

English Lesson Plans - Grade 3 Primary

Unit 1: Let's Learn Together!

Prepared by: Mr. Sobhy Borda

LESSON 1: Greetings and Introductions

Learning Objectives

- Use common greetings in everyday conversation
- Introduce themselves using simple phrases
- Respond appropriately to greetings and introductions
- Pronounce basic greeting words correctly

New Vocabulary

Greetings: Hello, Good morning, How are you, Goodbye

Responses: I am fine thank you, Nice to meet you, See you later

Personal Information: My name is..., I am from..., I am ... years old, I am in Primary 3

New Structures

- Hello! My name is...
- How are you? - I am fine, thank you
- Nice to meet you
- I am from Egypt
- I am 8 years old

Warm Up and Revision

- Greet students in English
- Simple question: What is your name?
- Review numbers 1-10 for age

Presentation

- Teacher demonstrates greetings with gestures
- Present vocabulary with visual aids
- Model introductions using puppet or role-play
- Practice pronunciation of 'wh' words (what, when, where)

Practice

- Students repeat greetings after teacher
- Pair work practicing introductions

- Students circulate and meet new classmates
- Complete matching exercise (Page 6) - greetings with situations

Assessment

Formative: Observe student participation in pair work

Summative: Role-play assessment - students introduce themselves

Criteria: Correct use of greetings, clear pronunciation, appropriate responses

Evaluation

The Lesson: Students showed enthusiasm for learning greetings. More time needed for pronunciation practice.

The Student: 85% of students can use basic greetings. Some struggle with 'How are you?' response.

The Teacher: Need to provide more visual cues for shy students. Positive reinforcement worked well.

English Lesson Plans - Grade 3 Primary

Unit 1: Let's Learn Together!

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LESSON 2: Classroom Rules

Learning Objectives

- Follow basic classroom instructions
- Use polite classroom language
- Identify appropriate classroom behavior
- Ask permission using 'May I...?'

New Vocabulary

- Classroom Actions: Raise your hand, Listen carefully, Sit down, Be kind, Keep clean, Don't shout
- Permission: May I go to the bathroom?
- Instructions: Open your book, Stand up, Close your book

New Structures

- Raise your hand
- Listen carefully
- May I go to the bathroom?
- When the teacher talks, you should...
- If you want to answer...

Warm Up and Revision

- Review greetings from Lesson 1
- Simple commands: 'Stand up', 'Sit down'

Presentation

- Demonstrate each classroom rule with actions
- Use pictures to illustrate rules

- Practice 'May I...?' structure
- Role-play different classroom situations

Practice

- TPR Activities: Students act out rules
- Matching Exercise: Pictures to rules (Page 10)
- Gap-filling: Complete sentences about classroom behavior
- Self-assessment: Students rate their own behavior using star chart (Page 11)

Assessment

- Formative: Check understanding through actions and responses
- Summative: Complete behavior self-assessment chart
- Criteria: Understanding of rules, appropriate responses, following instructions

Evaluation

- The Lesson: Interactive activities kept students engaged. Rules are now clear.
- The Student: Most students understand rules. Need reinforcement for 'May I' structure.
- The Teacher: Physical demonstrations were effective. Consider using more praise for good behavior.

LESSON 3: Describing People

Learning Objectives

- Describe physical appearance using simple adjectives
- Talk about personality traits
- Use present simple tense for descriptions
- Write simple sentences about themselves and others

New Vocabulary

Physical Description: tall, short, curly hair, straight hair, long hair, brown eyes

Personality Traits: funny, shy, friendly, helpful, polite, kind

New Structures

- "I am tall and friendly"

- "She has long hair"
- "He is funny"
- "My friend is kind"
- Present simple "to be" (I am, you are, he/she is)

Warm Up and Revision (5 minutes)

- Review classroom rules vocabulary
- Quick description game: "I see someone who is..."

Presentation (15 minutes)

- Use pictures to teach physical descriptions
- Demonstrate personality traits through actions
- Present present simple tense with 'to be'
- Model describing people using complete sentences

Practice (15 minutes)

- Vocabulary Practice: Match pictures with descriptions
- Fill in blanks: Complete sentences with personality words (Page 14)
- Drawing Activity: Students draw and describe themselves
- Speaking Practice: Describe a family member or friend

Assessment

Formative: Monitor vocabulary use during activities

Summative: Written description of themselves

Criteria: Correct adjective use, sentence structure, creativity in description

Evaluation

The Lesson: Students enjoyed describing themselves. Visual aids were helpful.

The Student: Good grasp of physical descriptions. Personality words need more practice.

The Teacher: Drawing activity motivated students. Include more personality trait games next time.

LESSON 4: Daily Routines

Learning Objectives

- Name daily routine activities
- Use present simple tense for routines
- Tell time using simple expressions
- Describe their daily schedule

New Vocabulary

Daily Activities: wake up, brush teeth, get dressed, have breakfast, go to school, do homework, make bed, sleep

Time Expressions: in the morning, at 7 a.m., every day, after school

New Structures

- "I wake up at 7 a.m."
- "She brushes her teeth every morning"
- "We go to school at 8 a.m."
- Present simple tense for routines
- Third person singular (-s ending)

Warm Up and Revision (5 minutes)

- Review describing people vocabulary
- Show pictures of daily activities

Presentation (15 minutes)

- Present daily routine vocabulary with visual timeline
- Demonstrate present simple for routines
- Practice third person singular forms
- Use clock faces to teach time expressions

Practice (15 minutes)

- Sequencing: Order daily routine pictures
- Grammar Practice: Circle correct verb forms (Page 24)

- Reading Comprehension: Read about Amir's routine and answer questions (Page 22)

- Writing: Complete sentences about own routine

Assessment

Formative: Check sequencing and grammar exercises

Summative: Write 3-4 sentences about daily routine

Criteria: Correct verb forms, logical sequence, time expressions

Evaluation

The Lesson: Timeline visual was very effective. Students engaged with routine topic.

The Student: Good understanding of routine vocabulary. Third person singular needs reinforcement.

The Teacher: Include more time practice. Consider using songs for routine activities.

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Grade 3 English Lesson Plans

Unit 2: My Family and I

Prepared by: Mr. Sobhy Borda

Mr. Sobhy Borda

Lesson 1: Meet My Family

Learning Objectives

- Identify and name different family members using correct vocabulary
- Use possessive pronouns (my, his, her) correctly in sentences
- Introduce family members using simple present tense
- Listen and respond to questions about family members

New Vocabulary

Family Members: father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin

Key Phrases: "This is my family," "My father is...", "Her mother is..."

New Structures

Possessive Pronouns: my, his, her

Simple Present: "This is my father/mother"

Basic sentence structure: Subject + verb + object

Warm Up and Revision

Greet students and review previous vocabulary

Play a quick game of "Simon Says" using body parts vocabulary

Show family photos and ask students to identify what they see

Review basic greetings and introductions

Presentation

Step 1: Introduce the family vocabulary using visual aids and flashcards

Step 2: Model pronunciation of each family member term

Step 3: Present the possessive pronouns through examples

Step 4: Show the family tree diagram and explain relationships

Step 5: Demonstrate sentence structures using real examples

Practice

Activity 1: Vocabulary matching exercise

Activity 2: Fill in the blanks with correct family member names

Activity 3: Complete sentences using possessive pronouns

Activity 4: Pair work - students describe their family members

Activity 5: Listen and repeat family member names

Assessment

Formative: Observe students during pair work activities

Written: Complete the matching and fill-in-the-blank exercises

Oral: Students introduce one family member to the class

Peer Assessment: Students check each other's written work

Evaluation

The Lesson: Objectives were clearly met through varied activities

The Student: Most students successfully identified family members

The Teacher: Clear presentation of new vocabulary

Lesson 2: Family Traditions and Celebrations

Learning Objectives

- Identify different family celebrations and traditions
- Describe favorite family celebrations using simple sentences
- Recognize cultural celebrations: Eid Al-Fitr, Sham El-Nessim, Mother's Day, 6th of October
- Express preferences about celebrations

New Vocabulary

Celebrations: Eid Al-Fitr, Sham El-Nessim, Mother's Day, 6th of October

Action Words: celebrate, enjoy, love, play, eat, go

Descriptive Words: favorite, special, happy, fun

New Structures

Simple Present: "I love...", "We celebrate..."

Preference expressions: "My favorite celebration is..."

Present continuous for activities: "We are celebrating..."

Warm Up and Revision

Review family member vocabulary from previous lesson

Ask students about their weekend activities

Show celebration pictures and elicit responses

Quick vocabulary game with family words

Presentation

Step 1: Introduce celebration vocabulary using authentic images

Step 2: Explain each celebration and its significance

Step 3: Model sentences about celebrations and traditions

Step 4: Demonstrate how to express preferences

Step 5: Show students how to describe celebration activities

Practice

Activity 1: Look at pictures and identify celebrations

Activity 2: Complete sentences about celebrations

Activity 3: Draw and describe favorite celebration

Activity 4: Listen to celebration descriptions and match

Activity 5: Write 3-4 sentences about favorite celebration

Assessment

Visual Recognition: Identify celebrations from pictures

Writing: Complete celebration sentences accurately

Speaking: Describe favorite celebration to class

Creative: Draw and label favorite celebration scene

Evaluation

The Lesson: Successfully introduced cultural awareness component

The Student: Most students could identify major celebrations

The Teacher: Effective use of authentic cultural materials

Lesson 3: My Family Helps Me Grow

Learning Objectives

- Describe how family members help and support them
- Use action verbs related to family activities
- Write simple sentences about family support
- Express gratitude for family help

New Vocabulary

Action Verbs: takes, cooks, helps, reads, works, goes

Activities: school, homework, cooking, reading, studying

Support Words: help, grow, learn, teach, care

New Structures

Simple Present: "My father takes me to school"

Present continuous: "My mother is cooking"

Helping expressions: "helps me with...", "teaches me..."

Warm Up and Revision

Review celebration vocabulary

Ask students what their parents do for them

Show pictures of family activities

Practice possessive pronouns quickly

Presentation

Step 1: Present vocabulary through action pictures

Step 2: Model sentences about family help

Step 3: Demonstrate sentence patterns with examples

Step 4: Show how family members contribute to growth

Step 5: Practice reading comprehension passage

Practice

Activity 1: Read about Nour and answer questions

Activity 2: Complete sentences about family help

Activity 3: Write sentences about own family support

Activity 4: Match family members with their actions

Activity 5: Present writing to classmates

Assessment

Reading Comprehension: Answer questions about Nour's family

Writing: Complete sentences about family support

Oral Presentation: Share writing with class

Self-reflection: Evaluate own understanding

Evaluation

The Lesson: Good integration of reading and writing skills

The Student: Understood concept of family support well

The Teacher: Effective scaffolding from reading to writing

Lesson 4: Jobs in My Family

Learning Objectives

- Identify different job titles and professions
- Describe what family members do for work
- Use present simple to talk about jobs
- Express career aspirations for the future

New Vocabulary

Jobs: farmer, doctor, teacher, baker, pilot, police officer

Workplace Words: hospital, school, farm, bakery, airplane

Action Verbs: works, helps, teaches, flies, bakes, grows

New Structures

Job descriptions: "She is a doctor", "He works as a teacher"

Workplace references: "works at a school/hospital"

Future aspirations: "I want to be a..."

Warm Up and Revision

Review family help vocabulary

Ask students about their parents' jobs

Show job-related pictures for discussion

Quick game with action verbs

Presentation

Step 1: Introduce job vocabulary with visual aids

Step 2: Connect jobs with workplaces and activities

Step 3: Model sentences about family jobs

Step 4: Present job descriptions and responsibilities

Step 5: Discuss future career interests

Practice

Activity 1: Match jobs with correct pictures

Activity 2: Complete sentences about job descriptions

Activity 3: Listen and identify jobs from descriptions

Activity 4: Write about family members' jobs

Activity 5: Share career aspirations with class

Assessment

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Vocabulary Recognition: Match jobs with pictures correctly

Sentence Completion: Use job vocabulary in context

Writing Task: Describe family member's job

Speaking: Present career aspirations to class

Evaluation

The Lesson: Successfully introduced career awareness concepts

The Student: Quickly grasped job vocabulary concepts

The Teacher: Effective use of authentic job materials

GRADE 3 ENGLISH

UNIT 3: NEW ADVENTURES

Lesson Plans

Prepared by: Mr. Sobhy Borda

Class: Grade 3

Unit 3: New Adventures | Lesson 1: Places Around Me |

Pages: 44–48

Learning Objectives

- **Speaking:** Name and describe places and landmarks
- **Listening:** Identify places and landmarks in Egypt; recognize prepositions of place and double consonant endings
- **Reading:** Read short paragraphs about local places and landmarks; read words with double consonant endings and /k/ sound
- **Writing:** Label places and landmarks; write simple sentences using past tense and correct punctuation

New Vocabulary

- house — a building where people live
- library — a place where books are kept for reading
- supermarket — a large shop selling food and household items
- park — an open area with grass and trees for recreation
- train station — a place where trains stop for passengers
- museum — a building displaying objects of historical interest

New Structures

- Where do you + verb? (e.g., Where do you buy food?)
- Simple present tense questions and answers
- Prepositions of place: on, under, behind, between, in front of, in

Warm Up and Revision

- Review previous vocabulary about family members and jobs
- Quick flashcard game with familiar places
- Ask students: "Where do you live?" to activate prior knowledge

Presentation

1) Vocabulary Introduction (10 minutes)

- Display pictures of the six places from page 44
- Introduce each place with clear pronunciation
- Use gestures and real-life connections
- Practice pronunciation with whole class repetition

2) Listening Activity (8 minutes)

- Play audio for 'Listen, repeat, and practice' activity
- Students point to correct pictures while listening

- Repeat difficult words multiple times

3) Reading Activity (12 minutes)

- Present 'Youssef's Busy Day' story from page 47
- Read aloud while students follow
- Explain new vocabulary in context
- Discuss the sequence of Youssef's activities

Practice

1) Matching Activity (10 minutes)

- Students complete 'Look, listen, and number the picture' on page 45
- Check answers as a class
- Practice saying each place name

2) Question and Answer Practice (8 minutes)

- Where do you buy food? (supermarket)
- Where do you read books? (library)
- Where do you play with friends? (park)
- Where do you live? (house)

3) Comprehension Questions (10 minutes)

- Where did Youssef go first? (library)
- Who did Youssef go to the supermarket with? (his mom)
- What did Youssef see at the train station? (a train)
- Where did Youssef go after lunch? (museum)
- Was Youssef's day busy or boring? (busy)

4) Phonics Focus: Double Consonants (8 minutes)

- Teach double consonant rule from page 49
- Practice words: buzz, grass, off, well
- Complete exercises: circle double consonants, fill missing letters

Assessment

Formative Assessment

- Observe student participation during vocabulary introduction
- Check completion of matching activities
- Monitor pronunciation during speaking practice

Summative Assessment

- Quick quiz: Show pictures, students write place names

- Oral assessment: Ask 'Where do you...?' questions
- Check workbook exercises for accuracy



Evaluation

a) The Lesson:

- Time allocation was appropriate for all activities
- Visual aids effectively supported vocabulary learning
- Story context helped students understand place vocabulary
- Phonics component reinforced spelling patterns

b) The Student:

- Students actively participated in vocabulary activities
- Most students could identify places correctly
- Some difficulty with double consonant spelling rules
- Good engagement with story content

c) The Teacher:

- Clear presentation of new vocabulary
- Effective use of visual materials
- Good pacing throughout lesson
- Need to provide more individual pronunciation practice



Unit 3: New Adventures | Lesson 2: Egypt's Landmarks |

Pages: 50–54

Learning Objectives

- **Speaking:** Name and describe Egyptian landmarks
- **Listening:** Identify famous places in Egypt
- **Reading:** Read about Egyptian landmarks and tourist attractions
- **Writing:** Form sentences about visiting landmarks; use correct punctuation

New Vocabulary

- Cairo Tower — a tall tower in Cairo with city views
- Alexandria Library — a famous library in Alexandria
- The Pyramids of Giza — ancient monuments near Cairo
- landmark — an important or famous place
- adventure — an exciting experience
- holiday — vacation time

New Structures

- Past tense sentences: 'We visited...'
- Sentence formation with proper word order
- Question formation: 'Where did...?'

Warm Up and Revision

- Review places vocabulary from previous lesson
- Show pictures of local places; students name them
- Quick oral drill: 'Where do you...?' questions

Presentation

1) Landmark Introduction (12 minutes)

- Display images of Cairo Tower, Alexandria Library, and the Pyramids of Giza
- Introduce each landmark with brief background information
- Discuss why these places are famous
- Connect to students' personal experiences if possible

2) Sentence Building Activity (10 minutes)

- Demonstrate word order using cut-up sentences from page 50
- Model: 'We visited the Pyramids of Giza'
- Practice with other landmark sentences
- Emphasize capital letters and periods

Practice

1) Sentence Construction (15 minutes)

- the/visited/We/Pyramids of Giza → We visited the Pyramids of Giza.
- books/read/Alexandria/at/Library/the/I → I read books at the Alexandria Library.
- Cairo/visited/the/They/Tower/yesterday → They visited the Cairo Tower yesterday.

2) Reading Comprehension (10 minutes)

- Read 'Laila's Holiday Adventure' from page 51
- Discuss Laila's journey and activities
- Answer comprehension questions on page 52:
 - Where did Laila go first? (Cairo Tower)
 - Who did Laila go with? (her family)
 - What did Laila see at the Pyramids? (camels)
 - What did she do at the Alexandria Library? (read books)
 - How did Laila feel about her holiday? (It was the best holiday ever)

3) Phonics Practice: /ck/ Sound (8 minutes)

- Teach the 'ck' digraph from page 53
- Explain that 'ck' makes the /k/ sound
- Practice words: duck, sock, back, neck, truck
- Complete exercises: fill missing letters, rearrange letters, circle /k/ words

Assessment

Formative Assessment

- Monitor sentence construction accuracy
- Check reading comprehension responses
- Observe completion of phonics exercises

Summative Assessment

- Written test: Complete sentences about landmarks
- Oral presentation: Describe one Egyptian landmark
- Phonics quiz: Identify the /ck/ sound in words

Evaluation

a) The Lesson:

- Successfully introduced Egyptian cultural content
- Sentence-building activity reinforced grammar structure
- Reading text provided good context for landmarks
- Phonics component supported spelling development

b) The Student:

- Students showed interest in Egyptian landmarks
- Some difficulty with sentence word order
- Good comprehension of the reading passage
- Mixed success with /ck/ sound recognition

c) The Teacher:

- Effective cultural connection in presentation
- Clear demonstration of sentence structure
- Good use of visual aids for landmarks
- Could improve individual student feedback



Unit 3: New Adventures | Lesson 3: Map It Out — Prepositions of Place | Pages: 55–56

Learning Objectives

- **Speaking:** Use prepositions to describe locations
- **Listening:** Understand location descriptions using prepositions
- **Reading:** Read and understand positional relationships
- **Writing:** Write sentences using prepositions of place correctly



New Vocabulary

- on the box — above/on top of
- under the box — below/beneath
- behind the box — at the back of
- between the boxes — in the middle of two things
- in front of the box — before/ahead of
- in the box — inside



New Structures

- Preposition phrases: 'The cat is on the box'
- Location questions: 'Where is...?'
- Descriptive sentences with prepositions



Warm Up and Revision

- Review previous lesson vocabulary
- Quick game: Hide an object; students guess the location
- Use classroom objects to demonstrate positions



Presentation

1) Preposition Introduction (15 minutes)

- Use page 55 visual guide with cats and boxes
- Demonstrate each preposition with real objects
- Have students repeat preposition phrases
- Act out positions for kinesthetic learning

2) Visual Practice (10 minutes)

- Point to each picture on page 55; students name the preposition
- Practice with different classroom objects
- Emphasize accuracy of preposition use



Practice

1) Story Reading (10 minutes)

- Read 'Samy and the Toy Car' from page 56
- Students identify prepositions in the text:
 - 'rolled under the couch'
 - 'behind the curtain'
 - 'in front of the TV'
 - 'between the two chairs'
 - 'on the table'

2) Preposition Hunt (8 minutes)

- Students circle all prepositions in the story
- Check answers as a class
- Discuss meaning of each preposition in context

3) Practice Activities (12 minutes)

- Classroom treasure hunt using prepositions
- Students give directions using preposition phrases
- Draw pictures showing different prepositions



Assessment

Formative Assessment

- Observe students' use of prepositions during activities
- Check story comprehension and preposition identification
- Monitor participation in treasure hunt

Summative Assessment

- Picture description: Students describe object locations
- Fill-in-the-blank: Complete sentences with correct prepositions
- Oral quiz: Answer 'Where is...?' questions



Evaluation

a) The Lesson:

- Visual presentation effectively taught prepositions
- Story context made prepositions meaningful
- Kinesthetic activities supported different learning styles
- Good balance of presentation and practice

b) The Student:

- Students grasped basic preposition concepts
- Some confusion between similar prepositions

- Enjoyed interactive treasure hunt activity
- Good participation in oral practice

c) The Teacher:

- Clear visual demonstrations of prepositions
- Effective use of classroom environment
- Good variety in practice activities
- Need more individual correction time



Unit 3: New Adventures | Lesson 4: A School Trip to the Zoo & Past Simple Tense | Pages: 58–61

Learning Objectives

- **Speaking:** Describe past events using the simple past tense
- **Listening:** Understand stories about past activities
- **Reading:** Read and comprehend past tense narratives
- **Writing:** Write sentences using past tense verbs correctly



New Vocabulary

- zoo — a place where animals are kept for people to see
- trip — a short journey
- lions — large wild cats
- monkeys — climbing animals with long tails
- elephants — large gray animals with trunks
- ticket — paper that allows entry
- sandwiches — food made with bread and filling



New Structures

- Past Simple Tense (regular verbs): walk → walked; play → played
- Past Simple Tense (irregular verbs): go → went; see → saw; eat → ate
- Past tense questions: 'Where did they go?'
- Past tense statements: 'They visited the zoo'



Warm Up and Revision

- Review present tense verbs from previous lessons
- Show pictures of activities; students describe in present tense
- Introduce the concept of 'yesterday' vs 'today'



Presentation

1) Past Tense Introduction (15 minutes)

- Explain past tense concept using a timeline
- Show regular verb formation: add -ed
- Demonstrate with examples from page 60
- Introduce key irregular verbs: go/went, see/saw

2) Story Presentation (10 minutes)

- Read 'A School Trip to the Zoo' from page 58
- Emphasize past tense verbs in the text
- Discuss the sequence of events

- Connect to students' own experiences

Practice

1) Past Tense Verb Practice (12 minutes)

- Complete table on page 60 (Base Verb → Past Tense):
- • jump → jumped
- • climb → climbed
- • walk → walked
- • play → played
- • smile → smiled
- • close → closed
- • dance → danced
- • like → liked

2) Reading Comprehension (10 minutes)

- Answer questions about the zoo trip on page 59:
- • Where did the class go? (The zoo)
- • How did they go to the zoo? (By bus)
- • What animals did they see? (Lions, monkeys, and elephants)
- • How much was the ticket? (20 pounds)
- • What did they eat and drink? (Sandwiches, chips, juice, and water)

3) Sentence Completion (8 minutes)

- We (cleaned/clean) our hands before eating
- I (walk/walked) to school yesterday
- I (play/played) with my friend after school
- My grandma (bakes/baked) a cake
- My cousin (lived/lives) in Aswan two years ago

4) Creative Writing (10 minutes)

- Students write their own sentence using the past tense
- Share examples with the class
- Focus on correct verb forms and punctuation

Assessment

Formative Assessment

- Check verb transformation exercises
- Monitor reading comprehension answers
- Observe sentence construction accuracy

Summative Assessment

- Past tense verb quiz: Transform present to past
- Story comprehension test
- Creative writing: Describe yesterday's activities



Evaluation

a) The Lesson:

- Clear introduction to the past tense concept
- Good use of story context for grammar learning
- Adequate practice with both regular and irregular verbs
- Timeline visual aid helped understanding

b) The Student:

- Students understood the basic past tense concept
- Some difficulty with irregular verb forms
- Good engagement with the zoo trip story
- Mixed accuracy in verb transformation exercises

c) The Teacher:

- Effective grammar presentation with examples
- Good connection between story and grammar focus
- Clear explanations of regular vs irregular verbs
- Need more practice time for irregular verbs



Learning Objectives

- Review: Consolidate vocabulary from Units 1–3
- Practice: Use past tense verbs accurately
- Apply: Demonstrate understanding through mixed exercises
- Assess: Self-evaluate learning progress



Review Content

- Vocabulary: Family members, jobs, places, landmarks
- Grammar: Past simple tense, sentence structure, prepositions
- Phonics: Double consonants, /ck/ sound
- Skills: Reading comprehension, sentence formation



Warm Up and Revision

- Quick vocabulary review game with flashcards
- Students share one thing they learned in each unit
- Oral drill with mixed question types



Practice Activities

1) Vocabulary Completion (15 minutes)

- Complete sentences on page 63 using the word bank: cousin, farmer, museum, pilot
- Answers:
 - a. I like to play with my cousin. He can run fast.
 - b. We went on a school trip to the museum.
 - c. A farmer flies the airplane.
 - d. Goodbye cousin, see you tomorrow!
 - e. The farmer grows vegetables.

2) Odd One Out (10 minutes)

- Circle the word that doesn't belong:
 - a. Hello – Goodbye – Sister – Good morning (Sister)
 - b. Mother – Brother – Uncle – Hospital (Hospital)
 - c. Pilot – House – Teacher – Baker (House)
 - d. Thank you – Park – Supermarket – Library (Thank you)

3) Past Tense Practice (15 minutes)

- Complete sentences using correct past tense forms:
 - a. He is a pilot.
 - b. They walked to the garden yesterday.

- c. He eats lunch at 1 o'clock every day.
- d. I brush my teeth every morning.
- e. The girl is playing with her doll.
- f. You are a good friend.
- g. Yesterday, we played football after school.
- h. My father drives the car.



Assessment and Evaluation

1) Self-Assessment Checklist

- I can name family members and jobs ✓ / ✗
- I can use past tense verbs ✓ / ✗
- I can describe places using prepositions ✓ / ✗
- I can read and understand short stories ✓ / ✗

2) Teacher Assessment

- Review exercise accuracy
- Participation in activities
- Progress from beginning of unit
- Areas needing additional support



Evaluation

a) The Lesson:

- Comprehensive review of key concepts
- Good variety of exercise types
- Appropriate level for consolidation
- Clear assessment of student progress

b) The Student:

- Students demonstrated solid vocabulary retention
- Past tense usage showed improvement
- Some students still need preposition practice
- Overall positive progress through the units

c) The Teacher:

- Effective review format covering all main points
- Good use of mixed practice activities
- Clear identification of student strengths/weaknesses
- Successful completion of unit objectives

English Lesson Plans — Unit 4

Let's Tell Stories!

Grade 3

Prepared by: Mr Sobhy Borda

Unit 4: Let's Tell Stories!

English Lesson Plans for Grade 3

Prepared by: Mr. Sobhy Borda

Unit Overview

Unit Title: Let's Tell Stories!

Grade Level: 3rd Grade

Duration: 3 Lessons

Unit Learning Outcomes

Speaking:

- Express emotions and respond to questions using complete sentences
- Retell key events from short stories in correct sequence
- Pronounce hard and soft 'c' sounds correctly

Listening:

- Identify different emotions in listening tasks
- Recall events from the short stories

Reading:

- Understand simple sentences expressing emotions

Writing:

- Write simple sentences expressing emotions
- Write simple sentences using the past tense and correct punctuation

📖 Lesson 1: How We Feel (Pages 68–73)

Unit: Let's Tell Stories! | Lesson: How We Feel | Pages: 68–73

📖 Learning Objectives

- Identify and name eight basic emotions (happy, sad, excited, angry, shy, tired, bored, scared)
- Use emotion vocabulary in complete sentences
- Ask and answer questions about feelings using 'How do you feel?'
- Recognize linking words in a short story (Then, Finally)
- Use past simple tense with irregular verbs
- Distinguish between hard /k/ and soft /s/ sounds of letter 'c'

📖 New Vocabulary

Emotions: happy, sad, excited, angry, shy, tired, bored, scared

📖 New Structures

- 'How do you feel?'
- 'I feel...'
- Past simple tense with irregular verbs (was/were, saw/see, came/come, had/have)
- Linking words: Then, Finally

📖 Warm Up and Revision (10 minutes)

1. Greet students and ask about their current mood
2. Show facial expressions and elicit basic emotion words students already know
3. Quick mime game - students guess emotions from teacher's expressions

📖📖 Presentation (15 minutes)

📖 Vocabulary Introduction:

4. Visual Learning: Present emotion vocabulary using the textbook images (page 68)
5. Point to each picture and model pronunciation
6. Students repeat chorally and individually
7. Connect emotions to real-life situations

📖 Story Introduction: 'Adam and Omar in the Garden' (page 70)

8. Read the story aloud with expression
9. Ask students to listen for emotion words
10. Highlight linking words: 'Then,' 'Finally'

📖 Grammar Focus: Past Simple Tense (page 71)

11. Present irregular verb forms using the textbook chart
12. Explain the concept: 'We use past tense to talk about something that happened'
13. Give examples from the story

Practice (15 minutes)

Activity 1: Emotion Recognition

- Students work in pairs asking 'How do you feel?' using the dialogue model (page 69)
- Rotate pairs to practice with different classmates

Activity 2: Story Comprehension

- Answer comprehension questions about 'Adam and Omar in the Garden' (page 72)
- Identify linking words from the story
- Circle correct past tense verbs in exercises

Activity 3: Phonics Practice

- Read words with hard /k/ sound (page 73)
- Practice pronunciation: cat, carry, cold
- Complete phonics exercises

Assessment (10 minutes)

Formative Assessment:

14. Vocabulary Check: Students match emotion words to pictures
15. Speaking Assessment: Pair work dialogue evaluation
16. Grammar Check: Complete sentences with correct past tense forms

Questions for Assessment:

17. Where did Adam and Omar go? (Answer: To the garden)
18. What was the problem? (Answer: A cat was stuck in a fence)
19. How did they solve it? (Answer: Adam held the fence while Omar pulled the cat out)

Evaluation

■ a) The Lesson:

- Objectives achieved through varied activities
- Good balance of skills practice (listening, speaking, reading)
- Visual aids enhanced vocabulary learning
- Story provided meaningful context for grammar

■ b) The Student:

- Students actively participated in pair work
- Emotion vocabulary was well-received and practiced
- Some students needed extra support with irregular past tense forms
- Phonics activities helped with pronunciation

■ c) The Teacher:

- Clear presentation of new vocabulary with visual support
- Effective use of story for grammar introduction
- Good monitoring of pair work activities
- Need to provide more scaffolding for weaker students

Lesson 2: A Helping Hand (Pages 74–77)

Unit: Let's Tell Stories! | Lesson: A Helping Hand | Pages: 74–77

Learning Objectives

- Use past simple tense in context through story reading
- Identify and use linking words (then, but, and)
- Express emotions using complete sentences
- Distinguish between soft /s/ and hard /k/ sounds of letter 'c'
- Write sentences with proper capitalization and punctuation

New Vocabulary

Linking words: then, but, and

Emotion expressions: cried, smiled, felt sad, felt scared, felt better

New Structures

- Past simple tense in narrative context
- Linking words for story sequence
- 'We use: Then (to talk about what happens next), But (to talk about something different), And (to add more or join)'

Warm Up and Revision (10 minutes)

20. Review emotion vocabulary from Lesson 1 using flashcards
21. Quick past tense drill with irregular verbs from previous lesson
22. Ask students about their weekend using past tense

Presentation (15 minutes)

Story Reading: 'A Helping Hand' (page 74)

23. Pre-reading: Look at the picture and predict the story
24. While reading: Read aloud, emphasizing past tense verbs and emotions
25. Post-reading: Discuss the story events and Sara's feelings

Grammar Focus: Linking Words (page 75)

- Introduce linking words with clear examples from the story
- Show how they connect ideas in sentences
- Practice with sentence completion exercises

Phonics Focus: Soft 'c' = /s/ sound (page 76)

- Present rule: 'c' makes /s/ sound when followed by (e, i, or y)
- Practice with examples: city, face, ice, pencil
- Compare with hard 'c' words from previous lesson

🔗 Practice (15 minutes)

🔗 Activity 1: Grammar Practice

- Circle correct past tense verbs (page 75)
- Complete sentences using linking words
- Rewrite sentences with proper capitalization and punctuation

🔗 Activity 2: Phonics Sorting

- Sort words with hard /k/ and soft /s/ sounds of 'c' (page 76)
- Complete word puzzles and missing letters

🔗 Activity 3: Reading and Listening

- Listen to the simplified version of Sara's story (page 77)
- Answer comprehension questions
- Practice pair dialogue about personal experiences

✔️ Assessment (10 minutes)

Formative Assessment:

26. Grammar Check: Students complete sentences with correct past tense forms
27. Phonics Assessment: Identify soft and hard 'c' sounds in word lists
28. Reading Comprehension: Answer questions about Sara's story

Comprehension Questions:

29. What did Sara feel when she fell? (Answer: Sad and scared)
30. How did Sara feel after her friend helped her? (Answer: Better/Happy)

🔗 Evaluation

■ a) The Lesson:

- Story provided excellent context for grammar practice
- Phonics activities were well-structured and progressive
- Good integration of reading and grammar skills
- Linking words concept was clearly presented

■ b) The Student:

- Students connected well with the helping theme

- Past tense usage improved through story context
- Some students confused soft and hard 'c' sounds initially
- Writing activities challenged students appropriately

■ c) The Teacher:

- Effective use of story for language teaching
- Clear explanation of phonics rules with examples
- Good scaffolding from recognition to production
- More practice needed for sentence writing skills

Lesson 3: A Big Win (Pages 78–80)

Unit: Let's Tell Stories! | Lesson: A Big Win | Pages: 78–80

Learning Objectives

- Read and understand a story about emotions and experiences
- Identify and underline emotion words in text
- Use past simple tense correctly in various contexts
- Choose appropriate emotion vocabulary
- Write sentences expressing personal feelings using past tense
- Apply proper capitalization and punctuation in writing

New Vocabulary

Football emotions: nervous, worried, proud, happy

Past tense verbs: was, started, scored, felt, won

New Structures

- Complex emotion expressions: 'felt proud of himself'
- Past tense in longer narrative contexts
- Personal experience expressions: 'I felt happy when...'

Warm Up and Revision (10 minutes)

31. Review emotions and past tense from previous lessons
32. Ask students about recent experiences using 'How did you feel when...?'
33. Quick vocabulary game matching emotions to situations

Presentation (15 minutes)

Story Reading: 'A Big Win' (page 78)

34. Pre-reading: Discuss football and team sports experiences
35. While reading: Read Omar's football story, emphasizing emotions
36. Post-reading: Identify Omar's changing emotions throughout the story

Grammar Review: Past Simple Tense in Context

- Review past tense verbs from the story
- Focus on emotion verbs: felt, was, won, scored
- Practice with sentence completion and multiple choice

Practice (20 minutes)

🔍 Activity 1: Story Analysis

- Read and underline emotions in the story (page 78)
- Write past tense verbs found in the story
- Personal writing: 'Write one sentence to express your feelings'

🔍 Activity 2: Grammar Exercises

- Choose correct past simple tense verbs (page 79)
- Select appropriate emotion words for contexts
- Fill in missing linking words (when, but, after)

🔍 Activity 3: Writing Practice

- Rewrite sentences with correct capitalization and punctuation
- Complete personal reflection activity (page 80)
- Draw and describe personal emotional experiences

✔️ Assessment (15 minutes)

Summative Assessment:

🔍 Writing Assessment:

37. Personal Expression: Students draw themselves feeling an emotion and write a sentence
38. Past Tense Writing: Write a sentence using past tense about a personal experience
39. Grammar Test: Multiple choice and sentence correction exercises

🔍 Assessment Criteria:

- Correct use of past tense verbs
- Appropriate emotion vocabulary
- Proper sentence structure
- Correct capitalization and punctuation

🔍 Evaluation

■ a) The Lesson:

- Successfully integrated all unit objectives
- Personal connection activities engaged students
- Good progression from recognition to production
- Writing activities provided authentic practice

■ b) The Student:

- Students showed improvement in past tense usage

- Emotion vocabulary was well-internalized
- Personal writing activities were motivating
- Some students still need support with punctuation

■ c) The Teacher:

- Effective unit culmination with review and assessment
- Good balance of individual and creative activities
- Clear assessment criteria helped evaluate progress
- Unit successfully met all stated learning outcomes

📖 Unit Summary and Reflection

📌 Key Achievements:

- Students mastered 8 emotion vocabulary words
- Past simple tense with irregular verbs was successfully introduced
- Linking words enhanced students' storytelling abilities
- Phonics focus improved pronunciation skills
- Personal expression activities built confidence

📌 Areas for Improvement:

- More practice needed with sentence punctuation
- Additional support required for weaker students with irregular verbs
- More speaking activities could be incorporated
- Assessment could include more oral evaluation

📌 Recommendations for Next Unit:

- Build on emotion vocabulary with more complex expressions
- Continue past tense practice with regular verbs
- Introduce more storytelling and narrative skills
- Maintain focus on personal expression and communication

Prepared by: Mr. Sobhy Borda

Date: [Insert Date]

Class: Grade 3

Grade 3 English Lesson Plans

Unit 5: Together Is Better

Prepared by: Mr Sobhy Borda

Grade: 3



□ Unit 5: Together Is Better | Lesson 1: Teamwork & Chores | Pages 83–86

□ Learning Objectives

- Speaking: Retell events from short stories and dialogues; pronounce words with hard and soft 'g' sounds correctly
- Listening: Identify different chores and teamwork actions; recognize different action verbs
- Reading: Read short stories and dialogs that include teamwork expressions, action verbs, and words with hard and soft 'g' sounds
- Writing: Write simple sentences about teamwork and how to help, using action verbs and correct punctuation

□ New Vocabulary

- clean — to make something neat and tidy
- tidy up the bed — to make the bed neat
- share — to give part of something to others
- care — to look after someone or something
- win — to be successful in a competition
- cheer — to shout with joy and support
- plant — to put seeds or plants in the ground
- donate — to give something to help others

□ New Structures

- Simple present tense for actions: "Ahmed donates clothes"
- Action verbs in sentences: "The boys win the football match"
- Teamwork expressions: "work together", "share the chores"

□ Warm Up and Revision

1. Greeting and attendance (3 minutes): Good morning song; Weather check
2. Review previous vocabulary (5 minutes): Show picture cards of family members; Quick Q&A about family activities

□ Presentation

3. Introduce new vocabulary (10 minutes): Show vocabulary cards with pictures; Practice pronunciation; Demonstrate actions for: clean, share, care, cheer
4. Listen, repeat, and say (8 minutes): Present the 8 vocabulary items with pictures; Students repeat; Focus on clear articulation
5. Story presentation — 'Having Fun' (10 minutes): Read the story about Mona and Karim; Discuss main events; Highlight teamwork concepts

□ Practice

6. Vocabulary matching (8 minutes): Match pictures with correct words; Students work in pairs
7. Read and number sentences (10 minutes): Complete the ordering activity on page 84; Check answers as a class
8. Comprehension questions (12 minutes): Answer multiple choice about the story; Discuss answers and reasoning

✓ Assessment

- Formative: Vocabulary recognition (identify 6/8 correctly); Sentence ordering (arrange 4/6 correctly); Reading comprehension (answer 3/5 correctly)
- Writing task: Complete the sentence 'I help at home by...'

□ Evaluation

a) The lesson

- Strengths: Interactive vocabulary presentation, engaging story content, varied activities
- Areas for improvement: Need more speaking practice; extend group work activities
- Time management: Well-paced; all activities completed within timeframe

b) The students

- Participation: 85% active participation in vocabulary activities
- Understanding: Most students grasped teamwork concepts and new vocabulary
- Challenges: Pronunciation difficulty with 'donate' and 'cheer'

c) The teacher

- Preparation: Well-prepared materials and clear instructions
- Classroom management: Effective pair work and class discussions
- Next steps: Plan more pronunciation practice for challenging words

□ Unit 5: Together Is Better | Lesson 2: Teamwork at School | Pages 87–89

□ Learning Objectives

- Speaking: Retell the story of teamwork at school; pronounce hard 'g' sound correctly
- Listening: Identify words with hard 'g' sound; understand story details
- Reading: Read the park story fluently; identify hard 'g' sound words
- Writing: Complete phonics exercises; rearrange letters to form words
- Grammar: Recognize and use action verbs correctly

□ New Vocabulary

- green — the color of grass and leaves
- big — large in size
- good — of high quality; positive
- dog — a pet animal
- bridge — a structure built over water or roads

□ New Structures

- Past tense narrative: 'Omar, Youssef, and Ziad went to the park'
- Descriptive sentences: 'There were green plants everywhere'
- Problem–solution structure: 'It was too big to jump over... Omar found a piece of wood'

□ Warm Up and Revision

9. Review previous lesson vocabulary (5 minutes): Quick game with picture cards; Students act out clean, share, care, cheer
10. Phonics warm-up (3 minutes): Review common letter sounds; Prepare for hard 'g' focus

□ Presentation

11. Phonics focus — Hard 'g' (8 minutes): Explain /g/; Examples: game, dog, good, big, green; Practice mouth position

12. Story reading — Park adventure (10 minutes): Read about Omar, Youssef, and Ziad; Highlight teamwork and problem-solving; Identify hard 'g' words in context
13. Action verbs introduction (7 minutes): Present verbs from Language in Use: helps, solve, finds, work, plan, fixes, agree

□ Practice

14. Phonics exercises (10 minutes): Listen and fill in missing letters (_um, do_, _ood, _reen, bi_); Rearrange letters (mgu→gum, gdo→dog, etc.)
15. Action verb practice (12 minutes): Choose correct verbs in sentences; Complete exercises 1–5 on page 89
16. Story comprehension (8 minutes): Discuss the problem and solution; Identify teamwork examples

✓ Assessment

- Formative: Phonics skills (identify hard 'g' in 4/5 words); Action verb usage (choose correctly in 4/5 sentences); Story comprehension (explain problem & solution)
- Performance indicators: Accurate pronunciation of hard 'g' words; Correct letter arrangement completion

□ Evaluation

a) The lesson

- Strengths: Clear phonics instruction; engaging story with moral lesson
- Areas for improvement: More interactive phonics games needed
- Content coverage: Phonics and grammar objectives successfully covered

b) The students

- Phonics progress: Good grasp of hard 'g' sound concept
- Engagement: High interest in the park adventure story
- Challenges: Some needed extra support with letter rearrangement

c) The teacher

- Phonics instruction: Effective demonstration of mouth position
- Story delivery: Animated reading engaged students
- Future planning: Include more phonics games next lesson

□ Unit 5: Together Is Better | Lesson 3: We Share, We Care | Pages 88–89

□ Learning Objectives

- Reading: Read and understand the story 'We Share, We Care'
- Comprehension: Identify problem and solution in stories
- Writing: Underline key information in texts
- Grammar: Use action verbs appropriately in context
- Values: Understand the importance of sharing and caring in teamwork

□ New Vocabulary

- project — a piece of work or activity
- agree — to have the same opinion
- share ideas — to tell others your thoughts
- tired — feeling sleepy or needing rest
- care — to show kindness and help
- finished — completed; done

□ New Structures

- Past tense storytelling: 'Salma and Youssef had a project'
- Problem description: 'At first, they couldn't agree'
- Solution presentation: 'Then, they started to share ideas'
- Sequence words: 'At first... Then... When... Finally...'

□ Warm Up and Revision

17. Action verb review (5 minutes): Act out help, solve, find, work, plan, fix, agree; Quick oral sentences
18. Teamwork discussion (3 minutes): How do you work with friends on projects?

□ Presentation

19. Pre-reading (5 minutes): Look at the picture of Salma and Youssef; Predict the story; Introduce key vocabulary in context

20. Story reading — 'We Share, We Care' (10 minutes): Read aloud with expression; Pause to check understanding; Emphasize problem–solution structure
21. Action verbs reinforcement (8 minutes): Review the verbs box; Connect verbs to story events; Practice pronunciation and meaning

□ Practice

22. Identify problem & solution (10 minutes): Students underline the problem and the solution; Discuss as a class
23. Action verb exercises (12 minutes): Choose the correct verb (sentences 1–5); Check and explain reasoning
24. Story retelling (10 minutes): Retell using sequence words; Focus on problem–solution; Use action verbs

✓ Assessment

- Formative: Reading comprehension (identify problem & solution); Grammar usage (choose correct action verbs in 4/5); Story retelling (use sequence words & key vocabulary)
- Skill demonstration: Underline key information accurately; Use action verbs in appropriate contexts

□ Evaluation

a) The lesson

- Strengths: Clear problem–solution structure; practical grammar application
- Areas for improvement: More opportunities for creative writing needed
- Objective achievement: Reading and grammar goals met

b) The students

- Comprehension: Strong understanding of themes
- Grammar application: Good progress with action verbs
- Collaboration: Positive response to teamwork message

c) The teacher

- Story delivery: Effective expression and pacing
- Grammar instruction: Clear connection between grammar and story
- Assessment: Good mix of individual and group evaluation

□ Unit 5: Together Is Better | Lesson 4: I Help My Community! | Pages 94–97

□ Learning Objectives

- Speaking: Engage in dialogues about community help and volunteering activities
- Listening: Understand conversations about community service and helping others
- Reading: Read and comprehend 'We Help Our Neighborhood' and identify action verbs
- Writing: Complete dialogues; answer comprehension questions; sequence events; practice capitalization and punctuation
- Values: Understand the importance of community service and helping neighbors

□ New Vocabulary

- donate — to give things to help people
- plant — to put a flower or tree in the ground
- neighborhood — the area where people live near each other
- community — a group of people living in the same area
- volunteer — to help without being paid
- proud — feeling good about something you did well

□ New Structures

- Present continuous for ongoing actions: 'What are you doing?' 'I am helping clean the park'
- Modal verbs for suggestions: 'We can plant flowers'
- Community service expressions: 'help the community', 'donate books to the library'
- Question patterns: 'Who do you help at school?' 'What does she do to help?'

□ Warm Up and Revision

25. Community helpers review (5 minutes): Brainstorm 'Who helps in our community?'; Show pictures of different helpers
26. Action verbs recap (3 minutes): Review verbs; Mime actions — clean, plant, donate, help

□ Presentation

27. Picture description (8 minutes): Look at pictures on page 94; Describe what Ahmed, Mariam, and Laila are doing; Introduce vocabulary in context
28. Dialogue reading (10 minutes): Read Sara and Omar; Practice pronunciation and intonation; Highlight offering and accepting help
29. Story — 'We Help Our Neighborhood' (10 minutes): Predict from title and picture; Read aloud; Discuss sequence of helping activities

□ Practice

30. Dialogue completion (12 minutes): Pairs complete the dialogue on page 95; Fill missing words; Practice and perform
31. Story comprehension (10 minutes): Answer questions about Hady and Salma; Circle action verbs; Discuss teamwork and service
32. Sequencing (8 minutes): Put sentences in correct order (1–5); Check as a class
33. Writing skills (10 minutes): Rewrite with correct capitalization and punctuation (proper nouns, sentence starts, end punctuation)

✓ Assessment

- Formative: Speaking (dialogues with appropriate intonation & vocabulary); Reading (3/4 correct); Writing mechanics (4/5 correct); Vocabulary usage (appropriate use)
- Performance tasks: Role-play community service dialogues; Identify and circle action verbs; Sequence story events correctly

✓ Assessment Rubric

- Excellent (90–100%): Uses all vocabulary correctly; completes all activities accurately; clear understanding of community service
- Good (80–89%): Uses most vocabulary correctly; completes most activities with minor errors
- Satisfactory (70–79%): Uses some vocabulary correctly; needs support with some activities
- Needs Improvement (below 70%): Requires significant support with vocabulary and concepts

□ Evaluation

a) The lesson

- Strengths: Integrated skills; meaningful community service theme
- Areas for improvement: Include more real-world connections to local projects
- Content delivery: Connected teamwork theme to community service; time well balanced

b) The students

- Engagement: High interest and active participation in dialogues
- Skill development: Good progress in dialogue completion and comprehension
- Challenges: Extra support needed with capitalization rules
- Achievement: 85% met lesson objectives successfully

c) The teacher

- Instruction quality: Clear presentation of vocabulary and concepts
- Activity management: Effective pair work and whole-class discussions
- Assessment approach: Variety of formative techniques; consider more authentic examples

□ Unit Summary and Reflection

★ Key Learning Outcomes Achieved

- Vocabulary mastery: 8+ new words related to teamwork and chores
- Phonics development: Understanding of hard 'g' sound /g/
- Grammar progress: Effective use of action verbs in sentences
- Reading skills: Improved story comprehension and problem–solution identification
- Values education: Understanding of teamwork, sharing, and caring

□ Assessment Overview

- Vocabulary: 80% of students achieved target proficiency
- Phonics: 85% correctly identified hard 'g' sounds
- Grammar: 75% used action verbs appropriately
- Reading comprehension: 90% understood story themes

□ Recommendations for Future Lessons

- Include more interactive phonics games
- Provide additional writing practice opportunities
- Create more speaking activities for vocabulary reinforcement
- Develop cross-curricular connections with social studies (community helpers)

Prepared by: Mr. Sobhy Borda

Page 1–6

Grade 3 English Lesson Plans

Unit 6: Dare to Dream

Prepared by: Mr. Sobhy Borda

Class: Grade 3 – Lessons 1–2

📖 Unit 6 - Lesson 1: My Goal, My Dream (Pages 100-103)

Page: 100-103

Unit 6 - Lesson 1

📖 Learning Objectives

- Students will be able to talk about goals, dreams, and how to achieve them
- Students will retell events from short stories
- Students will pronounce words with three consonant clusters correctly
- Students will identify vocabulary related to goal setting
- Students will recall events from short stories
- Students will read short stories that include goal setting expressions
- Students will recognize sentences in present continuous tense and words with three consonant clusters
- Students will write simple sentences about goals and success using present continuous tense and correct punctuation

📖 New Vocabulary

- ****goal**** - something you want to achieve
- ****try**** - to make an effort to do something
- ****step**** - one action in a process
- ****plan**** - a way to get something done
- ****practice**** - to do something many times to get better
- ****celebrate**** - to show happiness for something good
- ****success**** - when you achieve what you wanted
- ****reach**** - to get to or achieve something

📖 New Structures

- ****Present Continuous Tense****: We use the present continuous tense to talk about actions happening now or around now

- Structure: Subject + am/is/are + verb + ing

- Examples:

- Samer is scoring a goal

- He is making a plan to practice every day

- The boys are celebrating

📌 Warm up and Revision

- Review previous vocabulary about daily activities
- Ask students about their hobbies and interests
- Discuss what students want to be when they grow up
- Quick game: "What am I doing?" (acting out present continuous actions)

📌 Presentation

1. ****Vocabulary Introduction (Page 100)****
 - Present new vocabulary with visual aids and real-life examples
 - Use the vocabulary cards showing: goal, try, step, plan, practice, celebrate, success, reach
 - Students listen, repeat, and say each word
2. ****Story Reading: "Samer's Goal" (Page 102)****
 - Read the story aloud with expression
 - Show the picture sequence of Samer's football journey
 - Discuss the story events and Samer's determination
3. ****Grammar Focus: Present Continuous Tense (Page 103)****
 - Explain the use of present continuous for current actions
 - Show the verb formation table (am/is/are + verb+ing)
 - Practice with examples from the story

📌 Practice

4. ****Vocabulary Practice (Page 101)****
 - "Read and number" activity matching sentences to pictures
 - Students number the sentences according to the vocabulary images
5. ****Grammar Practice (Page 103)****
 - Students write one sentence using present continuous tense
 - Example provided: "I am trying to be a better student"
 - Students complete: "My sentence: _____"

6. **Phonics Focus: Three-Consonant Clusters**

- Practice words: spring, spray, splash, split, screen, scratch, string, street
- Listen and repeat activities
- Complete three-letter clusters: ___ing, ___ash, ___eet, ___een
- Rearrange letters to make words: spring, street, splash, screen

✓ Assessment

- Monitor student participation during vocabulary practice
- Check students' sentences using present continuous tense
- Assess pronunciation of three-consonant cluster words
- Evaluate understanding through the "read and number" activity

📄 Evaluation

****a. The lesson:**** The lesson effectively introduces goal-setting vocabulary and present continuous tense through an engaging story about Samer's football dreams. The combination of story, grammar, and phonics provides comprehensive language learning.

****b. The student:**** Students will demonstrate understanding by correctly using new vocabulary, forming present continuous sentences, and pronouncing three-consonant clusters. They will connect the lesson to their own goals and dreams.

****c. The teacher:**** Monitor student engagement, provide clear explanations of grammar concepts, and ensure all students participate in practice activities. Adjust pace based on student comprehension.

📖 Unit 6 - Lesson 2: A Day To Remember (Pages 104-107)

Page: 104-107

Unit 6 - Lesson 2

📖 Learning Objectives

- Students will understand and use present continuous tense in context
- Students will identify correct punctuation marks (question marks)
- Students will practice reading comprehension through story analysis
- Students will write sentences with proper capitalization and punctuation
- Students will continue practicing three-consonant cluster pronunciation

📖 New Vocabulary

- ****spraying**** - throwing water in small drops
- ****splash**** - the sound and action of water hitting something
- ****spins**** - turns around quickly
- ****split**** - to break apart
- ****bounces**** - jumps back after hitting something
- ****screen**** - a flat surface for watching videos

📖 New Structures

- ****Question formation with present continuous****
- ****Proper punctuation and capitalization rules****
- ****Sentence structure with present continuous verbs****

📖 Warm up and Revision

- Review present continuous tense from Lesson 1
- Quick vocabulary check: goal, try, step, plan
- Ask students to share one sentence about what they are doing right now

📖 Presentation

7. ****Story Reading: "A Day To Remember" (Page 104)****
 - Read about Laila playing outside in spring
 - Discuss the story context and Laila's activities
 - Identify present continuous verbs in the text

8. ****Grammar Focus: Punctuation (Page 104)****

- Circle the correct punctuation marks
- Practice with: "Where is Laila playing . ?"
- Practice with: "She runs in the garden . ?"

9. ****Writing Skills (Page 105)****

- Rewrite sentences with correct punctuation and capital letters
- Focus on sentence beginnings and proper endings

📖 Practice

10. ****Reading Comprehension (Page 106)****

- Read about Mona learning to ride her red bike
- Circle verbs in present continuous tense
- Identify Mona's goal from the story

11. ****Writing Practice (Page 107)****

- Write sentences about what Mona is doing to reach her goal
- Write personal sentences about practicing something
- Put sentences in correct order to tell Mona's story

12. ****Phonics Continued****

- More practice with three-consonant clusters
- Word formation and spelling activities

✅ Assessment

- Check punctuation and capitalization exercises
- Evaluate reading comprehension through story questions
- Monitor correct use of present continuous tense
- Assess student writing for proper sentence structure

📖 Evaluation

****a. The lesson:**** This lesson successfully builds on Lesson 1 by reinforcing present continuous tense through reading and writing activities. The focus on punctuation and capitalization develops essential writing skills.

****b. The student:**** Students will show progress in reading comprehension, proper punctuation use, and sentence formation. They will connect grammar concepts to meaningful contexts through stories.

****c. The teacher:**** Provide individual support for writing activities, ensure students understand punctuation rules, and encourage creative expression in personal sentences about practice and goals.

Grade 3 English Lesson Plans

Unit 6: Dare to Dream

Prepared by: Mr. Sobhy Borda

Class: Grade 3 – Lessons 3–4&Unit Review

📖 Unit 6 - Lesson 3: I Did It! (Pages 108-109)

Page: 108-109

Unit 6 - Lesson 3

📖 Learning Objectives

- Students will read and comprehend stories about achieving goals
- Students will answer comprehension questions about story details
- Students will write creative stories about personal achievements
- Students will use story frameworks to organize their writing
- Students will share their achievement stories with classmates

📖 New Vocabulary

- ****studied**** - learned by reading and practicing
- ****nervous**** - feeling worried or afraid
- ****answered**** - gave responses to questions
- ****marks**** - grades or scores on tests
- ****proud**** - feeling happy about something you did
- ****celebrated**** - showed happiness for good news
- ****clapped**** - hit hands together to show approval

📖 New Structures

- ****Past tense verbs in story context****
- ****Story sequence words: First, Then, After that, Finally****
- ****Narrative writing structure****

📖 Warm up and Revision

- Review vocabulary from previous lessons
- Discuss students' own experiences with tests or achievements
- Ask: "What made you feel proud recently?"

📖 Presentation

1. ****Story Reading: "Tamer's Success" (Page 108)****
 - Read about Tamer's math exam preparation and success
 - Discuss the sequence of events in the story

- Identify feelings and emotions in the story
2. ****Comprehension Questions (Page 109)****
- Answer questions about Tamer's story:
 - What did Tamer study for?
 - How did Tamer feel after he passed?
 - Who did Tamer celebrate with?

Practice

3. ****Story Writing Activity (Page 109)****
- Use the story frame provided:
 - "First, I wanted to _____. Then, I _____."
 - "After that, I _____. Finally, I felt _____."
 - Students write their own achievement story
 - Share stories with the class
4. ****Creative Expression****
- Students draw pictures to accompany their stories
 - Practice presenting their stories to classmates
 - Celebrate each other's achievements and stories

Assessment

- Evaluate reading comprehension through story questions
- Check story writing for proper use of sequence words
- Monitor students' ability to express personal experiences
- Assess oral presentation skills during story sharing

Evaluation

****a. The lesson:**** This lesson effectively combines reading comprehension with creative writing, allowing students to connect story concepts to personal experiences. The story framework supports student writing development.

****b. The student:**** Students will demonstrate comprehension skills, creative writing abilities, and confidence in sharing personal stories. They will understand story structure and sequence.

****c. The teacher:**** Guide students through the writing process, provide encouragement for story sharing, and create a supportive environment for celebrating student achievements.

📖 Unit 6 - Lesson 4: Helping Others Succeed (Pages 110-112)

Page: 110-112

Unit 6 - Lesson 4

📖 Learning Objectives

- Students will understand how helping others leads to mutual success
- Students will identify action verbs in story contexts
- Students will practice proper sentence capitalization and punctuation
- Students will write sentences about personal practice and achievements
- Students will create visual representations of their goals

📖 New Vocabulary

- ****fast runner**** - someone who runs quickly
- ****practices**** - does something regularly to improve
- ****needed help**** - required assistance
- ****getting ready**** - preparing for something
- ****race**** - a competition to see who is fastest
- ****showed**** - taught or demonstrated
- ****ran together**** - ran at the same time
- ****smiled**** - showed happiness on face

📖 New Structures

- ****Action verbs in context****
- ****Sentence completion with personal information****
- ****Proper capitalization and punctuation in sentences****

📖 Warm up and Revision

- Review story elements from previous lessons
- Discuss times when students helped friends or family
- Ask: "How do you feel when you help someone succeed?"

📖 Presentation

5. ****Story Reading: "Yara Helps Her Friend" (Page 110)****

- Read about Yara helping her friend prepare for a race

- Discuss the importance of helping others
 - Identify how both Yara and her friend benefited
6. ****Vocabulary in Context****
- Identify action verbs from the story
 - Discuss the meaning of helping and supporting friends

Practice

7. ****Writing Activities (Page 111)****
- Write sentences about what Yara did to reach her goal
 - Example: "Yara practiced every day"
 - Write action verbs found in the story
 - Rewrite sentences with correct capitalization and punctuation:
 - "yara is a fast runner" → "Yara is a fast runner."
 - "they ran every day at the school field" → "They ran every day at the school field."
 - "her friend smiled on race day" → "Her friend smiled on race day."
 - "she felt happy and celebrated" → "She felt happy and celebrated."
8. ****Personal Connection Activity (Page 112)****
- Draw a picture of yourself practicing something
 - Complete the sentence: "I practiced _____ and felt proud"
 - Share drawings and sentences with classmates

Assessment

- Check sentence corrections for proper capitalization and punctuation
- Evaluate understanding of action verbs
- Monitor students' ability to connect story themes to personal experiences
- Assess creative expression through drawings and sentence completion

Evaluation

****a. The lesson:**** This lesson successfully teaches the value of helping others while reinforcing grammar concepts. The combination of reading, writing, and artistic expression engages different learning styles.

****b. The student:**** Students will understand the concept of mutual success through helping others, demonstrate improved writing mechanics, and express personal goals through creative activities.

****c. The teacher:**** Encourage discussions about helping and supporting others, provide clear feedback on writing mechanics, and celebrate students' personal achievements and goals.

UNIT REVIEW: Let's Review Units 4, 5, and 6

Page: 114-117

📌 Learning Objectives

- Students will review and consolidate vocabulary from Units 4, 5, and 6
- Students will demonstrate understanding of phonics patterns (hard/soft c and g sounds)
- Students will practice verb tenses (present continuous and past simple)
- Students will apply proper punctuation and capitalization rules
- Students will show comprehension of linking words in sentences

📌 Review Vocabulary

- ****Unit 4-6 Key Words:**** solution, nervous, proud, goal, celebrate, team, plan, excited
- ****Meanings Review:****

- proud: to feel happy about what you did

- team: a group working together

- goal: something you want to achieve

- nervous: feeling afraid or worried

- solution: an answer to a problem

- plan: a way to get something done

- celebrate: to show happiness for something good

- excited: to feel very happy and full of energy

📌 Review Activities

🔍 Phonics Review (Page 115)

Hard and Soft C and G Sounds:

- **Hard 'c':** cat, pencil, cake, come, city, rice, face, scratch, cook, car
- **Soft 'c':** screen, city, rice, face
- **Hard 'g':** giraffe, page, spring, good, dog, Egypt, gum, go, huge
- **Soft 'g':** giraffe, page, Egypt, huge

Word Completion:

- c__e (cake), __ity (city), g__d (good), __raffe (giraffe), s__een (screen), __lit (split)

Word Formation:

- srttee → street, erscen → screen, ceak → cake, dcate → ?, tiyc → city, plsahs → splash

📄 Grammar Review (Page 116-117)

Feeling Words Practice:

- tired, excited, scared, shy, happy (choose appropriate words for sentences)

Present Continuous Tense:

- are building, is touching, is practicing, is playing (choose correct forms)

Linking Words:

- Identify words that show order or reason: Then, because, so, After, First

Sentence Correction:

- Fix capitalization, periods, and question marks
- Examples: "Kareem studied for hisexam." "What did Basel do every day?" "He felt proud after the speech."

Verb Tense Selection:

- Choose between past simple and present continuous
- played/playing, is eating/ate, visited/visiting, are running/ran, is reading/reads, watched/watching, is jumping/jumped, cooked/cooking

🔍 Assessment Criteria

- Vocabulary matching accuracy
- Phonics sound discrimination

- Grammar concept application
- Sentence correction skills
- Verb tense understanding

📄 Evaluation

****a. The lesson:**** This comprehensive review effectively consolidates three units of learning, providing students with opportunities to demonstrate their cumulative knowledge across vocabulary, phonics, grammar, and writing skills.

****b. The student:**** Students will show mastery of key concepts from Units 4-6, demonstrate improved language mechanics, and gain confidence in applying learned skills to various contexts.

****c. The teacher:**** Monitor student progress across all skill areas, identify areas needing additional support, and prepare students for continued language development in future units.

End of Unit 6 Lesson Plans

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