

GRADE 3

Unit 2 Theme: Jobs and Family

Project: Introduce a family member

Goals: Students will create a **[POSTER]** about a family member which describes that person and their job. They will use the POSTER for a **[SHOW AND TELL]** activity at the end of the unit and give feedback to each other.

Product: Students will produce an illustrated POSTER, using drawings or collage, to describe someone in their family – age, job, interests.

Life skills¹: Creativity and Resilience - understand one's own personal identity.

Cross curricular links: Art and History

Performance indicators: Students are able to produce illustrations and simple verbal content to describe someone; they are able to use the POSTER for language practice, describing the person to others.

WEEK 1: Theme: What do they do?

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall job names Ask and answer questions about job names .	Choose 8 job names that are relevant to Palestinian students, e.g. farmer, taxi driver. Show the [FLASHCARDS] and ask: 'What's her/his job?' [CHORAL DRILL] the job names. Play [MIME & GUESS] – students guess the jobs. Stick the FLASHCARDS on the board, check the job names again and write the words under the cards. Take the FLASHCARDS off the board, give one each to 8 students, ask each student: 'What's her/his job?', then invite her/him to stick the picture above the word on the board.	Jobs FLASHCARDS (set 1) https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-jobs-set-1.pdf and (set 2) https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-jobs-set-2.pdf	Speak: Name and recall job names; ask and answer questions about job names

GRADE 3

	Help the students read the words. Students choose 6 jobs to draw and write the job name. CHORAL DRILL the question form (using the FLASHCARDS to highlight <i>..her..</i> vs <i>..his..</i>) Set up groups (or [BREAK OUT ROOMS] in an online lesson) to ask and answer questions, using their personal vocabulary list.		
Assessment for Learning: SMILEY FACE REACTION – students write or draw something they liked doing during Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Job names, e.g. doctor, taxi driver, teacher, farmer, nurse, plumber, fire fighter etc	Receptive and productive: <i>'What's her/his job?'</i> A	Teacher to students Student to students	Contraction: What is = What's ..?

WEEK 2

Theme: Our family

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Express their personal identity Name and recall language for describing family and jobs Play a listening language game	A-Z THINGS ABOUT ME Dictate 6 letters, pairs think of 6 words that begin with that letter. Individual students use some of the words (at least 2) to write something about themselves. Check the family vocabulary that students remember from Grade 2 (Unit 9) using the [SLOW REVEAL] activity with FLASHCARDS or [MATCHING] words and images (Worksheet) Teaching tip: this is an opportunity to teach alternative words for mother/father /grandmother/grandfather, i.e. mum/dad/granma/granpa.	Family worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachme nt/worksheets-family.pdf FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachme nt/flashcards-family.pdf	Speak: Express their personal identity; name and recall language for describing family and jobs Listen: Play a language game

GRADE 3

	Divide the board into two halves Write male – boy on one side and female – girl on the other side Using the family FLASHCARDS, nominate a student to come to the board, take a family member flashcard and stick it on the correct side of the board. Play family and job [BINGO]. Students copy the simple grid into their notebooks. Then write family and job words in the 9 squares. Teacher dictates words from the two 'word lists', in random order, until students get 3 in a row. Can keep playing (allowing others to 'win').	Simple [BINGO GRID] <table><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>										

Assessment for learning: [EXIT TICKETS] students say the word for a FLASHCARD they are shown as they leave the classroom.

Vocabulary	Grammar	Interaction	Pronunciation
Recycle family words: mother, father, sister, brother, grandmother, grandfather And extend them to informal terms: mum, dad, grandma, grandpa male – boy female - girl	Receptive : <i>That's right, 'mother' goes here/there</i>	Teacher to students	Stress on multisyllable words, e.g. brother, grandmother,

WEEK 3

Theme: People work

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall job names Ask and answer	View an [ANIMATED SONG] in stages: Stage 1 – show the flashcards and elicit the job names, CHORAL DRILL as	ANIMATED SONG FLASHCARDS https://learnenglis hkids.britishcounc	Speak: name and recall food vocabulary; ask and answer questions about

GRADE 3

questions about jobs Describe a person's job	necessary. Stick the 8 flashcards on the board in random order Stage 2 – watch <i>without sound</i>, the first 2 verses, and help students decide on the order of the jobs in the song. Watch the rest of the song, then students [PAIR SHARE] the order of the next jobs mentioned. Teaching tip: getting the actual order correct is not really important here, but the viewing task is, because it focuses students' attention when they are watching. Stage 3 - watch the whole song <i>with sound</i>. Then watch again pausing before the job name, inviting students to say the next/missing word, e.g. <i>Nigel Naylor, he's a</i> <i>Penny Proctor, she's a</i> Use the song Worksheet to consolidate the job vocabulary. Students start their project [POSTER] Explain what students will do using the [POSTER FRAME] to help them understand; you could also show a model /example you have made. Students finish their POSTERS for homework.	il.org/sites/kids/files/attachment/songs-people-work-flashcards.pdf sample SURVEY table <table><thead><tr><th>Food picture</th><th>Food word</th><th>Names in my class</th></tr></thead><tbody><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></tbody></table> Song Worksheet https://www.learnenglishtokids.com/attachment/songs-people-work-worksheet.pdf [POSTER FRAME] This is my  Write and draw about the person's <table><tr><td>name</td><td>job</td><td>a hobby</td></tr></table>	Food picture	Food word	Names in my class	1.			2.			3.			name	job	a hobby	food likes & dislikes. Write and draw pictures of traditional food in Palestine
Food picture	Food word	Names in my class																
1.																		
2.																		
3.																		
name	job	a hobby																
Assessment for Learning: [SUMMARY THOUGHT] draw something about the song.																		
Vocabulary	Grammar	Interaction	Pronunciation															
Recycle and job names, adding tailor, babysitter and dentist	Receptive Most of the language in the song verses Productive: <i>He's a tailor - She's a doctor</i>	Teacher to students Student to student	Stress on key information e.g. <i>He's a tailor</i>															

WEEK 4 (1 lesson)

Project: This is my

GRADE 3

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe the content of personal POSTERS	Students finish their POSTERS, teacher monitors (about 15 minutes) Allow 20-25 minutes for students to show/share information about a family member, using their POSTERS in groups (set up [BREAKOUT ROOMS] for an online lesson). Students show an EMOJI CARD after each POSTER is presented	Scissors Glue stick Coloured crayons or felt-tip pens	Speak: Describe the content of personal POSTERS.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each students shares her/his POSTER.			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 2 vocabulary	Unit 2 language.	Teacher to students Student to student	Unit 2 pronunciation