

# مدرسة القديسة مريم الكاثوليكية الثانوية - دبي ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

### **Lesson Plan**

Subject	English Language
Class/ Section	Year 3 A – 3F
Week	2 (5 <sup>th</sup> September 2021 to 9 <sup>th</sup> September 2021)
Work send to students by	Google classroom
Total number of lessons per week	6 + 2 (Guided Reading)
Unit/Topic	Goldilocks and the Big Mess (Fiction)
Key Vocabulary	Predict, Prediction, Infer, Inference, retell  Came, house, saw, put, here, asked, belonged, gasped, growled, stomped, howled, squeaked, mess, inside, bowls, perfect, leaving, better, tidied, away, spotted, needed, hard, fell, belonged, surprised, replied, laughed, shall, shouted
Lessons 1 –Live Zoom lesson along with face to face instruction for students present on a particular day	Topic: Goldilocks and the Big Mess (Fiction)  Specific Learning objectives
	<ol> <li>(1) Make predictions; Ask and answer simple questions</li> <li>(2) Retell events from a story;</li> <li>(3) Sequence three pictures and write two or three sentences about each one to tell a story.</li> </ol>
	Specific Intended Learning Outcomes
	-Make predictions -Discuss and interpret the story
	- Ask and answer simple textual questions
	-Read and understand simple vocabulary exercises -Retell main events from the story -Sequence three pictures and write two or three sentences about

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	each one to tell a story
Tasks	Answering questions to recall the events from the story.
1 45/15	Completing the Vocabulary Exercise.
	Retelling main events and sequencing pictures.
Assessment Criteria/	
Essential questions	➤ Who are the main characters in the story?
	➤ What did Goldilocks do?
Подолимана	➤ How did the bears react on seeing Goldilocks?
Resources	Story - Goldilocks and the Big Mess - Worksheet
Lessons 2 –Live Zoom lesson along with face to face instruction for	Specific Learning objectives
students present on a particular day	(1) Identify nouns, verbs
	(2) Identify adjectives in expanded noun phrases
	(3) Join sentences using conjunctions: 'and', 'but' and
	'because'
	Specific Intended Learning Outcomes
	Discuss what an adjective is.
	Identify adjectives and noun phrases from the story.
	State the definition of an expanded noun phrase.
	Explore few examples of sentences joining with conjunctions: 'and', 'but' and 'because'
	Reading of pages 4 to 8 (Goldilocks and the Big Mess)
Tasks	Recognizing examples of adjectives, noun phrases and sentences
	with conjunctions from the text.
	Rewriting sentences using 'and' or 'but'.
A	➤ What is an adjective?
Assessment Criteria/ Essential questions	<ul><li>What are noun phrases?</li><li>What is the purpose of conjunction in a sentence?</li></ul>
	The is the purpose of conjunction in a sentence.
	Story - Goldilocks and the Big Mess [Pages 2–8]
Resources	2.2. 0 2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2

Lessons 3 - Live Zoom lesson along	Specific Learning objectives
with face to face instruction for students present on a particular day	(1) Recall few spellings learnt for dictation
	(2) Illustrate examples of sentences using subject and object
	pronouns
	Specific Intended Learning Outcomes
	Recall the spelling of familiar and unfamilar words from the
	story - Goldilocks and the Big Mess.
	Rewrite given sentences using subject and object
	pronouns
Tasks	Word and sentence dictation.
	Rewriting given sentences using subject and object
	pronouns.
Assessment Criteria/	Accurately spell the given words and sentences.
<b>Essential questions</b>	Rewrite given sentences using subject and object pronouns
Resources	Story: Goldilocks and the Big Mess; Worksheet
Lessons 4–Live Zoom lesson along with face to face instruction for	Specific Learning objective (1) Explore characters within a story
students present on a particular day	Specific Intended Learning Outcomes
	Discuss and interpret the character of Goldilocks and tell about
	her.
	Give reasons why they like Goldilocks.
	Re-reading the story with expressive voice as indicated by the punctuation
Tasks	Discussing and explaining Goldilocks' words, facial expressions and gestures.
Assessment Criteria/ Essential questions	➤ Do you like Goldilocks? Why or why not?
Resources	Story - Goldilocks and the Big Mess

Lessons 5 –Live Zoom lesson along with face to face instruction for students present on a particular day	Specific Learning objectives  (1) Analyse character's thoughts and feelings
	Specific Intended Learning Outcomes
	Discuss what are the character's thoughts, actions and feelings
Tasks	Answering questons that will explore the character's thoughts, actions and feelings of the character in the different parts of the story.
Assessment Criteria/	➤ What do you think about Goldilocks?
<b>Essential questions</b>	➤ What do her actions tell you about her?
Resources	Story - Goldilocks and the Big Mess
Lessons 6 - Live Zoom lesson along	Specific Learning objectives
with face to face instruction for	Specific Learning objectives
students present on a particular day	
students present on a particular day	Explore and describe the character of Goldilocks
	<ul><li>Plan and develop a description of a character</li></ul>
	Specific Intended Learning Outcomes
	Recall few characteristics and behaviour of Goldilocks.
	Write a description of a character in complete sentences with
	suitable adjectives and adjectival phrases.
Tasks	Planning and writing a description of a character
Assessment Criteria/ Essential questions	Use suitable adjectives, noun phrases and interesting details and vocabulary in describing a character.

Resources

Story: Goldilocks and the Big Mess; Worksheet

### **GUIDED READING**

Unit/Topic	Tales of Taliesin: The Magic Storm / Gold B
Key Vocabulary	Predict, Prediction, Infer, Inference, retell
	L- 1: crest,bobbed,humming,
	gazed,waded,stroked,crackled,feast, bragged,
	bravest,glared,insulted,bellowed,magnificent,boasted,bragged,sp
	ell,goggled ,thundered.
	L-2: Stared, groaning, growling, surging, soaring, whirled
	in,clattered, shattered,swept past, swerved, dodged,smashed,
	hurled, howled, ordered, commanded, declared, ruffled.
Lessons 1 –Live Zoom lesson along with face to face instruction for students present on a particular day	Specific Learning objectives
	Topic: Tales of Taliesin: The Magic Storm / Gold B: page2 to page15  (1) Identify features of fiction text.
	(2) Read the story aloud with understanding.
	(3) Make predictions
	<b>Specific Intended Learning Outcomes</b>
	-Identify some of the fiction features.
	-Read loudly and clearly;
	-Predict the next part of the story.
	Identifying some of the features of the story – Tales of Taliesin:
Tasks	The Magic Storm.
	Reading the story loud and clear.
	Predicting what might happen next.

### **Assessment Criteria/ Essential questions**

Say one or two features from the story - Tales of Taliesin: The Magic Storm.

Read aloud with understanding.

Give the meanings of new words in context like:

crest,bobbed,humming, gazed,waded,stroked,crackled,feast,

bragged,

bravest,glared,insulted,bellowed,magnificent,boasted,bragged,sp ell,goggled ,thundered.

- ➤ Who was walking along the shore?
- ➤ What did he see?
- ➤ What was inside the basket?
- > Can you describe the baby in the basket?
- > Describe Taliesin as he grew up.
- ➤ What did the King say to Elphin?
- ➤ What did Heinin say to the king?
- ➤ What did the king and his men do after that?
- ➤ What idea did Taliesin have?
- ➤ How did the king react on hearing Heinin sing Bubba, Bubba?
- ➤ What did the king say to Taliesin?
- ➤ What did Taliesin say / do?

Predict what will happen next in the story.

Tales of Taliesin: The Magic Storm / Gold B: page2 to page15

### Resources

## Lessons 2 –Live Zoom lesson along with face to face instruction for students present on a particular day

### **Specific Learning objectives**

Tales of Taliesin: The Magic Storm / Gold B: page16 to page24

- (4) Retell events from the story in a sequence
- (5) Ask and answer simple questions.(inferential/deduction)

### **Specific Intended Learning Outcomes**

- Retell main events from the story.

	- Ask and answer simple textual questions
Tasks	Retelling main events from the story.
	Exploring new words.
Assessment Criteria/ Essential questions	Give meanings to the following words as they are used in the story:  Stared, groaning, growling, surging, soaring, whirled in, clattered,
	shattered, swept past, swerved, dodged, smashed, hurled,
	howled, ordered, commanded, declared, ruffled.
	Answer the following comprehensions:
	(1) Was the king kind enough to set Elphin free?
	(2) What did Taliesin do then?
	(3) What did the King do now?
	(4) Did the King declare the best singer? Who?
	(5) How did the story end?
	(6) Did you like the story? Give two reasons why /why not?
Resources	Tales of Taliesin: The Magic Storm / Gold B: page16 to page24

Resources