

GRADE 3

Unit 1 Theme: Welcome to English

Unit 1 Project: Design a pencil case

Goals: Students will create a personalised pencil case, decorating it with images that show what they like. In the last lesson of the unit, students share what they like to find out what they have in common with other students.

Product: Students will produce a drawing of a personalised pencil case decorating it with images that show what they like. They will be encouraged to share it with their family

Life skills¹: Creativity and communication – students share what they like to find out what they have in common with other students.

Cross curricular links: Art

Performance indicators: Students are able produce a drawing of a personalised pencil case. They can use the drawing to share what they like and use language from the unit (vocabulary and structures, e.g. I like ...).

WEEK 1: Theme: Let's learn our names

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall greetings and names Draw and write a simple sentence about themselves.	View the [ANIMATED SONG] to model a [GETTING TO KNOW YOU] game Stage 1: show the song <i>without sound</i> – students count how many children they see (6) Teaching tip: <u>a low tech version would be to make 6 FLASHCARDS, one for each name in the song. Then sing the song, instead of listening to the recorded version.</u> Write the 6 names on the board in random order or use the pictures of the children in the worksheet. Stage 2 – students watch again and to identify the order the children appear in the song. Teaching tip: <u>start the video and pause it at the first child, ask her</u>	ANIMATED SONG Hello, hello, hello https://learnenglishkids.britishcouncil.org/songs/hello-hello-hello Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-bean-bag-hello-worksheet.pdf	Speak: name and recall greetings and names Draw and write a simple sentence about themselves.

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	name and write #1 next to the name (or under the Worksheet picture) Stage 3: Focus on the game instructions: <i>'Pass the bag and say your name'</i> Then the teacher demonstrates the game with a bean bag or a soft ball. Ask 5 confident students to come to the front of the classroom and stand in a circle. Start the game by passing the bean bag/ball to a student and saying your name, <i>Hello, I'm ...(name)</i>. Help that student say <i>Hello, I'm ...(name)</i> and pass the bean bag/ball on to someone else. Get another group of 10 students to play the game. Repeat with another group of 10 students. Write the structure on the board: <i>Hello, I'm ...(name).</i> Students draw a picture of themselves and write a caption using the structure on the board.	A small bean bag or small soft ball for the 'name game'.	
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Assessment for Learning: EXIT TICKET – students say their name to the teacher as they leave the classroom.

Vocabulary	Grammar	Interaction	Pronunciation
Simple greeting + classmates' names	Receptive <i>Pass the bag and say your name</i> Productive: <i>Hello, I'm ...(name)</i>	Teacher to students Student to student	Contraction: I am .. = I'm ..

WEEK 2

Theme: Ready for English

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall classroom objects Ask and answer questions about	Show about 8 [FLASHCARDS], the students know some of the words from previous grades. Ask <i>'What's this?'</i> and help with pronunciation. Use the	Things for the classroom FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachme	Speak: name and recall classroom objects; ask and answer questions about classroom

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classroom objects	FLASHCARDS for a [CHORAL DRILL]. Teaching tip: it's not necessary to explain why certain words have a and others an, you can reformulate student answers with the correct article. Distribute the FLASHCARDS to 8 students and nominate [OPEN PAIRS] to practice asking about the FLASHCARD they have, saying: <i>What's this? A/an</i> Re-distribute the FLASHCARDS again and repeat. Write the 8 FLASHCARD words on the board. Invite students with flashcards to come to the board to stick teach one next to the correct word Students make a set of 6 FLASHCARDS (images + words) in their notebooks. Set up groups to take turns to ask questions using their FLASHCARDS. Play [I SPY] with real objects in the classroom.	nt/flashcards-classroom-objects.pdf	objects.
Assessment for learning: [EMOJI CARDS] students reflect on Week 2 and draw an emoji that reflects how they feel, teacher collects them as the students leave the classroom.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle and extend things for the classroom: pen, pencil, notebook, crayons, felt tips, pencil case, eraser	Productive: <i>What's this? A/an</i> <i>I SPY something beginning with ...(first letter)</i>	Teacher to students Student to student Student to students	Falling intonation on open questions.

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Theme: What's in the bag?

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Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall classroom object words Listen and follow simple instructions to colour a picture.	Play the [MYSTERY BAG] game 2 or 3 times. Show the pencil case image and play the [MEMORY GAME]. Then show the black and white outline image and tell the students to copy it. Use a [COLOURING DICTATION] and students use crayons or felt tip pens to colour everything (as per the dictation instructions). Show the students your large pencil case drawing and explain that the images show what you like, e.g. a book: <i>I like reading</i>. Talk about each image. Write 'Our teacher likes ' on the board and ask pairs to [PAIR SHARE] sentences. For Homework – ask students to draw a pencil case and decorate it with images of what they like.	3 thin plastic bags with 4 or 5 different classroom items in them Pencil case image https://learnenglishkids.britishcouncil.org/print-make/colouring/pencil-case A large (A3) drawing of a [PERSONALISED] pencil case decorated with images that reflect activities, food, sport etc that the teacher likes	Speak: name and recall classroom object words. Listen and follow simple instructions to colour a picture.
Assessment for Learning: [SUMMARY THOUGHT] write or draw something in response to the ANIMATED SONG.			
Vocabulary	Grammar	Interaction	Pronunciation
Recycle hobbies, e.g. reading, watching TV, playing football etc	Receptive: Simple instructions, e.g. <i>Colour the pen blue.</i> Productive: <i>Our teacher likes /-ing</i>	Teacher to students Student to student	Stress on key words (colors), e.g. <i>Colour the pen blue.</i>

WEEK 4 (1 lesson)

Project: All about me

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Students describe themselves using the	Students finish their [PERSONALISED] pencil cases. Encourage them to ask for new words if necessary,	Coloured crayons or felt-tip pens	Speak: describe themselves using the pencil case drawing.

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pencil case drawing.	saying: 'How do you say in English?' Put students in groups (or in BREAK OUT ROOMS in an online lesson) each student talks about the images on her/his pencil case drawing - saying 'I like /-ing' Teacher [DISPLAYS] the students' drawings		
Assessment for Learning: [STAR STICKER] - students choose one drawing to award one STAR STICKER (for the art) and one for the description.			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 1 vocabulary	Productive: 'I like /-ing' 'How do you say in English?'	Student to students	Unit 1 pronunciation