



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

<b>GRADE</b>	3rd Grade Elementary ▾
<b>PERIOD</b>	2nd Period ▾
<b>UNIT</b>	3 ▾
<b>TERM</b>	January 12th - February 27th
<b>TOTAL OF SESSIONS</b>	7 weeks
<b>LEARNING OBJECTIVE</b>	Students will be able to identify and describe different types of food, use frequency adverbs to talk about eating habits, distinguish between healthy and unhealthy behaviors, design a simple balanced diet, and correctly use "there is/there are" with "some/any" to describe the contents of meals, plates, or food spaces.

<b>NEM</b>	<b>Project</b>	Tell Me What You Eat and I Will Tell You Who You Are! (pg. 30-37) The Legend of Enchiladas Potosinas (pg. 38-41)
	<b>Product</b>	Create a poster of a survey of healthy habits.
	<b>Content</b>	Information and relevant data for the community ▾ Oral and written texts in English ▾ Graphic, playful, and aesthetic elements and resources in English ▾
	<b>LDP (Learning Development Process)</b>	Asks questions to obtain personal information. ▾ Participates in designing a survey to gather personal information. ▾ Represents survey results through graphs to obtain personal information. ▾ Listens to and takes part in reading short stories and other types of texts. ▾ Recognizes letters of the alphabet and plays crossword puzzles, word searches, and other board games. ▾
	<b>Articulating Axes</b>	Critical interculturality ▾ Cultural appropriation through reading and writing ▾

CEFR SKILLS	Listening	<ul style="list-style-type: none"> <li>● <b>A1:</b> Ss can listen to a simple recipe or directions and follow it.</li> <li>● <b>A1:</b> Ss can follow directions if people talk very clearly.</li> <li>● <b>A1:</b> Identify key words related to food and habits in short recordings, stories, or recipes.</li> <li>● <b>A1:</b> Recognize specific information from a survey (frequency adverbs: always, sometimes, never) when someone reports results orally.</li> </ul>
	Reading	<ul style="list-style-type: none"> <li>● <b>A1:</b> The Ss can follow a recipe with countable and uncountable nouns.</li> <li>● <b>A1:</b> Ss can understand clear instructions.</li> <li>● <b>A1:</b> Identify and classify words (food nouns, verbs, frequency adverbs) in short texts, charts, or recipes.</li> <li>● <b>A1:</b> Read and locate specific information in a short text.</li> <li>● <b>A1:</b> Interpret simple graphs or tables from the class survey.</li> </ul>
	Writing	<ul style="list-style-type: none"> <li>● <b>A1:</b> Ss can write messages asking for amounts and quantities.</li> <li>● <b>A1:</b> Write short survey questions using target structures.</li> <li>● <b>A1:</b> Write simple sentences using adverbs of frequency.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>● <b>A1:</b> Ss can describe a simple recipe to others.</li> <li>● <b>A1:</b> Ask and answer simple questions using adverbs of frequency</li> <li>● <b>A1:</b> Express personal preferences using basic verbs and "some/any".</li> <li>● <b>A1:</b> Participate in designing and conducting a survey, using structured questions.</li> </ul>
	Grammar & Language Structure	<ul style="list-style-type: none"> <li>● Structure: Adverbs of Frequency (always, sometimes, never)</li> <li>● Use adverbs to ask and answer questions.</li> <li>● Use adverbs of frequency to describe how often a person does a specific activity.</li> <li>● E.g. How often do you eat fruit? I always ... I sometimes ..., I never ...</li> <li>● Indefinite quantity: Use of some and any (affirmative and negative)</li> <li>● E.g. There is some cheese on the plate, there isn't any salad.</li> <li>● Use of there is and there are.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>● Food &amp; Drinks: eggs, apple, juice, vegetables, tomato, carrots, chicken, onion, banana, milk, meat, potatoes, lettuce, cereal, sweet, salty, drink, bread.</li> <li>● Healthy / Unhealthy habits: do exercise, drink soda, eat healthy snacks, go to bed early, eat candy, go to bed late, drink water, eat fruit, wash your hands, watch a lot of T.V.</li> <li>● Ensaladas Potosinas: cheese, tortillas, cream, avocado, rice, water, salad, chocolate, meat, tomato sauce, peppers, beans.</li> <li>● Numbers: 60, 70, 80, 90, 100.</li> <li>● Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.</li> <li>● Alphabet: A - Z.</li> <li>● Months of the year: January, February, March, April, May, June, July, August, September, October, November, December.</li> </ul>

## 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:** To activate students' prior knowledge of food vocabulary, frequency adverbs, healthy and unhealthy habits, basic diet concepts, and the use of "there is/there are" with "some/any" through short, engaging activities that prepare them to understand and participate in the main lesson.

<b>Skill</b>	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
<b>Resources</b>	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
<b>Classroom Interactive Patterns</b>	<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:

TPR ▾ Flashcards ▾ Choral Drill ▾ Interview ▾ Bingo ▾ KWL Chart ▾ Prompts ▾ Word Association ▾

- Activity Description:

→ **Routines and Supplementary Vocabulary**

### Weather Flash Gesture

- Show quick flashcards (sunny, cloudy, rainy, windy, cold, hot). Students make a gesture for each one (e.g., sunny = big circle with arms, rainy = wiggle fingers down). Do it fast to energize them!

### “Today’s Weather Report”

- Choose 3 students. Each one says one sentence: “Today is \_\_\_\_\_.” (sunny/rainy...) “It feels \_\_\_\_\_.” (hot/cold/windy) “I like/don’t like this weather.”

### Days of the Week Shuffle

- Write the 7 days on the board in random order. Students race to say the correct sequence aloud.

### What Day Is Missing?

- Show cards with the days in order. Remove one card secretly. Students guess: “The missing day is \_\_\_\_\_!”

### Day of the Week Chant

- Use a rhythm: “Monday, Tuesday—clap, clap!” “Wednesday, Thursday—clap, clap!” “Friday, Saturday, Sunday—yeah!”

### **Alphabet Quick Draw**

- Say a letter (A–Z). Students quickly draw something that starts with that letter (apple, ball, cat).

### **Alphabet Relay**

- Divide class in two groups. The teacher says a letter. First student from each team must say: A word that starts with the letter or its sound 1 point per correct answer.
- *Variation:* A student of each team has to write in the board a word that starts with the letter or its sound 1 point per correct answer.

### **Missing Letter Song**

- The teacher sings the alphabet song but stops at one letter. Students shout the missing letter.

### **Month Line-Up**

- Give students 1 month's card each. They must arrange themselves in order without speaking—only gestures.
- *Variation:* Add music, when the music stops students must have the arrangement correctly.

### **The Month Riddle**

The teacher gives clues such as: “It is cold.” “It is Valentine’s Day.” Students answer: “February!”

### **“Which Month Is Your Birthday?” Quick Question”**

- Rapid-fire interview: Teacher asks 5–7 students: “When is your birthday?” → “My birthday is in \_\_\_\_\_.”

### **Morning Calendar Routine**

Students answer quick questions: “What day is today?” “What month is it?” “What’s the weather like?” “What letter does \_\_\_\_\_ start with?”

### **“What Number Comes Next?”**

The teacher says: “20...” Students say: “30!” Teacher continues increasing difficulty: “45...” → “55!” “70...” → “80!” “99...” → “100!”

### **Quick Flash Number Cards**

The teacher shows a card quickly (1 second). Students shout the number: “60!” “80!” “25!” To make it harder: show 2 cards →

students add them.

### **Number Match on the Board**

Write number words and digits mixed on the board: forty – 70 – sixty – 90 – 30 – fifty. Students come up, match pairs: forty → 40 fifty → 50 70 → seventy

### **Number Ball Toss**

- Throw a soft ball to a student and say a number: Teacher: "40!" Student: "50!" (next number) → toss to another.
- *Variation:* Say the previous number: Teacher: "90!" Student: "80!"

→ **The Legend of Enchiladas Potosinas (pg. 38-41)**

### **Projects and Readings**

Introduction "What we know" pg 30 31. Teachers may complement with a KWL chart.

### **Food Flashcard Shout**

Show a food flashcard quickly. Students shout the name: "Apple!" "Pizza!" "Carrots!" Make it faster each round.

### **I Spy: Food Version**

The teacher says: "I spy something red that you can eat." Students guess: "Apple!" "Strawberry!"

### **Hot Potato Food Question**

- Pass a soft ball with music. When music stops, the student holding the ball answers: "My favorite food is \_\_\_\_." Short and fun.
- *Variation:* Students may describe a specific food, Teacher shows a flashcard and students should name the image.

### **Food Bingo Warm-Up**

Give students mini bingo cards with 9 foods. The teacher says food names. First to get 3 in a row shouts "Food Bingo!"

### **"How Often Do You Eat...?" Quick Questions**

The teacher asks fast questions: "How often do you eat apples?" Students answer using the three options: "I always eat apples." "I sometimes eat apples." "I never eat apples." Use 5–6 foods.

### **Food Sorting: Always, Sometimes, Never**

Put three labels on the board: **ALWAYS, SOMETIMES, NEVER**. Show food flashcards (pizza, salad, milk, candy, fish). Students quickly say the category: "Pizza — sometimes!" "Candy — never!" "Fruit — always!" Fast and engaging.

### **Mystery Student**

The teacher secretly chooses a student and describes: "This student always eats fruit." "This student sometimes eats pizza." "This student never eats fish." Class guesses: "Is it... Ana?" (Use simple, imaginary habits—not personal health details.)

### **"Would You Like...?" Frequency Warm-Up**

The teacher says a food and students answer with a frequency word: Teacher: "Ice cream!" Students: "I sometimes eat ice cream!" Teacher: "Vegetables!" Students: "I always eat vegetables!" Make it fast-paced.

### **Frequency Line**

Draw a horizontal line with three points: Always – Sometimes – Never. Say a sentence: "I eat bananas." Students move their fingers or pencil to the right spot.

### **Mini Interview**

Pairs ask each other 3 quick questions: "Do you eat rice?" "Do you eat eggs?" "Do you eat cookies?". Answers must use: "I always..." "I sometimes..." "I never..." Share one answer with the class.

### **Healthy or Unhealthy? (Quick Showdown)**

Teacher says a habit. Students respond with: 👍 = Healthy 👎 = Unhealthy Examples: "Drink water!" → 👍 "Eat candy!" → 👎 "Do exercise!" → 👍 "Go to bed late!" → 👎 "Eat vegetables!" → 👍 "Watch too much TV!" → 👎 Fast and engaging.

### **Quick Questions**

The teacher asks rapid questions: Students answer "Yes" or "No." Examples: "Do you drink water every day?" "Do you eat candy every day?" "Do you go to bed early?" "Do you watch too much TV?" "Do you eat fruit?" Good for listening practice.

### **Mystery Habit**

The teacher gives 2 clues: "It is good for your body." "You do it at night." Students guess: "Go to bed early!" Another example: "It is bad for your teeth." "It is sweet." → "Eat candy!"

### Act It if It's Healthy

Teacher says a habit. If it's healthy, students act it out. If it's unhealthy, they freeze like a statue. Examples: "Do exercise!" → Students run in place. "Go to bed late!" → Freeze. "Eat vegetables!" → Pretend to eat veggies. "Watch too much TV!" → Freeze.

### True or False?

The teacher says a sentence. Students show: ✓ (true) ✗ (false) Examples: "Drink soda is healthy." → False "Eat fruit is healthy." → True, "Eat junk food is healthy." → False "Go to bed early is healthy." → True.

### Build a Plate (Quick Choice)

- Teacher draws 3 empty spaces on the board: 🍎 Fruit | 🥦 Vegetable | 🍞 Grain. The teacher says a food, and students point to where it belongs: "Apple!" → Fruit "Carrots!" → Vegetable "Bread!" → Grain. Great to start thinking about balanced meals.
- *Variation: Students pass to the board and write or draw a food of each category. / Teacher uses flashcards or images for students to classify on the board.*

### Healthy Meal or Not?

The teacher says a combination of foods. Students respond: 👍 = Good for a healthy diet 👎 = Not healthy. Examples: "Chicken, rice, broccoli." → 👍 "Candy, soda, chips." → 👎 "Fruit, water, vegetables." → 👍

### Mystery Meal

The teacher gives clues about a meal. Students guess what foods are included. Example: "My meal has something green." "My meal has fruit." "My meal has water." Students: "Salad, apple, and water!"

### My Perfect Plate – Quick Sharing

Two or three students answer: "On my plate, I put \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_." Encourage them to choose one fruit, one vegetable, and one protein/grain.

### Yes or No: Diet Edition

The teacher says short statements. Students say "Yes!" or "No!" Examples: "A healthy diet has vegetables." → Yes "A diet has only candy." → No "A healthy diet includes water." → Yes "A diet has only one type of food." → No

### Yes or No? Guessing Game

The teacher says a sentence. Students say YES or NO. Examples: "There is some cheese." "There are any cookies." (incorrect →

students yell NO!) "There aren't any vegetables." "There are some oranges." Fun and corrective.

### **Hidden Cards – What's Inside?**

Place 6–8 food cards face down. Students ask: "Is there any pizza?" The teacher turns the card: "Yes, there is!" or "No, there isn't." Variation: Students say their own sentences after the reveal.

### **Classroom Food Hunt**

The teacher pretends the classroom has food. Say: "There is some fruit in the room." Students look around and imagine it. Then they create their own: "There are some cookies on the desk." "There isn't any milk here." Silly but students love it.

### **Correct or Incorrect?**

The teacher writes on the board: There is any juice. There are some bananas. There aren't any hot dogs. There is some apple. Students shout: "Correct!" "Incorrect!" Then they fix the wrong sentences.

### **Quick Draw: Some or Any?**

Students draw the food the teacher says but must decide some or any. Examples: "Draw some apples." "Draw: there isn't any pizza." "Draw some sandwiches." They show their drawings and say the sentence.

### [Worksheet Reference](#)

 [Third Grade\\_UNIT3.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 3
- Alphabet: pg. 5
- Months: pg. 6
- Numbers: pg. 7

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

**Achievement:** Introduce and model key vocabulary and structures related to food, frequency adverbs, healthy and unhealthy habits, and simple diet design, while demonstrating the correct use of “there is/there are” with “some/any” through visuals, examples, and guided explanations so students understand how to describe foods, habits, and meal contents effectively.

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<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 📚 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input checked="" type="checkbox"/> 📄 Worksheet</li> <li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)</li> <li><input 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>
<p><b>Classroom Interactive Patterns</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input checked="" type="checkbox"/> 👤 Individual work</li> </ul>
<p><b>Assessment</b></p>	<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> </ul>

Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Word Association ▾

TPR ▾

Manipulatives Material ▾

Pictionary ▾

Read-Aloud ▾

Reading Comprehension ▾

Pictionary ▾

- Activity Description:

→ [Tell Me What You Eat and I Will Tell You Who You Are! \(pg. 30-37\)](#)

#### Projects and Readings

Adverbs of frequency grammar practice pg. 32 and 33.

#### Teacher Story With Pictures

The teacher shows 4–6 food pictures and tells a simple story: example: “I always eat apples.” (show apple picture) “I sometimes eat pizza.” (show pizza picture) “I never drink soda.” (show soda picture) “I always drink water.” (hold up water bottle) Students repeat or watch carefully.

#### Frequency Line on the Board

Draw a line with three points: ALWAYS — SOMETIMES — NEVER. The teacher places food pictures on the line while explaining: “I put fruit here because I always eat fruit.” “I put ice cream here because I sometimes eat ice cream.” “I put candy here because I never eat candy.” Students watch and listen.

#### Big Food Bag Reveal

The teacher has a bag with food flashcards (hidden). The teacher pulls out one card and makes a sentence: “This is bread. I always eat bread.” “This is candy. I never eat candy.” “This is juice. I sometimes drink juice.” The teacher models pronunciation and meaning.

- *Variation: Teacher may use plastic objects, or real food.*

#### Frequency Movements (Teacher Models)

TPR: The teacher demonstrates 3 movements: ALWAYS → big circle with arms SOMETIMES → small circle NEVER → crossing arms Then

teacher models sentences with movements: "I always eat fruit." (big circle) "I sometimes drink juice." (small circle) "I never eat junk food." (arms crossed) Students copy later.

### **Wrong vs. Right Sentences**

The teacher writes pairs of sentences on the board. Example:

✗ "I always eat candy."

✓ "I always eat fruit."

✗ "I never drink water."

✓ "I always drink water."

The teacher models mistakes and correct versions for clear understanding.

### **Teacher Picture Grid**

The teacher shows a 3x3 grid with food pictures. The teacher points and says a sentence for each: "I always eat bananas." "I sometimes eat pizza." "I never drink soda." "I sometimes eat cake." "I always eat rice." This builds repetition with visuals.

- *Variation: Students create a pictiionary.*

### **Listen and Point (Teacher Demonstration)**

The teacher puts food flashcards on the board. The teacher models sentences; students only point, not produce. "I always eat vegetables." → students point to vegetables "I never drink soda." → students point to soda "I sometimes eat ice cream." → students point to ice cream. This helps comprehension before speaking.

### **Teacher's Habit Show-and-Tell**

The teacher holds up pictures (or mimics actions) and models sentences: "This is drinking water. It is a healthy habit." "This is eating candy. It is an unhealthy habit." "This is doing exercise. It is healthy." "This is watching too much TV. It is unhealthy." The teacher repeats and exaggerates actions so students clearly see the meaning.

### **Healthy vs. Unhealthy Chart (Visual Model)**

Draw 2 big columns on the board: Healthy Habits | Unhealthy Habits. The teacher places pictures one by one in the correct column while explaining: "Drink water goes here. It is healthy." "Eat junk food here. It is unhealthy." "Go to bed early is healthy." "Go to bed late is unhealthy." Students watch and listen.

- Add a reflection: "Why is it healthy?", "Why isn't it healthy?" Open discussion.

### Big Actions Modeling

The teacher acts out each habit dramatically: Pretend to sleep at 9 p.m. → "Go to bed early. Healthy!" Pretend to sleep at midnight → "This is to go to bed late. Unhealthy." Pretend to run → "Do exercise. Healthy!" Pretend to eat chips → "Eat junk food. Unhealthy." Students only watch at this stage (presentation).

### Picture Guess (Teacher Models)

The teacher hides half of a picture and says: "This habit is healthy. What is it?" Then reveals: "Drink water!" Then an unhealthy one: "This habit is unhealthy..." Reveals: "Eat candy!" The teacher controls all the talking.

### Teacher's 3-Day Habit Chart

Teacher shows a simple chart:

Habit	Mon	Tue	Wed
Drink water	✓	✓	✓
Eat candy	✗	✓	✗
Do exercise	✓	✓	✓
Watch too much TV	✗	✗	✓

The teacher explains: "I drink water every day. Healthy." "On Tuesday, I ate candy. Unhealthy." "On Wednesday, I watched too much TV. Unhealthy." Clearly models vocabulary and meaning.

- *Variation: Encourage students to analyze their routines, so later on they can create their own habits charts.*

### Teacher Opinion Model

The teacher gives personal examples: "I think drinking water is healthy." "I think eating candy is unhealthy." "I think going to bed early is healthy." "I think watching too much TV is unhealthy." Helps students understand usage for later speaking.

### "What's on My Plate?" Presentation

The teacher shows a large plate divided into sections (fruits, vegetables, grains, protein, dairy). Teacher models: "On my plate, there are apples." "There is some rice." "There are vegetables in my diet." Students repeat and identify items.

### **"Healthy Day, Unhealthy Day" Slides**

Teacher shows two images or drawings:

#### **Picture A: Healthy Day**

- Breakfast: fruit + cereal
- Lunch: chicken + vegetables
- Snacks: yogurt
- Drink: water

#### **Picture B: Unhealthy Day**

- Breakfast: soda
- Lunch: fries + hamburger
- Snacks: candy
- Drink: soda

The teacher asks: "Which day is healthy?" "Why?" "What foods do you see?" Students respond with single words or short phrases. Encourage open discussion and reflection. What could be possible consequences of both scenarios.

### **"Diet of a Superhero / Diet of a Monster"**

Teacher presents two characters:

#### **Superhero Samantha**

- "She eats fruit."
- "She drinks water."
- "She eats vegetables."

#### **Monster Max**

- "He eats candy."
- "He drinks soda."
- "He eats junk food."

Students decide: "Healthy or unhealthy?" This introduces the idea of designing a diet.

### **"What Foods Do We Need?" Sorting Activity (Teacher Leads)**

Teacher shows food pictures and places them on two sides:

#### **Healthy**

 Carrots

 Apples

 Water

 Fish

#### **Unhealthy**

 Donuts

 Fries

 Candy

 Soda

The teacher asks: "Where does this go?" "Healthy or unhealthy?" Students say: "Healthy!" "Unhealthy!"

### **"Build My Diet" Live Demonstration**

The teacher draws a plate and asks students to help fill it. Teacher: "What should I eat for breakfast?" "Fruit or candy?" Students respond: "Fruit!" The teacher draws an apple. Repeat for lunch and dinner. This model designs a balanced diet.

→ [The Legend of Enchiladas Potosinas \(pg. 38-41\)](#)

### **Projects and Readings**

Read "The Legend of the Enchiladas Potosinas" pg. 38 and 39.

### **"What's in My Fridge?" Presentation**

The teacher shows a picture or drawing of a fridge. Example items: apples, milk, eggs, cheese, tomatoes, juice. Teacher models: "There is some milk." "There are some apples." "There aren't any eggs." "There isn't any juice." Students repeat after the teacher.

### **“Kitchen Table Show & Tell”**

The teacher draws or shows a picture of a table with food on it. Teacher models: “On the table, there is some bread.” “On the table, there are some bananas.” “There aren’t any oranges.” Students say yes or no to check comprehension.

### **“Teacher’s Shopping List”**

The teacher draws a shopping list on the board. Example:

#### **Shopping List**

- apples
- rice
- chicken
- milk
- lemons

Teacher models: “There are some apples on my list.” “There is some milk.” “There aren’t any lemons on my list.” (Then adds lemons and says:) “Now there are some lemons.” Students repeat.

### **“True or False: Kitchen Edition”**

The teacher shows a picture of a kitchen. The teacher says: “There is some cheese.” “There are some bananas.” “There isn’t any water.” “There aren’t any grapes.” Students respond: “True!” or “False!”

### **“Let’s Set the Table” (Teacher models placement)**

The teacher draws a table and adds items one by one. Teacher: “Look! There is some juice on the table.” “Now, there are some grapes.” “There aren’t any vegetables.” Students repeat each sentence.

### [Worksheet Reference](#)

 [Third Grade\\_UNIT3.pdf](#)

- Food Vocabulary pg. 8 - 9
- Frequency Adverbs pg. 10
- Habits pg. 13

- Ingredients pg. 19

### **Suggested Session Distribution: Sessions 9-14**

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

**Achievement:** To support students as they practice using food vocabulary, frequency adverbs, healthy and unhealthy habits, and simple diet planning while applying the structures “there is/there are” with “some/any” through teacher-led activities that allow them to produce sentences, identify examples, and complete tasks with guidance and feedback.

<b>Skill</b>	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
<b>Resources</b>	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎲 Didactic Games
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- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Instructional Strategy / Activity Suggestions

- Instructional Strategy:

[Role Playing](#) ▾ [Mini Conversations](#) ▾ [Fill in the Blanks](#) ▾ [TPR](#) ▾ [Read-Aloud](#) ▾ [Reading Comprehension](#) ▾ [Prompts](#) ▾  
[Word Association](#) ▾ [TPR](#) ▾

- Activity Description:

→ [Tell Me What You Eat and I Will Tell You Who You Are! \(pg. 30-37\)](#)

#### Projects and Readings

Review healthy habits, answering the exercises on pg. 34.

#### “Complete the Sentence” (Teacher Models + Students Answer)

The teacher writes sentences on the board with blanks. Students complete orally or in notebooks. Examples: 1. I \_\_\_\_\_ eat fruit. (always / sometimes / never) 2. I \_\_\_\_\_ drink soda. 3. I \_\_\_\_\_ eat vegetables. 4. I \_\_\_\_\_ eat candy. 5. I \_\_\_\_\_ drink water. Teacher guides: “Think... healthy or unhealthy?” “Repeat after me.”

#### “Choose the Correct Option”

The teacher reads a sentence with three options. Students choose the correct frequency adverb. Example: Teacher: “I \_\_\_\_\_ eat pizza. (always / sometimes / never)” Students: “Sometimes!” Teacher guides pronunciation and understanding.

#### “Repeat and Point”

Teacher shows pictures of food:

 Carrot

 Candy

 Apple

 Soda

 Pizza

The teacher says: "I always eat apples." "I never drink soda." Students point to the picture and repeat. Then teacher changes the sentence: "I sometimes eat pizza." Students react and repeat.

### **"Teacher Asks, Students Answer" (Guided Q&A)**

The teacher asks: "How often do you eat vegetables?" Students choose one: "I always eat vegetables." "How often do you drink water?" Students: "I sometimes drink water." The teacher helps correct or support as needed.

- *Variation: Use the wheel of names: <https://wheelofnames.com/>, students will spin the wheel and select a vocabulary word. They express how often they eat that food and if it's healthy or not. (Teachers prepare the wheel of name previously with the suggested vocabulary)*

### **"Mini Conversations With Support"**

Teacher models: A: "How often do you eat fruit?" B: "I always eat fruit." Students practice in pairs using a food list given by the teacher. The teacher monitors and helps.

### **"Complete the Sentence" (Teacher Models)**

The teacher writes sentences on the board with blanks. Students fill in with a habit from a word bank. Word Bank:

go to bed early – eat candy – drink water – eat vegetables – watch too much TV – eat fruit – drink soda – do exercise Sentences: 1. I \_\_\_\_\_ every morning. (healthy) 2. I \_\_\_\_\_ at night. (unhealthy) 3. I \_\_\_\_\_ when I am thirsty. 4. I \_\_\_\_\_ when I want energy. 5. I \_\_\_\_\_ after school. The teacher reads each and guides students' responses.

### **"Healthy or Unhealthy?" Sorting Practice**

The teacher places habit cards on the board. Students decide with the teacher: "Healthy!" "Unhealthy!" Teacher circles items in two columns:

#### **Healthy**

- ✓ drink water
- ✓ eat fruit
- ✓ go to bed early
- ✓ do exercise

✓ eat vegetables

### Unhealthy

- ✗ eat candy
- ✗ drink soda
- ✗ watch too much TV
- ✗ go to bed late
- ✗ eat junk food

- Students repeat after the teacher.
- Students can do the same activity on their notebooks.

### “Yes or No Habit Check”

The teacher reads a sentence. Students respond Yes or No, and then repeat the correct form. Examples: “I go to bed early.” Students: “Yes!” / “No!” “I drink soda every day.” Students: “No! It’s unhealthy!” “I eat vegetables.” Students: “Yes!” The teacher supports pronunciation and meaning.

- *Variation: In a green square of paper write yes, in a red square of paper write no. When they answer a question raise up the correct paper.*

### “Which One Is Healthy?” (Guided Choice)

Teacher shows two pictures: Example: 🥬 eat vegetables 🍬 eat candy Teacher asks: “Which habit is healthy?” Students answer: “Eat vegetables!” Teacher repeats: “Good! Eating vegetables is healthy.”

### “Fix the Sentence” (Teacher Models)

The teacher writes incorrect sentences. Examples: “Eating candy is healthy.” “Going to bed late is good.” “Drinking water is unhealthy.” Students correct with teacher help: “No! Eating candy is unhealthy.” “Going to bed late is unhealthy.” “Drinking water is healthy.”

### “Complete the Meal Chart” (Teacher Models)

Teacher draws a simple chart on the board:

Meal	Food
------	------

Breakfast	_____
Lunch	_____
Dinner	_____

The teacher gives a word bank: Word Bank: apple – eggs – chicken – salad – soup – sandwich – rice – milk – water – vegetables – cereal. Students fill in with teacher support. Teacher models: “For breakfast, we can write *cereal*.” Students repeat.

### “Healthy or Unhealthy Diet?” (Teacher Leads)

Teacher shows two example diets:

Diet A Breakfast: cereal + milk. Lunch: chicken + vegetables. Dinner: soup + fruit. Diet B Breakfast: soda + candy. Lunch: pizza + fries. Dinner: hamburger + soda. The teacher asks: “Which one is healthy?” Students respond: “Diet A!” The teacher guides them to say: “Diet A is healthy. Diet B is unhealthy.”

### “Build a Diet Together”

The teacher draws a plate on the board and asks: “What should we add for breakfast?” Students choose: “Fruit!” “Milk!” The teacher writes/draws it. Repeat for lunch and dinner: “What should we eat for lunch?” “What should we drink?” The teacher supports vocabulary.

### “Choose the Best Option”

The teacher writes sentences with two choices.

Example:

1. For breakfast, we eat \_\_\_\_\_.
  - a) fruit
  - b) candy
2. For lunch, we drink \_\_\_\_\_.
  - a) soda
  - b) water
3. For dinner, we eat \_\_\_\_\_.

- a) vegetables
- b) chips

Students choose the healthy option with teacher help.

### **“My Plate — Teacher Says, Students Add”**

The teacher draws a blank plate and calls out categories (Listening activity): “Add a fruit.” Students draw or say: “Apple!” “Add a vegetable.” Students: “Carrots!” “Add a drink.” Students: “Water!” The teacher completes the plate on the board too.

### **“Teacher Says, Students Repeat (Full Sentences)”**

Teacher models: “For breakfast, I eat fruit.” “For lunch, I eat chicken.” “For dinner, I eat vegetables.” Students repeat and then help create new sentences: “For breakfast, we eat \_\_\_\_.” The teacher guides them to answer correctly.

→ **The Legend of Enchiladas Potosinas (pg. 38-41)**

### **Projects and Reading**

Review the vocabulary of the ingredients of “Enghiladas Potosinas” pg. 40.

### **“Complete the Sentence” (Teacher Models)**

The teacher writes sentences with blanks on the board. Students complete the sentences orally or in notebooks. Examples: In the fridge, there is \_\_\_\_\_. In the fridge, there are \_\_\_\_\_. There isn't any \_\_\_\_\_. There aren't any \_\_\_\_\_. On the table, there are some \_\_\_\_\_. The teacher guides students to choose correct vocabulary: apples, milk, eggs, juice, rice, bananas, cheese.

### **“Circle the Correct Option”**

Teacher writes the sentences:

1. There is / There are some milk.
2. There is / There are some apples.
3. There isn't / There aren't any eggs.
4. There is / There are some juice.
5. There isn't / There aren't any bananas.

Students choose the correct option with teacher support. The teacher reviews answers together.

### **“True or False” (Teacher Shows a Picture)**

The teacher shows a picture of a fridge or table. The teacher says: “There is some milk.” “There are some grapes.” “There aren’t any apples.” “There is some cheese.” Students answer: “True!” or “False!” The teacher corrects and repeats the correct sentence.

### **“Teacher Says, Students Point”**

The teacher shows food pictures. The teacher says: “There are some apples.” Students point to apples. The teacher says: “There isn’t any juice.” Students point or signal “no juice.” The teacher corrects and repeats.

### **“Yes or No Questions”**

The teacher asks: “Is there any milk?” Students: “Yes, there is!” / “No, there isn’t!” “Are there any bananas?” Students: “Yes, there are!” / “No, there aren’t!” The teacher supports pronunciation and correct form.

### **“Fix the Sentence” (Guided Correction)**

Teacher writes incorrect sentences: 1. There is some apples. 2. There are some milk. 3. There isn’t any bananas. 4. There are any eggs. Students correct with help: Correct: 1. There are some apples. 2. There is some milk. 3. There aren’t any bananas. 4. There aren’t any eggs. The teacher repeats correct forms with class.

### [Worksheet Reference](#)

 [Third Grade\\_UNIT3.pdf](#)

- Frequency Adverbs pg.11
- Habits pg. 14
- Ingredients pg. 21
- Some/any pg. 23

## **Suggested Session Distribution: Sessions 15-18**

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

**Achievement:** To allow students to create their own sentences, descriptions, and simple diet plans using food vocabulary, frequency adverbs, healthy and unhealthy habits, and the structures “there is/there are” with “some/any,” showing that they can use these concepts on their own to express ideas accurately and meaningfully.

<p><b>Skill</b></p>	<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>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 📚 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input checked="" type="checkbox"/> 📄 Worksheet</li> <li><input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)</li> <li><input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input type="checkbox"/> 🖍️ Realia</li> <li><input type="checkbox"/> 🎲 Didactic Games</li> </ul>
<p><b>Classroom Interactive Patterns</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input checked="" type="checkbox"/> 👤 Individual work</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input checked="" 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><b>Instructional Strategy / Activity Suggestions</b></p>	
<ul style="list-style-type: none"> <li>• Instructional Strategy:</li> </ul>	

Fill in the Blanks ▾ Prompts ▾ Interview ▾

- Activity Description:

→ [Tell Me What You Eat and I Will Tell You Who You Are! \(pg. 30-37\)](#)

### Projects and Readings

Start creating your survey pg-.35 and 36.

#### “Write the Sentence” – Food + Frequency

Students complete the sentences with always, sometimes, never. I \_\_\_\_\_ eat fruit. I \_\_\_\_\_ drink soda. I \_\_\_\_\_ eat vegetables. I \_\_\_\_\_ eat candy. I \_\_\_\_\_ drink water. I \_\_\_\_\_ eat pizza. The teacher provides a word bank: always, sometimes, never.

#### “Draw and Write Your Food Habits”

Students draw 3 foods they eat and write a sentence for each: Example: 🍎 “I always eat apples.” 🍕 “I sometimes eat pizza.” 🍬 “I never eat candy.”

#### “Match and Write”

Students match pictures to sentences, then rewrite the correct sentence. Pictures: 🍎 fruit 🍬 candy 🥦 vegetables 🥤 soda  
Sentences: A. I always eat vegetables. B. I sometimes drink soda. C. I never eat candy. D. I always eat fruit. Students match → then write 3 complete sentences.

#### “Mini Survey (Independent)”

Students answer 5 personal questions: How often do you eat fruit? How often do you eat vegetables? How often do you eat candy? How often do you drink water? How often do you drink soda? They respond with complete sentences: “I always eat fruit.” “I sometimes eat candy.” “I never drink soda.”

#### “Choose the Best Sentence”

Students circle the sentence that makes sense. Example: I always eat candy. / I never eat candy. I always drink water. / I never drink water. I sometimes eat vegetables. / I never eat vegetables. I sometimes drink soda. / I always drink soda.

#### Create Your Own “Health Choices” Poster

Fold a sheet of paper in half (like a book). On the left side, write the title: Healthy Habits. On the right side, write the title: Unhealthy

Habits. Below each side, draw or paste pictures of different habits. You must choose at least 4 habits for each side. Label each picture with the habit in simple English. Examples: *drink water, eat vegetables, brush teeth, eat too much candy, stay up late, not wash hands.* At the bottom of the paper, write one healthy habit you do every day.

### **Create Your Own Diet Plan Chart**

Take a sheet of paper and divide it into three sections: Breakfast, Lunch, Dinner. In each section, draw at least 3 foods you want to include in your diet. Label each food using simple English. Example: *milk, eggs, salad, chicken, rice, apples.* Make sure your diet includes: 1 fruit, 1 vegetable, 1 protein (chicken, eggs, beans, fish) 1 drink (water, milk) At the bottom of the sheet, write one sentence: "My diet is healthy because \_\_\_\_\_." Example: *My diet is healthy because I eat fruits and vegetables.*

→ **The Legend of Enchiladas Potosinas (pg. 38-41)**

### **Projects and Readings**

Review the grammar structure, use of there is and there isn't pg. 41.

### **Example Diet Chart (for teacher modeling):**

**Breakfast** 🍳 eggs 🍏 apple 🥛 milk **Lunch** 🍗 chicken 🥗 salad 🍞 bread **Dinner** 🍚 rice 🥦 broccoli 💧 water

### **Activity Instructions**

Give each student a worksheet or notebook page with two boxes to draw: Box 1: "My Fridge" (Box 2: "My Table" (food outside on the table) Students must: Draw at least 5 foods inside the fridge. Draw at least 5 foods on the table. Write 4 sentences about the fridge using: there is / there isn't / there are / there aren't some / any Write 4 sentences about the table using the same structure. Sentence Examples (for student support). About the fridge: There is some milk in the fridge. There isn't any juice in the fridge. There are some apples in the fridge. There aren't any eggs in the fridge. About the table: There is some bread on the table. There isn't any cheese on the table. There are some bananas on the table. There aren't any cookies on the table.

### **Supermarket Bag Check**

Draw a shopping bag on your paper. Draw 6–8 foods inside the bag. Write 5 sentences about what is in the bag using *there is / there are + some / any.* Example Sentences: There are some oranges in the bag. There isn't any milk in the bag. There is some bread in the bag. There aren't any bananas in the bag.

### **My Restaurant Plates**

Draw two plates on your paper: Plate A: Healthy Plate Plate B: Unhealthy Plate. Add food to each plate. Write 3 sentences per plate using *there is / there are + some / any*. Examples: Healthy Plate: There are some carrots on the plate. There is some chicken on the plate. Unhealthy Plate: There is some soda on the plate. There aren't any vegetables on the plate.

### [Worksheet Reference](#)

 [Third Grade\\_UNIT3.pdf](#)

- Reading Comprehension pg.12
- Habits pg. 15
- Diet pg. 17
- There is / There are pg. 24-25

### [Suggested Session Distribution: Sessions 19-21](#)

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

**Achievement:** To allow students to summarize their learning by using food vocabulary, frequency adverbs, healthy and unhealthy habits, and “there is/there are” with “some/any” to express final ideas or examples, ensuring they finish the lesson with a clear understanding of how to describe foods, habits, and simple diets. Present their final project.

<p><b>Skill</b></p>	<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>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 📚 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input checked="" type="checkbox"/> 📄 Worksheet</li> <li><input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.)</li> <li><input 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>
<p><b>Classroom Interactive Patterns</b></p>	<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 checked="" type="checkbox"/> 👤 Individual work</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input checked="" type="checkbox"/> Checklists</li> <li><input checked="" type="checkbox"/> Observation guides</li> <li><input type="checkbox"/> Quizzes</li> <li><input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)</li> <li><input checked="" type="checkbox"/> Unit Exams</li> </ul>
<p><b>Instructional Strategy / Activity Suggestions</b></p>	

- Instructional Strategy:

Show and Tell ▾ Presentation ▾ Flashcards ▾ Bingo ▾ Show and Tell ▾

- Activity Description:

→ [Tell Me What You Eat and I Will Tell You Who You Are! \(pg. 30-37\)](#)


### **Projects and Readings**

Create a poster to share the results of the survey page. 37

#### **“Finish the Sentence”**

How it works: Write sentence starters on the board: “My favorite food is \_\_\_\_.” “I like to eat \_\_\_\_ for breakfast.” “I don’t like \_\_\_\_.” Students complete them orally or on mini whiteboards.

#### **“Food Flashcard Showdown”**

Show a flashcard quickly. Students: Say the name. Say whether they like it. Or act like eating it. Example flashcard:  Students say: “Watermelon! I like it!”

#### **“Draw and Tell”**

Students quickly draw 1 food they like, then share with a partner: “My food is \_\_\_\_.” “I eat it for \_\_\_\_ (breakfast/lunch/dinner).” “Guess My Favorite Food” (Pair activity) 1. Students think of food. 2. They give 3 clues to a partner: Color Taste When they eat it 3. The partner guesses the food.

#### **“Food Frequency Bingo”**

1. Give each student a bingo card with pictures of foods.
2. Call out sentences using frequency adverbs, e.g.: “I always eat apples.” “I never eat broccoli.”
3. Students cover the food if it matches what you said. 3. First to get bingo wins.

#### **“Food Routine Circle”**

1. Students sit in a circle.
2. One student starts with a sentence: “I sometimes eat bananas.”
3. Next student must say a different food and frequency.
4. Continue around the circle.
5. If someone repeats, the circle restarts with a new food.

#### **“Correct or Incorrect?”**

1. Read simple sentences. Some make sense; some don’t.
2. Students say “Correct!” or “Incorrect!” Examples: “I always eat

cake for breakfast." (Incorrect) "I never eat salad." (Correct or incorrect depending on class opinion—allow discussion)

### **"Quick Draw: Food & Frequency"**

1. Students draw 3 foods and label them with a frequency adverb. "I always eat..." "I sometimes eat..." "I never eat..." 2. Share with a partner.

### **Healthy or Unhealthy? Stand Up / Sit Down**

1. Say habits aloud. 2. Students stand up if it is healthy, sit down if it is unhealthy. Examples: Eating vegetables, Sleeping late, Drinking water, Playing video games all night, Brushing your teeth, Eating too much candy.

### **"Healthy Habits Chant"**

Students repeat a simple chant to close class: "Eat good food! Drink water too! Play outside, it's good for you!" Add actions to make it fun!

### **"Healthy Detective"**

1. The teacher reads a short scenario: "*Ana brushes her teeth, plays soccer, but drinks soda every night.*" 2. Students raise hands and say which habits are healthy or unhealthy.

### **"Act It Out!"**

Students act their habits with gestures; others guess: Eating fruit, Washing hands, Sleeping late, Eating chips, Exercising, Drinking water, Class identifies: Healthy or unhealthy?

### **"Healthy Plate Check"**

The teacher says a meal, and students answer "Yes!" or "No!" Examples: "Pizza + soda + chips" "Chicken + salad + water" "Cereal + fruit + milk" "Hamburger + fries + cookies" Students explain: "It is healthy/unhealthy because..."

### **"Fix the Diet!"**

Write an unhealthy example on the board: Breakfast: Chips Lunch: Soda Dinner: Ice cream. Students work together to correct it by suggesting better foods.

### **"Draw a Perfect Plate"**

Students draw one plate and divide it into 3 sections: Protein /Vegetables/ Fruit / Grains. Then they show their plate to a partner and

explain: "This is my healthy plate."

### **"Classroom Check!"**

Students look around the classroom and say sentences: "There is some paper on the table." "There aren't any markers." "There are some books on the shelf." The teacher calls random objects and students respond using *there is / there are + some/any*.

### **→ The Legend of Enchiladas Potosinas (pg. 38-41)**

### **"Picture Challenge"**

Show a picture of a kitchen, bedroom, or supermarket. Students make 3 sentences: 1. There is some... 2. There are some... 3. There aren't any... Example: "There is some milk." "There are some apples." "There aren't any bananas." They write or say 3 sentences: "There is some \_\_\_." "There are some \_\_\_." "There isn't/aren't any \_\_\_."

### **"Pass the Ball Sentences"**

Play music and pass a soft ball. When music stops, the student holding the ball must say a sentence using a target structure: There is some... There are some... There isn't any... There aren't any...

### **"Picture Pair Check"**

Give each pair a different picture (kitchen, backpack, schoolbag, fridge). Partners must create four sentences using all structures. Example: "There is some milk." "There are some cookies." "There isn't any meat." "There aren't any apples."

### **Enchiladas Potosinas**

- *Variation: Cook and prepare the "Enchiladas Potosinas" dish.*

### **Project Presentation Day:**

Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.

-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.

### Worksheet Reference

 [Third Grade\\_UNIT3.pdf](#)

- Frequency Adverbs pg.16
- Healthy Meal pg. 18
- There is / There are pg. 26-27