

GRADE 3

Unit 3 Theme: My day

Project: Create a personal STORYBOARD

Goals: Students will create a simple **[STORYBOARD]** that describes a typical day's activities. They will share it with others in groups and give feedback to each other.

Product: Students will create an illustrated STORYBOARD that describes a typical day's activities. Each illustration will have a simple sentence describing the activity. They will be encouraged to share it with their family.

Life skills¹: Creativity and Respect for diversity: develop appreciation of different lifestyles.

Cross curricular links: Art and tradition.

Performance indicators: Students are able to draw and write a STORYBOARD that describes a typical day's activities, using vocabulary and grammar from the unit.

WEEK 1: Theme: When do you get up?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall language for daily activities Describe when daily activities happen. Write and draw FLASHCARDS	Select 8 [FLASHCARDS] from the set, some that are morning activities and some that are evening activities Divide the board in two - Write on one side: In the morning And on the other side: In the evening Draw a clock next to each time period – 7:00 am + 6:00 pm Show each action, elicit the verb phrase and ask where it goes, stick the FLASHCARDS on the correct side. Model the structure: <i>I get up in the morning</i> <i>I do homework in the evening</i> [CHORAL DRILL] all the examples. Students draw 4 scenes (one in the morning and one in the evening) And write 4 sentences.	Daily routine FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-daily-routines.pdf	Speak: name and recall language for daily activities; describe when daily activities happen. Write and draw FLASHCARDS

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	[MIME & GUESS] the daily activities.		
Assessment for Learning: SMILEY FACE REACTION – students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Daily activities: get up, have a shower, get dressed, have breakfast, have dinner, do homework, go to bed	Receptive <i>When do you get up?</i> Productive: <i>In the morning/ evening.</i> <i>I have breakfast in the morning.</i>	Teacher to students	Falling intonation on open questions: e.g. <i>When do you get up?</i>

WEEK 2

Theme: In the morning

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall daily activities Ask and answer questions about daily activities. Watch/listen to an ANIMATED SONG Draw and write about an activity from a song	Nominate students to ask them about their daily activities, showing a FLASHCARD at the same time, e.g. <i>When do you have a shower/have breakfast?</i> etc [SUBSTITUTION DRILL] questions, with the FLASHCARDS. Nominate OPEN PAIRS, to use the questions (students answer ' <i>in the morning/evening</i> ') Students use their scenarios from Week 1 to ask and answer questions in pairs. Watch an [ANIMATED SONG] in stages Stage 1: students view with sound, to identify the time of the story. Then [PAIR SHARE] the activities they remember. Stage 2: Mime the actions in the film, students guess. Write up the verbs in random order. Watch again to identify the order the actions are mentioned in the song. Check by adding	ANIMATED SONG https://learnenglishkids.britishcouncil.org/grammar-vocabulary/grammar-chants/out-play-ben-brad	Speak: name and recall daily activities; ask and answer questions about daily activities. Watch/listen to an ANIMATED SONG Draw and write about an activity from a song

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	numbers to the actions on the board. Stage 3: show the students the Worksheet activity # 2 <i>Choose the answer</i>. Help them do a) and b), then set up groups to read and pick the correct word for the rest (c) to h)) Stage 4: they watch to check the answers. Teaching tip: the students' understanding is supported by the images, for the reading activity it is not necessary for them to recall all the verbs to do it. If you think it's a lot for them to do you can split it, so half the class does c, d and e and the other half does f,g and h. Students choose one of the sentences, copy it and draw the scene from the song. The teacher collects the drawings to [DISPLAY].	Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-chants-out-to-play-with-ben-and-brad-worksheet.pdf	
Assessment for learning: [POST ITS] students reflect on the SONG and draw something about it.			
Vocabulary	Grammar	Interaction	Pronunciation
Extend daily activities: catch the bus, go out to play, come back home, put on (clothes)	Receptive and productive: Daily activities with 'I' and 'we', e.g. <i>We all sit down to talk.</i> <i>I go out to play with Ben and Brad.</i>	Teacher to students Student to students	Stress and rhythm <i>We all sit down to talk.</i>

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Theme: When do you get up?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall daily activities Draw and write in a FIND SOMEONE	Draw a simple [FIND SOMEONE WHO] table on the board, with the first row filled in (except for the name). Elicit and CHORAL DRILL the question, then ask nominated students the question, if they say 'Yes'	A simple FIND SOMEONE WHO table, e.g.	Speak: name and recall daily activities; ask and answer simple questions about daily activities

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WHO table. Ask and answer simple questions about daily activities	write their names. If they say 'No', check with the students whether you should write the name. Students draw their own table and fill the first three columns. They can choose any activities. Use FLASHCARDS for a [SUBSTITUTION DRILL] of questions, e.g. get dressed <i>Do you get dressed in the morning?</i> Stick up all the FLASHCARDS on the board. Set up groups (or [BREAK OUT ROOMS] in an online lesson) to ask the questions complete the table with names. Tell students about the Project activity: they are going to draw and write in a [STORY BOARD] about their life. Give each student a piece of A4 paper folded into 4 squares (or a pre-printed 4-panel storyboard template). Ask students to draw themselves doing 4 actions in the order they usually do them (1 action in each square). They will also write a sentence for each picture, e.g. <i>In the morning I go to school.</i> Teaching tip: it's always useful to have a STORYBOARD that is already complete (4 pictures + 4 sentences), then the students can see what they have to do. Circulate and help with spelling. Encourage them to use the flashcards on the board as a reference. Students finish their STORYBOARDS for homework.	<table border="1"> <thead> <tr> <th>Picture</th><th>Activity</th><th>Time</th><th>Name</th></tr> </thead> <tbody> <tr> <td></td><td>have a shower</td><td>in the morning</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Picture	Activity	Time	Name		have a shower	in the morning										Draw and write in a FIND SOMEONE WHO table.
Picture	Activity	Time	Name																
	have a shower	in the morning																	

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Assessment for Learning: [EXIT TICKETS] - students show the teacher the STORYBOARD so far at the end of the class.

Vocabulary	Grammar	Interaction	Pronunciation
Recycle daily activities Describe a problem with clothes: too small Describe favourite clothes.	Productive: Ask and answer about daily activities <i>Do you get dressed in the morning? Yes/No</i> <i>I have breakfast in the morning.</i> <i>I go out to play in the evening</i>	Teacher to student Student to student	Weak forms: e.g. I go out <u>to</u> play /aɪ ɡəʊ aʊt təpleɪ/ ... in <u>the</u> morning /ɪn ðə 'mɔːnɪŋ/

WEEK 4 (1 lesson)

Project: My day

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe daily activities. Listen and respond with EMOJIs.	Students finish their personal STORYBOARDS, and the teacher helps with spelling and pronunciation. Put students in groups (or open BREAK OUT ROOMS in an online lesson) Students take turns to share their STORYBOARDS. Students show an EMOJI CARD after each description	[EMOJI CARDS]	Speak: Describe daily activities. Listen to others and respond with EMOJIs.

Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each student's STORYBOARD description.

Vocabulary	Grammar	Interaction	Pronunciation
Unit 3 vocabulary	Unit 3 language.	Student to students	Unit 3 pronunciation