**Short term plan**

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| **Term: I**  **Unit 1. Lesson 1.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Greetings and names.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.4.1 understand basic personal questions  3.2.2.1 use isolated words and basic expressions to provide personal information;  3.2.3.1 respond to basic questions with single words or short responses  3.5.1.2 use the verb to be for presenting personal information and describe people and things  3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  greet, introduce themselves, identify characters, listen, point, chant, and comprehend a story. | |

**Lesson procedure:**

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| **Stages of the lesson/ Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Organisation moment** | As children come in, say Hello. Encourage them to say Hello back.  Ask children to say Hello to children next to them.  Say Hello. My name’s … and encourage children to do the same in pairs. | Greet the teacher and classmates.  Introduce themselves in pairs. | Observation of participation |  |
| **Warm-up** | Introduce flashcards with names (Rosy, Tim, Billy, Miss Jones). Show them one by one and say the names for students to repeat in chorus.  Model greeting each name on the flashcards (e.g., Hello, Rosy!). Students repeat after you.  Divide class into two groups. Show flashcards. One group asks "What's your name?" The other responds with "My name's Billy," etc. | Students listen, point, and repeat the names of the flashcards.  Students repeat greetings after the teacher's model.  Students participate in the dialogue activity. | Observation of pronunciation and participation | Flashcards with names (Rosy, Tim, Billy, Miss Jones) |
| **Main part** | **Activity 1: Listen, point and repeat**  Ask students to look at the characters in their books (Rosy, Tim, Billy, Miss Jones).  Play a recording with the names in the order of the pictures. Students listen and point to the corresponding picture. Repeat with the order scrambled.  Play the recording again for students to repeat the names.  Show flashcards one by one and ask different students to say the names. | Students look at the characters in their books.  Students listen, point to the pictures, and repeat the names after the recording.  Students participate by saying the names on the flashcards. | Observation of listening comprehension and pronunciation | Pupil's Books (Unit 1)  Recording with names (Rosy, Tim, Billy, Miss Jones)  Flashcards with names (Rosy, Tim, Billy, Miss Jones) |
| **Main part (continued)** | **Activity 2: Listen and chant**  Play a recording with a chant about the names (Rosy, Tim, Billy, Miss Jones). Repeat a few times.  Students repeat the chant together as a class.  Divide students into groups of four. Assign each student a character name. Repeat the chant with the class. Students stand up and sit down when they hear their name. | Students listen to the chant.  Students repeat the chant together and individually.  Students participate in the group activity. | Observation of participation and pronunciation | Recording with a chant about names (Rosy, Tim, Billy, Miss Jones) |
| **Main part (continued)** | **Activity 3: Look, listen and point**  Ask students to close their books and model listening to a story. Point to characters on the Unit 1 story poster and say their names.  Ask "What's happening?" to encourage students to guess the story. \* Play the recording of the story while pointing to each picture.  Ask students to look at the story in their books and play the recording again for them to point.  Ask comprehension questions about the story (characters, age, etc.).  Introduce the concept of "cousin" and explain the relationship between Tim, Rosy, and Billy.  Show the photo of Marzhan and read her speech bubble ("Hi, I'm Marzhan"). Ask students to guess the meaning. Explain it's another way of greeting and introducing yourself.  Ask volunteers to model the sentence "Hi, I'm (name)" using their own names. | Students close their books and follow your model.  Students answer the question about the story.  Students listen to the story, point to pictures, and answer questions.  Students learn the concept of "cousin."  Students guess the meaning of Marzhan's speech bubble.  Students volunteer and model the sentence with their names. | Observation of listening comprehension, participation, and understanding of new vocabulary | Unit 1 story poster  Recording of the story  Picture of Marzhan with a speech bubble |
| **Wrap-up, reflection.** | Briefly ask students what they learned today (greetings, names of characters, introducing themselves). | Respond by mentioning what they learned. | Informal assessment of learning |  |
| **Homework** | Ask students to practice greetings and introduce themselves to family members at home. | Students complete the assignment at home. | Check completion of the assignment. |  |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 2.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Greetings and names. The alphabet.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.2.2.1 use isolated words and basic expressions to provide personal information  3.3.1.1 recognise sounds and name the letters of the alphabet  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.4.1.1 spell accurately a few high-frequency words  3.5.1.2 use the verb to be for presenting personal information and describe people and things | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  greet each other, recite a chant, act out a story, practice dialogue, and spell and say their names confidently. | |

**Lesson procedure:**

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| **Stages of the lesson/ Time** | **Teacher’s Activity** | **Student’s Activity** | **Assessment** | **Resources/ Materials** |
| **Organization Moment** | Greet students and encourage them to greet each other in pairs. Do a short chant from the textbook (page 4). | Students respond with greetings (Hello!) and participate in the chant. | Observe participation and pronunciation. | Textbook (page 4) |
| **Lead-in** | Show flashcards with characters from Unit 1. Briefly review the previous lesson's story using the flashcards and a story poster. | Students identify characters and potentially share details from the previous lesson. | Assess memory and understanding of the previous lesson. | Unit 1 flashcards  Story Poster |
| **Main Part**  **Listening and Acting** | **1 Listen to the story again and repeat. Act.**  Play the recording of the story from the textbook (page 4) twice, pausing after each phrase for repetition.  Divide students into groups of 5 with assigned roles from the story (Rosy, Tim, Miss Jones, Billy, Billy's Mum).  Discuss actions for each part of the story and have students act it out in their groups.  Ask some groups to come to the front and perform their skit. | Students listen to the story, repeat phrases, act out assigned roles, and observe classmates' performances. | Observe participation, pronunciation, and understanding of the story. | Textbook (page 4)  Audio recording of the story (optional)  Props for acting (optional) |
| **Dialogue Practice** | **2 Ask and answer.**  Show pictures of the boys from the story and read the dialogue, pausing for repetition. Model the dialogue with a student.  Ask students to practice the dialogue in pairs.  Call on pairs to act out the dialogue in front of the class.  Greet individual students and ask "Hello. What's your name?" | Students repeat the dialogue, practice in pairs, perform in front of the class, and respond to greetings. | Observe pronunciation, fluency, and understanding of greetings and introductions. | Textbook (page with dialogue) |
| **Alphabet Review** | **3 Look at the alphabet. Say the letters.**  Point to the alphabet letters in the textbook. Say the letters one by one while students point along. Repeat twice, then practice the alphabet in chorus.  Play a game with a paper ball and the alphabet written on the board. Throw the ball to a student, say a letter, and have them continue the sequence. Erase letters as they are called and repeat the game faster.  Provide alphabet flashcards or books for additional practice. | Students point to letters, repeat the alphabet, participate in the game, and explore alphabet resources. | Observe participation and knowledge of the alphabet. | Textbook (with alphabet)  Paper ball  Board marker  Alphabet flashcards |
| **Additional Activity** | Invite 5 students to stand in front. Ask them their names and have them stand in order based on the first letter of their names. Repeat with different students. | Students answer "My name's..." and stand in alphabetical order. | Observe understanding of alphabetical order. |  |
| **Wrap-up, reflection.** | **4 Write your name. Then say and spell.**  Draw attention to the speech bubble and read it aloud.  Instruct students to write their names to complete the sentence.  Demonstrate spelling your own name by pointing to each letter on the board.  Ask a confident student their name, then point to each letter as they spell it. Repeat with a few more students. | Students write their names, observe spelling demonstration, and potentially spell their names aloud. | Observe ability to write their names and basic understanding of spelling. | Textbook (with speech bubble)  Board marker |
|  | Divide students into groups of four.  Instruct them to take turns saying "My name's..." and spelling their names for each other.  Offer support to students who need help with spelling.  (Challenge) Challenge strong students to identify names spelled out by the teacher (e.g., A-I-D-A-N-A for "Aidana"). | Students practice introducing themselves and spelling their names in small groups. Strong students attempt a spelling challenge. | Observe participation and progress in spelling and introduction skills. |  |
| **Home Task** | Encourage students to practice writing their names and greeting their families in English. | Students complete the assignment at home. | Check completion of the assignment. |  |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 3.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Introductions.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words  3.2.2.1 use isolated words and basic expressions to provide personal information  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level  3.5.1.2 use the verb to be for presenting personal information and describe people and things | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  greet each other, introduce themselves, and spell their names confidently | |

**Lesson procedure:**

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| **Stages of the lesson/Time** | **Teacher’s Activity** | **Student’s Activity** | **Assessment** | **Resources/Materials** |
| **Warm-up** | **Alphabet Review Game:** Say the first letters of the alphabet (A, B, C, D…). Point to different students to shout out the next letter. Continue until several students have participated. | Students participate, calling out letters when pointed to. | Observe student participation and pronunciation. |  |
| **Lead-in** | **Partner Introductions:** Instruct students to pair up and introduce themselves using "Hello. What's your name? My name's..." Ask them to spell their names for their partners.  **Modeling Greetings:** Draw two smiley faces on the board with speech bubbles ("Hello!" and "I'm fine. Thank you."). Read them aloud and have the class repeat together twice. Model the activity with a confident student: Say "Hello! My name's..." (wait for response), then say "How are you?" while pointing to the corresponding bubble. Prompt the student to answer "I'm fine. Thank you." Repeat with another student. | Students pair up, greet each other, and spell their names.  Students observe the modeled greetings. | Observe student participation, pronunciation, and spelling accuracy. | Board, markers |
| **Main Part** | **1 Write Your Name in the Song.**  Provide a worksheet with a song that has an empty line for students to write their names. Encourage students to take turns spelling their names aloud with a partner before listening to the song.  **2 Listen and Sing Your Name.**  Play the song for students to listen and follow along. Play it a second time, having students sing along and insert their name in the appropriate place.  **Song Actions:** Show pictures related to the song's lyrics. Ask students what they see and elicit vocabulary they might hear in the song. Play the song again while students perform the actions they see in the pictures (waving, talking, pointing, etc.).  **3 Look at the song again. Ask and answer.**  Ask students to focus on the dialogue in the song. Read the questions and answers aloud, pausing after each for students to repeat. Invite a confident student to role-play the dialogue with the teacher, focusing on pronunciation and intonation. Pair students up for them to role-play the dialogue, monitoring their performance and intonation. Select one or two pairs to perform their role-play in front of the class, reminding them to wave goodbye at the end. | Students write their names on the worksheet and practice spelling with a partner.  Students listen, sing along, and insert their names in the song.  Students observe the pictures, discuss vocabulary, and perform actions while singing.  Students silently read the dialogue, then repeat the questions and answers together. Students participate in role-playing the dialogue with partners. Selected pairs perform their role-play in front of the class. | Observe student participation, pronunciation, intonation, understanding of the song, and ability to follow directions. | Song worksheet, song with pictures & dialogue |
| **Wrap-up, reflection.** | Review the greetings learned in class. Ask students to share what their favorite part of the lesson was. | Students repeat greetings together and share their favorite part of the lesson. | Observe student participation and understanding of the greetings. |  |
| **Homework** | Provide a greeting card template (optional) or have students create their own. Instruct them to write a greeting message inside the card. | Students take the worksheet or create their own greeting card and write a message inside. | Observe students taking the assignment home. | Greeting card template (optional) |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 4.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Numbers 1–20.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words  3.2.2.1 use isolated words and basic expressions to provide personal information  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  greet each other, introduce themselves, and spell their names confidently. | |

**Lesson procedure:**

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| **Stages of the lesson/ Time** | **Teacher’s Activity** | **Student’s Activity** | **Assessment** | **Resources/ Materials** |
| **Warm-up** | Play the song "Hello, hello!" from Pupil's Book page 6. | Sing along with the teacher. | Observe participation in singing. | Pupil's Book (page 6) |
| **Lead-in** | Display number flashcards 1-10 on the board in order.  Point to each number and have students repeat.  Distribute flashcards to different students. Ask the class to count together 1-10. Students with their number hold up the flashcard.  Introduce numbers 11-20 using flashcards 15-20. Model pronunciation and have students repeat.  Select 10 students to stand in front with flashcards. Say the numbers with the class. Students holding the corresponding number jump as it's called. | Repeat numbers after the teacher.  Hold up flashcards when their number is called.  Arrange flashcards in order.  Jump when their number is called. | Observe participation and pronunciation.  Check if students can identify and order numbers. | Number flashcards (1-20) |
| **Main Part** | **1 Listen, point and repeat.**  Ask students to look at numbers 1-10 on Pupil's Book page 7.  Play the recording (Part 1) for students to point to the numbers.  Play recording (Part 2) for students to repeat the numbers.  Play the entire recording for students to point and repeat.  Hold up flashcards 1-10 and ask individual students to say the numbers.  **2 Listen and tick (✓).**  Ask students to look at the picture on page 7. Explain the children's ages are shown.  Point to children in the picture and ask individual students to say the numbers.  Model asking and answering "How old are you?"  Play the recording, pausing after the first dialogue and showing the answer example.  Play the rest of the recording, pausing for students to tick the boxes of the ages they hear.  Check answers by asking students which ages they heard.  Have students pair up and ask each other their age.  **3 Listen, point and repeat.**  Ask students to look at the numbers in their Pupil's Books. Play recording (Part 1) for students to point to the numbers (11-20).  Play recording (Part 2) for students to repeat the numbers.  Play the entire recording for students to listen, point, and repeat.  Count around the class, starting with yourself, saying a number and pointing to a student to continue the sequence.  **4 Listen and point.**  Ask students to look at the exercise and identify the cars. Explain they will listen for numbers and point to the corresponding car.  Play the recording for students to listen and point. Repeat. | Look at pictures and numbers.  Point to numbers as instructed.  Repeat numbers after listening.  Identify their number and hold up the flashcard.  Jump in order.  Look at the pictures and numbers.  Point to the numbers as instructed.  Repeat numbers after listening.  Identify the age of the children in the picture. Answer the question "How old are you?"  Listen to the recording and tick the boxes.  Discuss the ages they heard.  Ask and answer their partner's age.  Look at the numbers and listen to the recording.  Point to the numbers as instructed.  Repeat numbers after listening.  Participate in counting around the class.  Look at the picture and identify the cars.  Listen to the recording and point to the corresponding car. | Observe participation in pointing and repeating numbers.  Check understanding by asking students to identify numbers.  Observe participation in listening and ticking the correct answers.  Observe participation in asking and answering questions.  Observe participation in pointing and repeating numbers.  Observe participation in counting.  Observe students' ability to identify the car with the corresponding number. | Pupil's Book (page 7)  Audio recording (numbers 1-10)  Flashcards (numbers 1-10)  Pupil's Book (page 7)  Audio recording (dialogue and numbers 11-20) |
| **Wrap-up, reflection.** | Ask students what they learned today.  Briefly review greetings and numbers 1-20. | Share what they learned.  Repeat greetings and numbers after the teacher. | Observe participation and understanding. |  |
| **Homework** | Ask students to practice greetings with their families.  Encourage students to create a number chart from 1-20 at home. | Students complete the assignment at home. | Check completion of the assignment. |  |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 5.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Colours.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  3.4.1.1 spell accurately a few high-frequency words  3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify, name, and write basic colors in English. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Warm-up** | Greet students with "What's your name?", "How old are you?", and "Where are you from?" | Students respond to greetings. | Observe participation and pronunciation. |  |
| **Lead-in** | Use flashcards to introduce colors. Show one at a time, say the color, and have students repeat.  Put correct flashcards on the board and write the color word next to it.  Remove flashcards, leaving words. Shuffle and give them to 7 students. Call them one by one to place the flashcard under the correct word.  Point to each word for students to repeat the color. | Students listen, repeat, and participate in placing flashcards. | Observe pronunciation and ability to match word with color. | Flashcards (colors)  Markers/chalk for board |
| **Main Part** | **1 Listen, point and repeat.**  Play recording (Part 1) for students to point to pictures of colors.  Play Part 2 for students to repeat the colors.  Play the full recording for students to point and repeat.  Call out color names, students point to objects in the room of that color.  Reverse the activity: Point to objects, students call out the color. | Students listen, point, and repeat colors.  Participate in identifying objects by color. | Observe participation, pronunciation, and ability to identify colors. | Recording of colors  Objects in the classroom of various colors |
|  | **2 Look and write the colours.**  Show pictures in Exercise 1. Call out a color, students shout the corresponding number (e.g., Pink! = 4!).  Have students write the color name under each picture (refer to Exercise 1 for spelling).  Review answers by pointing and asking students to call out the color. | Students listen, identify the number, and write the color name.  Participate in reviewing answers. | Observe spelling and ability to match color with word. | Pupil’s Book (Page 8, Exercise 1) |
|  | **3 Look at the cars on page 7. Say the colours.**  Have students go to page 7 (Exercise 4) in their Pupil’s Book. Ask: What colour is car number 17? (encourage "It's purple"). Repeat for 1-2 more cars.  Divide students into groups. Explain they will take turns saying a car number and its color (model with "Eighteen is orange").  Monitor activity for correct color and number identification.  Review answers with the class, calling out numbers for students to respond with the color. | Students identify car colors in the book.  Participate in group activity, taking turns saying color and number.  Respond to questions about car colors. | Observe participation, pronunciation of colors and numbers, and ability to work in groups. | Pupil’s Book (Page 7, Exercise 4) |
| **Reflection** | Briefly review the colors learned.  Ask students: What was your favorite color activity today? Why? | Students participate in the review.  Share their favorite activity and explanation. | Gauge understanding and engagement. |  |
| **Home task** | Ask students to color a picture at home using the colors learned in class.  Encourage them to write the color name next to each colored section. | Students complete the coloring activity at home (and write color names). | (Optional) Observe the completed activity for color recognition and spelling practice. | Coloring page (with color names) |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 6.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **How old are you? Where are you from?** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.2 use the verb to be for presenting personal information and describe people and things  3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  ask and answer questions about names, ages, and places of origin. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Warm-up** | Begin by greeting students with a friendly "Hello!" and asking a few students individually "What's your name?" and "How old are you?".  Introduce the new question "Where are you from?" by asking a student volunteer. Briefly explain the answer format "I'm from (place name)".  Model the language by saying "I'm from Kazakhstan".  Divide students into pairs and have them practice asking and answering "Where are you from?" | Students respond to individual questions with their names and ages.  Students listen attentively to the introduction of the new question and answer format.  Students practice asking and answering "Where are you from?" in pairs. | Observe student pronunciation and comprehension during individual interactions.  Listen for correct use of the new question "Where are you from?" in pair work. |  |
| **Main part** | **1 Listen and tick (✓).**  Play a recording of a girl describing pictures.  Play the recording twice: once for students to point to the correct picture and once for them to tick their answers on a pre-prepared worksheet.  After the second play, ensure students understand the meaning of "Where are you from?" by clarifying with an example or asking a student volunteer.  **2. Look and say.**  Display speech bubbles with sentences about a character named Katie (e.g., "Her name's Katie", "She's nine").  Read the sentences together as a class and ask for volunteers to repeat them individually.  Complete the sentence "She's from..." together with the class, leading them to say "the USA". Read the entire completed sentence for students to repeat in unison.  **3. Ask and answer.**  Call on volunteers to read the speech bubbles about Katie for the class.  Instruct students to practice asking and answering the questions "What's your name?", "How old are you?", and "Where are you from?" in pairs.  Monitor pair work and choose a few pairs to demonstrate their conversations in front of the class, providing positive feedback and correcting any errors. | 1. Students listen attentively to the recording, point to the correct pictures, and tick their answers on the worksheet.  2. Students focus on the speech bubbles, repeat sentences after the teacher, and participate in completing the sentence about Katie's origin.  3. Students actively participate in pair work, asking and answering questions. Volunteers confidently demonstrate their conversations in front of the class. | Observe student accuracy while marking worksheets.  Monitor pair work and provide feedback on pronunciation, sentence structure, and overall confidence during question practice.  Evaluate student performance during volunteer presentations. | Worksheet with pictures and answer choices.  Speech bubbles with sentences about a character. |
| **Reflection** | Briefly review the key questions learned in the lesson: "What's your name?", "How old are you?", and "Where are you from?". Encourage student participation by asking them to repeat the questions chorally. | Students actively participate by repeating the questions together as a class. | Gauge overall student understanding of the introduced greetings and introductions. |  |
| **Home task** | (Differentiation) Provide students with options for the home task:  Option 1: Students draw a picture of themselves and write their name and age underneath.  Option 2 (more challenging): Students draw a picture of themselves and write a short sentence about where they are from (e.g., "I'm from..." or "My family is from..."). | Students complete the assignment at home. | Check completion of the assignment. | Drawing paper, crayons, markers (Optional: flags or pictures) |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 7.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Project. Unit assessment 1.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.4.1 understand basic personal questions  3.2.2.1 use isolated words and basic expressions to provide personal information;  3.2.3.1 respond to basic questions with single words or short responses  3.5.1.2 use the verb to be for presenting personal information and describe people and things | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  create and share personalized posters, introducing themselves creatively and confidently to their classmates. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher's Activity** | **Student's Activity** | **Assessment** | **Resources/ Materials** |
| **Organisation moment** | Greet students and generate excitement by saying something like: "Today, we're going to be creative and become poster designers! We'll be making posters all about ourselves!" | Greet the teacher and show enthusiasm for the project. | Observe students' participation and excitement level. |  |
| **Warm-up** | Briefly explain the project: creating a poster that introduces themselves to their classmates.  Ask engaging questions like "What's your name?" "How old are you?" "Where are you from?" "What's your favourite colour?" | Answer the questions with enthusiasm, participating in the warm-up activity. | Observe students' understanding of the information they will include and their level of participation. |  |
| **Main part** | **Think**  **1 Answer the questions about you.**  Draw students' attention to the "Think" section on the worksheet. Read the questions aloud one by one, ensuring clear understanding. Model answering the questions by providing information about yourself (e.g., "My name is Ms. Jones. I'm 28 years old. I'm from California. My favourite colour is blue"). Then, ask students to complete the information about themselves on the worksheet.  **Create**  **2 Make a poster about you. Draw pictures.**  Hand out paper and colored pens/pencils. Encourage students to be creative! They can draw themselves, paste pictures (if available), or use a combination of both.  **Share**  **3 Share your poster. Take turns.**  Pair students up. Guide them with sample sentences in the "Share" section, such as "Hi! My name is... I'm... years old. I'm from..." Encourage them to take turns sharing the information on their posters with their partner. Invite some volunteers to share their posters with the entire class. Display the completed posters on a classroom wall for all to admire! | Think  Actively participate by answering the questions on the worksheet about themselves (name, age, origin, favourite colour).  Create  Use their creativity to design their posters. Draw themselves or use pictures, and decorate their posters with colourful pens/pencils.  Share  Work with their partner, sharing information from their posters using the provided sample sentences. Raise their hands if they volunteer to share their posters with the class. | Observe students' completion of the worksheet, ensuring they understand the information they are providing.  Monitor their creativity and effort during the "Create" stage.  Listen to their oral production during "Share" and provide gentle guidance if needed.  Look for student volunteers to share their posters with the class. | Worksheet with "Think" questions (name, age, origin, favourite colour).  Sheets of paper.  Coloured pens/pencils.  Pictures (optional). |
| **Reflection** | Lead a brief discussion about the project. Ask open-ended questions like: "Did you enjoy making your posters?" "What was your favourite part?" "What did you find challenging?" | Share their thoughts and experiences about the project. Mention what they enjoyed and what they found difficult. | Observe students' participation and reflection on the learning experience. |  |
| **Home task** | Suggest an extension activity: "Share your amazing posters with your family members tonight! Ask them similar questions about themselves and see what you can learn!" | Share their posters at home with family members and ask them questions. |  |  |

**Short term plan**

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| **Term: I**  **Unit 1. Lesson 8.** | **Unit 1. Hello English.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **At my school.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.3.1 understand a range of short classroom instructions  3.2.3.1 respond to basic questions with single words or short responses  3.3.3.1 understand short, simple instructions used in familiar everyday contexts  3.5.1.2 use the verb to be for presenting personal information and describe people and things | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  compare schools in Kazakhstan and Britain and use prepositions of place correctly. | |

**Lesson procedure:**

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| **Stages of the lesson/ Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Warm-up** | Sing "Hello, hello!" from Pupils' Book page 6.  Briefly introduce the lesson topic: comparing schools in Kazakhstan and Britain. | Students sing the song enthusiastically.  Students listen attentively. | Observe participation and pronunciation in the song. | Pupils' Book (page 6) |
| **Lead-in** | Ask students what words they already know about school. Write their answers on the board.  Ask students what class they are in and how many students are in their class. | Students brainstorm vocabulary related to school and participate in the discussion.  Students answer questions about their own class. | Observe participation and vocabulary knowledge. | Board, markers |
| **Main part** | **1. Look, listen and point**  Show photos of schools in Kazakhstan and Britain.  Facilitate discussion: "Where are the children?" (in a school/classroom). "What can you see?" \  Play the recording while students listen and point to corresponding photos (Photos 1 & 2 - Kazakh school, Photos 3 & 4 - British school).  Play the recording again, using mime to help with instructions (teach simple mimes for "Listen" and "Don't talk").  Choose a volunteer to follow mime-based instructions (walk, sit, raise hand, etc.). If needed, classmates can offer suggestions or demonstrate actions. | Students observe photos and participate in discussions.  Listen, point to corresponding photos based on the recording.  Follow along with the mime activity and understand instructions.  Volunteer actively participates in the mime activity. | Observe comprehension of instructions and participation in activities. | Pupils' Book (photos), recording, mime instructions, chair (optional) |
|  | **2. Listen, point and repeat**  Ask students to look at pictures and identify a rubber in each.  Briefly explain the pictures illustrate prepositions of place.  Play the recording in parts: first for listening and pointing, then for repeating prepositions. Walk around the class to monitor comprehension and point accuracy. | Students focus on pictures and identify the rubber.  Students listen to the recording and point to corresponding pictures.  Students listen and repeat prepositions of place. | Observe comprehension of prepositions and participation in activities. | Recording, Pupils' Book (pictures) |
|  | **3. Ask and answer about your classroom**  Ask a student to read prepositions from exercise 2. Review meaning if needed. Use flashcards if necessary.  A pair of students reads the example exchange.  Students work in pairs asking and answering questions about object locations.  Monitor activity and remind students of pronoun usage ("They're" for plural, "It's" for singular). | Students participate in the review of prepositions.  Students read the example exchange aloud.  Students work in pairs, asking and answering questions about classroom objects using correct prepositions. | Observe use of prepositions and differentiation between singular/plural usage. | Flashcards (prepositions) |
| **Reflection** | Briefly review key vocabulary and concepts learned in the lesson. | Students participate in the review. | Observe overall understanding of the lesson content. |  |
| **Homework** | Briefly explain the homework assignment: drawing their own classroom and labeling objects using prepositions. | Students listen attentively and ask clarifying questions if needed. | Observe understanding of the homework task. |  |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 1.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Classroom objects.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  **identify and name** basic classroom objects in English. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Play "Hello, hello!" song from Pupil's Book page 6 for students to sing along. | Students sing the song. | Observe participation and pronunciation. | Pupil's Book page 6, Audio recording of "Hello, hello!" |
| **Lead-in** | Hold up classroom objects one by one and say the names.  Show flashcards and ask "Is it a pen / book / rubber?" (yes/no).  Play a memory game. Show two flashcards to the class and put them face down on your table. Point to each flashcard and ask Is it a … ? Repeat with the other flashcards. | Students repeat the names of the objects after the teacher.  Students answer "yes" or "no" depending on the object shown.  Students participate in the memory game, trying to remember the location of the flashcards. | Observe pronunciation and understanding. | Classroom objects (pen, book, rubber, etc.), Flashcards |
| **Main part** | **1. Listen, point and repeat.**  Ask students to look at the classroom objects. Play the recording (first part) for students to point to the pictures in their books.  Play the recording (second part) for students to repeat the words.  Play the entire recording for students to point and repeat.  Show flashcards and ask individual students to say the names. | Students look at the pictures in their books and point to the object mentioned in the recording.  Students repeat the words after the recording.  Students point and repeat the words as they hear them again.  Students answer individually, saying the names of the objects shown on the flashcards. | Observe pointing accuracy, pronunciation, and individual participation. | Audio recording - "Listen and point" (pen, rubber, pencil, ruler, book), Flashcards |
|  | **2. Listen and chant.**  Play the chant recording.  Play it again and ask students to join in.  Ask students to place school objects on their desks.  Play the chant again - students point/pick up objects as they hear them. | Students listen to the chant.  Students repeat the chant with the recording.  Students place objects on their desks and follow along with the chant, pointing or picking up the object mentioned. | Observe participation, pronunciation, and understanding of the chant. | Audio recording - "Listen and chant" (pen, rubber, pencil, ruler, book) |
|  | **3. Look, listen and point.**  Use Story poster 2 to introduce the story. Ask questions about the characters and objects.  Play the recording while pointing to pictures on the poster.  Play the recording again for students to listen and point independently.  Ask comprehension questions about the story.  Ask students to open their Pupil's Books and follow along with the recording.  Ask students to close their books and recall information from each picture. | Students listen and answer the teacher's questions about the story.  Students follow along with the recording, pointing to pictures on the poster.  Students listen and point independently to pictures in their books.  Students answer comprehension questions about the story content.  Students open their books, follow the recording, and close them afterwards, recalling information. | Observe comprehension, listening skills, and participation in discussions. | Story poster 2, Audio recording of the story, Pupil's Books |
|  | **4. Point and say.**  Read the speech bubble from the Pupil's Book aloud.  Divide students into pairs and ask them to place some of their school things on their desks.  Model the activity by pointing and saying "It's a pencil".  Monitor student interaction and provide help if needed. | Students listen to the example sentence.  Students work in pairs, placing objects on their desks and taking turns naming them.  Students observe and follow the teacher's model.  Students practice naming their school objects in pairs. | Observe pronunciation, understanding of instructions, and participation in pair work. |  |
| **Reflection** | Briefly ask students what they learned in today's lesson. | Students share what they learned about classroom objects and their names. | Observing student understanding. |  |
| **Home task** | Ask students to bring one interesting school object from home for the next lesson and write a short sentence about it. | Students take note of the assignment. | Checking student engagement |  |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 2.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **What’s this? What are these?** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics  3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 to count  3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and use regular and irregular plurals, and ask and answer questions about school objects using demonstratives. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Talk about the previous lesson. Point to Story poster 2 and ask questions about the story and school things.  *Who is in the story?*  *What happened in the story?*  *Can you remember what school things were in the train?*  Don't reveal answers. | Listen to the teacher.  Try to answer questions about the story. | Observe student participation and understanding. | Story poster 2 |
| **Main part** | **1 Listen to the story again and repeat. Act.**  Play the recording of the story again. Ask students to repeat and act out parts of the story in pairs. | Listen to the recording again.  Repeat phrases from the story.  Decide on actions for the story with a partner.  Act out the story in pairs. | Observe student participation and accuracy in pronunciation and acting. | Recording of the story |
|  | **2 Look and say.**  Ask students to look at "Let's learn!" box and read questions and answers aloud while holding up visuals.  Ask pairs to ask and answer the questions. Introduce short forms (What's, It's, They're) on the board.  Use flashcards to ask "What's this?" and "What are these?"  Have students practice asking and answering questions in pairs using their own school things. | Look at the "Let's learn!" box.  Repeat questions and answers chorally.  Ask and answer questions in pairs.  Observe the grammar box.  Answer questions using flashcards.  Practice asking and answering questions in pairs with their own school things. | Observe student participation, pronunciation, and understanding of short forms.  Check if students can ask and answer questions using their own school things. | Flashcards of school objects  "Let's learn!" box visuals |
|  | **Presentation of regular and irregular plurals.**  Introduce regular and irregular plurals by showing singular and plural objects and emphasizing the final "s" sound in plurals.  Hold up objects for students to name.  Have students practice naming objects in pairs.  Explain irregular plurals using examples (man/men, woman/women, child/children).  Have students repeat irregular plurals after the teacher.  Ask students to look at the "Let's learn!" box. | Observe objects and listen to the teacher's explanations.  Repeat the names of objects in pairs.  Pay attention to the examples of irregular plurals.  Repeat irregular plurals after the teacher.  Look at the "Let's learn!" box. | Observe student understanding of regular and irregular plurals.  Check if students can identify and pronounce irregular plurals correctly. | Real objects (pens, pencils, books, etc.) |
|  | **3 Look and say.**  Ask students to look at pictures in their Pupil's Books and answer "What's this?" and "What are these?" questions.  Have students look at each picture and say the sentence quietly.  Check answers by asking students to say the sentences aloud.  Divide students into pairs to ask and answer questions about the pictures. | Look at pictures in Pupil's Books.  Answer "What's this?" and "What are these?" questions.  Say sentences about pictures quietly.  Answer questions about pictures in pairs. | Observe student understanding and ability to use "What's this?" and "What are these?"  Check pronunciation and sentence structure. | Pupil's Books with pictures of school objects |
|  | **4 Look and read. Then circle.**  Focus on the rubbers, read and point to each picture in the "Look and read. Then circle." section.  Introduce demonstratives (this, that, these, those) on the board and explain their usage.  Have students repeat the demonstratives.  Read questions and answers in speech bubbles while pointing to pictures.  Ask students to repeat the questions with different demonstratives.  Have students look at pictures, read questions and answers, and circle the correct option.  Check answers with the class. | Look at pictures of rubbers.  Listen to the explanation of demonstratives.  Repeat the demonstratives after the teacher.  Pay attention to the questions and answers in speech bubbles.  Repeat questions with different demonstratives.  Read questions and answers in Pupil's Books.  Circle the correct option.  Listen to the teacher checking answers. | Observe student understanding of demonstratives (this, that, these, those).  Check if students can choose the correct demonstrative based on the context. | Pupil's Books with pictures and questions about demonstratives |
| **Reflection** | Briefly ask students what they learned in the lesson. | Students answer the teacher's question. | Observe student understanding of key concepts. |  |
| **Home task** | Ask students to draw pictures of their school things and write sentences using "What's this?" and "What are these?" | Draw pictures and write sentences at home. | Collect homework to check understanding. |  |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 3.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Classroom objects and instructions.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and use classroom objects vocabulary and the verbs "open" and "close." | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher's activity** | **Student's activity** | **Assessment** | **Resources/materials** |
| Warm-up | Hold up flashcards 42-46 and say the words for children to repeat.  Put the flashcards around the room. Call out the words for children to point to the flashcards. | Listen, point and repeat the words. | Observe if students can identify and repeat the classroom object words. | Flashcards 42-46 |
| Main part | **1 Listen, point and repeat.**  Ask children to look at the pictures. Play the first part of the recording for children to point to the pictures.  Play the second part for children to repeat the words.  Play the recording all the way through again for children to point and then repeat.  Hold up flashcards 42–46 and ask individual children What’s this? | Listen, point and repeat the words. | Observe if students can identify and repeat the classroom object words. | Pictures, recording of the song |
|  | **2 Listen and sing.**  Ask children to look at the pictures. Point to objects in the pictures and ask the class What’s this? Elicit It’s a book / bag / door / window.  Teach the verbs open and close. Pick up your bag and open it to elicit open. Close it to elicit close. Do the same with the door and the window.  Ask what the children are doing  (1 The girl is reading a book. 2 The boy is opening a door. 3 The boy is opening his bag. 4 The girl is opening or closing a window.).  Play the song for children to point to the pictures.  Recite the words of the song with the class, without the recording. Say each line and ask children to repeat.  Play the song again for children to sing. | Listen, sing and do the actions. | Observe if students can sing the song and identify the verbs open and close. | Pictures, recording of the song |
|  | **3 Sing again and do.**  Ask children to look at the pictures and see what the actions for this song are. Practise the actions (see below.)  Play the song for children to sing and do the actions. Song actions  Verse 1: Open and close a book.  Verse 2: Open and close a door.  Verse 3: Open and close a bag.  Verse 4: Open and close a window. | Sing the song and do the actions. | Observe if students can sing the song and perform the corresponding actions. | Pictures, recording of the song |
|  | **4 Look at your classroom. Then say.**  Divide the class into pairs. Point to a desk in the classroom and say the example sentence.  Ask children to take turns pointing to different objects in the classroom and saying the corresponding sentence.  Encourage children to point to plural objects as well to practise They’re. | Look around the classroom, point at objects and say sentences using vocabulary from the lesson. | Observe if students can identify and use the classroom object words in sentences. |  |
| Reflection | Ask students what they learned in the lesson. Elicit classroom object words and the verbs open and close. | Respond to the teacher's questions about the lesson content. | Observe student understanding of key concepts. |  |
| Home task | Ask students to draw their classroom and label some of the objects in English. | Draw pictures and write sentences at home. | Collect homework to check understanding. |  |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 4.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Numbers 20-100.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words  3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter  3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 to count | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  count, recognize, and pronounce numbers 1-100, and measure objects in centimeters. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Count around the class to revise numbers 1-20. Say "One," then point to the child nearest you to say "Two." Continue until 20, then start again. | Listen, point, and repeat the numbers in sequence. | Observe participation and accuracy in counting. |  |
| **Lead-in** | Hold up flashcards for numbers 30-100 and say the words for children to repeat clearly.  Hold up the cards in a different order for children to say the numbers again.  **1 Listen, point and repeat.**  Play a recording with numbers 10-100. Ask children to listen, point to the corresponding number on a worksheet, and then repeat the words. | Listen attentively, repeat the numbers, and point to the correct number on the worksheet. | Observe pronunciation and accuracy in identifying numbers. | Flashcards with numbers 30-100  Recording with numbers 10-100  Worksheets with numbers 1-100 (optional) |
| **Main part** | **Challenge**  Invite confident students to the board. Say a teen number (e.g., thirteen) or a ten number (e.g., thirty) for the child to identify. Ask them to explain the difference in pronunciation between the two (teen numbers end in "teen" while ten numbers end in "ty"). Have them write the correct spelling of the number on the board.  **2 Listen and sing.**  Play a song about numbers. Ask children to follow the lyrics in their books or on a handout. Play the song once for listening, then again for singing along. Read each line aloud for children to repeat before playing it again for a final sing-along.  **3 Sing again and do.**  Divide the class into groups and distribute flashcards with numbers 10-100. Play the song again and have students perform actions based on their number (e.g., jump ten times for number 10, clap twenty times for number 20). Swap flashcards after each round. | Identify the difference in pronunciation between teen and ten numbers.  Listen and follow the lyrics of the song. Sing along with the teacher.  Perform actions based on their assigned number while singing the song. | Observe participation and accuracy in explaining pronunciation differences, following lyrics, and performing actions.  Listen for correct pronunciation in singing. | Song about numbers  Flashcards with numbers 10-100  Worksheets with lyrics (optional) |
| **Reflection** | **Let’s measure.**  Introduce units of measurement in English: centimeter (cm), millimeter (mm), and meter (m). Write the abbreviations on the board for reference. Ask children what the units of measurement are called in their own language.  **4 Use your ruler to measure some classroom objects.**  Demonstrate how to use a ruler to measure an object. Ask a student to come up to the front and measure a designated object (e.g., pencil) with your guidance. Encourage the student to announce the measurement in a complete sentence (e.g., "The pencil is fifteen centimeters long"). | Listen and learn new vocabulary for measurement in English.  Observe the demonstration and take notes if necessary. | Observe understanding of new vocabulary. | Ruler or tape measure |
| **Home task** | Ask students to find 3 objects at home of different sizes and measure them using a ruler or tape measure. Encourage them to write down the object, its measurement, and the unit of measurement (e.g., book - 25 cm). |  |  |  |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 5.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Describing things. There is, there are.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.4.1 provide simple descriptions of people, and objects  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.11 use *has got/ have got; there is/are* in a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  use "There is" and "There are" to describe singular and plural nouns. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Sing "Let's count to one hundred!" from Pupil's Book page 15. | Students sing along. | Observe participation. | Pupil's Book (page 15) |
| **Lead-in** | Ask students to name school things they learned in this unit (use real objects as examples).  Ask students to look at pictures on Pupil's Book page 16 and predict the recording's topic (girl describing her school bag). Introduce Kamila.  **1 Point to four school things. Say the words.**  Point to four school things, say the words, and ask students to find them in pictures (quietly say the words and check labels).  Check understanding by asking "What's this?" and "What colour is it?" | Students name school things.  Students predict the recording's topic.  Students find and say the words quietly.  Students answer questions about the objects. | Observe participation and vocabulary recall. | Real school objects  Pupil's Book (page 16) |
| **Main part** | **2 Listen and point.**  Explain listening activity: students follow the text in their books while listening to a recording about Kamila's school bag.  Play the recording twice: once for listening and pointing, and again for comprehension check (simple questions).  Describe some objects for students to guess (color).  Hold up school things and ask "Is there a...?" questions.  Students do the same activity in pairs. | Students listen to the recording and follow the text.  Students point to objects as mentioned.  Students answer comprehension questions.  Students guess objects based on descriptions.  Students answer "Is there a...?" questions.  Students work in pairs to practice the activity. | Observe listening comprehension and participation.  Check answers to comprehension questions. | Recording of Kamila describing her school bag  Selection of school things (red pen, blue rubber, green ruler) |
|  | **3 Look and say.**  Place two pens, two rulers, one book, and one bag on your desk. Demonstrate using "There is" and "There are" with these objects.  Write "There's..." and "There are..." on the board, explaining their usage with singular and plural nouns. Introduce "There's" = "There is".  Repeat with objects on the desk.  Ask students to repeat the activity in pairs.  Draw attention to photos and speech bubbles in Pupil's Book.  Ask about pencils ("There's" or "There are"?) and elicit the sentence "There are two pencils".  Guide students in forming sentences about other objects, highlighting the plural "s" in "There are..." sentences. | Students observe demonstrations.  Students repeat the activity in pairs.  Students answer questions about sentence structure.  Students participate in sentence creation. | Observe participation and understanding of sentence structure. | Pens, rulers, book, bag  Pupil's Book (pictures and speech bubbles) |
| **Reflection** | Briefly review the key points: using "There is" and "There are" for singular and plural nouns. | Students listen to the review. | Observe attentiveness. |  |
| **Home task** | Ask students to draw a picture of their school bag and write sentences describing the objects inside using "There is" and "There are". | Students take notes on the assignment. | Observe understanding of the assignment. | Pencils  Paper |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 6.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Describing things. Is it a …? Are they? Project.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.2.4.1 provide simple descriptions of people, and objects  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics  3.4.3.1 create a poster or write a postcard, using words and simple phrases | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and describe common classroom objects in English using singular and plural forms. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Warm-up** | Ask children to look at the photos on Pupil’s Book page 16 and name as many things from Kamila’s bag as they can.  **1 Listen and circle the correct picture.**  Focus attention on the pictures on Pupil’s Book page 17. Point to different things and ask Is it a pencil / door / rubber / bag / book? | Listen and circle the correct picture in Pupil’s Book (page 17). | Observe students' participation and ability to identify objects. | Pupil’s Book (pages 16 & 17) |
| **Main part** | **2 Listen and repeat.**  Play the recording where one of the things from each pair will be mentioned. Students have to circle the object they hear.  Explain that they don't need to understand every word, but focus on familiar ones.  Play the recording multiple times, pausing for students to circle and check answers.  **2 Listen and repeat.**  Play the "Listen and repeat" dialogue. Check comprehension. Repeat for students to imitate.  Call a student to hold up a ruler. Ask "Is it a pen?" and encourage responses. Repeat with other objects until students understand the structure.  Have students put school things on their desks and take turns asking and answering questions using "Is it a...?" \* Point to some objects and ask different students "Is it a...?"  **3 Look at your classroom. Point, ask and answer.**  Draw attention to the dialogue (page 23). Point to an object and ask "Is it a pen?" Elicit negative responses and practice affirmative ones. Use singular and plural forms.  Divide the class into pairs to practice asking and answering questions about objects in the classroom. | Listen to the recording and circle the corresponding picture.  Repeat the dialogue after the recording.  Answer the teacher's questions about the held-up object.  Put school things on desks and ask/answer questions about them.  Respond to the teacher's questions about classroom objects.  Participate in the dialogue practice, using singular and plural forms.  Take turns asking and answering questions about classroom objects with a partner. | Observe students' listening comprehension and ability to identify objects.  Assess pronunciation and use of correct structures during dialogue practice.  Monitor partner interaction and ability to ask/answer questions. | Audio recording Pupil’s Book (page 22) |
| **Project** | Explain the project: creating a poster of the classroom.  Encourage students to look around and notice all the different objects they can include. Point to some examples (windows, door, chairs, desks).  Think section (page 23): Have students read the listed objects and ask "What school objects do you see in this classroom?" Students look around and tick the correct boxes.  Monitor students' work and provide help if needed.  Create section (page 23): Hand out poster paper, pens/pencils. Instruct students to draw their classroom with the ticked objects. Encourage colorful and attractive posters. | Look around the classroom and brainstorm objects for the poster.  Read the listed objects and identify the ones they see in the classroom (Think section).  Draw their classroom and include the identified objects on the poster (Create section). | Observe students' ability to identify classroom objects and include them in their posters.  Assess creativity and use of color in the posters. | Pupil’s Book (page 23)  Poster paper  Colored pens/pencils |
| **Reflection** | Briefly discuss the lesson. Ask students what they learned about describing things in English. | Share what they learned about describing things. | Gauge students' overall understanding of the lesson. |  |
| **Home task** | Assign homework: Students draw one object from their classroom and write a short description using complete sentences. | Draw pictures and write sentences at home. | Collect homework to check understanding. |  |

**Short term plan**

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| **Term: I**  **Unit 2. Lesson 7.** | **Unit 2. My school.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Classroom rules. Unit assessment 2.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.3.1 understand a range of short classroom instructions  3.4.3.1 create a poster or write a postcard, using words and simple phrases  3.5.1.9 use imperative forms to give short instructions on a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  create and understand the importance of classroom rules. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s Activity** | **Student’s Activity** | **Assessment** | **Resources/Materials** |
| **Warm-up** | Ask children when and where they have to obey rules. Mention some places to get them started (home, school).  Explain that rules keep us safe and create a pleasant learning environment. Discuss the importance of respect.  Tell them they will write classroom rules. | Respond to questions about rules.  Discuss the importance of rules. | Participation in discussion.  Understanding of the purpose of rules. |  |
| **Main Part** | **1. Read out loud and mimic the actions.**  Show seven pre-written classroom rules (e.g., raise your hand, listen quietly).  Read them one by one, have students repeat, and explain the meaning.  Mimic actions, students call out corresponding rules.  Put students in small groups, have them take turns reading/saying a rule while others mimic the action. | Repeat classroom rules chorally.  Mimic actions for rules.  Read aloud or say rules for group activity. Mimic actions. | Participation in choral repetition.  Correct mimicry of actions.  Understanding of rules through activity. | \* Pre-written classroom rules list. |
|  | **2. Create your own classroom rules.**  Explain the purpose of creating their own rules.  Guide students by brainstorming rules (talk during class, eat in class, raise hand). Write these on the board.  Put students in groups, have them choose 10 most important rules (from pre-written list and brainstormed ones) and write them in an organizer.  Monitor group work, provide help if needed.  Invite groups to share their rules, discuss which rules appeared most frequently. | Discuss the importance of different rules.  Choose rules from pre-written list and brainstormed ones.  Write chosen rules in an organizer.  Share chosen rules with the class. | Participation in discussion.  Cooperation in groups. | Organizer (paper with space for 10 rules). Board with brainstormed rules. |
| **Reflection** | Discuss the importance of following classroom rules.  Ask if students have any questions about the rules. | Share thoughts on the importance of rules.  Ask questions about the rules. | Participation in discussion. |  |
| **Homework** | Students can illustrate their favorite classroom rule or create a short skit demonstrating a rule. | Illustrate or create a skit. | Completion of optional homework. | Art supplies or paper for illustration. |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 1.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Family and friends.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  name and describe family members in English. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s Activity** | **Student’s Activity** | **Assessment** | **Resources/Materials** |
| **Warm-up** | **Review:** Briefly revisit characters from a previous story (Rosy, Billy, Tim, Miss Jones). Establish that all except Miss Jones are family (Rosy & Billy are siblings, Tim is their cousin).  **Introduce New Vocabulary:** Show flashcards with family member images (mum, dad, sister, brother, grandma, grandpa) and pronounce the words clearly. Encourage repetition. | Recall names from the story and identify family relationships.  Listen and repeat family member names attentively. | Observe participation and clarity in pronunciation. | Flashcards (family members) |
| **Main Part** | **1 Listen, point and repeat.**  Play a recording with descriptions of family members. Students listen and point to the corresponding picture on flashcards. Play the recording again for students to repeat the words.  **2 Listen and chant.**  Play a recording of a family member chant ("Mum, mum, mum..." etc.). Students listen and repeat, pointing to the relevant flashcards as they hear each word. Encourage them to add simple actions to the chant (e.g., waving for "mum").  **3 Look, listen and point.**  Introduce Story Poster 3. Point to characters and elicit names. Ask "Who's this?" Encourage students to identify as many objects in the picture as possible (teddy, umbrella, ice cream). Briefly explain unfamiliar words. Discuss each picture frame, asking questions to prompt predictions about the story (e.g., "What do they find?"). Play the recording while pointing to pictures on the poster. Ask comprehension questions after each section (e.g., location, discoveries, items).  Ask students to open their Pupil's Books and follow the story with the pictures. Play the recording again. Invite volunteers to share their grandparents' names. Discuss if these names are common for babies in their country and explore how name popularity might change over time. Briefly brainstorm reasons (e.g., naming babies after popular celebrities).  **4 Talk about your family.**  Read the speech bubble from the story ("This is my grandpa and my baby brother"). Draw stick figures representing a family on the board, labeling each one (mum, grandma, etc.). Ask students to draw their families in their notebooks using colored pencils. Divide the class into pairs to discuss their families using the speech bubble as a model. | Listen attentively and match descriptions to pictures. Repeat family member words in the recording.  Listen, repeat the chant, and add actions for each family member.  Engage with the story poster, identifying characters, objects, and making predictions. Listen to the recording, follow along in their books, and answer comprehension questions. Share their grandparents' names and participate in the discussion about name popularity.  Draw their families creatively and participate in pair discussions using the speech bubble as a guide. | Observe comprehension of family member vocabulary through listening and matching activities.  Assess pronunciation and participation during the chant.  Evaluate comprehension of the story through participation in discussions and answering questions.  Observe drawing skills and assess participation and communication during pair discussions. | Story Poster 3  Pupil’s Books  Colored pencils |
| **Reflection** | Briefly revisit the family member vocabulary learned in class. Ask students to repeat the words together.  Conclude by asking students what they learned about families today. Encourage them to share their thoughts and understanding. | Repeat family member words chorally.  Share key takeaways about families from the lesson. | Observe participation and assess overall understanding of the lesson content. |  |
| **Homework** | Suggest students bring a picture of their family to share in the next class. This can be a printed photo or a drawing they create at home. In the next lesson, students will describe their family pictures to the class. | Bring a family picture to share with the class. | Observe understanding of the assignment. |  |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 2.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Who’s this? has got.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.8 use personal subject and object pronouns on a limited range of familiar topics  3.5.1.11 use *has got/ have got; there is/are* in a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  describe family members and identify their possessions using simple sentences. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Warm-up** | Point to Story poster 3 and ask children to tell you what happened in the story.  Cover the poster and ask children which family members appeared in the story. | Listen and respond to questions about the story. | Teacher observes participation and checks prior knowledge of family members. | Story poster 3  Flashcards of family members |
| **Main part** | **1. Listen to the story again and repeat. Act.**  Play the recording, pausing for children to repeat.  Divide the class into groups of five to play the parts of Tim, Rosy, Mum, Grandma, and Billy. (If the class does not divide into groups of five, you could have some smaller groups, as Grandma and Billy do not speak.)  Ask children to decide on actions to use when acting out the story.  Ask some groups to come to the front to act out the story.  **2. Look and say. Then answer for Billy.**  Stick the flashcard of Rosy on the board and elicit her name. Then stick the flashcards of Mum and Billy on the board. Point to Mum and ask Who’s this? Hold up the flashcard of Rosy, point to Mum again and say She’s my mum, making it clear that you are speaking as Rosy. Repeat with the Billy flashcard, saying He’s my brother.  Ask children to look at the first Let’s learn! box. Read the sentences aloud for children to repeat.  Write Who’s = Who is on the board and check that children understand the meaning.  Tell children to look at the picture of Billy on the right and to ask and answer about the family members in the circles as if they were Billy (Who’s this? He’s my dad, Who’s this? She’s my mum. Who’s this? He’s my grandpa. Who’s this? She’s my sister.). First elicit the sentences from the class as a whole, and then have children take turns to ask and answer in pairs.  Draw children’s attention to the question and the four possible answers.  Ask children to circle the correct option in each answer as in the example.  **3. Look and say.**  Ask children to look at the pictures of Mum and Billy in the second Let’s learn! box. Say the sentences in the boxes for children to repeat.  Give flashcards to five different children and ask them to stand up. Point at the first child and say (Kamila) has got a (pen). Repeat this with the other children holding flashcards, making sentences with has got.  Focus attention on the sentences in the Pupil’s Book again. Place pairs of School things and My family flashcards on the board and elicit different sentences, e.g. Mum has got a book.  **4. Follow and write. Then say.**  Ask children to look at the pictures. Explain that they have to follow the lines to find out which object belongs to which person. Then read the example sentence aloud.  Draw children’s attention to the incomplete sentences. Ask them to write the missing words to complete them following the example.  Check answers by asking children to chorus the sentences. | Participate in the story retelling and acting.  Look at flashcards and answer questions about family members.  Repeat sentences after the teacher.  Ask and answer questions about the pictures using the target structures.  Circle the correct answers.  Repeat sentences after the teacher.  Participate in the flashcard activity.  Look at the pictures and flashcards, write sentences, and repeat them in chorus. | Observe participation, check comprehension, and collect written work for formative assessment. | Story recording  Flashcards of family members  Pupil’s Book (pages 19-20)  Flashcards (School things)  Flashcards (My family) |
| **Reflection** | Ask a few questions to revise the key vocabulary and grammar structures from the lesson (e.g., Who’s this? He’s my dad. Mum has got a book.) | Answer the teacher’s questions. | Oral participation indicates understanding of the lesson content. |  |
| **Homework** | Ask students to write a short paragraph describing their family members and one thing each family member has.  **Example:** "My dad has got a car. My mum has got a book. My sister has got a doll. My brother has got a ball." | Students complete the assignment at home. | Check completion of the assignment. |  |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 3.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **People’s feelings.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  3.3.3.1 understand short, simple instructions used in familiar everyday contexts  3.5.1.8 use personal subject and object pronouns on a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and express emotions through vocabulary, song, actions, and personal descriptions. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher's activity** | **Student's activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Use flashcards to introduce new vocabulary (tired, angry, scared, brave, hot, cold, happy, sad).  Mimic the emotions while saying the words.  Hold up flashcards for students to repeat.  Repeat with cards in a different order. | Students listen, point, and repeat the new vocabulary words. | Observe student participation and ability to identify emotions. | Flashcards |
| **Main part** | **1 Listen, point and repeat.**  Play a listening activity with pictures and audio recording. (Listen and point, then listen and repeat). | Students listen to the recording, point to the pictures, and repeat the words. | Observe student comprehension and pronunciation. | Audio recording of emotions (tired, angry, scared, brave, hot, cold, happy, sad)  Pictures corresponding to emotions |
|  | **2 Listen and sing.**  Play and sing a song about emotions.  Point to pictures and ask students how they are feeling.  Play the song for students to listen and follow in their books.  Read and repeat the song line by line.  Sing the song together. | Students listen to and participate in the song about emotions. | Observe student participation and ability to identify emotions through song. | Song about emotions with pictures  Student books with song lyrics |
|  | **3 Sing again and do.**  Discuss actions that correspond with each emotion in the song.  Play the song again for students to sing and perform actions. (e.g., tired - put head on hands, scared - hug yourself) | Students discuss and perform actions related to the emotions in the song. | Observe student participation and understanding of how actions reflect emotions. |  |
|  | **4 Talk about your friends and family members.**  Read family words (word pool) with students. Use flashcards for "aunt" and "uncle" if needed.  Ask students to bring photos of friends/family (optional).  Read the speech bubble on page 20.  Have volunteers describe their photos to the class.  Divide students into groups to describe their photos or classmates (without photos). | Students participate in discussions and activities about friends and family.  Students describe photos or classmates using vocabulary related to feelings. | Observe student participation, use of vocabulary, and ability to describe emotions in others. | Flashcards (aunt, uncle)  Word pool with family words  Photos of friends/family (optional)  Page 20 of the textbook |
| **Reflection** | Briefly ask students what they learned about emotions today. | Students share what they learned. | Gauge student understanding of the lesson content. |  |
| **Home task** | Students can draw a picture of themselves and write down how they are feeling.  Alternatively, students can draw a picture of a friend or family member and describe their emotions. | Students complete an activity that reinforces the concept of emotions. |  |  |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 4.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Phonics.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words  3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation  3.3.1.1 recognise sounds and name the letters of the alphabet | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  recognize and pronounce the letters A, B, C, D and their sounds. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Draw dotted outlines of uppercase and lowercase letters A, B, C, D on the board.  Ask individual students to come forward and connect the dots to form the letters. | Students come forward and connect the dots. | Observe if students can identify the shapes of the letters. | Board  Markers |
| **Lead-in** | Point to each letter on the board and say the letter name and sound for both uppercase and lowercase for students to repeat.  Say the sounds again for students to draw the letters in the air (uppercase and lowercase).  Elicit words on phonics cards (apple, bird, cat, dog) and say the letter names, sounds, and then the words for students to repeat.  Write the words on the board next to the corresponding letters. Circle the first letter of each word. Point to the words and say the beginning sound for students to repeat.  Show phonics cards and say the words for students to repeat. Repeat in a different order. | Students repeat letter names, sounds, and words after the teacher.  Students draw letters in the air.  Students repeat words on phonics cards.  Students identify the beginning sound of each word. | Observe if students can identify letter names, sounds, and differentiate between uppercase and lowercase.  Check if students can identify the beginning sound of each word. | Phonics cards (A, B, C, D, apple, bird, cat, dog)  Markers  Board |
| **Main part** | **1 Listen, point and repeat.**  Play recording part 1: "Listen and point." Students point to the letters they hear.  Play recording part 2: "Listen and repeat." Students repeat letter names, sounds, and words.  Play the full recording: "Listen and chant." Students point to the corresponding phonics cards as they hear the words.  **2 Listen and chant.**  Play the chant again, pausing for students to repeat. Introduce determiners "a" and "an" using examples.  **3 Listen to the sounds and join the letters.**  Show images (dog, bird, cat) and ask "What has the dog got?" Play a recording with sounds and words. Students follow the sounds in a maze to join letters and find the answer.  Play the recording again for students to check their answers. Discuss the answer. Read a chant aloud for students to follow.  **4 Look and circle the letters a, b, c, d at the start of the words.**  Ask students to find and circle letters A, B, C, D at the beginning of words.  Check answers and explain the use of "a" and "an" with examples. | Students listen and point to the letters. Students listen and repeat letter names, sounds, and words.  Students listen, point to cards, and repeat the chant.  Students listen, follow the sounds, and join the letters in the maze.  Students listen, check their answers, and discuss.  Students listen, follow the reading, and circle letters. | Observe if students can identify letters based on sounds.  Check if students can repeat letter names, sounds, and words.  Assess if students understand the concept of determiners "a" and "an."  Evaluate if students can follow sounds and complete the maze activity.  Confirm understanding of the answer through discussion.  See if students can identify letters A, B, C, D at the beginning of words.  Gauge understanding of "a" and "an" through participation and answers. | Recording (Listen and point, Listen and repeat, Listen and chant)  Images (dog, bird, cat)  Worksheet (maze activity)  Chant (written on the board)  Pictures for the chant |
| **Reflection** | Briefly review the sounds learned (A, B, C, D).  Ask students to share what they found easy or challenging in the lesson. | Students participate in the review and share their experiences. | Evaluate overall understanding of the lesson content. |  |
| **Home task** | Instruct students to find and circle 5 words that begin with the letters A, B, C, D in a book at home. | Students take note of the instructions. | Gauge student engagement and independent practice. |  |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 5.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **My feelings.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and express different feelings using descriptive language and frequency words. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Ask children to look at the pictures on Pupil’s Book page 24 and predict what the text is about. Elicit that it's a poem about a girl's feelings. | Look at pictures. Predict the topic. | Participation in discussion | Pupil's Book (page 24) |
| **Main part** | **1 Look at the pictures. How does the girl feel?**  Ask children to look at the pictures and say how the girl feels in each. Ask how we know (facial expressions, actions). | Look at pictures and identify feelings.  Explain how they know the girl's feelings. | Understanding of facial expressions and body language |  |
|  | **2 Read and listen to the poem.**  Tell children they will read and listen to a poem about feelings. Remind them understanding every word isn't necessary.  Play the recording twice, answering questions after the first play.  Ask what the girl does when she's happy, sad, etc. Play again, pausing for repetition.  Ask about colors and their connection to feelings in the poem. Review colors if needed (Pupil's Book pg. 5).  Ask children to close books. Read the poem aloud, pausing for key words. Encourage them to call out missing words. | Listen to the poem.  Answer questions about the girl's feelings and actions.  Repeat phrases after the teacher.  Identify colors and their connection to feelings.  Call out missing words in the poem reading. | Comprehension of the poem  Ability to identify feelings and actions  Participation in choral repetition | Audio recording of the poem  Pupil's Book |
|  | **3 Read again. Match.**  Ask children to call out feeling and action words from the poem. Write them on separate sides of the board.  Ask them to use words from each side to make sentences about the girl, e.g., "When she sees the yellow sun, she's happy."  Ask them to look at the words in their Pupil's Books and match actions to feelings.  Let them complete the activity, then compare answers with partners. Invite some to use their answers in sentences. | Call out feeling and action words from the poem.  Create sentences about the girl using feeling and action words.  Match actions to feelings in their Pupil's Books.  Compare answers with partners and create sentences. | Understanding of vocabulary related to feelings and actions  Ability to match words  Participation in pair work | Board  Pupil's Book (matching activity) |
|  | Draw attention to the "Let's learn!" box. Read frequency words aloud and have them repeat chorally. Explain the meaning of always, never, and sometimes.  Ask them to find and underline frequency words in the poem (Exercise 2). | Repeat frequency words chorally. Discuss the meaning of always, never, and sometimes.  Find and underline frequency words in the poem. | Understanding of frequency words  Ability to identify frequency words in text |  |
|  | **4 When do you feel this way?**  Read adjectives describing feelings one at a time for choral repetition.  Ask a child "When do you feel happy?" and use frequency words in prompts (always, never, sometimes). Elicit answers using frequency words (e.g., "I'm sometimes happy").  Ask them to write a frequency word next to each feeling.  Encourage students to share answers in pairs and with the class. | Repeat feeling adjectives chorally.  Answer questions about feelings using frequency words.  Write a frequency word next to each feeling.  Share answers in pairs and with the class. | Understanding of feeling adjectives  Ability to use frequency words  Participation in pair work and class discussion | List of feeling adjectives |
| **Reflection** | Ask children to share what they learned about feelings today. | Share what they learned. | Participation in discussion |  |
| **Home task** | Ask children to draw a picture of themselves and write a sentence about how they are feeling. Encourage them to use feeling words and a frequency word. | Draw a picture and write a sentence about their feelings. | Application of learned vocabulary  Creativity | Drawing paper, pencils/crayons |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 6.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **People’s feelings.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and describe emotions in themselves and others using relevant vocabulary. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher's Activity** | **Student's Activity** | **Assessment** | **Resources/Materials** |
| **Warm-up** | Call out an emotion (happy, sad, angry) and have students mime it.  Repeat with several emotions.  Ask students to take turns calling out emotions and others to mime. | Students participate in miming and guessing emotions.  Students call out emotions for others to mime. | Observe student participation and accuracy in miming and identifying emotions. |  |
| **Lead-in** | Ask students what they remember about the poem from the previous lesson.  Ask "How does the girl feel? What does she do when she's happy/sad?"  Encourage students to recite parts of the poem and check their Pupil's Book (page 24).  Ask students to look at pictures in Exercise 1 and tell you how the children feel. Ask them to predict what they might hear in the listening exercise. | Students share what they remember from the poem.  Students recite or summarize the poem.  Students describe emotions in pictures and make predictions about the listening activity. | Observe student recall of previous lesson and ability to identify emotions in pictures. | Poem from previous lesson  Pupil's Book (page 24)  Pictures from Exercise 1 |
| **Main Part** | **1 Listen and number.**  Explain students will hear a recording about friends' feelings.  Play the recording once for students to listen and point to the pictures mentioned.  Play again, stopping after the first description for students to find the picture.  Play again for students to number pictures. Check answers with the class.  **2 Point and say.**  Read the speech bubble with students and ask which picture it refers to.  Point to another picture and ask for a volunteer to make a sentence about the character's feeling.  Have students work in pairs, taking turns pointing to pictures in Exercise 1 and making sentences describing feelings using the provided word bank.  **3 Look at the pictures in exercise 1. Ask and answer.**  Point to a picture and ask "Is he/she (scared)?"  Elicit the answer from a student.  Have students work in pairs, taking turns choosing a picture, asking a question using the word bank, and answering it. | Students listen to the recording and point to pictures.  Students find the picture matching the first description.  Students listen again and number pictures according to the recording.  Students participate in reading and identifying the picture in the speech bubble activity.  Students work in pairs describing feelings in pictures using the word bank.  Students participate in asking and answering questions about emotions in pictures. | Observe student comprehension of the listening activity.  Check student understanding of the speech bubble activity.  Monitor student use of vocabulary and sentence structure during pair work. | Recording of a boy describing his friends' feelings  Pictures from Exercise 1  Word bank with feeling words (e.g., happy, sad, cold, scared, tired) |
| **Reflection** | Ask students to share how they felt during the lesson.  Briefly discuss the importance of understanding emotions and how to express them in a healthy way. | Students share their feelings during the lesson.  Students participate in a short discussion about emotions. | Observe student participation and understanding of the importance of emotions. |  |
| **Home task** | Ask students to draw a picture of themselves and write a sentence describing how they are feeling.  (Alternative) Ask students to write a short story about a character experiencing a specific emotion. | Students complete the drawing and sentence activity.  (Alternative) Students write a short story about emotions. | Collect drawings/stories to assess understanding of emotions. | Drawing paper, crayons/pencils  (Alternative) Writing paper, pencils |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 7.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Project. Unit assessment 3.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.2.3.3 make introductions and requests in basic interaction with others  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics;  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify, express, and illustrate various emotions through a personalized feelings book. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s Activity** | **Student’s Activity** | **Assessment** | **Resources/Materials** |
| **Warm-up** | Play a game of Mime the Word with feelings. Act out emotions like happy, sad, angry, or scared. | Students guess the feelings being acted out. | Observe student participation and understanding of basic emotions. | Flashcards or pictures of emotions. |
| **Lead-in** | Explain to the class that they will create a book about the feelings of their family members and friends.  Briefly discuss the concept of emotions. | Students listen and ask questions for clarification. | Gauge student understanding of the project goal. |  |
| **Main part. Project: I can make a book.** | **Think.**  Direct students to the "Think" section. Read the listed feelings aloud and ensure understanding.  Ask students to choose 4 family members or friends and write their names in the spaces provided.  Instruct them to ask each person how they feel and write the corresponding feeling word next to the name. | Students choose names and write corresponding feelings. | Observe students' ability to identify and match feelings with words.  Check written work for accuracy. | Worksheet with a box of listed feelings (happy, sad, angry, scared, excited) and spaces for names and corresponding feelings. |
|  | **Create.**  Explain that they will make a book about their chosen family/friends' emotions.  Distribute 5 sheets of paper to each student and ask them to get their colored pencils/pens.  Point to the drawing in the "Create" section and encourage students to draw the chosen people according to their feelings.  Remind them to add words describing the emotions.  Provide time for drawing and writing.  Guide students in designing an attractive cover for their book.  Help bind the pages with a hole punch and thread. | Students draw pictures of chosen people and write descriptions of their feelings.  Design a book cover. | Observe creativity and effort in drawings and writing.  Check for clear expression of emotions with words. |  |
|  | **Share.**  Direct students to the "Share" section. Have them read the sample descriptions.  Divide students into pairs and explain they will share their books, pointing to pictures and describing the feelings.  Encourage them to use the sample descriptions as a guide.  Monitor the activity and offer assistance if needed. | Students work in pairs to share their feeling books.  Describe the emotions of those they drew. | Observe student communication and ability to describe emotions verbally. |  |
| **Reflection** | Briefly discuss the project. Ask students to share what they learned about emotions or what they enjoyed most about creating their books. | Students share their thoughts and experiences. | Gauge student understanding and overall project engagement. |  |
| **Home task** | Students can share their books with family members and discuss their creations. | Students share their books at home. | Encourages further exploration and communication about emotions. |  |

**Short term plan**

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| **Term: II**  **Unit 3. Lesson 8.** | **Unit 3. People I love.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **My friends.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.3 make introductions and requests in basic interaction with others  3.3.3.1 understand short, simple instructions used in familiar everyday contexts  3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics  3.5.1.11 use *has got/ have got; there is/are* in a limited range of familiar topics | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  ask for help politely in English and use demonstrative pronouns correctly. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Sing "If you’re tired and you know it" from Pupil’s Book page 22. | Students sing along with the teacher. | Observe participation and enthusiasm. | Pupil's Book (page 22) |
| **Lead-in** | Write the word "friends" on the board and remind students of its meaning. Tell them they will listen to a boy introducing his friends.  Invite volunteers to talk about their friends (e.g., My friend is [name]. He's [nine].) | Students listen and may raise their hands to volunteer.  Volunteers share about their friends. | Observe comprehension and willingness to participate. | Board  Markers |
| **Main part** | **1. Listen and read.**  Tell students the boy in photo 1 is Erlan and he's introducing his friends.  Point to objects in the photos (football, bike, skates) and ask students to name them.  Play the recording for students to listen and follow in their books. | Students listen attentively and point to objects when asked.  Students follow along in their books. | Observe listening comprehension and ability to identify vocabulary. | Pupil's Book (pages 33-34)  Recording of the dialogue  Pictures (football, bike, skates) |
|  | **2. Listen and read.**  Ask students when they might need help from a friend and how they would ask politely. Tell them they will learn how to do this in English.  Ask students what's happening in photos in Exercise 2. Play the recording and ask students to read speech bubbles as they listen.  Ask volunteers to model dialogues. (Set up situations and have students use target language "Can you help me, please?" and "Here you are"/"Thank you".)  Ask students to work in pairs practicing dialogues with classroom objects. | Students discuss situations needing help and answer questions.  Students listen to the recording and read speech bubbles.  Volunteers come forward and model dialogues.  Students work in pairs practicing dialogues. | Observe understanding of dialogue purpose and ability to use target language in role-play. | Pupil's Book (page 27)  Audio recording  Classroom objects (optional) |
|  | **3. Ask and answer.**  Focus on footballs, read demonstrative pronouns pointing to pictures.  Write "this," "that," "these," "those" on the board and explain usage.  Explain arrows show balls are far away.  Model activity with a student, pointing to a picture and saying "Can you pass me ..., please?" using the correct pronoun.  Repeat with other students for other pictures.  Ask students to work in pairs doing the activity on the page. Monitor their progress. | Students listen and observe pronoun usage.  Students participate in the modeled activity.  Students work in pairs completing the activity in their Pupil's Book. | Observe understanding of demonstrative pronouns and ability to use them correctly. | Board  Pupil's Book (page 27) |
| **Reflection** | Briefly discuss the importance of friends and helping each other.  Ask students if they enjoyed learning about asking for help in English. | Students share their thoughts and answer the question. | Gauge student understanding and overall enjoyment of the lesson. |  |
| **Home task** | Students can draw a picture of themselves and their friends and write a short sentence about each friend (e.g., This is my friend Sarah. She likes to play basketball.) | Students complete the assignment at home. | Collect and review the assignment to assess comprehension and creative expression. | Drawing paper, pencils, crayons (optional) |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 1.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **The weather.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.2.3.3 make introductions and requests in basic interaction with others  3.3.3.1 understand short, simple instructions used in familiar everyday contexts  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  describe different weather types and use related vocabulary in sentences. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher's Activity** | **Student's Activity** | **Assessment** | **Resources/Materials** |
| **Warm-up** | Begin by connecting to the previous unit's story. Ask children what they remember about the events in Unit 3.  Use Story poster 3 to visually prompt recall. Ask specific questions like "What do Rosy and Tim find? Where are Mum, Billy and Grandma?" | Students actively participate by answering questions and engaging with the familiar story element. | Observe students' participation and assess their recall of prior learning. | Story poster 3 |
| **Lead-in** | Introduce new weather vocabulary by presenting flashcards. Hold up each flashcard one at a time and ask "What's the weather like?"  Model the pronunciation of any words students might not know.  To reinforce understanding, mime the actions associated with different weather types. For example, wipe your forehead to represent hot weather or stand under an imaginary umbrella for raining. Repeat with flashcards in a different order to solidify learning. | Students participate by answering questions and pointing to the correct flashcards.  They observe and imitate the teacher's miming to connect words with actions, aiding memorization. | Observe students' ability to identify and name weather types (sunny, rainy, windy, hot, cold, snowy) through spoken and physical cues. | Flashcards |
| **Main Part** | **1 Listen, point and repeat.**  **2 Listen and chant.**  Break the class into smaller learning groups. Play the recording "Listen and point" for students to listen and point to corresponding weather pictures. Repeat this process for "Listen and repeat" and "Listen and chant" activities.  After each recording, hold up flashcards in random order and ask students to identify and say the weather words. | Students actively participate in listening activities, pointing to pictures and repeating weather vocabulary after the recording prompts. They then demonstrate their understanding by identifying flashcards. | Observe students' listening comprehension, pronunciation, and vocabulary recall. By using multiple activities, cater to different learning styles and assess overall grasp of the target vocabulary. | Recording with weather words (rainy, windy, hot, cold, snowy, sunny)  Pictures of different weather types |
|  | **3 Listen and read.**  Transition to story comprehension. Use Story poster 4 to introduce the story "Listen and read." Discuss each frame with the class, encouraging them to make predictions about the plot's development. Play the recording for students to listen and point to the speech bubbles as they hear the words. Ask comprehension questions like "What's the weather like at the beginning/middle/end of the story?" or "Has Grandpa got the key? Who opens the door?"  After listening, have students revisit their Pupil's Books (Exercise 1) and find and point to the vocabulary words they just encountered in the story. | Students develop listening comprehension skills as they follow the story and answer questions. They then apply their vocabulary knowledge by identifying words within the context of the story. | Observe students' comprehension of the story and ability to identify target vocabulary within a written text. This assesses their ability to transfer learned vocabulary to different contexts. | Story poster 4  Pupil's Books (Exercise 1) |
|  | **4 Ask and answer.**  To solidify speaking skills, divide the class into pairs. Ask a confident student "What's the weather like today?" and encourage them to answer, e.g., "It's windy." Repeat with another student before having all students take turns asking and answering the question with their partners. | Students work collaboratively in pairs to practice asking and answering questions about the weather using the target vocabulary. | Observe students' ability to use weather vocabulary in a conversational context. This assesses their ability to communicate effectively using newly learned language. |  |
| **Reflection** | Briefly review the weather vocabulary learned in the lesson.  Ask students to share what they found most interesting or challenging about the lesson. | Students participate in a quick review of weather vocabulary.  Students share their thoughts and experiences from the lesson. | Gauge students' overall understanding and identify areas for improvement. |  |
| **Home task** | Have students draw a picture of their favorite type of weather and write a short sentence about it. | Students practice using weather vocabulary creatively. | Collect drawings and sentences to assess understanding and creativity. | Paper, crayons/pencils |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 2.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **The weather.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.3.1 understand short, simple instructions used in familiar everyday contexts  3.4.1.1 spell accurately a few high-frequency words | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and describe different types of weather and related clothing. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Begin by asking students a few questions about the previous lesson's story to activate prior knowledge. Use the story poster to jog their memory and elicit weather vocabulary words mentioned in the story. | Students participate in a discussion by answering questions about the story and the weather.  They point to pictures and recall weather vocabulary words. | Participation in discussion  Ability to recall weather vocabulary | Story poster  Flashcards with weather words (sunny, rainy, windy, cloudy, snowy, etc.) |
| **Main Part** | **1 Listen to the story again and repeat. Act.**  Play a recording of the story, pausing at key points for students to repeat phrases and act out actions related to the weather. Divide the class into small groups and assign roles (Rosy, Tim, Billy, Grandma, Grandpa, Mum) for them to role-play the story. | Students listen attentively to the recording, repeat phrases in chorus, and mime actions like putting on a coat or holding an umbrella.  Students collaborate in their groups to practice acting out the story, then take turns performing for the class. | Pronunciation and fluency  Ability to follow instructions and act collaboratively  Confidence in public speaking | Audio recording of the story |
|  | **2 Look and say.**  Show pictures depicting different weather conditions and introduce new weather vocabulary words (e.g., foggy, hot, cold).  Explain the concept of plural forms using examples (words ending in -s typically add -s for plural, while words ending in -f change to -ves, like "leaf" becomes "leaves").  Read sentences with weather words and clothing, prompting students to point to the corresponding picture and repeat the sentence.  To reinforce comprehension, have students suggest alternative weather and clothing words to create new sentences. | Students focus on the pictures and listen attentively as new weather vocabulary is introduced.  They participate in the explanation of plural forms by providing examples.  Students listen to sentences, point to pictures, and repeat in chorus.  They actively participate by suggesting alternative weather and clothing words, demonstrating their understanding. | Comprehension of new vocabulary  Understanding of plural forms  Ability to participate in sentence completion and creative thinking | Flashcards with new weather and clothing words (foggy, hot, cold, socks, shoes, etc.)  Board (for writing sentences) |
|  | **4 Write and check your answers.**  Show pictures with missing words in sentences related to weather and clothing (e.g., "Open the \_\_\_ window."). Students work in pairs to discuss the pictures, decide on the missing words, and complete the sentences. Encourage them to check their answers with their partner. | Students analyze the pictures and discuss what each one shows.  They work collaboratively in pairs to choose the missing words that complete the sentences and check their answers together. | Reading comprehension  Ability to participate in sentence completion | Pictures with sentences and missing words (related to weather and clothing) |
|  | **5 Point and ask.**  Review weather vocabulary using a word pool and pictures showing different weather conditions.  Students work in pairs to ask and answer questions about the weather using the vocabulary (e.g., "What's the weather like today?" "It's sunny.") and give positive commands about clothing (e.g., "Put on your hat."). | Students participate in a vocabulary review activity by identifying weather words from the word pool.  Working in pairs, they take turns asking and answering questions about the weather using complete sentences, demonstrating their understanding. They also practice giving positive commands related to clothing appropriate for the weather. | Recall of weather vocabulary  Ability to use weather vocabulary  Communication skills | Flashcards with weather words  Pictures showing different weather conditions (sunny, rainy, snowy, etc.) |
| **Reflection** | Briefly discuss the weather concepts covered in the lesson and ask students to share what they learned about the weather. | Students participate in a discussion by sharing their key takeaways about the weather vocabulary and concepts learned throughout the lesson. | Participation in discussion |  |
| **Homework** | Assign a simple and engaging homework activity related to the weather, such as drawing a picture of their favorite weather or writing a short sentence about the weather they experienced that day. | Students listen attentively to the homework instructions and ask | Completion of homework assignment |  |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 3.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Month in a year.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.2.3.3 make introductions and requests in basic interaction with others  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and use days of the week and months of the year. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ Materials** |
| **Warm-up** | Play Miming Snap using weather words from previous lesson.  Say a weather word and mime reacting to a type of weather (e.g. putting up an umbrella, trying to walk in the wind, shivering with cold, fanning your face because you are hot, building a snowman, putting on a sun hat and  sun glasses because it is sunny).  Ask children to shout "Snap!" if the mime matches the word said.  Select a student to mime and say a weather word (correct or incorrect). | Children participate in the game.  Identify the weather word through miming. | Observe participation and understanding of weather words. |  |
| **Lead-in** | Introduce the concept of days of the week and months of the year.  Write "Monday" on the board and elicit it's a day of the week.  Do the same with "January" to show it's a month. | Students listen and participate in the discussion.  Students may identify January as the first month. | Gauge prior knowledge of days and months. | Board |
| **Main Part** | **1. Point and say.**  Instruct students to look at the days of the week boxes.  Point to each day and read it aloud. Have the class repeat chorally.  Repeat twice, then say the first two days and pause for students to continue.  Explain "weekend" and have students repeat chorally.  Have students work in pairs, taking turns pointing and reading days. | Students follow instructions and repeat days of the week.  Work together in pairs to identify and read days. | Observe pronunciation and participation. Check if students can identify and read days individually. | Days of the week chart |
|  | **2. Listen, point and repeat.**  Ask students to open their books at page 30. Play the recording (Part 1) for students to point to the correct calendar pages.  Play Part 2 for students to repeat the months.  Repeat as needed.  Read months aloud, pausing after two for students to call out the next. | Students follow instructions and participate in activities.  Point to matching calendar pages and repeat months after listening. | Observe listening comprehension and pronunciation of months. | Pupil's Book (page 30) |
|  | **3. Listen and sing.**  Play the recording for children to follow in their books.  Recite the words together without the recording.  Play the recording again for students to sing along. | Students follow along in their books and participate in singing. | Observe participation and pronunciation in the song. | Pupil's Book (song) |
|  | **4. Ask and answer.**  Have students read speech bubbles about months.  Explain using "in" with months (write "in June" on the board).  Ask a confident student questions about months (using "in") as a demonstration.  Have students work in pairs, taking turns asking and answering questions about months (using "in"). | Students participate in reading and discussions.  Formulate complete sentences with "in + month" while asking and answering questions. | Observe sentence formation and use of "in" with months. | Board |
| **Reflection** | Briefly review the days of the week and months of the year.  Ask students to share what they learned or found most challenging. | Students participate in the discussion.  Share their learnings and any difficulties faced. | Gauge overall understanding of the lesson. |  |
| **Home task** | (Option 1) Have students create a calendar for next month, marking important dates (birthdays, holidays).  (Option 2) Ask students to write a short sentence about their favorite month and why. | Students complete the assigned activity at home. | Assess understanding through the completed assignment. | Drawing materials (Option 1) |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 4.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Phonics**. | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words  3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  recognize, name, and write the letters Ee, Ff, Gg, and Hh. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Ask children which letters they have learned (a, b, c, d).  Ask them to name words that begin with these sounds.  Say the chant from Pupil’s Book page 23. | Students listen and respond.  Students name words with specific beginning sounds.  Students repeat the chant. | Observe participation and pronunciation. | Warmer CD 29  Pupil’s Book page 23 |
| **Lead-in** | Write Ee, Ff, Gg, Hh on the board. Point to each one and say the letter name and sound for both upper- and lower-case letters.  Say the sounds again for children to draw the letters in the air (uppercase and lowercase).  Elicit the words on the phonics cards. Say the letter names, sounds, and then the words.  Write the words egg, fig, goat, hat next to the letters on the board. Circle the first letter of each word. Point to the words and say the beginning sound.  Hold up phonics cards, one at a time. Say the words for children to repeat. Repeat in a different order. | Students repeat letter names and sounds.  Students draw letters in the air.  Students repeat words from phonics cards.  Students observe circled letters and repeat beginning sounds.  Students repeat words from phonics cards. | Observe pronunciation and recognition of letters and sounds. | Board  Markers  Phonics cards |
| **Main part** | **1. Listen, point and repeat.**  Ask children to look at the letters in their Pupil’s Books.  Play the recording (sections) for listening, pointing, and repeating.  **2. Listen and chant.**  Play the recording for children to listen to the chant.  Put phonics cards around the room. Play again for pointing.  Explain "I’ve got…" and chorus it.  Play again, pausing for repetition.  Practice "I’ve got…" with school objects.  Focus on "Let's Learn!" box. Read phrases emphasizing "an" sound. Explain usage. Provide examples.  **3. Listen to the sounds and join the letters.**  Elicit images (goat, fig, hat). Ask "What has the goat got?"  Explain the maze activity (if needed).  Play the recording for joining letters. Repeat.  Ask "What has the goat got?" Check answers.  **4. Look and circle the letters e, f, g, h at the start of the words.**  Ask about pictures (egg, goat).  Read the text for following in Pupil’s Books (write first line on board).  Show circled "e" in "egg" and circle it on the board.  Ask students to find and circle other letters (e, f, g, h).  Check answers by calling students to circle letters on the board. | Students listen, point, and repeat letters and words.  Students listen to the chant, point to cards, and repeat.  Students participate in "I’ve got…" practice.  Students listen, focus on "an" sound, and repeat phrases.  Students listen, join letters in the maze, and answer the question.  Students follow the text, observe circled letter, and find/circle other letters.  Students come to the board and circle letters. | Observe participation, pronunciation, and understanding of "an" sound.  Observe maze completion and answer to the question.  Observe circling accuracy. | CD 40  Pupil’s Books  CD 41  Phonics cards  CD 42  Pupil’s Books (with maze activity)  Board  Marker |
| **Reflection** | Briefly review the sounds and words learned (e, f, g, h).  Ask students if they have any questions. | Students participate in the review.  Students ask questions. | Observe understanding of learned sounds and words. |  |
| **Homework** | Ask students to write 3 words that start with the letters **e, f, g**, and **h** in their notebooks. | Students write words in their notebooks. | Collect notebooks to check for completion and accuracy. |  |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 5.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Changing seasons.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary  3.5.1.15 use basic prepositions of time | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  name the months, identify seasons, and discuss seasonal activities and hibernation. | |

**Lesson procedure:**

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| **Stages of the lesson** | **Teacher's Activity** | **Student's Activity** | **Assessment** | **Resources/Materials** |
| Warm-up | Play "Twelve months in a year" song (CD 39).  Write months on board, chant together, then erase and have students say them individually. | Listen and sing along to the song.  Repeat months after teacher, then individually.  Help classmates who struggle to remember. | Observe participation in singing and reciting months. | Warmer CD 39  Pupil's Book (page 30)  Board |
| Lead-in | Use flashcards to introduce seasons vocabulary (spring, summer, autumn, winter) and "season" word. Model pronunciation.  Ask students about weather and activities in each season. Find out their favorite season.  Discuss hibernation and why animals might do it (winter, cold weather, less food). | Repeat vocabulary words after teacher. Describe weather and activities associated with each season.  Share their favorite season.  Discuss reasons for hibernation. | Observe pronunciation and understanding of vocabulary.  Evaluate participation in discussions. | Flashcards |
| Main Part | **1 Listen, point and repeat.**  Play recording (CD 43) for students to listen and point to pictures of seasons (Exercise 1).  Repeat activity with students saying the words chorally and individually.  **2 Listen and read.**  Introduce story about a bear (CD 44). Ask students to predict the story based on pictures. Write predictions on the board.  Play recording twice: first for silent listening, second for comprehension.  Ask comprehension questions about the story (weather, bear's location, waking up, activities).  **3 Read and answer.**  Read questions from "Read and answer" section. Allow time for individual and partner checking of answers. Discuss answers as a class.  Explain the phrase "in" when referring to seasons (Let's Learn! box). | Listen to recording, point to pictures, and repeat vocabulary.  Participate in choral and individual repetition.  Look at pictures and predict the story.  Listen to the story and answer questions.  Read questions, find answers in the text, and write them down. Check answers with partners. Participate in class discussion. | Observe participation in listening and pointing activities.  Evaluate pronunciation during repetition.  Assess comprehension through questions and discussions.  Check written answers for understanding. | CD 43 & 44  Pictures for Exercise 1 (Seasons)  Pupil's Book |
| Reflection | Briefly discuss the importance of changing seasons for the environment and living things. | Share thoughts and ideas about the importance of changing seasons. | Observe participation in the discussion. |  |
| Home task | Students can draw a picture of their favorite season and write a short sentence about it (e.g., "I love summer because we can swim!"). | Draw and write about their favorite season. | Collect notebooks to check for completion and accuracy. |  |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 6.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Changing seasons. Is it? Unit assessment 4.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support  3.2.3.1 respond to basic questions with single words or short responses  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  identify and describe the weather using appropriate vocabulary and sentences. | |

**Lesson procedure:**

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| --- | --- | --- | --- | --- |
| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Ask "What's the weather like today?" Confirm answers (e.g., Yes, it's windy today). | Students answer the question. | Observe participation and understanding of basic weather vocabulary. |  |
| **Lead-in** | Write weather words (hot, cold, snowing, raining) on the board.  Ask for volunteers to draw pictures for each word (refer to page 28 in textbooks if needed). | Students come forward and draw pictures on the board based on the weather words. | Observe understanding of basic weather vocabulary and participation. | Board  Markers  Textbooks (page 28) |
| **Main part** | **1. Listen and draw.**  Show a weather chart with days of the week.  Read the days aloud and explain listening and drawing the weather for each day.  Play the recording first (students just listen). Point to weather pictures on the board as they listen.  Explain that days are out of order. Students need to listen carefully to write the weather on the correct day.  Play again. Students can check answers with partners before going over them as a class.  Ask students to draw pictures above the written weather words. | Students listen to the recording and write the weather for each day in the chart.  Students check answers with partners.  Students draw pictures above the written weather words. | Collect completed charts to assess understanding of weather vocabulary and following instructions. | Weather chart (with days of the week)  CD 45  Pencils |
|  | **2. Look and say.**  Point to speech bubbles and read them aloud. Explain "in" with months and "on" with days. Write "on Tuesday" as an example.  Ask questions about the weather on specific days using the chart (e.g., What's the weather like on Tuesday?).  Have volunteers answer using the chart.  Ask students to work in pairs, taking turns making sentences about the weather for each day. | Students listen to explanations about prepositions with months and days.  Students answer questions about the weather on specific days.  Students work in pairs to create sentences about the weather. | Observe participation and understanding of prepositions with months and days.  Check completed sentences from pairs. | Board  Markers |
|  | **3. Look at the picture. Listen and repeat. Complete and answer.**  Ask students to look at the picture from the story on page 30.  Play the recording (students just listen).  Play again for students to listen and repeat.  Explain completing the dialogue with missing words.  Play the recording one more time while students complete the dialogue (including writing the season).  Divide the class in half (A and B). Check answers by reading the dialogue chorally. | Students listen to the recording and the explanation about completing the dialogue.  Students listen and repeat phrases from the recording.  Students complete the dialogue and write the season.  Students participate in choral reading to check answers. | Observe participation and understanding of listening comprehension and completing dialogues.  Collect completed dialogues to assess comprehension. | CD 46  Pencils  Worksheet with picture and incomplete dialogue (based on the story) |
| **Reflection** | Ask a few questions to review the lesson (e.g., What are the four seasons? How can we describe the weather?). | Students answer the questions. | Observe overall understanding of the lesson content. |  |
| **Homework** | Ask students to draw a picture of their favorite season and write a few sentences about the weather in that season. | Students complete the homework assignment. | Homework can be collected for formative assessment. |  |

**Short term plan**

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| **Term: II**  **Unit 4. Lesson 7.** | **Unit 4. Weather.** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Project. Take care in the sun.** | |
| **Learning objectives(s)**  **that this lesson is contributing to** | 3.2.3.1 respond to basic questions with single words or short responses  3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level  3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | |
| **Lesson objectives** | **By the end of the lesson, the students will be able to:**  describe seasonal weather, create a weather book, and explain sun safety. | |

**Lesson procedure:**

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| --- | --- | --- | --- | --- |
| **Stages of the lesson** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/materials** |
| **Warm-up** | Begin by discussing the weather in your town throughout the year. Ask questions like "What's the weather like in winter?" and elicit responses like "It's cold." Repeat for spring, summer, and fall. | Students respond to prompts, participating in a discussion about seasonal weather in their town. | Participation in the discussion  Understanding of basic weather vocabulary | Weather pictures |
| **Main part** | **Think.**  **1 What’s the weather like in your town?**  Transition to the project by introducing the concept of creating a weather book.  Show students a chart with the four seasons listed and weather words associated with each (sunny, rainy, windy, etc.).  Read the question "What's the weather like in autumn in this town?" and have students identify corresponding weather words from the chart. Encourage them to tick the appropriate boxes for each season. | Look at weather words and answer questions.  Tick boxes for each season's weather. | Completed weather chart for each student. | Chart with weather words and boxes for each season. |
|  | **Create.**  **2 Make a weather book about your town. Show the four seasons.**  Hand out paper, pencils, and crayons.  Instruct students to write season names and draw/paste pictures for each season's weather.  Encourage designing a cover and fastening pages. | Draw/paste pictures of weather for each season.  Design and assemble weather book. | Completed and creative weather book. | Paper, crayons/pencils, pictures (optional), hole punch, thread/ribbon. |
|  | **Share.**  **3 Share your book. Take turns.**  Put students in groups. Read speech bubbles about weather descriptions and have students repeat.  Instruct students to share books with classmates, describing weather using the speech bubbles as a guide.  Monitor and provide help if needed. | Listen and repeat speech bubbles.  Share weather books with classmates, describing weather in each season. | Participation in sharing and using weather vocabulary. | None (speech bubbles can be written on the board). |
|  | Ask about going to the beach and sun safety.  Pre-teach vocabulary (sunglasses, sun cream, seek, shade) using pictures and mimes. | Listen, answer questions, and participate in vocabulary introduction. | Understanding of sun safety vocabulary. | Pictures of sunglasses, sun cream, beach umbrella. |
|  | **1 Match. What do you do when it is hot?**  Ask what students do when it's hot.  Read sentences about sun safety and have students repeat.  Instruct students to match sentences with pictures.  Check answers with the class. | Listen, answer questions, and repeat sentences.  Match sentences with corresponding pictures. | Understanding of sun safety behaviors. | Pictures of sun safety items and sentences describing their use. |
|  | **2 Draw. What can he do to be protected from the sun?**  Show a silhouette and explain adding sun protection elements.  Instruct students to color the picture and take turns identifying sun safety items they drew. | Listen, draw sun protection items, and participate in discussion. | Identifying and using sun safety vocabulary. | Silhouette drawing and colored pencils. |
| **Reflection** | Ask students whether they enjoyed making the weather book.  Briefly discuss the importance of sun safety. | Share their thoughts about the project.  Listen to the introduction of sun safety. | Observe student engagement and participation. |  |
| **Homework** | Ask students to share their weather books with family members and explain the weather in each season. | Share their books at home and explain the weather. |  |  |