

IVHQ Teacher Resources – Basic Curriculum and Lesson Guide

Childhood Grade 3 (8-9 years of age)

Remember:

- Plan your lessons well in advance, defining the objectives of the lesson, learning outcomes and the materials required
- At the end of each unit, review the basics again and reinforce key learning outcomes
- Refer back to examples or activities you have used in previous units when working through new units
- Once all of the units in the Grade are completed, test the understanding of all students to make sure they are ready for the next Grade
- Keep a written record of the progress you are making with the class and ensure this information is provided to new volunteers when you finish your placement

Unit 1 - <i>At School</i>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> • Offering items with • Talking about possessions using 'some' or 'any' • Asking and answering about possessions (singular / plural) • Asking and talking about wants 	<ul style="list-style-type: none"> • I have some • Do you want some? • I have / don't have / haven't • What does he. / she have? • Does he / she have PLUS article PLUS noun • He / she doesn't have any PLUS noun • Wants some • Doesn't have some / any PLUS noun • Verbs: share, want 	<ul style="list-style-type: none"> • Create an activity where students write about what they have/do not have. Eg. "I have some pencils", "I don't have any pencils" • Get students to ask classmates questions and then have them answer each other. Eg. Q: "Do you have any?", A: "Yes, I do, do you want some?" Writing down conversations and reading them in front of the class. • Write up different parts of the school on the board and also write up a list of items. Ask students to match the two lists based on which items apply to each part of the school. Eg. 'classroom – desks' or 'playground – ball'. • Write a sentence on the

		board and ask students to draw a picture of what it would look like
Unit 2 - <u>Places</u>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> • Giving and receiving • Describing locations • Asking and talking about past and current locations (singular and plural) • Describing past and current weather 	<ul style="list-style-type: none"> • Excuse me / you're welcome • Where is PLUS place • Prepositions: next, across from, between, in, on • Was he / she • Yes, he / she was / No he / she wasn't • Where were they / where was he / she • Are they at / is he / she at? • Adjectives about weather - sunny, cloudy, rainy etc. 	<ul style="list-style-type: none"> • Run an activity where students ask about where classmates /friends/family are, or ask about where shops /restaurants/markets are • Draw a map on the board and get students to write 5 sentences relating to the map. Eg. "John's house is in front of the pharmacy", "the library is next to the school" • Build on this by getting students to add in information about who will be in each place. Eg "the teacher is at the school", "my Mother is at the market" • Draw a weather forecast of the week on the board and ask students to write about each day. Eg. "Monday will be sunny, Tuesday will be cloudy" etc.
Unit 3 - <u>My Home</u>	Grammar	Activities/Ideas
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Asking where someone lives and expressing agreement • Expressing ordinal numbers (eg. First, Tenth) • Asking about rooms of a house 	<ul style="list-style-type: none"> • I am going to PLUS location • I live in / on PLUS location • Where does PLUS pronoun live • Ordinal numbers first to tenth • Is there / are there? • There were / weren't / 	<ul style="list-style-type: none"> • Develop an activity where students write sentences about their weekend. Eg. "on Sunday I will be going to the market" and have them ask each other questions like: "Is your house close to the market?" A: "yes, it is. No, it's not"

<ul style="list-style-type: none"> • Clarifying past and current possessions in a location • Clarifying location of objects • Asking about past location of items 	<p>was / wasn't</p> <ul style="list-style-type: none"> • Are they PLUS pronoun e.g. in / at • Intensifier: really 	<ul style="list-style-type: none"> • Ask students to make a line. They have to say what ordinal number they are in the line. Eg. "I am 5th, I am 8th, I am 10th". Then swap the order around and have them do it again. The first two times can be in order, then ask randomly.
Unit 4 - <u>Clothing</u>	Grammar	Activities/Ideas
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Identifying similarities and differences (singular and plural) • Expressing a preference among choices • Describing clothing • Identifying similarities and differences (plural) • Clarifying possession (singular and plural) 	<ul style="list-style-type: none"> • Which one do you like? • Same / different • Adjectives: striped, checked etc. • Adjective preceding a noun • Verb: wear / wearing • Is this? / Are those? • They are / aren't • Opposites: big vs little, old vs new, same vs different 	<ul style="list-style-type: none"> • Set up an exercise where students find another student with the same favorite color/food/song and then one student who has a different favorite color/food/song and then write a sentence about each one • Get students to stand and describe to the class what they are wearing and the person sitting next to them, and then ask them to write it down • Ask students to identify and write about the similarities and differences of others clothes in their class. Eg. "we both have pink shirts on. Mine has a tiger, but hers has a horse"
Unit 5 - <u>Transportation</u>	Grammar	Activities/Ideas
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Expressing anticipation • Asking and telling about transportation 	<ul style="list-style-type: none"> • Do you have? • I can't wait • Leaves at PLUS a time • Take PLUS article PLUS vehicle 	<ul style="list-style-type: none"> • Draw a different forms of transportation on a board and get students to match them up with the action of that

<p>schedules</p> <ul style="list-style-type: none"> Asking about and describing daily routine 	<ul style="list-style-type: none"> Verbs: drive, ride, fly Always / never / usually/ sometimes Have you ever? 	<p>transport. Eg. 'plane-fly', 'car-drive', 'person-walk'</p> <ul style="list-style-type: none"> Run a challenge where students ask classmates questions like Q: "have you ever ridden a bicycle, have you ever been on a train" etc.
Unit 6 - <i>Activities</i>	Grammar	Activities/Ideas
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> Expressions when leaving others Asking where someone is going Asking about and describing weekend activities Asking about and describing regular activities 	<ul style="list-style-type: none"> Have fun / see you later What about you? Where are you going? Pronoun PLUS verb to be PLUS going to PLUS location Verbs: go, clean, sleep, watch, play, stay used with noun Prepositions: to / with / an / before / on after Study on a day / in the morning, afternoon / at night / in the weekend 	<ul style="list-style-type: none"> Create a role-play where one student leaves another student's house and makes expression when leaving: Eg. "goodbye, see you later, see you tomorrow" Get students to ask Q: "where are you going now?" A: "To the market", "Ok, Have fun" Say an action verb and get students to do the action. Students can take turns saying the action verb Set a task where students write sentences about what they will do each day. Eg. "on the weekend, I will play with my friends" or "tonight, I will do my homework after dinner"
Unit 7 – <i>Occupations</i>	Grammar	Activities/Ideas
<p>Focus areas for unit:</p> <ul style="list-style-type: none"> Asking about occupations Expressing uncertainty Asking about and identifying occupations Asking about and 	<ul style="list-style-type: none"> What does he / she do? He / she is PLUS an occupation Verbs : help, fix, sell, make, take, catch Verbs with noun, singular or plural, with or without article. 	<ul style="list-style-type: none"> Write up a list of occupations and a list of actions related to the occupations. Ask students to match these. Eg. 'doctor-heals people' Ask the students what they want to be when they are older. They can

<p>describing an occupation</p> <ul style="list-style-type: none"> • Asking about and identifying places of work • Identifying an occupation from a description 	<ul style="list-style-type: none"> • You are / you're PLUS article PLUS occupation 	<p>then write sentences about what they will do as that occupation</p>
Unit 8 - <u>Sports</u>	Grammar	Activities/Ideas
<p>Focus areas of unit:</p> <ul style="list-style-type: none"> • Asking and talking about likes • Comparing likes Describing people's current and past physical characteristics (singular and plural) • Comparing people • Comparing objects 	<ul style="list-style-type: none"> • Opposites more / less, big / small, light / heavy, weak / strong, slow / fast • Verb to be PLUS an adjective • Combining two adjectives • Did you ever PLUS verb PLUS noun 	<ul style="list-style-type: none"> • Make flash cards and get students to match the opposites • Put opposites on the board and get students to come up and match them. Eg. 'heavy-light' • Ask students to write sentences describing their physical appearance, and the appearance of others in their class, or their family members • Get students to write a comparison about other family members. Eg. "we both are tall. We both have black hair" or "he is short, but I am tall" or "my hair is black but her hair is brown" or "that table is big, but this table is small".