

LBRIS

We know
books



English Code 3

Teacher's Book



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OBJECTIVES

Reading

- Reading comprehension – Can follow the sequence of events in a short text on a familiar, everyday topic.
- Reading: Reading comprehension – Can understand basic details in simple informational texts (e.g. brochures, leaflets).

Listening

- Listening comprehension – Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.
- Listening comprehension – Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are or what they are doing.

Speaking

- Spoken production – Can reproduce words from taught vocabulary lists.
- Spoken process and strategies – Can take part in basic games that use fixed expressions or rhymes.
- Spoken production – Can say what people are doing at the time of speaking, if supported by pictures or gestures.

Writing

- Writing production – Can write simple sentences to describe what's happening in a sequence of pictures.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
act	The sounds /æ/, /e/ and /i/	bone	What is he doing?
clap	big	hard	He's doing gymnastics.
do cartwheels	cat	heart	She isn't doing magic tricks.
do gymnastics	clap	knee	We're practising for the show!
do magic tricks	left	muscle	They're juggling well.
juggle	man	pose	She's walking backwards.
spin around	pet	shape	He's dancing beautifully.
stamp	sing	soft	
step backwards	snap	yoga	
step forwards	spin		
step to the side	step		
wave			

PROJECT: MAKE A FLIP BOOK

Students will think about how we move our bodies to do different activities and performances. They will choose a performing art or activity and draw each step of the movement in different pictures. When put together in order in a notebook and flicked through quickly, the pictures will appear to be animated.

Materials: paper, colouring pens, notebooks

EXPERIMENT LAB: BONES AND MUSCLES

Students will learn about the functions of bones and muscles in our bodies and how they help us move. They will experiment by trying different yoga poses and seeing which muscles they use for each one.

Materials: (optional) gym or yoga mats

Pearson English Portal digital resources

Go to the Pearson English Portal and click on 'Resources' for more teaching resources, including videos and games.

CODING: ALGORITHMS AND SEQUENCING

- Students will learn about algorithms and sequencing by creating shortcuts for a sequence to achieve a task or outcome.
- Students will learn about events by putting a set of actions in order.

MATHS

Students will do long additions.

VALUES AND SOCIAL-EMOTIONAL LEARNING: OUR TALENTS

Students will appreciate each other's talents and abilities.

CREATIVE ACTIVITIES

Make your own picture dictionary.

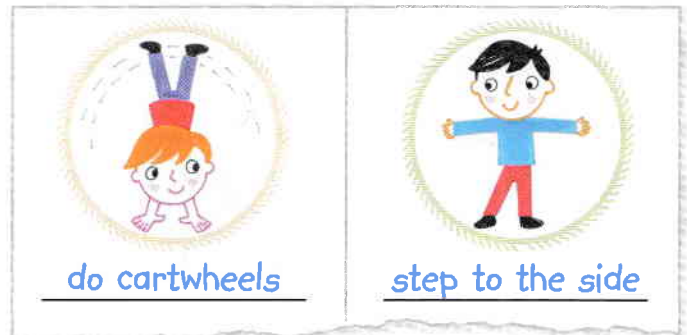
This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.

Tell the story in your own words.

This feature occurs in the Story lab lesson and will help students revisit and produce core language learnt so far in the unit, as well as learning how to manipulate the English language.

Work in groups. Take photos or draw.

This activity encourages both creativity and collaboration as students work together to produce images of the groups' actions.



How can I make a flip book?

OPENER

We know books



1 Show time!

How can I make a flip book?

1 Look at the picture.
What are the children doing?

2 Which of these activities do you do on a stage? Circle.



juggle



do magic tricks



play computer games

3 Order the activities from 2.

easy

difficult

4 Listen and point.
Then sing along and dance.

SONG TIME

It's show time!

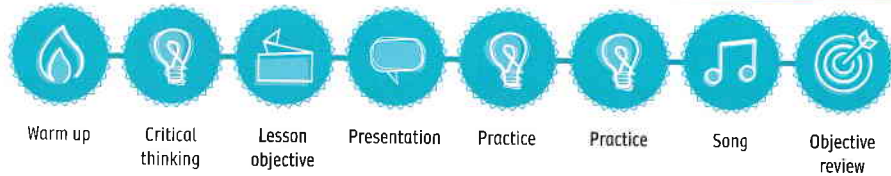
It's show time, it's show time!
Everyone's on the stage.
There are lots of children,
Boys and girls of every age.
Can you **act**? Can you sing?
You can do anything!
It's show time, show time!

It's show time, it's show time!
Everyone's together.
Fred is **doing a magic** show,
His **tricks** are really clever!

Can you **spin around**? Can you **do gymnastics**, too?
Let's put on a show for me and you!
It's show time, show time!



Lesson flow



LESSON OBJECTIVE

I will learn about actions and performances.

KEY LANGUAGE

do magic tricks
juggle
play computer games

Warm up

- Act out an action word that students already know in English, e.g., *sing, dance, run, jump, read*, etc. Students guess what action you are doing. Encourage them to use the Present Continuous form they learnt in Level 2.
- Next, ask students to work in pairs and take turns acting out actions for one another to guess.
- Monitor** Monitor students as they work in pairs. Give praise for correct use of the Present Continuous and for the actions in English they remember from previous levels of the course.

CRITICAL THINKING

- Ask students *How can I make a flip book?* Explain that they will make a flip book that will produce a moving picture of a person doing a performance. Elicit ideas. Then ask them in L1 what they need to be able to complete the project. Write ideas on the board (*notepaper, pens, etc.*).
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (words for actions and performances). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.
- **Extra** Ask students if they can think of any actions or performances in English and write their ideas on the board. Then ask students to act out their ideas.
- **Involve** Students will learn about actions and how to describe people doing the actions. They will learn about performances and talents.

Lesson objective

- Introduce the lesson objective. Say *In this unit I will learn about actions and performances.*

COMMUNICATION

Presentation

- 1 **Look at the picture. What are the children doing?**
 - Ask students to look at the picture and share their ideas. Encourage them to use words they know such as *singing, dancing, etc.*
 - **Differentiation** Encourage fast finishers to make full sentences in the Present Continuous about individual children in the picture, e.g., *She's singing.*

CRITICAL THINKING

Practice

- 2 **Which of these activities do you do on a stage? Circle.**
(Answers: *juggle, do magic tricks*)
 - Ask students to look at the picture and try to figure out what *stage* means. Ask them to point to the stage in the picture.
 - Have students circle any of the activities they think can be done on a stage or that they have seen on a stage. They then compare their answers in pairs. Ask students to think of other things you can do on a stage.

- **Assist** Give students English translations for their suggestions, but don't expect them to remember them at this point.
- Introduce the new vocabulary (*juggle, do magic tricks, play computer games*) and encourage students to say the words out loud.
- **Challenge** Show students the action flashcards and ask them which of the activities they think you can do on stage. Ask them to give reasons in L1, e.g., *Not gymnastics because you usually do that in a gymnasium.*

CRITICAL THINKING

Practice

3 Order the activities from 2.

- Ask students to think about the activities in Activity 2 and if they find them difficult or easy.
- **Involve** Model the task. Write the activities in order for you on the board, but don't tell students whether you have ranked them from easy to difficult or vice versa. Ask students to guess which way you have ranked them.
- Students write the activities in order for them and then compare with a partner.

Song 🎵

4 🎧 008 Listen and point. Then sing along and dance.

- Play audio 008. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- **Actions:** *It's show time, it's show time!* (both hands waving to the side of head); *Boys and girls of every age.* (point at boys and girls around the class); *Can you act?* (one hand on chest, one hand raised); *Can you sing?* (one fist held below the mouth like a microphone); *Fred is doing a magic show,* (tap an imaginary top hat in one hand with an imaginary wand in the other); *Can you spin around?* (spin around); *Can you do gymnastics, too?* (pretend you're about to do a cartwheel).
- **Extra** Ask students to find the four questions in the song. Tell them to ask and answer the questions in pairs and then report back to the class.

Objective review

- Revisit the lesson objective. Say *I'm learning about actions and performances.*
- **Involve** Encourage awareness of what students already know and what they have learnt about the topic so far.