



## INSTRUCTIONAL GUIDE - 3RD GRADE 2025-2026 - UNIT 1

|                    |  |
|--------------------|--|
| GRADE              | 3rd Grade Elementary ▾   |
| PERIOD             | 1st Period ▾   |
| UNIT               | 1 ▾  |
| TERM               | September 29th - October 31st  |
| TOTAL OF SESSIONS  | 5 weeks  |
| LEARNING OBJECTIVE | Students will be able to understand and use simple English instructions and expressions to promote respectful and inclusive behavior at school. They will describe daily routines, express personal preferences, follow clear directions, and give advice using basic vocabulary and structures. Finally they will also recognize and use imperative verbs, modal expressions, and vocabulary related to school rules, values, and emotions in order to contribute positively to their learning community. |

|     |                                    |   |
|-----|------------------------------------|---|
| NEM | Project                            | <ul style="list-style-type: none"> <li>How do We coexist at school? (pg. 102 - 115)</li> <li>The pleasure of learning through instructions (pg. 86 - 101)</li> </ul>  |
|     | Product                            | <ul style="list-style-type: none"> <li>Make an informative campaign about rules and norms to improve coexistence at school.</li> <li>Create an instructional manual.</li> </ul>   |
|     | Content                            | <ul style="list-style-type: none"> <li>Natural and social environments ▾</li> <li>Information and relevant data for the community ▾</li> <li>Graphic, playful, and aesthetic elements and resources in English ▾</li> <li>Media and communication ▾</li> </ul>  |
|     | LDP (Learning Development Process) | <ul style="list-style-type: none"> <li>Participates in reading dialogues about everyday natural and social environments. ▾</li> <li>Asks questions to obtain personal information. ▾</li> <li>Participates in designing a survey to gather personal information. ▾</li> <li>Reads simple instructions to carry out science projects. ▾</li> </ul> |

|  |                   |  |
|--|-------------------|--|
|  |                   | Recreates advertisements or public notices to promote a product or service in their community. ▾ |
|  | Articulating Axes | Inclusion ▾ Critical thinking ▾  |

|                |                              |   |
|----------------|------------------------------|---|
| CEFR<br>SKILLS | Listening                    | <ul style="list-style-type: none"> <li>A1: Ss can listen to a simple recipe or directions and follow it.</li> <li>A1: Ss can follow directions if people talk very clearly.</li> </ul>  |
|                | Reading                      | <ul style="list-style-type: none"> <li>A1: Ss can understand clear instructions.</li> <li>A1: Ss will read and associate images with familiar words seen: classroom objects, school places, hobbies, food, family and daily routines.</li> </ul>  |
|                | Writing & Language Structure | <ul style="list-style-type: none"> <li>A1: Ss can complete a questionnaire with information about their educational background.</li> <li>A1: Ss will write short sentences about objects in the classroom with the support of images. Ss will write what they like and don't like.</li> <li>A1: Ss will write a sequence about their daily routines.</li> </ul>   |
|                | Speaking                     | <ul style="list-style-type: none"> <li>A1: Ss can describe a simple recipe (instructive) to others.</li> <li>A1: Ss will name short phrases about classroom objects, food, hobbies, present their family members using simple structure and talk about their daily routines.</li> </ul>   |
|                | Grammar & Language Structure | <ul style="list-style-type: none"> <li>Makes simple affirmative and negative statements of positive attitudes in the classroom related to moral values in the classroom: "I respect my classmates", We "Some people do not clean their table"</li> <li>Link with emotions: (recycle from previous grade: happy, sad, angry, mad etc). When people don't respect, I feel _____.</li> <li>Modal Verbs / Advice / Permission: I don't, you should, you must, May I go to the bathroom May I come in? .... Yes, you may.</li> <li>Recycle imperatives to give and follow instructions in the context of a recipe):First, pour the milk then add the cocoa powder, finally mix well.</li> <li>Use of imperatives for recipes and manuals</li> <li>Sequence Words: First, next, then, after that, finally.</li> </ul>   |
|                | Vocabulary                   | <ul style="list-style-type: none"> <li><b>Weather:</b> sunny, rainy, cloudy, windy, stormy, cold, hot.</li> <li><b>Days of the week:</b> Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.</li> <li><b>Months of the year:</b> January, February, March, April, May, June, July, August, September, October, November, December.</li> <li>Verbs for social values: respect, help, give, care, collaborate, clean etc.</li> <li>Imperative phrases: clean your place, don't shout, be quiet, be kind, be nice, play with others, share, be grateful, be respectful, be patient.</li> <li>Teach nouns for values: (respect, kindness, gratitude, patience, empathy) and related verbs: ( appreciate, value, recognize, understand, help) .</li> <li>Common feelings and emotions: ( upset, happy, sad, tired, hungry, hot, cold, disappointed).</li> <li>Food vocabulary basic countable and uncountable nouns (water, milk, rice, flour, sugar, butter, cocoa powder, candy, eggs, basic fruits and vegetables, sweets).</li> <li>Sequence Words: First, then, next, after that, finally mix well.</li> <li>Basic cooking verbs (pour, mix, heat, add, cut, cook, fry).</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>Action Verbs: Cut, glue, fold, write, read, fold, open, close, draw, color, dance, draw, paint, sing, have, feel, answer, ask, talk, write, drink, eat, listen, open, close, run, swim, sleep.</li> </ul> |
|--|--|--|

## Strategies and Activities

**STAGE 1: Kickstart** (Warm Up / Lead-in) Get students thinking, talking, and prepared for the lesson and project.

**Achievement:** Students will be able to identify and recall vocabulary related to rules, norms, weather, days of the week, months of the year, follow recipe steps and use imperatives and classroom commands through Total Physical Response (TPR), role-play, songs, Youtube videos and simple games. They will demonstrate understanding by participating in interactive activities such as puzzles, chants, making posters; preparing students for the unit project.

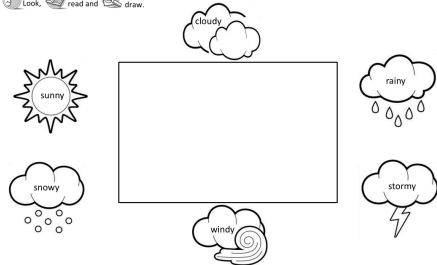
| Skill   | Instructional Strategy / Activity Suggestions   | Resources  | Classroom Interactive Patterns  | Assessment   |
|---|---|--|---|--|
| <input checked="" type="checkbox"/> 🎵 Listening<br><input type="checkbox"/> 📖 Reading<br><input checked="" type="checkbox"/> 🖋️ Writing & Language Structure<br><input checked="" type="checkbox"/> 🗣️ Speaking | <ul style="list-style-type: none"> <li>Instructional Strategy:               <div>TPR ▾</div> <div>Reading Comprehensi... ▾</div> <div>Role Playing ▾</div> <div>Simon Says ▾</div> </li> <li>Activity Description:               <p><b>Weather Charades:</b> Ss take turns acting out different weather conditions (e.g., sunny, rainy, windy) without speaking, while others guess the weather type.</p> <p><b>Weather song:</b> T teaches Ss a simple weather song that includes</p> </li> </ul> | <input type="checkbox"/> 📖 Textbook<br><input type="checkbox"/> 📓 Notebook<br><input checked="" type="checkbox"/> 📄 Worksheet<br><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)<br><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<br><input checked="" type="checkbox"/> 🖍️ Realia<br><input checked="" type="checkbox"/> 🎮 Didactic Games | <input checked="" type="checkbox"/> 🏠 Whole Group<br><input type="checkbox"/> 👥 Small group work<br><input type="checkbox"/> 👫 Pair work<br><input checked="" type="checkbox"/> 👤 Individual work | <input type="checkbox"/> Rubrics (projects, presentations, role play, performance)<br><input type="checkbox"/> Checklists<br><input checked="" type="checkbox"/> Observation guides<br><input type="checkbox"/> Quizzes<br><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>various weather conditions. Encourage them to sing along and use corresponding hand gestures.</p> <p><a href="https://www.youtube.com/watch?v=rD6FRDd9Hew&amp;list=RDrD6FRDd9Hew&amp;start_radio=1">https://www.youtube.com/watch?v=rD6FRDd9Hew&amp;list=RDrD6FRDd9Hew&amp;start_radio=1</a></p> <p><b>Days of the week hopscotch:</b> T creates a hopscotch grid with the days of the week; Ss hop through the days in order, saying each day aloud as they land on it.</p> <p><b>Month order puzzle:</b> Provide Ss with cards of each month. Ss work in groups to arrange them in the correct order, discussing holidays or events associated with each month.</p> <p><b>Birthday Month Chart:</b> Create a classroom chart where Ss place their names under their birth month. Discuss which months have the most or fewest birthdays.</p> <p><b>Simons Says:</b> Play “Simon Says” using classroom-related commands (e.g., “Simon says open your book”).</p> <p><b>Command Role-Play:</b> Ss pair up</p> |  |  | <div><input type="checkbox"/> Unit Exams</div> <div><input type="checkbox"/></div> |
|--|--|--|--|--|

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>and take turns giving and following classroom commands, such as “open your book” or “close your book”.</p> <p><b>Rule Poster Creation:</b> In groups, Ss create posters illustrating a specific classroom rule, explaining its importance to the class.</p> <p><b>Simple Recipe Reading:</b> Provide a simple recipe (e.g., making a sandwich). Ss read the recipe and discuss the steps involved.</p> <p><b>Recipe Sequencing Activity:</b> T gives Ss mixed-up steps of a recipe. Ss work to arrange the steps in the correct order, reinforcing sequencing skills.</p> <p><b>Instructional Listening Game:</b> T gives clear instructions (e.g., “Draw a sun in the top corner”, “write your name in green”), and students follow them step by step. This strengthens listening comprehension and introduces the idea of giving and following instructions.</p> |  |  |  |
|--|---|--|--|--|

Today, the weather is...

Look, read and draw.



Days of the week

Look, read and write.

|                                  |                      |
|----------------------------------|----------------------|
| 1. Tuesday, Wednesday, Thursday, | <input type="text"/> |
| 2. Monday, Tuesday, Wednesday,   | <input type="text"/> |
| 3. Friday, Saturday, Sunday,     | <input type="text"/> |
| 4. Saturday, Sunday, Monday,     | <input type="text"/> |
| 5. Wednesday, Thursday, Friday,  | <input type="text"/> |
| 6. Thursday, Friday, Saturday,   | <input type="text"/> |
| 7. Sunday, Monday, Tuesday,      | <input type="text"/> |

Word Bank

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday



Months of the Year Puzzle

Look, read and circle.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| J | A | N | R | B | R | U | A | Y | R | C | B |
| M | T | E | J | A | N | U | A | R | Y | Y | B |
| N | O | V | E | M | B | E | R | A | P | R | I |
| D | C | E | M | B | E | R | T | U | R | Y | S |
| S | T | R | M | B | R | M | A | R | C | H | E |
| R | O | J | U | L | Y | R | P | B | P | S | P |
| R | B | A | R | T | E | R | R | E | M | N | T |
| M | E | C | L | A | I | R | I | F | E | B | E |
| R | R | R | J | E | C | R | L | E | L | U | M |
| S | Y | M | R | R | H | R | I | S | R | R | B |
| I | N | A | U | G | U | S | T | R | R | R | E |
| O | B | Y | F | E | B | R | R | U | A | R | R |
| T | R | I | N | U | J | R | J | U | N | E | S |
| C | U | D | E | C | E | M | B | E | R | Y | A |

Word Bank

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



**STAGE 2: Language Drop** (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

**Achievement:** Students will be able to use rules, norms in the classroom, commands and follow recipe steps and use imperatives. They will act out commands and polite expressions in the classroom. Students will also identify steps to make a recipe using sequence words in fun interactive activities. Throughout this stage, they will continue working on the projects.

| Skill  | Instructional Strategy / Activity Suggestions   | Resources  | Classroom Interactive Patterns   | Assessment  |
|--|---|--|--|---|
| <input checked="" type="checkbox"/> 🎵 Listening<br><input checked="" type="checkbox"/> 📖 Reading<br><input checked="" type="checkbox"/> ✍️ Writing & Language Structure<br><input checked="" type="checkbox"/> 🗣️ Speaking | <ul style="list-style-type: none"> <li>Instructional Strategy:               <div>TPR ▾</div> <div>Reading Comprehensi... ▾</div> <div>Prompts ▾</div> </li> <li>Activity Description:</li> </ul> <p><b>Polite Expressions:</b> start with this engaging YouTube clip introducing polite expressions.<br/> <a href="https://www.youtube.com/watch?v=Xv_LbSX4q2w">https://www.youtube.com/watch?v=Xv_LbSX4q2w</a></p> <p><b>Introducing polite expressions in the classroom:</b> T presents a big poster showing polite phrases and asks Ss to repeat after her/him.</p> <p><b>Watch and Learn:</b> Play this video demonstrating commands like: read, write, sit, watch.<br/> <a href="https://www.youtube.com/watch?v=Xv_LbSX4q2w">https://www.youtube.com/watch?v=Xv_LbSX4q2w</a></p> | <input type="checkbox"/> 📚 Textbook<br><input checked="" type="checkbox"/> 📓 Notebook<br><input checked="" type="checkbox"/> 📄 Worksheet<br><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)<br><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<br><input type="checkbox"/> 🖍️ Realia<br><input checked="" type="checkbox"/> 🎮 Didactic Games | <input checked="" type="checkbox"/> 🏠 Whole Group<br><input type="checkbox"/> 👥 Small group work<br><input type="checkbox"/> 👫 Pair work<br><input type="checkbox"/> 👤 Individual work | <input type="checkbox"/> Rubrics (projects, presentations, role play, performance)<br><input type="checkbox"/> Checklists<br><input checked="" type="checkbox"/> Observation guides<br><input type="checkbox"/> Quizzes<br><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)<br><input type="checkbox"/> Unit Exams |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p><a href="#">v=dy078MI9ldI</a></p> <p><b>Commands Cards:</b> T shows flashcards with different commands and ss act them out after hearing them.</p> <p><b>Let's Discover Our School Rules</b> Use a short, illustrated reading or comic strip from the textbook (e.g., "En la escuela respetamos a todos") Ss. read with the teacher and identify positive behaviors. Discuss values like respect, kindness, sharing, and collaboration. Students answer in their notebooks questions like: "What rules do we follow in class?", "How do you feel when rules are not followed?"</p> <p><b>Recipe to Follow:</b> T introduces a simple recipe reviewing ingredients and teaches the sequence words: first, next, then, after that and finally. T uses paper sheets to order the recipe.</p> <p><b>Imperative Practice Recipe:</b> T shows verbs to use in a recipe (e.g., add, mix, pour) for Ss to listen and check where to use them in the</p> |  |  |  |
|--|--|--|--|--|



instructions of a recipe.


**My Mini Poster of Values:** Reinforce vocabulary and expressions related to values and norms. Ss choose 1–2 school values (e.g., respect, kindness). Write affirmative/negative sentences about how to show these values (e.g., “I help my classmates.” / “I don’t shout in class.”) Decorate and display their mini posters





|  |                                 |
|--|---------------------------------|
|  | Close the window                |
|  | May I drink some water, please? |
|  | Erase the board.                |
|  | May I come in, please?          |
|  | Let's read together.            |
|  | Look at the picture.            |
|  | May I go to the toilet, please? |
|  | Open the door.                  |
|  | May I go out, please?           |
|  | Repeat after me.                |



|  |   |  |  |  |
|--|---|--|--|--|
|  |  <p><b>Chocolate Cake</b></p> <p>2 cups flour<br/>1/2 cup coca<br/>3/4 cup shortening<br/>1 1/2 cup sugar<br/>1/2 tsp salt</p> <p>2 eggs<br/>1/2 cup buttermilk<br/>1 tsp baking soda<br/>1 tsp vanilla<br/>1/2 cup boiling water</p> <p>Blend shortening and sugar, eggs beat thoroughly after each addition. Add flour, baking soda and salt, buttermilk. Add boiling water, mixed to a paste with coca. Beat well this batter is thin. Pour mixture in layer pans and bake 35 min in a 350° oven. When cool, frost with Chocolate frosting and serve. Enjoy</p> |  |  |  |
|--|---|--|--|--|

**STAGE 3: Level Up** (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

**Achievement:** Students will be able to participate actively in speaking, reading, writing and listening activities to apply unit vocabulary and expressions, demonstrating clarity of pronunciation and appropriate use of language in familiar contexts. Work reinforcing understanding of language learned through this stage. Continue developing the project by applying the language skills practiced in collaborative tasks.

| Skill   | Instructional Strategy / Activity Suggestions   | Resources  | Classroom Interactive Patterns   | Assessment  |
|---|---|--|--|---|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" type="checkbox"/> 📖 Reading</li> <li><input checked="" type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul> | <ul style="list-style-type: none"> <li>• Instructional Strategy:               <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Role Playing ▾</li> <li>Show and Tell ▾</li> <li>Crossword Puzzle ▾</li> <li>Simon Says ▾</li> <li>Realia Strategies ▾</li> </ul> </li> <li>• Activity Description:               <p><b>Magic Phrases:</b> T hides cards around the classroom with phrases, such as: be quiet, clean your place, be respectful. Ss will find the cards, then give an example sentence using that phrase.</p> <p><b>Polite Role-Play Scenarios:</b> In pairs, Ss pick a card and act out a short dialogue using polite expressions.</p> <p><b>Polite Words Crossword Puzzle:</b> T provides a simple crossword with polite words; when Ss complete it, ask them to share a sentence using the word or the phrase.</p> <p><b>Simon Says commands:</b> T and Ss play "Simon says" to practice</p> </li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> 📖 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input type="checkbox"/> 📄 Worksheet</li> <li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input checked="" type="checkbox"/> 🖍️ Realia</li> <li><input checked="" type="checkbox"/> 🎮 Didactic Games</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🏠 Whole Group</li> <li><input checked="" type="checkbox"/> 👥 Small group work</li> <li><input checked="" type="checkbox"/> 👫 Pair work</li> <li><input type="checkbox"/> 👤 Individual work</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input type="checkbox"/> Checklists</li> <li><input checked="" type="checkbox"/> Observation guides</li> <li><input type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</li> <li><input type="checkbox"/> Unit Exams</li> </ul> |



|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>classroom commands.</p> <p><b>Guessing game:</b> T invites Ss to give commands to the class, Ss act out the command and others guess it.</p> <p><b>“What’s the Rule?” Listening Game</b><br/>T reads short scenarios (e.g., “Two students are shouting in the classroom”). Students listen and choose or say the correct rule (e.g., “Don’t shout in class”).<br/>You can use flashcards for visual support, use recordings or student-read scenarios.</p> <p><b>Group Project Board – “Coexistence at School” (Collaborative Practice)</b> In groups, Ss create a project board for their informative campaign, using vocabulary, drawings, and slogans learned. Each team works on a different section: school rules, instructions, feelings and actions.<br/>Encourage the use of correct structures and guide with a checklist.</p> <p><b>Make a recipe:</b> T uses posters or cards showing ingredients and steps, mix them up for Ss work in</p> |  |  |  |
|--|---|--|--|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>groups to sequence them correctly.</p> <p><b>Create your own recipe:</b> Ss draft a simple recipe including at least 5 steps using sequence words.</p> <p><b>Recipe Game:</b> T guides Ss to create a "shopping list" with basic food items to make a recipe.</p> |  |  |  |
|--|--|--|--|--|

**STAGE 4: All-In-One** (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Students will independently apply unit vocabulary related to rules, norms in the classroom, follow recipe steps and use imperatives and classroom commands to complete worksheets and textbook activities. This stage supports language autonomy and comprehension as students prepare to finalize their project.

| Skill  | Instructional Strategy / Activity Suggestions  | Resources   | Classroom Interactive Patterns   | Assessment  |
|--|--|---|--|---|
| <input checked="" type="checkbox"/> 🎧 Listening<br><input checked="" type="checkbox"/> 📖 Reading<br><input checked="" type="checkbox"/> ✍️ Writing & Language Structure<br><input checked="" type="checkbox"/> 🗣️ Speaking | <ul style="list-style-type: none"> <li>Instructional Strategy:               <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Word Association</li> <li>Sentence Scramble</li> <li>Context Clues</li> <li>Prompts</li> <li>Flashcards</li> <li>Realia Strategies</li> </ul> </li> </ul> | <input checked="" type="checkbox"/> 📚 Textbook<br><input checked="" type="checkbox"/> 📓 Notebook<br><input checked="" type="checkbox"/> 📄 Worksheet<br><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)<br><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) | <input checked="" type="checkbox"/> 🏠 Whole Group<br><input checked="" type="checkbox"/> 👥 Small group work<br><input type="checkbox"/> 👫 Pair work<br><input checked="" type="checkbox"/> 👤 Individual work | <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)<br><input checked="" type="checkbox"/> Checklists<br><input type="checkbox"/> Observation guides<br><input checked="" type="checkbox"/> Quizzes |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>Activity Description:</li> </ul> <p><b>Instruction-Based Scavenger Hunt (Listening &amp; Reading):</b> Apply classroom commands and recipe-style instructions. Hide paper "ingredients" (images or words) around the classroom. Ss will follow written instructions to find and collect them (e.g., "First, go to the board. Then, turn left. Take the egg picture").</p> <p><b>Emotion Charades:</b> Identify and express basic emotions using body language and simple English sentences. Write emotion words (happy, sad, angry, scared, excited, surprised, etc.) on small cards. Ss take turns picking a card and acting out the emotion. The rest of the class guesses the emotion and says a sentence, e.g., "You look happy!" or "He feels sad because he lost his toy".</p> <p>Optional Extension: Ask Ss to write or draw a situation that makes them feel that way.</p> <p><b>Build It Step-by-Step:</b> Provide Ss with simple instructions to build a</p> | <input type="checkbox"/>  Realia<br><input type="checkbox"/>  Didactic Games |  | <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)<br><input type="checkbox"/> Unit Exams |
|--|---|--|--|--|


|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>paper airplane, a LEGO model, or a classroom craft. Ss follow steps in order, reading or listening to commands like “First, fold the paper in half”, “Then, fold the corners”, “Next, fold the wings”, “Finally, throw your airplane”.</p> <p><b>Story Sequence Cards:</b> After reading a short story or watching a video (e.g., a fairy tale or a daily routine video), students receive picture cards representing key events. In groups or pairs, students arrange the cards in the correct order and retell the story using sequencing words (first, then, after that, finally).</p> <p><b>Recipe Ordering Activity:</b> Provide Ss with a scrambled recipe for a simple snack or drink (e.g., fruit salad, sandwich, lemonade). Ss work in groups to put the steps in order and then present the recipe using sequence words.</p> <p><b>Recipe mini-book:</b> Ss create a mini booklet with 4–6 pages, each one showing a step for a recipe. Each page begins with a</p> |  |  |  |
|--|---|--|--|--|





|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>sequence word (first, then, after that, next, finally), followed by a simple sentence and a drawing.</p> <p><b>Recipe Worksheet Challenge (Reading &amp; Writing):</b> Demonstrate understanding of simple instructional texts. Ss complete a worksheet based on a basic illustrated recipe (e.g., <i>Fruit Salad</i>, <i>Chocolate Milk</i>, from <i>Projects and Readings 3rd grade</i>). Tasks may include: ordering steps, filling in blanks with verbs, and matching utensils/ingredients.</p> <p>-T asks ss to open their books and answer some exercises about the unit.</p> <p>-T. provides worksheets and guides ss to answer them.</p> |  |  |  |
|--|---|--|--|--|


### Rules and Norms


Read, write and glue and color.


1. 


2. 


3. 


4. 


5. 

6. 

7. 

8. 






9. 

10. 

Clean your place. Don't shout. Be quiet. Be kind. Be nice. Play with others. Share. Be grateful. Be respectful. Be patient.

### Rules and Norms at School

Read, write and color.

1. You mustn't 
2. You should 
3. You must 
4. You should 
5. You should 





#### Word Bank

play with others  
be respectful  
clean your place  
shout  
be kind

### Emotions

Read, write and color.

#### Word Bank

1. When somebody shout me, I feel 
2. When people don't clean the classroom, I feel 
3. When somebody be quiet, I feel 
4. When my classmate share me a crayon, I feel 

### Adverbs of Manner

Read, write and color.

#### Word Bank

easily loudly quietly noisily slowly



1. The students are noisy.  
They behave \_\_\_\_\_.



2. It is easy to climb the wall.  
They climb it \_\_\_\_\_.



3. Paul is a slow walker.  
He walks \_\_\_\_\_.



4. The babies are quiet.  
They are playing \_\_\_\_\_.



5. They are talking in a loud voice.  
They are talking \_\_\_\_\_.



### Polite Expressions

Read, complete and practice.

#### Word Bank

a. May b. of course c. you may  
d. please e. Yes f. you

1. \_\_\_\_\_ I borrow  
your pencil,  
please?

2. Yes, \_\_\_\_\_.

3. Can \_\_\_\_\_ pass me my  
book, please?

4. \_\_\_\_\_ I can.

5. Yes, \_\_\_\_\_.

May I go to the  
restroom, \_\_\_\_\_?



### Verbs in a Recipe

Read and match.



1.



2.



3.

• Add •

• Bake •

• Cook •

• Heat •

• Mix •

• Pour •



4.



5.



6.



### Sequence Words



1. Number the order of events (1, 2, 3, 4, etc.).

2. Put the word **FIRST**, in the step of the order of activities.

3. Write **NEXT**, in the second step of the activities.

4. Use **THEN** or **AFTER THAT** for the next steps.

5. Put the word, **FINALLY**, in the last step of the order of activities.

#### Activities

- A. \_\_\_\_\_, she relaxes after school and watches TV.  
B. \_\_\_\_\_, she goes to school.  
C. \_\_\_\_\_, she goes to bed.  
D. \_\_\_\_\_, she does her homework before dinner.  
E. \_\_\_\_\_, she eats dinner.



### Chocolate Cake Recipe



#### Ingredients:

2 cups of sugar,  
5 cups of flour  
3/4 cups of cocoa  
2 cups of milk  
3 eggs  
1/2 cup oil



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

- ☐ Finally, bake for approximately 45 minutes.
- ☐ Then, mix for about 2-3 minutes or until the mixture is smooth.
- ☐ After that, pour the cake mixture into the bowl.
- ☐ Next, prepare all the ingredients.
- ☐ First, preheat the oven to 180o C.



### My Favorite Recipe



Name of the recipe: \_\_\_\_\_

#### Ingredients:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Instructions:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Let's Make a Boat

Read and write.

\*Order the instructions and make a boat.

### Sentence Bank

After that, flip the paper over and repeat.  
Then, fold over the top corners, so they meet in the middle.  
First, use a large rectangular piece of paper.  
Finally, lift up the front flap at the bottom and fold.  
Next, fold the paper in half.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_

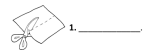


### Commands

Read, write and color.

#### Word Bank

Draw Close Color Cut Fold Glue Open Read Write



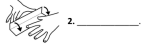
1. \_\_\_\_\_



4. \_\_\_\_\_



7. \_\_\_\_\_



2. \_\_\_\_\_



5. \_\_\_\_\_



8. \_\_\_\_\_



3. \_\_\_\_\_



6. \_\_\_\_\_



9. \_\_\_\_\_



### Commands

Read, check and color.



☐ glue  
☐ cut  
☐ read



☐ open  
☐ color  
☐ write



☐ fold  
☐ color  
☐ draw



☐ read  
☐ write  
☐ cut



☐ draw  
☐ open  
☐ close



☐ glue  
☐ fold  
☐ write



Review

Read, draw, write and color.

Classroom Commands

Classroom Objects


€


Commands in the Classroom


Read, complete and color.

Word Bank

Cut Draw Fold Glue Read Write







1. \_\_\_\_ d the sheet into two halves.


2. C \_\_\_\_ the star, please.


3. G \_\_\_\_ the body parts.


4. W \_\_\_\_ t \_\_\_\_ your name.

5. D \_\_\_\_ a flower.

6. \_\_\_\_ d the book.







€

**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) Evaluate learning, reflect, and share final products.

**Achievement:** Students will be able to integrate key vocabulary and language structures learned throughout the unit by participating in small, meaningful practice activities. They will demonstrate understanding by applying these skills in speaking, listening, reading, and writing tasks that prepare them to present their final project.

| Skill  | Instructional Strategy / Activity Suggestions  | Resources  | Classroom Interactive Patterns   | Assessment  |
|--|--|--|--|---|
| <input checked="" type="checkbox"/> 🎵 Listening<br><input checked="" type="checkbox"/> 📖 Reading<br><input checked="" type="checkbox"/> 🖋️ Writing & Language Structure<br><input checked="" type="checkbox"/> 🗣️ Speaking | <ul style="list-style-type: none"> <li>Instructional Strategy:             <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Reading Comprehensi... ▾</li> <li>Role Playing ▾</li> <li>Presentation ▾</li> <li>Jeopardy Game ▾</li> <li>Creative Writing ▾</li> </ul> </li> <li>Activity Description:             <p><b>Magic Review:</b> T hides cards around the classroom, Ss find one, then share a sentence using it in a context.</p> <p><b>Picture Sequencing and Reflection:</b> T provides Ss picture cards of the recipe steps; each St arranges their sequence and reads it aloud.</p> <p><b>Game-Based Review:</b> Vocabulary Bingo or Jeopardy: Use unit vocabulary and structures to play a review game, reinforcing key language before final</p> </li> </ul> | <input checked="" type="checkbox"/> 📚 Textbook<br><input type="checkbox"/> 📓 Notebook<br><input type="checkbox"/> 📄 Worksheet<br><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)<br><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<br><input checked="" type="checkbox"/> 🖍️ Realia<br><input checked="" type="checkbox"/> 🎮 Didactic Games | <input checked="" type="checkbox"/> 🏠 Whole Group<br><input type="checkbox"/> 👥 Small group work<br><input checked="" type="checkbox"/> 👫 Pair work<br><input checked="" type="checkbox"/> 👤 Individual work | <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)<br><input type="checkbox"/> Checklists<br><input type="checkbox"/> Observation guides<br><input type="checkbox"/> Quizzes<br><input checked="" type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)<br><input checked="" type="checkbox"/> Unit Exams<br><input type="checkbox"/> |

|  |   |  |  |  |
|--|---|--|--|--|
|  | <p>presentations.</p> <p><b>Project Presentation Rehearsal</b><br/>(Speaking &amp; Listening): In small groups or pairs, Ss practice presenting parts of their final projects (e.g. the School Coexistence Campaign). Ss should be able to use unit vocabulary and expressions clearly and confidently.</p> <p><b>Project Presentation Day:</b> Have Ss present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.</p> <p><b>Recipe Summary:</b> Ss write 2-line summary using at least 3 commands from making a recipe. Share with a partner or the class.</p> <p><b>Comprehension Quiz:</b> T asks Wh questions. T asks a few yes/no questions: Do you remember how to use...? Would you like to review...? T will use videos, audios, or any other resource to reinforce the achievements. T can use the book to review the unit vocabulary.</p> |  |  |  |
|--|---|--|--|--|



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|