



INSTRUCTIONAL GUIDE - 3RD GRADE 2025-2026 - UNIT 2

GRADE	3rd Grade Elementary ▾
PERIOD	2nd Period ▾
UNIT	2 ▾
TERM	November 10th - December 19th
TOTAL OF SESSIONS	6 weeks
LEARNING OBJECTIVE	Students will develop the ability to identify and describe family members using appropriate vocabulary related to family relationships, physical appearance, personality traits, and household chores. Through interactive activities and the final project "My Family Clothesline", students will integrate their learning by presenting information about their own families in a creative and meaningful way, fostering communication skills and cultural awareness.

NEM	Project	<ul style="list-style-type: none"> This is my family (pg. 68-85)
	Product	<ul style="list-style-type: none"> Make a Family Clothesline.
	Content	<ul style="list-style-type: none"> Sensations, emotions, feelings and ideas expressed in English ▾ Natural and social environments ▾ Graphic, playful, and aesthetic elements and resources in English ▾ Information and relevant data for the community ▾
	LDP (Learning Development Process)	<ul style="list-style-type: none"> Understands and uses basic and familiar expressions, through oral and written language, to share sensations, emotions, feelings, an... ▾ Describes and shares physical and personality traits of self and peers. ▾ Recognizes letters of the alphabet and plays crossword puzzles, word searches, and other board games. ▾ Asks questions to obtain personal information. ▾
	Articulating Axes	<ul style="list-style-type: none"> Critical thinking ▾ Gender equality ▾

CEFR SKILLS	Listening	<ul style="list-style-type: none"> • A1: Ss can understand short simple messages from friends telling a story. • PRE A1: SS can understand simple personal questions when people speak slowly and clearly. • PRE A1: When listening to a conversation, SS can understand words and short sentences, provided that people speak very slowly and very clearly. • PRE A1: SS can understand people if they speak very slowly and clearly about simple everyday topics. • PRE A1: Ss can understand people comparing objects and possessions (e.g. color and size).
	Reading	<ul style="list-style-type: none"> • A1: Ss can understand short past stories about familiar subjects if the text is written in simple language. • PRE A1: SS can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures. • PRE A1: SS can understand simple forms well enough to give basic personal details. • PRE A1: SS can understand very simple instructions if they are supported by pictures and if I know this type of instructions. • PRE A1: SS can recognise daily situations, words and phrases SS know and use them to understand very simple sentences. • PRE A1: Ss can understand information about people and compare them with others. • PRE A1: Ss can recognize the differences among different items (quality, size, shape, etc.).
	Writing	<ul style="list-style-type: none"> • A1: Ss can write a short anecdote. • PRE A1: SS can write about myself and where I live, using short, simple phrases. • PRE A1: SS can understand how to give the most important information about myself. • PRE A1: SS can write an information card. • PRE A1: SS can write simple sentences about myself, for example where I live and what I do. • PRE A1: Ss can compare the characteristics of familiar nouns.
	Speaking	<ul style="list-style-type: none"> • A1: Ss can narrate anecdotes. • PRE A1: SS can give personal information. • PRE A1: SS can very simply describe myself and my family. • PRE A1: SS can very simply describe where I live. • PRE A1: SS can use simple words to describe something, (for example its size, shape or color). • PRE A1: SS can describe nouns or other familiar objects and compare them.
	Grammar & Language Structure	<ul style="list-style-type: none"> • Sentence structure: I am, this is, he is, she is. • Ask and answer questions related to family members. (E.g.: Who is?What do they look like?How does she look?) • Comparative Adjectives (-er / -est / more than 2 syllables more than) • Ask and answer questions with Who (E.g.: "Who goes to school?", "Who cooks?", "Who works?" • Ask and answer questions related to your family(E.g.: "Who are your family members?", "What do they look like?") • Compare and Contrast: (E.G.: "How are your families similar or different?", "What are the differences between them?", etc.)
	Vocabulary	<ul style="list-style-type: none"> • Family Members: Father, mother, brother, sister, baby, grandmother, grandfather, uncle, aunt, cousin, parents. • Personality Adjectives: generous, talented, sociable, confident. • Actions: work, go to school, cook, play, do house chores, etc. • Values: honest, kind, brave, polite, patient, respect. • Physical description: tall/short, fat/thin, young/old, long/short, clothesline. • Chores: make the bed, clean the room, wash the dishes, take out the trash, sweep and mop the floor, do the laundry, feed the

		<p>pet, set the table.</p> <ul style="list-style-type: none"> • Clothes: shirt, pants, shorts, skirt, dress, jacket, sweater, pajamas. • Numbers: 10, 20, 30, 40, 50. • Weather: sunny, rainy, cloudy, cold, hot. • Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. • Alphabet: A-Z • Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.
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Strategies and Activities

The five stages in this Instructional Guide represent the progression of the project and its sessions. Each session naturally integrates the moments of our class (Warm-up, Introduction, Development, and Wrap-up) through the suggested activities within every stage.

Suggested Session Distribution: Sessions 1 - 4

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

Achievement: Students review and recognize vocabulary for weather, days, months, alphabet, and numbers (10–50). Students activate prior knowledge through movement, repetition, and interaction. Students are mentally and physically ready for the lesson. Students recall and recognize family member vocabulary, personal adjectives, physical appearance and chores at home. Students engage physically and mentally through gestures, actions, and miming.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input type="checkbox"/> ✍️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)

	<input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
Assessment	
Instructional Strategy / Activity Suggestions	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> TPR ▾ Flashcards ▾ Guessing Game ▾ Choral Drill ▾ Prompts ▾ • Activity Description: <p>Weather Gesture Game</p> <ol style="list-style-type: none"> 1. The teacher shows a card and says the weather: <i>"It's sunny!"</i> 2. Students repeat and do a gesture: sunny → hands above head like sun, rainy → pretend to hold an umbrella, windy → 	

wave arms, etc.

3. Mix it up fast for multiple rounds.

Weather – “Look Outside”

- Instruction: “Write one sentence about the weather today.”
- Example: “It is cloudy and windy.”

Days of the Week Chant

- The teacher says the days of the week with clapping or stomping rhythm: “*Monday, Tuesday, Wednesday...*”
- Students repeat chorally while doing the rhythm.
- Variation: Ask students questions: “*What day is after Monday?*” → students respond.

Months of the Year Song or Alphabetical Chant

- The teacher leads a short chant: “*January, February... December*” with gestures or pointing to a calendar chart.
- Students repeat.
- For alphabet review: Teacher points to letters on a chart or writes them on the board and students say them aloud quickly.

3 Words, 1 Sentence

- Write three review words and students use them in one sentence.
- Examples: Monday – cold – pencil , July – hot – book , ten – sun – chair
- Example sentence:

“Today is Monday, it is cold and I have a yellow pencil.”

Number Jump (10–50)

- Write numbers 10–50 on cards or board.
- Call a number: “*Twenty-three!*” → students jump, clap, or touch the number.
- Variation: Ask students to say a number before jumping: “*Jump on thirty-two!*”

Write and Count

- *Instruction: "Write one sentence with a number from 1 to 20."*
- *Example: "I have 3 pencils in my bag." , "I have 10 colors"*

Quick Quiz or Guess Game

- *Ask questions combining topics:*
 - *"What day comes after Thursday?"*
 - *"Which month comes before March?"*
 - *"How many tens are in 40?"*
 - *"What letter comes after L?"*
 - *Students raise hands or answer quickly.*

Mixed Review – "Finish the Sentence"

- *The teacher writes the start of the sentence. Students complete it.*
- *Examples: "In winter..." , "On Monday..." , "In the month of..." , "I can see a... in the classroom."*

Family Flashcard Quick Review

- *The teacher shows each flashcard.*
- *Students shout the word aloud and do a small gesture (e.g., pat head for grandfather, hug for mother, crawl for baby).*
- *Repeat 2–3 times, gradually increasing speed.*

Family Chant with Actions

- *Teacher leads a chant with gestures:*
 - *"Father – wave! Mother – hug! Brother – jump! Sister – clap! Grandfather – nod! Grandmother – smile! Baby – crawl! Aunt – wave! Uncle – point! Cousin – dance!"*

Students repeat each word with its action.

Guess the Family Member

- *The teacher mimes a family member silently (e.g., pretending to rock a baby).*
- *Students guess: "You are a baby!"*
- *Rotate a few students to mime different family members.*

Run and Spell Family Members

- *Teacher can make a contest between boys and girls (Students approach the board, write family members names and spell them)*

Quick Questions

- *Teacher asks questions:*
 - *"Who is your mother?"*
 - *"Who is your brother?"*
- *Students point to flashcards, raise hands, or respond quickly.*

Flashcard Quick Review

- *The teacher shows each flashcard.*
- *Students shout the word aloud and do a small gesture:*
 - *Tall → stretch up*
 - *Short → crouch down*
 - *Fat → hug yourself*
 - *Thin → stretch arms sideways*
 - *Old → pretend to walk with a cane*
 - *Young → jump or clap hands*
 - *Long hair → run hands through "hair"*
 - *Short hair → tap head*
 - *Curly hair → twirl finger*
 - *Straight hair → slide hand down "hair"*
- *Repeat 2–3 times, gradually faster.*

Physical Appearance Chant with Actions

- *Teacher leads a chant:*
 - *“Tall – stretch! Short – crouch! Fat – hug! Thin – stretch! Old – walk slow! Young – jump! Long hair – touch! Short hair – tap! Curly hair – twirl! Straight hair – slide!”*
- *Students repeat with gestures.*

My family.

- *Read, write and color.*
- *Review third person pronouns He/she uses flashcards and read some examples where ss can identify that he (it is used for a boy, they can use blue color or pen. She (it is used for a girl; they can use pink color to facilitate understanding.*
- *They use a word bank related to family members and write he is my father, she is my grandmother, etc.*

Family and Actions

- *Introducing some actions. Show pictures (go to school, play videogames, do house chores, listen music, mop the floor, wash the dishes, water the plants, work, cook)*
- *Have students make up sentences using pictures Example: The father works (check ss identify third person singular and add the “s” to the verb)*
- *Encourage ss to use complete sentences Ex: The father works in the office.*

Guess Who? Mime Game

- *The teacher mimes a person with a certain feature (e.g., pretending to be short and curly-haired).*
- *Students guess: “You are short with curly hair!”*
- *Rotate a few students to mime different appearances.*

Quick Questions

- *Teacher asks:*
 - *“Who is generous?”*
 - *“Who is confident?”*

- *Students respond by pointing to themselves, classmates, or flashcards.*

Personality Chant with Actions

- *Teacher leads a chant:*
 - *“Talented – show your skill! Sociable – say hi! Confidence – stand tall! Generous – give a gift!”*
- *Students repeat each word with its action.*

Chore Flashcard Quick Review

- *The teacher shows a flashcard and says: “Wash the dishes!”*
- *Students repeat chorally and do a simple gesture:*
 - *Do the laundry → pretend to wash clothes*
 - *Make the bed → pretend to straighten sheets*
 - *Feed the pet → pretend to give food to a pet*
 - *Set the table → pretend to place plates and cups*

Family & Chores Chant with Actions

- *Teacher leads a chant:*
 - *“Father – washes dishes! Mother – makes the bed! Brother – feeds the pet! Sister – sweeps the floor!”*
- *Students repeat each phrase while performing the action.*

Quick Questions

- *Teacher asks questions:*
 - *“Who feeds the pet at home?”*
 - *“Who makes the bed?”*
 - *“Who is your uncle?”*
- *Students respond by pointing to flashcards, miming the action, or saying the word.*

Family Introduction Circle

- *Students sit in a circle and say: “This is my mother/father/brother...” while showing a small family photo or drawing. Helps*

practice speaking and listening.

Emotion Charades

- *The teacher shows emotion (happy, kind, confident) with a gesture. Students guess the emotion and relate it to a family member: "My sister is happy."*

Family Action Flash

- *The teacher shows an action card (cook, clean, play) and asks: "Who does this in your family?" Students answer orally: "My mother cooks."*

Family Clothesline Preview

- *The teacher introduces the project: each student thinks of 2–3 family members and chooses an action or adjective to describe them. Students share quickly with a partner.*

[Worksheet Reference](#)

 [Third Grade_Unit2.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 2
- Months of the year: pg. 3
- Alphabet: pg. 4
- Numbers: pg. 5
- Clothes pg. 6
- John's Family: pg. 7

Suggested Session Distribution: Sessions 5 - 8

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

Achievement: Students recognize and recall family member vocabulary and practice forming simple sentences about family members. Students connect vocabulary to personal experience. Students will recognize and repeat vocabulary for physical appearance and chores at home. They will associate words with gestures, pictures, and context. Students will begin to use simple sentences: "He is tall." / "She has curly hair." Throughout this stage, they will continue working on the projects by using the vocabulary and expressions learned in collaborative tasks.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🎵 Listening<input checked="" type="checkbox"/> 📖 Reading<input type="checkbox"/> 📝 Writing & Language Structure<input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<ul style="list-style-type: none"><input type="checkbox"/> 📚 Textbook<input type="checkbox"/> 📓 Notebook<input type="checkbox"/> 📄 Worksheet<input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)<input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<input checked="" type="checkbox"/> 🖍️ Realia<input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🏠 Whole Group<input type="checkbox"/> 👥 Small group work<input checked="" type="checkbox"/> 👫 Pair work<input type="checkbox"/> 👤 Individual work

Assessment

- Rubrics (projects, presentations, role play, performance)
- Checklists
- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾

Manipulatives Material ▾

TPR ▾

Choral Drill ▾

Find Someone Who ▾

- Activity Description:

Visual Presentation with Flashcards

1. Show a flashcard and clearly say the word: *"This is a father."*
2. Have students repeat chorally.
3. Add a gesture or action to each word:
 - Father → pat head
 - Mother → hug
 - Grandfather → walk slowly
 - Grandmother → smile
 - Baby → crawl
 - Brother → high-five
 - Sister → clap hands
 - Aunt/Uncle → wave

- Cousin → dance

Repeat 2–3 times, then mix up flashcards randomly and have students recall.

Teacher Modeling with Real-Life Context

- Teacher shows a picture of a family or uses a puppet/doll:
 - *"This is my mother. She is kind."*
 - *"This is my brother. He is young."*
- Ask students to point to the correct flashcard when you name a family member.
- Optional: Ask simple yes/no questions: *"Is this your grandfather? Yes or no?"*

Repetition with Choral Response

- The teacher says a sentence: *"My grandmother is old."*
- Students repeat chorally.
- The teacher can point to the flashcard or make gestures while saying the sentence.

Write the Name

- The teacher shows or writes 4–6 family member words (or images).
- Students copy and complete.
- Example:
 - This is my _____. (mom)
 - This is my _____. (brother)
 - My _____ is funny. (grandpa)

Mime Demonstration

- Teacher mimes a family member:
 - Pretends to rock a baby → *"I am a baby!"*
 - Pretends to walk slowly → *"I am a grandfather!"*
- Students guess aloud: *"You are a grandfather!"*

- This reinforces meaning, recognition, and engagement.

Interactive Q&A

- Teacher asks students individually or as a class:
 - “*Who is your father?*” → Students answer: “*He is my father.*”
 - “*Who is your sister?*” → Students point to flashcards or gestures.
- Helps students associate vocabulary with personal experience.

Visual Flashcard Introduction

1. Show a flashcard and clearly say the word: “*This is tall.*”
2. Students repeat chorally.
3. Add a gesture or action to reinforce meaning.

Teacher Modeling with Pictures or Puppets

- Show a picture or puppet and describe:
 - “*This girl is tall and has long hair.*”
 - “*This man is short and old.*”
- Students point to the correct flashcard when the teacher says the adjective.
- Optional: Ask simple yes/no questions:

“*Is he tall? Yes or no?*” → students answer.

Choral Repetition with Actions

- The teacher says a full sentence: “*My brother is thin.*”
- Students repeat chorally while performing the gesture.
- Repeat with several combinations:
 - “*My grandmother is old.*”
 - “*She has curly hair.*”

“*He is short and young.*”

“Chore Detective”

1. The teacher holds a flashcard behind their back.
2. Students ask yes/no questions to guess the chore:
 - “Do you use water?” → “Yes”
 - “Do you feed an animal?” → “No”
3. The student who guesses correctly shows the next flashcard.

“Action Race”

1. The teacher says a chore aloud: “Wash the dishes!”
2. Students perform the action quickly.
3. Variation: Divide the class into teams. The first team to perform the correct action earns a point.

“Storytelling with Chores”

1. Teacher tells a simple story including chores:
 - “Every morning, I make the bed and wash the dishes. Then, I feed my pet.”
2. Students listen and act out the actions when they hear the chore mentioned.

“Chore Charades”

1. The teacher acts out a chore silently.
2. Students guess: “You are setting the table!”
3. Rotate 3–4 students to mime other chores.

“Find Your Partner”

1. Give half the students flashcards with chores and the other half with matching actions or pictures.
2. Students walk around and find their matching partner:
 - “I have to wash the dishes!” → “I have a picture of someone washing the dishes!”

Family Survey Interview

- Students ask a partner about their family members: "Who is generous?" / "Who is brave?" Answers are noted on a small worksheet.

Family Storytelling Model

- The teacher tells a short story using family members, physical description, and personality adjectives: "My father is tall and kind. He cooks every day." Students repeat chorally.

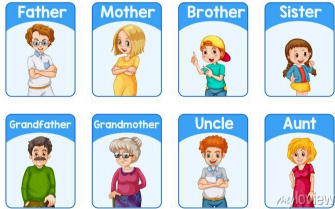
Chore Sort Cards

- Flashcards with family members and chores; students match them. Reinforces reading, writing, and vocabulary.

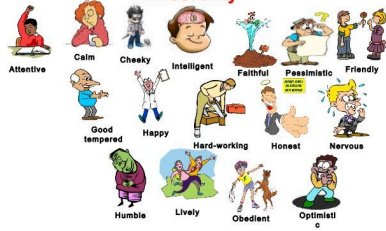
Who Does What? Group Discussion

- Students discuss in small groups: "Who cleans the room? Who cooks?" They report back to the class.

FAMILY FLASHCARDS



Adjectives to describe character and personality



PHYSICAL APPEARANCE

DESCRIBING HAIR
 straight — wavy — curly — tight — long — medium-length — short

DESCRIBING EYES
 blue — brown — green — hazel — black

SHAPE OF THE FACE
 round — oval — square — triangle — oval/oval — mustache — beard

HEIGHT
 short — tall — average height

DESCRIBING AGE
 baby — child — teenager — young — middle-aged — old

DESCRIBING WEIGHT & BUILD
 slim — overweight — weight — thin — fit — well-built — skinny

GENERAL
 handsome — good-looking — attractive — beautiful — attractive

HOUSEHOLD CHORES



Worksheet Reference

 [Third Grade_Unit2.pdf](#)

- Family: pg. 8 -9
- Pronouns: pg. 10 - 11
- Family members: pg.13
- Adjectives: pg. 14 -15

Suggested Session Distribution: Sessions 9 - 12

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

Achievement: Students use family member vocabulary in context and practice simple sentences: “My father is tall.” / “My sister is young.” Students strengthen comprehension, pronunciation, and social interaction through guided activities. Students recognize and use physical appearance vocabulary in context. Students form simple sentences: “He is tall.” / “She has curly hair.” Students practice comprehension, speaking, and peer interaction with teacher guidance. Students practice chores vocabulary actively. Students strengthen memory and comprehension skills in a fun, interactive way.

Skill	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> ✍️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎮 Didactic Games
Classroom Interactive Patterns	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists

- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Reading Comprehension ▾

Word Association ▾

Choral Drill ▾

Fill in the Blanks ▾

Flashcards ▾

Find Someone Who ▾

- Activity Description:

Family Tree Activity

1. The teacher points to each space and asks: "Who is this?"
2. Students respond: "This is my father." / "This is my sister."
3. The teacher guides students to fill in names or match pictures to the correct family member.

Sentence Formation Practice

1. The teacher writes a sentence starter on the board: "My ___ is ___."
2. Call out a family member: "sister"
3. Students complete orally: "My sister is young."
4. Optional: Students can write sentences in their notebooks for practice.

"Who is it?" Q&A Game

1. The teacher describes a family member: "I am old and have white hair."

2. Students guess: *"Grandfather!"*
3. Rotate students to describe a family member while classmates guess.

Matching Pictures and Words

1. The teacher distributes pictures and word cards.
2. Students match the word card to the correct picture.
3. After matching, students read the word aloud and use it in a short sentence.

Pair Practice – Talk About Your Family

Students work in pairs.

1. Each student asks their partner: *"Who is this in your family?"*
2. Partner responds: *"This is my uncle. He is tall."*
3. The teacher monitors and provides guidance or correction.

Describe the Picture

1. The teacher shows a picture: *"This person is tall and has curly hair."*
2. Students repeat chorally.
3. The teacher asks: *"Who is tall?" / "Who has long hair?"*
4. Students point or answer: *"This person is tall."*

Sentence Formation Practice

1. Teacher writes sentence starters on the board:
 - *"He/She is ____."*
 - *"He/She has ____ hair."*
2. Call out an adjective: *"curly"*
3. Students compete orally: *"She has curly hair."*

Optional: Students write sentences in notebooks.

“Guess Who?” Game

1. Teacher describes a person using physical adjectives:
 - *“I am short and young. I have long hair.”*
2. Students guess: *“You are a girl!”* / *“You are young!”*
3. Rotate students to describe and let classmates guess.

Matching Pictures and Adjectives

1. The teacher places pictures and words on the board.
2. Students match the adjective to the correct picture: *“This is tall.”* / *“This is curly hair.”*
3. Students read the sentence aloud: *“He is tall.”*

Pair Practice – Describe Your Partner

1. Students work in pairs.
2. Each student describes their partner using physical appearance adjectives:
 - *“You are tall and have short hair.”*
3. The partner confirms or corrects: *“Yes, I am tall.”*
4. The teacher circulates to assist and correct pronunciation.

Physical Appearance

- Present adjectives related to physical appearance using flashcards. Ss match image with adjective.
- Ss focus on hair descriptions.
- T dictates the correct description and they complete a worksheet drawing missing elements

“Describe the Chore”

1. The teacher shows a flashcard and says: *“This is washing the dishes.”*
2. Students repeat chorally.
3. The teacher asks: *“What is he/she doing?”*
4. Students answer: *“He/She is washing the dishes.”*

Sentence Formation Practice

1. Teacher writes sentence starters on the board:
 - *"I ___ every day."*
 - *"My brother/sister ___."*
2. Teacher calls out a chore: *"feed the pet"*
3. Students complete orally: *"I feed the pet every day."*
4. Optionally, students can write sentences in notebooks.

"Chore Sorting Race"

1. Divide the class into small teams.
2. Spread all flashcards on the floor or table.
3. Call out a chore: *"Wash the dishes!"*
4. One student from each team runs to pick the correct flashcard.
5. The first team to pick the correct card earns a point.

"Chore Story Chain"

1. The teacher starts a story: *"Every morning, I make the bed..."*
2. Each student adds a sentence about a chore: *"...and then I wash the dishes."*
3. Continue around the class until all students participate.

"Chore Bingo"

1. The teacher calls out a chore: *"Feed the pet!"*
2. Students cover the corresponding picture on their bingo card.
3. The first student to complete a row wins.

"Partner Interview"

1. Students work in pairs.
2. Ask: *"What chores do you do at home?"*
3. The partner responds: *"I make the bed and set the table."*

4. The teacher asks students to share one chore their partner does with the class.

“Chore Memory Game”

1. Place all cards face down.
2. Students take turns flipping two cards to find a matching pair (picture and word).
3. When a match is found, the student says the chore aloud: “*Wash the dishes!*”

Family Tree Puzzle

- *Students place family member cards on a tree diagram in correct positions and describe: “My mother is next to my father.”*

Compare Families Partner Talk

- *Students pair up and compare: “My mother is taller than your mother.” Introduces comparative adjectives.*

Family Role Play

- *Students act out simple routines of family members (feed pet, cook, play), then describe aloud: “He/She is washing the dishes.”*

Chore Story Chain

- *Class creates a chain story about a family's daily chores. Each student adds a sentence. Encourages speaking and sentence formation.*

[Worksheet Reference](#)

 [Third Grade_Unit2.pdf](#)

- Family and adjectives: pg. 16 - 18
- Family book: pg. 20
- Personality adjectives: 21 - 23

Suggested Session Distribution: Sessions 13 - 15

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

Achievement: Students reinforce vocabulary for family members and personality adjectives; practice writing full sentences using learned words during the unit. Students connect vocabulary to personal experience and develop independent thinking.

<p>Skill</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋️ Writing & Language Structure <input type="checkbox"/> 🗣️ Speaking
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes

- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Fill in the Blanks ▾

Letter Writing ▾

TPR ▾

Reading Comprehension ▾

Word Association ▾

- Activity Description:

Draw and Describe Your Family

1. Students draw their family members.
2. Below each family member, write one sentence using a personality adjective:
 - "My father is generous."
 - "My sister is cheerful."
3. The teacher monitors and provides support if needed.

Personality Matching Worksheet

1. Students match the family member with an appropriate adjective:
 - "Grandmother → kind"
 - "Brother → lazy"
2. Optionally, students write full sentences: "My grandmother is kind."

Fill in the Blanks

1. Students complete sentences using the correct family member or adjective:
 - "My ___ is very cheerful." → sister

- “My father is ____.” → *generous*
2. Encourage students to read sentences aloud after finishing.

Crossword Puzzle or Word Search

1. Students complete the puzzle individually.
2. The teacher can check answers afterward.

Personal Family Questionnaire

1. Students answer questions about their own family:
 - “Who is cheerful in your family?”
 - “Who is generous?”
2. Students write complete sentences: “My mother is generous.”

Mini Matching Cards

1. Students match the adjective card to the correct family member card.
2. Then, they write sentences: “My brother is lazy.”

Family Chores Worksheet

1. Students look at each picture and write a sentence:
 - “My mother washes the dishes.”
 - “My brother sets the table.”
2. Encourage them to use full sentences and correct spelling.

Chore Chart

1. Students mark or write which family member does which chore at their home.
 - Example:

Family Member	Do the Laundry	Make the Bed	Feed the Pet	Set the Table	Wash the Dishes
-----	-----	-----	-----	-----	Mother X X X

2. Then, students write sentences: *"My mother makes the bed and sets the table."*

Draw and Write

Students draw their family members doing chores.

1. Under each drawing, write a sentence:
 - *"My sister feeds the pet."*
 - *"My father washes the dishes."*

Chores Questionnaire

1. Students answer questions about their own family:
 - *"Who makes the bed at your home?"*
 - *"Who feeds the pet?"*
2. Students respond in complete sentences: *"My grandmother makes the bed."*

Family Clothesline Draft

- *Students draw their family members on cards or paper strips; write one sentence describing each person. Could include action, personality, or physical traits.*

Family Questionnaire Writing

- *Students answer: "Who is tall? Who is kind? Who feeds the pet?" Write full sentences.*

Chore Sequencing

- *Students cut and order chores of a family member, then write sentences: "My mother makes the bed and cooks breakfast."*

Family Adjective Match

- *Match adjective cards to drawn family members, then write complete sentences: "My sister is sociable."*

Worksheet Reference

 [Third Grade_Unit2.pdf](#)

- Chores: pg. 24
- Describing people: pg. 25
- Personal characteristics: pg. 27
- Family and clothes: pg. 28 - 31

Suggested Session Distribution: Sessions 16 - 18

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

Achievement: Students will be able to: Identify and recall vocabulary related to family members (father, mother, sister, brother, grandmother, grandfather, aunt, uncle, cousin, baby). Describe family members using personality adjectives (cheerful, generous, shy, sociable, kind, intelligent, lazy, patient, bossy, honest) and physical appearance adjectives (tall, short, thin, fat, young, old, long hair, short hair, curly hair, straight hair). Talk about chores at home performed by themselves or their family members (do the laundry, make the bed, feed the pet, set the table, wash the dishes). Demonstrate comprehension and retention through interactive speaking, writing, and matching activities. Students engage in interactive, fun activities to strengthen retention at the end of the lesson. Develop their Final Project.

Skill	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
Assessment	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)

- Checklists
- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Show and Tell ▾

Role Playing ▾

Presentation ▾

- Activity Description:

Who Am I?" Game

1. Teacher describes a family member using physical appearance:
 - *"I am tall and have curly hair. I am your mother."*
2. Students guess who it is.
3. Rotate turns: students describe a family member and classmates guess.

Family & Appearance Bingo

1. The teacher calls out a description: *"Grandfather – old and short."*
2. Students mark the corresponding picture on their bingo card.
3. The first student to complete a row wins.

Draw and Describe

1. Students draw a family member.
2. Under the drawing, write 1–2 sentences describing physical appearance:

- *"My brother is tall and has short hair."*
 - *"My grandmother is old and kind."*
3. Volunteers can show their drawing and read the sentences aloud.

Exit Ticket: Complete the Sentence

- Write starters on the board; students complete one or two:
- My family is _____.
- I can _____.
- I help at home when I _____.

2 Things I Learned

- Instruction: "Write two sentences about what you learned today."
- Example:
 - I learned the word honest.
 - I can say sister and brother.

Quick Oral Quiz

1. Teacher asks rapid-fire questions:
- *"Who is tall in your family?"*
 - *"Who has curly hair?"*
 - *"Describe your uncle."*
2. Students answer quickly in complete sentences:
- *"My father is tall."*
 - *"My cousin has curly hair."*

"Adjective Ball Toss"

1. Students stand in a circle.
2. The teacher says: *"My mother is ___"* and tosses the ball to a student.
3. The student fills in the blank with a personal adjective: *"My mother is generous!"* and tosses the ball to another student.

“Mix & Match Story”

1. The teacher writes a story starter: “*My family is very special. My father is ___, my sister is ___, and my grandmother is ___.*”
2. Students fill in the blanks with adjectives of their choice.
3. Volunteers read their sentences aloud.

“Family Adjective Pairs”

1. Students draw one family member card and one adjective card.
2. Write a sentence combining the two: “*My uncle is bossy.*”
3. Volunteers share their sentences with the class.

“Adjective Hot Seat”

1. One student sits in the “hot seat.”
2. Teachers or classmates ask: “*Describe your mother using one adjective.*”
3. Student answers: “*My mother is kind.*”
4. Rotate students so everyone gets a turn.

-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.

Family Clothesline Assembly

- Students attach family member cards to a string in the classroom, add a sentence about each member: “My father is generous. He washes the car.”

Gallery Walk Presentation

- Students walk around and read classmates' clotheslines, ask questions: "Who is tall? Who plays soccer?"

Family Hot Seat

- One student sits; classmates ask questions: "Who is your sister? What does she do?" Student answers using full sentences.

Project Reflection Writing

- Students write 2–3 sentences about what they learned from the project: "I learned my uncle is brave. I can describe my family in English."

Project Presentation Day: 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.

[Worksheet Reference](#)

 [Third Grade_Unit2.pdf](#)

- Project "Family Clotheslines": pg. 26