



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

Lesson Plan

<b>Subject</b>	<b>English Language</b>
<b>Class/ Section</b>	<b>Year 3 A – 3F</b>
<b>Week</b>	<b>2 (5<sup>th</sup> September 2021 to 9<sup>th</sup> September 2021)</b>
<b>Work send to students by</b>	<b>Google classroom</b>
<b>Total number of lessons per week</b>	<b>6 + 2 (Guided Reading)</b>
<b>Unit/Topic</b>	Goldilocks and the Big Mess (Fiction)
<b>Key Vocabulary</b>	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
<b>Lessons 1 –Live Zoom lesson along with face to face instruction for students present on a particular day</b>	<b>Topic:</b> Goldilocks and the Big Mess (Fiction) <b><u>Specific Learning objectives</u></b>  (1) Make predictions; Ask and answer simple questions (2) Retell events from a story; (3) Sequence three pictures and write two or three sentences about each one to tell a story.  <b><u>Specific Intended Learning Outcomes</u></b>  -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

<p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p>each one to tell a story</p> <p>Answering questions to recall the events from the story.</p> <p>Completing the Vocabulary Exercise.</p> <p>Retelling main events and sequencing pictures.</p> <ul style="list-style-type: none"> <li>➤ Who are the main characters in the story?</li> <li>➤ What did Goldilocks do?</li> <li>➤ How did the bears react on seeing Goldilocks?</li> </ul> <p><b>Story - Goldilocks and the Big Mess - Worksheet</b></p>
<p><b>Lessons 2 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b><u>Specific Learning objectives</u></b></p> <ol style="list-style-type: none"> <li>(1) Identify nouns, verbs</li> <li>(2) Identify adjectives in expanded noun phrases</li> <li>(3) Join sentences using conjunctions: ‘and’, ‘but’ and ‘because’</li> </ol> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <p>Discuss what an adjective is.</p> <p>Identify adjectives and noun phrases from the story.</p> <p>State the definition of an expanded noun phrase.</p> <p>Explore few examples of sentences joining with conjunctions: ‘and’, ‘but’ and ‘because’</p> <p>Reading of pages 4 to 8 (Goldilocks and the Big Mess)</p> <p>Recognizing examples of adjectives, noun phrases and sentences with conjunctions from the text.</p> <p>Rewriting sentences using ‘and’ or ‘but’.</p> <ul style="list-style-type: none"> <li>➤ What is an adjective?</li> <li>➤ What are noun phrases?</li> <li>➤ What is the purpose of conjunction in a sentence?</li> </ul> <p><b>Story - Goldilocks and the Big Mess [Pages 2– 8]</b></p>

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

<p><b>Lessons 5 –Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b><u>Specific Learning objectives</u></b></p> <p>(1)Analyse character’s thoughts and feelings</p> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <p>Discuss what are the character’s thoughts, actions and feelings</p> <p>Answering questions that will explore the character’s thoughts, actions and feelings of the character in the different parts of the story.</p> <ul style="list-style-type: none"> <li>➤ What do you think about Goldilocks?</li> <li>➤ What do her actions tell you about her?</li> </ul> <p><b>Story - Goldilocks and the Big Mess</b></p>
<p><b>Lessons 6 - Live Zoom lesson along with face to face instruction for students present on a particular day</b></p> <p><b>Tasks</b></p> <p><b>Assessment Criteria/ Essential questions</b></p> <p><b>Resources</b></p>	<p><b><u>Specific Learning objectives</u></b></p> <ul style="list-style-type: none"> <li>➤ Explore and describe the character of Goldilocks</li> <li>➤ Plan and develop a description of a character</li> </ul> <p><b><u>Specific Intended Learning Outcomes</u></b></p> <p>Recall few characteristics and behaviour of Goldilocks.</p> <p>Write a description of a character in complete sentences with suitable adjectives and adjectival phrases.</p> <p>Planning and writing a description of a character..</p> <p>Use suitable adjectives, noun phrases and interesting details and vocabulary in describing a character.</p> <p><b>Story: Goldilocks and the Big Mess; Worksheet</b></p>



**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,spell,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.

