

Lesson Plan

Grade 3 Unit 3 After school	
Aims • Watch/listen for specific detail in an ANIMATED SONG • Draw and write about an activity that they saw in an ANIMATED SONG	
Syllabus fit This is the second lesson of Week 2, Unit 3. It focuses on daily activities described in an ANIMATED SONG and follows on from Week 1 when students exchanged their daily activities. In Week 3 they will survey other students.	
Differentiation	
Support	Stretch
The warmer reminds the students of Week 1 vocabulary and prepares them for the song.	More confident students will be able to identify more daily activities and be able to put them in order.
The [ANIMATED SONG] visuals will support understanding.	Stronger students can be encouraged to draw and write about more daily actions in Stage 3.
Teaching & Learning Materials	
ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/out-play-ben-brad Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-chants-out-to-play-with-ben-and-brad-worksheet.pdf	

Procedure

Lesson Staging	
Stage	Teaching strategy & interaction pattern
1. 5 minutes	Warmer: Play [MIME & GUESS] . The teacher mimes a daily activity, e.g. <i>brush your teeth</i> , <i>comb your hair</i> etc, Tell students that when they think they know what it is they must put up their hand (not shout) Continue until all the activities from Week 1 have been mimed. Teacher to students
2. 10 minutes	Watch an [ANIMATED SONG] in stages. Stage 1: Pre-viewing: write morning afternoon evening night on the board, ask questions: <i>What do you do in the? ... at night?</i> Tell students to listen to the song and decide which time of day it is. Then [PAIR SHARE] and listen again to check/confirm.

	Stage 2: The teacher mimes some of the actions in the chant, students guess. Tell them to listen again for more (there are 9 daily actions to find). Students PAIR SHARE what they heard. Elicit the verbs, e.g. <i>go home go out to play</i>, writing up the verbs in random order. Watch again to identify more actions, add them to the board. Stage 3: Ask students to help you put them in order, asking ‘<i>What was the first action?</i>’ <i>What was next?</i> Add numbers to the actions on the board. Students listen again to confirm the order of the activities (see song transcript). Teacher to students Student to student
3. 20 minutes	Stage 4: Show the students the Worksheet activity # 1: <i>What’s the word?</i> Help them do the first one, then set up groups to match the rest Tell students to draw a picture from the song. Write up the [SENTENCE STARTER]: <i>After school he..... s</i> Tell students to write about their picture, remind them to put ...s at the end of the verb. Teacher to students
Assessment for learning activity¹ 5 minutes	
[HAPPY FACES] students draw a face that represents how they feel about the song and hold it up to show the teacher.	
Potential homework Draw pictures showing what they do after school.	
Reflection on the lesson	
What worked well:	What would you do differently?

¹ <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>