: What's missing?</p> <ol style="list-style-type: none"> <li>1. Write the following words on the board: <i>book, read, character, fiction, non-fiction.</i></li> <li>2. Ask learners to spend a few seconds studying the words then ask learners to close their eyes or look away.</li> <li>3. Rub a word off the board then ask learners to remember which one is missing.</li> <li>4. Repeat again with the following words: <i>author, illustrator, pages, review, enjoyed, liked, favourite.</i></li> <li>5. Make the game more challenging by removing two words at a time.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately.</p> <p>(G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</p> <p>(G3.4.5.1.1) Conduct short research on a topic of interest; identify the research question, locate information in print or digital resources, record, organise and present information choosing from a variety of formats.</p>			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 3	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To listen to and evaluate presentations. <b>Speaking:</b> To present a project. <b>Reading:</b> To read a book review.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• make a short presentation</li> <li>• listen to a short presentation and ask questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• All previous vocabulary related to their book review from the literacy project in the previous lesson</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>book, read, character, fiction, non-fiction, author, illustrator, pages, review, enjoyed, liked, favourite</i> <b>Key expressions/structure:</b> expressing preference and opinions: <i>I like ... I think ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• When learners present their projects make sure to check they correctly use the language, for example, the key vocabulary related to books</li> </ul>		
<b>Resources/equipment needed:</b> Learner's Book page 148 Learners' literacy projects from Lesson 20 PCM 1		

## UNIT 7 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<p>Play a copying game.</p> <ol style="list-style-type: none"> <li>1. Start by clapping or tapping out the syllables as you say the following words: <i>book, read, character, fiction, non-fiction, author, illustrator, pages, review, enjoyed, liked, favourite.</i></li> <li>2. Ask the learners to copy you. This helps train their ears to listen to rhythm and intonation in speech.</li> <li>3. Repeat but make the pattern more complex.</li> <li>4. Again, ask learners to copy you.</li> <li>5. Then choose a learner to take the lead.</li> </ol>
Resources	Main Activity
<p><b>Learner's Book</b> page 148</p>	<ol style="list-style-type: none"> <li>1. Give learners time to finish their literacy projects if necessary.</li> <li>2. Tell learners they are now going to present their book review. Explain that learners will evaluate their book review and a partner's book review.</li> <li>3. Tell learners to look at the book review template on page 148 of the Learner's Book as you remind them of the original instructions.</li> <li>4. Demonstrate how to present their review by using the language you would like the learners to use, for example, <i>This is my book review. It is about a book called ... It is a fiction / non-fiction book.</i></li> <li>5. Put learners in pairs so they can present to one another.</li> <li>6. When learners have presented encourage them to ask one another questions about their partner's book review, for example: <i>Who was your favourite character? Would you read the book again?</i></li> <li>7. Circulate and observe the learners presenting and asking questions.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. If individual learners lack confidence to present their project independently, you could arrange the learners to work in pairs according to the book reviews they have produced.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More confident learners could present in front of larger groups, for example, a group of four other learners.</li> </ol>
	<p><b>Self-evaluation</b></p> <ol style="list-style-type: none"> <li>1. Advise the learners that they are going to review their own literacy project work.</li> <li>2. Distribute copies of PCM 1 and briefly explain the star system: the learners colour/shade as many stars as they think are appropriate from 0 to 5. You can even suggest they can shade partial stars to give, for example, 3.5 stars.</li> <li>3. Read the categories to the class. Explain the final item and encourage learners to think about how they could make their presentation better.</li> <li>4. Learners complete the sheet. You may like to collect all of the sheets in and keep them with learners' files so that they can have a record of all of their presentations throughout the year.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Play a game of ‘<i>Simon says</i>’. Choose a learner to be the lead in the game or do this yourself first to model the game to learners. Explain that in this game the learners will hear instructions relating to activities that have been talked about in Unit 7. When they hear the instructions they should mime the activity.</li> <li>2. The lead calls out instructions such as <i>Simon says plant a tree, Simon says water the seeds, Chop the wood.</i></li> <li>3. If the lead says an instruction with ‘Simon says’ then the learners should do the instruction. However if the lead player does not say ‘Simon says’ the learners should remain still and not do the instruction.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules.</p> <p>(G3.2.2.1.1) Collaboratively prepare a short oral report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking clearly at an appropriate pace.</p> <p>(G3.2.2.1.2) Deliver simple presentations using visual displays (e.g. illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings.</p>			

## Learner's Book

### UNIT 5

#### Track 65

**Speaker:** 100 little fingers  
10 little, 20 little, 30 little fingers  
40 little, 50 little, 60 little fingers  
70 little, 80 little, 90 little fingers  
100 little fingers in the air!

#### Track 66

**Girl 1:** There are a lot of shapes on this chart.  
**Girl 2:** Yes, there are! There are 10 big circles and 10 little circles.  
**Girl 1:** There are 10 big squares and 10 little squares. There are 10 big triangles and 10 little triangles.  
**Girl 2:** There are 10 big rectangles and 10 little rectangles. There are 10 big stars and 10 little stars.  
**Girl 3:** Ok, Reem? Ready, steady, jump!  
**Girl 4:** How far did I jump?  
**Girl 3:** Just a moment ... I'll measure. You jumped 52 centimetres.  
**Girl 5:** Look at this clock. What time is it?  
**Girl 6:** Umm ... Is it 11 o'clock?  
**Girl 5:** No it isn't ... try again.  
**Girl 6:** It's 10 o'clock!  
**Girl 5:** Yes, it is!

#### Track 67

**Speaker:** Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.  
Twenty, twenty one, twenty two, twenty three, twenty four, twenty five, twenty six, twenty seven, twenty eight, twenty nine, thirty.

#### Track 68

**Girl 1:** Ok, Reem? Ready, steady, jump!  
**Girl 2:** How far did I jump?  
**Girl 1:** Just a moment ... I'll measure. You jumped 52 centimetres.  
**Girl 2:** How many?  
**Girl 1:** 52 centimetres.

#### Track 69

**Speaker (female adult):** What time do you eat breakfast in the morning?  
**Girl:** Seven o'clock.  
**Speaker:** What time do start school?  
**Girl:** Eight o'clock.  
**Speaker:** What time does your art lesson begin?

**Girl:** Ten o'clock.  
**Speaker:** What time do you eat lunch?  
**Girl:** One o'clock.  
**Speaker:** What time does school finish?  
**Girl:** Three o'clock.  
**Speaker:** What time do you arrive home on the bus?  
**Girl:** Five o'clock.

#### Track 70

**Speaker:** One-one was a race horse.  
Two-two was one too.  
One-one won one race.  
Two-two won one too.

#### Track 71

**Speaker:** 2, 4, 6, 8 Helen's at the cottage gate  
Eating cherries on a plate – 2, 4, 6, 8

#### Track 72

**Speaker 1:**  
What a fast animal!  
What a big animal!  
What a clever animal!  
What a heavy animal!  
**Speaker 1:** 1 The blue whale is the biggest animal on Earth. It is about 30 metres long. That's as long as two buses parked end to end.  
**Speaker 2:** What a big animal!  
**Speaker 1:** 2 A parrot can learn to talk. It can count, name colours and do maths.  
**Speaker 2:** What a clever animal!  
**Speaker 1:** 3 An African elephant weighs the same as 100 men.  
**Speaker 2:** What a heavy animal!  
**Speaker 1:** 4 A very good runner can run 12 metres in a second. A cheetah can run 30 metres in a second.  
**Speaker 2:** What a fast animal!

#### Track 73

**Speaker:** Clever Birbal  
One day, King Akbar picked up a piece of chalk and drew a line on the floor. 'Birbal,' he said to his friend, 'I want you to make this line shorter. But you mustn't rub out the ends of the line.'  
Birbal looked at the line and thought. Then he drew a long line under King Akbar's line. 'Look,' said Birbal. 'My line is longer than your line. So your line is shorter!'  
King Akbar laughed. 'You are right, Birbal,' he said. 'You made my line shorter. What a clever answer!'

**Track 74****Speaker:** Many ways to count to ten (part one)

A long time ago, Leopard was the king of the forest. One day he said, 'I'm getting old and tired. It's time to choose a new king.' He put up signs in the forest.

All the animals came to the contest. King Leopard said, 'Thank you for coming. Let me explain the contest. You must throw this spear high into the air and quickly count to ten. You must say "ten" before the spear hits the ground. The winner of the contest will be the new king of the forest.'

The elephant was the first to try. 'I'm very big,' he said. 'I think I can do it.' The elephant threw the spear high into the air. '1, 2, 3, 4, 5 ...,' he counted loudly. Boom! The spear hit the ground.

'I'm sorry, Elephant,' said the king.

'You didn't do it. You didn't count to ten.'

The water ox was second.

'I'm very strong,' he said. 'I think I can do it.'

The water ox threw the spear high into the air.

'1, 2, 3, 4, 5, 6,' he counted loudly.

Boom! The spear hit the ground.

'I'm sorry, Water Ox,' said the king.

'You didn't do it. You didn't count to ten.'

The chimpanzee was third.

'I can count very quickly,' he said. 'I think I can do it.'

The chimpanzee threw the spear high into the air.

'1, 2, 3, 4, 5, 6, 7, 8,' he counted quickly. Boom!

The spear hit the ground.

'I'm sorry, Chimpanzee,' said the king.

'You didn't do it. You didn't count to ten.'

**Track 75****Speaker:** Many ways to count to ten (part two)

The little antelope was next.

'Hello, King Leopard,' he said quietly.

'Can I try?'

'Of course, little friend,' said the king.

'Here is the spear.'

The tiny antelope jumped high in the air as he threw the spear.

'2, 4, 6, 8, 10!' counted the antelope. Boom!

The spear hit the ground.

'You did it!' said the king. 'Well done, Little Antelope!

You counted to ten in twos. What a clever idea!

The forest has a new and very clever king!'

'Three cheers for Antelope,' cried the animals.

'Hip, hip, hooray! Hip, hip, hooray!

Hip, hip, hooray!'

**UNIT 6****Track 76****Speaker:**

The bug

One, two, three!

There's a bug on me!

Where did it go?

I don't know.

**Track 77****Speaker:**

Listen. What's that? It's a bee. The bee is buzzing near the flowers. Can you see it?

There are some other insects flying above the flowers. These insects are quiet – they don't make any sound. Do you know what they are? They're butterflies.

Under the ground, you can see the home of some other busy insects. Who lives in that underground home? They're ants.

Listen to the sound of another insect. Where is that insect? What is that insect? It's a cricket.

**Track 78****Speaker:**

Ant. Where are the ants? The ants are under the ground.

Bee. Where is the bee? The bee is near the flowers.

Butterfly. Where are the butterflies? The butterflies are flying above the flowers.

Cricket. Where is the cricket? The cricket is on a leaf.

Spider. Where is the spider? The spider is on its web.

Web. Where is the web? The web is on the tree.

Which insect lives under the ground?

Which one makes this sound?

Which one is yellow and black?

Which one has wings of different colours?

Which animal has eight legs?

**Track 79****Speaker:**

Listen to the sound of the cricket. A cricket is an insect.

How many legs does an insect have? Let's count the legs. 1, 2, 3, 4, 5, 6.

All insects have six legs. All insects have antennae, too. Some insects, like the cricket, have long antennae. Some, like the bee, have shorter antennae. Look for the antennae on the butterflies, the bee and the ants.

Some insects have wings. A cricket has four wings. It makes a sound with its wings.

But some insects don't have wings. How many insects in the picture have wings?



Did you find all three insects? The bee, the cricket and the butterfly are all insects with wings. Now find an insect that doesn't have wings.

The ant is an insect that doesn't have wings.

### Track 80

#### Speaker:

##### Ants

What does an ant look like?

An ant is an insect. It has six legs and two antennae. Ants use their antennae to feel, smell and taste. These ants are using their antennae to communicate. What do you think they are saying?

Where do ants live?

Ants live in big groups. Some ants build homes with many rooms under the ground.

What do ants eat?

Ants eat leaves, seeds, bugs and other things. When ants go to find food, they leave a smell trail. They carry their food home, following their smell trail.

### Track 81

#### Speaker:

##### Spiders

What does a spider look like?

Spiders are not insects. All spiders have eight legs. They don't have antennae or wings. Some spiders have eight eyes and some have six. But most spiders can't see very well!

Where do spiders live?

Some spiders live under the ground. Others make webs. A spider makes a web from silk in its body. The silk is very light and very strong.

What do spiders eat?

Most spiders eat insects. Some very big spiders eat mice and small fish too.

### Track 82

#### Speaker:

A cricket on the floor

There's a cricket on the floor, on the floor.

There's a cricket on the floor, on the floor.

Now it's coming through the door,

That cricket on the floor.

There's a cricket on the floor, on the floor.

Now the cricket's on my toe, on my toe!

Now the cricket's on my toe, on my toe!

Oh no, oh no!

There's a cricket on my toe!

There's a cricket on my toe, on my toe!

Now the cricket's on my knee, on my knee!

Now the cricket's on my knee, on my knee!

Oh poor, poor me!

There's a cricket on my knee!

There's a cricket on my knee, on my knee!

Now the cricket's on my chest, on my chest!

Now the cricket's on my chest, on my chest!

Oh this cricket's such a pest!

Now it's sitting on my chest.

There's a cricket on my chest, on my chest!

Now the cricket's on my head, on my head!

Now the cricket's on my head, on my head!

Did you hear what I said?

There's a cricket on my head!

There's a cricket on my head, on my head!

But he jumped off ...

Now there's a cricket on the floor, on the floor.

There's a cricket on the floor, on the floor.

Look! That cricket on the floor

Is hopping out the door ...

Goodbye my friend, the cricket on the floor!

### Track 83

#### Speaker:

A bee and a flea

Had breakfast with tea.

The bee bumped his head.

And went back to bed.

### Track 84

#### Speaker:

What does a bee make?

How do butterflies taste?

What do silkworms make?

How do crickets hear?

How many legs does a spider have?

Do silkworms help people?

### Track 85

#### Speaker:

She

Bee

Eat

Flea

Feet

Knee

Me

Tea

Leaf

**Track 86****Speaker:****Little Ant part 1**

It was autumn. The weather was getting cold.  
 Little Ant said, 'I'm going outside to play.'  
 'Come home soon,' said Little Ant's mother.  
 'It's getting cold outside. But our home under the ground is nice and warm.'  
 Little Ant met a beetle and a worm.  
 'Hello,' said Little Ant. 'Let's play!'  
 'Ok,' said the beetle and the worm.  
 They played and played together.  
 The wind began to blow. Little Ant began to shiver.  
 'It's cold,' she said. 'I have to go home.'  
 Little Ant started to walk home.  
 The wind blew harder and Little Ant shivered.  
 A big leaf fell on her.  
 'Help!' said Little Ant. 'I can't move!'  
 'Leaf, please get off me,' said Little Ant.  
 'I have to go home.'  
 But the leaf didn't move.

Little Ant called to a mouse.  
 'Mouse, Mouse! I need help. Please lift up the leaf. It's cold and I have to go home.'  
 But the mouse said, 'Sorry, Little Ant. I haven't got time to help. I'm very busy.'  
 So Little Ant called to a cat.  
 'Cat, Cat! I need help. Please chase the mouse. Mouse, please lift up the leaf. It's cold and I have to go home.'  
 But the cat said, 'Sorry, Little Ant. I haven't got time to help. I'm very busy.'  
 So Little Ant called to a dog.  
 'Dog, Dog! I need help. Please scare the cat. Cat, please chase the mouse. Mouse, please lift up the leaf. It's cold and I have to go home.'  
 But the dog said, 'Sorry, Little Ant. I haven't got time to help. I'm very busy.'

**Track 87****Speaker:****Little Ant part 2**

A flea who lived on the dog heard Little Ant calling for help.  
 The flea is a cousin of the ant.  
 'Don't worry, Cousin Ant,' called the flea.  
 'I can help. I'll bite this dog.'  
 So the flea bit the dog.  
 The dog yelped and scared the cat.  
 The cat turned and chased the mouse.  
 The mouse ran to Little Ant and lifted up the leaf.  
 'Thank you, Cousin Flea!' called Little Ant.

Little Ant ran back to her nice, warm home under the ground.

'I'm back, Mum!' Little Ant called.  
 'Hello, Little Ant,' said her mother.  
 'I'm glad you're home!'

**Track 88**

**1 Dad:** Please can someone help me carry the shopping?

**Mohammad:** Ok dad, I can help. Where shall I put it?

**Dad:** On the table, please. Thank you!

**2 Omar:** Badir, please can you help me with my homework?

**Badir:** Yes, sure. What do you want to know?

**3 Tariq:** Please can you play football with me?

**Mohammad:** Sorry, Tariq. I haven't got time right now. I'm busy.

**Tariq:** That's ok. Maybe tomorrow?

**Mohammad:** Yes, see you tomorrow!

**UNIT 7****Track 89**

The sky is painted blue  
 I'm glad the sky is painted blue  
 And the earth is painted green,  
 With such a lot of nice fresh air  
 All sandwiched in between.

**Track 90**

**Dad:** Hi, we're new to the town. This park looks great.

**Park keeper:** Yes, it is a great park.

**Girl:** What can you do here?

**Park keeper:** Oh, lots of things! You can run and play. You can sit on the grass and eat a sandwich. Or you can watch the animals in the pond.

**Girl:** Can we ride our bikes?

**Park keeper:** No, sorry, you can't. We have a rule – no cycling in the park. Look, there's a sign over there. You must leave your bikes here.

**Girl:** Can I fly a kite?

**Park keeper:** Yes, of course! Look, those people over there are flying kites.

**Dad:** Are there any other rules? What else mustn't we do in the park?

**Park keeper:** The signs tell you the rules. You must put your litter in the bin – you mustn't leave it on the grass. We want to keep the park clean. You mustn't fish in the pond – look, the sign says 'No fishing'. And you mustn't swim in the pond.

**Girl:** Ok, thank you.

**Park keeper:** Oh, there's one more rule – you must have a good time at the park.

**Dad:** Ok, we will! Thanks for the information.

### Track 91

**Sign** – How many signs can you see in the park?

**Rules** – What is the rule about bicycles?

**Grass** – How many children are running on the grass?

**Bin** – How many bins are there?

**Litter** – Where must you put your litter?

**Cycling** – Cycling means riding a bike. Can you see anyone riding a bike?

**Fishing** – Fishing means catching fish. Can you catch fish in the pond?

**Sandwich** – Who is eating a sandwich?

### Track 92

1 The green leaves reach high into the air. They clean the dirty air. They give us fresh air to breathe.

2 Some trees give us fruit, like lemons and cherries. Other trees give us nuts.

3 People use the wood to make fires for cooking and for warmth. They build houses and boats and furniture. They use wood to make paper.

4 The roots reach down into the ground. They hold the soil in place for other plants and grass.

### Track 93

#### Disappearing trees

All over the world, people are cutting down trees.

People cut down trees to make room for new buildings. They cut down trees to get more wood and make more paper.

When trees are cut down, animals lose their homes.

There are fewer trees to clean the air and hold the soil in place.

Help save the trees!

Children all over the world can help to save trees.

In some schools, children plant trees.

In many schools, children recycle paper.

A factory uses the old paper to make new paper. So fewer trees are cut down.

### Track 94

#### The green grass grew all around

There was a hole in the middle of the ground,

The prettiest hole that you ever did see.

Well, the hole in the ground.

And the green grass grew all around and around,

The green grass grew all around.

And in that hole there was a tree,

The prettiest tree that you ever did see.

Well, the tree in the hole,

And the hole in the ground.

And the green grass grew all around and around,  
The green grass grew all around.

And on that tree there was a branch  
The prettiest branch that you ever did see.

Well, the branch on the tree,

And the tree in the hole,

And the hole in the ground.

And the green grass grew all around and around,  
The green grass grew all around.

And on that branch there was a nest  
The prettiest nest that you ever did see.

Well, the nest on the branch,

And the branch on the tree,

And the tree in the hole,

And the hole in the ground.

And the green grass grew all around and around,  
The green grass grew all around.

And in that nest there was a bird

The prettiest bird that you ever did see.

Well, the bird in the nest,

And the nest on the branch,

And the branch on the tree,

And the tree in the hole,

And the hole in the ground.

And the green grass grew all around and around,  
The green grass grew all around.

And on that bird there were some feathers

The prettiest feathers that you ever did see.

Well, the feathers on the bird,

And the bird in the nest,

And the nest on the branch,

And the branch on the tree,

And the tree in the hole,

And the hole in the ground.

And the green grass grew all around and around,  
The green grass grew all around.

### Track 95

#### Five little seeds

Five little seeds

Under the leaves

And under the snow

Five little seeds are

Waiting to grow

Out comes the sun

Down comes a shower

And up come five

Pretty pink flowers

**Track 96**

**Little boy:** What is this?

**Dad:** This is a bean plant.

**Little boy:** What are these?

**Dad:** These are carrot plants. Which do you like better, beans or carrots?

**Little boy:** Errr ... beans.

**Dad:** Ok, we'll get the bean plant.

**Track 97**

**Woman:** What nice fruit!

**Fruit seller:** Thank you. Would you like some?

**Woman:** Yes, I'd like two mangoes, please.

**Fruit seller:** Are these Ok?

**Woman:** Yes, those look great?

**Fruit seller:** Anything else?

**Woman:** Yes. A pineapple, please.

**Fruit seller:** How about this one?

**Woman:** Yes, that one looks nice. Thank you.

**Fruit seller:** You're welcome.

**Track 98**

Boat

Snow

Hole

Home

Slowly

Toes

Rope

Goes

Grow

Goat

Road

No

**Track 99****Wangari Maathai: Mama Trees Part 1**

Wangari Maathai was born in 1940 in a small village in Kenya. Green trees covered the land. Families grew food in small gardens. A little river brought clean water to the village. Women and children picked figs and other fruit from the trees. They used wood to make fires for cooking. Wangari loved her green and beautiful home.

When Wangari grew older, she went away to school. She studied in the United States and in Germany.

**Track 100****Wangari Maathai: Mama Trees Part 2**

When Wangari came back to Kenya, the land was very different. The family gardens had gone. The trees had gone. The sun had dried the earth. The wind had blown away the soil. The little river was dry.

The people in Wangari's village now worked for a big company. They grew tea that was sold to people in other countries. Women and children walked a long way to get clean water and firewood.

Wangari felt very sad. What could she do to help? An idea came to her. She would plant trees. Kenya could become green and beautiful again.

Wangari took seeds from trees. She planted the seeds in her garden. She watched them and watered them. The seeds grew into little trees.

**Track 101****Wangari Maathai: Mama Trees Part 3**

Wangari gave the little trees to the women and children in her village. Together they planted rows and rows of little trees. Every day, the women and children watered the trees. The trees grew. Soon there were figs and other fruits to eat. There was clean water in the little rivers.

There was wood for fires to cook food.

'When we plant trees, we plant the seeds of peace and hope,' said Wangari.

People all over Africa planted trees. They wanted to do the same as Wangari.

Millions of trees were planted. People named Wangari 'Mama Trees'. She became very famous.

'Little things make a big difference,' said Wangari.

'My little thing is planting trees.'

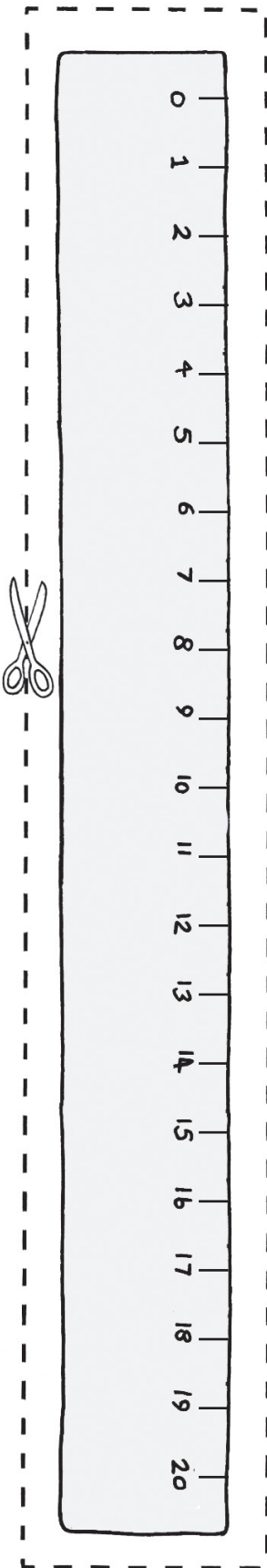
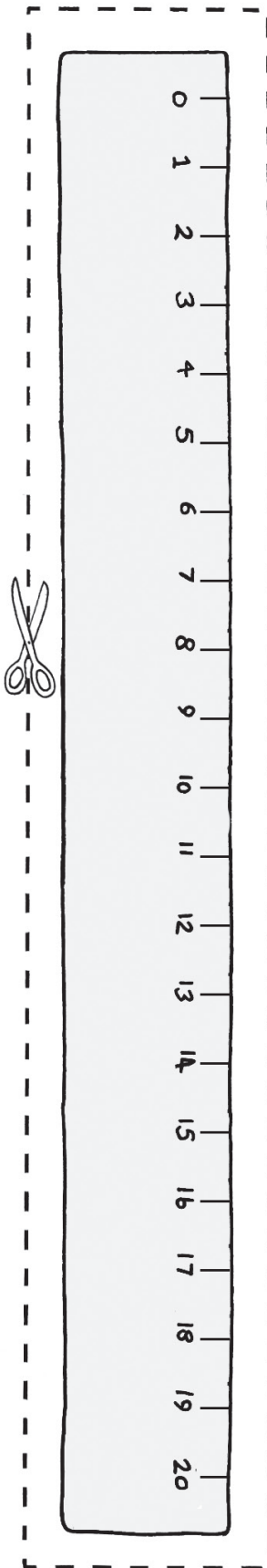
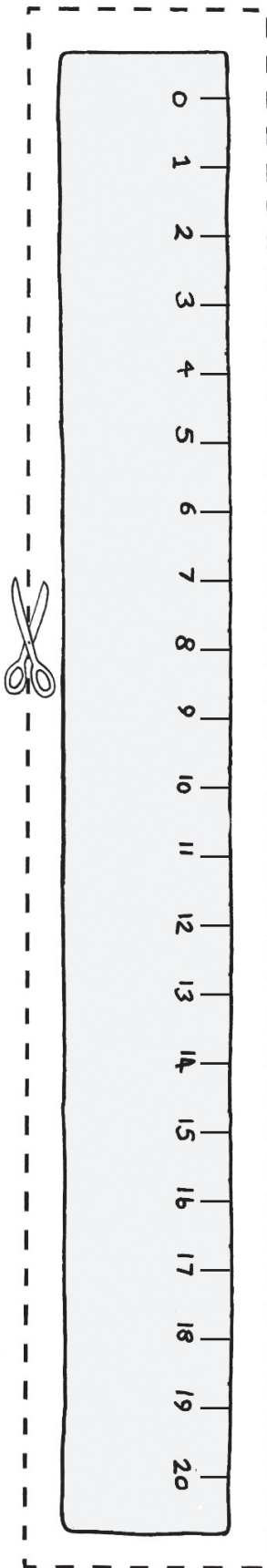
# Unit 5

## Photocopiable activity 5: Group game – SMILE!

😊😊 SMILE! 😊😊				
S (numbers 50–59)	M (numbers 60–69)	I (numbers 70–79)	L (numbers 80–89)	E (numbers 90–99)

😊😊 SMILE! 😊😊				
S (numbers 50–59)	M (numbers 60–69)	I (numbers 70–79)	L (numbers 80–89)	E (numbers 90–99)
57	61	70	86	93
51	69	72	88	96
50	66	73	84	94
58	64	77	89	95
53	62	75	80	92

Photocopiable activity 6: Ruler





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