



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Term 1 material 2017

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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:

بيضُ صنائِعُنَا خُضرُ مَربَعُنَا
سودُ وقائِعُنَا حُمُرُ مَوَاضِينَا

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 متجزاته ومكتسباته.



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



رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية

- الإماراتني الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعية القوية والحيوية.
- ثقافة غنية ونابضة.

2. متحدون في المصير

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

3. متحدون في المعرفة

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

4. متحدون في الرخاء

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

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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
Unit 1 Look in a book Pages 6–26	Books Features of books Fiction / non-fiction Personal items Adjectives to describe characters	<i>There is one...</i> <i>/ There are two...</i> Possessive pronouns: <i>yours / mine</i> Adverbs of frequency: <i>never, sometimes, always, usually</i> Contractions: <i>He's got / she's got</i>	Make a book about you Interpret a book cover Read a song Write a song verse using a template Write a fact file about you Write word cards	Listen for information Ask and answer questions Talk about books Introduce someone Give opinions Tell a simple story from pictures	Maths: class survey; 1–15	Vowels and consonants The alphabet Vowels at the beginning and middle of words	Asking survey questions, creating and discussing charts The importance of books and reading
Unit 2 Good neighbours Pages 27–47	Homes and neighbourhoods Job words and related verbs Shops, locations and directions	Irregular plurals: <i>people, children, women</i> Wh-question words Ordinal numbers: <i>first to fifth</i> Capital letters in addresses Prepositions of place: <i>behind, next to, opposite</i>	Read and write addresses Simple maps Read a letter Write imperatives Read a poem Write a name card Create a story map	Listen and talk about homes and neighbourhoods Talk about wider family Listen to information about a firefighter Ask for and give directions	Geography: maps and countries	Job words with <i>-er</i> (use of schwa) Prefix <i>un-</i>	Helping neighbours Keeping safe (fire prevention) Team problem solving (creating a treasure hunt) Conversation skills
Unit 3 Ready, steady, go! Pages 48–68	Action verbs Body parts Adjectives to describe feelings Toys Movements	Determiners: <i>all, most, some</i> Linking words: <i>and, but, or</i> Add <i>-ing</i> to verbs Adverbs: <i>quickly, slowly, carefully</i>	Read facts about birds and animals Write sentences about ability Write facts Read and write instructions Read a story Act out a story Read about robots Write an animal riddle	Give and follow instructions Tell facts using: <i>Did you know...?</i> Ask and answer questions about ability and likes/dislikes Listen and do actions Talk about how toys can move	Physical Education: movement Maths: 1–20	Long vowel sounds Silent e Revision of <i>ai</i> and <i>ay</i>	Compare and contrast Form opinions Express likes and dislikes Understand feelings Lead an action game

	Words and expressions	Use of English	Reading / Writing	Listening / Speaking	School subjects	Phonics / Word Study	Critical thinking / Values
Unit 4 The big sky Pages 69–88	The sky Night and day Time expressions: <i>In the morning,</i> <i>at night</i>	Compound words Past tense verbs ending in <i>-ed</i> Match verbs in the past and present <i>Could / couldn't</i>	Read about sundials Read and follow instructions (making a sundial) Read and write facts about the sky Write a simple poem Write about a typical day Read about how ancient people learned about the sky	Listen for information Ask and answer questions Recall and talk about facts Talk about what you did yesterday Talk about things done in the past	Science: effects of sunlight; features of the sky during day and night	Long i sound Spelling dictation Simple rhyming words	Compare and contrast Consider how people thought in the past

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

How to use *Bridge to Success*

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 informally assess learners' progress, 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 successfully teach 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, peopel, 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, same, 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 spontaneously reproduce the language.

- 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 directly involve themselves 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 regularly write personal reactions to texts, activities and experiences 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: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem and a conversation. Speaking: To ask and answer questions, and talk about yourself. Reading: To recite and read a poem about reading. Writing: To write a sentence about a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand key information in a text • answer questions and give information in the present simple.
Link to prior learning: <ul style="list-style-type: none"> • Colours, numbers 21st Century Skills: <ul style="list-style-type: none"> • Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: <i>book, story, tablet, shark, football</i> Key expressions/structure: My name is ... ; My eyes are ...		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not feel confident enough to recite the poem aloud. Encourage them to by reading it together with them. 		
Resources/equipment needed: Learner's Book page 6 Activity Book page 6 Audio Tracks 2 and 3		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask each learner: <i>What's your name?</i> 2. Ask learners to identify the day of the week and describe the weather, for example <i>Today is Tuesday. It is cold and cloudy.</i> 3. Record the learners' responses on a chart and then add one or more Learning objectives. A daily chart might look like this: <i>Today it is Tuesday. It is cold and cloudy.</i> <i>Today we will recite and read a poem about reading.</i>
Resources	Main activity
Learner's Book page 6 Audio Track 2	Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Ask learners if they read and what they like reading. 2. Ask learners: <i>Which book has stayed inside your head?</i> Explain that this means a book that they remember well because they liked it lots or found it particularly interesting. Tell them which one has stayed inside your head. 3. Point to the poem on page 6 of the Learner's Book. Say: <i>Read and listen.</i> 4. Play the audio a few times. Pause for listeners to repeat each line. 5. Practise reciting the poem together.
Learner's Book page 6 Audio Track 3	Which book?: Activity 2 <ol style="list-style-type: none"> 1. Point to the picture on page 6 of the Learner's Book and focus on the children and the title of the book each child is reading. 2. Ask learners to predict what the books may be about, for example <i>'The Snowy Day' is about a rabbit and a duck. / They are playing in the snow.</i> 3. In pairs, learners ask each other which ones they would like to read. Encourage them to give reasons for their answer, for example <i>Which one do you want to read? I want to read the 'Snowy Day'. I like stories with animals.</i> 4. Tell learners they are going to listen to the children talking about the books. 5. Play the audio at least twice. Learners listen and point to the correct book. 6. After conducting whole class feedback, suggest that learners come up with a title for the book being read on the tablet. <p>Feedback</p> <p>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>Answers</p> <p>Boy 1 <i>Two Friends</i>; Boy 2 <i>Fun with Paper</i>; Boy 3 <i>The Snowy Day</i>; Boy 4 (boy bottom left with tablet); Boy 5 <i>Learn and Play</i></p>
Activity Book page 6	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to the first section of page 6 in the Activity Book. Ask learners to speak about themselves and revise the questions/answers: <i>How old are you? I'm ... , How old is (Lisa)? She's ...</i> 2. Tell learners to answer the questions. Explain that they are going to use this information to make a book later on. 3. Remind learners to put a full stop at the end of each sentence.

Activity Book page 6	Activity Book: Activity 2 1. Ask learners to look at Activity 2 on page 6 of their Activity Book. Ask learners to tick or cross the sentences according to whether they agree with them. Feedback Read the sentences aloud, or ask a confident learner to read them. Learners put up their hands if they ticked the box and do nothing if they crossed it. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Answers</div> Learners' own answers.
Activity Book page 6	Activity Book: Activity 3 1. Remind learners of the poem in the Learner's Book that you recited at the beginning of the lesson. Remind learners of the book that stays in your head (is memorable because you like it) and of any answers they gave when you asked earlier about a story that has stayed in their heads. 2. Ask learners to write a sentence about a story that they remember because it is very good. Provide learners with an example sentence, for example 'A story that has stayed in my head is <i>The Fish with No Name</i> because he has lots of friends.' Feedback Provide learners with individual help writing their sentences. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Differentiation activities (Support):</div> 1. Allow learners to copy: <i>A book that has stayed in my head is ...</i> and add the title of their favourite story. <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;">Differentiation activities (Stretch):</div> 1. Ask learners to extend their sentence and write some more reasons why they like the story or give details about the story.
Resources	<div style="background-color: #e0e0e0; padding: 5px;">Plenary</div> 1. Ask learners to make a circle facing each other. Model the activity with one learner. Say to the learner: <i>Which story stays in your head?</i> Encourage the next learner to say: <i>... stays in my head.</i> This learner then asks the next learner: <i>Which story stays in your head?</i> Repeat until all learners have asked and answered.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.10) Follow agreed – upon rules for discussions and carry out assigned rules. (G3.3.1.1.1) Learners build upon and continue applying previously learned skills. (G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify key information about colours, numbers and classroom objects. Speaking: To ask and answer questions about classroom objects. Writing: To complete sentences with adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about colours, numbers and personal details • understand, read and write simple nouns related to books.
Link to prior learning: <ul style="list-style-type: none"> • Colours, numbers 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: introduce the concept of working in teams, with common goal, to solve problems 		
Key vocabulary: <i>bookcase, book cover, tablet with e-book, cupboard, pages</i> Key expressions/structure: <i>There is one book, there are two books</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the two-syllable nouns, such as, for example, <i>bookcase</i> or <i>cupboard</i>. Model frequently and give learners support when needed. 		
Resources/equipment needed: Learner's Book page 7 Activity Book page 7 Audio Track 4		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Review colour words and classroom objects. Play the game <i>I spy</i>. Say: <i>I spy with my little eye something (blue)</i> and ask learners to look around the room and say an object that is blue. If they don't know the word in English, they can point to it. After a few rounds, ask a few learners to take the leading role.
Resources	Main activity
Learner's Book page 7 Audio Track 4	<p>Topic Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 1 on page 7 of the Learner's Book. 2. Play the audio once up to the pause. Tell learners just to listen and look at the pictures in their books. 3. Play the first part of the audio again. Pause after each sentence for learners to repeat and point to the object. 4. Ask learners to help you spell the words, then write them on the board. Read the words together. 5. Tell learners to look at the big picture on page 6. Play the last part of the audio once. 6. Play the last part of the audio again and tell learners to listen and follow the instructions. <p>Feedback</p> <p>Play the audio a final time, and pause after each question. Ask individual learners to give the correct answer.</p> <p>Answers</p> <p>What colour is the shark? Grey What colour is the book? Purple What colour is the book cover? Green What colour is it? Blue</p>
Learner's Book page 7	<p>Colours and numbers: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to <i>Language tip</i> and read through it with them. Check learners' understanding. 2. Next, ask learners to look the picture on page 6 of the Learner's Book. Model how to ask questions about the picture, for example: <i>How many chairs can you see?</i> 3. In pairs, learners look at the big picture and ask and answer questions about the colour and number of objects. 4. Encourage learners to ask as many questions as possible, since the picture offers a lot of possibilities. <p>Feedback</p> <p>Circulate, checking for correct pronunciation and use of language, especially the use of <i>There is / There are</i>.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide support by writing vocabulary for numbers and colours on the board.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to ask additional questions, such as <i>What colour are they?</i> or <i>Where is it?</i>
Activity Book page 7	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the picture on page 7 of the Activity Book and read the first set of instructions (<i>Draw ...</i>). Check learners understand then ask them to draw the objects. 2. After they have finished drawing, ask them to add up the number of books and answer the question. 3. When they have answered the question, ask them to colour in the books according to the instructions. 4. Allow learners to compare their books with a partner to check they have drawn and coloured the picture correctly. <p>Feedback</p> <p>Say: <i>Put your hand up if you think the answer is 7; put your hand up if you think the answer is 8; put your hand up if you think the answer is 9 – well done you are correct.</i></p> <p>Answers</p> <p>9</p>
Activity Book page 7	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture again, then focus on the first sentence in Activity 1. Elicit the answer from learners and write it on the board as a model. 2. Tell learners to work independently to complete the other sentences about the picture by filling in the gaps. <p>Feedback</p> <p>Ask learners to raise their hand to share their answer with the class. Select two or three learners to read out their sentences.</p> <p>Answers</p> <p>There are four books inside the bookcase. There are three books inside the cupboard. There are two books on the table.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Practise counting numbers to ten and provide visual prompts by writing numbers on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write an additional gap fill sentence for a partner to complete.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Organise the learners into two teams. 2. Refer back to the big picture on page 6 of the Learner's Book. 3. Learners name and list objects they see in the picture that they know the names of in English. Each team should nominate a few learners to write the words in their notebook in preparation to share with the class. 4. The team with the most words wins.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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. (G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to the discussion. (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability and likes and dislikes.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To find out information about a friend by listening to their friend's answer. Speaking: To ask a friend questions about themselves and their likes. Writing: To write sentences giving information about your partner and yourself.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer Present Simple questions about themselves and other write sentences giving information about themselves and others.
Link to prior learning: <ul style="list-style-type: none"> Language to make introductions (name, age, favourite colours, likes) Present simple 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: classroom objects: <i>book, pencil case, backpack, lunchbox, chair</i> Key expressions/structure: <i>I like ...</i> , present simple questions, such as <i>How old are you?</i> and <i>What colours do you like?</i> ; possessive apostrophe for belongings		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle with the blended sounds in the pronunciation of <i>how</i> and <i>old</i> together in the question <i>How old are you?</i> Make sure you model the pronunciation and have learners repeat. Be encouraging if they struggle with pronunciation. 		
Resources/equipment needed: Learner's Book page 8 Activity Book page 8 Resources to make books – paper, coloured pencils A small ball		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Say: <i>My name is ...</i> then ask a learner: <i>What's your name?</i> 2. Say: <i>My name begins with</i> (the sound your name begins with – not the letter) <i>Ask: What sound does (learner's name) begin with?</i> Elicit the answer. 3. Ask: <i>How old are you, (name of learner)?</i> Elicit the answer. 4. Learners take it in turns to ask each other the questions and wait for the answers. 5. You could also ask learners to stand up and throw a ball around as they ask and answer the questions.
Resources	Main activity
Learner's Book page 8	<p>Introduce your partner: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Learner's Book on page 8. Read the instructions. Select a learner to come to the front of the class to model the activity. Ask the volunteer the questions in Activity 1. Note their responses on the board. When you have finished asking the learner, have them ask you the questions by reading them from their book. 2. Put learners in pairs so they can ask their partner the questions and write down the answers. 3. When they have finished, they introduce their partner to the class. <p>Feedback</p> <p>Circulate as learners work. Observe their receptive and productive language skills. Ask questions to check their understanding.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support learners by providing sentence structures that they can use in their books. For example, <i>My name is ...</i>, <i>I am ... years old</i>, <i>My favourite books are ...</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to include additional information in their books such as the reason why they like their favourite book.
Activity Book page 8	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures on page 8 of the Activity Book. Show the example that has already been completed. 2. Go through the <i>Writing tip</i> with learners. Ask them to point to the apostrophe <i>s</i> at the end of the word Tarek. Remind them that we use apostrophe <i>s</i> to show that something belongs to somebody – so, the pencil case belongs to Tarek. <p>Feedback</p> <p>Ask learners to show a partner their sentences. Encourage learners to give positive peer feedback.</p> <p>Answers</p> <p>It's Tarek's pencil case.; It's Essa's book.; It's Badria's backpack.; It's Sara's lunchbox.</p>

Activity Book page 8	Activity Book: Challenge 1. Ask learners questions about what they like. Learners write a sentence about something they like. Feedback Circulate as learners write, offering support as necessary. Answers Learners' own answers.		
Learner's Book page 8	Make a book about you!: Activity 2 1. Tell learners they are going to make a book about themselves. You could have one ready to show learners so it is easier for them to grasp the idea. 2. Provide plenty of practice by asking questions about their possessions, for example <i>This is Sara's book; is this Farah's notebook?</i> Make sure to emphasise the apostrophe <i>s</i> and write the examples on the board. Draw learners' attention to <i>'s</i> so that they understand that we use this to talk about possession. Encourage learners to describe each other's possessions to the class in this way. 3. Guide learners through the instructions to make their book. 4. Learners make the book cover. If appropriate, they may add a photograph to it. Feedback Collect all the books and ask learners to help you prepare a book fair to display their work. Once you have displayed learners' work, they can walk around and look at each other's books.		
Resources	Plenary		
Activity Book page 8	Activity Book: Learning goals 1. Direct learners' attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.3) Listen to respond to instructions of one or more steps, resented orally, or through other media and supported by teacher demonstration. (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability and likes and dislikes. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to their classmates talk about books. Speaking: To discuss the content of a book. Reading: To read about different types of books. Writing: To identify and write the author of books from images of book covers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and tell you the purpose of a contents page • recognise key features of books • use simple phrases to express agreement and disagreement.
Link to prior learning: <ul style="list-style-type: none"> • Types of books and features of books • present simple 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>title, author, contents, book cover, chapters, little, big, old, new, inside</i> Key expressions/structure: possessive adjectives: <i>my, your</i> ; present simple and imperatives; <i>I agree / I don't agree / I think.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to distinguish between <i>I agree</i> and <i>I don't agree</i> as they are similar in pronunciation. On the board write <i>I agree</i> and draw a tick next to it then and <i>I don't agree</i> and draw a cross next to them. The visuals will remind learners of the positive and negative meanings of the similar sounding phrases. 		
Resources/equipment needed: Learner's Book page 9 Activity Book page 9 A selection of non-fiction books		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play the 'Attention' game. This is good to get learners warmed up at the beginning of the class. Call out commands such as: <i>attention, salute, march in place, stop, sit down, stand up, walk in a circle, clap your hands, stop, run in place, stop, jumping jacks, stop, swim in place, stop</i>. At first, learners will just copy you but as they become familiar with the commands and actions they will be able to participate without your lead.
Resources	Main activity
Learner's Book page 9	<p>A book cover: Activity 1</p> <ol style="list-style-type: none"> 1. Review with learners the names of their favourite books. Write the titles on the board. Explain the meaning of <i>title</i>. 2. Ask learners if they know who the author is. Explain the meaning of author. Say: <i>The author is the person who ...</i> Point at a book and mime 'write' to encourage learners to complete the sentence. 3. You could mention popular authors of children's books that the learners may know. 4. Tell learners to look at the book cover on page 9. Ask them who the author is and to identify the title. 5. Then ask learners to predict what the book is about. Point to the phrases in the <i>Speaking tip</i>. Say them and have learners repeat. Explain that we can use these phrases to help us say our opinion, – use gestures as necessary. Encourage learners to use them in this activity (<i>I agree / I don't agree / I think ...</i>). 6. Ask learners to look at the cover of their Learner's Book and answer the same questions. 7. Ask them to look for more books in the classroom and choose one. Then they answer the questions again. <p>Feedback</p> <p>Ask learners to raise their hand if they would like to suggest an answer. Select individuals to contribute answers and provide immediate feedback.</p> <p>Answers</p> <p>Author: Jack Adler Title: Busy Boats What is the book about? Boats – the picture on the cover suggests that it's about working boats, for example those used to catch fish.</p>

<p>Learner's Book page 9</p>	<p>Inside a book: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the illustration of the contents page and ask learners what information this page gives about a book. Elicit the words <i>page</i> and <i>chapter</i> and check learners understand the meaning. 2. Read the sentences together and ask learners to work in pairs to find the answers to the questions. 3. After they have finished, ask them to choose a book in the classroom (this could be their reading book or one of the books you have prepared) and look for the contents page. Ask them to find out how many chapters there are and whether they have titles or numbers. <p>Feedback</p> <p>Elicit answers by asking what information they can find on a contents page. Ask learners to point to the contents pages they find inside books from the classroom.</p> <p>Answers</p> <p>a small boat: Chapter 1 'Little boats' page 2; b big boat: Chapter 2 'Big boats' page 5; c new boat: Chapter 4 'New boats' page 10; d an old boat: Chapter 3 'Old boats' page 8</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the adjectives on the board: <i>little, big, new, old</i> and point to some example objects around the classroom to demonstrate the meaning of each one. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can talk in pairs about which chapter they want to read most and what it might be about.
<p>Learner's Book page 9</p>	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the question in Activity 3: <i>Why do some books have a contents page?</i> 2. Draw their attention to the children's speech bubbles giving different opinions. Remind them of the <i>Speaking tip</i>. 3. Read the first statement: <i>The contents page helps you find the pages you want to read.</i> Ask the learners whether they agree or not. 4. Repeat with the second statement. <p>Feedback</p> <p>Ask individual learners to use the phrases from the <i>Speaking tip</i> to give their opinion.</p> <p>Answers</p> <p>Learners' own answers; however, both statements are correct so the learners should say they agree.</p>
<p>Activity Book page 9</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the table at the top of page 9 in the Activity Book. 2. Tell the learners that you will read some statements and they should tick yes if they agree and no if they disagree. 3. Read the first statement: The contents page is at the back of a book. Ask the learners whether they agree or not and instruct them to tick yes or no. 4. Repeat with the second statement. <p>Feedback</p> <p>Ask individual learners to give their opinion by using the <i>Speaking tip</i> from the Learners' Book on page 9 as used in the previous activity.</p> <p>Answers</p> <p>1 no; 2 yes; 3 no; 4 yes</p>

Activity Book page 9	Activity Book: Activity 2 1. Ask learners to look at the book covers and the contents pages. Read through them and check learners understand the meanings. You can ask them to do gestures to demonstrate the meanings. 2. Learners work independently to draw lines to match the contents pages to the corresponding book covers. Feedback Ask individual learners to put up their hands and say which contents page they have matched to which book cover. Answers 1 b; 2 c; 3 a		
Activity Book page 9	Activity Book: Activity 3 1. Ask the learners to look at the book covers in Activity 2 and point to the authors’ names. 2. Tell learners to write the name of each author next to the correct book title listed under Activity 3 on page 9 of the Activity Book. Feedback Whole class feedback. Encourage learners to raise their hand to show agreement when you call out a book title with an author name. Answers Sharks: Sam Smith Fun with Paper: Peter Piper Learn and Play: Debbie Dingle		
Resources	Plenary 1. Hold a spelling competition. Divide the class into two groups. They take it in turns to spell words orally used during the lesson, for example: the days of the week, the topic vocabulary, school subjects, etc. You can give learners words to spell or ask them to say a word they remember and then spell it.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.5) Compare between two things using common regular and irregular adjectives. (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. (G3.3.6.1.1) Recognise and identify the basic features of narrative text genres (for example, stories and fairy tale) and information texts; use various text features (for example, headings, subheadings, maps, charts) to locate key facts in a text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To speak about the difference between fiction and non-fiction books and give preferences. Reading: To read information about the difference between fiction and non-fiction books. Writing: To write a non-fiction book about their school.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise the difference between fiction and non-fiction books • use possessive adjectives <i>my</i> and <i>your</i> • use Present Simple to talk about preferences.
Link to prior learning: <ul style="list-style-type: none"> • Talking about books; preferences/likes/dislikes 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>fiction, non-fiction, stories, characters, information</i> Key expressions/structure: possessive adjectives: <i>my, your</i> ; review of: Present Simple tense; imperative		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to distinguish between fiction and non-fiction books. Be sure to provide lots of examples. Model how to talk about how you know whether the book is fiction or non-fiction by pointing out the clues given in the title, cover picture and whether there is a contents page. 		
Resources/equipment needed: Learner's Book page 10 Activity Book page 10 Fiction and non-fiction books Card, paper, a stapler, coloured pens		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the following anagrams on the board: erchpta, onstcetn, leitt, roahtu, ookb (chapter, contents, title, author, book). 2. Challenge learners to solve the anagrams as quickly as possible. 3. Ask learners to tell you what each word means – this will recap the vocabulary used in the last lesson.
Resources	Main activity
Learner's Book page 10	<p>Fiction or non-fiction?: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 10 in their Learner's Book. Focus on the book <i>The Snowy Day</i>. Ask learners to identify the characters (a rabbit and a duck) and if they have seen this book before (in the picture in Lesson 1). 2. Read the explanations of fiction and non-fiction with the class. Show learners the fiction and non-fiction books you have brought in and review the information in both to demonstrate the meaning. 3. Focus on the books below and ask learners to classify them into fiction and non-fiction. Tell learners to turn to a partner and talk about why they think each book is fiction or non-fiction. If necessary, remind them to look for clues such as the title, cover picture and whether there is a suggestion of characters or information. You could write the words on the board as a checklist. If you have a confident group of learners, you could remind them of the <i>Speaking tip</i> from the previous lesson and ask them to use the expressions when talking (<i>I agree, I don't agree</i> and <i>I think</i>.) 4. If possible, bring other books from the school library for learners to examine so that they have plenty of opportunities identify the contents of books and to decide if they are fiction or non-fiction. <p>Feedback</p> <p>Select individual or pairs of learners to tell you about each book cover and explain their answer. Ask them which type of book they think it is and why they think that.</p> <p>Answers</p> <p>Who are the characters? A rabbit and a duck. Fiction books: <i>The Flying Panda, Four Friends Have an Adventure</i> Non-fiction books: <i>Make Fantastic Cakes, The Elephants of India, How Do Planes Fly?</i></p>
Learner's Book Page 10	<p>Choose a book: Activity 2</p> <ol style="list-style-type: none"> 1. With the learners, read what the two children are saying in the speech bubbles on page 10 of the Learner's Book. Ask: <i>What sort of books do they like?</i> 2. Ask the learners to look back at the selection of books in Activity 1 and choose a book that these children might like to read. Encourage them to justify their choices by talking to the person next to them. Learners can say or point to words in the children's speech bubbles that helped them make their choice. 3. Ask them which of these books they would like to read and why. <p>Feedback</p> <p>Ask learners to tell a partner their choices and explain why. Then ask learners to raise their hands and select individual learners to explain their answers to the class.</p>

	<p>Answers</p> <p>Rasha: Perhaps <i>How do Planes Fly?</i> – but others are possible if learners can justify their choice.</p> <p>Miguel: Perhaps <i>The Flying Panda</i> – but others are possible if learners can justify their choice.</p>
Activity Book page 10	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the book covers on page 10 of the Activity Book. Focus on the first picture and ask: <i>What is the title? Who is the author?</i> Learners circle <i>Snakes</i> and underline <i>Henry Wong</i>. 2. Ask learners to work independently to draw a circle around the titles and underline the authors' names of the author books. <p>Feedback</p> <p>Write the headings 'titles' and 'authors' on the board and invite learners to write their answers on the board, under the correct heading.</p> <p>Answers</p> <p>Titles: <i>Snakes, The Snowy Day, Funny Cats, Look Out!</i></p> <p>Authors: Henry Wang, Harriet Botha, Lisa Baker, Jabari Elserdi</p>
Activity Book page 10	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the chart in Activity Book Activity 2. 2. Tell learners to draw lines from the books to the dots on the chart to show whether each book is fiction or non-fiction, and whether they are funny or scary. Check learners' understanding of the words <i>funny</i> and <i>scary</i> and if necessary, explain, make gestures (laughing/looking scared) and write the words on the board. <p>Feedback</p> <p>Whole class feedback. Encourage learners to explain why they have sorted the books in the way they chose.</p> <p>Answers</p> <p><i>Snakes</i>: Non-fiction and scary</p> <p><i>The Snowy Day</i>: Fiction and funny</p> <p><i>Funny Cats</i>: Non-fiction and funny</p> <p><i>Look Out</i>: Fiction and scary</p>
Activity Book page 10	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to turn to the person next to them and say which of the books on page 10 of the Activity Books they would prefer to read and why. Write on the board, <i>I would like to read ... because ...</i> as a guide for the conversation. <p>Feedback</p> <p>Select one or two learners to explain their choice to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>

Learner's Book page 10	A book about your school: Activity 3 1. Tell learners they are going to write a book about their school. 2. Explain what the title and the main chapters might be. Ask them to suggest more chapters and what they might write in them. 3. Encourage learners to use the information from their Activity Book on page 9. Explain that they should try to use as much detail as possible. 4. Make the book with card, sheets of paper and staples. Assign roles to different learners. Support as necessary. Feedback If possible, invite another class to come and see the book. Ask learners to explain what they have done.		
	Differentiation activities (Support): 1. Provide additional questions to support learners including information in their book. Ask: <i>What is your teacher's name? How many children are there in your class? What does your classroom have in it?</i>		
	Differentiation activities (Stretch): 1. Encourage learners to peer mentor learners that may require support.		
	Activity Book: Learning goals 1. Direct learners' attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Resources	Plenary		
	1. Arrange the class into groups of four to six learners. Give each group a book. Have a book yourself at the front of the class to model answers during feedback. Call out the following and ask learners to respond as instructed: <i>Point to the front cover; point to the author; point to the contents page; stand up if you have a fiction book; wave if you have a non-fiction book.</i> Feedback As learners respond to each instruction you can show the correct answers by holding up a book and pointing to the correct place.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media. (G3.4.2.1.2) Produce simple short narratives, descriptions and informal letters based on known stories or personal experiences, using past, present as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to statements about a picture and say if they are true or false. Speaking: To say a chant about books. Reading: To read a chant about books. Writing: To complete sentences using topic vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • answer Present Simple questions with <i>yes / no</i> answers • say and chant following a model a chant about books.
Link to prior learning: <ul style="list-style-type: none"> • Topic vocabulary about books and classroom objects 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners 		
Key vocabulary: <i>books, bookcase, table, story, information, lunchbox</i> ; colours, numbers Key expressions/structure: present simple: <i>We like to read books.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may accidentally add or omit the final s from words, for example they may say <i>book</i> when they mean <i>books</i> or they may say <i>bookcases</i> when they mean <i>bookcase</i>. Remind learners that final s indicates more than one item. Listen carefully to learners' pronunciation and correct where necessary. 		
Resources/equipment needed: Learner's Book page 11 Activity Book page 11 Audio Tracks 5 and 6		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask all the learners to stand in the middle of the classroom. Hold up a book and ask the learners to decide whether it is a fiction book or a non-fiction book. 2. Tell the learners that if they think it is a fiction book they should stand on the left side of the classroom and if they think it is a non-fiction book they should stand on the right side of the classroom. 3. Repeat a few times. Select learners to explain how they made their decision.
Resources	Main activity
Learner's Book page 11 Audio Track 5	Yes or no game: Activity 1 <ol style="list-style-type: none"> 1. Read the instructions to the learners on page 11 of the Learner's Book. 2. Tell learners that they will play a listening game. When they hear the statements on the audio, they will need to respond to show if they agree <i>yes</i> the statement is true, or <i>no</i> they don't agree with the statement. To indicate yes they should stand up, and to indicate no they should stay seated. 3. Play the audio statements, and pause after each one. 4. Learners look at the picture in the Learner's Book and move as appropriate to show if they agree or disagree with the statement. <p>Feedback</p> <p>After each statement, ask an individual learner to give the answer. Encourage them to use full sentences. Ask other learners if they agree with the answer given. If possible, the other learners can say <i>I agree</i> or <i>I disagree</i>.</p> <p>Answers</p> <p>1 No; 2 Yes; 3 No; 4 Yes; 5 Yes; 6 No</p> <ol style="list-style-type: none"> 5. Finally, put learners in pairs and ask them write another <i>yes/no</i> sentence about the picture. When learners have finished, they read their sentences out to the class. The other learners move to indicate yes or no.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Suggest learners work in pairs for additional support. They could discuss the answers with one another before responding.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to be ready to provide answers as full sentences during feedback.
	<p>Chant: Activity 2</p> <ol style="list-style-type: none"> 1. Before you play the Audio Track, ask the learners to read the words of the chant and tell you what it is about. 2. Check learners' understanding by asking if any sentences don't make sense. 3. Play the audio several times and encourage learners to join in with you as you say the chant.
Learner's Book page 11 Track 6	

Activity Book page 11	Activity Book: Activity 1 1. Draw learners’ attention to Activity 1 on page 11 of the Activity Book. 2. Ask them to read through the words in the <i>Word box</i> and the gapped sentences. 3. Remind them that this activity will practise their knowledge of some topic vocabulary learned during the previous lessons. 4. Ask learners to use the words from the <i>Word box</i> to complete the sentences. When they have finished, tell them to read through the completed sentences to check that they make sense. Feedback Tell learners to compare their answers to the person sitting next to them. Then read out the answers for the learners to self-mark. Answers 1 non-fiction; 2 fiction; 3 characters; 4 information; 5 animals; 6 contents		
Activity Book page 11	Activity Book: Activity 2 1. Focus learners’ attention on Activity 2 on page 11 of the Activity Book. 2. Ask learners to read through the words listed and the definitions. Check their understanding. 3. Tell learners to draw a line to match each word with its definition. Feedback Write the definitions on the board. Invite learners to come and write the words next to the definitions. Answers Author: The person who wrote the book; Bookcase: A place to keep books; Tablet: A way to read books electronically; Book cover: The outside part of the book; Title: The name of the book		
Resources	Plenary		
Activity Book page 11	Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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 though other media. (G3.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (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 (for example, yes/no, either/or and simple <i>wh</i> -type questions).			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a song and identify the letters of alphabet, identify words with short vowel sounds. Speaking: To say a chant, and blend words with short vowel sounds. Reading: To recognise the letters of the alphabet. Writing: To spell words when dictated.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify and use words containing short vowel sounds.
Link to prior learning: <ul style="list-style-type: none"> Alphabet 21st Century Skills: <ul style="list-style-type: none"> Global awareness: Learners will learn and apply the need to understand other world cultures through comparing languages, speaking, listening, reading and writing 		
Key vocabulary: <i>beginning, consonant, middle, vowel; the alphabet</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle to identify where the vowel sounds are in the word. On the board, write <i>hen</i> and <i>egg</i>. Read through the words sound by sound and point at the corresponding letters. Underline the e letters in both words. Reassure and support learners through the activities as needed. 		
Resources/equipment needed: Learner's Book page 12 Activity Book page 12 Audio Tracks 7, 8 and 9 Thin card or paper cut into strips/cards		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a spelling game with names. Ask a learner: <i>What's your name?</i> Learner answers, for example Faisal. Ask: <i>Can you spell it please?</i> The learner spells their name and you write it on the board according to the letters they say.
Resources	Main activity
Learner's Book page 12 Audio Track 7	<p>Vowels and consonants: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the alphabet. Have them to say it as a class. 2. Tell them they are going to listen and say an alphabet chant. Play the audio for learners just to listen. 3. Play the audio again. Learners point to the letters on page 12 in their Learner's Book as they listen and chant along. 4. Read the explanation about vowels and consonants. If necessary, write a few examples on the board. Ask learners to look at the alphabet, identify and say the vowels. Then repeat for the consonants. <p>Feedback</p> <p>Play the last part of the audio for learners to check if they are correct. Play the ABC song again. Ask learners to clap when they hear each vowel.</p> <p>Answers</p> <p>a, e, i, o, u ... and sometimes y.</p>
Learner's Book page 12 Audio Track 8	<p>Vowels at the beginning: Activity 2</p> <ol style="list-style-type: none"> 1. Give learners six cards each and ask them to write a different vowel on each one. Explain that they have six because the letter <i>y</i> can sometimes be considered a vowel, for example in <i>my</i>, but would be a consonant in words like <i>young</i> and <i>yellow</i>. 2. Have learners show each vowel in order and say it. 3. Tell them they are going to listen to a recording. Play it once for them to listen and look at the pictures. 4. Then play it again for learners to identify the vowel at the beginning and hold up the correct card. 5. Ask learners to spell the words as a class. <p>Feedback</p> <p>Observe closely as learners hold up their cards for each answer. Support as necessary. Tell learners if they are correct when they hold up each card.</p> <p>Answers</p> <p>a octopus – o; b egg – e; c insect – i; d apple – a; e umbrella – u</p>

Learner's Book page 12 Audio Track 9	<p>Vowels in the middle: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to another set of words. First, ask them to look at the pictures in Activity 3 and identify them. Play the audio. Learners listen and look at the pictures. 2. Play the audio again. They identify the vowel in the middle and hold up the correct card. 3. Then ask them to say a sentence to go with each picture. Elicit a variety of Present Simple tense sentences for each picture, for example: <i>This is a ... I see a</i> <i>The (hen / dog / fish) has (six eggs / a ball / green fins)</i> <i>The (cat) is in a (box).</i> <i>The (cat/fish is orangelyellow and green).</i> <p>Feedback Observe closely as learners hold up their cards for each answer. Support as necessary. Tell learners if they are correct when they hold up each card.</p> <p>Answers</p> <p>a hen – e; b cat – a; c dog – o; d fish – i; e duck – u</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Arrange learners to work in mixed pairs. After you pause the audio each time, ask learners to repeat the words to their partner, listening carefully for the vowel sound position in the word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to suggest an alternative sentence that uses the focus word.
Activity Book page 12	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the letters in Activity Book, Activity 1 and circle the ones that are vowels. <p>Feedback Select learners to come to the board and write the vowels.</p> <p>Answers</p> <p>A, a, E, e, I, i, O, o, U, u</p>
Activity Book page 12	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures. Elicit the words. 2. Learners work individually to complete the word by adding the correct vowel letter. <p>Feedback Select learners to come to the board and write the word.</p> <p>Answers</p> <p>1 ship; 2 ant; 3 pens; 4 duck</p>
Activity Book page 12	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the sentence and complete the word by adding the correct vowel letter. <p>Feedback Ask learners to hold up their Activity Book to show the picture they have drawn on the book cover.</p> <p>Answer</p> <p>Learners should have drawn a big, blue bug on the book cover.</p>

Resources	Plenary		
Audio Track 7	1. Play the alphabet chant again and encourage the learners to join in. You could also arrange the learners into a circle and ask each learner to say one alphabet letter, so the chant is said letter by letter around the circle.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.3.1.1.1) Learners build upon and continue applying previously learned skills (foundational reading skills).			
(G3.3.2.1.1) Learners build upon and continue applying previously learned skills (phonemes).			
(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: 8
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to numbers 1 to 15. Speaking: To say numbers 1 to 15 accurately. Reading: To read words with short vowel sounds. Writing: To write the correct spellings of words with short vowel sounds.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • count and pronounce numbers 1 to 15 • recognise and use words containing short vowel sounds.
Link to prior learning: <ul style="list-style-type: none"> • Numbers, short vowel sounds 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: letters of the alphabet Key expressions/structure: <i>How do you spell it?; How many ___ are there? There are ___ ; a / an + noun</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with pronunciation of the numbers. Make sure you model the pronunciation and have learners repeat. Be encouraging if they struggle with pronunciation. 		
Resources/equipment needed: Learner's Book page 13 Activity Book page 13 Audio Track 10		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a counting game. Arrange learners in one big circle. 2. Count around the circle from 1 to 10, each saying one number. When you reach the number 10, the next learner starts again on number 1. 3. Challenge learners to use quiet/loud voices or clap as you count.
Resources	Main activity
Learner's Book page 13	<p>How do you spell it? Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the pictures in Learner's Book page 13. Model the activity with a learner. Choose a picture and spell the word. The learner writes down the word and then tells you which picture it is. 2. Put learners in pairs. Learner A chooses one picture. Learners B asks for the spelling. Learner A spells the word and Learners B writes it down in their notebook and finds the correct matching picture. <p>Feedback</p> <p>Circulate, checking for correct spelling.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 13 Audio Track 10	<p>Numbers 1 to 15: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they remember the numbers. Ask them to count from 1 to 10. 2. Tell them they are going to listen and to count along. 3. They listen and count from 1 to 10. 4. Then they listen and point to the numbers 11 to 15. 5. Focus on the pictures and ask them to work with a partner and count the number of people they can see in each. <p>Feedback</p> <p>Circulate, checking for correct pronunciation. Ask learners to raise their hand when they have counted how many people are in the pictures to share their answers.</p> <p>Answers</p> <p>A 11 people; B 14 people</p>
Activity Book page 13	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the activity and ask learners to write what each thing is using the correct article <i>a / an</i>. 2. Elicit from learners when they use <i>a / an</i>. If they are unsure, explain to them that we use 'a' when the next word starts with a consonant and we use 'an' when the next word starts with a vowel. Write a selection of examples on the board to model, for example, <i>an egg, an insect, a boat, a hat</i>. 3. Ask learners to give more examples of the use of <i>a / an</i>. They draw a picture, show it to the class and say what it is, for example, <i>It's an umbrella</i>. <p>Feedback</p> <p>Invite learners to come and write their answers on the board.</p> <p>Answers</p> <p>1 It's an octopus.; 2 It's a fish.; 3 It's an ant.</p>

Activity Book Page 13	Activity Book: Activity 2 1. Draw learners’ attention to the crossword puzzle on page 13 of the Activity Book. 2. Tell learners to look at the clues and then write the words. Feedback Go through the puzzle with the whole class, asking for volunteers to contribute answers. Answers Across: 2 hen; 4 fifteen; 6 pens Down: 1 eleven; 3 ships; 5 apple			
	Differentiation activities (Support): 1. You may wish to group less-confident learners them together and supervise their work directly, helping as necessary.			
	Differentiation activities (Stretch): 1. Ask these learners to choose one picture from the crossword clues and write the sentence clue for it for example hen = you can see this bird on a farm.			
	Resources			
	Activity Book page 13			
Plenary				
Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.				
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.4.3.1.1) Use grade appropriate language structures, for example definite and indefinite articles. (G3.4.5.1.1) 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: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and identify information in descriptions. Speaking: To describe a picture and talk about possessions. Reading: To read and follow instructions. Writing: To write about objects using possessive s and to complete a dialogue.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the possessive pronouns <i>yours</i> and <i>mine</i> • use possessive s.
Link to prior learning: <ul style="list-style-type: none"> • Colours • Numbers 21st Century Skills: <ul style="list-style-type: none"> • not applicable 		
Key vocabulary: <i>backpack, hairbrush, lunchbox, classroom, bedroom, bookshop, books, pencil</i> Key expressions/structure: asking and talking about possessions: <i>Is it your backpack? Yes, it's mine.; Which one?; It's Jill's backpack.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty understanding the difference between the possessive pronouns <i>mine</i> and <i>yours</i>. Ensure that you use gestures and examples to help learners feel confident about the difference between them. 		
Resources/equipment needed: Learner's Book page 14 Activity Book page 14 Audio Track 11		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a 'pass the colour' game to revise colours in preparation for describing possessions in the lesson. 2. Arrange learners in a circle. The first learner starts by saying a colour in English. Each learner around the circle takes turns to say a colour. Learners are allowed to repeat colours but not immediately after each one has just been said. As a new colour is said, write it on the board.
Resources	Main activity
Learner's Book page 14 Audio Track 11	<p>Whose backpack?: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they like going camping. Ask them what they need to put in their backpack when they go camping. 2. Focus on the picture on page 14 of the Learner's Book. Encourage learners to describe it in as much detail as possible. 3. Tell learners they are going to listen to the recording and find out which backpack belongs to which child. 4. Play the audio at least twice. Then ask learners to identify the backpack owners by saying the name. Remind them of the use of apostrophe <i>s</i> with possessives and encourage learners to give the answers in this way. 5. Write the sentences on the board with the gaps in place. 6. Play the audio again and ask the class to help you write the dialogue on the board by telling you how to fill in the gaps. 7. Draw learners' attention to the <i>Language tip</i> box. Read information and check for learners' understanding. 8. Practise the dialogue with the class. 9. Divide the class into small groups and ask learners to act out the dialogue. <p>For this, learners should collect their backpacks or school bags. They place them in the middle of their group but they don't say which one they own. Then the learners in the group take turns to choose a backpack. They try to match them up with their owners by using the target language. They should ask the other members of the group: <i>Is this your backpack?</i> and learners should answer either, <i>No, that is not my backpack.</i> Or <i>Yes, that one is mine.</i> You may like to model this first.</p> <p>Feedback</p> <p>Circulate, checking for correct language use and pronunciation.</p> <p>Answers</p> <p>Orange and yellow-striped backpack – it's Jill's. Blue with white stars – It's Nick's. Black – It's Jack's. Red with a picture of a monkey – It's Lucy's.</p>

Activity Book page 14	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 1, then read the instructions with them. 2. Learners work individually to read the instructions and colour the backpacks. <p>Feedback</p> <p>Circulate around the classroom, checking the learners' work and offering support where needed. Let learners compare their pictures to make sure they have coloured correctly.</p> <p>Answers</p> <p>Learners colour according to instructions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To provide additional support, learners could work with a partner. 2. Additionally, you could review all of the vocabulary before the activity by referring to the colours written on the board during the starter. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could work with a partner to extend the activity. Learner A draws a backpack design without Learner B seeing it. Learner B asks questions about the backpack design and attempts to draw a replica.
Activity Book page 14	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read the sentences and fill in the missing words using the words that are in the <i>Word box</i>. 2. When they have finished, they write the names below the backpacks in the picture in Activity 1. <p>Feedback</p> <p>Select learners to share their answers with the class. Ask the learners to read one sentence aloud and see if the class agrees with the answer.</p> <p>Answers</p> <p>Teacher: Jill, is this backpack yours? Jill: Yes, it's <u>mine</u>. Teacher: Nick, is this red one <u>yours</u>? Nick: No, mine is the blue <u>one</u> with the stars. Teacher: Which one is Lucy's? Nick: The red one with <u>monkey</u>. a Nick's, b Lucy's, c Jill's</p>

Resources	Plenary		
Activity Book page 14	Activity Book: Learning goals		
	1. Direct learners’ attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.4.3.1.1.8) Use grade appropriate language structures, for example possessive pronouns.			
(G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details.			
(G.3.4.3.1.1) Use grade appropriate language structures, for example pronouns, personal pronouns.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To describe a picture and talk about possessions. Reading: To read and follow instructions. Writing: To write compound nouns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>have got</i> + noun to talk and ask about possessions use singular and plural nouns • use compound nouns.
Link to prior learning: <ul style="list-style-type: none"> • Colours • Numbers 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>backpack, hairbrush, skipping rope, camera, jumper, pencil, lunchbox, shoe, jacket, book, sock</i> Key expressions/structure: <i>have got</i> + noun to describe and ask about possessions: <i>has got a pink hairbrush</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel anxious about compound words, as they appear to be longer. Reassure learners that compound words are manageable because they split into two smaller words. 		
Resources/equipment needed: Learner's Book page 15 Activity Book page 15		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> On the board draw the imaginary backpack of a fictional book character they like and describe its contents. Ask learners for their suggestions about what else the character might have in their backpack.
Resources	Main activity
Learner's Book page 15	<p>What's in the backpack?: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the picture of Jill's backpack on Learner's Book page 15. Read the question and answer using the example on the page. Ask learners to find the hairbrush and point at it. Tell learners that in this lesson they will focus on the language <i>he has got</i> and <i>she has got</i>. Explain that we can say <i>he's got</i> and <i>she's got</i> as a shorter way of saying <i>he/she has got</i>. Draw a girl on the board and write <i>she</i> next to it. Draw a boy and elicit the correct pronoun from the class. Write it next to the picture. Arrange the learners in pairs. Tell them to take it in turns to describe the contents of each backpack using <i>He's got / She's got</i>. Tell learners that if they are unsure of the word for an item they see in the backpacks, they should look at the labelled pictures below. If appropriate for your class, you could read through these words and ask learners to point to the pictures before setting them to work discussing the backpack contents with a partner. <p>Feedback</p> <p>Circulate, checking for correct pronunciation and use of the target structure. Then select pairs of learners to tell the class one item from each of the character's backpacks.</p> <p>Answers</p> <p>She's got ... blue shoe, a red and yellow skipping rope, three yellow pencils, a blue jacket, a red lunchbox, a pink hairbrush.</p> <p>He's got a white jumper, a green lunchbox, a yellow book, a silver camera, four red pencils, two white socks.</p>
Learner's Book page 15	<p>Can you remember?: Activity 2</p> <ol style="list-style-type: none"> Divide the class into pairs. Learners choose one of the backpacks and decide if it is Jill's or Nick's. They look at the things inside, close their eyes and tell their partner what is in the backpack. They win a point for each thing they remember. <p>Feedback</p> <p>Circulate, offering support when needed. Do the activity a final time as a whole class. Say one item from one of the backpacks and see if the learners can guess. Then ask another learner to take over. Challenge learners to guess the backpack by hearing just one object.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Play an alternative version of the game. Instead of a learner saying what they remember, the partner asks them some questions about the Learner's Book, for example: <i>Does Nick have white socks in his backpack?</i>, <i>Does Jill have a book in her backpack?</i> Let learners play the game with their books open.

	Differentiation activities (Stretch): 1. Learners work in pairs. They take turns to imagine what is in the mother or father’s backpack. Their partner tries to guess.		
Activity Book page 15	Activity Book: Activity 1 1. Ask learners to look at Lucy’s and Jack’s backpacks and write what’s in them. 2. Draw learners’ attention to the <i>Language tip</i> box and remind them of how to write <i>He’s got</i> and <i>She’s got</i> rather than <i>He / She has got</i> . Feedback Ask learners to show their writing to the person sitting next to them. Then ask learners to raise their hand to volunteer to read their sentences to the class. <div>Answers She’s got a jumper, two shoes and a hairbrush. He’s got a ruler, a camera and an apple.</div>		
Activity Book page 15	Challenge: Activity 2 1. Learners write sentences about what they have in their own backpacks.		
Resources	Plenary		
	1. Choose a learner to come to the front of the class. On the board, they draw the backpack of a fictional character they like. They describe the contents of the backpack to the rest of the class who can ask questions. Encourage learners to use the language <i>has got</i> . The rest of the class must guess who the backpack belongs to.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G3.3.8.1.1) 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. (G3.4.3.1.1) Use grade appropriate language structures, for example pronouns, possessive pronouns.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to answers to survey questions. Speaking: To ask questions about story preferences and discuss the sequence of a story. Reading: To read a story sequence using pictures and find topic words in a wordsearch. Writing: To write a sentence about their own favourite story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about sequencing in a story • conduct and talk about the results of a survey • use <i>like</i> to give opinion • ask and answer questions in the present simple.
Link to prior learning: <ul style="list-style-type: none"> • Lexis about books 21st Century Skills: <ul style="list-style-type: none"> • Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: <i>book, story, pages, characters, beginning, middle, end, good, bad, most / least popular</i> Key expressions/structure: Question and answer: <i>Which is your favourite story? My favourite story is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to discuss the sequence of the story pictures without more language support. Revise additional vocabulary by writing it on the board such as first, second, third, I know this because ... 		
Resources/equipment needed: Learner's Book page 16 Activity Book page 16		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game to revise ordinal numbers (<i>first, second, third, fourth and fifth</i>). Place learners in groups of five. Tell learners to stand in a line behind one another, in their groups. Call out instructions and the learners move to get into the correct order in their line, for example, <i>The oldest person should be first in the line., The tallest person should get into the fourth position., 'If your name begins with A get into the second position in the line.</i>
Resources	Main activity
Learner's Book page 16	<p>Class survey: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the speech bubbles at the top of page 16 in the Learner's Book. Talk to learners about their favourite stories. First, model asking and answering using the examples in the books then ask learners to turn to the person next to them to ask and answer the question about their favourite book. Learners can use the speech bubbles in the book to help them or you can write the question/answer on the board. 2. Elicit from learners that stories are fiction books. 3. Point to the chart on page 16 and read the introduction about the class survey. 4. Read the questions under the chart about the popularity of the books. Explain the meaning of 'popular' to students (something that a lot of people like), and ask learners to raise their hand to answer the questions. <p>Feedback</p> <p>Observe the learners as they ask one another about their favourite story, be ready to support by correcting pronunciation. When asking questions about the chart ask learners to raise their hand to volunteer an answer to the class. Ask other learners if they agree.</p> <p>Answers</p> <p>Most popular story: <i>Sharks</i> Least popular story: <i>The Snowy Day</i></p>
Activity Book page 16	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think about stories that all learners have read in English (You may also choose English books that have been translated to Arabic, as long as you teach learners the original title in English. Or, you can use stories from previous grades of <i>Bridge to Success</i>). Write these on the board and choose three. Tell learners to turn to page 16 in their Activity Books and write the names of the stories in the chart. 2. Learners ask their classmates which book from the selection they think they liked the most and make tally marks in the chart. 3. Ask learners to complete the sentences underneath their chart to conclude their results. <p>Feedback</p> <p>Ask one pair to share their answers with the class and ask the rest of the class to raise their hand to show if they agree.</p> <p>Answers</p> <p>Learners' own answers.</p>

<div>Learner's Book page 16</div>	<div><div>Tell it: Activity 2</div><div><div>1. Remind learners about the common structure of a story – it has a beginning, a middle part and an ending.</div><div>2. Think of a story that learners know or have read recently. Elicit from them what happens at the beginning, middle and end of the story.</div><div>3. Ask learners to read the questions in Activity 2 and talk to a partner about their favourite story.</div><div>4. When learners have finished, ask a few individual learners to talk about their favourite story.</div><div>5. Next, draw learners’ attention to the storyboard. Ask them to think quietly about what happens in the story.</div><div>6. Learners then discuss together which picture shows the beginning, middle and end of the story, and what happens in each part.</div><div>7. Learners discuss the storyboard shown on page 16 of the Learner’s Book and try to tell the story to a partner.</div></div><div><div>Feedback</div><div>Ask a few confident learners to tell their story to the class.</div></div><div><div>Answers</div><div>Learners’ own answers.</div></div><div><div>Differentiation activities (Support):</div><div><div>1. Arrange learners in mixed ability pairs.</div><div>2. Provide sentence starters such as, <i>Once upon a time there was a ...</i></div></div><div><div>Differentiation activities (Stretch):</div><div>1. Ask learners to write their story in their notebooks.</div></div></div></div>																																																																																																				
<div>Activity Book page 16</div>	<div><div>Activity Book: Activity 2</div><div><div>1. Go through the words in the <i>Word box</i> with learners.</div><div>2. Learners work independently to complete the wordsearch by finding and highlighting or circling the seven vocabulary words hidden in the wordsearch.</div></div><div><div>Feedback</div><div>Circulate around the classroom and check learner’s wordsearches. Learners can also compare in pairs.</div></div><div><div>Answers</div><table><tr><td>b</td><td>o</td><td>o</td><td>k</td><td>q</td><td>v</td><td>e</td><td>n</td><td>d</td><td>m</td></tr><tr><td>w</td><td>e</td><td>b</td><td>u</td><td>l</td><td>t</td><td>f</td><td>g</td><td>i</td><td>o</td></tr><tr><td>e</td><td>g</td><td>o</td><td>o</td><td>d</td><td>r</td><td>b</td><td>a</td><td>d</td><td>d</td></tr><tr><td>d</td><td>r</td><td>a</td><td>x</td><td>c</td><td>w</td><td>q</td><td>b</td><td>n</td><td>i</td></tr><tr><td>b</td><td>e</td><td>g</td><td>i</td><td>n</td><td>n</td><td>i</td><td>n</td><td>g</td><td>q</td></tr><tr><td>g</td><td>f</td><td>u</td><td>n</td><td>t</td><td>r</td><td>e</td><td>f</td><td>p</td><td>s</td></tr><tr><td>x</td><td>a</td><td>q</td><td>s</td><td>s</td><td>t</td><td>o</td><td>r</td><td>y</td><td>a</td></tr><tr><td>o</td><td>p</td><td>a</td><td>g</td><td>e</td><td>s</td><td>t</td><td>l</td><td>i</td><td>e</td></tr><tr><td>p</td><td>h</td><td>j</td><td>i</td><td>m</td><td>i</td><td>d</td><td>d</td><td>l</td><td>e</td></tr><tr><td>c</td><td>h</td><td>a</td><td>r</td><td>a</td><td>c</td><td>t</td><td>e</td><td>r</td><td>s</td></tr></table></div></div>	b	o	o	k	q	v	e	n	d	m	w	e	b	u	l	t	f	g	i	o	e	g	o	o	d	r	b	a	d	d	d	r	a	x	c	w	q	b	n	i	b	e	g	i	n	n	i	n	g	q	g	f	u	n	t	r	e	f	p	s	x	a	q	s	s	t	o	r	y	a	o	p	a	g	e	s	t	l	i	e	p	h	j	i	m	i	d	d	l	e	c	h	a	r	a	c	t	e	r	s
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Resources	Plenary		
	1. Select a learner or a small group of learners to mime one of the class survey stories for the rest of the class. The rest of the class has two chances to guess which story is being mimed.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability, likes and dislikes. (G3.3.5.1.4) Retell stories, including fables and folktales from diverse cultures in correct sequence; understand their central message, lesson or moral.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner talking about possessions. Speaking: To talk with a partner about possessions. Reading: To read and complete words with short vowel sounds; to read numbers in their written form. Writing: To write words with short vowel sounds; to write numbers to match their written form.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>have / has</i> got • distinguish between consonants and vowels • complete words with short vowel sounds • match written numbers to numerals.
Link to prior learning: <ul style="list-style-type: none"> • Language from Unit 1 Lessons 7 - 11 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners 		
Key vocabulary: <i>hairbrush, camera, book, pencil, backpack; numbers 1–15; the alphabet</i> Key expressions/structure: <i>has + got, he's got, she's got</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to pronounce the <i>s</i> in <i>he's got</i> and <i>she's got</i>. Reassure learners and provide practice in repeating as you say <i>he's got</i> and <i>she's got</i>. 		
Resources/equipment needed: Learner's Book page 17 Activity Book page 17		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Split the class into two groups. Each team must race against the other to compile a list of all of the compound nouns that they can remember. 2. Give a time limit of two minutes. At the end of the two minutes, the team with the most words wins.
Resources	Main activity
Learner's Book page 17	<p>Packing for a trip: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture of the items on the table. 2. Read the information about Mrs Khawla and Omran packing for a trip. 3. Arrange the learners in pairs and ask them to talk about the things the characters are preparing to pack using the speech bubbles as models. <p>Feedback</p> <p>Ask learners to raise their hands to tell you what Mrs Khawla and Omran are going to pack. Select individual learners to tell you.</p> <p>Answers</p> <p>She's got: a hairbrush, a book, a jacket and a hat. He's got: a camera, some pencils, a jumper and some socks. They have eight items altogether.</p>
Learner's Book page 17	<p>The alphabet: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture on page 17 of the Learner's Book. Tell learners that the letters of the alphabet are all hidden in the picture. 2. Arrange learners to work in pairs and tell them to work together to find all of the alphabet letters, pointing to and saying each one as they find it. 3. Then tell learners to find and point to the vowel and then consonant letters, noting how many there are of each. <p>Feedback</p> <p>Ask learners to call out the correct letters to help you write the alphabet in the correct order on the board. Invite learners to come to the board to circle all the vowel letters and underline the consonant letters.</p> <p>Answers</p> <p>a b c d e f g h i j k l m n o p q r s t u v w x y z vowel letters: a e i o u – there are five consonant letters: b c d f g h j k l m n p q r s t v w x y z – there are twenty one</p>
Activity Book page 17	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to complete the words by selecting and inserting the correct vowel letter. All the words contain short vowel sounds. <p>Feedback</p> <p>Invite learners to write one word each on the board. Ask other learners if they agree.</p> <p>Answers</p> <p>1 hen; 2 cat; 3 dog; 4 fish; 5 duck; 6 pen; 7 chips; 8 bag</p>

Activity Book page 17	Activity Book: Activity 2 1. Practise counting from 1–15 as a whole class. 2. Say a number and elicit the spelling from learners. Write the word on the board. Repeat with a couple of words. 3. Ask learners to write the numbers next to the word in Activity Book Activity 2. Feedback Invite learners to come to the board to write the written version of each number as well as its numeral version. Answers a 8; b 15; c 9; d 10; e 14; f 12; g 13; h 11		
	Differentiation activities (Support): 1. Tell learners to write the numbers that they know first. Read through the remaining numbers to the learners.		
	Differentiation activities (Stretch): 1. Ask learners to write all the numbers and words in the correct order.		
	Resources		
Activity Book page 17	Plenary Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.4.3.1.1.8) Use grade appropriate language structures, for example possessive pronouns. (G3.1.1.1.3) Listen and respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.4.3.1.1) Use grade appropriate language structures, for example definite and indefinite articles. (G3.4.5.1.1) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem. Speaking: To talk about books and reading. Reading: To read a poem and recognise key words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a poem in the present simple • talk about preferences using prepositions of place and the present simple.
Link to prior learning: <ul style="list-style-type: none"> • Lexis about books 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>recipe, dinosaur, to whisper, to wonder, sport, train, monkey, king, amazing, dictionary, computer, mobile, phone, volcano</i> Key expressions/structure: <i>when clause: When I stop and read a book.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to understand that the word <i>when</i> can be used at the beginning of a sentence as they may associate it with the beginning of a question. Before playing the audio draw learners' attention to the third verse of the poem and read the sentences beginning with <i>when</i>. 		
Resources/equipment needed: Learner's Book pages 18 to 20 Activity Book page 18 Audio Track 12		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell the learners about a book you have read recently and where you enjoyed reading it. 2. Ask learners tell you where they normally read books. Do they have a favourite place?
Resources	Main activity
Learner's Book pages 18 to 20 Audio Track 12	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the title of the poem on page 18 in the Learner's Book. Ask them why they think a book is like a window. Elicit as many suggestions as possible, for example <i>We can look at different worlds.</i>, <i>We can meet new people.</i> 2. Tell learners that a book helps you discover new things you would not otherwise see. It's like looking through a window and seeing something new and exciting. For example, you can read for fun or learn new things. 3. Ask learners what new things they would like to learn more about from a book one day. 4. Focus on the picture and ask learners if the book is a fiction or non-fiction book. Ask them to find the characters. 5. Ask the class if they would like to read the book. Encourage them to justify their answer. 6. Tell the class that they are going to listen to a poem. While they listen, they read the text in their books. 7. Play the poem again. Then play a final time and encourage learners to follow in their books and read aloud. 8. Ask learners to look at the illustration on page 19 and point to the pictures as they hear the words in the song. <p>Feedback</p> <p>Ask learners to raise their hand to tell you about the book in the picture. Extend the conversation by asking whether the learners would like to read that book.</p> <p>Answers</p> <p>It's a fiction book. The characters are children and a monster.</p>
Learner's Book page 20	<p>Words to remember</p> <ol style="list-style-type: none"> 1. Write the words <i>open</i>, <i>read</i> and <i>when</i> on the board. Challenge the learners to look for these words in the song. How many times do they see the word? Ask them to take turns to practise spelling the words. <p>Feedback</p> <p>Take a class vote on the number of times each word appears, and then tell learners the correct answers.</p> <p>Answers</p> <p>open – 3; read – 1; when – 3</p>
Activity Book page 18	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the activity and ask learners to match the books with the pictures. <p>Feedback</p> <p>Whole class feedback.</p> <p>Answers</p> <p>1 d; 2 f; 3 b; 4 a; 5 e; 6 g; 7 c</p>

	Differentiation activities (Support): 1. Pre-teach the words on the book covers and check learners understanding before setting them to work.
	Differentiation activities (Stretch): 1. Ask learners to write sentences about books they like to read using the sentence starter: <i>I like to read books about ...</i>
Activity Book page 18	Activity Book: Activity 2 1. Ask learners to look at Activity 1 and decide which things they like reading about. Tell them to draw a face in each circle above to show their answer. Feedback Ask learners to compare in pairs. Then ask individual learners to talk about what they have ticked using full sentences, for example <i>I like reading about sports</i> . Answers Learners' own answers.
Activity Book page 18	Activity Book: Activity 3 1. Ask learners where they read books. They look at the options in Activity 3 and tick the places where they like reading. 2. Ask them if there are other places where they like reading that are not included on the list. 3. When they have finished, ask learners to help you collect the results on the board and see which place is the most popular to read in. 4. Take advantage of this conversation to emphasise the importance of talking care of books and school supplies, showing responsibility and respect for the property of others and their own. Feedback Talk about the results on the board and conclude by stating the most popular place to read. Answers Learners' own answers.
Resources	Plenary 1. Play a game of Pictionary. Write the following words on small pieces of paper: <i>sports, recipes, volcanoes, trains, dinosaurs, monkeys, kings</i> . 2. Choose a volunteer learner and give them one of the pieces of paper, without the rest of the class seeing. 3. The learner then comes to the board at the front of the class and draws pictures to try and get the rest of the class to guess the word on their piece of paper.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.2) Understand main ideas and key details in short factual accounts, reports, events and stories that happened in the past, presented orally or through other media. (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. (G3.3.7.1.3) Connect the information and events in a text or story to life experiences.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To ask about and explain the meaning of words. Reading: To read a poem and recognise the <i>when</i> clause. Writing: To write a poem verse about books.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and explain the meaning of words in English identify <i>when</i> clause.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary from Unit 1 Lesson 13 21st Century Skills: <ul style="list-style-type: none"> 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. 		
Key vocabulary: <i>recipe, dinosaur, to whisper, sport, train, monkey, king, amazing, dictionary, computer, mobile, phone, volcano</i> Key expressions/structure: <i>When</i> clause: <i>When I open a book.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle to look up words in a dictionary. If necessary, review how to find words by identifying the first letter in the word then going to this section in a dictionary, or by typing the word in the search field (for an online dictionary). 		
Resources/equipment needed: Learner's Book page 21 Activity Book page 19 Audio Track 12 (optional) Small pieces of paper – enough for five per learner		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 18 Audio Track 12 (optional)	<ol style="list-style-type: none"> To begin the lesson, revise the poem '<i>This book is my window</i>' from Lesson 13. You may like to play the audio for learners to join in or just re-read the verses from pages 18 to 20 of the Learner's Book.
Resources	Main activity
Learner's Book page 21	<p>How do you say it in English?: Activity 1</p> <ol style="list-style-type: none"> Arrange learners in pairs and give each learner five small pieces of paper. Ask learners to draw something that they like reading about on pieces of paper. They should write the word on the back of the picture. Tell learners that they can look for the word in a dictionary if they don't know it. Ask learners how they can ask what a word means. Elicit answers from the class. Then tell learners to look at page 21 in their Learner's Book. Read the question: <i>How do you say ___ in English?</i> and have learners repeat. Practise the question a few times by holding up classroom items and asking learners how to say the word in English, then let a few learners ask you/the rest of the class the word. Then they teach their words to their partner. Refer learners to use the speech bubbles as a model for the conversation. <p>Feedback Circulate, checking learners' understanding and offering support.</p> <p>Answers</p> <p>Learner's own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> For additional support and practice pairs of learners open their Learner's Books to previous lessons. They point to and say words they know. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Provide additional spelling dictation: in pairs, learners take it in turns to choose two or three words they have learned in this lesson and spell them. They write them down in their notebooks.
Learner's Book page 21	<p>Write your own verse: Activity 2</p> <ol style="list-style-type: none"> Remind learners of the poem used in the starter and from the previous lesson. Remind learners of what they like reading about. Tell them to use the words they looked up in Activity 1 to talk to a partner about how they would finish each sentence of the verse. <p>Feedback Circulate, checking learners' understanding and offering support.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 19	Activity Book: Activity 1 1. Learners use their ideas discussed earlier in the lesson to write their new verse sentences into the blank spaces. 2. Next ask learners to practise reading their new verse with a partner or small group. 3. Learners could draw pictures to accompany the ideas in their new verse. Feedback Circulate, checking learners’ understanding and offering support.		
Resources	Plenary		
	Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation questions. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion. (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases. (G3.3.8.2.7) Use visual, print and digital dictionaries to find the meaning of a word; use digital dictionaries to listen to the pronunciation of a word. (G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts. (G3.4.4.1.1) Capitalise appropriate words.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner using adverbs of frequency. Speaking: To talk with a partner using adverbs of frequency. Reading: To read and find adverbs of frequency. Writing: To write three sentences about themselves or a friend using adverbs of frequency.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use and understand adverbs of frequency.
Link to prior learning: <ul style="list-style-type: none"> • Lexis for books 21st Century Skills: <ul style="list-style-type: none"> • not applicable 		
Key vocabulary: <i>never, usually, sometimes, always</i> Key expressions/structure: Present Simple questions with adverbs: <i>What do you sometimes / always / never do?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to differentiate between the meanings of the adverbs of frequency, as they can be quite similar. Write them on the board in order of frequency. Use lots of modelled examples. 		
Resources/equipment needed: Learner's Book page 22 Activity Book page 20		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think of different activities that they do, for example <i>use a computer, watch TV</i>. As learners say the activity, they should do an action. You can write these on the board in a brainstorm.
Resources	Main activity
Learner's Book page 22	How often?: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to the adverbs of frequency on page 22 of the Learner's Book. Read them aloud to the learners. Point to the stars and tell learners that these show how often we do things. Use gestures to reinforce meaning. Give a couple of examples related to your own life, for example, <i>I always go to school on Monday. I usually use the computer. I never ride a bike</i>. Focus the learners on the passage about Mrs Khawla going to the bookshop. 2. Read the passage aloud to the learners and ask them to track underneath the words with an index finger. 3. Ask the learners to go back through the passage and find the words: <i>never, sometimes, usually, always</i>. Feedback Re-read the passage and ask learners to call out <i>stop</i> when they hear you read one of the focus words.
	Answers usually, sometimes, always, never
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide additional support by writing the list of possible words on the board beforehand, if you haven't already. Learners could work in pairs to find the words.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to say write the words and put them in order of frequency.
Learner's Book page 22	How about you?: Activity 2 <ol style="list-style-type: none"> 1. Ask the learners to use the sentence starters on page 22 to say sentences to a partner about things they do. 2. Encourage learners to say something for every example. 3. Before learners begin point out the <i>Speaking tip</i> and read it to learners. You may like to give them a visual representation by writing sentences on the board with the adverb in the correct place using a different coloured pen. Feedback Select learners to read their dialogues to the class or small group.
	Answers Learners' own answers.

Learner's Book page 22	<p>Reading books: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the third activity on page 22 of the Learner's Book. 2. Tell them that this time they must select from the words in the <i>Speaking tip</i> to make the sentences true for themselves depending on how often they do the book related activities. 3. Use sentence 1 as an example. Write the sentence on the board with a gap missing at the front. Read it aloud, <i>read books</i> and say, <i>I always read books. I love books!</i> Fill in <i>I always</i> at the beginning of the sentence on the board. 4. Remind learners that they can use each word more than once. 5. You can ask the learners to do the task verbally by talking with a partner or by writing the sentences in a notebook. <p>Feedback</p> <p>Select each learner to read aloud one of their sentences in front of the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 20	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to complete use the stars to write the words in the correct places in Activity Book, Activity 1. <p>Feedback</p> <p>Ask learners to show a partner and compare their answers. Then select learners to tell the whole class the answers.</p> <p>Answers</p> <p>(Correct order) usually, sometimes, never.</p>
Activity Book page 20	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the chart by ticking to show how often they do the activities listed. 2. Before starting check that the learners understand the activities by reading through them. <p>Feedback</p> <p>Ask learners to show a partner and compare their charts. Then select learners to tell the whole class one of their answers.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a 'never' game. 2. Arrange learners in a big circle. 3. Each learner takes a turn around the circle to repeat the phrase, <i>I never ...</i> and adds something that they never do. Answers could be a bit silly, for example <i>I never go swimming in the rain!</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.5) Compare between two things using common regular and irregular adjectives. (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. (G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions (for example, yes/no, either/or and simple <i>wh</i> -type questions). (G3.4.3.1.1) Use grade appropriate language structures, for example adverbs of frequency.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to others sharing their ideas about a character description. Speaking: To talk about a character description and participate in a chant about characters. Reading: To read and understand a character description. Writing: To write a character description.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use personality adjectives • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives for feelings and appearance 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Introduce creative thinking activities – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: <i>tall, strong, large, paws, claws, fur, hair, friendly, scary, happy, grumpy</i> Key expressions/structure: <i>have / has got</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may confuse the masculine and feminine pronouns (<i>she/he</i>) so you could draw stick figures on the board beside the words as a prompt to remind them. 		
Resources/equipment needed: Learner's Book page 23 Activity Book page 21 Audio Track 13		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game. Write the following words on the board: <i>tall, short, thin, fat, scary, happy, grumpy, friendly</i>. Read each word and mime an action to show its meaning. Ask learners to copy you as you mime actions. Ask learners to repeat the words after you say them.
Resources	Main activity
Learner's Book page 23 Audio Track 13	Characters chant: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to the chant at the top of page 23 in the Learner's Book. Read the introductory sentence that explains that characters are important in a story. Then ask learners the question and elicit answers. 2. Play the audio and ask the learners to listen to the chant. Then play the audio again and encourage the learners to join in. 3. Point out the bold words – they are the words mimed in the starter. Tell learners that these words can be used to describe characters.
Learner's Book page 23	Story characters: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look at the picture of the characters below the chant. 2. Ask: <i>What do you think these characters are like? How can you describe the characters?</i> Encourage the learners to use the new words in the chant to describe the characters. They can do this in pairs. <p>Feedback</p> <p>Circulate as learners are talking and help them as necessary.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 23	Invent a character: Activity 3 <ol style="list-style-type: none"> 1. Ask learners to make up their own character. They could discuss it with a partner first. Then they should write about him or her in their notebook. 2. Encourage learners to use the words from the chant to describe their character. <p>Feedback</p> <p>Select learners to tell the class about their character.</p> <p>Answers</p> <p>Learner's own answers.</p>
Activity Book page 21	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Read the character description to the learners. Encourage them to read along with you or to point and track underneath the words. 2. Point out the language used to describe the features of the character: <i>he has got / he's got</i>. Remind the learners that they have used this language before when they were describing what possessions people had inside backpacks earlier in the unit. 3. Learners use the description to draw a picture of the character in their notebook. 4. Learners give the character a name. <p>Feedback</p> <p>Circulate, checking learners' understanding and offering support. Invite learners to the front of the class to hold up their pictures. Ask other learners: <i>Do all the pictures look the same? Was it a good description or a poor description?</i></p>

	Answers		
	Learners’ own, but their picture should roughly resemble a brown bear wearing trousers and a T-shirt.		
	Differentiation activities (Support): 1. Support learners by writing keywords on the board and showing them how to extract information from the text.		
	Differentiation activities (Stretch): 1. Ask learners to create a short story about the character.		
Resources	Plenary		
	1. Select a few learners who volunteer to present their work from the lesson to the whole class. Encourage them to reflect upon what they have learned in today’s lesson. 2. Encourage the rest of the class to give positive feedback.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G3.4.2.1.2) Produce simple short narratives, descriptions and informal letters based on known stories or personal experiences, using past, present as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion. (G3.4.3.1.1) Use grade appropriate language structures, for example adjectives.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and join in with a chant. Speaking: To say where you would want a book to take you and who you would want to meet. Reading: To read a chant about books; read sentences containing adverbs of frequency. Writing: To write about how often they do things.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk imaginatively about books • say words following a model • use adverbs of frequency.
Link to prior learning: <ul style="list-style-type: none"> • Unit 1 Lessons 13–16 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>backpack, camera, hat, hairbrush, jacket, jumper, bag, always, sometimes, never, usually, robots, dinosaurs, boats, football, wise, grumpy, funny, scary</i> Key expressions/structure: <i>he's got / she's got</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with the shades of meaning between the adverbs of frequency. Recap on these by writing them on the board in order of strength: <i>always, usually, sometimes, never</i>. Remind learners frequently of the meanings using examples given during the activities. 		
Resources/equipment needed: Learner's Book page 24 Activity Book page 22 Audio Track 14 One sheet of plain paper for each learner		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a 20 questions game using vocabulary for the lesson. Write the following words on the board: <i>backpack, camera, hat, jacket, jumper, bag</i>. Tell the learners you are thinking of one of the words. They must ask you questions to guess which word it is but you can only answer with <i>yes</i> or <i>no</i>, for example: <i>Is it small?</i>
Resources	Main activity
Learner's Book page 24 Audio Track 14	<p>What can you remember?: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the chant on page 24 in the Learner's Book. Read it through to learners, or ask learners to all read it aloud in unison, as they may be quite familiar with it at this point in the unit. 2. Ask the learners the questions underneath the verse and each time give them time to discuss their answer with a partner or small group. 3. Give your own answers as a model. <p>Feedback</p> <p>Ask learners to raise their hand to volunteer to share their answers with the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 24	<p>Make a story: Activity 2</p> <ol style="list-style-type: none"> 1. Give each learner a sheet of paper and show them how to rip it into five squares. On each square, learners should write a number (1 to 5). 2. Draw learners' attention to the game grid in their Learner's Book. Collect number sets from five learners and mix them up on your desk. Call a volunteer to pick a number. Then learners look at the grid in their books and identify the corresponding number in the first column, for example if the learner chose 3 then the corresponding picture is <i>robot</i>. Say a sentence using the first prompt <i>Our story is about robots</i> and write it on the board. Repeat this procedure with four other learners. Each learner picks a card for a different column. Elicit each word and write the corresponding sentence on the board until you have completed the story. 3. Read the instructions in the book and ensure learners understand what to do, then put them in groups of five. Learners put their number cards together and play the game. They could sit in a circle to do this and take turns picking a number and saying a sentence until they have completed the story. Learners can make as many stories as they like within the time you allocate to this activity. <p>Feedback</p> <p>Circulate and monitor as learners play the game, offering help as necessary.</p> <p>Our story: Activity 3</p> <ol style="list-style-type: none"> 1. Talk with learners about the stories that they made in the previous activity. Ask them if they were funny and crazy stories. Then tell learners that they will now write their favourite version in their notebooks. 2. Set learners to work independently to write their stories. <p>Feedback</p> <p>Circulate and monitor to help learners with language problems. When learners have finished, invite a few to read out their stories to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Direct learners to the prompts in their Learner's Book. Learners can copy these into their notebook, then choose a picture from each column in the grid and use it to complete each sentence.
	Differentiation activities (Stretch): 1. Encourage learners to write a story from memory, according to the game they played in Activity 2.
Activity Book page 22	Activity Book: Activity 1 1. Draw learners' attention to the picture of Omran and his sister. Ask: <i>What have they got?</i> Point out the speech bubble examples and the <i>Word box</i> . 2. Ask learners to talk to their partner about what the children have got and then write some sentences. Feedback Circulate, checking learners' understanding and offering support. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> He's got: a backpack, a hat, and a jacket She's got: a camera, a hat, a jumper and a bag
Activity Book page 22	Activity Book: Activity 2 1. Ask learners how often they brush their teeth. Ask: <i>Do you always brush your teeth?</i> 2. Write the first sentence on the board as it is presented in the Activity Book. Based on the learners' answers cross out the word never and then read the sentence: <i>I always brush my teeth.</i> 3. Ask learners to complete the remaining sentences in the same way – by crossing out the word they don't need to make the sentence true for them.
	Differentiation activities (Support): 1. Draw circles or stars on the board to represent each adverb of frequency and write the word below them so that learners can visualise the meaning.
	Differentiation activities (Stretch): 1. Ask learners to write another sentence with each adverb of frequency about themselves.
Resources	Plenary
Activity Book page 22	Activity Book: Learning goals 1. Direct learners' attention to the self-evaluation question. 2. Read the statement. 3. Ask the learners to think and circle the correct answer. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 (for example, yes/no, either/or and simple <i>wh</i> -type questions). (G3.4.1.1.1) Write legibly in print, progressing from left to right; space letters, words and sentences appropriately. (G3.4.2.1.1) Write a simple paragraph of three or more coherently sequenced simple sentences using simple past, present (simple and continuous), and future tenses; state the topic, provide details and a conclusion.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise vocabulary from the unit. Speaking: To say vocabulary from the unit. Reading: To read and identify words containing short vowel sounds. Writing: To write a fact file.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a short fact file • identify words containing short vowel sounds.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to books and describing characters • Short vowel sounds • Possessive pronouns 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners 		
Key vocabulary: Revision Lessons 1 to 17 Key expressions/structure: Review Lessons 1 to 17		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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. 		
Resources/equipment needed: Learner's Book page 25		

UNIT 1 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a memory game. Tell learners you are thinking about a lesson (or an activity) from the unit. You could limit it to a selection of three or five and tell the learners which selection it could be from. 2. Divide the class into two teams. Tell one team a few words from the unit. They have to try and remember the unit number. If they get it right, they earn a point.
Resources	Main activity
Learner's Book page 25	My fact file: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to write a fact file giving information about themselves and to show what they have enjoyed during the unit. 2. To provide a model, write your fact file first on the board using the structure at the top of page 25 in the Learner's Book for ideas and asking the learners to contribute by spelling words out for you. 3. Encourage the learners to include information to describe themselves and information about the books they enjoy reading. Feedback Circulate whilst learners are writing, checking learners' understanding and offering support. When finished select some learners to read their fact file aloud to the class.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Allow learners to work with a partner but encourage both learners within the pair to write their own fact files.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage learners to expand the content they include. Remind them of things they have been learning about, such as the character description work.
Learner's Book page 25	Read and match: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to recap on the vowel letters. Write them on the board. Practise saying them with the learners. 2. Remind learners that sometimes the vowels have a long sound and sometimes a short sound. Ask if the learners can give you any examples. 3. In pairs, learners say the words in the Learner's Book and decide which short vowel sound each word has. Then, they follow the line to the number and say them together, for example <i>fifteen ships</i>. Feedback Ask learners to raise their hand to suggest answers to you in front of the class. Ask other learners if they agree with the answers given.
	Answers ship/15; pen/13; bag/12; duck/11; shop/14

Learner's Book page 25	Talk about it: Activity 3			
	1. Ask learners to work with the person sitting next to them. Tell them they will talk about a book they like.			
	2. Direct learners to look at the speech bubble examples on page 25 of the Learner's Book. Read these through with the learners. Model the conversation by telling learners about your own favourite book.			
	Feedback Circulate while learners are talking and provide support where necessary.			
Answers				
Learners' own answers.				
Resources	Plenary			
Learner's Book Page 25	Look what I can do!			
	1. Ask learners to look at the statements in the <i>Look what I can do!</i> Section.			
2. Read the statements one at a time and tell the learners to all stand in the middle of the room. They should then move to stand on the righthand side of the room if they feel they can do it and go and stand on the left if they don't feel they can do it yet. You may like to ask a few learners to give examples.				
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:				
(G3.4.2.1.2) Produce simple short narratives, descriptions and informal letters based on known stories or personal experiences using past, present as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion.				
(G3.4.4.1.1) Capitalise appropriate words.				
(G3.4.4.1.2) Correctly use a full stop, question mark and exclamation mark at the end of a sentence.				

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to classmates talking about books and classroom objects. Speaking: To ask and answer questions about books and classroom objects. Reading: To read word cards and words in the dictionary. Writing: To write words on word cards or a poster related to books and classroom objects.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use nouns and adjectives • complete a project-based task independently and confidently.
Link to prior learning: <ul style="list-style-type: none"> • Unit 1 Lessons 1 to 18 21st Century Skills: <ul style="list-style-type: none"> • Initiative and self-direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: Unit 1 Lessons 1 to 18 Key expressions/structure: <i>I like ... because ...; I prefer ...; My favourite ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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. 		
Resources/equipment needed: Learner's Book pages 18, 19, 20 and 26 Old magazines, glue, scissors, coloured pencils, strips of paper and poster paper		

UNIT 1 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Play a miming game. Ask volunteer learners to come to the front of the class and mime a type of book for the rest of the class to guess. Types of books they could mime include: animals, sports, characters, popular stories.
Resources	Main activity
	You should choose one of the project options given below.
Learner's Book page 26	Option 1 Project A: Make a poster: Things we like reading about. 1. Ask the learners to think of all the things they like to read about and record their ideas on the board. 2. Give learners large pieces of paper and coloured pencils or crayons. Show them how to write a title at the top of the poster and layout pictures and writing to show the things they like to read about. 3. Remind learners that if they don't know a word in English, they can look it up or they can say: <i>How do you say ... in English?</i> 4. Encourage the learners to talk to one another about their ideas as they work. OR Option 2 Project B: Make word cards for your classroom 1. Give learners a strip of paper and ask them to write a word they remember from the unit on the strip of paper. You may like to point out different objects around the classroom to give them some ideas. 2. Then, give learners crayons of different colours and a piece of paper. Ask learners to draw and colour the object for the word they wrote. 3. Learners then glue the word card they made to the corresponding picture. Circulate as learners work.
	Differentiation activities (Support): 1. Ensure the learners have their Learner's Books open so they can check the correct spelling of words and find inspiration for their poster or word cards.
	Differentiation activities (Stretch): 1. Option 1: Learners can make as many word cards as they like. 2. Option 2: Learners can extend the ideas on their poster to include any reflection of their learning across the unit, for example character studies.
	Plenary
	Play a guessing game: What's in the backpack? 1. Put a backpack on your table and fill it with different classroom objects. 2. Learners ask up to five questions to find out what object you have in your hand as you reach into the backpack. Encourage them to ask a variety of questions, for example <i>Is it big / small / blue? How many are there? Have you got a ... ?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 sources, record, organise and present information choosing from a variety of formats.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 3	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and evaluate to presentations. Speaking: To present a project. Reading: To read word cards and posters.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make a short presentation using the present simple.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 1 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners 		
Key vocabulary: Unit 1 revision Key expressions/structure: Unit 1 revision		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When learners present their projects make sure to check they use the language correctly, for example, correctly using plural and singular nouns, using <i>a</i> and <i>an</i>, etc. 		
Resources/equipment needed: Learner's Book page 26 Learners' project from Lesson 19 PCM 1		

UNIT 1 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a vocabulary game. 2. Organise the learners into two teams. Give each group a piece of poster paper and some coloured pens. 3. Set a stopwatch or timer to give the groups two or three minutes. 4. Challenge the teams to brainstorm as much vocabulary as they can remember from Unit 1 and write it down on their poster paper. 5. The team with the most vocab at the end of the time wins.
Resources	Main activity
Learner's Book page 26	<ol style="list-style-type: none"> 1. Give learners time to finish their projects if necessary. 2. Tell learners they are now going to present their project. Explain that learners will evaluate their project. 3. Tell learners to look at the projects on page 26 of the Learner's Book as you read out the original instructions. 4. Demonstrate how to present a project by using the language you would like the learners to use, for example: Project A: <i>This is my poster. I like reading about horses and princesses. This word says horse and this word says princess.</i> Project B: <i>These are my word cards. This one says wall and this one says clock.</i> 5. Put learners in pairs so they can present to one another. 6. When learners have presented, encourage them to ask one another questions about their partner's project, for example, <i>What was the hardest thing to do for your project?</i> and <i>What gave you that idea?</i> 7. Circulate and observe the learners presenting and asking and answering questions.
PCM 1	Project self-evaluation <ol style="list-style-type: none"> 1. Advise the learners that they are going to review their own project work. 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. Then they answer the other questions. 3. 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.
Resources	Plenary
	<p>Play 'backs to the board'.</p> <ol style="list-style-type: none"> 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. 2. On the board behind them write a word from the unit, for example, <i>book, tablet, bookcase, backpack, camera.</i> 3. The rest of the class take turns to give the learners with their back to the board clues about the vocab word – without using that word for the learner to try and guess. 4. Have learners swap roles and repeat.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules. (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. (G3.2.2.1.2) Deliver simple presentations using visual displays (for example, illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for particular information. Speaking: To say where they live. Reading: To group vocabulary words by topic. Writing: To write regular plurals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about where they live use regular plurals repeat new vocabulary from a model.
Link to prior learning: <ul style="list-style-type: none"> Grade 2 vocabulary: <i>city, village, loud, quiet, traffic, tractor</i>; prior work on regular plurals 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>city, town, village, apartment, house, farm, loud, quiet, traffic, tractor</i> Key expressions/structure: <i>Where do you live? I live in a town / city / village / house.</i> Regular plurals: <i>houses, cities</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> When reading plurals from texts, learners will often say the singular word and either miss out the s, or pause before adding it. This is particularly true when reading plurals within longer sentences when the focus may be on other items. In a context where you wish to correct this error, remind the learners to 'sound out' all the phonemes in a word and then blend them together: f / ar / m / s. 		
Resources/equipment needed: Learner's Book page 27 Activity Book page 23 Audio Tracks 15 and 16 Visual material showing different types of houses, for example magazine pictures, photos of the local area, pictures from real estate websites		

UNIT 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Use visual stimuli to introduce learners to the new topic. Hold up images of different houses and use simple words to describe them, for example <i>an old house, a large house, a tall house</i>. Real estate websites are an excellent source of material, along with library books and perhaps photos of your local area. Showing unusual houses from around the world allows for some interesting word combinations, for example <i>a tree house, a houseboat</i>. 2. Alternatively, set up different 'stations' (desks) around the classroom showing different houses, for example: houses in the city; houses in the countryside; historical homes; interesting houses around the world. Allow groups to visit the different stations and then, once they are re-seated, use simple language to describe some of the pictures as explained above.
Resources	Main activity
Learner's Book page 27 Audio Track 15	Different places and different houses: Activity 1 <ol style="list-style-type: none"> 1. Focus on the pictures. Read the rubric: <i>Listen, point and say</i>. 2. Play the audio at least twice, encouraging the learners to repeat each article and noun as they point at the images. 3. Briefly explore the new word <i>apartment</i>. Say: <i>An apartment is a tall building. A city has a lot of apartments.</i> Feedback Repeat the task as above but with the learners saying the words instead of the audio. Listen to the learners' responses and correct any pronunciation errors.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Reinforce the use of <i>an</i> for <i>an apartment</i>. Draw parallels with <i>an apple</i>, or any other use the learners are confident with.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask more confident learners to think of words they know that take <i>an</i> for each vowel: a, e, i, o, u.
Learner's Book page 27 Audio Track 16	Where does Noura live?: Activity 2 <ol style="list-style-type: none"> 1. Read the next rubric to the learners. Explain that the learners need to identify Noura's home location. The answer is one of the six places identified in Activity 1. 2. Play the audio at least twice. Feedback Ask the learners to hold up their books and point to the best picture of where Noura lives.
	Answer a farm
Learner's Book page 27	Where do you live?: Activity 3 <ol style="list-style-type: none"> 1. Establish pairs for this activity. 2. Read the example question and answer to the learners. Then ask a few pairs to read the example to you. Correct any pronunciation errors (after the exchange is completed) by calmly saying the word correctly and inviting the learners to say that single word again, in unison. 3. Ask pairs to ask and answer the question using information about themselves.

	<p>Feedback Circulate and supply any additional vocabulary needed.</p> <p>Answers Learners' own answers.</p> <p>Differentiation activities (Support): 1. Model one or two further examples, and ask less confident pairs to practise saying the modelled exchanges only: <i>Where do you live? I live in a city. / Where do you live? I live in a small town.</i></p> <p>Differentiation activities (Stretch): 1. Model how to combine information about location and house type into a single sentence: <i>I live in a house in a town. I live in an apartment in a city.</i> Ask the learners to use this in their dialogues.</p>
<p>Activity Book page 23</p>	<p>Activity Book: Activity 1 1. Read the <i>Language tip</i> to the class. Model the examples on the board. Write a regular noun and read it to the class, then add an <i>s</i> to form the plural and read again. Write a familiar noun ending in <i>y</i>, for example <i>baby</i>, and read it to the class, then rub out the <i>y</i> and add <i>ies</i> to form the plural <i>babies</i> and read again. 2. Ask the learners to work individually to write the plurals of the words provided.</p> <p>Feedback Ask for a volunteer to read out an answer. Write it on the board (or ask the volunteer to do so). Repeat for each plural, and allow the learners to mark their own work.</p> <p>Answers 1 houses; 2 cities; 3 towns; 4 trees</p>
<p>Activity Book page 23</p>	<p>Activity Book: Activity 2 1. Read the rubric to the learners. Call on individuals to read the words in the Word box. If necessary, review the meaning of <i>loud</i>, <i>quiet</i>, <i>traffic</i> and <i>tractor</i> with reference to the pictures in the Learner's Book and Activity Book for this lesson. 2. Tell the learners they have just three minutes to write the words in the correct list. This could also be organised as pair work.</p> <p>Feedback Write the two headings on the board and ask the learners to supply their ideas. Compile the correct answers on the board and allow the learners to mark their own work.</p> <p>Answers In a city: loud, traffic, apartment In a village: farm, quiet, tractor</p>
<p>Resources</p>	<p>Plenary 1. Draw an apartment, a house and a farm on the board. Say: <i>I live in ...</i> point to an image and invite a choral response from the whole class: <i>an apartment, a house, a farm.</i> 2. Make the activity more challenging. Say: <i>Where do I live? When you know the answer, put up your hand. I live in a loud place ... There is a lot of traffic ...</i> Ask a learner who raises their hand to come to the front and point to the correct picture. Repeat with other clues.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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. (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability, and likes and dislikes. (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 (e.g., yes/no, either/or and simple <i>wh</i> -type questions). (G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns (e.g., <i>qu</i> , doubling the consonant and adding <i>ing</i> , changing <i>y</i> into <i>ies</i> to make plural). (G3.4.3.1.1) Use grade-appropriate language structures e.g. singular and plural nouns.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for gist. Speaking: To repeat a chant. Reading: To read sentences and check for factual accuracy. Writing: To write <i>yes</i> or <i>no</i> in response to accurate and inaccurate sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • explore a detailed illustration to obtain information and ideas • confirm information and ideas • answer <i>yes</i> / <i>no</i> questions with short answers.
Link to prior learning: <ul style="list-style-type: none"> • Not applicable 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>neighbour, neighbourhood, nurse, driver, gardener, young people, old, people, street</i> Key expressions/structure: irregular plurals: <i>people, children</i> ; Present Continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The spelling and pronunciation of <i>neighbour</i> and <i>neighbourhood</i> are unusual and will need explicit teaching. Use the chant provided as Activity 1 to teach the words and meanings in a fun way. 		
Resources/equipment needed: Learner's Book page 28 Activity Book page 24 Audio Tracks 17 and 18 A large teddy bear (or other toy), a backpack or shopping bag, other items as required, for example toy cars, a pair of glasses		

UNIT 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 28	<ol style="list-style-type: none"> 1. Focus on the picture on Learner's Book page 28 and ask the learners to describe it in as much detail as possible. Help with some questions using known language, for example: <i>What kind of buildings can you see? Is this a village? Who can you see in the picture? What are the people doing?</i>
Resources	Main activity
Learner's Book page 28 Audio Track 17	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Draw two houses and two stick people on the board and briefly pre-teach the meaning of <i>neighbour</i> and <i>neighbourhood</i>. 2. Tell the learners you are going to play an audio. Ask them to listen and follow in their books. 3. Play the chant twice. Then begin to pause after each line so the learners can repeat. Finally, play the audio and allow the learners to join in and chant. 4. Ask learners to look at the picture again and find neighbours helping neighbours. <p>Feedback</p> <p>Ask individuals to point to some examples of 'helping' in the picture. Do not use precise vocabulary at this point. Say: <i>Yes, that neighbour is helping a neighbour.</i></p> <p>Answers</p> <p>The nurse is helping the old woman; the teenager is helping the child on the bike; a boy is holding the door open; a boy is pushing another boy on a swing.</p>
Learner's Book page 28 Audio Track 18	<p>Omran's neighbourhood: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture carefully while they listen to Omran talking. 2. Play the audio at least twice. Ask the learners to identify Omran. <p>Feedback</p> <p>Circulate and check that the learners are trying to identify the items being described on the audio. Tell learners that you will learn more about Omran's neighbourhood in the next lesson.</p> <p>Answer</p> <p>Omran is holding the door of house 9 open for the woman carrying bags of shopping.</p>
Activity Book page 24	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture (it is the same as the one in the Learner's Book). Ask them to read each sentence and write <i>yes</i> if the sentence is true and <i>no</i> if the sentence is not true. <p>Feedback</p> <p>Read each sentence and ask for whole-class feedback. Say: <i>Put your hands in the air for yes. Put your hands in your lap for no.</i></p> <p>Answers</p> <p>1 no; 2 yes; 3 no; 4 yes; 5 yes; 6 yes; 7 no; 8 no</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Model the first one or two sentences, showing how to check the picture against the sentence provided, and where to write the answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more confident learners to correct the <i>no</i> sentences.

Resources	Plenary		
	1. Either ask the learners to chant ‘My neighbourhood’, or set up the following challenge. Show them the toy you have brought and explain that this is Old Neighbour Bear (or equivalent). Explain that he wants to go to his house on the other side of the classroom. Slowly begin to walk the bear across the floor but a number of problems occur on the way. Ask learners to assist Old Neighbour Bear. For example: <i>Oh dear! Where is Mr Bear’s backpack? Please get the backpack for Mr Bear, Jamal. Oh dear, this road is very busy. Eisa, please help Mr Bear to cross the road. Oh dear, this backpack is very heavy ... He wants a drink ... He wants to rest ... The door is difficult ... He has lost his glasses ...</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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.			
(G3.3.8.2.1) Understand that context clues and illustrations, headings and subheadings may be used to help understand unknown words.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. singular and plural nouns, yes/no questions.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to recorded questions and provide information in response. Speaking: To ask and answer questions with a partner. Reading: To read various question forms and reproduce them with new information. Writing: To write informative sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say words following a model • ask and answer questions about a detailed illustration • identify and use irregular plurals • talk about their neighbourhood.
Link to prior learning: <ul style="list-style-type: none"> • Unit 2 Lesson 2 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>neighbour, neighbourhood, nurse, driver, gardener, young people, old, people, street; town, village, city; beautiful, busy, exciting, fun, nice, quiet</i> Key expressions/structure: present continuous, question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Irregular plurals can cause problems with subject-verb agreement due to the lack of the regular s. For example, learners may say 'The people is looking at the sky.' A word wall of irregular plurals can be built up over the course of this term of work. 		
Resources/equipment needed: Learner's Book page 29 Activity Book page 25 Audio Track 19 Dictionaries (optional); A3 paper for a word wall poster (optional)		

UNIT 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a vocabulary guessing game with the class. Choose a word from the previous two lessons (<i>bicycle</i>) but do not say it out loud. Write the letter spaces on the board (_ _ _ _ _). If learners can guess the word now they are awarded five points. Add the vowels (_ i _ _ _ e). A correct guess at this stage gains two points. Point to a picture of the item in the Learner's Book from Lesson 1 or Lesson 2. A correct guess at this stage gains 1 point. If no one knows the word, the teacher gains one point. Continue with other words.
Resources	Main activity
Learner's Book page 29 Audio Track 19	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Focus the learner's attention on the topic vocabulary pictures. 2. Play the audio once, up to the long pause. 3. Explain that you are going to play it again and you want the learners to say the words listed under each picture. Play this section of the audio again with the learners chanting: <i>young people, driver, nurse, gardener, old people</i>. 4. Write the words on the board and read them together. 5. Now ask the learners to look at the big picture of Omran's neighbourhood on Learner's Book page 28. Play the second part of the audio once. 6. Play the audio again and tell learners to listen and answer the questions. <p>Feedback</p> <p>Ask learners for their answers. Although they may not give their response as a full sentence, write a full sentence using the present continuous on the board. This will prepare them for the next Activity Book task.</p> <p>Answers</p> <p>What is the driver doing? He is washing the car.</p> <p>Who is the nurse helping? She is helping an old woman, Mrs Al Marri.</p> <p>How many children can you see? There are five children. (if they include the baby)</p> <p>What is the gardener doing? He is collecting the leaves.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use the Look-say-cover-write-check method to drill some of the complex spellings in this lesson, for example: <i>neighbour, people, children</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more confident learners to write the singular and plural forms of each item of topic vocabulary in Activity 1.
Learner's Book page 29	<p>Ask questions: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the <i>Language tip</i> box. Explain that some nouns have different plural forms, for example we do not add <i>s</i> to make them plural. Write <i>childs</i> on the board, cross it out and replace with <i>children</i>. 2. As an extra activity or classroom resource, it is useful to create (with the learners if possible) a wall poster of irregular plurals to be expanded throughout their Grade 3 work. The poster could include the singular and plural of each word and an illustration. 3. Focus on Activity 2. In pairs, learners look at the big picture on Learner's Book page 28 and ask and answer questions about it. There are examples in the Learner's Book to use as a model.

	<p>Feedback</p> <p>Circulate, checking for correct pronunciation and use of language in terms of the question forms.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 25	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric and the girls' names to the learners. Explain that the learners need to draw lines from each person to their home. 2. Depending on your learners' ability, either read the cloze sentences to them or allow independent reading. Pause after each 'speaker' to allow the learners to draw their matching lines. 3. Allow one or two additional minutes for learners to write the relevant word in the cloze sentences. <p>Feedback</p> <p>Ask learners to volunteer their answers and write these on the board. Stress that you now expect correct spelling of these words.</p> <p>Answers</p> <p>1 village; 2 town; 3 city</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write <i>town, city, village</i> on the board to support less confident learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage more confident learners to use each noun with a suitable adjective: <i>a quiet/beautiful village, a nice/fun town, a big/busy/exciting city.</i>
Learner's Book page 29	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. Read the model dialogue from Learner's Book page 29, or ask two learners to read it out loud. Ask learners to tell you things that are in their neighbourhood. 2. Put learners in pairs so they talk about their own neighbourhood. They can list things that their neighbourhood has, for example different shops, parks and facilities. They can also use adjectives to describe their environment. <p>Feedback</p> <p>Circulate, checking learners' understanding and offering support. Call on a few learners to tell the class about their neighbourhood.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 25	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Following on from Activity 3 in the Learner's Book, learners can record their ideas about their neighbourhood here. <p>Feedback</p> <p>Circulate, checking learners' understanding and offering support.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Less confident learners could draw a picture of their neighbourhood. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More confident learners can have access to a dictionary to incorporate new words.

Resources	Plenary		
Activity Book page 25	Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers. Note that if you would like the learners to present their own family photos in the next lesson, you will need to ask for these to be brought to school.		
	Learning styles catered for (✓):		
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.3) Build upon the ability to talk and ask about actions happening now using the present continuous tense. (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 (e.g., yes/no, either/or and simple <i>wh</i> -type 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. (G3.2.1.1.12) Explain personal ideas drawing on the topic under discussion. (G3.3.3.1.1) Decode and read unknown words using knowledge of syllable patterns. (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. singular and plural nouns, <i>wh</i> -questions e.g., <i>How much</i> , <i>How many</i> . (G3.4.3.1.2) Write simple and compound declarative, imperative, and exclamatory sentences in response to prompts. (G3.4.4.1.5) Correctly spell high frequency and studied words.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen respectfully to learners' information about themselves. Speaking: To ask and answer questions using new vocabulary. Reading: To read and reproduce new vocabulary. Writing: To write new vocabulary items as single words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise and use irregular plurals • use nouns to talk about families.
Link to prior learning: <ul style="list-style-type: none"> • Mum, dad, brother, sister, grandma, grandpa 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>grandma, grandpa, uncle, aunt, dad, mum, cousin, brother, sister</i> Key expressions/structure: question forms, irregular plurals		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • For some young children it can be a genuine surprise that different family words can be applied to the same person, for example, <i>Omran has a grandma but this same person is Omran's dad's mum</i> (she is a grandma and a mum, and possibly a sister and a cousin and an aunt too). Family tree diagrams, as in this lesson, are an excellent way to explore relationships and ideas of time. 		
Resources/equipment needed: Learner's Book page 30 Activity Book page 26 Flashcards: <i>family 1, grandma, grandpa, family 2</i> Family photos (optional), drawing materials		

UNIT 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Use the flashcards to revise, introduce, practise and drill the key vocabulary from this lesson. For example, Hold up the grandma card. Say: <i>grandma</i>. Gesture for the class to repeat. Repeat: <i>grandma</i>. Gesture for learners to repeat. Repeat for other terms. Then display all four flashcards (for example, use magnets to attach them to the board), point at an illustrated person and gesture for the class to call out the correct term.
Resources	Main activity
Learner's Book page 30	My family: Activity 1 <ol style="list-style-type: none"> 1. Tell learners to look at the family tree and at the photo on Learner's Book page 30. Ask them who the people in the photo are. 2. Talk about the photo in relation to Omran, for example <i>This is Omran's grandma / uncle / cousin</i>. Feedback Hold up Omran's family photo at the front of the classroom. Say a family word and ask individuals to come to the front and indicate the correct person.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Write the family words on the board for reference during their conversations.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. More confident learners could note down a selection of their sentences, focusing on the placement of the apostrophe and spelling of the new family words.
Learner's Book page 30	Use of English: Activity 2 <ol style="list-style-type: none"> 1. If appropriate, ask learners to show photos of their family. Ask questions about the families, for example <i>Have you got an aunt / uncle / cousin? How many ...?</i> 2. Read the <i>Language tip</i> to the learners and point out that they learned some irregular plurals in the previous lesson. Add <i>women</i> and <i>men</i> to the irregular plurals poster if you are building one. 3. Model asking and answering a question like those in the Learner's Book. For example, say: <i>How many men are in Omran's family?</i> Model looking at the picture. Say: <i>There are three men</i>. Ask learners to work in pairs to ask and answer the other questions about Omran's family. Feedback Read the two questions aloud and ask the learners to show a number of fingers to indicate the answers they have written.
	Answers There are three women. (Point out that <i>women</i> can only be used for adults, so the answer <i>five</i> is incorrect.) There are three children.
Learner's Book page 30	Draw and label a picture of your family: Activity 3 <ol style="list-style-type: none"> 1. Distribute drawing materials. Ask learners to draw a picture of their family. 2. As an optional task, ask learners to show their picture to the class and talk about their family. This activity can also be organised as mini-presentations to a group. Feedback Create a gallery, or display book, of the learners' drawings.

	Answers		
	Learners' drawings and presentations.		
Activity Book page 26	Activity Book: Activity 1 1. Ask learners to look at Jameela's family tree. They write the missing words from the <i>Word box</i> . Feedback Sketch the family tree on the board. Ask individuals to come to the front and write their answers. Learners can swap books and mark each other's work. Answers grandma + grandpa; uncle + aunt; dad + mum; cousins		
Activity Book page 26	Activity Book: Challenge 1. Read the questions to the learners and clarify the meaning of <i>older</i> and <i>younger</i> if necessary (for example, read these sentences as <i>How many of your cousins are big cousins? How many ... are little cousins?</i>). 2. Ask the learners to answer the questions using true information about their family. Specify whether you want the learners' responses as numbers or words.		
Resources	Plenary		
Activity Book page 26	Activity Book: Learning goals 1. Direct learners' attention to the self-evaluation statements. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability, and likes and dislikes. (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. (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases. (G3.4.3.1.1) Use grade-appropriate language structures e.g. singular and plural nouns, regular and irregular comparatives. (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: 5
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to new vocabulary. Speaking: To repeat new vocabulary from a model. Reading: To read a short information account. Writing: To reproduce new vocabulary in cloze sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use ordinal numbers from <i>first</i> to <i>fifth</i> follow a reading passage using new vocabulary in context.
Link to prior learning: <ul style="list-style-type: none"> Ordinal numbers 21st Century Skills: <ul style="list-style-type: none"> Critical thinking and problem solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning — infusing English communication skills into mathematics, science, health, national education, and social sciences 		
Key vocabulary: <i>first, second, third, fourth, fifth</i> Key expressions/structure: <i>He is first.; The first runner in the race.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle with the spelling of ordinal numbers. Provide models and reinforcement whenever possible. 		
Resources/equipment needed: Learner's Book page 31 Activity Book page 27 Audio Tracks 20 and 21 Stopwatch (optional)		

UNIT 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a number race. For example, on the board write identical numbers in columns (the game is harder with more numbers written). Divide the class into two teams and arrange them into two rows facing the board (they should be some distance from it). Give the first person in each row a pen. Call a number. The first two people race forward, find the correct number, circle it and race back to their team. Announce who is <i>first</i> and who is <i>second</i>. Keep a tally of the team score on the board. The players pass on the pens and the game continues.
Resources	Main activity
Learner's Book page 31 Audio Track 20	Read: Activity 1 <ol style="list-style-type: none"> 1. Read the initial prompt question to the learners. Then ask them to follow the words with a finger while you play the Audio Track. 2. As an extension task, you can ask learners to research the Dubai sky race online. It is part of a larger global series of 'vertical races'. Both the Dubai race and the World Series have their own websites. Feedback Re-read the prompt question and confirm the answer.
	Answer Sami's dad is running a race.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Use different question forms to discuss the picture and text: <i>How many runners can you see? Where is the race? Who is running? What is Sami doing?</i>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask more confident learners to rewrite the second and third sentences (use ordinal numbers in your instruction) in the third person, for example <i>Today, Sami is watching the sky race in Dubai. His dad is one of the runners!</i>
Learner's Book page 31 Audio Track 21	Listen and point: Activity 2 <ol style="list-style-type: none"> 1. Read the <i>Language detective</i> box to the learners. 2. Ask them to find the word <i>first</i> in the reading passage. (<i>Do you think my dad is first?</i>) 3. Play the audio several times and ask the learners to follow with their finger. 4. Reinforce understanding by grouping learners into groups of five and giving instructions, for example: <i>The first players run for five seconds. The second players jump for five seconds. The third players reach high for five seconds. The fourth players sit down for five seconds. The fifth players turn around for five seconds.</i> This will also demonstrate that ordinals are used to indicate all sorts of sequence, not necessarily a win/lose scenario.
	Feedback Drill the ordinal number words chorally and individually.
Activity Book page 27	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Learners should work individually to follow the lines and complete the gaps. Model the first worked example which links car to the <i>third</i> rosette. Feedback Learners can swap books and mark each other's work. Call out the correct answers.

	Answers a third; b fifth; c first; d fourth; e second		
Activity Book page 27	Activity Book: Activity 2 1. Read the rubric to the learners and explore the table of data together. For example: <i>Who has nine marks? (Mona) What is Aisha's mark? (14)</i> 2. Model completion of the first cloze sentence by identifying the name (Mona), using the table to find her mark (9) and working through the other marks to identify her position (fourth). 3. Learners can work independently or (especially for less confident learners) in pairs to complete the other sentences. Feedback Ask readers to hold up fingers (1 to 5) to indicate the answer they have written. They can mark their own work. Call out the correct answers by reading the sentences in full. Answers 1 fourth; 2 first; 3 third; 4 second; 5 fifth		
	Differentiation activities (Support): 1. Write the marks and names in descending order on the board.		
	Differentiation activities (Stretch): 1. Ask learners who finish early to sit in pairs and test each other on spellings from the first five lessons of Unit 2.		
	Resources		
	Plenary 1. Play the 'number snake' game. Pass a ball (or other classroom object) around the class saying <i>first, second, third, fourth, fifth, first, second ...</i> Time the class and challenge them to do it faster next time.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.3.1.1) Develop and build knowledge of foundational reading skills. (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. (G3.4.3.1.1) Use grade-appropriate language structures e.g. numerals, adjectives. (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: 6
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To ask and answer questions in a game. Reading: To read questions in order to play a game. Writing: To write regular and irregular plurals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write regular and irregular plurals • understand and follow instructions to play a game.
Link to prior learning: <ul style="list-style-type: none"> • Family vocabulary, home and neighbourhood vocabulary, ordinal numbers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>children, apartments, men, cities, villages, neighbours; grandma, grandpa, uncle, aunt, dad, mum, cousin, brother, sister; first, second, third, fourth, fifth</i> Key expressions/structure: regular and irregular plurals, question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • More confident learners may rush to tick a response in the Learner's Book quiz before each audio track has finished. Emphasise the importance of listening to the whole track. A good strategy is to listen to the whole track once, make an initial response and then check work on a second listening. 		
Resources/equipment needed: Learner's Book page 32 Activity Book page 28 Audio Tracks 17 and 22 PCM 2, scissors, colouring/drawing materials and card (optional)		

UNIT 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Audio Track 17	1. To warm-up before the lesson, play the audio chant 'My neighbourhood' and ask the learners to join in. They can clap the beat or join in with the words.
Resources	Main activity
Learner's Book page 32 Audio Track 22	<p>Quiz: Activity 1</p> <ol style="list-style-type: none"> 1. Model the first quiz question. Play the audio and look closely at the pictures, asking the learners to do the same. Play the audio a second time and place your finger on the correct picture. Hold your book up and say: <i>c. Omran is opening the door.</i> 2. Play the remaining audio sections twice, leaving time in between for learners to think about their answers. <p>Feedback</p> <p>Establish 'stations' in the classroom (point at three different locations) to indicate answers a, b and c. When you read the question, learners need to move to the station they have indicated in their notebooks. (They will need to carry their notebooks with them.)</p> <p>Answers</p> <p>1 c 2 b 3 c</p>
Learner's Book page 32 PCM 2	<p>Play a game: Activity 2</p> <ol style="list-style-type: none"> 1. Begin by distributing PCM 2 and giving the learners time to cut out (and colour) the pieces. If you think that this may take a long time, you can cut the pieces before the class. It is a good idea for them to write their initials on the pieces. 2. The learners then work in pairs to ask and answer the questions (in any order). If they give a correct answer, they can have one piece of house. The winner is the person to assemble all six pieces first. 3. The game can be extended by supplying further questions for a second round. <p>Feedback</p> <p>Circulate, keeping the learners focused on the task and offering support.</p>
Activity Book page 28	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners of the irregular plurals they have learned in this unit: <i>women, men, children, people</i>. If you note these on the board, rub them out before commencing the activity. 2. Read the rubric and the speech bubble text to the class. 3. Then set learners to say and write the plurals, working independently. <p>Feedback</p> <p>Ask an individual to say one of the required plurals. Call on another learner to come to the board and write the word.</p> <p>Answers</p> <p>1 two children; 2 two apartments; 3 two men; 4 two cities; 5 two villages; 6 two neighbours</p>

Resources	Plenary		
Activity Book page 28	Activity Book: Learning goals		
	1. Direct learners’ attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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.			
(G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability and likes and dislikes.			
(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 (e.g., yes/no, either/or and simple <i>wh</i> -type questions).			
(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules.			
(G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns (e.g., <i>qu</i> , doubling the consonant and adding <i>ing</i> , changing <i>y</i> into <i>ies</i> to make plural).			
(G3.4.3.1.1) Use grade-appropriate language structures e.g. singular and plural nouns.			
(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: 7
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To say their own address. Reading: To read an address. Writing: To practise handwriting skills by writing their own address.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use common nouns • correctly use capital letters.
Link to prior learning: Location vocabulary, capital letters for proper nouns 21st Century Skills: Not applicable		
Key vocabulary: <i>playground, mosque, shopping centre, supermarket, swimming pool, zoo</i> Key expressions/structure: structure of addresses, capital letters for proper nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Young learners may find the difference between <i>city</i> and <i>country</i> confusing. Some will automatically use <i>country</i> to mean 'a place far away'. Demonstrate how many cities are located within a single country using a box and some pencils. Write 'the UAE' in large letters on the box. Place pencils, saying various city names, within the 'country box'. Repeat for other countries and city names with which the learners are familiar.		
Resources/equipment needed: Learner's Book page 33 Activity Book page 29 Audio Track 23 A hat or other costume item to represent the role of 'driver' (optional); map of the world/globe (optional)		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Set two chairs at the front of the classroom to represent a taxi driver's seat and passenger seat. Model a role-play conversation with yourself playing both roles (for example, wear a hat when you are the driver and remove for the passenger). For example, <i>Driver: Hello. Passenger: Hello. I want to go to the school, please. Driver: Of course. Let's go!</i> Say: <i>Listen and repeat.</i> Repeat the role-play, asking the learners to repeat each line. Now, stay in driver mode, and invite learners to come to the front and ask to be taken somewhere.
Resources	Main activity
Learner's Book page 33 Audio Track 23	Getting to places: Activity 1 <ol style="list-style-type: none"> (This activity recycles vocabulary work from Grade 2.) Read the rubric to the learners. Play the first speaker and model looking at the picture options and noting down either the letter <i>e</i> or the word <i>supermarket</i>, depending on how you would like learners to approach the task. Play the full audio at least twice. Feedback Play the audio again and pause at the end of each speaker. Hold up the Learner's Book page at the front of the classroom and call on individuals to come up and point at the correct answer.
	Answers <p>1 e supermarket; 2 f zoo; 3 a playground; 4 c shopping centre; 5 b mosque; 6 d swimming pool</p> <ol style="list-style-type: none"> Draw learners' attention to the <i>Speaking tip</i> and explain that there are two ways to ask to get to a place. Have learners practise saying the phrases using the places shown in Activity 1.
	Differentiation activities (Support): <ol style="list-style-type: none"> Less confident learners can note down the appropriate illustration letter.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Challenge more confident learners to write the place word in full.
	What's your address?: Activity 2 <ol style="list-style-type: none"> Look at the address together. Elicit what is included in each line. Explore the difference between a city and a country. Ask: <i>Is (name of a city) a city or a country?</i> Clarify and if possible, show its location on a map of the world/globe. Repeat for a country. Then ask: <i>What is the name of our country? What is the name of our town/city?</i> See the 'Common misconceptions' section above for an alternative activity. Focus on the <i>Writing tip</i>. Draw attention to the clear writing in the example address and use of capital letters. Feedback Before the learners write their addresses (in the Activity Book), talk through a few more examples using information supplied by the class. Write these on the board drawing attention to the use of capital letters.
	Answers <p>Address structure: full name, house number and street name, city/town name, country name</p>

	Differentiation activities (Support): 1. Support learners by helping them number the order of the parts of the letter in the example so they can copy it when they write their own.		
	Differentiation activities (Stretch): 1. Write additional addresses on the board with the lines in the wrong order. Ask more confident volunteers to rewrite the address in the correct order.		
Activity Book page 29	Activity Book: Activity 1 1. Following on from Learner’s Book Activity 2, the learners now complete the template with their own address. 2. They should work independently and focus on their handwriting and use of capital letters as explored in the Learner’s Book. Feedback Circulate, assisting with handwriting and spelling as needed. <div>Answers</div> Learners’ own answers.		
Activity Book page 29	Activity Book: Activity 2 1. Ask the learners to work in pairs. With a volunteer, model the exchange provided on Activity Book page 29. Explain that the learners need to ask and answer using their own house number and street name. Feedback Circulate, assisting with pronunciation as needed. <div>Answers</div> Learners’ own answers.		
Resources	Plenary		
	1. Repeat the driver/passenger role-play from the beginning of the lesson with you as the driver and a pretend ‘car’ at the front of the classroom. However, this time the ‘passengers’ need to say their own house number and street name. Direct learners to use the <i>Speaking tip</i> if they need extra help.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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. (G3.1.1.1.6) 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., must, mustn’t). (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability and likes and dislikes. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately. (G3.4.3.1.1) Use grade-appropriate language structures e.g., common and proper nouns. (G3.4.4.1.1) Capitalise appropriate words.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To answer questions in preparation for writing. Reading: To read an informal letter. Writing: To write an informal letter.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a letter • follow a grid reference to find a location on a map • write a letter containing information about themselves.
Link to prior learning: <ul style="list-style-type: none"> • Use of the present simple 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>city, country</i> Key expressions/structure: present simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson contains the largest writing task so far in Grade 3. Support learners, especially less confident learners who may need additional writing prompts. 		
Resources/equipment needed: Learner's Book page 34 Activity Book page 30 Audio Track 24 Map of the world/globe (optional), pretend letter from Fiona in an envelope		

UNIT 2 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Using an envelope containing a piece of paper, pretend to receive a letter from Fiona (the author of the letter in Learner's Book page 34). Explain that today the learners will be reading the letter and writing back to Fiona. If possible, show the location of Wales on a map of the world and indicate its location in relation to the UAE.
Resources	Main activity
Learner's Book page 34 Audio Track 24	<p>A letter from Fiona: Activity 1</p> <ol style="list-style-type: none"> Tell learners to look at the illustration on Learner's Book page 34. Introduce Fiona and ask them to predict what Fiona's letter will be about. Elicit some suggestions. Tell them to listen and read the letter. Play the audio at least twice. Use the questions and illustrations to explore the text in more detail. Use the map on Learner's Book page 34 to consolidate the difference between a city and a country. <p>Feedback</p> <p>Ask learners if their predictions for the letter were correct.</p> <p>Ask learners if they can find a city in square D-1 of the map. (London.) Model moving your finger to square D-1.</p> <p>Answers</p> <p>Fiona is shown in her apartment, on the second floor, in the illustration.</p> <p>Cardiff is in square B-1. London is in square D-1.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give additional grid references and ask the learners to show you how they move their finger to the correct location on the map. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge more confident learners to note down all the grid squares containing a given country of the United Kingdom, for example Wales (B-1, C-1, B-2, C-2).
Activity Book page 30	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> Organise this task as guided writing, with learners working in groups to share ideas and proofread each other's work. Tell learners they are going to write a letter to Fiona. Read the instructions together. Brainstorm ideas for their letters (either as a whole class or in their groups) by answering the prompt questions verbally before writing begins. Ask learners to write one sentence to answer each question, reminding them to begin with a capital letter and finish with a full stop. Learners can write their letters on paper or use the template provided. Space is provided in the Activity Book for a self-portrait, an idea that can be further explored using paint or photography. <p>Feedback</p> <p>Ask learners to put their completed letters on their desks. The groups of learners can move around to see each other's work. This work can be taken in for more formal assessment of writing.</p> <p>Answers</p> <p>Learners' own answers.</p>

	Differentiation activities (Support): 1. Group less confident learners together for this task. In addition to answering each prompt question verbally in the planning stage, write an example answer for each one on the board.		
	Differentiation activities (Stretch): 1. Challenge more confident learners to ask Fiona a question within their letter.		
Resources	Plenary		
	1. Play a quick game to revise city and country words. Ask everyone to stand up. Call out a list of city and country words as known to your learners (Cardiff, Wales, Scotland, London, England and known locations in the UAE). If they hear a city, they crouch down in a ball shape. If they hear a country, they spread their arms and legs out wide.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.3.5.1.9) Read and respond to informal letters and postcards from friends. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words, and sentences appropriately. (G3.4.2.1.1) Write a simple paragraph of three or more coherently sequenced simple sentences, using simple past, present (simple and continuous), and future tenses; state the topic, provide details and a conclusion. (G3.4.3.1.1) Use grade-appropriate language structures e.g., common and proper nouns. (G3.4.3.1.2) Write simple and compound declarative, imperative, and exclamatory sentence in response to prompts. (G3.4.4.1.1) Capitalise appropriate words. (G3.4.4.1.2) Correctly use a period, question mark, and exclamation mark at the end of a sentence.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and identify the sound of the ending <i>-er</i> . Speaking: To talk about jobs people do; to act out a dialogue. Reading: To read and complete cloze sentences. Writing: To write new vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise and use nouns for jobs • connect verbs with associated nouns.
Link to prior learning: <ul style="list-style-type: none"> • Ordinal numbers 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>baker, clothes designer, painter, street cleaner, taxi driver, teacher, window cleaner, writer</i> Key expressions/structure: <i>I am a teacher. I teach.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The schwa sound can cause problems for all learners but is fundamental in achieving natural-sounding English. This lesson focuses on its use in <i>-er</i> spellings, and learners should be given as much opportunity for vocal practice as possible. More confident learners can consider the same sound in familiar words like <i>banana</i> and <i>Saturday</i>. 		
Resources/equipment needed: Learner's Book page 35 Activity Book page 31 Audio Track 25 A3 paper for word wall posters (optional)		

UNIT 2 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Use Total Physical Response to introduce the job words presented in this lesson (see Key vocabulary above). For example, say <i>taxi driver</i>. Gesture for the learners to repeat after you. Repeat and add an appropriate mime <u>at the same time as speaking</u> (such as moving a steering wheel). Gesture for the learners to repeat the word and action. Drill the word and action chorally and individually until the learners can give you the word if you only give them the gesture.
Resources	Main activity
Learner's Book page 35 Audio Track 25	<p>What is your job?: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to listen to some sentences. Say: <i>Listen and repeat.</i> 2. Play the audio at least twice. Practise and drill the <i>-er</i> sound in isolation. 3. Focus on the question and elicit answers from the learners. If they don't like these three options, invite them to say what they would like to be when they are older. Supply additional vocabulary and write on the board as needed. 4. As an additional task, show learners the <i>Words to remember</i> box, and put them in groups to create and maintain a jobs poster for the classroom. <p>Feedback</p> <p>Chorally practise the sentences several more times using call and response. You say: <i>I teach</i>. The learners respond: <i>I'm a teacher</i>. Repeat for <i>driver</i> and <i>runner</i>.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 35	<p>What do you do?: Activity 2</p> <ol style="list-style-type: none"> 1. Focus the learners' attention on the Learner's Book picture in Activity 2. Read each sentence (1 to 7) and call on individual learners to point at the correct profession in the picture. For the baker, clothes designer, painter and writer, state which floor of the building they are on, for example: <i>Yes, Hamad. The baker is on the first floor.</i> (This structure is used later in the Activity Book.) 2. Look closely at the example. Look back at the maths structure provided in Activity 1 and show on the board how the verb <i>clean</i> has become the noun <i>cleaner</i>: <i>clean + -er = cleaner</i>. 3. Ask learners to look at the other six sentences and complete them. <p>Feedback</p> <p>Read the sentences aloud but call on individuals to supply the missing word.</p> <p>Answers</p> <p>1 I am a window cleaner. I clean windows. 2 I am a writer. I write books. 3 I am a painter. I paint. 4 I am a clothes designer. I design clothes. 5 I am a baker. I bake bread. 6 I am a taxi driver. I drive a taxi. 7 I am a street cleaner. I clean the street.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before learners complete Activity 2, model a few more verb to noun changes using the maths structure used in Activity 1: <i>paint + er = painter</i>, <i>bake + r = baker</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more confident learners to explore the picture in more detail. In pairs, learners ask and answer where the people are, for example, <i>Where is the painter?</i> <i>He's on the third floor.</i>

Learner's Book page 35	<p>Who am I?: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners you are going to pretend to be someone at work. Mime an action, for example a gardener digging up a weed. Encourage learners to guess what you are doing, using the structure in the speech bubbles on the page. 2. In small groups, learners take it in turn to act out a worker at work (using mime). The group asks questions to guess the job. Learners may use the TPR gestures from the starter activity, but can also be encouraged to develop their own mimes. <p>Feedback</p> <p>Circulate, checking for correct pronunciation and use of the language.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 31	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Model completion of the first sentence by reading the sentence, checking the <i>Language detective</i> box, and then completing the missing word. 2. Learners should work independently to complete the other two sentences. <p>Feedback</p> <p>Allow the learners to swap their books for marking. Write the correct answers on the board.</p> <p>Answers</p> <p>1 painter; 2 teacher; 3 driver</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Continue to support this group with the pronunciation of the <i>-er</i> job names. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners if they can think of more job words that follow the second rule in the <i>Language detective</i> box.
Activity Book page 31	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners to look at the picture on page 35 of the Learner's Book. They write the job of the relevant person. <p>Feedback</p> <p>Allow the learners to swap their books for marking.</p> <p>Answers</p> <p>1 baker; 2 painter; 3 writer</p>
Resources	<p>Plenary</p> <p>Activity Book: Learning goals</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.6) Maintain exchange of information through using a variety of question forms in the present, past and future. (G3.3.2.1) Demonstrate understanding of spoken English words, syllables and phonemes. (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. (G3.4.3.1.1) Use grade-appropriate language structures e.g., common and proper nouns, verbs (simple present tense). (G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words. (G3.3.3.1.4) Read words, with prefixes and suffixes, irregular contractions and possessives.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for information. Speaking: To talk about a health issue. Reading: To understand new vocabulary using picture explanations. Writing: To complete cloze sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use nouns relating to the profession of a firefighter • talk about and follow instructions for fire procedures in school • write sentences using the present simple third person singular.
Link to prior learning: <ul style="list-style-type: none"> • Job-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Health Literacy: Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction 		
Key vocabulary: <i>firefighter, fire station, fire alarm, fire exit, fire safety, ladder, rescue, uniform</i> Key expressions/structure: present simple third person singular		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The vocabulary in this lesson provides a good example of a word family. If your learners are keeping a vocabulary notebook, show them how to record word families and keep a record of associated collocations as well as linked vocabulary. 		
Resources/equipment needed: Learner's Book page 36 Activity Book page 32 Audio Track 26 Information about the local fire service, specifically the location of the nearest fire station (this can be given verbally but can also be shown on a map or researched by the learners themselves); information about the fire safety measures at school (these can be supplied verbally by the teacher)		

UNIT 2 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Choose a job name from the previous lesson (<i>painter</i>) but do not say it out loud. Write the letter spaces on the board (_ _ _ _ _). If learners can guess the word now they are awarded five points. Add the vowels (_ a i _ _ e _). A correct guess at this stage gains two points. Do the action you used for this job in TPR. A correct guess at this stage gains 1 point. Continue with other job names.
Resources	Main activity
Learner's Book page 36 Audio Track 26	<p>The firefighter: Activity 1</p> <ol style="list-style-type: none"> Focus on the picture on the Learner's Book page 36 and ask: <i>What is his job? What do firefighters do?</i> Tell learners to listen and point to the things Mr Khalid talks about. Ask learners to look at the questions, then play the audio again for them to answer the questions. <p>Feedback</p> <p>Elicit the answers from learners. Although learners need not answer in full sentences, extend their work into full-sentence answers on the board in preparation for the Activity Book task.</p> <p>Answers</p> <p>1 He works at a fire station. 2 A firefighter wears a firefighter's uniform: a jacket, trousers, gloves, boots and a helmet. 3 He quickly puts on his uniform. He jumps in the fire engine and rushes to the fire. 4 They use water to put out a fire. 5 He goes to schools to teach the children about fire safety.</p>
Activity Book page 32	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> Focus on the activity. Tell learners that they are going to write about what Mr Khalid, the firefighter, does in the morning. If necessary, read each verb and review meaning using the pictures on the page and by miming the action. Look at the <i>Language tip</i> and the examples together. Encourage learners to say the sounds and the verbs, e.g. <i>-sh, I brush, he brushes</i>. Work through each of the verbs in the activity and confirm whether they add <i>-s</i> or <i>-es</i> in the third person singular. Now ask learners to write the missing words to complete the six sentences. <p>Feedback</p> <p>Ask learners to swap books and mark each other's work. If necessary, model each correct answer against the <i>Language tip</i>.</p> <p>Answers</p> <p>1 Mr Khalid eats his breakfast. 2 He washes his hands. 3 He brushes his teeth. 4 He watches TV. 5 Oh no! It's late! Mr Khalid rushes out of his house. 6 He catches a bus and he goes to the fire station.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide additional cloze work using more examples of <i>-sh</i> and <i>-ch</i> verbs, for example: <i>splash, finish, touch, push, search</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> More confident learners can rewrite the six completed sections to form a paragraph about Mr Khalid's busy morning.

Learner's Book page 36	<p>Let's find out: Activity 2</p> <ol style="list-style-type: none"> Read the questions to the learners and explain that learners will find out the answers. The research phase can be conducted in many ways depending on your own class and timetable. A combination of discussion and a class walk (see below) is advised, but this can be supplemented with online research and book research. <ul style="list-style-type: none"> — Where is the fire station nearest to your school? Learners may know the answer to this. Depending on the resources you have available, give the address and show it on a map. Alternatively, ask learners to find the location from information source(s) you provide. — What is a fire exit? There is almost certainly a fire exit in your classroom. Look together at the symbol. Write <i>fire exit</i> on the board and make the association with the other fire vocabulary from this lesson. Explain that a fire exit is a door that is only used when there is a fire. — Where are the fire exits in your school? If possible, take the class on a walk around the school, noting the fire safety measures (fire exits, alarms, extinguishers). — What happens if the fire alarm rings at school? Talk about the school's fire procedure. If learners have experienced a fire drill, discuss their experience. Work as a whole class or in groups to create a numbered list of actions: 1. Stop! 2. Leave your work or bags. 3. Go to the classroom door (quietly). 4. Follow your teacher to the playground. There are many opportunities to conduct further research into this area. For example, it may be possible to arrange a visit or talk from the local fire service. Firefighters, fire engines and other rescue vehicles and workers are prominent in many English-language picture books for young children. If you have a school library, arrange for a display of these. <p>Feedback</p> <p>Ensure everyone knows what to do if the fire alarm sounds at school. Practise putting down work and lining up ready to leave the classroom quickly, quietly and safely in the event of a fire.</p> <p>Answers</p> <p>School's own fire safety measures and policy.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> On the board, draw an outline of a firefighter. Elicit 'words about a firefighter' from the learners and add them to the outline.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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. (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.3.3.1.3) Read words of complex word families (e.g., <i>ought</i> , <i>ight</i> word families). (G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says. (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. (G3.3.8.2.1) Understand that context clues and illustrations, headings and subheadings may be used to help understand unknown words. (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., common and proper nouns, verbs (simple present tense). (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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To ask and answer questions about the position of objects and people. Reading: To answer questions using information from a picture. Writing: To write sentences using job names and <i>on the left / right</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • indicate the position of objects and people using <i>on the left</i> and <i>on the right</i> • recognise and use contractions in spoken sentences.
Link to prior learning: <ul style="list-style-type: none"> • <i>Left, right</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>left, right</i> Key expressions/structure: contractions: <i>It's on the left. They're on the right.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners will struggle to conceive left and right from other people's perspective. Some may find it difficult to remember their own left and right. Be sure to incorporate kinaesthetic work using real objects, and the learners themselves, to reinforce understanding. 		
Resources/equipment needed: Learner's Book page 37 Activity Book page 33 Audio Track 27		

UNIT 2 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Do a physical warm-up involving left and right, but not yet naming them. For example: <i>Shake both arms high. Shake both arms low. Shake one arm. Now the other arm. Hop on one leg for ten seconds: 10, 9, 8 ... Now the other leg: 10, 9, 8 ...</i>
Resources	Main activity
Learner's Book page 37 Audio Track 27	<p>Left and right: Activity 1</p> <ol style="list-style-type: none"> Focus on the picture on Learner's Book page 37. Show how a left hand can make an L shape. Write a capital L on the board and show your own left hand making the shape. Explain that this is a way to remember their own left and right, and also to remember the word <i>left</i>: <i>L for left</i> Read the rubric, then play the audio. Learners listen to the audio and follow the instructions. <p>Feedback</p> <p>Ensure everyone is using the correct hands as the audio is playing.</p>
Learner's Book page 37	<p>Look and say: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to focus on the <i>Language detective</i> box. Read the phrases and sentences, emphasising the use of <i>on the</i> before <i>right</i> or <i>left</i>. You can also explain the use of the apostrophe to indicate contractions. Then, focus on the picture. Point to the objects and ask learners to identify them. Teach any unknown words as necessary, and write these on the board. If necessary, review the picture of Mr Khalid's uniform on Learner's Book page 36. Read the rubric. Model the first question and response: <i>Where are his gloves? They're on the left.</i> Learners work in pairs to ask and answer questions. <p>Feedback</p> <p>Ask some questions about the picture and invite responses using <i>It's / They're on the left / right</i>.</p> <p>Answers</p> <p>On the left: gloves, boots, backpack</p> <p>On the right: lunchbox, keys, helmet, sunglasses</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Remind learners how to use their hands to tell if something is on the right or on the left. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can work in pairs to test each other about the picture by asking and answering about the objects, for example <i>Where are the boots? They're on the left.</i>
Activity Book page 33	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> Read the rubric and model the example for the learners. Demonstrate finding one of the professions in the picture, identifying whether they're on the left or right, then creating a full sentence. Learners should work independently to produce five more sentences. <p>Feedback</p> <p>Write a scaffold on the board: The _____ on the _____. Call on individual learners either to say the missing words or write them in the spaces.</p>

	Answers		
	The window cleaners are on the left. The gardener is on the left. The street cleaner is on the left. The firefighters are on the right. The painter is on the right. The baker is on the right.		
Resources	Plenary		
	1. Use classroom objects to reinforce left and right. For example: clear your desk at the front of the classroom and gather everyone at the back of the classroom. Hand out an object, saying: <i>Dayef, please go to my desk and put this [pen] on the right. Thank you.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media.			
(G3.2.1.1.8) Ask for and give directions about locations and places using sequence words and prepositions, and adverb of place.			
(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.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g., prepositions of time and place, imperatives, <i>wh</i> -questions e.g., How much, How many.			
(G3.4.4.1.4) Use apostrophes in contractions and singular possessives.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to check/mark own work. Speaking: To talk about future preferences. Reading: To read sentences combining vocabulary from a range of topics learned. Writing: To add supplied words to complete an address.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • complete an unfamiliar address • use topic vocabulary to match textual information to visual information • use topic vocabulary in conversation.
Link to prior learning: <ul style="list-style-type: none"> • Job vocabulary, address structure 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>clothes designer, firefighter, gardener, window cleaner, writer; on the left, on the right, second floor, third floor</i> Key expressions/structure: address structure; <i>I want to be a [job word].</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not enjoy expressing a job preference (Learner's Book Activity 2). Explain that the main focus of this task is to practise and perhaps extend their knowledge of job words. Specify that you do not actually think these are the jobs they will have when they are grown up. 		
Resources/equipment needed: Learner's Book page 38 Activity Book page 34 Dictionaries (optional)		

UNIT 2 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Clear three areas in the room that are a distance from each other. Explain to the learners that there are three 'stations' around the room: jobs, maps, and letters and addresses. (Indicate the three areas and give the topic: <i>This is the jobs station. This is the maps station. This is the letters and addresses station.</i>) Explain that when you say <i>Go</i>, the learners should move to the topic they have enjoyed the most. After they have expressed a preference, ask members from each group to explain their reasoning.
Resources	Main activity
Learner's Book page 38	<p>Read and match: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture on Learner's Book page 38. Explain that there are four buildings and four people described in the text. Say: <i>Read and match</i>. Explain that learners should not write their answers until they have read all four pieces of text. 2. Unless learners require support, do not read the text sentences to them. Allow at least five minutes for them to match the text to the picture. <p>Feedback</p> <p>Read each text passage and model how to consider different options, and only select a definitive answer once all four passages have been considered. For example, after reading the first passage: <i>B has a lot of windows. D has a lot of windows. I don't know the answer yet.</i></p> <p>Answers</p> <ol style="list-style-type: none"> 1 d (there are two buildings with a second floor and a lot of windows; the answer can only be confirmed as D once the clothes designer is shown to be in building B) 2 c (three buildings have no tree; the answer can only be confirmed as A once buildings B and D are 'occupied') 3 a (only one building has a tree) 4 b (only one building has a shop)
Learner's Book page 38	<p>What job?: Activity 2</p> <ol style="list-style-type: none"> 1. As a warm-up for this task, revisit the Total Physical Response work from Lesson 9. Review all the job names learned, using mime and spoken language to revise the vocabulary. 2. Model the example conversation provided with a confident pair of learners. 3. Give pairs several minutes to practise this exchange. Encourage them to think of reasons for their preference. <p>Feedback</p> <p>Ask a selection of confident pairs to say their exchange to the class. Ask other learners to say which job they chose. Is there an overall preference in the class?</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus on the first question and answer exchange only. Alternatively, write a range of 'reasons' on the board for learners to select from. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow access to dictionaries to enable learners to use additional job names.

Activity Book page 34	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. To prepare for this task, ask individuals to give you their own addresses verbally. Write one example on the board and review what each line means: house number and street name, city, country. 2. Now focus on the postcard in the Activity Book. Read the rubric. 3. Set learners to work individually to complete the address. <p>Feedback</p> <p>While the learners are working, write the address on the board and scribble where the ‘ice cream’ has covered the address. Ask volunteers to come to the front, rub out the ice cream and write the correct words.</p> <p>Answers</p> <p>Hamad Al Khaja 18 Tunis Street Dubai United Arab Emirates</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Spend additional time practising use of capital letters in key address words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write a few sentences about Mr Khalid’s holiday using the present simple third person singular. For example: <i>He eats an ice cream.</i> <i>He watches a film.</i>
Resources Activity Book page 34	<p>Plenary</p> <p>Activity Book: Learning goals</p> <ol style="list-style-type: none"> 1. Direct learners’ attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 (e.g., yes/no, either/or and simple <i>wh</i> -type questions). (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 and likes and dislikes. (G3.3.5.1.9) Read and respond to informal letters and postcards from friends. (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. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately. (G3.4.3.1.1) Use grade-appropriate language structures e.g., common and proper nouns. (G3.4.4.1.1) Capitalise appropriate 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: 13
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow instructions. Speaking: To ask for and give instructions using a map/plan. Reading: To interpret a map/plan; to read and follow instructions. Writing: To write a map-based instruction.		Learning outcomes: By the end of the lesson, learners will be able to ... understand and use a range of prepositions of place understand, follow and give instructions.
Link to prior learning: prepositions of place, imperatives 21st Century Skills: Not applicable		
Key vocabulary: <i>behind, between, inside, next to, on, opposite, under; bicycle shop, book shop, clothes shop, computer shop, pet shop, shoe shop, sports shop, sweet shop, toy shop</i> Key expressions/structure: <i>Which shops are on your right?</i> imperatives, prepositions of place		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some learners will struggle to visualise prepositions of place from diagrams and pictures. Be sure to incorporate kinaesthetic work using real objects, or the learners themselves, to reinforce understanding.		
Resources/equipment needed: Learner's Book page 39 Activity Book page 35 Audio Track 28 Two small boxes, a ball or another classroom object that fits inside the boxes		

UNIT 2 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Repeat the left and right movement game from Lesson 11. For example, <i>Shake your left arm high. Shake your right arm low. Hop on your right leg for ten seconds: 10, 9, 8 ... Now the left leg: 10, 9, 8 ...</i>
Resources	Main activity
Learner's Book page 39	<p>At the shopping centre: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the map of the shopping centre on Learner's Book page 39. Read the instructions and ask the learners to follow on their maps. 2. As they go, learners identify the shops. Tell them to use the pictures to identify each one. Say: <i>Look, a rabbit and a fish. What shop is it?</i> 3. Allow a few minutes for them to explore the map on their own. <p>Feedback</p> <p>Read the questions again. As learners give the shop names, ask the rest of the class whether they agree with the suggestion. Write the correct names on the board.</p> <p>Answers</p> <p>Which shops are on your right? Shoe shop, clothes shop, sports shop</p> <p>Which shops are on your left? Pet shop, book shop, toy shop, sweet shop, café</p> <p>Now which shops are on your left? Phone shop, computer shop</p> <p>Which shop is on your right? Bicycle shop</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Experiential learning will assist learners who struggle with left and right. Move desks in the classroom to form two rows with a corridor down the middle. Allow learners to walk down the corridor with their right arm outstretched. Model and confirm that when they turn around to walk back, their right arm is now on the other side. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge more confident learners to design picture symbols for other shops, for example, a supermarket, DIY shop, pharmacy.
Learner's Book page 39	<p>Find the mystery shop: Activity 2</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i> to the class. Provide plenty of examples of the prepositions using two boxes and an object, such as a ball. Ask learners to draw pictures on the board to illustrate the meaning or ask them to manipulate the boxes/ball to show the meaning. 2. Focus on the clues. Tell learners to read them, individually, and find the mystery shops on the map. 3. When they have found the three places, ask them to write one more clue. More practice of this skill is provided in the Activity Book. <p>Feedback</p> <p>Model working through the mystery clues. The learners can mark their own work. Then call on individuals to read their own clue aloud. The class tries to find the shop.</p> <p>Answers</p> <p>Mystery shops: 1 the toy shop; 2 the clothes shop; 3 the bicycle shop</p>

Activity Book page 35	Activity Book: Activity 1 1. Tell learners to look at the map and read the instructions. They identify the missing shops and draw the pictures in the corresponding box in the map of the shopping centre. Feedback Ask learners to swap books for checking. <div>Answers</div> left: pet shop, book shop, toy shop, sweet shop (last square is blank) right: shoe shop, clothes shop, bicycle shop, phone shop		
Activity Book page 35	Activity Book: Activity 2 1. Draw attention to the remaining empty shop space in the map. Read the instructions to the learners. Clarify that they can use one of the other shop types from the Learner’s Book, or one they think of themselves. Feedback Ask individuals to read their instruction aloud. All of the new shops should be ‘next to the phone shop’. <div>Answers</div> Learners’ own answers.		
Learner’s Book page 39 Audio Track 28	Behind, between, inside, on, under: Activity 3 1. Look together at the pictures and read the prepositions to the learners. Ask individuals to say the words back to you. Demonstrate each one with real objects in the classroom. 2. Say: <i>Listen and follow the instructions.</i> Learners can look at the pictures to check they are making the correct movements. 3. Play the audio a few times while learners mime the actions and positions. Feedback Observe the learners’ actions and if needs be, join in.		
Resources	Plenary 1. Move learners (individually or as a group) around the classroom using the prepositions learned today. Make sure you include some lively instructions to maintain the learners’ interest. Say: <i>Everyone stand up! Asma, please stand between Abeer and Moza. If your name begins with M please come and sit on this chair, If your name begins with R please sit next to Salama, etc.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media. (G3.2.1.1.8) Ask for and give directions about locations and places using sequence words and prepositions, and adverb of place. (G3.3.5.1.3) Read and understand every day signs and notices: streets, restaurants, railway stations, directions, instructions, warnings and regulations. (G3.4.3.1.1) Use grade-appropriate language structures e.g., prepositions of time and place.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and follow directions. Speaking: To ask for and give directions using a map/plan. Reading: To interpret a map/plan; to read and follow directions. Writing: To complete cloze-sentence directions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use a range of prepositions of place • understand, follow and give directions.
Link to prior learning: <ul style="list-style-type: none"> • prepositions of place, imperatives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>bakery, bicycle shop, bus stop, café, clothes shop, computer shop, fire station, library, mosque, school, shoe shop, sports shop, supermarket, swimming pool, zoo</i> Key expressions/structure: Imperatives: <i>Go straight ahead. Turn left/right at the corner;</i> prepositions of location		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners will struggle to visualise prepositions of place from diagrams and pictures. Be sure to incorporate kinaesthetic work using real objects, or the learners themselves, to reinforce understanding. 		
Resources/equipment needed: Learner's Book page 40 Activity Book page 36 Audio Tracks 29 and 30 Map or street plan of your local area/town (optional); items to construct an obstacle course/ playground street plan (optional)		

UNIT 2 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game to review the prepositions of place from the previous lesson. Tell learners to take a pencil or a pen. Then give them instructions about what to do with the pen, for example <i>Put the pen under the chair. Put the pen in your pencil case</i>, etc.
Resources	Main activity
Learner's Book page 40 Audio Track 29	Where's Waleed?: Activity 1 <ol style="list-style-type: none"> 1. Focus on the street plan on Learner's Book page 40 and call on learners to name the places. Practise and drill pronunciation. 2. Now read the rubric. Play the audio at least twice, with sufficient pauses for learners to write the place words. Feedback Play the audio one more time to confirm the correct locations. Learners can mark their own work. If possible, display the map at the front of the classroom and move your finger as the instructions are given.
	Answers 1 zoo; 2 supermarket; 3 swimming pool; 4 toy shop
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. In the classroom (or playground), set out an obstacle course/street plan using chairs, jumpers, skipping ropes, hoops, etc. Include items to be collected, for example different coloured bean bags or pens. Give instructions to a learner to navigate them through the course and collect an object. Use the key expressions from Learner's Book Activity 1 (go straight ahead, turn left/right).
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Set out an obstacle course/street plan (as above) for the learners to negotiate but challenge them to give instructions to a partner in order to collect an object. To increase the difficulty, the learner following the instructions can be blindfolded.
Activity Book page 36	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Tell the learners to look at the street plan and follow the instructions to find the places. Feedback Ask the learners to swap books and mark each other's work with a tick or a cross and no other marking. Then read out the correct answers.
	Answers 1 fire station; 2 computer shop; 3 café; 4 bicycle shop
Learner's Book page 40 Audio Track 30	Asking for directions: Activity 2 <ol style="list-style-type: none"> 1. Group the learners into pairs of similar ability for this activity. 2. Tell the learners they are going to listen to a dialogue. They listen and follow the directions on the map. Play the dialogue at least twice. 3. Model a similar conversation with a confident learner. They can ask the question, and you can give directions based on the map. 4. Put learners in pairs, so they can practise the conversation with their partner. They choose a place from the map in Activity 1 and give directions.

	Feedback Circulate, checking learners’ understanding and offering support.		
	Answers Learners’ own answers.		
	Differentiation activities (Support): 1. Learners should begin their conversations at the blue bus stop.		
	Differentiation activities (Stretch): 1. Learners can agree on a different starting point from the map.		
Activity Book page 36	Activity Book: Activity 2 1. Tell the learners to read the dialogue. Remind them of the dialogue they have just rehearsed in the Learner’s Book. 2. Tell them to write the missing words from the <i>Word box</i> . Feedback Ask the learners to swap books and mark each other’s work with a tick or a cross and no other marking. You read the correct answers. Answers – Excuse me . Where is the fire station? – Go straight ahead. Then turn left at the corner. It’s next to the library. – Thank you !		
Resources	Plenary		
Activity Book page 36	Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media. (G3.2.1.1.2) Build upon and extend the ability to make polite requests. (G3.2.1.1.8) Ask for and give directions about locations and places using sequence words and prepositions, and adverb of place. (G3.3.5.1.3) Read and understand every day signs and notices: streets, restaurants, railway stations, directions, instructions, warnings and regulations. (G3.4.3.1.1) Use grade-appropriate language structures e.g., imperatives, prepositions of time and place, <i>wh</i> -questions e.g., <i>How much</i> , <i>How many</i> . (G3.4.3.1.2) Write simple and compound declarative, imperative, and exclamatory sentence in response to prompts.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To and follow directions. Speaking: To give verbal instructions. Reading: To interpret a map/plan; to read and follow directions. Writing: To write collaborative instructions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give verbal instructions using prepositions of place • work collaboratively to create and follow a sequence of instructions using imperatives.
Link to prior learning: <ul style="list-style-type: none"> • Imperatives, prepositions of place 21st Century Skills: <ul style="list-style-type: none"> • 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 – speaking, listening, reading and writing 		
Key vocabulary: <i>treasure hunt, treasure, bridge, clue, log</i> Key expressions/structure: imperatives, prepositions of place		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As learners move into more group-based work for this lesson, you may find they increasingly slip into speaking in Arabic. Encourage them to use English and ensure that all outcomes (clues and completion of the final treasure hunt) are completed in English. 		
Resources/equipment needed: Learner's Book page 41 Activity Book page 37 Audio Track 31 Slips of paper, means of sticking clues to objects, for example masking tape, a 'treasure' for each group of learners (a small box or bag of sweets, etc.)		

UNIT 2 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Give instructions using the prepositions from the previous lessons. Model this once or twice, and then ask different learners to give the instructions. For example, <i>Stand behind the chair.</i>
Resources	Main activity
Learner's Book page 41 Audio Track 31	<p>Find the treasure: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to two girls going on a treasure hunt. 2. Ask if they have ever been on a treasure hunt. Ask: <i>What is it?</i> Elicit some explanations. Make sure they all understand what the game consists of (following a series of clues to locate a special object). 3. Focus on the map on Learner's Book page 41 and tell them to follow the clues, by moving their finger on the map, as they listen. Play the audio a few times. <p>Feedback</p> <p>Ask learners to tell you where the girls look, and the final location of the treasure.</p> <p>Answers</p> <p>They look under the table, on the bridge, between the two trees, inside the log and behind the big rock.</p> <p>The treasure is behind the big rock.</p>
Learner's Book page 41 Audio Track 31	<p>Make up a clue: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio again to remind learners of the clue structure (an imperative verb and a location involving a preposition + noun). 2. Ask them to work in pairs and take it in turns to say a clue and find a place on the map. <p>Feedback</p> <p>Circulate, checking learners' understanding and offering support.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Reinforce this work by setting up a table of classroom objects and repeatedly hiding one 'treasure' item for learners to find. Give clues as in Activity 1: <i>Look inside the backpack. Look under the book. Look behind the pencil case.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more confident learners to create a mini treasure hunt table for another group (as in 'Support' task above), or hide the 'treasure' item on a table you have provided, or give the clues.
Activity Book page 37	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture and read the instructions. Complete one sentence as an example. 2. Then set the learners working individually and quietly to complete this writing task. Note that there is space for five sentences but more than five balloons. <p>Feedback</p> <p>Ask individuals to read their sentences. Take in this work for more formal assessment of spelling and handwriting.</p>

	<p>Answers</p> <p>One balloon is inside a car. One balloon is under a car. One balloon is between two bicycles/two trees. One balloon is behind a tree. One balloon is on a car.</p>
Learner's Book page 41	<p>Classroom treasure hunt: Activity 3</p> <ol style="list-style-type: none"> 1. Organise the class into mixed ability groups. Explain that, in addition to their use of English, you would like them to show you how well they can work in a group. Group members will need to collaborate to produce a successful treasure hunt. 2. Read the rubric to the class and ensure that the learners understand. The aim is to write a four-clue treasure hunt, as completed by the girls in Activity 1. Distribute the 'treasure', plus slips of paper and means of sticking down the clues. It is helpful to use different coloured paper for each group. 3. Encourage everyone to use a range of prepositions, and to use the whole classroom area. Suggest that they decide where the final treasure location is first. <p>Feedback</p> <p>Each group gives one clue to another group and then everyone works to complete the treasure hunt. You could take in the clues to assess the quality of the work.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As you circulate the room, specify a particular preposition you would like less confident learners to use and be clear that it is their responsibility to think of the idea for this particular clue. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more confident learners to be responsible for writing the clues neatly. They may also be ready to take a leadership role, perhaps ensuring that everyone's ideas are used.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Celebrate the end of the treasure hunt by tidying up all the clues, and then eating, playing with or admiring the treasure!

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media. (G3.2.1.1.6) Maintain exchange of information through using a variety of question forms in the present, past and future. (G3.2.1.1.9) Engage in short conversations and collaborative discussions, one-to-one, in groups, and teacher led, making simple comments, asking and answering simple questions (e.g., yes/no, either/or and simple <i>wh</i> -type questions). (G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules. (G3.4.2.1.3) Write multi-step instructions for making simple things or giving directions. (G3.4.3.1.1) Use grade-appropriate language structures e.g., imperatives, prepositions of time and place. (G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts. (G3.4.4.1.2) Correctly use a period, question mark and exclamation mark at the end of a sentence. (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: 16
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem. Speaking: To recite a poem and talk about it. Reading: To read along while listening to a poem. Writing: To add the prefix <i>un-</i> to make negative adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • appreciate a poem and discuss its meaning • use prefix <i>un-</i> to form negative adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Previous work on poetry 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>kid, friendly / unfriendly, happy / unhappy, helpful / unhelpful, interesting / uninteresting, tidy / untidy, healthy / unhealthy</i> Key expressions/structure: prefix <i>-un</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will enjoy the simplicity of adding <i>un-</i> to create the negative of a word. Emphasise that by adding <i>un-</i>, these regular negatives always use the article <i>an</i>, for example, <i>a friendly dog</i> but <i>an unfriendly dog</i>. 		
Resources/equipment needed: Learner's Book page 42–43 Activity Book page 38 Audio Track 32 Drawing materials		

UNIT 2 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Write plural words on the board and call on learners to come up and make them singular. Use known words and words that will feature in this lesson, for example: <i>buildings, streets, countries, cities, friends</i>. If possible, use two halves of the board and set this up as a race using two teams of learners.
Resources	Main activity
Learner's Book page 42 Audio Track 32	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> Tell learners to look at the picture on Learner's Book page 42–43 and the title of the poem, and predict what the poem is about. Elicit as many suggestions as possible. Elicit from them what 'kids' means. Ask them if they know another word for <i>kids</i> (<i>children</i>). Tell the class they are going to listen to the poem. While they listen, they should read in their books. Play the poem a few times and encourage learners to say the verses as they listen. <p>Feedback</p> <p>Comprehension will be checked in the following task, but do ensure at this stage that the learners understand the connection between the picture and the words. The girl standing on the balcony is the speaker. She is dreaming of a friend far away.</p>
Learner's Book page 43	<p>Talk about the poem: Activity 2</p> <ol style="list-style-type: none"> Focus on the questions and discuss them with the class. Before discussing questions 3 and 4, read the <i>Language detective</i> box. Questions 3 and 4 are more open-ended and learners may not think either word applies, or perhaps both. Encourage them to explain their answers, for example <i>She's happy thinking of all the children in the world — but she is unhappy because she wants a best friend</i>. As an additional task, rehearse and perform a choral reading of the poem, with small groups or individuals reading each line. <p>Feedback</p> <p>Be clear that there are no correct answers to questions 3 and 4. Ask as many learners as possible for their opinion and perhaps take a class vote to see if there is a majority opinion.</p> <p>Answers</p> <p>1 Where does the girl in this poem live? She lives in an apartment building. 2 Are there many apartment buildings on her street? Yes. She says there are 'a lot of apartment buildings on my street'. 3 and 4 Learners' own answers. <i>Language detective:</i> un- means not (i.e. the opposite of the word), another word for <i>sad</i> is <i>unhappy</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Use the board to model adding <i>un-</i> to <i>friendly, happy</i> and <i>helpful</i>. Ask for volunteers to say a phrase using the positive adjective. Model changing it to a negative phrase on the board, for example <i>a happy boy, an unhappy boy</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge learners to list plural/singular words from the first part of the poem that are repeated in the second part in their plural/singular form: kids/kid, buildings/building, streets/street, cities/city, countries/country.

Activity Book page 38	Activity Book: Activity 1 1. This task builds on the <i>Language detective</i> box in the Learner’s Book. Learners should work individually to add <i>un-</i> and write the negative words in full. Feedback Allow learners to swap books and mark each other’s work. They should only award a tick for correct spelling. Answers 1 unhappy; 2 untidy; 3 uninteresting; 4 unfriendly; 5 unhealthy; 6 unhelpful
Activity Book page 38	Activity Book: Activity 2 1. Distribute drawing materials and ask learners to draw a best friend for the kid in the poem. 2. If this task is completed on separate paper, it can be used to construct a class display surrounding the text of the poem. Feedback Ask everyone to place their Activity Books on their desks. Allow the learners to circulate and look at each other’s drawings.
Activity Book page 38	Activity Book: Learning goals 1. Direct learners’ attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.
Resources	Plenary 1. Play a happy face game. Ask everyone to stand up. Move around the class and if you touch a learner on the shoulder, they have to make a very happy face and hold it until you have visited every learner in the class. You could increase the challenge by asking everyone to begin with an unhappy face and hold that expression until you visit them to make them happy.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:			
(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.			
(G3.3.2.1) Demonstrate understanding of spoken English words, syllables and phonemes.			
(G3.3.3.1.4) Read words, with prefixes and suffixes, irregular contractions and possessives.			
(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.			
(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says.			
(G3.3.5.1.6) Determine the main idea of a text and retell the key details.			
(G3.3.8.2.2) Recognise relationships among words, including synonyms, antonyms and homophones.			
(G3.3.8.2.5) Identify the meaning of an unknown word using a known word as a clue.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g., adjectives.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to greetings in different languages. Speaking: To hold a conversation with a partner. Reading: To read one side of a conversation. Writing: To write sentences using imagined personal information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • hold a conversation with a partner, asking and answering questions • give personal information about another person in note and sentence form.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of country names from earlier in Unit 2 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Introduce the comparison of other languages through learning greetings, closings, simple words and phrases in different languages (speaking, listening, reading and writing) 		
Key vocabulary: none Key expressions/structure: question forms, conversation skills		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Holding a flowing conversation can be difficult for young learners. Try using a talking object, such as a soft ball. Whoever is speaking holds the ball, but they can only pass it on when they ask a question. 		
Resources/equipment needed: Learner's Book page 44 Activity Book page 39 Audio Track 33 World map/globe (optional)		

UNIT 2 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Greet the learners in Arabic. Write <i>Arabic</i> on the board. Repeat the greeting in English: <i>Hello</i>. Ask the class if they can tell you what to write on the board: <i>English</i>. Repeat the greeting in Spanish: <i>Hola</i>. Write <i>Spanish</i> on the board and explain that you will be learning greetings from more countries in today's lesson.
Resources	Main activity
Learner's Book page 44 Audio Track 33	<p>Hello world!: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at Activity 1 on Learner's Book page 44. Read the rubric to the class. Play the audio at least twice and encourage the learners to repeat the international greetings. <p>Feedback</p> <p>Play the audio again. Pause after each speaker, and demonstrate moving your finger from the correct speaker photo (a, b, c, etc.) to a location on the world map. If possible, use a world map/globe and ask for volunteers to read you the name of the country. If not, supply the country name, write it on the board and drill the pronunciation with the learners: <i>China, South Africa, Spain, Egypt, Mexico</i>. Leave these visible for Activity 2.</p>
Learner's Book page 44	<p>Let's talk: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to choose one of the children on Learner's Book page 44 to be their new friend. They choose one of the photos. 2. Focus attention on the template for a name card. On the board, model completion of the card for one of the children, stressing that the information is made up. 3. Learners now make a name card for their chosen child. (You could also organise the class into five groups and allocate a child to each group.) 4. Take advantage of this activity to create awareness of different ethnic groups, how people from different parts of the world may look different, e.g. somebody from Iceland and somebody from Senegal, and also and most importantly, respect for different ethnic groups. <p>Feedback</p> <p>Circulate and check completion of this stage prior to moving on to the Activity Book task.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 39	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to the learners that they are going to pretend to meet and talk to their new friend. They need to use the details on their name card, and the space in their Activity Books to prepare for a dialogue. 2. Ask a volunteer to read the first question to you. Give a response and write it on the board. Repeat for all the other questions. Then either rub out the model answers or leave just the first few words of each as a prompt (see 'Support' below). 3. Ask learners to proceed to write responses to the questions. Again, emphasise that the answers need to be made up for their new friend.

	<p>Feedback</p> <p>Circulate and keep the learners on track. As this is preparatory to the main speaking task, keep this activity at a speedy pace.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <p>1. Leave initial prompts on the board during this writing task (<i>My name is, I live in, My favourite colour is</i>, etc). Alternatively, learners could be asked to write notes rather than sentences.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Introduce additional questions for the conversation, such as <i>What language do you speak? Have you been to the United Arab Emirates?</i></p>
Activity Book page 39	<p>Activity Book: Challenge</p> <p>1. Ask learners to turn their new friend's answers (from Activity 2) into sentences in the third person. For example, <i>My name is Sara</i> becomes <i>Her name is Sara</i>.</p> <p>Feedback</p> <p>Ask individual learners to read out their answers.</p>
Learner's Book page 39	<p>Let's talk: Activity 3</p> <p>1. Focus on the <i>Speaking tip</i>. Model a conversation between a human and a robot, with the robot only answering questions and never asking them. Explain that a good conversation is two-sided.</p> <p>2. Using the information they have produced in the Activity Book, set the learners to act out their dialogues in pairs. Encourage them to stand for this task.</p> <p>Feedback</p> <p>Ask a few pairs to read part of their conversations to the class. Praise all efforts and focus any feedback on the flow of the conversation rather than pronunciation.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <p>1. Move around the class and ask the questions from today's lesson. Invite learners to respond with information that is true for them.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 and likes and dislikes. (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 (e.g., yes/no, either/or and simple <i>wh</i> -type questions). (G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules. (G3.4.3.1.1) Use grade-appropriate language structures e.g., pronouns, possessive pronouns, <i>wh</i> -questions e.g., How much, How many. (G3.4.4.1.1) Capitalise appropriate words. (G3.4.4.1.2) Correctly use a period, question mark and exclamation mark at the end of a sentence.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask for and give directions. Reading: To interpret a street map. Writing: To write sentences using prepositions of location.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write directions using imperatives and a wide range of prepositions of place • ask for and give directions.
Link to prior learning: <ul style="list-style-type: none"> • prepositions of location, asking for and giving directions, imperatives 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>behind, between, inside, next to, on, opposite, under; bicycle shop, library, toy shop, supermarket, swimming pool, zoo</i> Key expressions/structure: prepositions of location, asking for and giving directions, imperatives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Encourage learners to use correct intonation in their <i>Where</i> questions when asking for directions. These will generally dip on the penultimate word and then rise on the final word. Give plenty of verbal examples, but also consider drawing the soundscape of the question on the board. For example, <i>Where is the sweet shop?</i> can be shown as * * * _ *? 		
Resources/equipment needed: Learner's Book page 45 Activity Book page 40 A teddy bear (optional)		

UNIT 2 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Use a toy, for example a teddy bear, to play a quick game of 'hide and seek' to review the prepositions of place from Lesson 13. Show where you are placing the toy and ask an individual (<i>Oh no! Jameela, where is Mr Fluffy?</i>) to tell you where it is using the correct preposition (<i>He's under the chair.</i>). Either continue in this way — to ensure all prepositions are covered — or invite successful learners to place the toy in the next location. Encourage them to use a different preposition each time.
Resources	Main activity
Learner's Book page 45	<p>Ask and answer: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric for Activity 1 in the Learner's Book to the learners and either read, or ask volunteers to read, the example dialogue provided. Ensure learners understand that they need to ask for the location that has a red star. 2. Set the learners in pairs to complete the dialogue for the four pictures provided. <p>Feedback</p> <p>Take on the role of a person who is lost. Ask each of the questions in turn and select a learner to give you their answer. Correct any pronunciation errors by repeating their response correctly.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Where is the playground? It's next to the school. 2 Where is the pet shop? It's next to the bicycle shop. 3 Where is the book shop? It's next to the mosque. 4 Where is the clothes shop? It's next to the café.
Learner's Book page 45	<p>Find the balls: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the picture on Learner's Book page 45. Set learners to work individually to write six sentences in their notebooks. 2. Then put them in pairs, they can practise their answers by asking and answering with a partner. <p>Feedback</p> <p>Say: <i>Where is the red ball?</i> Invite individuals to read you their sentence. Some variation is possible, so ask for alternatives. Repeat for the other balls.</p> <p>Answers</p> <p>The red ball is under a chair. The orange ball is on a chair. The yellow ball is inside a backpack. The green ball is behind a plant. The blue ball is between two books. The purple ball is next to a toy fire engine.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can complete the activity verbally, or write one or two sentences and say the others. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to think of an additional location and 'hide' a golden ball there. They write a new clue.

Activity Book page 40	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric to the learners. Then read the words/phrases in the <i>Word box</i>. Emphasise that there are seven items in the <i>Word box</i> but only five gaps in the cloze conversation. 2. Learners should work independently to complete the sentences based on information in the illustrated map. <p>Feedback</p> <p>Ask two confident learners to read the conversation and supply the answers. Confirm whether or not they are correct.</p> <p>Answers</p> <p>Excuse me. Where is the library? Go straight ahead. Turn right at the traffic lights. It's opposite the café.</p>
Activity Book page 40	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric and draw attention to the empty shops on the map. Ask volunteers to name the three mystery places. <i>zoo, swimming pool, toy shop</i>. Model choosing one and placing it inside a mystery place, for example by adding a star or linking with a line. 2. Verbally, model supplying directions to your mystery place. Also point out that the completed text of Activity 1 provides a model for this. 3. Learners then work independently to select their own mystery place location and write directions to it. <p>Feedback</p> <p>Choose one or two volunteers to read their directions. Ask learners to follow with their finger and then show you where they think that learner's mystery place is located on the map. Take in this written work for further assessment.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Group less confident children together for this writing task. You could specify a location for the mystery shop so that all members of the group are aiming to write a very similar set of directions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to add a sentence saying why their mystery location is a good place to visit.
Resources Activity Book page 40	<p>Plenary</p> <p>Activity Book: Learning goals</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation questions. 2. Read the statements. 3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.8) Ask for and give directions about locations and places using sequence words and prepositions and adverb of place. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately. (G3.4.3.1.1) Use grade-appropriate language structures e.g., imperatives, prepositions of time and place. (G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts. (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: 19
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner and an interviewee. Speaking: To talk with a partner about personal information; to interview an adult. Reading: To read and follow instructions. Writing: To write sentences using the present simple third person singular.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give personal information • ask questions to conduct an interview • write interview responses as sentences using the present simple third person singular.
Link to prior learning: <ul style="list-style-type: none"> • Home and neighbourhood topic, job names topic 21st Century Skills: <ul style="list-style-type: none"> • Initiative and self-direction: Introduce the learning process to set goals, manage time, and work independently 		
Key vocabulary: <i>I live in ..., I've got four cousins [etc.], My country is ..., I want to be a ...</i> Key expressions/structure: present simple third person singular, questions forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The interview task in this lesson provides an opportunity to revise the present simple tense in the first person (<i>I</i>) and third person (<i>he, she, it</i>). Provide further opportunities for the learners to change the first person into the third person, for example using their answers to Activity 1 in the Learner's Book: <i>I live in a house. She lives in a house. I've got two brothers. He's got two brothers.</i> 		
Resources/equipment needed: Learner's Book page 46 PCM 3		

UNIT 2 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game of 'Who am I?' from Lesson 9 to prepare for the use of job terminology in this lesson. Learners work in pairs to act out a known job from this unit of work (teacher, baker, writer, painter, taxi driver, gardener, street cleaner, window cleaner) and guess the profession being shown.
Resources	Main activity
Learner's Book page 46	<p>Talk about you: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the pictures on Learner's Book page 46. Model a sentence for each one, for example <i>I live in a house. I've got a brother. I want to be a pilot.</i> 2. Ask learners to work in pairs and take turns to say a sentence about each picture. <p>Feedback</p> <p>Indicate a picture and call on several learners to say a relevant sentence. Correct pronunciation and grammar errors.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 46	<p>Interview your teacher: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to imagine they are working for a TV programme called <i>Jobs</i>. They are going to interview their teacher. 2. Practise reading the interview questions as a class. 3. The interview stage can either be imagined, completed as a role-play activity in pairs or conducted with volunteer learners interviewing you. 4. Before the writing phase, verbally model responses to each question using a prompt on the board, for example: <i>She / He is a ...</i>, <i>He / She works in ...</i>, <i>She / He ...</i>. If necessary, revisit the use of the present simple third person singular (from Lesson 11) by repeating some examples on the board: <i>He watches television. He brushes his teeth.</i> <p>Feedback</p> <p>Read each interview question and ask volunteers to read the relevant section from their reports.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. PCM 3 can be used as a template. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage more confident learners to write the report in a single block of text. Fast workers could write two paragraphs: one in the first person, and one in the third person.
Learner's Book page 46	<p>Look what I can do!</p> <ol style="list-style-type: none"> 1. Ask learners to look at the statements in the <i>Look what I can do!</i> section. 2. Read the statements and ask the learners to put up their hands if they feel they can do it. Ask a few learners to give examples. 3. Make sure there is an opportunity after this lesson for less confident learners to go through this list with you in detail.

Resources	Plenary		
	1. Explain that you are setting up three ‘stations’ (simply point at three areas and indicate a topic for each one) around the classroom: ‘My neighbourhood’ (Lesson 2), ‘A lot of kids’ (Lesson 16), ‘Hello world’ (Lesson 17). Explain that when you say <i>Go</i> , the learners should move to the item they have enjoyed hearing and performing the most. The item with the most learners can be re-visited as the plenary activity for this lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(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 and likes and dislikes.			
(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 (e.g., yes/no, either/or and simple <i>wh</i> -type questions).			
(G3.4.2.1.1) Write a simple paragraph of three or more coherently sequenced simple sentences, using simple past, present (simple and continuous) and future tenses.			
(G3.4.3.1.1) Use grade-appropriate language structures e.g., common and proper nouns, pronouns, possessive pronouns, verbs (simple present tense, present continuous tense for now and for near future, going to, simple past, regular and irregular).			
(G3.4.3.1.2) Write simple and compound declarative, imperative and exclamatory sentence in response to prompts.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen actively to peers' ideas and information. Speaking: To share information and ideas. Reading: To read and follow instructions. Writing: To write clear labels.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • exchange ideas and information about a book they have read • draw a story map • prepare and rehearse a presentation.
Link to prior learning: <ul style="list-style-type: none"> • Reading and understanding events in a story 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: Not applicable Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about presenting in front of the class. The preparatory work in groups should help less confident learners feel more part of a team. Give plenty of time for rehearsal with a partner during this preparatory stage. 		
Resources/equipment needed: Learner's Book page 47 A stopwatch (optional), A3 and A4 paper, rulers, dictionaries (optional)		

UNIT 2 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Before the lesson, arrange the classroom for group work. 2. Ask learners to place their reading books on the table. Challenge them to organise themselves into groups, by book and sit in a group area. Give a set time for this task and use a stopwatch to increase the sense of urgency.
Resources	Main activity
Learner's Book page 47	Project preparation: Activity 1 <ol style="list-style-type: none"> 1. Introduce the importance of 'setting' in books. Explain that locations in fiction can often tell us a great deal about plot and character. Work through a familiar example with the class. 2. Ask learners to identify settings in the books being explored. Make a note of these on the board. 3. In their book groups, learners should discuss known facts about the settings in their book. They can consider the following: <ul style="list-style-type: none"> – What do you know about these places? – Are there any pictures? – What words are used to describe them? – What happens there? Each individual then needs to select a setting. 4. Learners can now start to explore new ideas for their chosen setting. They can consider the following: <ul style="list-style-type: none"> – Think of a/some new rooms/buildings/places – What happens there? Feedback Ask for some volunteers to feedback on examples of known facts and imagined additions for each book.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Encourage learners to find quotations from their book about the setting. They can include these as part of their presentation.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. More confident learners can explore an entirely imagined location, such as a character's house that is not presented in the book. Make sure they understand that such a setting needs to reflect the character in question, for example magical for a wizard, technical for an inventor.
	Project preparation: Activity 2 <ol style="list-style-type: none"> 1. Now focus attention on the example house plan in the Learner's Book. You can show the use of gaps to indicate windows and doors, but note that this level of detail can easily be excluded from learners' work if you wish. The main focus should be on the neat use of labels for each room. 2. Model using a ruler to draw map elements and also to create guidelines on which to write labels. 3. Distribute paper and rulers to the groups (use A3 paper if possible). Learners should now work individually to draw their maps using the ideas from Stage 1. Feedback Circulate the room, and announce examples of good practice to the whole class.

	Differentiation activities (Support): 1. All learners should be encouraged to draft/sketch their map before creating a neat version.		
	Differentiation activities (Stretch): 1. More confident learners can use colour for more functional purposes, for example to indicate room type/building type or to show which items are identified in the actual story and which are imagined.		
Learner’s Book page 47	Project preparation: Activity 3 1. Provide a model presentation so that learners know how much they need to say and how long the presentation should be. 2. Read through the example sentences in the Learner’s Book. Be clear that these are for guidance only. 3. Put the learners into pairs and ask them to rehearse their presentation. Feedback Circulate the room, and correct any issues with pronunciation.		
Resources	Plenary		
	1. Ask everyone to write their name on their story map and hand in their work. Praise everyone for their hard work and let them know exactly when the presentation lesson will be taking place.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (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. (G3.3.5.1.6) Determine the main idea of a text and retell the key details. (G3.3.6.1.2) Identify who is telling the story at various points in a text; identify the elements of plot, setting and characters in a story, as well as the story’s beginning, middle and ending.			

LESSON PLAN		LESSON: 21
Teacher:		Subject: English
Grade: 3	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen actively to peers' presentations. Speaking: To present orally to their peers. Reading: To read a self-evaluation sheet. Writing: To complete a self-evaluation sheet.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present a story map to their classmates • review their own project work.
Link to prior learning: <ul style="list-style-type: none"> • Making presentations 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: Not applicable Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Not applicable 		
Resources/equipment needed: Learner's Book page 47 An easel (or similar) to hold learners' maps while they are presenting (optional) PCM 1 (one copy per learner), reading books		

UNIT 2 LESSON 21 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Model some examples of good and poor presentation skills, for example, holding a story map too high to cover your face, talking in a clear voice, talking too quietly, holding your story map upside down, etc. Ask learners to give you a clap for a good skill, and stay quiet for a poor skill. Also remind learners of good listening skills: not calling out, sitting quietly, thinking of questions about the map, looking at the speaker.
Resources	Main activity
Learner's Book page 47	<p>Presentation preparations</p> <ol style="list-style-type: none"> 1. Arrange the classroom for the presentation. 2. Allow learners a short time to gather their presentation materials and rehearse if necessary. 3. Announce a running order. It is most time-effective to organise this by story, – for example the children presenting maps on Jack and the Beanstalk first, the children presenting maps on Cinderella second, etc. – and perhaps alphabetically within each group.
Learner's Book page 47	<p>Presentations</p> <ol style="list-style-type: none"> 1. Learners now give their presentations. You should hold the story map for each speaker. 2. The learners who are listening to the presentations should be ready to ask follow-up questions. If there is time, allow questions after each story group has spoken. <p>Feedback</p> <p>Ask the entire class to give a round of applause before returning to their desks.</p> <p>Self-evaluation</p> <ol style="list-style-type: none"> 1. Advise the learners that they are going to review their own project work. 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. 3. Read the categories to the class. Explain the final item by asking: <i>Which was your favourite story map?</i> Ask them to select a favourite map but that they must select a map of book they have not read. 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.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Praise everyone for the work they have delivered today. If possible, organise a book swap so the learners leave the presentation room with a new book to read.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (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. (G3.3.5.1.6) Determine the main idea of a text and retell the key details. (G3.3.6.1.2) Identify who is telling the story at various points in a text; identify the elements of plot, setting and characters in a story, as well as the story's beginning, middle and ending.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to imperative verbs and instructions. Speaking: To say action words and instructions. Reading: To read a poem, action words and body parts. Writing: To write body part words		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use nouns for parts of the body • understand and respond to imperatives.
Link to prior learning: <ul style="list-style-type: none"> • Body parts 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>nose, foot, head, hand, tummy, fingers, toes, leg, arm, clap, touch, turn, flap, jump, wiggle, reach</i> Key expressions/structure: Imperatives: <i>clap your hands, touch your toes</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not feel confident to recite the poem aloud. Encourage them by reminding them of the body names they learned in previous units. 		
Resources/equipment needed: Learner's Book page 48 Activity Book page 41 Audio Tracks 34 and 35		

UNIT 3 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Discuss with learners the ways in which we can move. 2. Write imperative verbs on the board: <i>clap, touch, turn, put, flap, jump, wiggle</i>. 3. Play a game of 'Simon says': call out instructions for learners to move, for example 'Simon says clap your hands'. If you say 'Simon says' learners should carry out the action, if you don't say 'Simon says' learners should not carry out the action. 4. You could also use: <i>touch your toes; turn around; put your finger on your nose; flap your arms; jump up high; wiggle your fingers</i>.
Resources	Main activity
Learner's Book page 48 Audio Track 34	Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to turn to page 48 of their Learner's Book and look at the poem and the picture. 2. Tell learners they are going to listen to a poem. Before playing the audio, point out and discuss the vocabulary used first to check learners' understanding. 3. Play the audio a few times. Pause for learners to repeat each line. 4. Play the poem again and ask learners to do the actions. Follow the actions yourself to show the learners how to move. 5. Play the poem one last time and learners read along with the poem and point at the children who are doing the actions in the picture. 6. Point at the children in the picture in random order and elicit the correct action word from the class. <p>Feedback</p> <p>Observe as learners participate in saying the poem and doing the actions. Check that learners understand the vocabulary by watching their actions and support as necessary to improve pronunciation or confidence.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to copy you as you perform the actions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to lead the actions by standing at the front of the class for less confident learners to copy.
Learner's Book page 48 Audio Track 35	'Get up and move' day: Activity 2 <ol style="list-style-type: none"> 1. Point to the picture and tell learners they are going to listen to Julia. 2. They listen and say what the children are doing. 3. Play the audio at least twice. Explain that a 'duck race' involves two children racing each other but moving like ducks with their arms flapping and crouched slightly. 4. Ask learners if they can wave their hands, hop on one foot and nod their heads. 5. Invite them to try to do it. <p>Feedback</p> <p>Select individual learners to contribute answers to class discussion.</p>
	<p>Answers</p> <p>Two children are flapping their arms and walking like ducks; A boy is jumping high; Some boys are playing a game – they are waving their hands, hopping on one foot and nodding their heads.</p>

Activity Book page 41	Activity Book: Activity 1			
	1. Quickly review the body parts by pointing to various parts of your body and ask learners to tell you what they are called, for example, <i>head, shoulders, hands</i> .			
	2. Ask leaners to look at the pictures on page 41 of the Activity Book and write the words on the lines.			
	Feedback Circulate providing one-to-one support as necessary. Point to one of the body parts on your body and call on an individual learner to say what it is.			
Answers				
1 head; 2 nose; 3 arm; 4 fingers; 5 leg; 6 toes; 7 tummy; 8 hand; 9 foot				
Resources	Plenary			
Activity Book page 41	Activity Book: Learning goals			
	1. Direct learners’ attention to the self-evaluation questions.			
2. Read the statements.				
3. Ask the learners to think and circle the correct answers. Emphasise the importance of giving honest answers.				
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:				
(G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media.				
(G3.1.1.1.6) Listen and respond to short conservations where speakers use phrases and expressions to suggest, invite, accept, decline, offer, request, seek permission, express simple prohibition or obligation (e.g. must, mustn’t).				
(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.				

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions using action words. Speaking: To use action words and give instructions to others. Reading: To read and understand action words. Writing: To complete sentences by writing in action words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use imperative verbs • understand and use simple nouns for body parts.
Link to prior learning: <ul style="list-style-type: none"> • Body parts • Action words 21st Century Skills: <ul style="list-style-type: none"> • Social and cross-cultural skill: introduce to know when to speak and when to listen respectfully 		
Key vocabulary: <i>wave, stand, hop, flap, wiggle, touch</i> Key expressions/structure: Imperatives: <i>Touch your nose</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with the pronunciation of the action words, for example <i>wave</i> or <i>hop</i>. Make sure you model the pronunciation and have learners repeat. Be encouraging if they struggle with pronunciation. 		
Resources/equipment needed: Learner's Book page 49 Activity Book page 42 Audio Tracks 36 and 37		

UNIT 3 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Review parts of the body. Play <i>Teacher says</i> with learners. They should touch the parts of their body only when you start the instruction with <i>Teacher says</i>.
Resources	Main activity
Learner's Book page 49 Audio Track 36	<p>Topic vocabulary: Activity 1</p> <ol style="list-style-type: none"> Ask learners to open their Learner's Book to page 49. Focus on the pictures of children performing actions. Then tell learners that they are going to listen to the audio and follow the instructions. Play the audio once and mime the movements. Review the meaning of <i>both</i>. Say and mime, for example <i>Show me both hands</i>. Play the audio again ask learners to follow the instructions. Play it a third time, pausing after the verb for learners to repeat. Then play the instruction, pausing for learners to repeat. If you have time, you may wish to play the audio again, pause after each instruction and ask a different learner each time to say it. Then the rest of class follows the instructions. In pairs, learners briefly take it in turns to give instructions to the class using parts of the body. <p>Feedback</p> <p>Observe learners as they take turns to say instructions. Support with pronunciation as required.</p>
Learner's Book page 49	<p>Say it and do it: Activity 2</p> <ol style="list-style-type: none"> Go through the actions in the activity. For example, <i>Clap your hands, shake your head, wiggle your finger</i>. Check learners' understanding by calling out a verb and having learners demonstrate the action. Ask the learners to do two activities at the same time, for example, <i>Clap your hands and hop on one foot</i>. In pairs, learners take it in turns to give a list of three instructions to their partner and follow it. <p>Feedback</p> <p>Circulate as learners work in pairs. Participate by asking learners to give you the instructions and try to follow them. Support by prompting or repeating correctly as necessary.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide further lists of action words and body part vocabulary on the board or remind learners to look in the Learner's Book as necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Challenge learners to listen to and follow more instructions at the same time. Can they manage five?

Learner's Book page 49 Audio Track 37	<p>Counting to 20: Activity 3</p> <ol style="list-style-type: none"> 1. Revise the numbers 1 to 15 by counting in unison. Tell learners that they are going to learn five new numbers. Teach 15 to 20 by counting slowly and asking learners to repeat. Then ask learners to stand up and count from 10 to 20. If you have a very confident class, you can ask them to count from 1 to 20; however, this may be difficult without support. 2. Pre-teach <i>slowly / quickly</i>. Say for example, <i>Let's run slowly</i>. Then mime as in slow motion. Then, do the same with quickly – <i>Let's run quickly</i>. Then mime as if running very fast. Have learners copy you. Check their understanding by calling out each word a few times and have learners mime the action. 3. Play the audio once for learners just to listen. Encourage them to join in with the numbers that they already know. Then play a second time, this time tell them to try and say all of the numbers. 4. Play the audio again and invite the class to follow the instructions as they count. <p>Feedback</p> <p>Pause the audio to consolidate understanding and ask learners to repeat the counting or actions in a chain drill in which each learner says one number up to 20.</p>
Activity Book page 42	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions in Activity Book, Activity 1 with the learners and model the activity. 2. Then challenge one learner to try and do it to check understanding. 3. Finally, put learners to work in pairs. One learner counts as their partner tries to do the action. 4. Take advantage of this opportunity to emphasise the importance of giving an honest answer. <p>Feedback</p> <p>Ask individual learners if they can do each action. Encourage learners to answer <i>Yes, I can.</i> or <i>No, I can't.</i></p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 42	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Go over the words in the <i>Word box</i> and check learners' understanding first. 2. Look at the first picture and elicit the action (<i>Touch your nose</i>). 3. Tell learners to find the word in the <i>Word box</i> and write it on the line. You may like to write the word on the board to check that learners have written the correct one. 4. Then learners work individually to complete the rest of the sentences with the words from the <i>Word box</i>. <p>Feedback</p> <p>Individual learners say the words. Write them on the board for a visual reference.</p> <p>Answers</p> <p>1 Touch; 2 Wave; 3 Wiggle; 4 Hop; 5 Stand; 6 Flap</p>

Activity Book page 42	Activity Book: Challenge 1. Ask learners what they can do with their hands. Elicit ideas and write them on the board. If learners are reluctant to answer ask them directly suggest, <i>Can you clap? Can you flap your hands? Can you wiggle your hands?</i> 2. Then set learners to work individually to complete the sentences saying what they can do with their hands. Feedback Ask individual learners to read their sentences to the class.		
Resources	Plenary 1. Ask learners to stand in a circle. Start the game by turning to one learner in the circle and giving them an instruction, for example, <i>Hop on one foot</i> . That learner must then follow the instruction and hop on one foot while turning to the next learner in the circle and giving a different instruction. That learner follows the instruction and gives a different instruction to the learner next to them. Continue until all learners have spoken. Make sure that learners do the action while they are giving the instruction.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.4 Listen and respond to multi-step instructions presented orally or through other media. (G3.2.1.1.1) 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> . (G3.2.1.1.10) Follow agreed upon rules for discussion and carry out assigned rules.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for information. Speaking: To talk about things birds can and can't do. Reading: To read about different types of birds and the things they can and can't do. Writing: To write simple facts about different types of birds.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>can</i> and <i>can't</i> to talk about abilities • recognise and understand determiners: <i>all</i>, <i>most</i>, <i>some</i> • use pronouns <i>it</i> and <i>they</i>.
Link to prior learning: <ul style="list-style-type: none"> • Animals, • <i>Can / can't</i> 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences 		
Key vocabulary: <i>amazing, lay eggs, feathers, humming bird, fingernail, ostrich, nest, penguin, swan, kiwi, goose, falcon, parrot, crane, balance</i> Key expressions/structure: <i>can / can't</i> for ability and determiners <i>all, most</i> and <i>some</i> : <i>Most birds can fly.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to distinguish between the words <i>can</i> and <i>can't</i> as they appear visually similar. Emphasise their meaning by writing <i>can</i> on the board and draw a big tick next to it. Write <i>can't</i> on the board and draw a big cross next to it. 		
Resources/equipment needed: Learner's Book page 50 Activity Book page 43 Audio Track 38		

UNIT 3 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game in which learners say which animals can do certain movements. Call out an animal (you could also draw a sketch of it on the board and write its name) and ask learners to move like that animal. Then ask them to tell you movement and action words to describe how the animal can move. 2. Pre-teach the determiners <i>all</i>, <i>most</i>, <i>some</i> by relating these words to the animals and movements you have been discussing in the game. Ask: <i>Can all the animals clap their hands? Can all the animals walk?</i>
Resources	Main activity
Learner's Book page 50 Audio Track 38	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the pictures on page 50 of the Learner's Book. Ask them if they recognise the birds, then ask them what they know about birds in general. Elicit answers from the class. 2. Draw learners' attention to the headings. Ask them to focus on the colour, size and type of letters. Elicit from learners what the purpose is of headings in a text (to organise the text into sections, show where key information is). Then read the headings with the learners and check their understanding by asking what type of information they expect to be in each paragraph. Ask them where they would find the answer to: <i>Can all birds fly?</i> (in the third paragraph). What helped them find the information? (the headings). Introduce the word <i>heading</i> on the board. 3. Write the words: <i>humming</i>, <i>smallest</i> and <i>finger nail</i> on the board. Show learners that when faced with longer or unknown words we can break them down into syllables to make them easier to read. Break down the syllables for each of the words, reading them individually and then joining them back into one word, then have the learners try it (as a group) for the other two words: hum-ming; small-est; fin-ger-nail. 4. Elicit from learners the meaning of the new words. Encourage them to guess the meaning of the words using the illustrations and the context to help them. 5. Tell learners that they are going to listen to the audio and follow in their books. Play the audio a few times. 6. Write the words <i>all</i>, <i>most</i> and <i>some</i> on the board. Ask learners to locate these words in the text. Ask learners if they know what these words mean and or if they can work out the meanings from the context of the text. Elicit ideas and establish the meanings of <i>all</i>, <i>most</i> and <i>some</i>. You could draw a symbol for birds, such as an arrow, and by the word <i>all</i> draw lots of birds, by <i>most</i> draw less birds and by <i>some</i> draw even fewer birds. <p>Feedback</p> <p>Elicit answers and provide instant feedback to the whole class. Correct any misunderstandings by repeating the correct answer clearly and concisely.</p> <p>Answers</p> <p>The answer to <i>Can all birds fly?</i> can be found under the heading 'Flying'.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support learners by reading sections of the text to them as you look at the layout of the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write an additional question on the board, for example <i>What other information do you think we will learn about birds from this text?</i> and ask learners to discuss it in pairs.

Activity Book page 43	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the <i>Language tip</i> box and point to the words <i>all</i>, <i>most</i> and <i>some</i> that you wrote on the board earlier in the lesson. 2. Focus on the activity and ask them to match the sentence halves. 3. Model the first sentence for the learners. Read number 1 ‘All birds’ then read all the possible second halves to the sentence. Ask learners to help you by telling you the answer. Elicit answers then check by reading back through the bird information in the Learner’s Book on page 50. Draw a line from ‘All birds’ to ‘have feathers’. 4. When they have finished, ask individual learners to read the complete sentences. <p>Feedback</p> <p>Select individual learners to each read an answer sentence to the class. Do other learners agree?</p> <p>Answers</p> <p>1 All birds have feathers.; 2 All birds lay eggs.; 3 Most birds can fly.; 4 Most birds build nests.; 5 Some birds can swim.; 6 Some birds can’t fly.</p>
Activity Book page 43	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners’ attention to Activity 2. Tell learners that they will write a fact about each type of bird. They may remember a fact about each bird or they can look back at the information text on page 50 of the Learner’s Book. 2. Model the first example for the learners. Write on the board: <i>A humming bird has the smallest egg.</i> 3. Before setting learners to work, you could discuss a fact for each of the other bird types. <p>Feedback</p> <p>Ask individual learners to read their facts aloud to the class.</p> <p>Answers</p> <p>Learners’ own answers. (Here are some possible answers: Humming bird: A humming bird has the smallest egg. Ostrich: An ostrich has the biggest egg. Emperor penguin: Emperor penguins don’t build nests. Swan: Swans can swim.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back through the text on page 50 of the Learner’s Book. Tell them to underline the information about each bird in a different colour. They can then use one of the facts they underlined for each bird to complete the activity in their Activity Books. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write more than one fact or think about which facts apply to other birds that they know.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Direct learners’ attention to the self-evaluation question at the bottom of page 43 in the Activity Book. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.3.1.1.1) Students build upon and continue applying previously learned skills. (G3.3.3.1.1) Decode and read unknown words using knowledge of syllable patterns. (G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To talk about things birds can and can't do. Reading: To read about different types of birds and the things they can and can't do. Writing: To write about a penguin with support with reference to what it can and can't do.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>can</i> and <i>can't</i> to talk about abilities • use determiners: <i>all</i>, <i>most</i> and <i>some</i>.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to birds • <i>Can / can't</i> 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: learners will be able to make connections using English standards to other disciplines such as mathematics, science, health, national education and social sciences 		
Key vocabulary: <i>amazing, lay eggs, feathers, humming bird, fingernail, ostrich, nest, penguin, swan, kiwi, goose, falcon, parrot, crane, balance</i> Key expressions/structure: <i>can / can't</i> for ability and determiners <i>all, most</i> and <i>some</i> : <i>Most birds can fly.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may confuse the determiners <i>all, most</i> and <i>some</i> as they are similar in meaning. Explain the meanings of the words by using the learners in the class: tell all the learners to stand up and explain that this is '<i>all</i>' of the learners, then ask a few learners to sit down and explain that '<i>most</i>' of the learners are still standing, and finally ask more learners to sit down (so that less than half the class is still standing) and explain that now '<i>some</i>' of the learners are still standing. Using this kinaesthetic explanation will help learners to retain the meanings more efficiently. 		
Resources/equipment needed: Learner's Book page 51 Activity Book page 44		

UNIT 3 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners that they talked about birds in the previous lesson. Ask them to name the birds that they remember, and to say whether they have seen these birds or not. Write the names of the birds on the board and practise the pronunciation.
Resources	Main activity
Learner's Book page 51	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the questions at the top of page 51 of their Learner's Book. Read the first question aloud and elicit learners' answers. Discuss what new information they discovered in the previous lesson. Write <i>all</i>, <i>most</i> and <i>some</i> on the board and ask learners to explain the meanings using gestures. Briefly go through the <i>Language tip</i>. Then ask learners if they can remember a fact about birds for each word. 2. Ask where the different birds can be seen, for example <i>We can see cranes at the river.</i> or <i>We can see penguins in the zoo.</i> 3. Draw learners' attention to the <i>Speaking tip</i> and explain how we use <i>Did you know... ?</i> Ask learners to repeat the example sentence to practise their pronunciation. Then encourage them to give a few sentences about bird facts using <i>Did you know ... ?</i> <p>Feedback</p> <p>Add to the notes on the board about bird names. As you elicit learners' answers you can also give your own opinion.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 51	<p>True or false?: Activity 2</p> <ol style="list-style-type: none"> 1. Read the sentences aloud to the learners and check their understanding. Then ask learners to read the sentences and decide if they are true or false. 2. Tell them to refer back to the text on page 50 of the Learner's Book if they are not sure. <p>Feedback</p> <p>When learners have finished, check as a class. Then, ask learners to correct the false sentences to make them true.</p> <p>Answers</p> <p>1 true; 2 true; 3 false; 4 true; 5 false</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> and tell them to consult it after they read each sentence to check the meaning of the determiners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to talk in pairs about which bird they find the most interesting and why.

Learner's Book page 51	<p>All, most, some: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners: <i>Can all birds fly?</i> (no) <i>Which birds can't fly?</i> (The penguin and the ostrich.) Then say: <i>So, most birds can fly.</i> and write the sentence on the board. Repeat this with the other determiners so that the meaning is clear for learners. 2. Once you have discussed ideas for the sentences as a class, set learners to work with a partner. Give a time limit and ask learners to make as many sentences as possible in the time limit. Learners could write their answers down in their notebooks. <p>Feedback</p> <p>Invite learners to say their sentences and/or write them on the board.</p> <p>Answers</p> <p>Learners' own answers. (Here are some example answers) All birds ... have feathers; lay eggs. Most birds ... build nests; can fly. Some birds ... don't build nests; lay their eggs on the ground; can't fly; can swim.)</p>
Activity Book page 44	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the chart on page 44 of the Activity Book. Read the sentences aloud to the learners and tell them they must use the chart to work out which bird the sentences are referring to. Briefly point out the use of <i>and</i>, <i>but</i> and <i>or</i> in the sentences to help learners recognise which bird is being described. However, do not spend too much time on this as learners will look at this in more detail in the next class. 2. Re-read the first sentence to the learners and ask them to tell you which bird it is. Elicit answers. <p>Feedback</p> <p>Ask individual learners to raise their hand to tell you the answers. Ask other learners if they agree with the answers given or not.</p> <p>Answers</p> <p>1 parrot; 2 falcon</p>
Activity Book page 44	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Tell learners to look at the information in the chart about penguins. Ask: <i>What can penguins do? What can't penguins do?</i> Elicit learners' answers. 2. Learners use the chart to write about what a penguin can and can't do. <p>Feedback</p> <p>Ask learners to tell a partner their sentences. Then ask the pairs to join to make small groups and share their sentences.</p> <p>Answers</p> <p>What can it do? It can swim and walk. What can't it do? It can swim and walk. What can't it do? It can't fly or climb trees.</p>

Learner’s Book page 51 Activity Book page 44	Draw a penguin: Activity 4 and Activity Book: Activity 3 1. Ask learners if they know how to draw a penguin. Elicit how they think they draw a penguin. They can draw in the air with their fingers. 2. Focus on Activity Book, Activity 3 and read through the instructions with the learners. 3. Ask a confident learner to read the instructions aloud while you draw an example on the board, following the learner’s instructions. 4. Give learners some time to follow the instructions and draw their own penguin. Feedback Put learners in pairs so they can show each other their pictures. They talk about penguins and answer the questions on page 51 of the Learner’s Book.		
Resources	Plenary 1. Split the class into two rows facing each other. On one side the learners are labelled A and the other side are labelled B. 2. Learners A chooses a bird. Learners B asks questions, for example <i>Can it fly?</i> or <i>Is it a ... ?</i> Learner A replies with short answer forms. 3. Allow a limited number of questions to keep the activity interesting.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.3.3.1.3) Read words of complex word families (e.g. <i>ought</i> , <i>ight</i> word families). (G3.3.8.2.3) Distinguish shades of meaning among closely related words. (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to others talking about how tigers are different to birds. Speaking: To discuss the differences between tigers and birds and to talk about what animals <i>can</i> and <i>can't</i> do. Reading: To read about the abilities and actions of tigers. Writing: To write about an animal using <i>can</i> and <i>can't</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>can</i> and <i>can't</i> in Present Simple sentences • use conjunctions: <i>and</i>, <i>but</i> and <i>or</i> to make comparisons • to read and write sentences with factual information.
Link to prior learning: <ul style="list-style-type: none"> • Animals • <i>Can / Can't</i> 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>tiger, biggest, adult, weigh, fur, stripy pattern, sleep, rocks, grass, cool off, weather</i> Key expressions/structure: <i>can / can't</i> for ability; pronouns: <i>it, they</i> ; conjunctions: <i>and, but, or</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to distinguish between the meanings and use of <i>and, but</i> and <i>or</i>. Provide lots of examples and modelling. Praise correct use. 		
Resources/equipment needed: Learner's Book page 52 Activity Book page 45		

UNIT 3 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Write the word 'animals' in the middle of the board and ask learners to call out the names of different animals quickly. Create a brainstorm of animal names. This will inform you of learners' current knowledge and you can refer to the ideas during the lesson.
Resources	Main activity
Learner's Book page 52	<p>Read and discuss: Activity 1</p> <ol style="list-style-type: none"> Start to describe a tiger until learners guess the word. Then ask them if they have ever seen a tiger at a wildlife park or zoo. Ask them to tell you what a tiger is like. Can they say how tigers are different to birds? Pre-teach some of the vocabulary in the passage before learners read it, for example, <i>stripy pattern</i>, <i>den</i>, <i>weigh</i>. Use gestures and examples to teach the words. Then ask learners to read the passage quietly. Ask: <i>How are tigers are different to birds?</i> Elicit learners' answers. <p>Feedback</p> <p>Ask individual learners whether anything in the passage surprised them. Ask them to tell you a fact they have learned about tigers. Support learners with reading or pronouncing words as necessary.</p> <p>Example answers</p> <p>Tigers weigh more than birds. Tiger have fur but birds have feathers. Tigers don't lay eggs but birds do. Tigers don't build nests but birds do. Tigers can't fly but birds can.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the text aloud first and have learners listen and follow in their books. Learners could also read the text in pairs to support one another. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to suggest questions they would like to ask to find out more facts about tigers.
Learner's Book page 52	<p>Fact file: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the <i>Language tip</i> box. Read the sentences and check their understanding of using <i>and</i>, <i>but</i> and <i>or</i> to join two sentences and make them more interesting. Use gestures to explain the meaning if necessary. Ask the learners to read the fact file about ducks. Read the questions aloud: <i>How are tigers and ducks different? How are they the same?</i> Elicit answers. Then, ask them to complete the sentences. Remind them to pay attention to the conjunctions. When they have finished, they can write two other sentences using conjunctions in their notebooks. <p>Feedback</p> <p>Ask learners to work in pairs to read and listen to each other's answers – do they agree with one another?</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 45	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read all of the sentences in Activity Book, Activity 1 first. Check their understanding. 2. Tell them to decide if the sentence is about a duck or a tiger. Model the first sentence. Read aloud: They are very big. On the board, write <i>tiger</i>. <p>Feedback</p> <p>Check as a whole class and have individual learners read out the sentences.</p> <p>Answers</p> <p>2 tigers; 3 ducks; 4 ducks; 5 tigers; 6 ducks</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to have their Learner's Books open at page 52. They should read the sentences in their Activity Book and then look for it in their Learner's Book to find out which animal it is about. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to answer from memory, without looking in their Learner's Book. 2. When learners have finished, they can write another sentence about one of the animals and give it to their partner to guess which animal it is.
Activity Book page 45	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to choose an animal. They can choose their favourite animal or one that appeared in this/previous lessons, for example tiger, duck, penguin. 2. Ask learners to refer back to information about their chosen animal in the Learner's Book, use their own knowledge or, if you have access to computers, allow them to look up information on the Internet. 3. Help them prepare a short fact file using five facts about their animal. 4. You may give them a set of guiding questions to help them, for example <i>Which animal is it? Where does it live? What can it eat? Can it lay eggs? What can it do?</i> 5. Learners draw a picture of their animal to accompany their fact file. <p>Feedback</p> <p>Have learners pair up and show their fact files to each other. Then, if you have time, individual learners can present to the class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could work in partners or small groups. Provide sentence starters or vocabulary prompts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to use <i>and</i>, <i>but</i>, and <i>or</i> as well as <i>can</i> and <i>can't</i> in their facts.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a guessing game. Describe an animal using language from the lesson. After each clue you give, invite learners to guess the animal you are describing. Repeat a few times. You could ask a confident learner to describe the animals.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.5) Compare between two things, common regular and irregular adjectives. (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. (G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says. (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.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and respond to a chant using action words. Speaking: To ask and answer questions using language from Lessons 1 to 5. Reading: To read action words. Writing: To write sentences using conjunctions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>can</i> and <i>can't</i> with simple verbs • use determiners: <i>all</i>, <i>most</i> and <i>some</i> in sentences with <i>can</i> and <i>can't</i> • use conjunctions <i>and</i>, <i>but</i> and <i>or</i>.
Link to prior learning: <ul style="list-style-type: none"> • Action verbs • Body parts 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>hop, nod, wave, stand, fall, flap, wiggle, touch, shake, roll, tap, clap, stamp, bend, reach, fly, swim, walk</i> Key expressions/structure: <i>can / can't</i> for ability; pronouns: <i>it, they</i> ; conjunctions: <i>and, but, or</i> ; determiners: <i>all, most, some</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with the pronunciation of <i>all, most</i> and <i>some</i>. Encourage them by saying the words clearly and asking the learners to repeat. 		
Resources/equipment needed: Learner's Book page 53 Activity Book page 46 Audio Track 39		

UNIT 3 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game. Ask a learner to come to the front of the class and mime an action. Other learners try to guess the action. 2. Repeat until all learners have performed an action, for example <i>wave, hop, clap, nod, wiggle</i>.
Resources	Main activity
Activity Book page 46	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can spell the words for any of the actions from the starter activity. Encourage them to say and spell the words, then tell them to look at the word snake in Activity Book, Activity 1. 2. Learners locate the words and draw a circle around each one. <p>Feedback</p> <p>Ask learners to show a partner and compare their answers. Ask how many words they found in total.</p> <p>Answers</p> <p>hopbfnodvwaveujstandcfallflaplmwiggleeextouchshakezawrollutapmkclap</p>
Learner's Book page 53	<p>Ask your friends: Activity 1</p> <ol style="list-style-type: none"> 1. Refer to the starter activity and say: <i>I know that [insert learner's name] can hop because I saw them in the game, but can he / she nod and wave at the same time?</i> Look the learner and ask them directly: <i>Can you nod and wave?</i> 2. Direct learners to look at the language prompts in the Learner's Book. Model an example for the learners to see. Ask for a confident volunteer to come to the front of the class. Tell the learner to say to you: <i>Can you hop on one foot?</i> Reply by saying: <i>No I can't hop on one foot, but I can nod my head.</i> 3. Learners work in pairs to find out what they each can and can't do. Set a time limit, for example two minutes, then have learners change partners. 4. Show learners how to make notes of the answers or create a simple tally chart to record them. 5. When learners have finished, ask them the three questions in their books and elicit the answers. Then tell them to summarise their notes into one sentence. They should write in their notebooks. <p>Feedback</p> <p>Circulate and observe learners as they ask and answer questions. Support as required. Ask individual learners to say their sentences to conclude the activity.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can copy the example sentence in their Learner's Book and complete it with one or two actions from their notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write two or three different sentences.

Learner's Book page 53 Audio Track 39	<p>Chant: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a chant. Tell the learners to listen and join in. 2. Play the audio a few times. Pause for learners to repeat each line. 3. Play the chant again and ask learners to do the actions. 4. Point at the children in the picture in random order and elicit the correct action word from the class. <p>Feedback</p> <p>Observe as learners participate in saying the chant and doing the actions. Check that learners understand the vocabulary by watching their actions and support as necessary to improve pronunciation or confidence.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can just do the actions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to suggest additional actions and instructions that could be added to the poem.
Activity Book page 46	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners that they have been learning to use the conjunctions <i>and</i>, <i>but</i>, and <i>or</i> to join sentences together and make them more interesting. 2. Read the first sentence aloud to the learners and ask which word (<i>and</i>, <i>but</i>, <i>or</i>) would make the most sense in the gap. Elicit answers and establish that '<i>and</i>' is the correct one. 3. Learners work independently to complete the gaps in the remaining sentences by adding <i>and</i>, <i>but</i>, <i>or</i>. <p>Feedback</p> <p>Select learners to read their completed sentences aloud to the class.</p> <p>Answers</p> <p>1 and; 2 but; 3 but; 4 or; 5 and</p>
Activity Book page 47	<p>Activity Book: Learning goals</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation question at the bottom of page 43 in the Activity Book. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write the following anagrams on the board: <i>poh</i>, <i>odn</i>, <i>vewa</i>, <i>tsnda</i>, <i>llfa</i>. 2. Divide the class into two or four teams, depending on the size of your class. 3. The teams race to solve the anagrams. The quickest team wins. <p>Answers</p> <p>hop, nod, wave, stand, fall</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G.3.2.1.1.1) 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. (G3.2.1.1.7) Provide personal information and introduce self, ask and answer questions about name, age, address, family, ability and likes and dislikes. (G3.3.2.1.1) Students build upon and continue applying previously learned skills.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify long vowels with silent e and long diphthongs <i>ai</i> and <i>ay</i> . Speaking: To pronounce words containing long vowel sounds paying attention to the movement of their mouth. Reading: To read words containing long vowel sounds. Writing: To write words containing vowel sounds.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and say words containing long vowel sounds • identify and say silent end e to change the sound of vowels.
Link to prior learning: <ul style="list-style-type: none"> • Alphabet letters and sounds 21st Century Skills: <ul style="list-style-type: none"> • not applicable 		
Key vocabulary: <i>kite, rope, nine, cake, rice, line, name, page, home, phone, time, same, wait, train, stay, away, paint, snail, railway, hate, days</i> Key expressions/structure: spelling words with silent end e and long vowel sounds		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with the pronunciation of the letters, for example: <i>s, d</i>. Make sure you model the pronunciation and have learners repeat. Be encouraging if they struggle with pronunciation. 		
Resources/equipment needed: Learner's Book page 54 Activity Book page 47 Audio Tracks 40, 41 and 42		

UNIT 3 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the alphabet on the board and chant through the letters. Ask learners to join in with you. 2. Ask learners to tell you which letters are the vowel letters. Elicit answers and circle them on the board.
Resources	Main activity
Learner's Book page 54 Audio Track 40	<p>Which vowel sound?: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on Learner's Book page 54. Can they say the words? 2. Tell learners to write the vowels <i>a</i>, <i>i</i> and <i>o</i> on three pieces of paper. 3. Tell them you are going to play an audio recording. 4. Play the first word, then pause and gesture for learners to hold up the piece of paper with the correct vowel sound. Check that everyone is holding up the correct vowel sound. Then, play the second word, pause and repeat the previous step. When you are confident that learners understand what to do, play the audio all the way through. 5. Learners listen for the sound in the middle of these words and hold up the vowel sound they hear. <p>Feedback</p> <p>Circulate the class listening to individual learners. Support with pronunciation by repeating the words and sounds correctly and asking learners to repeat after you.</p> <p>Answers</p> <p>a kite – i; b cake – a; c page – a; d rice – i; e home – o; f line – i; g nine – i; h name – a; i rope – o; j phone – o</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners a little extra time to process the audio information. You could ask individual learners to concentrate on listening for one vowel sound only, for example, they only listen for and hold up the card for words that contain the long <i>a</i> sound. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stretch learners to work with support learners. You could ask learners to write the words they hear, spelling the long vowel sound correctly.
Learner's Book page 54 Audio Track 41	<p>Silent e: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words on page 54 of the Learner's Book and try to say them in pairs. 2. Write the first word on the board (<i>Tim</i>) and ask learners to say the word. Then add the letter <i>e</i> to the end and ask learners to say the word. Ask them if they notice how the silent e changes the sound of the vowel (<i>i</i>). Then repeat with the other word. 3. Play the audio recording at least twice for learners to check if they were right. 4. Then ask learners to look at the pictures in Activity 1 and write the words. <p>Feedback</p> <p>Invite learners to come to the board and write the correct spelling of the words, or select individual learners to call out the spellings to you as you write them on the board.</p>

	<div>Answer</div> <div>It changes the vowel sound from short to long.</div>		
<div>Learner's Book page 54</div> <div>Audio Track 42</div>	<div>Revision of ai and ay: Activity 3</div> <div>1. Ask learners to read the dialogue with their partner and identify the words that have a long <i>a</i> sound.</div> <div>2. Tell them to write down these words in their notebook.</div> <div>3. Play the audio recording. Learners listen to check their answers.</div> <div>4. Elicit from them what letters make this sound (<i>ai</i> and <i>ay</i>).</div> <div>Feedback</div> <div>Read the audioscript slowly and ask learners to stand up every time they hear a word containing the long <i>a</i> sound. Write the words on the board then underline all the letters <i>ai</i> and <i>ay</i> to emphasise the spelling.</div> <div>Answers</div> <div>Mr Gray: Let's wait for the train. Stay away from the wet paint!</div> <div>Daisy Gray: There's a snail on the railway. I hate snails. I hate rainy days.</div> <div>Mr Gray: Here comes the train. Move away, snail!</div> <div>What letters make this sound? ai, ay, a–e</div>		
<div>Activity Book page 47</div>	<div>Activity Book: Activity 1</div> <div>1. Focus on the puzzle. Tell learners to find and circle the words in the puzzle.</div> <div>2. Explain that some of the words go from left to right and some from top to bottom.</div> <div>3. Highlight the examples and let them work independently.</div> <div>Feedback</div> <div>When learners are finished, you may ask them to check their answers with a partner. Then, check as a class.</div> <div>Answers</div> <div>Horizontal words: five, plane, wave, write, rice</div> <div>Vertical words: home, fire, cake, nine</div>		
<div>Resources</div>	<div>Plenary</div>		
<div>Activity Book page 47</div>	<div>1. Direct learners' attention to the self-evaluation question at the bottom of page 47 in the Activity Book.</div> <div>2. Ask them to think and answer.</div> <div>3. Emphasise the importance of giving an honest answer.</div>		
<div>Learning styles catered for (✓):</div>			
<div>Visual</div>	<div>Auditory ✓</div>	<div>Read/Write ✓</div>	<div>Kinaesthetic ✓</div>
<div>Assessment for learning opportunities (✓):</div>			
<div>Observation</div>	<div>Student self-assessment</div>	<div>Oral questioning</div>	<div>Peer assessment</div>
<div>Quiz</div>	<div>Student presentation</div>	<div>Written work and feedback</div>	<div>Verbal feedback</div>
<div>Standards/SLOs:</div> <div>(G3.3.2.1) Students build upon and continue applying previously learned skills.</div> <div>(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.</div> <div>(G3.4.4.1.5) Correctly spell high frequency and studied words; use knowledge of word families to spell single and multi-syllable words.</div>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant using adjectives. Speaking: To ask and answer questions about how they are feeling. Reading: To read adjectives in simple sentences. Writing: To write adjectives by unscrambling anagrams.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use adjectives to describe feelings • use the Present Continuous • ask and answer <i>yes / no</i> questions.
Link to prior learning: <ul style="list-style-type: none"> • Present Continuous 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>scared, tired, unhappy, cross, puzzled, excited, surprised, hungry</i> Key expressions/structure: Present Continuous questions and short answers: <i>Are you feeling sad? No, I'm not.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to distinguish between shades of meaning and pronunciation of words. Support by providing examples of feeling words in context, using expressions and emphasising the clear pronunciation of words. 		
Resources/equipment needed: Learner's Book page 55 Activity Book page 48 Audio Track 43		

UNIT 3 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a 'show me your face' game. Call out different situations to the learners and ask them to respond by pulling a face to show how they feel. For example, say: <i>Show me your face when it is your birthday / early in the morning / you go on holiday.</i>
Resources	Main activity
Learner's Book page 55	<p>How are you feeling?: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 55 in their Learner's Book. Discuss the pictures with the class as several of the words are new. Encourage learners to guess the meanings using the pictures. Pre-teach the new vocabulary by writing it on the board and using mimes and gestures to convey its meanings. Check learners' understanding and practise pronunciation. 2. Check that learners have understood the correct meaning of each word by saying it and asking all learners to mime the face that represents it. 3. Put learners to work in pairs. They take it in turns to choose a word and mime it. The partner guesses what it is. <p>Feedback</p> <p>Learners' own answers.</p>
Learner's Book page 55 Audio Track 43	<p>Chant it: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the chant in Activity 2. Tell learners that they are going to listen to it and do the actions. 2. Play the audio a few times and ask learners to join in and mime along. 3. Tell learners to write more verses for the chant. Work with learners to compile a list of the actions they would like to use to express each feeling. Write the list on the board, then model how to write a new verse using the example on page 55 of the Learner's Book. 4. Learners work in pairs and write their verses. <p>Feedback</p> <p>Invite pairs of learners to share their ideas with the whole class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write some actions on the board (for example, <i>scream, shout</i>, etc.) for learners to use in their chants. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to create a whole new verse for at different feeling words.
Activity Book page 48	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Review the feeling words with learners and check understanding. Ask learners: <i>How are you feeling today?</i> Ask a few individual learners to give you answers. Draw faces on the board to represent these feelings as a way of modelling the activity. 2. Ask learners to draw a face in each circle in Activity Book, Activity 1. Tell them they can choose any of the feelings they have just learned. Make sure to erase your faces first so that learners don't just copy them. 3. Then, learners tick one of the faces to show how they are feeling today.

	Feedback Remind learners that their drawing skills don't matter – they should use simple lines and dots. Allow learners to compare their pictures in pairs.		
Activity Book page 48	Activity Book: Activity 2 1. Tell learners to look at the scrambled words. They put the letters in the correct order to make the word. You may like to unscramble a word on the board as an example. Feedback Check as a class by asking individual learners to say and spell the words. Answers hungry, cross, puzzled		
Activity Book page 48	Activity Book: Activity 3 1. Focus on the sentence halves in Activity 3. Ask learners to draw a line from the beginning of the sentence to the best ending to make some more verses for the chant. 2. When they have finished, they chant and mime along in groups or as a whole class. Feedback Read out the beginning of the sentences and ask learners to raise their hand to tell you the end part of the sentences. Answers 1 If you're scared and you know it, ... you can scream (quietly!). 2 If you're excited and you know it, ... shout 'Hooray!' 3 If you're hungry and you know it, say, 'Let's eat!' 4 If you're unhappy and you know it, ... you can cry. (Boo, hoo.) 5 If you're cross and you know it, ... count to three (1,2,3)!		
Resources	Plenary 1. Divide the class into two groups. Group A mimes an action from the chant. Group B guesses the feeling it represents.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.2.1.1.12) Explain personal ideals drawing on the topic under discussion. (G3.2.2.1.2) Deliver simple presentations using visual display (e.g. illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings. (G3.4.3.1.1) Use grade appropriate language structures e.g. adjectives.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to someone describe what they are doing and guess the action. Speaking: To say what people are doing using the Present Continuous. Reading: To read sentences in the Present Continuous. Writing: To write sentences in the Present Continuous tense.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use the Present Continuous and contractions • spell words ending in <i>-ing</i>.
Link to prior learning: <ul style="list-style-type: none"> • Action words • Present Continuous • Contractions 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>waving, making, writing, ripping, cutting, playing, riding, clapping, hitting a ball, driving a car, running</i> Key expressions/structure: Present Continuous using the contracted form: <i>You're ripping it.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may try to pronounce both of the consonant letters before the <i>-ing</i> ending when reading words such as <i>cutting</i> and <i>ripping</i>. Explain to learners that we only pronounce the sound once. 		
Resources/equipment needed: Learner's Book page 56 Activity Book page 49 Pieces of paper or old newspaper		

UNIT 3 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can do with a piece of paper. Elicit some answers. Write <i>cutting, waving, ripping, folding, writing</i> and <i>making a ball</i> on the board. Mime one of these actions and ask learners to guess which one you are doing. 2. Select learners to mime actions for the rest of the class to guess.
Resources	Main activity
Learner's Book page 56	<p>What can you do?: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and read the information in speech bubbles on page 56 of the Learner's Book. Tell them to mime the actions. Point at each picture in random order and ask: <i>What's he / she doing?</i> 2. In pairs, ask learners to act out the sentences. <p>Feedback Circulate, checking for correct language use and pronunciation.</p> <p>Answer</p> <p>Learners' own answers.</p>
Learner's Book page 56	<p>Listen and guess: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and sit back to back with their partner. Give each one a piece of paper or old newspapers. 2. First, model how to do the activity by asking for a confident volunteer to come to the front of the class. With your volunteer learner, show how to perform the task by standing back-to-back with them and doing something with a piece of paper. Ask them to guess what you are doing. 3. Learners A does something with a piece of paper. Learner B has to listen carefully and guess what their partner is doing. <p>Feedback Circulate, checking for correct pronunciation and use of language.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 49	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Writing tip</i> at the top of page 49 in the Activity Book. Read it to the learners and check their understanding. 2. Ask learners to find the numbers next to the people and ask them to say what the people are doing. Read the words in the <i>Word box</i> and ask learners to mime the action to check their understanding. 3. Learners write a sentence for each number. Remind them to use <i>He is</i> or <i>They are</i> and words from the <i>Word box</i>. You may like to make the sentence for number 2 with learners and write it on the boards. <p>Feedback Select individual learners to read aloud one of their answers. Ask if other learners agree.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 He is hitting a ball. 2 They are waving. 3 They are clapping. 4 He is throwing a ball. 5 He is running.

	Differentiation activities (Support): 1. Help learners with the spellings by reminding them of the rule and suggesting they check their words against it.		
	Differentiation activities (Stretch): 1. Ask learners to join their sentences using the conjunctions <i>and</i> or <i>but</i> .		
Resources	Plenary		
	1. Play a miming game. Invite learners to the front of the classroom. Learners take turns to act out activities from the lesson materials. Other learners raise their hands to contribute an answer, when selected they say what the actions are using the Present Continuous, for example, <i>He is throwing a ball</i> .		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G3.2.1.1.6) Maintain exchange of information through using a variety of question forms in the present, past and future.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner reading instructions. Speaking: To read instructions to a partner. Reading: To read and be able to follow a series of instructions to make a game. Writing: To write instruction sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use imperative verbs.
Link to prior learning: <ul style="list-style-type: none"> Action words Numbers 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>stand, count, put, nod, clap, wave, shake, flap, jump, foot, head, hand, knee, arms, elbow, square, paper, centre, open, closed, black, blue, green, pink, yellow, red, brown, orange</i> Key expressions/structure: imperative verbs: <i>Wave your hand.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle to follow instructions to make the game. Support them by taking part in the game yourself and modelling each instruction clearly – both verbally and visually. 		
Resources/equipment needed: Learner's Book page 57 Activity Book page 50 PCM 4 Coloured pencils, scissors		

UNIT 3 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to imagine they are holding a piece of paper. 2. Call out actions in the Present Continuous tense and ask the learners to mime doing the instruction to the piece of paper, for example, <i>Show me that you are ripping it.</i> 3. Repeat with other actions, such as <i>waving it, folding it, cutting it.</i>
Resources	Main activity
Learner's Book page 57 PCM 4	<p>Write it: Activity 1</p> <ol style="list-style-type: none"> 1. Revise the words in the <i>Word box</i> on page 57 in the Learner's Book and ask learners to point to the body part or mime the action as you read out each word. 2. Tell the learners that they will be making a game that requires them to write instructions. 3. Hand out PCM 4 and point to the triangles where learners should write their sentences. 4. Model how to write a sentence in the space. Elicit words and phrases that the learners could use and write some of these on the board. Learners write eight sentences into the eight spaces on the template. <p>Feedback</p> <p>Ask learners to raise their hands and contribute one of their sentences to the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write several sentences for learners to select from and copy into their games, for example: <i>nod your head, hop on one foot, wave your arms.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to specify an amount of times in their sentences, for example, <i>Jump up and down seven times.</i>
Learner's Book page 57	<p>Make your own game: Activity 2</p> <ol style="list-style-type: none"> 1. Slowly, carefully and concisely read through the instructions in Activity 2 while following them yourself to model how to make the game. Then read them again while learners follow in their books. Check learners understand what to do. 2. Learners follow the instructions to make their own game. Circulate the room helping learners as needed. Ask learners who finish quickly to help those who are struggling to put the game together. 3. When learners have finished, let them play their games with a partner. <p>Feedback</p> <p>Remind learners to write their name on their game. Ask learners to hold up their completed game to show you.</p>
Activity Book page 50	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions aloud in the order shown in the Activity Book on page 50. 2. Ask learners to discuss with a partner the correct order of the instructions. Ask learners to tell you which one they think is first. Agree as a class that the first instruction is the one that starts <i>Cut out the square ...</i> 3. Learners can work with a partner to decide on the correct order and show this using the numbers 1 to 4.

	Feedback Select a pair of learners to write their answer on the board. Check that other pairs agree.		
	Answers 2, 4, 1, 3		
Activity Book page 50	Activity Book: Activity 2 1. Revise colours by pointing to objects around the classroom and asking learners to call out the colour word. 2. Write colour words on the board and ask learners to point to or tell you an example object of that colour. 3. Ask learners to spell out the words for colours. 4. Direct learners to complete the activity by colouring the boxes in the corresponding colours. Feedback Circulate the classroom, checking learners’ understanding and supporting as required.		
Learner’s Book page 57	Play it!: Activity 3 1. Draw learners’ attention to the speech bubbles at the bottom of page 57 in the Learner’s Book. Explain that these show how to play the game they have made during the lesson. 2. Select a volunteer learner to come to the front of the class to model playing their game with you. Follow the instructions and show how to play the game. 3. Arrange learners into pairs and allow them to spend some time playing the game. Feedback Circulate as learners play offering support as necessary.		
Resources	Plenary 1. Play a colours spelling game. Divide the class into two teams. 2. Call out clues to indicate colours, for example <i>The colour of my jumper</i> . 3. One representative from each team comes to the front of the class and writes the colour on the board, for example <i>red</i> . 4. Call out another clue and have learners swap so another has a turn to write. 5. Award a point to the learner who writes the word first and points for correct spelling.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.3) Listen to respond to instructions of one or two steps, presented orally, or through other media and supported by teacher demonstration. (G3.3.5.1.2) Read and follow multi-step instructions with sequential organisation. (G3.4.3.1.1) Use grade appropriate language structures e.g. imperatives.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a friend ask and answer questions about activity preferences. Speaking: To ask and answer questions about activity preferences. Reading: To read verbs presented in the <i>-ing</i> form. Writing: To write sentences about activity preferences using verbs in the Present Continuous tense.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>like</i> + verb with <i>-ing</i> • ask and answer questions using the verb <i>like</i>.
Link to prior learning: <ul style="list-style-type: none"> • Present Continuous 21st Century Skills: <ul style="list-style-type: none"> • Social and cross-cultural skills: Introduce learning to know when to speak and when to listen respectfully 		
Key vocabulary: <i>watching, skipping, eating, using a computer, shopping, riding a bike, swimming, playing</i> Key expressions/structure: Present Continuous; <i>I like / I don't like</i> + verb <i>-ing</i> : <i>I like riding a bike.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to understand that the second verb using <i>-ing</i>. Make sure to provide plenty of examples and emphasise the <i>-ing</i> when saying the sentences. 		
Resources/equipment needed: Learner's Book page 58 Activity Book page 51		

UNIT 3 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Learners take it in turns to come to the front of the class and mime an activity, for example <i>reading, playing football</i> .
Resources	Main activity
Learner's Book page 58	<p>What do you like doing?: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the pictures on page 58 of the Learner's Book. Elicit and pre-teach the words needed to name the activities. Tell learners to look at the list of activities and decide which they like doing and which they don't like doing. 2. Draw learners' attention to the <i>Language detective</i> box. Focus on the first set of verbs (<i>ride</i> and <i>use</i>). Ask learners to look at them and answer the question. 3. Ask some learners to write the verbs + <i>ing</i> on the board and then have the other learners spell them. 4. Proceed in the same way with the second set of verbs (<i>shop</i> and <i>skip</i>). 5. Model a few examples of things that you like and don't like doing from the list and then ask and elicit answers from the class. 6. Then, learners work independently to write sentences in their notebooks. 7. You may wish to extend the activity, for example <i>Where do you do watch TV?</i> Learners answer: <i>I watch TV at home.</i> 8. Note that <i>shop</i> is a verb in itself although we more often say go shopping. <p>Feedback</p> <p>Draw a tally chart on the board using the categories shown in the pictures. Collect learners' responses about what they like and don't like and display this on the board. Summarise by saying <i>all/most/some</i> learners do/don't like various activities, for example: <i>All learners like watching TV., Some learners like shopping.</i></p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners play a spelling game to revise different verbs +<i>ing</i>, for example <i>playing, running, hopping</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write a response for all of the activities listed.
Learner's Book page 58	<p>Interview your partner: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to Activity 2 and tell them they will interview their partner about what he or she likes doing. 2. Model the activity first by asking a volunteer to come to the front of the class to be your partner. Ask them: <i>Do you like swimming?</i> When they answer, repeat their answer with a full sentence, for example: <i>Yes, I do like swimming.</i> Ask another question, for example: <i>Do you like shopping?</i> Then write on the board the learner's name followed by the response, for example, <i>Hassan likes swimming but doesn't like shopping.</i> 3. In pairs, learners ask and answer questions about what they like. Ask them to make notes. <p>Feedback</p> <p>Circulate, checking for correct pronunciation and use of language. When learners have finished, they report back to the class.</p>

	Answers Learners' own answers.		
Activity Book page 51	Activity Book: Activity 1 1. Ask learners to add <i>-ing</i> and write the words. Tell them to think about the spelling. Revise the spelling rule with the learners using the <i>Language detective</i> box on page 58 of the Learner's Book. Feedback Call out the correct spellings for learners to tick or correct in their own notebooks. Answers 1 playing; 2 swimming; 3 riding; 4 eating; 5 shopping		
Activity Book page 51	Activity Book: Activity 2 1. Ask learners to look at their notes from the Learner's Book, Activity 3. 2. Elicit some answers from an individual learner and write example sentences on the board, before learners work individually to write sentences. Feedback Ask individual learners to read their sentences to the class. Answers Learners' own answers.		
Resources	Plenary		
Activity Book page 51	1. Direct learners' attention to the self-evaluation question at the bottom of page 51. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.2.1.1.7) Provide personal information and introduce self; ask and answer questions about name, age, address, family, ability and likes and dislikes. (G3.4.3.1.1) Use grade appropriate language structure e.g verbs (Present continuous tense for now and for near future).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to other learners' and identify information. Speaking: To practise saying words containing the long a sound vowel, to answer questions and to say tongue twisters. Writing: To write sentences in the Present Continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use adjectives in Present Simple sentences • understand and use sentences in the Present Continuous • use and say long vowel sounds.
Link to prior learning: <ul style="list-style-type: none"> • Adjectives for feelings • Long vowel sounds • Present Continuous • <i>like</i> + verbs with <i>-ing</i> 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students. 		
Key vocabulary: <i>scared, tired, unhappy, cross, puzzled, excited, surprised, hungry, rain, stay, away, play, day, May, snail, train, Spain</i> Key expressions/structure: Present Continuous; <i>feel</i> + adjective: <i>I feel scared.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to pronounce the long a sound words correctly. Model how to pronounce the words clearly and ask learners to repeat. Provide encouragement. 		
Resources/equipment needed: Learner's Book page 59 Activity Book page 52 Audio Track 44		

UNIT 3 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Select five learners to come to the front of the class. Whisper a different feeling word to each of them so that no one else hears. The words could be: scared, tired, unhappy, cross, excited. 2. The learners at the front try to show their feeling word by pulling a face or miming some actions. 3. The rest of the class tries to guess the feeling. Repeat for the other four learners.
Resources	Main activity
Learner's Book page 59	What makes you feel ... ? : Activity 1 <ol style="list-style-type: none"> 1. Tell the class: <i>I feel scared when it is dark.</i> Ask: <i>What makes you feel scared?</i> Ask learners to raise their hand to tell you. Elicit answers and write them on the board. 2. Draw learners' attention to the prompts in the Learner's Book on page 59. 3. Learners ask and answer the questions with one another in pairs or small groups. Feedback Circulate, observing and supporting learners where necessary.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide a selection of model answers that learners can refer to or use, for example: <i>I feel tired when it is late at night.</i>; <i>I feel cross when I lose my jumper.</i>; <i>I feel excited when it is Saturday.</i>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Encourage learners to join their sentences using conjunctions <i>and</i>, <i>but</i>, <i>or</i>.
Learner's Book page 59 Audio Track 44	Say it: Activity 2 <ol style="list-style-type: none"> 1. Say the words: <i>away</i>, <i>play</i>, <i>day</i>, <i>snail</i>, <i>train</i> and ask learners what sound they can hear that is the same in all these words. Establish that it is the long <i>a</i> sound. 2. Play the audio for the long <i>a</i> sound tongue twisters and check learners understand the vocabulary. 3. Replay the audio and encourage learners to join in. 4. Ask learners to practise reading the tongue twisters and as their confidence builds, encourage them to read them faster. 5. You can also ask learners to think of their own similar tongue twisters. Feedback Circulate as learners practice reading. Listen to individual learners, providing support as necessary.
	Answers Learners' own answers.

Activity Book page 52	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners of how to use the Present Continuous tense when talking about a current activity (the verb always ends in <i>-ing</i>). 2. Draw learners' attention to the pictures of the children, Lucy and John, on page 52 of the Activity Book. 3. Ask learners what the girl is doing in the first picture. Elicit answers (<i>She is waving</i>). Then ask learners what the boy is doing in the second picture. Elicit answers (<i>The boy is hopping</i>). 4. Ask learners to write sentences to answer the questions. <p>Feedback</p> <p>Write the answers on the board for learners to self-correct.</p> <p>Answers</p> <p>Lucy is waving. John is hopping.</p>
Activity Book page 52	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to tell you what happens when words have a silent <i>e</i>. (They make the vowel sound long). 2. Read the first sentence aloud: <i>I like to eat c_k_</i>. Ask learners what the missing word could be. Elicit answers and establish that the word is <i>cake</i>. Ask learners to tell you the missing vowel sounds (<i>a</i> and <i>e</i>) and tell them to fill in the letter <i>a</i> in the middle and the letter <i>e</i> at the end of the word. 3. Learners read the rest of the sentences. They should work out the missing word, say it aloud to listen for the missing vowel and fill in the letters. <p>Feedback</p> <p>Circulate checking learners' understanding and providing support where required.</p> <p>Answers</p> <p>1 cake; 2 kite; 3 nine; 4 phone; 5 page; 6 name; 7 rice</p>
Activity Book page 52	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What do you like doing?</i> Elicit a few responses and write them on the board modelling how to write the sentence, <i>I like ...</i> 2. Learners write a sentence about what they like doing in their Activity Book. <p>Feedback</p> <p>Select individual learners to read their sentence aloud to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p>
Activity Book page 52	<ol style="list-style-type: none"> 1. Ask learners to reflect on the learning goal on page 52 of the Activity Book. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 (e.g. yes/no, either/or and simple <i>wh</i> -type questions) (G3.3.3.1.2) Apply knowledge of consonant blends and common spelling patterns (e.g. qu, doubling the consonant and adding <i>-ing</i> , changing <i>y</i> into <i>ies</i> to make plural). (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: 13
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a traditional story. Speaking: To discuss a story and make a prediction about what will happen next in the story. Reading: To read a story, and to read and answer questions. Writing: To show understanding of story words by adding written labels to a picture.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make predictions about a text • read a simple traditional story.
Link to prior learning: <ul style="list-style-type: none"> • Animals • Adjectives for physical appearance and personality 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>narrator, character, fast, strong, brave, boasting, whisper, clever, ridiculous, race, pond, cheers, cave, winner, win, lose, rabbit, frog, deer, fox, crow</i> Key expressions/structure: Present Continuous: <i>What are you doing? I'm swimming.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The story contains comparatives such as <i>faster, fastest</i> and <i>best</i> that learners may be unfamiliar with. Students may also have difficulty with the following words from the story: <i>boasting, whisper</i> and <i>brave</i>. Pre-teach these using mime before reading the story and check learners' understanding. 		
Resources/equipment needed: Learner's Book pages 60 to 61 Activity Book page 53 Audio Track 45 World map (optional)		

UNIT 3 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners of the adjectives for feelings they learned in Lesson 8. Play a Pictionary guessing game in teams. Team A draws a face showing a feeling and Team B says the correct word.
Resources	Main activity
Learner's Book page 60 Audio Track 45	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the pictures and the title of the story and predict what the story will be about. Elicit as many as possible. 2. Tell learners that this is a story from the Seneca Indians in the United States. If learners have not heard of the Seneca Indians, you could supply some information about them using the Internet and ask learners to locate the US and Canada as well as other relevant places on a map. 3. Read the introductory sentences and encourage learners to look at the pictures and find who the characters are. <p>Feedback</p> <p>Whole class discussion. Provide instant feedback by discussing the characters and confirming learners' answers as they give them.</p> <p>Answers</p> <p>Bear, the turtles, Rabbit, Frog, Deer, Fox and Crow.</p>
Learner's Book pages 60 to 61	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to the first part of the story. While they listen, they read the text in their books. 2. Play the first part of the story twice if necessary. <p>Feedback</p> <p>Check learners understanding. If necessary replay the audio or answer any questions the learners may have.</p>
Learner's Book page 61	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Check learner's understanding of the story so far by asking questions, for example, <i>Why do the turtles want to teach Bear a lesson? Why does Bear want to race against Turtle?</i> 2. Learners talk with a partner to discuss what they think will happen when the animals race. <p>Feedback</p> <p>Ask pairs of learners to feedback their predictions in front of the whole class. Ask learners to raise hands to show if they agree.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write three different story predictions on the board. Ask learners to discuss in pairs which one they think is the most likely. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their story predictions in their notebook for later reference.

Activity Book page 53	Activity Book: Activity 1		
	1. Draw learners’ attention to the picture on page 53 of the Activity Book. Read the words in the <i>Word box</i> and check learners’ understanding. Draw pictures on the board to help you explain the meanings if necessary. Tell learners to look at the picture and write the correct words on the labels.		
	2. Then ask learners to answer the questions. Read the first question aloud: <i>Where is Crow?</i> Elicit learners’ answers. Then write on the board: <i>On the rock.</i>		
	3. Learners can answer the other questions with a partner. They should write the answers in their books. Then they draw a turtle in each hole in the ice.		
	Feedback		
	Ask individual learners to put their hands up, show their books to the class, point to a picture and say the word. You may like to ask learners to spell the words as well.		
	Answers		
	Crow is on the rock.; Bear is in the cave.; There are four holes.		
Resources	Plenary		
	1. Ask learners if they know another story similar to this one from the UAE, where animal characters are boastful or have a race against each other. How different or similar are they? Select one or two learners to tell their story to the class. If no learners suggest a similar story inform them that this is a traditional and common storyline. Ask which animals might have a race against one another to prove who is the fastest. Encourage learners to be creative.		
Learning styles catered for (✓):			
Visual ✓		Auditory ✓	Read/Write ✓
Kinaesthetic			
Assessment for learning opportunities (✓):			
Observation		Student self-assessment	Oral questioning
Peer assessment			
Quiz		Student presentation	Written work and feedback
Verbal feedback			
Standards/SLOs:			
(G3.3.5.1.6) Determine the main idea of a text and retell the key details.			
(G3.3.5.1.7) Describe characters in a story (e.g. their traits, motivation and feelings), describe how they respond to major events.			
(G3.3.5.1.8) Pick out key words and phrases to make and confirm predictions about forthcoming information.			
G3.3.7.1.1 With prompting and support, compare and contrast versions of the same stories from different cultures.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a traditional story. Speaking: To discuss a story and to act out a play. Reading: To read a traditional story. Writing: To write answers to questions related to the story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say sentences following a model • use adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Animals • Adjectives for feelings 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>narrator, character, fast, strong, brave, boasting, whisper, clever, ridiculous, race, pond, cheer, cave, winner, win, lose, rabbit, frog, deer, fox, crow, excited, tired, puzzled, happy, unhappy, cross</i> Key expressions/structure: Present Continuous: <i>That turtle is swimming fast!; I'm the winner.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to pronounce vocabulary in the play with consonant blends, for example <i>losing, anyone</i>. Support learners by modelling clear pronunciation and asking them to repeat it to you. 		
Resources/equipment needed: Learner's Book pages 62 to 63 Activity Book page 54 Audio Track 46		

UNIT 3 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recap the story of Bear and Turtle from last lesson. Can they remember what had happened so far? What do they predict to happen next? Can they remember who the characters are?
Resources	Main activity
Learner's Book pages 62 to 63 Audio Track 46	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the story text on page 60 of the Learner's Book. Remind learners to read the text as they listen to the audio. 2. Briefly discuss their predictions. Tell learners they will now listen to the rest of the story and they need to check if their predictions were correct. 3. Play the audio of the second part of the story. <p>Feedback</p> <p>Ask learners to reflect on whether their predictions were correct. Discuss the ending of the story.</p>
Learner's Book page 63	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the questions in Activity 2 on page 63 of the Learner's Book. Read the questions one at a time with the learners and elicit their answers. 2. For question 7, encourage all learners to share their ideas and justify them as much as possible. 3. Draw learners' attention to the <i>Words to remember</i> box and read out the words. Check learners understand the meaning and then ask them to find them in the story and count how many times they appear (fast – 5, best – 3, silly – 1). Ask learners why they think <i>fast</i> appears so many times. Then let learners practise spelling the words in pairs. <p>Feedback</p> <p>When learners have finished, discuss the questions as a class.</p> <p>Example answers</p> <p>1 Because he thinks he is bigger, faster, stronger and braver than everyone else.; 2 Rabbit, Frog, Deer, Fox and Crow; 3 Ready, steady, go!; 4 unhappy, cross, tired; 5 happy, excited; 6 three (turtles 2, 3 and 4); 7 Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners of the story and make supporting notes on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to summarise the structure of the story. What happened in the beginning, middle and end? 2. Ask learners to give their opinion about the characters.

Learner's Book page 63	<p>Act out the play: Activity 3</p> <ol style="list-style-type: none">1. Organise the learners into groups of ten and allocate roles from the play (bear, four turtles, crow, frog, rabbit, deer, fox)2. In groups, the learners rehearse the play by reading the lines in their books. More confident readers can help out the less confident readers.3. They act it out for the class. Select groups to come to the front of the class to show their version of the play.4. Check for pronunciation and intonation. <p>Feedback</p> <p>Circulate as learners rehearse, checking for pronunciation and supporting as necessary.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Less confident learners can be given the parts that have less lines to say, for example <i>rabbit, fox, crow</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. More confident learners can be given the parts that that have more lines to say, for example <i>bear, narrator</i>.															
Activity Book page 54	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none">1. Learners look at the pictures on page 54 of the Activity Book. Ask the learners if they know what these animals are. They should be able to recognise them from the story. Remind learners that these animals are good swimmers and ask them to write the names.2. Ask learners the names of other animals that are good swimmers. <p>Feedback</p> <p>Ask individual learners to come up to the board and write the answers.</p> <div>Answers</div> <p>a bear, b deer</p>															
Activity Book page 54	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none">1. Ask learners the names of animals in Activity Book, Activity 2 that can run, jump and swim (bear, turtle, frog, deer and rabbit).2. Tell them to read and fill in the chart. They draw a tick if they think the animal can do the action and they draw a cross if they think the animal can't do it.3. Discuss with learners what they can use a chart for and what other information they can classify using it. <p>Feedback</p> <p>Draw a version of the chart on the board and invite learners to come to the board to contribute to completing the chart, then provide whole class feedback on whether the chart has been completed correctly.</p> <div>Answers</div> <p>Most likely responses are marked on the chart below but variations are also fine (since answers may vary across species).</p> <table><tr><th>run</th><th>jump</th><th>swim</th></tr><tr><td>bear</td><td>frog</td><td>frog</td></tr><tr><td>deer</td><td>deer</td><td>bear</td></tr><tr><td>rabbit</td><td>rabbit</td><td>turtle</td></tr><tr><td></td><td></td><td>deer</td></tr></table>	run	jump	swim	bear	frog	frog	deer	deer	bear	rabbit	rabbit	turtle			deer
run	jump	swim														
bear	frog	frog														
deer	deer	bear														
rabbit	rabbit	turtle														
		deer														

Resources	Plenary		
Activity Book page 54	<div>1. Direct learners’attention to the self-evaluation question at the bottom of page 54 in the Activity Book.</div> <div>2. Ask them to think and answer.</div> <div>3. Emphasise the importance of giving an honest answer.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G3.3.5.1.6) Determine the main ideas of a text and retell the key details.</div> <div>(G3.3.5.1.7) Describe characters in a story (e.g. their traits, motivations and feelings), describe how they respond to major events.</div> <div>(G3.3.6.1.1) Recognise and identify the basic features of narrative text genres (e.g. stories and fairy tale) and information text; use various text features (e.g. headings, subheadings, maps, charts) to locate key facts in a text.</div>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to others talk about the ways toys move. Speaking: To discuss the ways that toys move. Reading: To read information text and descriptions of moving toys. Writing: To write labels to show how toys move.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use verbs to talk about movement.
Link to prior learning: <ul style="list-style-type: none"> • Toys • Action verbs • Imperative verbs 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>batteries, electricity, pushing, pulling, spinning, rolling, wheels, push, roll, bounce, spin, pull, twist, ball, spinning top, doll, toy car</i> Key expressions/structure: imperatives; <i>Push it, Pull it.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to distinguish between shades of meaning, for example, how <i>twist</i> is different to <i>spin</i> or <i>turn</i>. Model word meanings by using gestures and demonstration. 		
Resources/equipment needed: Learner's Book page 64 Activity Book page 55 A ball		

UNIT 3 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to form a circle. 2. Tell learners to pass the ball around the circle using a different movement each time. For example, if one learner rolls the ball, the next learner could spin the ball. 3. Say the word for each movement as the ball goes around the circle. Stop when the ball has reached the beginning of the circle again.
Resources	Main activity
Learner's Book page 64	<p>Read about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they know the words for any toys. Elicit words and write them on the board, drawing simple pictures if needed. Make sure to include <i>ball</i>, <i>spinning top</i>, <i>doll</i> and <i>car</i>. 2. Direct learners' attention to the information about moving toys on page 64 of the Learner's Book. Either read it to the learners or ask them to read it with a partner. 3. Write key vocabulary from the passage on the board and check learners' understanding. <p>Feedback</p> <p>Ask learners if they know the meaning of word like <i>pushing</i> and <i>spinning</i>. Demonstrate these movements using a ball.</p>
Learner's Book page 64	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners what toys they have at home that move. Write examples on the board and sort them into two categories: batteries or electricity-powered and non-battery or electricity-powered. Talk about one or two examples to elicit how the toy moves, for example: a skateboard moves when it is pushed; a handheld computer console needs batteries and then someone pushes the buttons. 2. Ask learners to discuss in pairs or small groups further examples of toys they have and how they move. Model asking the questions on page 64 of the Learner's Book and check learners' understanding of the question and their pronunciation. Then model an exchange with a confident learner. <p>Feedback</p> <p>Circulate, checking learners' understanding and supporting with pronunciation where necessary.</p>
Learner's Book page 64	<p>Read and match: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the learners that you will read the first description and they should look at the pictures and decide which toy it refers to. 2. Read the sentences slowly and clearly, repeating if necessary. Ask learners to raise their hand when they know which toy it describes. Check learners understanding of the vocabulary before asking them to read and match. 3. Arrange learners to work in pairs. Ask them to read the remaining three descriptions and work out which toy from the shelf each one is referring to. <p>Feedback</p> <p>Select learners to read the descriptions to the class and explain which toy they refer to.</p>

	Answers 1 car; 2 ball; 3 spinning top; 4 doll
	Differentiation activities (Support): 1. Support learners to find and note the keywords in each description that can help them match the toys, for example 1 <i>rolling, wheels, push it</i> .
	Differentiation activities (Stretch): 1. Ask learners to create their own description for a mystery toy, for a partner to solve.
Activity Book page 55	Activity Book: Activity 1 1. Read the sentences to the learners, pausing at the gaps. 2. Read the words in the Word box slowly and clearly and check learners' understanding. 3. Ask learners to complete the sentences using the words in the <i>Word box</i> to fill the gaps. Remind learners to read the sentences through afterwards to check that they make sense. Feedback Ask learners to compare their answers with a partner before providing whole class feedback. Answers 1 move; 2 batteries; 3 electricity; 4 pushing
Activity Book page 55	Activity Book: Activity 2 1. Read the words in the <i>Word box</i> to the class and ask learners to show that they understand the words by miming the actions using hand gestures. 2. Learners write labels for the toys in the illustration to show how they can move. Tell learners that more than one label can be used per illustration. 3. Ask learners if they can think of any other movements that could be added as labels to the toys. Feedback Select learners to tell the class their answers. Ask learners if they agree. Answers a ball – push it, throw it, roll it, bounce it, spin it, b spinning top – spin it; c doll – push it, pull it (other answers acceptable if the learner can justify them), d car – push it, pull it
Resources	Plenary 1. Play a few rounds of <i>Teacher says</i> using actions for making toys move, for example, ' <i>Teacher says spin it.</i> ' Other verbs you could use include: <i>push, pull, twist, roll, bounce, throw</i> . Remind learners that they should only mime the action if you say <i>Teacher says</i> first.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.3.1.1.1) Students build upon and continue applying previously learnt skills. (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. (G3.3.8.2.6) Ask and answer questions to clarify the meaning of words and phrases.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand adverbs to describe verbs. Speaking: To explain why robots are good at helping and talk about the movements they can perform using adverbs. Reading: To read about the movements robots can make and why they are good at helping people. Writing: To write about what a robot can and can't do and why it is good at helping.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use simple adverbs.
Link to prior learning: <ul style="list-style-type: none"> Verbs for movement <i>Can</i> and <i>can't</i> 21st Century Skills: <ul style="list-style-type: none"> Learning and innovation: Introduce creative thinking – such as brainstorming – to learn to share and respect all ideas 		
Key vocabulary: <i>robot, lift, drop, stretch, twist, stronger, faster, turn, bend, squeeze, spin, slowly, quickly, carefully</i> Key expressions/structure: <i>can</i> and <i>can't</i> for ability, action verbs and adverbs: <i>Zen-bot can twist slowly.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it difficult to distinguish between shades of meaning, for example, how <i>carefully</i> is different from <i>slowly</i>. Model word meanings by using gestures and demonstration. 		
Resources/equipment needed: Learner's Book page 65 Activity Book page 56		

UNIT 3 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a memory game with the key vocabulary. On the board, write the words: <i>twist, turn, bend, squeeze, spin, stretch, lift, drop</i>. 2. Divide the class into two teams. Tell learners to study the words carefully for 15 seconds. Then ask learners to close their eyes or look away. Cover or erase one of the words. 3. Learners confer within their teams to decide what the missing word is. Award points to the teams for guessing the correct answers.
Resources	Main activity
Learner's Book page 65	<p>Read and talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they know what a robot is and where they can be found. If learners are unsure, show them the pictures in the Learner's Book or find additional pictures on the Internet. 2. With the learners read the information about robots on page 65 of the Learner's Book. After each sentence in the passage check learners' understanding and model language using gestures and drawing on the board. 3. Ask learners to find three reasons that robots are good at helping people in the passage. <p>Feedback</p> <p>Ask learners to raise their hand to contribute their answer. Ask other learners if they agree with the answers or if they have different examples.</p> <p>Answers</p> <p>Any three from the following: Robots are stronger than people; they can work faster than people; they do not need to stop to eat dinner; they do not need to sleep at night (so they can work all night)</p>
Learner's Book page 65	<p>Read and move: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners' attention on the picture of Zen – bot, the toy robot. Teach the words <i>quickly</i> and <i>slowly</i>. 2. Read the <i>Language tip</i> box to the learners to explain that adverbs can help give more information about how something moves. Check understanding of <i>quickly</i>, <i>slowly</i> and <i>carefully</i> and use gestures or mime to show their meaning. 3. Refer to the text box to talk to learners about the ways Zen-bot can move. When you introduce each word, use gestures and movements to show the meanings of the words. 4. Call out the following (or similar) instructions of learners to follow: <i>twist slowly, turn quickly, bend slowly, squeeze carefully, spin quickly, stretch carefully</i>. 5. Ask learners to give instructions to a partner or small group to give them practice in both saying and listening to the vocabulary. <p>Feedback</p> <p>Observe learners closely when you call out the instructions. Look for learners who seem less confident in following the instructions and provide additional support.</p>

Activity Book page 56	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the chart at the top of page 56 in the Activity Book. Tell learners that when you do your cleaning, you do it carefully. Show where the tick in the chart indicates clean my room carefully. 2. Ask the learners how they run in a race. Do they run <i>quickly</i>, <i>slowly</i> or <i>carefully</i>? Elicit answers. Tell the learners to place a tick in the appropriate box that is in line with <i>run a race</i>. 3. Ask learners to complete the chart by indicating how they would draw a picture and brush their teeth. <p>Feedback</p> <p>Ask learners to raise their hands and give their answers. Encourage them to use full sentences, such as <i>I run a race quickly</i>.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 56	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to think about what type of robot they could design. Ask: <i>Would it do a specific job, like building cars? Or would it be a fun moving toy robot?</i> 2. On the board, demonstrate how to design your own robot by drawing a rough diagram and talking about the special features it has, for example say: <i>Here is its long arm. Its arm can lift objects.</i> 3. Underneath model how to write a sentence about your robot using 'It can ...' or 'It can't ...', for example <i>This is my robot. It can twist. It can squeeze slowly. It can't stretch.</i> <p>Feedback</p> <p>Circulate as learners work, providing one-to-one feedback and additional support as required.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Circulate as learners design their robot so you can ask them to tell you verbally what their robot can and can't do before they write. Draw learners' attention to the <i>Word box</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add the adverbs <i>slowly</i>, <i>quickly</i> and/or <i>carefully</i> to their sentences.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to move around the room in the ways that they imagine a robot would move. Encourage them to use actions that represent <i>slowly</i>, <i>quickly</i>, etc. 2. Every few seconds say: <i>change direction</i>, or give an agreed signal to tell them to change direction. Learners change the direction that they are moving in. Occasionally call out for learners to pause and ask a learner how they are moving. Elicit a sentence such as <i>I'm twisting slowly</i>.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G3.3.7.1.3) Connect the information and events in a text or story to life experiences. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and understand a chant about movement. Speaking: To participate in a chant using adverbs. Reading: To read and answer simple true/false sentences. Writing: To write about toys that move.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use verbs and adverbs related to movement • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Verbs and adverbs related to movement 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students 		
Key vocabulary: Revision from Unit 3 Lessons 13 to 16 Key expressions/structure: Revision from Unit 3 Lessons 13 to 16		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle to remember learning from previous lessons. Enable learners to refer back to earlier lesson content. 		
Resources/equipment needed: Learner's Book page 66 Activity Book page 57 Audio Track 47		

UNIT 3 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell the learners that you will play a game passing a message around a circle quietly so that only each person passing the message can hear it. 2. Arrange learners into a circle. Start the game by whispering to one learner any message relating to learning from the previous lessons, for example, <i>Bears can swim quickly.</i> or <i>Robots can twist.</i> 3. That learner turns to the next and whispers the message. 4. When the final learner in the circle gets the message they say it aloud and check it is the same as the starting message.
Resources	Main activity
Learner's Book page 66 Audio Track 47	Chant: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to the chant on page 66 of the Learner's Book. 2. Play the audio for the first time and let the learners listen. 3. Play the audio again and encourage learners to join in with the chant. Feedback Observe as learners say the chant looking for those that may struggle with pronunciation or confidence. Repeat the audio as necessary, modelling how to participate.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Say the chant with the learners, and without audio, to concentrate more full on learners' pronunciation and understanding of the vocabulary.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to suggest additional vocabulary to add to the chant.
Learner's Book page 66	True or false?: Activity 2 <ol style="list-style-type: none"> 1. Remind the learners of things they have learned about during the past week. They read the play of <i>Bear and Turtle have a Race</i>; they learned about the ways robots can move and they learned about toys that move too. Draw their attention to the list of statements in Activity 2. 2. Ask learners to read the statements and decide if they are true or false. You could ask learners to do this verbally by discussing with a partner or independently by writing down the answers. 3. You could extend the task by asking learners to change the false statements to make them true. Feedback Read each statement aloud and ask learners to raise their hand if they think it is true and put their hands flat on the desk if they think it is false.
	Answers 1 true; 2 false; 3 true; 4 true; 5 false; 6 true
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Remind learners to look back in their Learner's Book to locate the answers. If necessary, read the statements with the learners.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to work with partners to create further true or false statements to test one another.

Activity Book page 57	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity 1. 2. First ask the learners what they can see in the pictures (a deer, a robot) and then ask how they think the deer and robot are moving. 3. Then ask learners to read the sentences below each picture and match the picture to the sentence that is correct by circling the sentence. Feedback Ask learners to raise their hands if they would like to give the answers. Select learners to answer by reading full sentences. <div>Answers</div> 1 b; 2 c		
Learner’s Book page 66 Activity Book page 57	Toys or animals?: Activity 3 and Activity Book: Activity 2 1. Ask learners to look at the words in Activity 3 on page 66 of the Learner’s Book. Call on individual learners to read out each word and do the action. 2. Focus on the first word and ask learners if animals or toys move in this way. Then put learners in pairs. They take turns pointing to the words and saying what moves in this way. Encourage them to do this in full sentences, for example <i>Toys twist</i> . 3. Then, ask learners to turn to Activity 2 on page 57 of the Activity Book and complete the table with their ideas. Feedback As learners discuss, circulate the classroom, listening to pronunciation and supporting where necessary. Then ask them to copy the table on the board and ask learners to give you their ideas. Write these on the board. <div>Answers</div> Learners’ own answers.		
Resources	Plenary		
Activity Book page 57	1. Ask learners to reflect on the learning goal on page 57 of the Activity Book. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 (e.g. yes/no and simple <i>wh</i> -type questions). (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.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise vocabulary from the unit. Speaking: To produce vocabulary from the unit. Reading: To read and identify vocabulary from the unit. Writing: To write sentences about things they like and don't like doing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>like</i> + verb with <i>-ing</i> • identify silent e in simple nouns • use <i>can</i> and <i>can't</i> to talk about ability.
Link to prior learning: <ul style="list-style-type: none"> • Action verbs of movement • Animals • <i>Can / can't</i> • Long vowel and silent e sounds 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other students. 		
Key vocabulary: <i>kite, cake, nine, rope, phone, page, name, rice, scared, tired, happy, unhappy, cross, puzzled, excited, surprised, hungry</i> Key expressions/structure: <i>can / can't; like / don't like + verb with -ing</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may have problems with the linked sounds in <i>Are you</i> when asking their partner what activity they are miming. Identify pronunciation errors sensitively and encouragingly, remodel and ask the learners to complete the correct pronunciation. 		
Resources/equipment needed: Learner's Book page 67 Sheets of paper		

UNIT 3 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a memory game. Divide the class into four groups. Give each group a piece of paper. 2. Tell learners that they have five minutes only to try and remember as many things as they can that they have learned during Unit 3. Ask the teams to note down their ideas. 3. After five minutes, ask the teams to share their ideas by nominating a volunteer to come to the front of the class to show the notes on their paper. Award a point per activity/concept/lesson remembered. The team with the most points wins.
Resources	Main activity
Learner's Book page 67	<p>Guess the actions: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to Activity 1 on page 67 of the Learner's Book. Read the task out to learners. Direct them to look at the picture of animal characters performing different actions. Find the character labelled Jane and show learners the example sentences about Jane. 2. Ask learners to tell you about another character in the picture. Ask: <i>What are they doing? How are they feeling?</i> Elicit answers and confirm or correct as appropriate. 3. Ask learners to turn to the person next to them and talk to their partner about the characters in the picture, what they are doing and how they are feeling. 4. Set learners to work to write a sentence for each character using the sentence about Jane as a model. <p>Feedback</p> <p>Ask learners to volunteer to read their sentences to the whole class.</p> <p>Answers</p> <p>Ted is riding a bike. He is feeling puzzled. Sally is watching TV. She is feeling tired. Jane is using a computer. She is feeling happy. Ken is eating an ice cream. He is feeling hungry.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Direct learners to use the examples written on the board to support them by providing the structure they need. Learners could work in pairs for peer support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to extend their sentences by using conjunctions <i>and</i>, <i>but</i> and <i>or</i>.
Learner's Book page 67	<p>Mime it!: Activity 2</p> <ol style="list-style-type: none"> 1. Mime an action (eating an ice cream) and make a facial expression (as if excited and hungry). Ask the learners to guess what you are doing and how you are feeling. Elicit suggestions, then show learners the speech bubbles in Activity 2. 2. Ask learners to work with a partner or in a small group and take turns miming an action and making facial expressions for a feeling. Tell learners to use the speech bubble models for how to ask and answer one another. Learners can use the actions and facial expressions from the picture in Activity 1 or they can make up their own.

	<p>Feedback</p> <p>Ask volunteers to come to the front of the class to mime then ask and answer the questions using the model.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 67	<p>Do you like it?: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to Activity 3 on page 67 in the Learner's Book. 2. Tell learners to ask their partner if they like each activity shown in the picture for Activity 1. Show them the model in the speech bubbles. <p>Feedback</p> <p>Circulate round the classroom as learners ask and answer the question, provide support as necessary.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Talk about it</p> <ol style="list-style-type: none"> 1. Ask learners what their favourite animal is. Elicit answers and write some on the board. Select a confident volunteer to come to the front. Ask them to tell you about their favourite animal by answering your questions. Ask them what the animal looks like. You could ask further prompt questions such as, <i>Does it have a tail? Does it have four legs? Does it have fur?</i> Ask where you can see the animal. Then ask what it can and can't do. 2. Arrange learners to work in pairs and ask them to talk together about their favourite animals using the prompt questions in the Learner's Book on page 66 and by using your model as an example. <p>Feedback</p> <p>Circulate speaking to individual learners to listen to them read and ask them for their answers.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Instead of choosing a favourite animal, learners could select an animal from the picture in Activity 1. This will give them a visual point of reference to help their description. You could say: <i>Which animal from the picture do you like the best?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence to answer each question from Activity 4 in the Learner's Book.
Resources	Plenary
Learner's Book page 67	<p>Look what I can do!</p> <ol style="list-style-type: none"> 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.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.4.2.1.2) Produce simple short narratives, descriptions and informal letters based on known stories or personal experiences using past, present as required; use connectives to signify time and sequence; establish an introduction and include specific details and a conclusion. (G3.4.4.1.1) Capitalise appropriate words. (G3.4.4.1.2) Correctly used a full stop, question mark and exclamation mark at the end of a sentence.			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner talking about project ideas. Speaking: To discuss ideas for a project. Reading: To read topic words. Writing: To write topic words and/or a riddle describing an animal by its abilities.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use adverbs in simple sentences • use <i>can</i> / <i>can't</i> for ability • use <i>like</i> + verb • complete a project based task independently and confidently.
Link to prior learning: <ul style="list-style-type: none"> • Unit 3 Lessons 1 to 18 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: <i>elbow, knee, wrist, ankle, shoulder, small, slow, walking, swimming, eating</i> Key expressions/structure: <i>can / can't: Can you put your elbow on your ear? Yes, I can.; like + verb with -ing: I like swimming.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to remember and write the words for the vocabulary such as animals or body parts, they have learned in this unit, so ensure they are well supported by displaying vocabulary on word cards or written on the board. 		
Resources/equipment needed: Learner's Book page 68 Strips of card or paper		

UNIT 3 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play an animal mime game. Call out the names of different animals and ask learners to move silently like that animal. 2. For example, say: <i>tiger</i>. Learners creep silently around as if creeping through a jungle looking for prey. Call out <i>penguin</i> and learners silently waddle from side to side, perhaps pretending to balance an egg on their feet. Repeat several times. Other animals you could call out include <i>bear</i>, <i>crow</i>, <i>duck</i>, <i>swan</i>, <i>deer</i>, <i>fox</i>, <i>frog</i>, and <i>turtle</i>.
Resources	Main activity
	You should choose one of the project options below.
Learner's Book page 68	<p>Option 1</p> <p>Project A: Lead an action game</p> <ol style="list-style-type: none"> 1. Revise the following parts of the body with learners by touching/pointing to them on your body and asking learners to say the words: <i>elbow</i>, <i>knee</i>, <i>wrist</i>, <i>ankle</i>, <i>shoulder</i>. You may like to tell learners to draw a simple stick figure and label the body parts to emphasise the meaning and practise writing them. 2. Revise prepositions of place by asking learners to: <i>Put your hand behind your knee</i>. <i>Put your hand on top of your head</i>. <i>Put your wrist next to your elbow</i>. 3. Revise action verbs by asking learners: <i>Can you twist your elbow?</i> <i>Can you jump up high?</i> <i>Can you bend down low?</i> <i>Can you hop quickly?</i> 4. Ask learners to choose five more body words. You may like to provide a list of additional words for them to choose from, such as <i>arm</i>, <i>leg</i>, <i>foot</i>, <i>head</i> and <i>tummy</i>. 5. Tell learners to write all of the words on cards. <p>OR</p> <p>Option 2</p> <p>Project B: Write an animal riddle: Who am I?</p> <ol style="list-style-type: none"> 1. Read the animal riddle to the learners. Check the learners' understanding of vocabulary such as <i>slow</i> and <i>small</i>. If necessary model the meanings of these words with gestures or use a dictionary. 2. Ask learners if they can guess the animal that the riddle refers to. 3. The answer is: a turtle. Ask the learners further questions to help them explain how they worked out the riddle, for example: <i>How do you know?</i> <i>Could it be a tiger too?</i> 4. Tell learners they will write their own animal riddles. Highlight the box that contains the template for the riddle. 5. Choose a couple of animals and write them on the board, for example <i>cat</i> and <i>frog</i>. With the learners, brainstorm adjectives that the learners could use to describe them, for example <i>cat</i>: <i>furry</i>, <i>soft</i>, <i>cute</i>; <i>frog</i>: <i>slimy</i>, <i>small</i>, <i>green</i>. Practise reading the words with the learners and check for understanding. 6. Provide learners with additional vocabulary as necessary or suggestions of animals they could use, for example: <i>bear</i>, <i>turtle</i>, <i>crow</i>, <i>deer</i>, <i>fox</i>, <i>duck</i>, <i>tiger</i>, <i>penguin</i>.

	Differentiation activities (Support): 1. Write keywords on the board that are relevant to the project you have chosen. Learners can use the words to help them.		
	Differentiation activities (Stretch): 1. For Project A, learners can make as many word cards as they like. 2. For Project B, learners can make as many animal riddles as they like or they can alter/extend the template.		
Resources	Plenary Play a guessing game: what’s missing? 1. Write body parts on the board, for example: <i>foot, elbow, shoulder, arm, hand, leg, tummy, head</i> . 2. Ask learners to spend a few seconds studying the words on the board then ask learners to close their eyes or look away. 3. Rub off a word then ask learners to remember which one is missing. 4. Make the game more challenging by moving the words around on the board.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 3	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and evaluate presentations. Speaking: To present a project. Reading: To read word cards and riddles.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make a short presentation using the Present Simple.
Link to prior learning: <ul style="list-style-type: none"> • Unit 3 Lessons 1 to 18 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 3 revision Key expressions/structure: Unit 3 revision		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When learners present their projects make sure to check they use the language correctly, for example, for Project A: <i>Can you ... ? Yes, we can. / No we can't.</i>; body parts and action verbs. For Project B: <i>I am ..., I like ... You can find me ...</i> adjectives, verbs to describe an animal. 		
Resources/equipment needed: Learner's Book page 68 PCM 1		

UNIT 3 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Give an instruction to learners using an action word, a body part and an adverb, for example <i>wiggle your fingers slowly</i>. Repeat a few times then tell learners you will play this as a competition – the slowest learner to do the action/the learner who does the action incorrectly is out. 2. Continue until you have a winner. You may like to choose from the following words: <i>wiggle, nod, flap, stamp, tap, wave, clap, shake, head, hand, leg, foot, shoulder, elbow, wrist, slowly, carefully, quickly</i>. 3. Repeat several times.
Resources	Main activity
Learner's Book page 68	<ol style="list-style-type: none"> 1. Give learners time to finish their projects if necessary. 2. Tell learners they are now going to present their project. Explain that learners will evaluate their project and a partner's project. 3. Tell learners to look at the projects on page 68 of the Learner's Book as you read out the original instructions. 4. Demonstrate how to present the project by using the language you would like the learners to use, for example, for Project A: <i>These are my word cards. This word says elbow and this word says knee (point at words). Let's play my game ...</i> or for Project 2: <i>This is my animal riddle. I will read it to you. Please listen carefully and try to guess the animal.</i> 5. Ask a few confident learners to present to the class as a model. 6. Then put learners in pairs so they can present to one another. 7. When learners have presented encourage them to ask one another questions about their partner's project. 8. Circulate and observe the learners presenting and asking questions. 9. Invite a few learners to present to the class to round off the presentation session. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Arrange learners in mixed ability pairs so more confident learners can prompt less confident learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Arrange learners in mixed ability pairs so more confident learners can provide a model for less confident learners.
PCM 1	<p>Self-evaluation</p> <ol style="list-style-type: none"> 1. Advise the learners that they are going to review their own project work. 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. Then they answer the other questions. 3. 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.

Resources	Plenary		
	1. Play a miming game. Ask learners to think of the favourite thing they learned about during Unit 3. Tell them to mime it to a partner. Then select learners to come to the front and mime their favourite activity. The rest of the learners try to guess what it is.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules.			
(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.			
(G3.2.2.1.2) Deliver simple presentations using visual display (e.g. illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem and a dialogue using topic vocabulary. Speaking: To recite a poem and talk about the weather. Reading: To read a poem and topic vocabulary. Writing: To write about the weather using <i>is</i> and <i>was</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • repeat words following a model • use adjectives to describe the weather • prepositions in time expressions • use <i>is</i> and <i>was</i>.
Link to prior learning: <ul style="list-style-type: none"> • Time expressions • The weather 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>shadow, jump, morning, afternoon, night, sunny, cloudy, hot, cold, rainy, windy</i> Key expressions/structure: time expressions: <i>in the morning, in the afternoon, at midday</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may omit the prepositions used within the time expressions. When modelling these, emphasise the prepositions, for example, in the morning, in the afternoon, at midday. 		
Resources/equipment needed: Learner's Book page 69 Activity Book page 58 Audio Tracks 48 and 49		

UNIT 4 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look out of the window or, if the situation permits, take them to the schoolyard. 2. Ask them what the sky is like. Remind them not to look directly at the sun. Elicit as many answers as possible. 3. While learners are looking at the sky, point out the different elements of the weather to them. Remind learners of the following words and write them on the board: <i>sunny, cloudy, hot, cold, rainy, windy</i>.
Resources	Main activity
Learner's Book page 69 Audio Track 48	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the floor around them and find out if they have a shadow. Teach the word <i>shadow</i>. Ask learners to jump. Does their shadow jump too? 2. Direct learners to open their Learner's Book and look at page 69. Tell them they are going to listen to a poem and they should read along in their books. 3. Play the audio a few times. Pause for learners to repeat each line. 4. Play the poem again and ask learners to do actions, for example, looking around at the floor for their shadow, pointing to their heels and then head, jumping on the spot. 5. Play the poem one last time. Ask learners to say the poem and point at the girl who is doing the actions in the picture. <p>Feedback</p> <p>Observe learners joining in with the poem. Offer support with pronunciation as necessary.</p>
Learner's Book page 69 Audio Track 49	<p>Looking at shadows: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the pictures on page 69 of the Learner's Book and ask learners to describe what they see. 2. Introduce <i>in the morning / afternoon</i> and <i>at midday</i>, by giving examples (<i>We're at home / at school in the morning</i>). You could also point to a clock or draw your own simple clock faces on the board to demonstrate the times for morning, midday and afternoon. 3. Ask learners to describe the weather in the pictures. Ask: <i>Is it sunny? Is it cloudy? Is it rainy? Does it look hot or cold?</i> 4. Tell learners they are going to listen to Sally and her mother. 5. They listen and point to the correct pictures. Play the audio at least twice. 6. Ask a few comprehension questions, for example: <i>Is the shadow long or short?</i> <p>Feedback</p> <p>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>Answers</p> <p>Learners point to the relevant pictures: in the morning, at midday, in the afternoon</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before playing the audio, talk more about each picture pointing out the details and features. Talk about what the girl and cat are doing, how long their shadows are and what time of day it is. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to repeat or say something about each picture after playing the audio.

Activity Book page 58	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to page 58 of the Activity Book. Ask learners to look at the words in the <i>Word box</i> and answer the questions. 2. Remind learners of discussions at the beginning of the lesson about what the weather is like today. Ask learners to recall what the weather was like yesterday. If necessary, use a calendar to emphasise the meaning of <i>yesterday</i>. Remind learners that they use <i>is</i> to talk about today/the present and <i>was</i> to talk about yesterday/the past. 3. Ask them to draw the picture. <p>Feedback</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 sentences for the rest of the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 58	<p>Activity Book: Challenge</p> <ol style="list-style-type: none"> 1. Ask learners what their favourite type of weather is. Tell them your favourite type of weather. 2. Elicit learners' answers and invite learners to give reasons then write the answers in the Activity Book. <p>Feedback</p> <ol style="list-style-type: none"> 3. Ask learners to put their hands up if they want to say the answers, and then choose individual learners to hold up their book and show the class. <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Refer to the list of weather words you wrote on the board during the starter activity. Provide the sentence structure <i>My favourite weather is ...</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write the reason why they like that weather using <i>because</i>. Provide an example such as: <i>My favourite weather is rainy weather because I like the way it sounds on the windows.</i>
Resources	<p>Plenary</p>
Activity Book page 58	<ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation question at the bottom of page 58. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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. (G3.1.1.1.7) Ask and answer questions about what a speaker says; provide elaboration and details. (G3.4.3.1.1) Use grade appropriate language structures, for example prepositions of time.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to topic vocabulary and identify key information. Speaking: To talk about pictures that show shadows of differing lengths. Reading: To read and answer questions using <i>is</i> and <i>was</i> . Writing: To write information about own experiences using <i>is</i> and <i>was</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use <i>is</i> and <i>was</i> in simple sentences.
Link to prior learning: <ul style="list-style-type: none"> The weather: sunny, cloudy 21st Century Skills: <ul style="list-style-type: none"> Social and cross-cultural skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>is, was, sky, sun, cloud, short, long, sunny, cloudy, shadow, weather, today, yesterday</i> Key expressions/structure: <i>time expressions: in the morning, in the afternoon, simple sentences using the past/present simple of be</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may confuse <i>is</i> (now) and <i>was</i> (specified time in the past). Reinforce using examples written on the board and emphasise these words when speaking. 		
Resources/equipment needed: Learner's Book page 70 Activity Book page 59 Audio Track 50		

UNIT 4 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to help you brainstorm as much weather vocabulary as they can remember. Write words on the board. Examples could include: <i>sunny, hot, cold, cloudy, rainy, snowy, windy</i>. 2. Ask learners what the weather is like today. On the board write: <i>Today the weather is ...</i>. Add the learners' answer. 3. Ask learners what the weather was like yesterday. On the board write: <i>Yesterday the weather was ...</i>. Add the learners' answer.
Resources	Main activity
Learner's Book page 70 Audio Track 50	Topic vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Focus on the pictures on page 70 of the Learner's Book. 2. Ask learners to listen to the audio recording, point to the correct picture and say the words. 3. Play the audio up to the pause. 4. Play it again. Pause after each sentence for learners to repeat. 5. Play the rest of the audio recording. Ask learners to look through the window of their class, listen to the questions and think about the answers. Feedback Play the recording again. Stop after each question to give learners time to answer. Select individual learners to say their answer to the class.
	Answers Learners' own answers.
	Differentiation activities (Support): <ol style="list-style-type: none"> 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 (sky, sun, cloud, shadow, long, short lines). Ask learners to say the corresponding word and spell it for you as you write it on the board.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to say the words for the rest of the class.
Learner's Book page 70	Talk about the pictures: Activity 2 <ol style="list-style-type: none"> 1. Tell learners to look at Activity 2 on page 70 of the Learner's Book. Explain that they need to answer the questions that relate to the pictures on page 69 of the Learner's Book. 2. Explain to the learners that when Sally is talking to her mum in the afternoon they are talking in the present tense, it is happening now. This is why the questions and answers use <i>is</i>. Explain to the learners that when Sally looked at her shadow in the morning, she is referring to something that happened in the past, it already happened. This is why the questions and answers use <i>was</i>. 3. Read and discuss the questions and elicit as many answers as possible. 4. Ask learners to write their answers in their notebooks.

	<p>Feedback</p> <p>Put learners in pairs and ask them to compare their answers. Then ask individual learners to read out the completed sentences.</p> <p>Answers</p> <p>Her shadow is long. The weather is sunny. Her shadow was short. The weather was sunny. The weather was cloudy.</p>
Activity Book page 59	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on page 58 of the Activity Book and write the words on the labels. 2. Then, they colour the pictures as instructed. <p>Feedback</p> <p>As learners work, circulate the classroom looking at individual learners' work and providing 1:1 feedback. When learners have finished, they can compare their pictures with a partner.</p> <p>Answers</p> <p>sun = yellow; shadows = black; sky = blue; cloud = grey</p>
Activity Book page 59	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to point to the word snake in Activity Book, Activity 2. 2. Tell them to turn to a partner and take turns reciting each letter along the snake from beginning to end. 3. Next, challenge learners to find the topic words: <i>sky</i>, <i>sun</i>, <i>shadow</i> and <i>clouds</i> hidden within the word snake. When they find each word, they should circle it. <p>Feedback</p> <p>Call out the letters from the word snake one at a time and ask learners to call out <i>stop</i> when they think you have reached a topic word. Learners should then raise their hand for you to select them to suggest the word that has been found. Continue until all words have been identified.</p> <p>Answers</p> <p>fhcloudssgshadownoeskypksun</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Play a time expressions game with actions. Show the learners a series of actions to represent the time expressions, for example, <i>in the morning</i> could be stretching arms and rubbing eyes to symbolise waking up, <i>in the afternoon</i> could be pretending to write as if at school, <i>in the evening</i> could be pretending to eat dinner and <i>at night</i> could be closing eyes as if sleeping. 2. Call out the time expressions multiple times and in a random order. When learners hear the expression they show you the action. Then repeat. 3. You could select learners to take the place of the teacher, calling out the time expressions.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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. (G3.4.1.1.1) Write legibly in print progressing from left to right; space letters, words and sentences appropriately. (G3.4.3.1.1) Use grade appropriate language structures, for example verbs.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner reading an information text using topic vocabulary. Speaking: To answer questions about information they have read. Reading: To read and understand an information text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an information text about sundials • understand and follow instructions using imperative verbs • sequence instructions.
Link to prior learning: <ul style="list-style-type: none"> • Imperative verbs for instructions 21st Century Skills: <ul style="list-style-type: none"> • Productivity and Accountability: Introduce learning to manage small projects, individually or in teams, to produce the intended results 		
Key vocabulary: <i>sundials, watches, clocks, daylight, casts, mark, roll, push, put, leave, look, straw, clay, plate</i> Key expressions/structure: <i>imperative verbs for instructions</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may omit or struggle to pronounce the s at the end of plural such as <i>sundials, watches, clocks</i>. Provide support by pointing these out and modelling the words before learners read them themselves. 		
Resources/equipment needed: Learner's Book page 71 Activity Book page 60 Clay, paper plates, straws		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that you will practise some imperative verbs. We use them 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>. 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.
Resources	Main activity
Learner's Book page 71	<p>Sundials: Activity 1</p> <ol style="list-style-type: none"> 1. Arrange the learners to work in mixed ability pairs. 2. Tell the learners that they will read an information text to learn about sundials. Pre-teach language from the text that might be problematic for learners, such as <i>watches</i>, <i>clocks</i> and <i>marks</i>, or read the text to the learners and ask questions to check their understanding. 3. Then ask learners to read the text together. After giving them enough time to do this, read the text aloud to learners. Ask them to summarise the text by discussing what information it contains. 4. Read the questions aloud to the learners and ask them to discuss the answer with their partner. Then ask learners to raise their hand if they would like to share their answer with the class. You should do this on a question-by-question basis. <p>Feedback</p> <p>Circulate, listening to learners and supporting with modelling and prompting as required.</p> <p>Answers</p> <p>1 Many years ago because they didn't have watches or clocks.; 2 It uses shadows.; 3 To tell you what time it is by using the shadow.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Explain to learners that the answers to the questions are revealed in the first, second and third sentences of the passage respectively. You could support them further to find the answers by helping them look for keywords such as <i>many years ago</i> for the first question. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to answer in full sentences by providing the structures: Sundials were used ... ; To tell the time a sundial uses ... ; The marks are for...
Learner's Book page 71	<p>Make a sundial: Activity 2</p> <ol style="list-style-type: none"> 1. Organise the learners into small groups. Give each group the materials to make a sundial (clay, plate, straw). Teach these words and have learners repeat them. 2. Read the instructions together and tell the groups to make the sundial. 3. Go to the schoolyard with the learners and see how it works. <p>Feedback</p> <p>Ask learners to evaluate the task by commenting on how the sundial works and how well it is working.</p>

Activity Book page 60	Activity Book: Activity 1			
	1. Ask learners to read the sentences independently and tick the sentences that are true.			
	Feedback Learners can check their answers in pairs. Read out the sentences, pausing after each one for learners to call out whether they think the sentence is true or false. This can be done as a whole class activity.			
	Answers 1; 3; 5			
Activity Book page 60	Differentiation activities (Support):			
	1. Show learners how to look for keywords used in the sentences in the text and re-read the text to check, for example tell learners to look for the word <i>batteries</i> in the text. This word isn't there so this is a clue that the sentence is false. Learners could work with partners to discuss.			
	Differentiation activities (Stretch):			
	1. Ask learners to rewrite the false sentences to make them true.			
Activity Book page 60	Activity Book: Activity 2			
	1. Ask learners to read the instructions and put them in the correct order.			
	2. They should write the numbers in the sun shapes next to the sentences.			
	Feedback Read out the sentence and pause at the end for learners to say the correct number. Alternatively, you could ask individual learners to read out the sentences and then choose another learner to say the number.			
Resources	Answers			
	Leave your sundial in a sunny place. 4			
	Push a straw into the clay. 3			
	Roll some clay into a ball. 1			
Resources	Put the clay on a plate. 2			
	Plenary			
	1. Collect all the sundials and ask learners to help you prepare an art display of 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 the sundial.			
Learning styles catered for (✓):				
Visual ✓		Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:				
(G3.3.1.1.1) Learners build upon and continue applying previously learned skills.				
(G3.3.5.1.2) Read and follow multi-step instructions with sequential organisation.				
(G3.3.6.1.3) Identify the organisational features of a text (for example, sequence).				

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for information about day and night. Speaking: To talk about the sky and the things that can be seen in the sky during the day and at night time. Reading: To read for information about the sky.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand Present Simple sentences in an information text • answer Present Simple questions about an information text.
Link to prior learning: <ul style="list-style-type: none"> • Not applicable 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>day, night, star, planet, Earth, moon, light</i> Key expressions/structure: question forms: <i>Can we see ... ? What can we see ... ?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 check their understanding before moving on. 		
Resources/equipment needed: Learner's Book page 72 Activity Book page 61 Audio Tracks 34 and 51		

UNIT 4 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Audio Track 34	<ol style="list-style-type: none"> 1. With the class, play the audio and recite the poem '<i>Reach for the sky</i>' (Learner's Book page 48) making all the necessary movements. 2. Ask learners to look at the photos on page 72 and describe what they see. Help by asking some questions for example, <i>What colour is the sky? Is it day or night?</i>
Resources	Main activity
Learner's Book page 72	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to Activity 1 on page 72 of the Learner's Book. Read the questions to the learners and check their understanding. 2. Direct learner's attention to the headings in the text and ask them where they would find the answer to <i>What are clouds made of?</i> What helped them find the information? (<i>the headings</i>). 3. Remind the learners of the importance of using headings and illustrations to help them look for information. What other things can help? (<i>layout on the page, type of letters</i>). 4. Tell learners it's OK if they can't answer the questions yet, because they will read the text shortly. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to point to the headings, then read the questions and find the headings that have the same words in them (to help them understand where to find the information). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to tell a partner what information they would expect to see under each heading.
Learner's Book page 72 Audio Track 51	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to listen to the audio and follow the texts in their books. Play the audio a few times. 2. Encourage learners to guess the meaning of any new words using the illustrations and the context to help them. Then explain these words using drawings and/or gestures. 3. Tell learners to write the answers in their notebooks. <p>Feedback</p> <p>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>Answers</p> <p>1 in the day; 2 water; 3 The sun is a star, and we can see the sun in the day. But we can't see the other stars.</p>

Activity Book page 61	Activity Book: Activity 1		
	1. Ask learners to look at Activity 1 on page 61 of the Activity Book. Model the first question. Read it aloud and show how to circle the answer by writing on the board.		
	2. Learners then read each question and circle their answers.		
	Feedback		
	Read out each sentence and ask learners to raise their hands to show if they think the answer is <i>yes</i> and place their hands on the desk if they think the answer is <i>no</i> .		
	Answers		
	1 no; 2 no; 3 yes; 4 yes; 5 yes; 6 no; 7 no; 8 yes		
	Differentiation activities (Support):		
	1. Support learners to read and answer the first four questions in pairs before setting them to complete the activity independently.		
	Differentiation activities (Stretch):		
	1. Learners can write three further yes or no questions for a partner to answer.		
Activity Book page 61	Activity Book: Learning goals		
	1. Direct learners' attention to the self-evaluation question at the bottom of page 61.		
	2. Ask them to think and answer.		
	3. Emphasise the importance of giving an honest answer.		
Resources	Plenary		
	Play a word race game:		
	1. Divide the class into four groups. Give each group a piece of paper.		
	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.		
	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.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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 factual accounts, reports, events, stories that happened in the past, presented orally or through other media.			
(G3.3.5.1.1) Read, understand and enjoy stories with strong sequential narrative and illustrations; read and understand factual texts and recounts.			
(G3.3.5.1.5) Ask and answer questions to demonstrate understanding of a text, referring to what the text explicitly says.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to information to learn why we have day and night. Speaking: To work collaboratively with a partner to make a model. Reading: To read a set of instructions using imperative verbs and topic vocabulary. Writing: To complete a factual sentence using topic vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand Present Simple sentences in an information text • answer Present Simple questions about an information text • understand and follow instructions.
Link to prior learning: <ul style="list-style-type: none"> • Imperative verbs 21st Century Skills: <ul style="list-style-type: none"> • Critical thinking and problem solving: Introduce the concept of systems thinking by establishing cross-disciplinary learning 		
Key vocabulary: <i>slowly, dark, torch, sticker, night, day, planet, earth, light, moon, sun, clouds, stars</i> Key expressions/structure: imperative verbs for instructions: <i>put, shine, turn</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lack confidence in using sentences with fronted adverbials, for example: <i>When it is light, we have day</i>. Support by modelling intonation and explaining meanings. 		
Resources/equipment needed: Learner's Book page 73 Activity Book page 62 Audio Track 52 Plastic balls, torches, stickers (enough for one set of resources per small group)		

UNIT 4 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Call out the following facts about the sky 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: <i>We can see the sun at night.; The sun is a star.; Clouds are made of water.; We cannot see stars at night.; We cannot count all the stars.; We cannot see the whole moon every night.; The moon gives its own light.</i></p> <p>Feedback After each fact, tell the learners if they are correctly standing or sitting.</p> <p>Answers</p> <p>false; true; true; false; true; true; false</p>
Resources	Main activity
Learner's Book page 73 Audio Track 52	<p>Read and listen: Activity 1</p> <p>1. On the board, write <i>day</i> and <i>night</i>. Ask: <i>How do we know when it is day or night?</i> Elicit learners' answers until you establish that day is usually light and night is usually dark. Then, ask learners to think about how this happens. Ask them: <i>Why do we have day and night?</i> Explain that they are going to find out.</p> <p>2. Direct learners to the passage at the top of page 73 in the Learner's Book. Ask them to look at the picture and tell you what they can see.</p> <p>3. Play the audio and ask learners to track underneath the words with their index finger, reading silently to themselves as they listen. Play the audio again as necessary.</p> <p>Feedback Ask learners to share what they understood from the text about why we have day and night. Learners should raise their hands if they want to answer the question.</p> <p>Answers</p> <p>The sun shines on our planet, Earth. Earth turns round slowly. So half of our planet is light and half of our planet is dark. When it is light, we have day. When it is dark, we have night.</p>
Learner's Book page 73	<p>Try it out!: Activity 2</p> <p>1. Discuss with learners how light is reflected on different countries because the Earth turns. Explain that they will do an experiment to see how this works.</p> <p>2. Read the instructions in Activity 2 with the learners and check their understanding.</p> <p>3. Model how to follow the instructions with a torch and globe or plastic ball. Ask learners to help you by telling you what to do.</p> <p>4. Arrange learners to work in groups. Give each group a plastic ball and a torch to do the experiment.</p> <p>Feedback Circulate round the classroom, asking groups of learners to demonstrate to you how the model works and how we see night and day.</p> <p>Differentiation activities (Support):</p> <p>1. Support groups or individuals by reading each instruction aloud and asking the learners to complete that instruction before reading the next.</p>

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to present the activity to other groups, reading the instructions aloud and demonstrating their understanding of the model.
Learner's Book page 73	<p>Talk and write about it: Activity 3</p> <ol style="list-style-type: none"> 1. Talk about the information in Activities 1 and 2 and ask learners what they remember about the sky from the previous lesson. 2. Ask learners to look at the words in Activity 3. On the board write, <i>the sun</i>, then model how to write a sentence about the information they have learned, for example: <i>The sun shines on Earth.</i> 3. Ask them to write the sentences in their notebooks. <p>Feedback</p> <p>When they have finished, they share the sentences with the class.</p> <p>Answers</p> <p>Learners' own answers. (Examples: The sun shines on Earth. When it is day, it is light. Clouds are made of water. There are too many stars in the sky to count. We can see stars at night. We can see the moon in the sky at night.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to choose two words and write two sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence for each word.
Activity Book page 62	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to write down the name of their Emirate in the space, and read through the sentences in Activity Book Activity 1 to check their understanding. You may like to do the first one as a class to model the activity. <p>Feedback</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>Answers</p> <p>1 Learners' own answers.; 2 Planet Earth; 3 light; 4 dark; 5 turns; 6 day; 7 night</p>
Activity Book page 62	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture at the bottom of page 62 in the Activity Book. 2. Read the information aloud to the learners. Model the first instruction by drawing a moon shape on the board. Learners complete the picture by following the instructions. <p>Feedback</p> <p>Circulate and monitor as learners are working and help them as necessary.</p> <p>Answers</p> <p>Learners' own answers.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to compare their picture from Activity Book, Activity 1 with the person next to them. Ask them: <i>Are your pictures the same? Has your friend drawn anything different to you?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.4) Listen and respond to multi-step instructions presented orally or through other media. (G3.2.1.1.5) Compare between two things using common regular and irregular adjectives. (G3.2.1.1.11) Ask and answer questions to clarify information about topics and texts under discussion; make comments that contribute to discussion.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner talking about the sky and to listen to a chant. Speaking: To tell a partner about the sky, sundials and shadows and to participate in a chant. Reading: To read and solve anagrams of topic vocabulary and to read sentences using <i>is</i> and <i>was</i> . Writing: To write topic vocabulary and to complete sentences using <i>is</i> and <i>was</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recall topic information from Lessons 1 to 5 about the sky, sundials and shadows use <i>is</i> and <i>was</i> correctly in affirmative sentences.
Link to prior learning: <ul style="list-style-type: none"> Lexis from Lessons 1 to 5 21st Century Skills: <ul style="list-style-type: none"> Learning and innovation: Introduce learning to develop, implement and communicate new ideas to others effectively in English 		
Key vocabulary: <i>sky, shadows, sundial, night, day, dark, light, sun, stars, moon, clouds</i> Key expressions/structure: affirmative sentences with <i>is</i> and <i>was</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may struggle to remember topic vocabulary because they are drawing on words used across several lessons, for example, <i>daytime, night-time, sun</i>. Support learners by writing vocab on the board for them to refer to. 		
Resources/equipment needed: Learner's Book page 74 Activity Book page 63 Audio Track 53 Coloured counters (enough for five per learner)		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a spelling game: Learners play in teams and review the vocabulary they have learned in the previous lessons: <i>shadow, day, night, sky, moon, sun, light, dark, moon, stars</i>. 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.
Resources	Main activity
Learner's Book page 74	Three in a row: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to Activity 1 on page 74 of the Learner's Book. Read the activity instructions to the class. 2. On the board, draw a simple version of the grid with pictures inside the squares. Use this to model how to play the game. Ask a volunteer learner to come to the front of the class. Choose a square, name the picture, say a fact about it and then cross it out. (You may like to point out to learners that they will be using a coloured counter to cover the picture instead.) Then ask the volunteer learner to select a square name and then say a fact about the picture. Tell the learner to circle the square they have won. Ask learners where you could go next to try and score three in a row. 3. Arrange learners into pairs and ask them to play the game. <p>Feedback</p> <p>Circulate round the classroom as the learners play to check their understanding and pronunciation when saying facts. Support as necessary.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to refer to previous pages in the Learner's Book to find the information. Or ask learners just to name the picture rather than say a fact about it.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can play the game again, but this time they have to say a different fact about each picture to the one that was said in the first round.
	Chant: Activity 2 <ol style="list-style-type: none"> 1. Draw learners' attention to the chant on page 74 of the Learner's Book. 2. Play the audio once for learners to listen to and read along in their books. 3. Read the chant to the class or select one or more able readers to read each line of the chant aloud. 4. Discuss learners' understanding of each line of the chant. Create some simple actions to accompany each line. 5. Play the audio several times. At first learners just listen, then encourage learners to participate and join in with the actions. <p>Feedback</p> <p>Praise learners for participating. As learners join in with the chant observe pronunciation and support as necessary.</p>

Learner's Book page 74	<p>Compare the pictures: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the learners to look at the pictures of the sundials in Activity 3 of the Learner's Book page 74. Ask them to think about what is the same and what is different in the pictures. 2. Use the speech bubbles to provide a model for speaking. Read them aloud to the learners. 3. Learners work with a partner to compare the pictures and identify the differences. <p>Feedback</p> <p>Ask learners to raise their hand if they would like to volunteer an answer to the class.</p> <p>Example answers</p> <p>The first picture is set in the night-time. You can see a moon and stars. The second picture appears to be the same sundial set in the same park. This time it is daytime. You can see the sun and some clouds.</p>
Activity Book page 63	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the chart in the Activity Book on page 63. 2. Write the first word on the board and ask learners to help you unscramble it. Ask learners if the word is related to the day or the night (night) then ask learners to tick the <i>night</i> column in their books. 3. Learners work independently to unscramble the words then tick the correct column of the chart to indicate if the word is associated with night or day. <p>Feedback</p> <p>Draw the chart on the main board and ask learners to come to the board to complete sections of the chart.</p> <p>Answers</p> <p>1 dark (night); 2 sun (day); 3 stars (night); 4 moon (night); 5 clouds (day); 6 light (day)</p>
Activity Book page 63	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to say what the weather is like today. Prompt them to use the phrase <i>Today the weather is ...</i> Then repeat with <i>yesterday</i>, using the phrase <i>Yesterday the weather was ...</i> . Write two sample answers on the board and underline <i>was</i> and <i>is</i>. 2. Point to Activity Book, Activity 2 and check learners' understanding of the sentences. 3. Learners complete the sentences using <i>is</i> or <i>was</i>. Ask learners to check their answers by reading the sentence aloud quietly to themselves. <p>Feedback</p> <p>Read each sentence aloud to the class and ask learners to call out the correct answers.</p> <p>Answers</p> <p>1 was; 2 is; 3 is; 4 was; 5 is; 6 was</p>
Resources	<p>Plenary</p>
Activity Book page 63	<ol style="list-style-type: none"> 1. Direct learners' attention to the self-evaluation question at the bottom of page 63. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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) Learners build upon and continue applying previously learned skills. (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, going to ... , simple past, regular and irregular).			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem and to identify long <i>i</i> sounds. Speaking: To say words containing the long <i>i</i> sound. Reading: To read a poem with words containing the long <i>i</i> sound. Writing: To spell words containing the long <i>i</i> sound.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use words containing the long <i>i</i> sound • say words following a model.
Link to prior learning: <ul style="list-style-type: none"> • Vowel sounds 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>bite, line, shine, night, right, kite, write, light, nine, sailor, delight, warning, morning</i> Key expressions/structure: Present Simple sentences containing nouns with long <i>i</i> sounds		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle to pronounce the long <i>i</i> vowel sound. Support by modelling clearly showing your mouth formation and movement. Provide lots of practise, asking learners to copy and repeat you. 		
Resources/equipment needed: Learner's Book page 75 Activity Book page 64 Audio Tracks 54, 55 and 56		

UNIT 4 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Practise saying the alphabet by chanting it. 2. Ask learners to clap or stand every time they hear a vowel. 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)
Resources	Main activity
Learner's Book page 75 Audio Track 54	<p>Words with the long <i>i</i> sound: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on page 75 of the Learner's Book and tell you what they are. 2. Then ask them to find the words with each different ending: <i>-ite</i>, <i>-ine</i> and <i>-ight</i>. 3. Tell learners to listen to the audio recording and find words that rhyme with <i>bite</i>. When they find words that rhyme in their Learner's Book they should point to the words. 4. Focus on the pictures of the three things that rhyme with <i>bite</i>. Ask learners to say the words and spell them. <p>Feedback</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>Answers</p> <p>-ite: bite, kite; -ine: line, shine; -ight: night, right</p> <p>Which words rhyme with bite? night, right and kite</p>
Learner's Book page 75 Audio Track 55	<p>Spelling dictation: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to do a spelling dictation. Explain that this means they will listen to words on the Audio Track and they will write them down. Reassure them that you will play the audio slowly and as many times as necessary. 2. Model how the activity will work first. Play the first word on the audio and then pause it, and write the word on the board. Say the letters you are using aloud as you write. 3. Then ask learners to listen to the spelling and write the word. Play the audio at least twice. 4. Then, ask them to point to the corresponding picture and say the word. <p>Feedback</p> <p>Ask a few learners to write the words on the board.</p> <p>Answers</p> <p>1 night; 2 write; 3 kite; 4 light; 5 shine</p>

Learner's Book page 75 Audio Track 56	<p>Poem: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and describe it. Ask: <i>What's the sailor doing? Why is he looking at the sky?</i> 2. Tell learners to read the poem while you play the audio recording. 3. Play the recording once. Ask learners to identify the words that have a long <i>i</i> sound. Tell them to point to the words. 4. Play the audio recording again. Learners listen to check. 5. Play the audio recording again and ask learners to answer the questions. <p>Feedback</p> <p>Check as a class. Ask learners what they think the poem means. What other ways do they know of predicting the weather?</p> <p>Answers</p> <p>Which words rhyme? night, delight; morning, warning Which words have a long <i>i</i> sound? sky, night, delight Which letter makes a long <i>i</i> sound in sky? Letter y</p>
Activity Book page 64	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the wordsearch. They will need to find and circle five more words that make the long <i>i</i> sound. 2. Tell the learners that the pictures underneath will give them clues. As they find each word they should write it next to the pictures. 3. Show how the first word, <i>bite</i>, has already been circled as an example. Tell learners to start by writing the word bite next to the picture of the open mouth. <p>Feedback</p> <p>Select learners to come to the front of the class and write the words they have found on the board.</p> <p>Answers</p> <p>Top row: bite, light Middle row: shine, night Bottom row: write, kite</p>
Activity Book page 64	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Read the tongue twister aloud to the learners. Explain that a tongue twister is a sentence that is difficult to say because it has lots of the same sound in it. 2. Ask learners to read the tongue twister and circle the long <i>i</i> sounds. 3. Then ask learners to count how many examples of long <i>i</i> sounds they found and write the number where it indicates on the page. 4. Finally, learners can practise reading the tongue twister in pairs and have a competition to see who says it the fastest. <p>Feedback</p> <p>Call out a possible answer, for example "5" and ask learners to raise their hand to show if they agree.</p> <p>Answers</p> <p>Five white tigers are driving in a line at night. How many can you find? 6</p>

Resources	Plenary		
Activity Book page 64	1. Direct learners' attention to the self-evaluation question at the bottom of page 64. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.3.2.1.1) Learners 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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and identify the syllables in compound words. Speaking: To pronounce and say compound words. Reading: To read text that includes compound words. Writing: To write compound words using prompts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand and use compound nouns • identify syllables in compound nouns • understand affirmative sentences using regular verbs in the Past Simple.
Link to prior learning: <ul style="list-style-type: none"> • Counting syllables • Past Simple 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: <i>sunlight, moonlight, daytime, night-time, nightclothes, daylight, toothbrush, toothpaste, hairbrush, goodnight</i> Key expressions/structure: Affirmative sentences in the Past Simple (regular verbs): <i>Ali looked out of the window.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the compound nouns used are similar in appearance for example, <i>daytime, daylight</i>. Emphasise the syllables of each word and the meanings of the two parts of each compound word. 		
Resources/equipment needed: Learner's Book page 76 Activity Book page 65 Word cards with the compound words on them (optional)		

UNIT 4 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 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. 2. Ask learners to count how many syllables they have in their name. 3. Tell the learners to work in pairs and practise clapping the syllables in each other's names.
Resources	Main activity
Learner's Book page 76	<p>Compound words: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the picture on page 76 of the Learner's Book. Ask learners to describe what they see. Ask: <i>What time of day is it? (night-time) What's the boy wearing? (nightclothes)</i> 2. Ask them to read the sentence. Ask them to point to the big words. What do they notice about them? (They are made up of two short words.) 3. Read the explanation of what a compound word is. Give a visual example on the board by writing <i>sunshine</i> and then drawing a line under <i>sun</i> and circling <i>shine</i> to show how these are two smaller words that have come together. 4. Focus on the list of compound words and ask learners to find the little words in each. Tell learners to write them in their notebooks. Then, as a class, clap the syllables. 5. Read the clues and ask learners to match them to the correct word. <p>Feedback</p> <p>Ask learners to raise their hand to share their answers with the class. Choose individual learners and ask them to tell you the compound word, the little words within it and then clap the syllables.</p> <p>Answers</p> <p>1 sunlight = sun + light; 2 moonlight = moon + light; 3 daytime = day + time; 4 night-time = night + time; 5 nightclothes = night + clothes; 6 daylight = day + light</p> <p>All the words have two syllables</p> <p>a sunlight; b night-time; c daytime; d nightclothes</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide each smaller word on a separate card and show how the cards can be physically manipulated to be placed together to make a compound word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to explain the meanings of the words to a partner.
Learner's Book page 76	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the passage on page 76 of the Learner's Book. 2. Ask learners to work in pairs to read the text. Their challenge is to find all the compound words. 3. Ask learners to write down each compound word they find in their notebooks. <p>Feedback</p> <p>Read the passage aloud slowly and clearly as learners track underneath the words with their index finger. Ask learners to raise their hands when they hear a compound word. Read through continuously the first time and then read again, pausing at each compound word.</p>

	Answers night-time; moonlight; nightclothes; daylight; daytime; sunlight – 6 words in total
	Differentiation activities (Support): 1. Provide the learners with the list of compound words and ask them to locate each word in the passage.
	Differentiation activities (Stretch): 1. Ask learners to sort the compound words into those associated with <i>night</i> and those associated with <i>day</i> .
Activity Book page 65	Activity Book: Activity 1 1. Ask learners to take one word from each half of the sun and put them together to make a longer word. Feedback Select learners to come and write their answers on the board. Answers 2 moon + light = moonlight; 3 day + time = daytime; 4 night + clothes = nightclothes; 5 day + light = daylight (other answers are possible)
Activity Book page 65	Activity Book: Activity 2 1. Ask learners to use the compound words they made in Activity 1 to write their own sentences. 2. Use the first sentence as a model in Activity 2 as a model. Read it to learners and ask them to identify the compound word (sunshine). Feedback Circulate and monitor as learners work. Ask learners to compare their answers in pairs. Then ask individual learners to read their sentences aloud to the rest of the class. Answers Learners' own answers. Differentiation activities (Stretch): 1. Ask learners prompt questions to give them ideas for their sentences; for example, <i>What do you do in the daytime?</i> Differentiation activities (Support): 1. Ask learners to use all of the compound words from Activity 1 in their own sentences.
Resources	Plenary
Activity Book page 65	1. Direct learners' attention to the self-evaluation question at the bottom of page 65. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to someone describe their day using time expressions. Speaking: To use time expressions when asking and answering questions. Reading: To read and understand a short text using time expressions. Writing: To write about routines using time expressions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use time expressions and prepositions • ask and answer simple questions in the past tense using <i>be</i>.
Link to prior learning: <ul style="list-style-type: none"> • Routines 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>yesterday, morning, school, afternoon, evening, night, dressed, breakfast, enjoy, art, lessons, learning, cook, dinner, story, bedtime</i> Key expressions/structure: time expressions: <i>in the morning, in the afternoon, in the evening, at night</i> ; questions and answers in the Past Simple using <i>be</i> : <i>Where were you in the morning? I was at school.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may confuse the Past Simple: <i>were you</i> and <i>was she</i>. They may say <i>were she</i> or <i>was you</i>. Write <i>were you</i> and <i>was she / he</i> clearly on the board to be used as a reminder during the lesson. 		
Resources/equipment needed: Learner's Book page 77 Activity Book page 66 Audio Track 57 A small ball; a calendar (optional)		

UNIT 4 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise the time expressions: <i>in the morning</i>, <i>in the afternoon</i>, <i>at midday</i> and <i>at night</i> with learners. 2. Learners stand in a circle and pass a ball. The learner that throws the ball says a time expression, such as <i>in the morning</i> or <i>at night</i>. The learner that catches does an action to represent the time. The rest of the class decide if the action is correct. Challenge learners not to repeat the same action as a classmate.
Resources	Main activity
Learner's Book page 77	<p>Time expressions: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the question at the top of page 77 of the Learner's Book. Elicit simple phrases for where learners might have been: <i>at home</i>, <i>at school</i>, <i>in bed</i>. Give an example of where you were yesterday, for example: <i>Yesterday, I was at home</i>. 2. You can use a calendar to make the meaning of <i>yesterday</i> clear or write the current and previous days on the board. 3. Ask learners to read the question in unison with you to check pronunciation. Then repeat with the answer. Remind learners that we use <i>were</i> in the question because it uses <i>you</i>, but we answer with <i>was</i> because we are talking about ourselves. 4. Put learners in pairs to ask and answer the question. When you are sure all learners have spoken, ask a few learners to talk about their partner. Elicit the structure <i>He was ...</i> and <i>She was ...</i> and write the examples on the board. 5. Show learners the second question and answer in their book. Remind learners that we use <i>was</i> with <i>he</i> and <i>she</i>. Read the question and answer and have learners repeat to practise pronunciation. Check that they understand what to do (you may like to revise vocabulary quickly for family members at this point too). 6. In pairs, learners choose and talk about a family member. 7. Invite a couple of volunteer learners to model asking and answering the questions before putting them to work independently. <p>Feedback</p> <p>Circulate, checking for correct grammar and language.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide sentence prompts on the board and remind learners to use these, for example: <i>Where was your mother / father / brother / aunt in the afternoon / in the morning / at midday?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to develop an exchange of more than two questions and answers, for example: <i>Where was your brother in the morning? He was at home. Where was he in the afternoon? He was at the park.</i>

Learner's Book page 77 Audio Track 57	<p>Mariam's day Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners that you will play an audio recording of Mariam talking about her day. You may like to pre-teach the following phrases using gestures: <i>get dressed, get ready, eat breakfast, use the computer</i> 2. Learners should listen for the use of time expressions. Assign an action to each time expression (stand up for <i>in the morning</i>, turn around for <i>at night</i>, etc.) and have learners do the action as they hear the expression. 3. Play the audio a few times and ask learners: <i>What does Mariam do in the morning? Where is she in the afternoon?</i> <p>Feedback</p> <p>Select learners to contribute answers then replay the audio to check.</p> <p>Answers</p> <p>In the morning Miriam gets ready for school. She gets dressed and eats breakfast. In the afternoon Miriam uses the computer at school.</p>
Activity Book page 66	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to raise their hand to tell you something that they do at different times of the day, for example: <i>What do you do in the morning / afternoon?</i> Elicit their ideas and brainstorm them on the board. 2. Tell learners to complete the table by drawing something that they do in the morning, in the afternoon, in the evening and at night. 3. Arrange learners in pairs and ask them to show their pictures and say what they do to their partner. <p>Feedback</p> <p>As learners work, circulate round the classroom asking them questions about what they do at various times of the day.</p>
Learner's Book page 77 Activity Book page 66	<p>My day: Activity 3 and Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to use the ideas they have generated in the Activity Book now to write about a day in their life. 2. Encourage learners to use the prompt questions: <i>What do you do in the morning / afternoon / evening?</i> as well as the Activity Book ideas and the information in the Learner's Book on page 77 to write their own passage. <p>Feedback</p> <p>Circulate as learners work, providing support as necessary. Select one or two learners to read their work to the class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the class into pairs. 2. Learner A mimes an action that can be associated with a place, for example go shopping = shopping centre. Learner B says She was at the shopping centre. If necessary, prepare a list of places that learners have already seen, such as <i>library, bookshop, computer shop, zoo, swimming pool</i>, for them to choose from.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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, for example prepositions of time and place.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem using the Past Simple tense. Speaking: To say a poem using the Past Simple tense. Reading: To read a poem that is written in the Past Simple tense. Writing: To write Past Simple tense verbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use Past Simple regular verbs in the affirmative.
Link to prior learning: <ul style="list-style-type: none"> • Past tense regular verbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>travelled, waved, watched, jumped, walked, climbed, spaceship</i> Key expressions/structure: Past Simple affirmative sentences: <i>We travelled by spaceship.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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>walked</i> it is a /t/ sound, in <i>travelled</i> it is a /d/ sound. Draw learners' attention to this by pronouncing the words clearly and accurately and asking them to repeat. If you have time you could sort the verbs in the lesson into two lists according to the two different end sounds (/t/ pronunciation – watched, jumped, walked and /d/ pronunciation – travelled, waved, climbed). 		
Resources/equipment needed: Learner's Book page 78 Activity Book page 67 Audio Track 58 A torch		

UNIT 4 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a game of shadows. Show the learners how they can make shadows with their hands. Ask a learner to shine a torch towards a space on the wall that all learners can see. Put your hands between the torch and the wall to make a shadow. 2. Ask learners to make shadows with their hands and the class guesses what the shadows are. If you have more than one torch available you could arrange learners to do this in groups. If you only have one torch, invite volunteers to come to the front and make shadows in front of the class.
Resources	Main activity
Learner's Book page 78 Audio Track 58	<p>Listen and talk: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture of a spaceship on page 78 of the Learner's Book. Tell learners that a spaceship is a vehicle that flies in outer space. Ask learners if they would like to travel in a spaceship. Ask: <i>Where would you go? How would you move in a spaceship? What would you eat?</i> 2. Focus on the pictures and ask learners to describe them in as much detail as possible. 3. Tell learners they are going to listen to a poem about two astronauts. Explain to learners that an astronaut is a person who is trained to fly in a spaceship. 4. Play the audio while learners follow in their books. 5. Play the audio again. Learners mime the actions as they listen. Model the actions for learners to follow for example wave goodbye, jump, climbing. 6. Play the audio again stopping after each exchange for learners to repeat. <p>Feedback</p> <p>Observe as learners participate in the poem. Support by modelling pronunciation as necessary.</p>
Learner's Book page 78	<p>Verbs ending in -ed: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the poem again and find all the words that describe what the children did. Remind them that they are reading about what happened in the past by using gestures. Tell them that the words end in <i>-ed</i>. 2. Ask learners to find the first word and write it on the board, adding <i>-ed</i> in a different colour to draw attention to the fact that all the action words end in <i>-ed</i> in this text. <p>Feedback</p> <p>Elicit answers from the class and write the verbs on the board.</p> <p>Answers</p> <p>travelled, waved, watched, jumped, walked, climbed</p> <ol style="list-style-type: none"> 3. Finally, draw learners' attention to the <i>Language detective</i> box and ask the learners to find a compound word in the poem (spaceship). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the place of the <i>-ed</i> words in the text. By showing they are near the beginning of each line will make it easier for them to find some independantly. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to put some of the words they find into sentences.

Activity Book page 67	Activity Book: Activity 1		
	1. Ask learners to look at the pictures on page 67 of the Activity Book. Read the three sentences aloud.		
	2. Ask learners to match a picture to a sentence then circle the words ending in <i>-ed</i> . Before learners begin, write the first sentence on the board and read it aloud again. Ask learners to tell you which picture it matches. Then ask learners to tell you which word ends in <i>-ed</i> . When they tell you, circle it on the board.		
	Feedback Select learners to raise their hand to share their answers.		
Activity Book page 67	Answers		
	1 c; 2 a; 3 b. Learners circle: waved; talked; travelled		
	Activity Book: Activity 2		
	1. Ask learners to look at the word snake and the first circled words. Explain that they need to find five more words, circle them and write them on the line. Then they write the word in the past form.		
	2. Learners work individually to complete the activity.		
	Feedback Learners compare their answers in pairs. Then check as a class by asking volunteer learners to say the words in the past and present forms.		
Resources	Answers		
	walk-walked; wave-waved; watch-watched; jump-jumped; climb-climbed		
	Differentiation activities (Support):		
	1. Remind learners to look back in the poem to find the spellings of the words.		
Resources	Differentiation activities (Stretch):		
	1. Put the learners in pairs and have them test each other on the past and present forms of the verbs.		
Plenary			
	1. Recite the poem with all learners joining in. Ask learners to mime actions when they hear the action words, for example, for the word <i>walked</i> they could march on the spot or walk around the room.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(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, going to ... , simple past, regular and irregular).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a poem using regular past tense verbs. Speaking: To ask and answer questions using regular past tense verbs. Reading: To read sentences using past tense verbs. Writing: To complete sentences using past tense verbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use past simple regular verbs in affirmative sentences.
Link to prior learning: <ul style="list-style-type: none"> Past tense verbs 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>submarine, helped, played, talked, brushed, watched, travelled, waved</i> Key expressions/structure: affirmative sentences using past tense regular verbs: <i>We travelled by submarine.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may confuse the past tense verbs used in the poem as they look similar, for example, <i>watched, waved</i> and <i>walked</i>. Write the words clearly on the board, pointing out the similarities in appearance and emphasising the pronunciation of each word. 		
Resources/equipment needed: Learner's Book page 79 Activity Book page 68 Audio Track 59 Slips of paper (enough for six per pair or per small group)		

UNIT 4 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners you are thinking of a verb from the previous lesson. Choose from the following: <i>travelled, waved, watched, jumped, walked, climbed</i>. Act out the verbs and ask the learners to try to remember what they are from the previous class. Encourage learners to say them in the past tense. If they say the base form, gesture behind you to elicit the past form.
Resources	Main activity
Learner's Book page 79 Audio Track 59 Activity Book page 68	<p>We travelled by submarine: Activity 1 and Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture on page 79. Explain that it is a submarine and ask them questions about submarines, for example: <i>Where are they? What do they do?</i> 2. Tell learners that they are going to listen to a new poem but first, they need to read the poem and try to complete it by filling the gaps with the correct verb. Arrange learners into pairs or small groups and tell them to copy the verbs onto slips of paper and move them around the sentences to decide which verb fits best then write their final choice. You may like to consider pre-preparing the slips of paper if you think it will take learners a long time to write the words. 3. Play the audio for learners to listen and check their answers. They should rearrange the papers as necessary. Then ask learners to copy into their Activity Book. 4. Play the audio a final time and ask learners to repeat along with the recording. <p>Feedback</p> <p>Ask individual learners to read out the completed sentences.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 We travelled by submarine to the bottom of the sea. 2 We waved at the ship. 3 We climbed out of the submarine. 4 We walked on the bottom of the sea. 5 We watched the fishes. 6 We talked/waved to an octopus. Then we travelled back home.
Learner's Book page 79	<p>What did you do yesterday?: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the verbs and the question words between brackets in Activity 2. Model some questions and answers with learners, for example: <i>What did you do yesterday? What did you do in the morning / afternoon / evening? Then say: I walked to the park.</i> 2. Draw learners' attention to the speech bubble models on page 79 of the Learner's Book. Read them with a confident learner to model the activity, then put learners in pairs. They take it in turns to ask each other about what they did yesterday. 3. Learners write a sentence about what their partner did in their notebook. <p>Feedback</p> <p>Circulate, helping and providing 1:1 feedback as necessary.</p> <p>Answers</p> <p>Learner's own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to look at the <i>Word box</i> for support. Write sentence starters or prompts on the board.

	Differentiation activities (Stretch): 1. Ask learners to give you more detail in their answers, for example, <i>I walked in the park with my friend. It was sunny.</i>		
Activity Book page 68	Activity Book: Activity 2 1. Read out the sentence parts in Activity 2. Ask learners to track underneath the words with an index finger. Check learners’ understanding and tell them that they need to match the sentence halves. You can do the first one as a model. Refer to the pictures to show that the sentence halves should match together and then each sentence relates to one of the pictures. 2. Learners work individually to match the sentence parts together by drawing a line to join them together. 3. Tell learners to check their answers by reading their sentences again. 4. Then ask learners to number the pictures below to show which sentence they match. Feedback Select learners to read their sentences to the class.		
	Answers		
	1 d; 2 a; 3 g; 4 f; 5 c; 6 b; 7 e		
Resources	Plenary		
	1. Learners throw a ball around a circle asking and answering the question: <i>What did you do yesterday?</i> 2. Then, at the end of the activity challenge the whole group to remember what some did, for example, point to Ali and ask: <i>What did Ali do yesterday?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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, going to ... , simple past, regular and irregular).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a chant using time expressions and compound words. Speaking: To talk about what they did yesterday. Reading: To read a poem using past tense verbs. Writing: To write a poem using past tense verbs; to write about what you did yesterday.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review Lessons 7 to 11 • write their own poem using past tense verbs • use time expressions and compound words.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 Lessons 7 to 11 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>yesterday, watched, helped, walked, talked, played, waved, travelled, jumped, climbed</i> Key expressions/structure: time expressions: in the morning, in the afternoon, in the evening, at night; past simple regular verbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may accidentally omit prepositions or determiners when writing their own poem as they may lack confidence and experience in writing their own sentences. Support by observing and correcting this where appropriate. 		
Resources/equipment needed: Learner's Book page 80 Activity Book page 69 Audio Track 60 A map; Internet access (optional)		

UNIT 4 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Play a miming game. Devise miming actions for the verbs <i>watched</i>, <i>helped</i>, <i>walked</i>, <i>talked</i> and <i>played</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. 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.
Resources	Main activity
Learner's Book page 80	<p>Write a poem: We travelled by plane: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to turn to page 80 in their Learner's Book. Read the instructions to the learners. Brainstorm different places learners have travelled to or would like to travel to. Support learners by giving them the names of countries in English and writing these on the board. If you have a map or Internet access, you can use these to suggest places to learners. 2. Read the model poem to the learners and tell them they will write a poem in a similar style using words from the box. <p>Learners work independently to write a poem using the words listed. Then they draw a picture of it in their books.</p> <p>Feedback</p> <p>Circulate as learners work. Ask all learners to read their poems and show their pictures to the class.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could work in pairs. Refer learners to look at the poems from the previous lessons in their Learner's Book to get ideas about words or phrases to use in their own poem. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to use all of the words in the <i>Word box</i> in their poem.
Activity Book page 69	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and write <i>yes</i> or <i>no</i> then answer the question using verbs from the <i>Word box</i>. The first question is completed as an example. Read this through with learners and emphasise the structure of the answer. This provides a model structure for the rest of the answers. 2. When they have finished, they draw a picture for each answer. <p>Feedback</p> <p>As learners work, circulate round the class checking answers and providing support as necessary.</p> <p>Example answers</p> <p>Did you help? Who did you help? Yes. I helped my dad.</p> <p>Did you play? What did you play? Yes. I played football with my older brother.</p> <p>Did you walk? Where did you walk to? Yes. I walked to school.</p>

Learner's Book page 80 Audio Track 60	Chant: Activity 2 1. Tell the learners that they will listen to a chant. Read through the chant and point out the use of time expressions and compound words. 2. Play the audio several times and encourage learners to join in. Feedback Observe as learners participate with the chant. Support and correct pronunciation as necessary.		
Resources Activity Book page 69	Plenary 1. Direct learners' attention to the self-evaluation question at the bottom of page 69. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.3.1.1.1) Learners 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 sentences in response to prompts.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an information text about astronomy. Speaking: To discuss countries they know and answers to a quiz. Reading: To read an information text about astronomy. Writing: To write labels of countries on a map.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a factual text.
Link to prior learning: <ul style="list-style-type: none"> • Not applicable 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>Egypt, Mexico, Greece, China, Italy, astronomer, telescope</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The words <i>astronomer</i> and <i>telescope</i> can be challenging for learners. A labelled illustration is provided on page 81 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 other than to access the meaning of the lesson. 		
Resources/equipment needed: Learner's Book page 81 Activity Book page 70 Audio Track 61		

UNIT 4 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	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.
Resources	Main activity
Learner's Book page 81	<p>Before you read: Activity 1</p> <ol style="list-style-type: none"> 1. Say the following countries and ask learners to repeat: <i>Italy, Mexico, China, Greece</i> and <i>Egypt</i>. Tell learners to look at the map on page 81 of the Learner's 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. 2. Point out where the UAE is located and how near or far it is from the countries listed in the Learner's Book. <p>Feedback</p> <p>Guide learners through looking at the countries named on the map. Tell learners to find and point to Egypt, then Mexico, Greece, China and Italy. Tell learners that they will be learning about people that lived in these countries hundreds of years ago to find out how they learned about the sky.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 81 Audio Track 61	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the labelled picture of an astronomer with a telescope. Explain to the learners that these are difficult words and they are not expected to learn them off by heart. Use the picture and labels to explain the meanings of astronomer and telescope. 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. <p>Feedback</p> <p>Ask learners to recap on the content of the passage, for example, ask: <i>Did astronomers in the past have telescopes? How did they learn about the sky? What is an astronomer?</i></p> <p>Answers</p> <p>Learners' own answers.</p>
Activity Book page 70	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners of the discussion at the beginning of the lesson about countries they know. 2. Ask learners to look at the map on page 70 of the Activity Book. Tell learners to add the correct country names to the numbered label spaces. 3. Then allow learners to add any other countries they know. Tell them to add any other countries they know. <p>Feedback</p> <p>Circulate round the class checking learners' work for accuracy and correcting where necessary.</p> <p>Answers</p> <p>1 Mexico; 2 the UK; 3 Greece; 4 the UAE; 5 the USA; 6 China; 7 Italy; 8 Egypt</p>

Activity Book page 70	Activity Book: Activity 2		
	1. Draw learners’ attention to the quiz questions on page 70 of the Activity Book. Readthe questions aloud to the learners and check for understanding by asking them if there were any questions they didn’t understand.		
	2. Tell learners to work with a partner to answer the quiz questions.		
	3. If they need to, remind learners that they can check the text in the Learner’s Book.		
	Feedback		
	Select learners to share their answers with the rest of the class.		
	Answers		
	1 a; 2 b; 3 a; 4 a		
Resources	Plenary		
	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.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G3.1.1.1.7) 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.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to factual information about historical astronomers. Speaking: To talk about why people in the past wanted to learn about the sky. Reading: To read factual information about historical astronomers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand information in the Past Simple.
Link to prior learning: <ul style="list-style-type: none"> Unit 4 Lesson 13 21st Century Skills: <ul style="list-style-type: none"> Global awareness: Introduce other cultures through the teaching of English 		
Key vocabulary: <i>ancient, thousand, astronomy, famous, planet, learned, lived, wrote, made, gave</i> Key expressions/structure: regular/irregular Past Simple verbs in the affirmative		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle to recognise the past tense verbs because they are irregular, unlike verbs previously studied in this unit. When encountering an irregular past tense verb in this lesson, point out the way it is spelled and pronounced. 		
Resources/equipment needed: Learner's Book page 82 Activity Book page 71 Audio Track 62 A ball (optional)		

UNIT 4 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners: What does '<i>in the past</i>' mean? Elicit answers and establish that it means '<i>happened before now</i>'. Use gestures to reinforce meaning. 2. Explain to learners that sometimes when we use past tense verbs they are regular and easy because we can just add <i>-ed</i> to the end. However, some past tense verbs are irregular and aren't as easy to recognise. 3. Write the following past tense verbs on the board: <i>lived, wrote, made, learned, gave</i>. Underline <i>wrote, made</i> and <i>gave</i>. On the board, write the present tense versions of these verbs: <i>write, make, give</i> and point to the differences.
Resources	Main activity
Learner's Book page 82 Audio Track 62	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the text on page 82 of the Learner's Book. Tell learners that they will be reading and learning some factual information about people from the past and what they learned about the sky. 2. Discuss the words <i>ancient</i> and <i>famous</i>. Tell learners that they do not need to remember these words, they just need to understand them for this lesson. 3. Divide the class into three groups and assign one paragraph of information text from page 81 of the Learner's Book to each group. 4. Play the audio – ask each group to pay particular attention to their paragraph. 5. Ask each group to read and discuss their passage of information. Check that learners have understood the content of their paragraph. 6. Mix the learners up and ask them to tell the new people in their group about the information they learned. 7. Play the audio of all passages. Ask learners to track underneath the words with an index finger to read as they listen. <p>Feedback</p> <p>When the groups are talking, circulate round the class providing support as necessary.</p>
Learner's Book page 82	<p>The sky long ago: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners the questions from Activity 2. Read each question slowly and clearly. Check learners' understanding of the questions. 2. Give learners time to discuss the questions on page 82 of the Learner's Book: <i>Why do you think people many years ago wanted to learn about the sky? What do you think they thought when they looked at the sky?</i> with the person sitting next to them. <p>Feedback</p> <p>Select learners to feedback to the class on their discussion.</p> <p>Example answers</p> <p>People many years ago may have been fascinated by the changing sky, the things they saw in the sky (sun, moon, stars, weather) and would have been trying to understand why they are like they are. They may have been amazed or in awe of the things they saw. They may have been frightened or worried by the things they saw in the sky.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the example answers, for example, <i>Do you think people were fascinated by the changing sky?</i> and ask if learners agree or disagree. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to discuss in groups and decide on a group agreed answer.

Activity Book page 71	Activity Book: Activity 1 1. Draw learners’ attention to Activity 1 in the Activity Book on page 71. 2. Read the sentences aloud to the learners and ask them to decide if they are correct or not. 3. Tell learners to read and circle <i>yes</i> or <i>no</i> next to each sentence. Feedback Read out each sentence and ask learners to raise their hands for <i>yes</i> and do nothing for <i>no</i> . <div>Answers</div> 1 yes; 2 no; 3 yes; 4 yes		
Activity Book page 71	Activity Book: Activity 2 1. Ask learners to join the dots starting from number 1 to find out what the picture is. They can then colour in the picture. Feedback Ask learners to show a partner what they have drawn. <div>Answer</div> A telescope		
Resources	Plenary 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.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner when discussing factual information and past tense verbs. Speaking: To say sentences containing past tense verbs aloud. Reading: To scan read texts to locate information and to read past and present tense verbs. Writing: To write past tense verbs, spelling them correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • decide when to use past tense verbs in sentences • find and discuss differences between two pictures.
Link to prior learning: <ul style="list-style-type: none"> • Past tense verbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>learned, lived, wrote, made, thought, gave, knew, think, live, learn, write, know, give, make</i> Key expressions/structure: Present Simple/Past Simple tense, affirmative sentences		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some verbs are similar in their past and present forms for example, <i>wrote</i> and <i>write</i>. Emphasise the differences and help learners to recognise these. 		
Resources/equipment needed: Learner's Book page 83 Activity Book page 72		

UNIT 4 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Ask learners to recall information from the previous lesson. What can they remember about: Ancient Egypt? The Mayan people in Mexico? Ancient Greece?</p> <p>Example answers</p> <p>Ancient Egypt – people learned to tell the time by looking at the stars; there was a famous astronomer called Hypatia; Hypatia lived two thousand years ago; she wrote books about Maths and astronomy</p> <p>Mayans – people made special buildings; they learned how planets moved; they measured light and shadows; they thought the earth was flat.</p> <p>Ancient Greeks – people learned that the earth goes around the sun; they gave names to many planets</p>
Resources	Main activity
Learner's Book page 83	<p>Match the verbs: Activity 1</p> <p>1. Read out the lists of past and present tense verbs to the learners. Remind learners that we usually add <i>-ed</i> to talk about the past, but sometimes the word is completely different.</p> <p>2. Ask learners to look at the lists and match the verbs in the present with their past forms.</p> <p>3. Then ask learners to work in pairs to find the verbs in the information text.</p> <p>Feedback</p> <p>Check the answers as a class. Call out the base verb and ask learners to call out the past tense version.</p> <p>Answers</p> <p>learned – learn; lived – live; wrote – write; made – make; thought – think; gave – give</p> <p>Differentiation activities (Support):</p> <p>1. As a clue, suggest to learners that they look at the initial letters in the words as the past and present tense versions are often spelled similarly, for example, <i>give</i> and <i>gave</i>.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to choose three verbs and put them into simple sentences.</p>
Learner's Book page 83	<p>In the past: Activity 2</p> <p>1. Play a quick memory game to check learners remember the past tense verbs from Activity 1, for example call out <i>travel</i> and elicit <i>travelled</i>. Focus on the speech bubbles in Activity 2. Read them with the learners to provide a model for speech.</p> <p>2. Arrange the learners to work together in pairs.</p> <p>3. Ask learners to tell their partner things they did in the past using the past tense verbs.</p> <p>Feedback</p> <p>Ask each learner to say one sentence to the class using the past tense.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 83	<p>Spot the difference: Activity 3</p> <p>1. Draw learners' attention to the two pictures in Activity 3. Ask learners to tell you what they can see in the pictures.</p>

	<p>2. Ask learners to look for a difference between the pictures – they should raise their hand when they have found something. Choose a learner to share their answer with the class and ask other learners to check by studying their pictures.</p> <p>3. Ask learners to work in pairs. They look at the pictures and take it in turns to say one thing that is different.</p> <p>4. They write down the number of differences they can find.</p> <p>Feedback</p> <p>Select learners to share their answers with the class. Do other learners agree?</p> <p>Example answers</p> <p>Picture 1: It's light. It is daytime. The sun is in the sky/It's sunny. It is cloudy. The boy has got a purple rocket. The bed is tidy.</p> <p>Picture 2: It's dark. It is night-time. The moon is in the sky. There are stars in the sky. The boy has got a red rocket. The bed is messy.</p>
Activity Book page 72	<p>Activity Book: Activity 1</p> <p>1. Ask learners to focus on how to spell the past tense verbs they have been using correctly by unscrambling the anagrams.</p> <p>2. Draw learners' attention to the <i>Word box</i> at the top of page 72 of the Activity Book and read through the past tense verbs.</p> <p>3. Do the first anagram with the learners and model how to look at the different letters, saying them aloud, as you think about which one might go first. Talk about looking for parts of the words that you recognise and thinking about or looking at past tense verbs to help you.</p> <p>Feedback</p> <p>Select learners to write the words on the board or call them out to you letter by letter.</p> <p>Answers</p> <p>1 learned 2 lived 3 wrote 4 made 5 thought 6 gave</p>
Activity Book page 72	<p>Activity Book: Challenge</p> <p>1. Direct learners to choose three of the past tense verbs they have unscrambled in Activity 1 to write their own sentences.</p> <p>2. Before setting learners to work provide an example. Write on the board and say aloud as you write: <i>I made a cake last week.</i></p> <p>Feedback</p> <p>Ask learners to read their sentences to the person sitting next to them. Then ask individual learners to read a sentence to the class.</p> <p>Differentiation activities (Support):</p> <p>1. Provide sentence starters for learners to choose from:</p> <p><i>At school I learned ...</i> <i>When I was small, I lived ...</i> <i>Last week I wrote ...</i> <i>I made a ...</i> <i>I thought about ...</i> <i>I gave ...</i></p> <p>2. Learners could also write the sentences they thought of in Learner's Book Activity 2.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write five sentences rather than three.</p>

Resources	Plenary		
	<ol style="list-style-type: none">1. Split the class into two teams.2. Invite each team to take turns to call out a 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: <i>travelled, walked, waved, jumped, climbed, wrote, learned, thought, gave, made.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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: 16
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to factual information about the moon. Speaking: To talk about the moon. Reading: To read factual information about the moon. Writing: To write days of the week and to label moon shapes in the lunar cycle.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand factual information • use days of the week and numbers to talk about sequences.
Link to prior learning: <ul style="list-style-type: none"> • Numbers 1 to 15 • Days of the week 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>calendar, moon, many, people, about, round</i> Key expressions/structure: affirmative sentences in the Past Simple: <i>They knew that the moon is round.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The word <i>round</i> may confuse learners as it has different meanings. As an adjective, and the way it is used in this lesson, <i>round</i> describes the sphere like shape of the moon. However, <i>round</i> can also be used in other contexts as a verb, adverb and preposition. 		
Resources/equipment needed: Learner's Book page 84 Activity Book page 73 Audio Track 63 World map (optional)		

UNIT 4 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to tell you what they know about the moon. Is it only visible at night? Is it a planet or a star? Does it light up? 2. Elicit and discuss answers as a class.
Resources	Main activity
Learner's Book page 84 Audio Track 63	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners that they will learn about what the people of ancient China and ancient Rome learned about the sky and in particular the moon. 2. If you have access to a world map, show where these countries are located. 3. Play the audio and ask learners to listen for the information about the sky and the moon. 4. Then read the information and ask learners to follow as you read. 5. Ask learners to find and point to the words <i>many</i>, <i>people</i> and <i>about</i>. Ask if learners know what these words mean. If not, explain the meanings of the words using gestures, drawings on the board and/or a dictionary. Ask learners to practise spelling them by writing them three times each in their notebooks. <p>Feedback</p> <p>Select learners to summarise what they learned from the information. Tell learners where the words are located in the text.</p> <p>Answers</p> <p><i>many</i> is in the first sentence about the people of ancient Rome. <i>people</i> is also in the first sentence and later in the first sentence about the people of ancient Rome. <i>about</i> is in the first sentence: The people of China learned a lot about the night sky.</p>
Learner's Book page 84	<p>Talk about it: Activity 2</p> <ol style="list-style-type: none"> 1. Arrange learners to work in pairs. 2. Tell learners that they will take turns to tell their partner things they learned about during the past week. 3. Model the speech by reading the speech bubbles on page 84 of the Learner's Book. Draw their attention to the <i>Speaking tip</i> and explain it. You may like to model by asking a learner to say something they learned, then you respond: <i>Oh, yes.</i> or <i>That's right.</i> Try to use rising intonation to demonstrate natural use of these phrases. 4. Set learners to work talking to their partner. <p>Feedback</p> <p>Circulate and monitor as learners talk, helping them as necessary. Select individual learners to tell the class what they learned during the past week.</p> <p>Answers</p> <p>Learners' own answers.</p>

Activity Book page 73	Activity Book: Activity 1 1. Draw learners’ attention to the section of a calendar on page 73 of the Activity Book. Explain that the ancient Romans developed a very similar calendar. 2. Ask learners to complete the calendar by adding the missing days of the week and the missing number dates. Feedback Ask learners to show the person sitting next to them their filled in calendar. Ask learners to compare their spellings and handwriting. Then ask learners to raise their hand to volunteer to share their answers with the class. Answers Monday; Thursday; Saturday; 4; 5 Monday; Thursday; Saturday; 8; 9; 10; 13; 14		
Activity Book page 73	Activity Book: Activity 2 1. Ask learners to look at Hassan’s calendar and elicit from it what the pictures represent. Read out the example sentence. 2. Learners work independently to complete the sentences using the information in the calendar. Feedback As learners write, circulate round the classroom, checking for learners’ understanding and writing. When they have finished, learners can compare in pairs. Then ask individual learners to read the completed sentences aloud. Answers 2 the sky; 3 learned about Egypt/Ancient Egypt; 4 On Thursday, Hassan learned about sundials.		
Resources	Plenary 1. Revise the months of the year by chanting them: January, February, March, April, May, June, July, August, September, October, November, December. 2. Turn the activity into a game by asking learners to call out the month after the month that you call out, for example, call out <i>May</i> and learners say <i>June</i> .		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to others discussing things they have learned during the past week. Speaking: To tell others about the things they have learned during the past week. Reading: To read and complete sentences about topic information. Writing: To write past and present tense verbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • review Lessons 13 to 16 • match people to countries • play a game using present and past tense verbs.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 13 to 16 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Introduce learning and understanding of the importance of feedback in English, from teachers and other learners 		
Key vocabulary: <i>ancient, Egyptians, Mayans, Greeks, Chinese, Romans, people, buildings, stars, time, calendar, Maths</i> Key expressions/structure: <i>The people of ... learned about ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 fact learned during the previous lessons. Reassure learners to use the sentences for reading as models for writing and provide additional support as required. 		
Resources/equipment needed: Learner's Book page 85 Activity Book page 74 Small pieces of paper or card, six per learner		

UNIT 4 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners that they have been learning factual information about people of the past in different countries and what they learned about the sky. 2. Ask learners to clarify what is meant by <i>factual information</i> or <i>facts</i>. Elicit suggestions and establish that facts are considered to be true. 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.
Resources	Main activity
Learner's Book page 84	<p>Ancient facts: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember the five different people or countries that they have been learning about. Discuss but do not write anything on the board. 2. Ask learners to match the ancient people to the correct country. 3. Learners could record their answers in a notebook or match them by pointing and discussing with a partner. <p>Feedback</p> <p>Call out each group of people. Ask learners to raise their hand to share their answer.</p> <p>Answers</p> <p>1 d; 2 e; 3 c; 4 a; 5 b</p>
Learner's Book page 85	<p>Verb cards: Activity 2</p> <ol style="list-style-type: none"> 1. Organise learners to work in pairs. 2. Draw learners' attention to the game instructions in Activity 2 on page 85 of the Learner's Book. 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). 4. Ask a pair of learners to come to the front of the class to model the games. 5. Talk through the game instructions using the volunteer learners to follow them slowly to show the class how to play the games. 6. Set learners to work, playing the card games. <p>Feedback</p> <p>Circulate as learners play the games, checking learners' understanding and offering support as necessary.</p> <p>Answers</p> <p>learned/learn; lived/live; wrote/write; made/make; thought/think; gave/give</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to follow only one of the games; therefore, they will have longer to play it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can extend the second game by putting their word into a sentence and saying it to the person who holds the matching card.

Activity Book page 74	Activity Book: Activity 1 1. Draw learners’ attention the sentence halves on page 74 of the Activity Book. Read them aloud to the learners. 2. Challenge the learners to match the sentence halves correctly by drawing a line between them. Feedback Select learners to read completed sentences to the class. <div>Answers</div> 1 c; 2 a; 3 e; 4 d; 5 b		
Activity Book page 74	Activity Book: Activity 2 1. Ask learners to reflect on the facts in Activity 1. 2. Explain that they should draw their favourite fact in the box. Feedback Ask different learners to show their picture to the people sitting near them. <div>Answers</div> Learners’ own answers.		
Resources	Plenary		
Activity Book page 74	1. Direct learners’ attention to the self-evaluation question at the bottom of page 74. 2. Ask them to think and answer. 3. Emphasise the importance of giving an honest answer.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.3.1.1.1) Learners 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 sentences in response to prompts.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a dialogue using time expressions, question words and <i>could</i> / <i>couldn't</i> . Speaking: To speak a dialogue using time expressions, question words and <i>could</i> / <i>couldn't</i> . Reading: To read sentences using <i>could</i> / <i>couldn't</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use and understand <i>could</i> and <i>couldn't</i> to describe ability in the past • use and understand time expressions in dialogue • use and understand question words such as <i>where</i>, <i>what</i>, <i>which</i>.
Link to prior learning: <ul style="list-style-type: none"> • Time expressions • Question words • Past tense verbs 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Introduce the concept of working in teams, with a common goal, to solve problems 		
Key vocabulary: <i>could</i> , <i>couldn't</i> , <i>Saturday</i> , <i>kite</i> , <i>show</i> , <i>school</i> , <i>weather</i> , <i>windy</i> , <i>clouds</i> , <i>afternoon</i> , <i>favourite</i> , <i>bird</i> Key expressions/structure: time expressions, question words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may become confused between <i>could</i> and <i>couldn't</i> as the words are very similar. When introducing the words, write <i>could</i> next to a big tick on the board and write <i>couldn't</i> next to a big cross on the board. Explain that <i>couldn't</i> is short for <i>could not</i>. 		
Resources/equipment needed: Learner's Book page 86 Activity Book page 75		

UNIT 4 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	1. Ask learners to think of things that they can do that babies and small children can't do, for example <i>read, write, ride a bike</i> . Elicit ideas and write these on the board.
Resources	Main activity
Learner's Book page 86	<p>What could he do?: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture at the top of page 86 in the Learner's Book. 2. Read the information aloud to the learners to explain to them that the pictures show Farad when he was three trying to do different activities. 3. Ask the learners: What could Farad do when he was three years old? Elicit answers and write them on the board. 4. Next ask: What couldn't Farad do when he was three years old? Again, elicit answers and write them on the board. <p>Feedback Ask learners to raise their hand to contribute an answer.</p> <p>Answers Farad could walk but he couldn't fly a kite and he couldn't ride a bike.</p>
Learner's Book page 86	<p>When I was five: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the sentences and explain that we use <i>could</i> to say that we were able to do something in the past and we use <i>couldn't</i> to say that we weren't able to do something in the past. Read the examples in the speech bubbles. 2. Ask learners to work with a partner and tell them what they could and couldn't do at five years old. <p>Feedback Ask pairs of learners to tell you what each other could and couldn't do at the age of five years old.</p> <p>Answers Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write a list of activities on the board for learners to discuss, for example, <i>swim, run quickly, use a computer, eat ice cream, ride a bike, cut food, etc.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their answers in sentences.
Learner's Book page 86	<p>The kite show: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner. 2. Tell learners to look at the picture of the kite show in the Learner's Book on page 86 and discuss what Ali could and couldn't see from the stands. <p>Feedback Ask pairs of learners to say the things they have found.</p>

	Answers Learners own, but these could include: Ali could see red, yellow and blue kites, the sun, some clouds and a bird. Ali couldn't see green kites, the moon or the stars.		
Activity Book page 75	Activity Book: Activity 1 1. Draw learners' attention to the sentences in Activity 1 on page 75 of the Activity Book. Read them aloud to learners saying both <i>could</i> / <i>couldn't</i> in the gap in the sentences. 2. Ask learners to write <i>could</i> or <i>couldn't</i> to make each sentence correct. Feedback Learners show their answers to a partner. Discuss the answers as a class. Answers 1 couldn't; 2 could; 3 couldn't		
Learner's Book page 86	Challenge: Activity 2 1. Ask learners to write a sentence about themselves using <i>could</i> and a sentence about themselves using <i>couldn't</i> . Then ask learners to draw a picture to show one of the sentences. Feedback Ask individual learners to tell the class either something they could or couldn't do. Answers Learners' own answers.		
Resources	Plenary 1. Play a game to practise <i>could</i> and <i>couldn't</i> . Ask the learners to think about what they could and couldn't do when they were babies. 2. Call out various statements to learners as follows: <i>ride a bike, climb a tree, write a sentence, walk, run, ride a bike, use a computer, talk</i> . 3. Learners stand up if they could do those things and stay seated if they couldn't. If they aren't sure they could stand half way up.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G3.1.1.1.7) 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> .			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific information. Speaking: To produce vocabulary from the unit. Reading: To read and answer questions and reflection statements.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Reflect upon their learning from Unit 4 • Listen to and understand topic vocabulary such as night and day words, past tense verbs.
Link to prior learning: <ul style="list-style-type: none"> • All Unit 4 content: night and day vocabulary, compound words, past tense verbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: all Unit 4 content Key expressions/structure: all Unit 4 content		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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. 		
Resources/equipment needed: Learner's Book page 87 Audio Track 64 A small ball		

UNIT 4 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Arrange learners in a big circle. 2. Ask learners to throw a ball around to each other and say something they've learned in Unit 4 every time they catch it.
Resources	Main activity
Learner's Book page 87 Audio Track 64	<p>Take the quiz!: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that to help them review their learning and progress through Unit 4 they will take part in a quiz. 2. Spend time reading each question and talking about the selection of pictures. 3. Ask learners to describe to a partner what they think each picture shows. 4. Ask learners in pairs to decide which key words they think might help them as they listen. 5. Play the audio, pausing after each question for learners to select the picture they think best matches the answer. 6. Replay the audio all the way through to allow learners to check their answers. <p>Feedback</p> <p>Draw a tally chart on the board showing the columns a, b and c. For each question ask learners to raise their hand to show if they think the answer is a, b or c. Mark answers as tallies on the chart. Discuss the correct answers.</p> <p>Answers</p> <p>1 c; 2 a; 3 a; 4 c; 5 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide a selection of key words to match each picture, for example the first row of pictures could be accompanied by the words: <i>sunny, daytime, daylight, sunlight, moon, night-time, stars, cloudy</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to follow up the activity by writing their answers as sentences. <p>Running dictation</p> <ol style="list-style-type: none"> 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>Yesterday Tom watched TV. Yesterday Lucy travelled in a submarine.</i> 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. <p>Feedback</p> <p>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>Answers</p> <p>Yesterday Tom watched TV. Yesterday Lucy travelled in a submarine.</p>

Learner's Book page 87	Look what I can do! 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.		
Resources	Plenary 1. Play a day or night game. Tell learners that one side of the classroom represents the answer 'day' and the other side represents 'night'. 2. Call out words associated with either day or night 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>stars, sun, moon, dark, light, daylight, daytime, night-time, nightclothes, morning, afternoon, evening, night.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
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 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: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to a partner talking about their project ideas. Speaking: To discuss ideas for a project. Reading: To read topic words. Writing: To write topic words and/or a book about the sky.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use language related to past tense actions and/or the sky • complete a project based task independently and confidently.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 Lessons 1 to 18 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-direction: Introduce the learning process to set goals, manage time and work independently 		
Key vocabulary: all vocabulary from Unit 4 Key expressions/structure: all structures from Unit 4		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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>yesterday, last night, in the morning, in the afternoon</i>; past tense verbs; day and night topic vocabulary. 		
Resources/equipment needed: Learner's Book pages 80 and 88 Audio Track 60 Strips of card or paper		

UNIT 4 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Learner's Book page 80 Audio Track 60	<ol style="list-style-type: none"> 1. Remind learners of the chant on page 80 of the Learner's Book. Read it through with them and play the audio, if necessary. 2. Ask learners to make two rows, facing each other. 3. Tell them that one row will chant the first verse and the other row will chant a different verse (substitute the words or ask for learner suggestions). Learners chant the verses to one another.
Resources	Main activity
	You should choose one of the project options below.
Learner's Book page 88	<p>Option 1</p> <p>Project A: Make a game: What did you do yesterday?</p> <ol style="list-style-type: none"> 1. Tell the learners that for their project they are going to make some word cards using past tense verbs. Elicit from the learners that past tense means it already happened before and brainstorm a list of past tense verbs on the board. Examples might include: <i>played, talked, walked, climbed, jumped, wrote, gave, made</i>. 2. Support the learners to make word cards. On each card write a past tense verb and draw a picture. 3. Then make four time cards: write <i>yesterday, last night, in the morning, in the afternoon</i>. <p>OR</p> <p>Option 2</p> <p>Project B: Make a cloud-shaped book</p> <ol style="list-style-type: none"> 1. Tell the learners that for their project they are going to make a cloud-shaped book that is full of facts about the sky. Brainstorm a list of facts about the sky on the board. Examples might include: <i>The sun is in the sky in the daytime.; The moon goes around the earth.</i> 2. Show the learners how to cut out a picture of a cloud. 3. Trace the cloud pictures on pieces of paper and cut them out to make a book. 4. Tell learners they will write a sentence about the sky on each page. 5. Tell learners to write the name of the book and their name on the cover. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can make as many word cards as they like. 2. Learners can make as many cloud pages as they like or they can alter/extend the template.
Resources	Plenary
	<p>Play a guessing game: What's missing?</p> <ol style="list-style-type: none"> 1. Write the following words on the board: <i>walked, talked, played, travelled, jumped, climbed, wrote, made, thought, gave</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.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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.			

LESSON PLAN		LESSON: 21
Teacher:		Subject: English
Grade: 3	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and evaluate presentations. Speaking: To present a project. Reading: To read word cards and cloud books.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make a short presentation.
Link to prior learning: <ul style="list-style-type: none"> • All previous vocabulary related to the sky from Unit 4 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 4 revision Key expressions/structure: Unit 4 revision		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When learners present their projects make sure to check they correctly use the language, for example, time expressions, past tense verbs or day and night topic vocabulary. 		
Resources/equipment needed: Learner's Book page 88 Learners' projects from Lesson 20 PCM 1		

UNIT 4 LESSON 21 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>Play a copying game</p> <ol style="list-style-type: none"> 1. Start by clapping or tapping out the syllables as you say the following words: <i>daytime, night-time, sunlight, moonlight.</i> 2. Ask the learners to copy you. This helps train their ears to listen to rhythm and intonation in speech. 3. Repeat but make the pattern more complex. 4. Again, ask learners to copy you. 5. Then choose a learner to take the lead.
Resources	Main activity
Learner's Book page 88	<ol style="list-style-type: none"> 1. Give learners time to finish their projects if necessary. 2. Tell learners they are now going to present their project. Explain that learners will evaluate their project and a partner's project. 3. Tell learners to look at the projects on page 88 of the Learner's Book as you read out the original instructions. 4. Demonstrate how to present a project by using the language you would like the learners to use, for example, Project A: <i>These are my word cards. This word says walked and this word says yesterday (point at words), Let's play the word card game.</i> Project B: <i>This is my cloud book. This page is about ...</i> 5. Put learners in pairs so they can present to one another or play the word card game depending on the project chosen. 6. When learners have presented encourage them to ask one another questions about their partner's project. 7. Circulate and observe the learners presenting and asking questions.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More confident learners could present in front of larger groups, for example, a group of four other learners.
	<p>Self-evaluation</p> <ol style="list-style-type: none"> 1. Advise the learners that they are going to review their own project work. 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. 3. Read the categories to the class. Explain the final item and encourage learners to think about how they could make their presentation better. 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.

Resources	Plenary		
	<div>1. Play a game of ‘<i>Simon says</i>’. Choose a learner to be the leader 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 4. When they hear the instructions they should mime the activity.</div> <div>2. The leader calls out instructions such as <i>Simon says look at the sky</i>, <i>Simon says walk in the park</i>, <i>Watch TV</i>.</div> <div>3. If the leader says an instruction with <i>Simon says</i> then the learners should do the instruction. However, if the leader does not say <i>Simon says</i> the learners should remain still and not do the instruction.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G3.2.1.1.10) Follow agreed-upon rules for discussions and carry out assigned rules.</div> <div>(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.</div> <div>(G3.2.2.1.2) Deliver simple presentations using visual displays (for example, illustrations, graphics and charts) when appropriate to clarify ideas, thoughts and feelings.</div>			

Audioscript

Learner's Book

UNIT 1

Track 2

Reading.

A story is a special thing.
The ones that I have read,
They do not stay inside the books.
They stay inside my head.

Track 3

Boy 1: I'm reading a story about two boys – the boys are friends. They play together, and they have a lot of adventures. It's a very exciting book.

Boy 2: My book tells you how to make things from paper. You can make a paper plane, a paper bird and lots of other things. I want to make a paper plane.

Boy 3: I'm reading a story about two friends: a rabbit and a duck. It's a funny story. Look what they're making with snow!

Boy 4: I'm learning some interesting things about sharks. Look, here's a picture of one. This shark is very big and very scary.

Boy 5: There are lots of songs in this book. I can play them on my piano. And I can sing the words too. Old Macdonald had a farm e-i-e-i-o.

Track 4

Bookcase. There are lots of books in the bookcase.
Book cover. The name of a book is on the book cover.
Tablet. You can read books and play games on a tablet.
E-book. This e-book is about sharks.
Cupboard. There are some pens and a book in the cupboard.
Pages. There are lots of pages in a book.
Point to a tablet with an e-book on it. What colour is the shark?
Find a book inside the cupboard. Point to it. What colour is the book?
Point to a book called *Learn and Play*. What colour is the book cover.
Point to the book with the most pages. It's a big fat book! What colour is it?

Track 5

- 1 There are four books on the table.
- 2 There are three red books.
- 3 Only one book is a fiction book.
- 4 Two books are funny books.
- 5 One book is blue.
- 6 One book is about sharks.

Track 6

We like to read books.
Books help us learn.
Some books tell a story.
Some books give us information.
We like to read books.

Track 7

A B C D E F G

H I J K L M

N O P

Q R S T U

V W X Y Z

[*PAUSE*]

The English language has 5 vowels:
a, e, i, o and u ... and sometimes y.

Track 8

- a octopus
- b egg
- c insect
- d apple
- e umbrella

Track 9

- a hen
- b cat
- c dog
- d fish
- e duck

Track 10

1 2 3 4 5 6 7 8 9 10

[*PAUSE*]

11 12 13 14 15

Track 11

Dad: Jill, is this backpack yours?

Jill: Yes, it's mine.

Dad: OK, here you are ... Nick, is this red one yours?

Nick: No, mine is the blue one with stars.

Dad: This one? OK ... Jack, which backpack is yours?

Jack: The black one is mine.

Dad: So which one is Lucy's?

Track 12

This book is my window

From inside my little room
Where I dream and wonder why,
Books can open up my eyes
Like a window to the sky.
From inside my little room
Where I dream and wonder why.
As the pages turn and turn
There's so much for me to learn.
Stories, poems, recipes,
Dinosaurs and history.
As the pages turn and turn
There's so much for me to learn.
When I open up a book
Each page whispers, 'Look! Look! Look!'
Sports and monkeys, trains and kings,
Stories of amazing things.
When I open up a book
Each page whispers, 'Look! Look! Look!'
From inside my little room,
Who can tell where I will go!
Places I would like to see,
Friends that I would like to know.
When I stop and read a book,
Who can tell where I will go!

Track 13

Characters make stories come alive
Funny, scary, happy or grumpy
Characters make stories come alive
Short, tall, fat or thin
Characters make stories come alive
Good, bad, lazy or wise
Characters make stories come alive!

Track 14

From inside my little room,
Who can tell where I will go!
Places I would like to see,
Friends that I would like to know.
When I stop and read a book,
Who can tell where I will go!

UNIT 2

Track 15

a city
a town
a village
an apartment
a house
a farm

Track 16

Hello! I live in a quiet place. Here is my home. It is a farm. My dad is a farmer. I love it here! Where do you live?

Track 17

My neighbourhood

Come and meet the people in my neighbourhood.
There are neighbours helping neighbours in my neighbourhood.
Everyone together, helping each other.
The streets around my home are my neighbourhood.

Track 18

Hi! Welcome to my neighbourhood! My name is Omran. I live in house number 8 with my family. Lots of other families live in my neighbourhood, too. Can you see me in the picture? I'm opening the door for my neighbour, Mrs Al Kaabi. She's carrying some big bags. Can you see a little boy on a bicycle? His name is Saif. His brother is helping him ride his bicycle.

Our road is quiet but there are a lot of cars. Can you see a man washing a car? His name is Mr Al Harthi. He is the driver for my family. His job is very important.

In our neighbourhood, there are old people and young people. Can you see a nurse helping an old woman? Her name is Mrs Al Marri.

A woman is crossing the road with a baby. They are going to the park. Can you see the trees? A gardener is collecting the leaves. Our park is really good.

Track 19

Young people. Children are young people.
Driver. The driver is cleaning the car.
Nurse. The nurse is helping an old woman.
Gardener. The gardener is collecting the leaves.
Old people. My grandma and grandpa are old people.
What is the driver doing?
Who is the nurse helping?
How many children can you see?
What is the gardener doing?

Track 20

Sami: Hello! My name is Sami. Today, I am watching the sky race in Dubai. My dad is one of the runners! The runners race inside a tall building in Dubai. They run up the stairs. The building has 52 floors. That is a lot of stairs! The winner is the person with the fastest time. Do you think my dad is first?

Track 21

first
second
third
fourth
fifth

Track 22

1

Man: Omran likes helping. His neighbour, Mrs Al Kaabi is carrying lots of bags. Omran is opening the door for Mrs Al Kaabi.

2

Boy 1: Look! He is running very fast.

Boy 2: The runner with the blue T-shirt?

Boy 1: No, the runner with the white T-shirt. Quick, Fahad, can you see him?

Boy 2: The runner with the white T-shirt? Is he number 12?

Boy 1: Yes! Look! I think he is going to win. Is he first?

Boy 2: Yes, he is! He is the winner!

Both: Yay!

3

Girl: Hello. My name is Roudha. I live in a house with my family. I live with my mum and dad, my baby brother and my grandma. I love my family.

Track 23

1

Woman: Hello. I want to go to the supermarket, please.

2

Man: Hello. I want to go to the zoo, please.

3

Mum: Hi. Are we all ready?

Boys: Yes, Mum!

Mum: To the playground, please. We want to go to the playground today.

4

Man: Good morning. Please can you take me to the shopping centre?

5

Man: Good afternoon. Please can you drive me to the mosque? Thank you.

6

Mum: Hello again. Are we ready now?

Boys: Yes, Mum!

Mum: Please can we go to the swimming pool? Thank you very much!

Track 24

Dear everybody,

My name is Fiona Littleton. I am eight years old. I live in an apartment. My family lives on the second floor. Look at my picture. Can you see me?

I live in Cardiff. Cardiff is a city in Wales. Wales is a country in the United Kingdom. We call it 'the UK'. On the map, Cardiff is in square B-1. Can you see it?

My grandparents live in a city in square D-1 of the map. Can you find the city?

This is my address. What is your address?

Maybe we can visit each other some day!

Your friend,

Fiona

Track 25

I am a teacher. I teach.

I am a driver. I drive.

I am a runner. I run.

Track 26

Mr Khalid is a firefighter and he works at a fire station. He wears a firefighter's uniform: a jacket, trousers, gloves, boots and a helmet. When the fire alarm rings, he quickly puts on this uniform. He jumps in the fire engine and rushes to the fire. The light on the fire engine flashes and you can hear a loud siren.

Mr Khalid and the other firefighters fight the fire. Mr Khalid uses water to put out the fire. Sometimes he uses a ladder to rescue people from buildings.

Sometimes Mr Khalid goes to schools and talks to the children. He teaches them about fire safety.

Firefighters help to keep our neighbourhood safe.

Thank you, firefighters!

Track 27

Put your left hand on your head.

Put your right hand on your tummy.

Move your left hand up and down. Pat your head!

Move your right hand in a circle. Rub your tummy!

Track 28

behind [...] Look behind you. Then put your arm behind your back.

between [...] Put your hand between your knees.

inside [...] Wiggle your finger. Then put your finger inside your book.

on [...] Put your right hand on your book. Put your left hand on your right hand.

under [...] Wave your left hand. Wave your right hand. Put your left hand under your right hand.

Track 29

Waleed: Hi! Welcome to my town!

- 1 Start at the blue bus stop. Go straight ahead. I'm not at the park. I'm not at the park cafe. I'm opposite the park gate. Where am I?
- 2 I'm with my mum. We are shopping for food. We are next to the library. Where are we?
- 3 This is my favourite place. I go here after school every Wednesday. It's between my school and the zoo. Where am I?
- 4 Start at the blue bus stop. Turn left. Cross the road next to the mosque. It's on the left. You're here!

Track 30

Woman 1: Excuse me, where is the library?

Woman 2: Go straight ahead, then turn right at the corner. It's opposite the bakery.

Woman 1: Thank you very much.

Track 31

Girl 1: This is clue number 1. Look under the table.

Girl 2: I've got it! Clue number 2 is under the table.

Girl 1: Great! Read clue 2.

Girl 2: Look on the bridge. Where is the bridge?

Girl 1: I can see a bridge over there. Let's go!

Girl 2: I've got it. Here's clue number 3, on the bridge.

Girl 1: OK! Read clue 3.

Girl 2: Look between two trees.

Girl 1: I can see two trees over there. Let's go! [pause]

Girl 2: Here it is! Clue 4 is between the trees.

Girl 1: Fantastic! Read clue 4.

Girl 2: Look inside the log. Hmmm ... Look inside the log.

Girl 1: Can you see a log?

Girl 2: Yes, over there!

Girl 1: Clue 5 is inside the log.

Girl 2: Good! Read it.

Girl 1: Look behind the big rock. Look behind the big rock.

Girl 2: There's a big rock over there. Let's go!

Girl 1: Look at this! It's a treasure box.

Girl 2: It's a box of balloons! Hooray, I love balloons!

Girl 1: Me, too!

Track 32

A lot of kids

There are a lot of kids
Living in my apartment building
And a lot of apartment buildings on my street
And a lot of streets in this city
And cities in this country
And a lot of countries in the world.

So I wonder if somewhere there's a kid I've never met
Living in some building on some street
In some city and country I'll never know —
And I wonder if that kid and I might be best friends
If we ever met.

Track 33

Boy 1: Ni hao!

Girl 1: Howzit!

Boy 2: Hola!

Boy 3: Hala!

Girl 2: Hi!

UNIT 3

Track 34

Reach for the sky
Clap your hands. Touch your toes.
Turn around. Put your finger on your nose.
Flap your arms. Jump up high.
Wiggle your fingers and reach for the sky!

Track 35

Julia: It's 'Get up and move' day at our school. Moving is good for us: it keeps our bodies healthy and strong. We are moving in lots of different ways!

Those two children are having a duck race. Look! They are flapping their arms and walking like ducks.

That boy over there is jumping very high. He's trying to reach the balloon. I think he's done it!

These boys are playing a game. Let's listen to them.

Boy 1: Wave your hands!

Boys 1 and 2: We're waving our hands!

Boy 2: Wave your hands and hop on one foot!

Boys 1 and 2: We're waving our hands and hoping on one foot!

Boy 1: Wave your hands and hop on one foot and nod your head!

Boys 1 and 2: We're waving our hands and hopping on one foot and nodding our heads!

Boy 2: Ooo... I'm falling o-v-e-r...!

Julia: Well done, everyone! OK, it's your turn now. Can you wave your hands, hop on one foot and nod your head? Try it!

Track 36

Wave. Wave one hand. Now wave both your hands!
 Stand. Stand up! Now stand on one leg!
 Hop. Hop on one foot! Hop three times!
 Fall. Fall over!
 Flap. Flap your arms. Flap like a bird!
 Wiggle. Wiggle your fingers. Wiggle your toes. Can you wiggle your nose?
 Nod. Nod your head, up and down.

Track 37

Let's count to 20 slowly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
 Now let's count to 20 quickly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
 Tap your tummy... and stand on one leg... and count to 10 slowly and quietly. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Well done!

Track 38**Amazing birds****Laying eggs**

All birds have feathers, and all birds lay eggs. A hummingbird has the smallest egg. It is as small as your fingernail. An ostrich has the biggest egg. It is as big as 24 hen's eggs.

Building nests

Most birds build nests for their eggs, but some birds don't. Emperor penguins don't build nests. The father penguin balances the egg on his feet. His tummy keeps the egg warm. Some birds lay their eggs on the ground.

Flying

Most birds can fly, but some birds can't. An ostrich can't fly, but it can run very fast. A penguin can't fly, but it can swim very fast.

Swimming

Ducks and swans can swim. They can fly too!

Track 39

We like to move
 It keeps us fit
 Take a look
 At how we do it...
 We can wave our hands
 We can nod our heads
 We can hop on one foot
 And flap our arms
 We can wiggle our fingers
 And stand up tall
 Watch us as we do it all!

Track 40

kite
 cake
 page
 rice
 home
 line
 nine
 name
 rope
 phone

Track 41

Tim ... time
 Sam ... same

Track 42

Mr Gray: Let's wait for the train. Stay away from the wet paint!

Daisy Gray: There's a snail on the railway. I hate snails. I hate rainy days.

Mr Gray: Here comes the train. Move away, snail!

Track 43**If you're happy and you know it**

If you're happy and you know it, clap your hands.
 If you're happy and you know it, clap your hands.
 If you're happy and you know it,
 And you really want to show it,
 If you're happy and you know it, clap your hands.

Track 44

Rain, rain, stay away, come and play on a day in May.
 The snail took the train to Spain in the rain.

Track 45***Bear and Turtle have a race***

Narrator: One cold winter day, Bear was walking and singing.

Bear: I'm the best in the forest. I'm the fastest runner of all. I'm big and fast and strong and brave! I'm the very best bear of all.

Turtle 1: Bear is always boasting!

Turtle 2: I think we need to teach him a lesson.

Narrator: The turtles whispered together. They had a plan.

Turtle 2: Good idea!

Turtle 3: Very clever.

Turtle 4: Let's do it!

Narrator: The next day, Bear saw Turtle sitting on a rock.

Bear: What are you doing Turtle?

Turtle 1: I'm writing a song: 'I'm the best in the forest. I'm the fastest swimmer of all...'

Bear: That is a silly song! Bears are fast. Turtles are slow.

Turtle 1: Not when we are swimming. I can swim faster than you can run.

Bear: That is silly. Let's have a race.

Turtle 1: OK! Let's meet at the pond tomorrow. I can swim. You can run.

Narrator: The animals came to watch the race.

Rabbit and Frog: We want Turtle to win!

Deer and Fox: We want Bear to win!

Crow: Ready, steady, go!

Track 46

Bear and Turtle have a race part 2

Turtle 4: Hurry up, Bear! I'm going faster than you.

Bear: Wow! That turtle is swimming fast!

Turtle 3: Hurry up, Bear.

Bear: I'm running as fast as I can.

Turtle 2: Hurry up, Bear. I'm winning.

Bear: Oh no, I'm losing the race.

Crow: Turtle is the winner!

Deer and Fox: Turtle's won the race!

Rabbit and Frog: Hooray for Turtle!

Bear: I'm going to my cave. I don't want to see anyone. I'm going to sleep all winter.

Narrator: When everyone had gone, Turtle knocked on the ice three times.

Turtle 1: You can come out now.

Turtles 2, 3 and 4: We did it!

Turtle 2: Yes. Turtles are not fast, but we are clever!

Track 47

Can you twist slowly?

Slowly, slowly.

Can you bend carefully?

Carefully, carefully.

Can you hop quickly?

Quickly, quickly!

UNIT 4

Track 48

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

Track 49

Sally: Hi, Mum!

Mum: Hi, Sally!

Sally: I'm looking at my shadow. Look, my shadow is long!

Mum: Oh yes, what a long shadow! It's a sunny afternoon, so we can see our shadows really well.

Sally: I looked at my shadow in the morning too. In the morning, my shadow was long.

Mum: Yes, that's right.

Sally: At midday it was cloudy, but sunny too. So I looked at my shadow again. At midday my shadow was short!

Mum: Yes, at midday the sun was very high. So your shadow was very short.

Sally: Now my shadow is long again!

Track 50

Sky. The sky was blue.

Sun. The sun was high at midday.

Cloud. There were some clouds at midday.

Shadow. Sally looked at her shadow.

Long. In the morning, Sally's shadow was long.

Short. At midday, Sally's shadow was short.

Look through the window of your classroom.

What colour is the sky today?

Can you see the sun today?

Are there any clouds? What colour are they?

Are there any shadows?

Track 51

What can we see in the sky by day?

The sun and clouds

In the day, we can see the sun. The sun is a star. It's the nearest star to our planet, Earth. It is the only star we can see in the day.

Clouds are made of lots of tiny drops of water. Water comes down from the clouds as rain or snow.

What can we see in the sky at night?

The moon and stars

Nobody can count all the stars in our sky. There are too many. When it is very dark, you can see more stars.

We can see the moon because the sun shines light on it. Sometimes we see a whole round moon, and sometimes we see only part of the moon.

Track 52

Why do we have day and night?

The sun shines on our planet, Earth. Earth turns round slowly. So half of our planet is light and half of our planet is dark. When it is light, we have day. When it is dark, we have night.

Track 53

By day the sun and clouds fill the sky
My shadow skips and jumps beside me
By night the moon and stars come out to play
They move in the dark for everyone to see

Track 54

bite
line
shine
night
right
kite

Track 55

1 n - i - g - h - t
2 w - r - i - t - e
3 k - i - t - e
4 l - i - g - h - t
5 s - h - i - n - e

Track 56

Red sky at night,
Sailor's delight.
Red sky in the morning;
Sailor's warning.

Track 57

Mariam: In the morning I get ready for school. I get dressed and I eat breakfast. In the afternoon I am at school. I enjoy my art lessons and learning English. In the evening I help my mother to cook dinner. At night I like to read a story before bedtime.

Track 58

We travelled by spaceship

We travelled by spaceship to outer space.
Far, far away. We were very brave.
We waved at the earth.
We watched the earth get smaller and smaller.
We travelled by spaceship to outer space.
Far, far away. We were very brave.
We jumped out of the spaceship.
We walked on the moon.
We travelled by spaceship to outer space.

Far, far away. We were very brave.
We climbed back into the spaceship.
We travelled home.
We travelled by spaceship to outer space.
Far, far away. We were very brave.

Track 59

We travelled by submarine to the bottom of the sea.
We waved at the ship.
We climbed out of the submarine.
We walked on the bottom of the sea.
We watched the fishes.
We talked to an octopus.
Then we travelled back home.

Track 60

In the morning, I smile at the sunshine.
In the afternoon, I play in the daylight.
In the evening, I get ready in my nightclothes.
At night, I say goodnight to the moonlight.

Track 61

Astronomers all over the world

An astronomer is a person who studies the stars and planets. Today, astronomers look at the sky with big, powerful telescopes. They can take photos of the planets with cameras.

Many, many years ago, astronomers didn't have telescopes or cameras. But they watched the sky and they learned many new things.

Track 62

Ancient Egypt

The people of ancient Egypt learned to tell the time by looking at the stars. One very famous astronomer was Hypatia of Alexandria. She lived in Egypt two thousand years ago. She wrote books about Maths and astronomy.

The Mayan people in Mexico

The Mayan people lived mainly in Mexico. Mayan astronomers made special buildings to watch the stars and planets in the sky. They learned how the planets move. They measured light and shadows. The Mayans thought that the earth was flat.

Ancient Greece

The people of ancient Greece learned that the earth goes round the sun. They gave names to many of the planets. The word planet is from a Greek word.

Track 63

Ancient China

The people of ancient China learned a lot about the night sky. They knew that the moon is round. They knew that the sun shines light on the moon.

Ancient Rome

The people of ancient Rome (in Italy today) learned many important things. They learned that the earth goes round the sun in one year. They learned that the moon goes round the earth in one month. They made a calendar. Their calendar was similar to our calendar today.

Track 64

1

Speaker 1: It was sunny yesterday.

Speaker 2: Today it is cloudy.

2

Speaker 1: Mei, your shadow is very long.

Mei: Yes, because it's morning. Shadows are long in the morning.

3

Speaker 1: It's very dark.

Speaker 2: Yes, it's night-time, so we can't see the sun.

4

Speaker 1: What did you do yesterday, Tom?

Tom: I watched TV.

5

Speaker 1: What did you do yesterday, Lucy?

Lucy: I travelled in a submarine.

PCM 1: Project self-evaluation

Unit: _____ Project: _____

Think about your project. Complete the chart.

Talking in my group:



My handwriting on my project:



Giving my presentation:

Did I say what I planned to say?

☐

Did I use good presentation skills?

☐

Did I answer questions from other learners?

☐

One thing I will do better next time:



PCM 1: Project self-evaluation

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Think about your project. Complete the chart.

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☐

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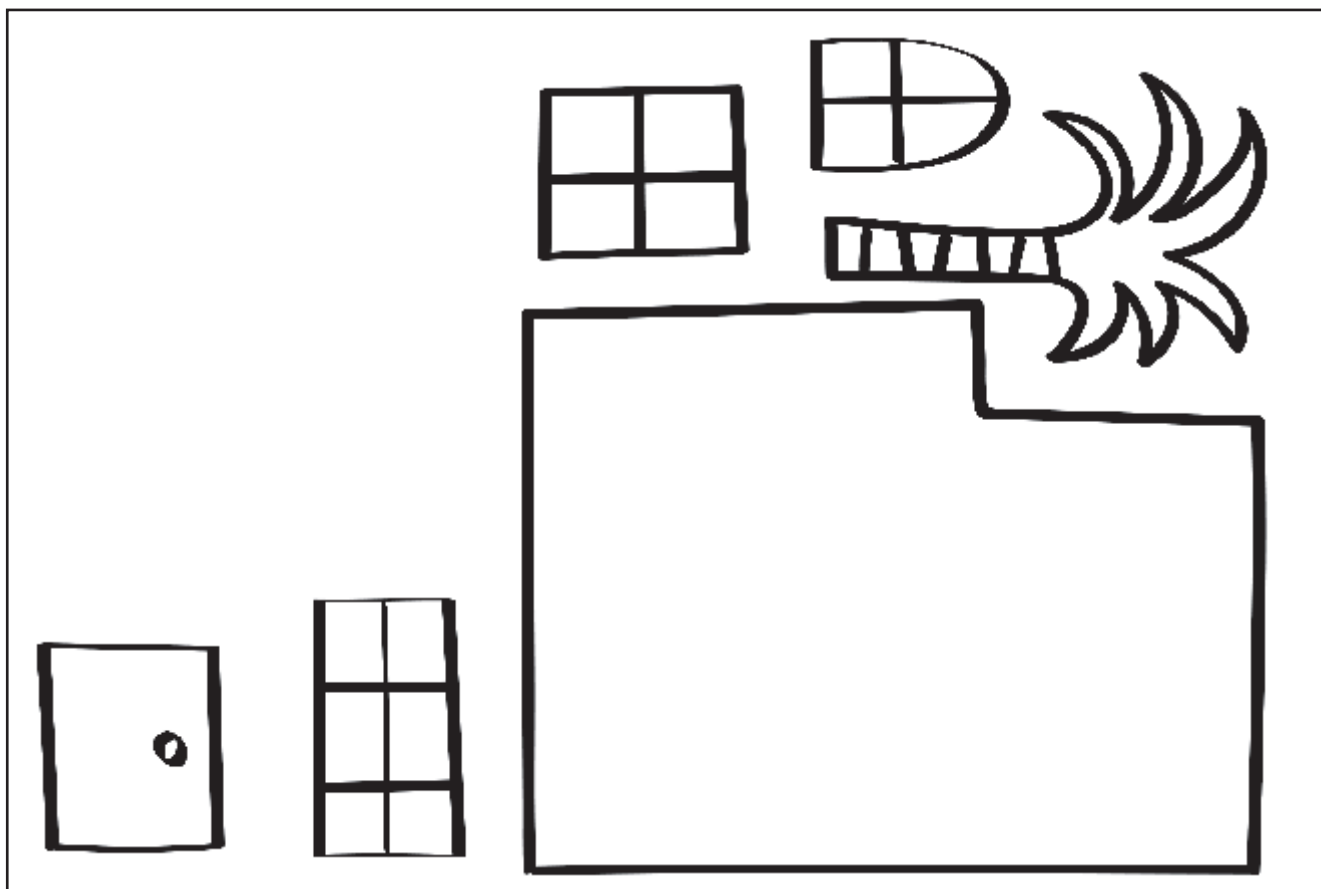
☐

Did I answer questions from other learners?

☐

One thing I will do better next time:

PCM 2: Play a game



PCM 3: Interview your teacher

Imagine you are a TV reporter and interview your teacher.

What is your job?

Where do you work?

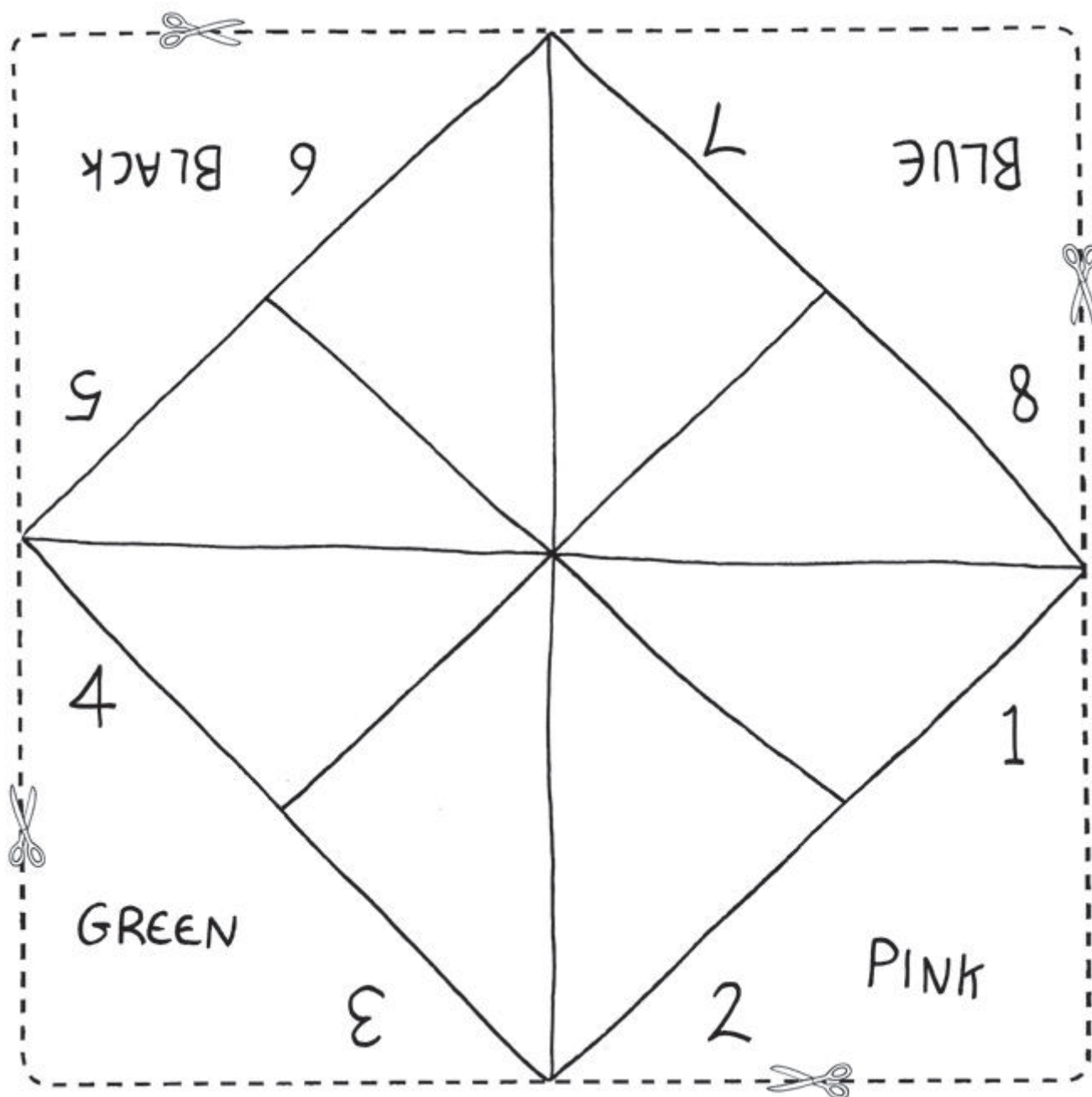
What do you do?

Question: _____ ?

Question: _____ ?

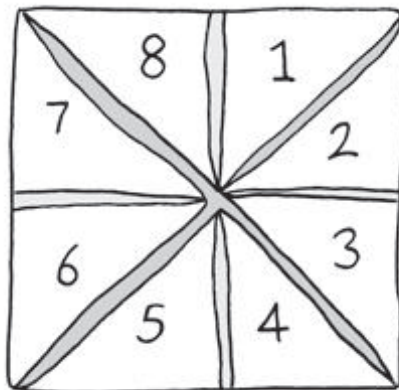


Pick a colour, pick a number

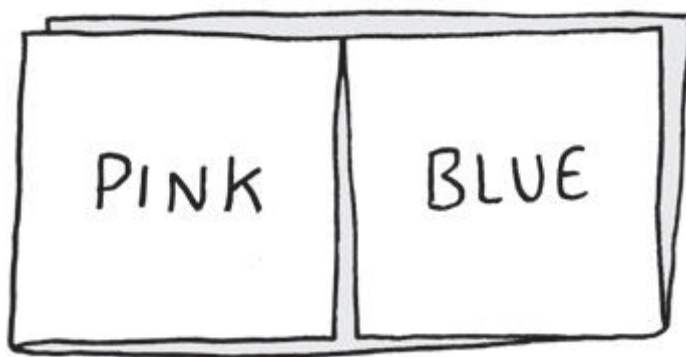


1 Cut out the square. Fold the four corners into the centre.

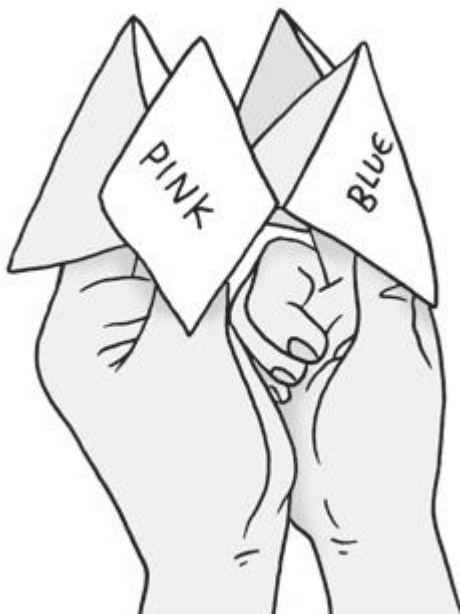
2 Turn the paper over. Fold the four corners into the centre.



3 Fold the paper so it looks like this.



4 Put your thumb and pointer fingers under the colour flaps. Practise opening and closing.



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