

GRADE 3

Unit 5 Theme: At the market

Project: My healthy market stall POSTER

Goals: Students will prepare a POSTER of a market stall that sells healthy food that you can buy in the market, with written food labels. They will share it with others, in groups and give feedback to each other.

Product: Students will prepare and practice describing, in simple language, a POSTER of a market stall that sells healthy food. They will be encouraged to share it with their family.

Life skills¹: Creativity and self-management: awareness of healthy eating behaviours.

Cross curricular links: Art and Science

Performance indicators: Students are able to prepare and describe, in simple language, a POSTER of a market stall that sells healthy food. Others will be able to follow the descriptions and give simple feedback.

WEEK 1: Theme: What's in the market?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall vegetables Ask and answer about vegetable preferences Play a word game with vegetable vocabulary	[CLASSROOM POST BOX] – start a routine for the unit for children to draw a picture of how they feel at the beginning of each week. Then students 'post' their drawings in a box, so it is anonymous. The teacher can check them each week as a 'barometer' of how students are feeling. Show the shopping bag and say '<i>I went to the market today</i>' – encourage students to guess what's in the bag. They can ask for new words saying: <i>How do you say ... in English?</i> Gradually show them what's in the bag – taking vegetables out one by one, naming and [CHORAL DRILLING] each item. Put everything away and students [PAIR SHARE] what they remember.	A CLASSROOM POST BOX made from a small box with an opening to insert ideas, comments, feelings on POST IT notes. A shopping bag/basket with 6 local vegetables in it Vegetable FLASHCARDS https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-	Speak: name and recall vegetables; ask and answer about vegetable preferences; play a word game with vegetable vocabulary

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	Make a list on the board. Nominate students to ask: <i>Do you likes (vegetable)?</i> Students draw the vegetables and write the words. [SUBSTITUTION DRILL] the question form, e.g. tomatoes <i>Do you like tomatoes?</i> Set up groups to use their vocabulary sets (drawing + words) to take turns to ask questions Round up with open questions: <i>Who likes ...(vegetables)?</i> Students put their hands up. Play [BACK TO THE BOARD] – provide prompts on the board for clues, e.g. It's big/small- It's (colour); (name) likes it; We eat it with ...	games/vegetables-1	
Assessment for Learning: SMILEY FACE REACTION – students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Local Palestinian vegetables, e.g. onions, tomatoes, potatoes, carrots, courgettes	Receptive <i>'I went to the market today':</i> <i>Who likes.....s(vegetable)?</i> Productive: <i>How do you say ...in English?</i> <i>Do you like tomatoes? Yes – No</i> It's big/small It's (colour) (Name) likes it We eat it with ...	Teacher to students Students to students	Rising intonation on closed questions e.g. <i>Do you like tomatoes?</i> 

WEEK 2

Theme: Do you like bananas?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall fruit words Ask and	Select 6 fruit [FLASHCARDS] , fruit that students are familiar with, e.g. orange, banana, elicit the words and CHORAL DRILL them.	Fruit FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/	Speak: name and recall fruit words

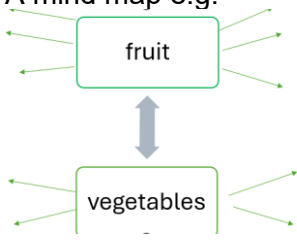
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answer questions about fruit that students like	Nominate students, show a FLASHCARD and ask <i>Do you like ...s (fruit)?</i> SUBSTITUTION DRILL the question, showing the FLASHCARDS, e.g. bananas <i>Do you like bananas?</i> Nominate OPEN PAIRS to practice asking and answering questions about fruit. Show the [FIND SOMEONE WHO] table (with one row partially complete). Alternatively you can draw it on the board. Nominate students to ask the question: <i>Do you like grapes?</i> When someone says ‘Yes’ write their names in the last column on the board. Ask the students to copy the table and fill the first two columns with fruit and vegetables of their choice. Use a mixture of fruit and vegetable FLASHCARDS to SUBSTITUTION DRILL the question, e.g. potatoes <i>Do you like potatoes?</i> etc Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students use their personal FIND SOMEONE WHO tables to fill the names column. Round up asking: <i>Who likes ... (fruit)?</i> Students put their hands up.	attachment/flashcards-fruit.pdf A simple FIND SOMEONE WHO table, e.g. <table><tr><th>Picture</th><th>Fruit or vegetable</th><th>Name</th></tr><tr><td></td><td>grapes</td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Picture	Fruit or vegetable	Name		grapes											Ask and answer questions about fruit that students like
Picture	Fruit or vegetable	Name																
	grapes																	
Assessment for learning: [EMOJI CARDS] students look at their partners drawing and draw an EMOJI on the back of it.																		
Vocabulary	Grammar	Interaction	Pronunciation															
Fruit: bananas, grapes, oranges, apples etc	Receptive and productive: <i>Do you like grapes?</i>	Teacher to students Student to students	Rising intonation on closed questions e.g. <i>Do you like grapes?</i>															

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Theme: The market stall

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Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall fruit and vegetables Share fruit and vegetables from memory Listen to instructions to draw and colour a market stall	Build a [MIND MAP] on the board, encouraging students to name fruit and vegetables to add to it. Teaching tip: it's a good idea to get students used to building MIND MAPS as they are a useful study tool for recording and revising thematic vocabulary sets. Show the coloured Market stall picture, ask students to look at for one minute, to try and remember what's on the stall. Remove the picture and ask students to PAIR SHARE what they can remember. Add any extra words to the MIND MAP. Review <i>left - right – at the top – at the bottom – under</i>, pointing to different items on the stall, saying: <i>The bananas are on the left</i> etc [DRAWING DICTATION]: tell the students to draw a market stall with 2 sections on the left and 2 on the right. (4 sections altogether) Give drawing instructions for the fruit and vegetables in each section, e.g. <i>On the left at the top draw some tomatoes – On the right at the top draw some bananas</i> etc Teaching tip: you can get students to hold up their pictures at intervals to see if everyone is following, check if students need more time. Then give colouring instructions, e.g. <i>Colour the bananas yellow.</i> For homework: ask students to draw their own Market Stalls with fruit and vegetables they like.	A mind map e.g.  Market stall picture https://learnenglishkids.britishcouncil.org/print-make/colouring/fruit-vegetables Coloured crayons or felt-tip pens	Speak: name and recall fruit and vegetables; share fruit and vegetables from memory Listen to instructions to draw and colour a market stall
Assessment for Learning: [POST ITS] students draw or write something about their market stall.			
Vocabulary	Grammar	Interaction	Pronunciation

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Describe fruit and vegetables	Receptive: <i>Draw bananas at the top/bottom, on the left/right</i> <i>Colour the bananas yellow</i> Productive: Name/List fruit and vegetables	Teacher to students Student to student	Stress on key information, e.g. <i>Draw bananas at the top on the left</i>
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WEEK 4 (1 lesson)

Project: My market stall

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe a personalized Market Stall Listen and respond with EMOJIs.	Students share their personal Market stalls in groups (or open BREAK OUT ROOMS in an online lesson) Students take turns to describe their personal STORY BOARDS Students show an EMOJI CARD after each description. Teacher displays the market stall pictures around the classroom, students use a [GALLERY WALK] to look at them.	EMOJI CARDS	Speak: describe a personalized Market Stall Listen to others and respond with EMOJIs.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each student's description.			
Language			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 5 vocabulary	Unit 5 language.	Student to student	Unit 5 pronunciation