

Year 3

Learning Outcomes

LIT5.1 I can read and understand simple poems.

LIT5.2 I can read and understand literary texts, including poetry, prose and drama, and listen to literary texts being performed or read aloud.

LIT5.3 I can respond to simple poems, stories and plays by speaking and writing briefly about how I feel about the literary texts and about the events and characters in these texts.

LIT5.4 I can, with support, identify the use of simple literary devices.

Theme:	Family and Friends/The Home
Learning Outcomes:	LIT5.1, LIT5.3, LIT5.4
Language Structure:	imperative
Vocabulary:	elbows, fiddle, fuss
Language Function:	to order
Resources:	poem "Kids" by Spike Milligan, manners posters

Pre-Task:

- Show poster. Ask questions: **What are good manners? Why are they important? Share more examples of good manners. What happens when we use bad manners?**
- Elicit answers from learners.
- Explain that they are going to read a poem about manners.
- Pre-teach new vocabulary.

Main Task:

- Hand over the text. On the whiteboard/IWB write the question: **What is the poem about?**
- Learners read the poem.
- Elicit answers.
- Write further questions for learners to read and answer after the second reading.
What is the title of the poem? What is the name of the poet? How many stanzas does this poem have? Find three pairs of rhyming words. What's the girl's name? Name two things the girl must do. Name two things the girl must not do. Who is talking in the beginning of the poem? Who is talking in the end of the poem?
- Learners read the poem.
- Elicit answers from learners.
- Ask: **How is Mabel feeling in the end of the poem? Why? What manners do you keep being reminded of?**
- Read aloud the poem.
- Pair learners. Assign the roles of Mum and Mabel. Have them read and act out the poem.

Post-Task:

In groups, learners come up with four different orders e.g. Wash your hands. Then, groups play 'Charades' using the orders they came up with. The rest of the class guess the orders. Learners can turn the orders into the negative.

I can remember to



share and
take turns



stand in
line quietly



listen carefully



put things away



use my
indoor voice



put my hand up



walk, not run



keep my hands
and feet to myself



help others



stay in my seat



hold scissors
pointing down



be polite

Kids

"Sit up straight,"
Said mum to Mabel.
"Keep your elbows
Off the table.
Do not eat peas
Off a fork.
Your mouth is full -
Don't try and talk.
Keep your mouth shut
When you eat.
Keep still or you'll
Fall off your seat.
If you want more,
You will say "please".
Don't fiddle with
That piece of cheese!"
If then we kids
Cause such a fuss,
Why do you go on
Having us?



Spike Milligan

Theme:	Clothes
Learning Outcomes:	LIT5.2, LIT5.3
Language Structure:	adjectives
Vocabulary:	emperor, obtain, ambition, theatre, globe, swindlers, weavers, pattern, rascals, advance, looms, silk, remarkable, minister, brilliant, praised, assistance, magnificent, procession, delighted, imperial, barons, canopy, embarrassed, dignity
Language Function:	to describe
Resources:	picture of a wardrobe, story "The Emperor New Clothes" https://www.shortkidstories.com/story/the-emperors-new-clothes/ flashcards, worksheet 1, worksheet 2, character puppets

Pre-Task:

- Ask learners to come up with names of clothing items. Write them down on IWB/whiteboard. Go through the words and ask learners to select one clothing item, say if it is their most or least favourite and justify their answer.
- Have learners play a clothes interactive word mat activity (<https://www.twinkl.com/mt/resource/clothes-interactive-word-mat-tg-257-newlink>) or a clothes word games (<https://learnenglishkids.britishcouncil.org/word-games/clothes-accessories> and <https://learnenglishkids.britishcouncil.org/word-games/clothes-2>).
- Explain that learners will listen to and read the story, 'The Emperor's New Clothes' by Hans Christian Anderson. Show a picture of the author and name other fairy-tales written by the same author.
- Pre-teach new vocabulary.

Main Task:

- Hand over the text. Ask questions: **What is the title of the story? What do you think the story is about? Does the story interest you?**
- Explain the meaning of the words 'character', 'plot' and 'setting'. Refer to books and/or films learners are already familiar with.
- Pair up learners. On the whiteboard/IWB write the questions: **What is the story about? Who is the main character? What is the setting of the story? What happens in the beginning of the story? What happens in the end of the story?**
- Learners read the story.
- Elicit and compare answers from the different pairs.
- Hand over Worksheet 1.
- Learners read the story again and fill in the worksheet.
- Elicit and compare answers from pairs.
- Learners listen to the story being read aloud.
- Individually learners work out Worksheet 2.

Post-Task :

Learners use the character puppets as props and act out the story.



Taken from https://en.wikipedia.org/wiki/Hans_Christian_Andersen

The Emperor's New Clothes

Name _____ Date _____



What is the setting?

Who is the main character?



What happens first?

What happens next?

What happens last?



The Emperor's New Clothes by Hans Christian Andersen



1. The emperor spends all his money on _____. This shows that he is _____.

2. The swindlers can make the finest cloth anyone can imagine. Why is this cloth special?

3. Tick (✓) the correct answer.

The old minister does not admit that he cannot see the cloth. He is afraid that:

a. the people will say he is stupid.	
b. the king will be upset.	
c. he has a bad eyesight.	

4. When the swindlers pretend to weave the cloth, they ask for three things. What are they?

a. _____ b. _____ c. _____

5. Many are afraid of telling the truth to the emperor. What would you do if you were in their place?

6. Who tells the truth to the emperor? _____

Use 1 word to describe that person. _____

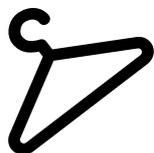
7. Put the story in order (1-6).

The swindlers dress the emperor in his new suit.	
The emperor pays the two swindlers to make him a suit.	
The old minister goes to see how the suit is coming out.	
A boy shouts out that the king is nude.	
The emperor sends a good old man to check on the swindlers.	
The emperor visits the swindlers to see the suit himself.	

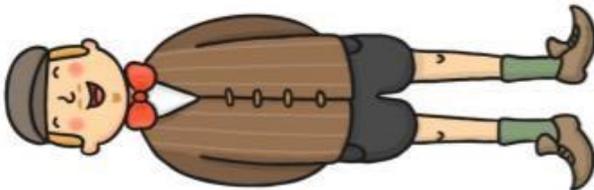
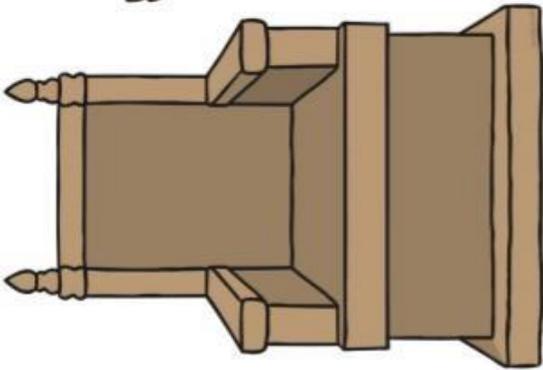
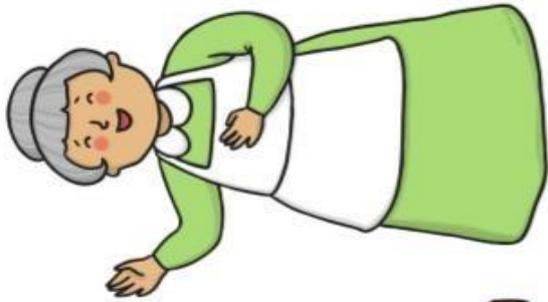
8. What lesson do we learn from this story? Tick (✓) the right answer.

We must not let pride or fear keep us from saying the truth.	
We must try on clothes before we buy them.	
We must be careful when we buy clothes.	

Imagine you are a clothes designer. The king, asks you to design a suit for a special occasion. Draw and colour the suit. Use adjectives from the story, to describe this suit.



Character cut-outs to make character puppets



Theme:	Animals/Places and Directions
Learning Outcomes:	LIT5.2, LIT 5.3, LIT5.4
Language Structure:	comparative and superlative
Vocabulary:	character, running time, scene
Language Function:	to narrate
Resources:	<i>The Three Billy Goats Gruff</i> story pictures, <i>The Three Billy Goats Gruff</i> book, <i>The Three Billy Goats Gruff</i> playscript, character masks, worksheet

Pre-Task:

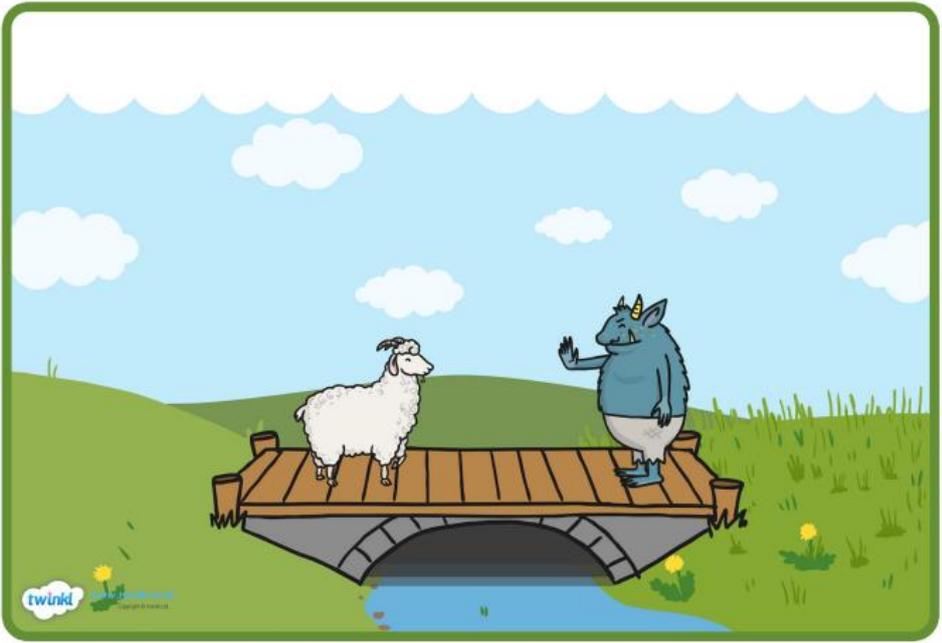
- Ask learners to describe the story pictures and tell the story.
- Explain that *The Three Billy Goats Gruff* is a Norwegian fairy tale by Peter Christen Asbjørnsen and Jørgen Moe.
- Beam up a copy of the playscript and elicit from learners the features of a playscript (**act, scene, stage directions, props, names of characters in bold and on the left-hand side followed by a colon, a new line whenever a new character speaks, no speech marks, stage directions within brackets and written in italics**). Stress out the differences between the structure of a play and that of a story.
- Pre-teach vocabulary.

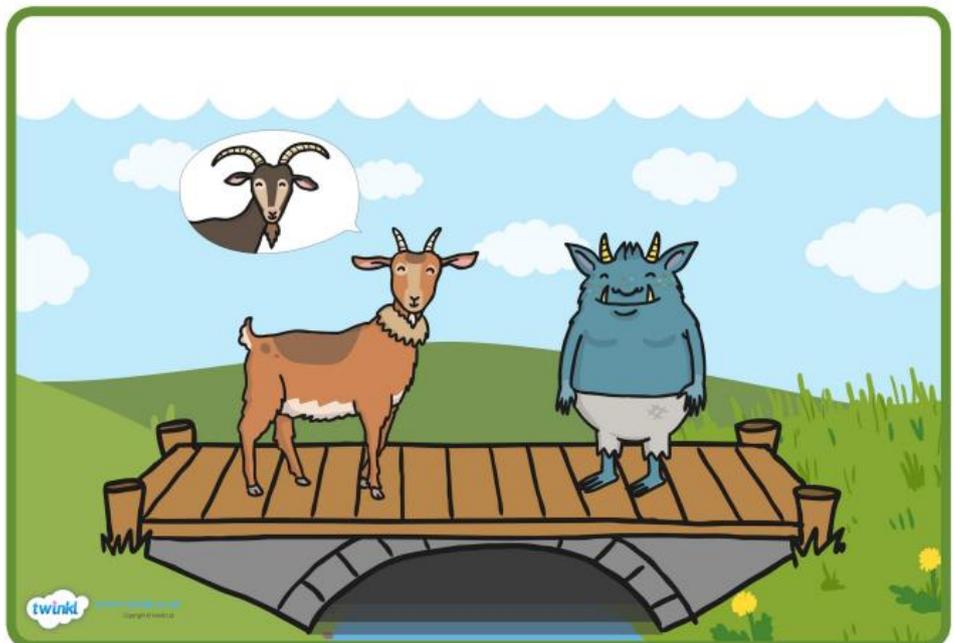
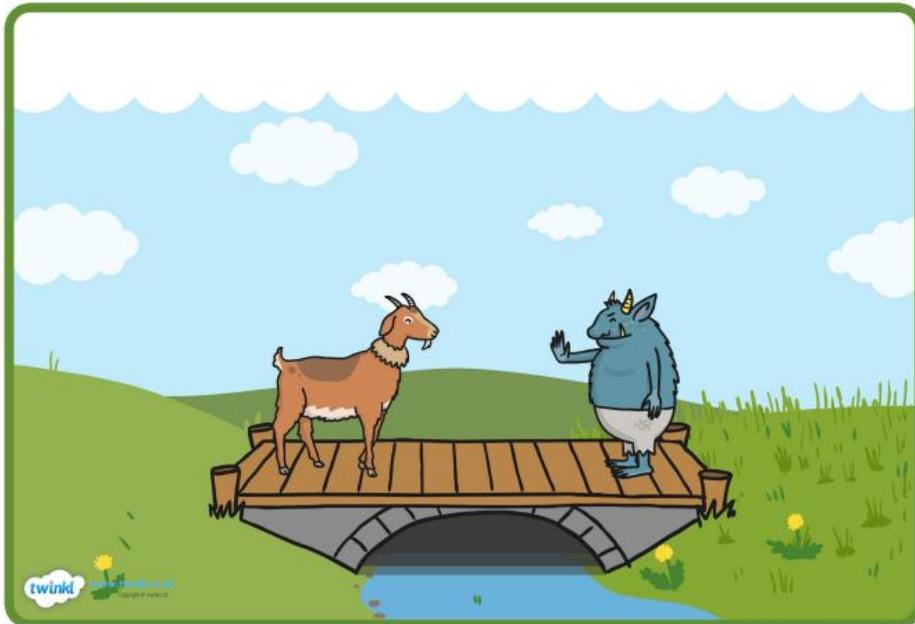
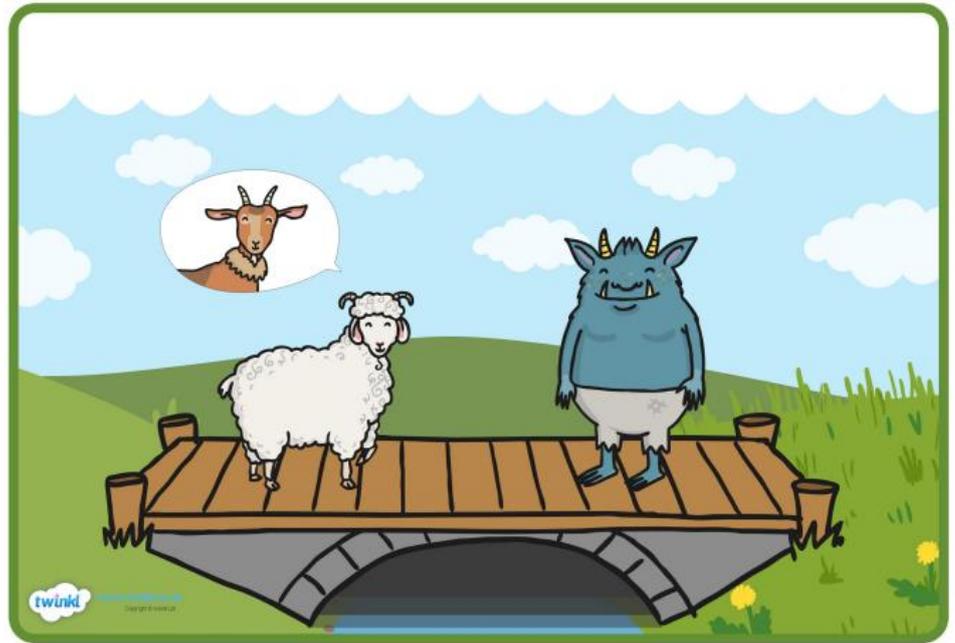
Main Task:

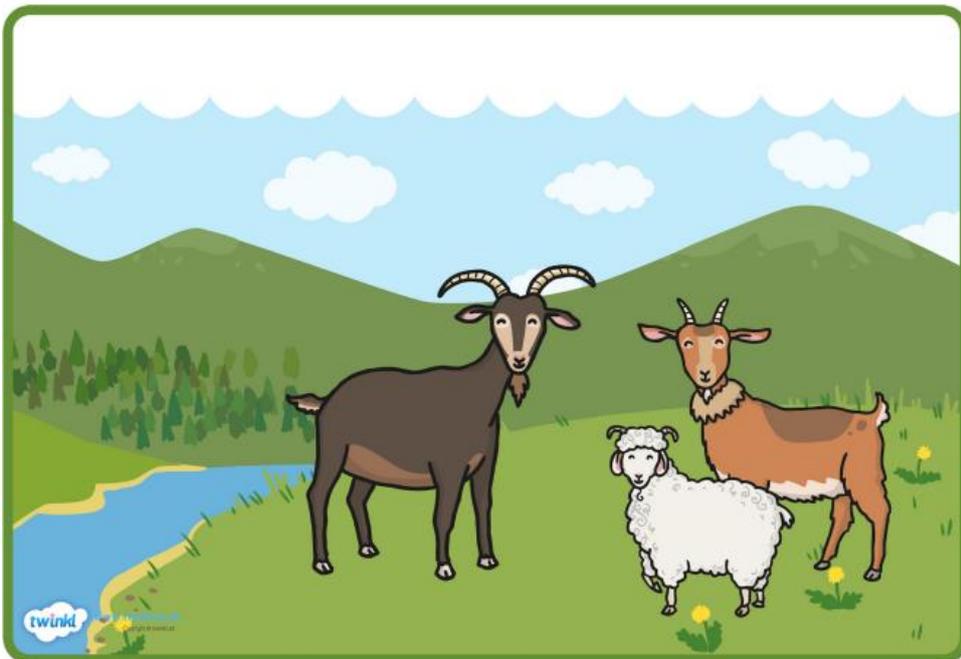
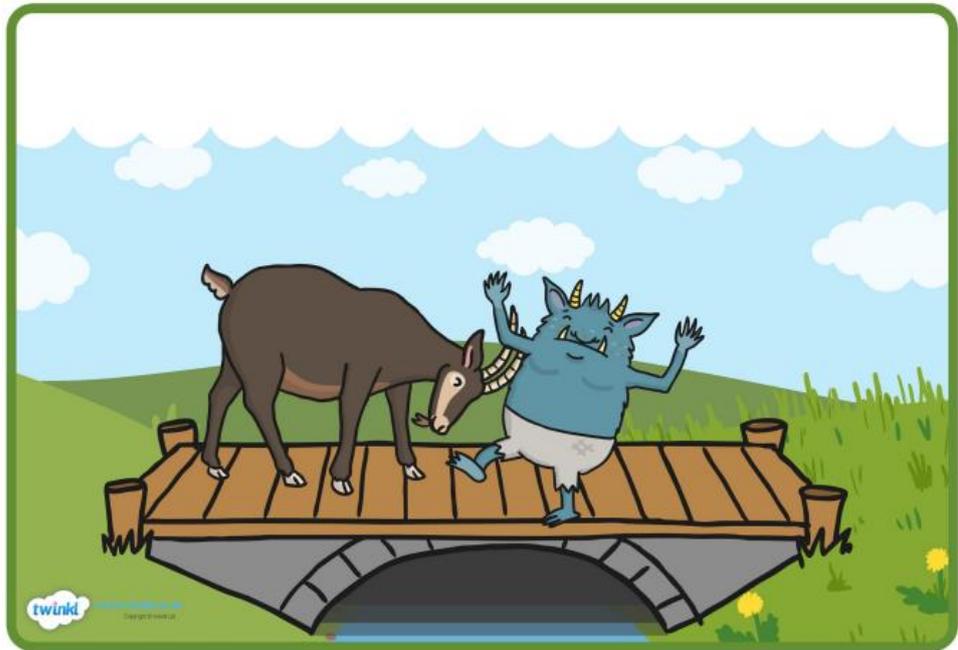
- Group the learners into groups of four. Hand out the playscripts.
- Elicit from learners the success criteria that make a good performance (**looking at the audience, speaking loudly and clearly, using adequate vocal expression, using props, using suitable facial expressions, following stage directions, taking turns...**).
- Write the following questions on the IWB/whiteboard. **Who are the main characters? What is the setting of the story? What are the main events of the story?**
- Learners read the play.
- Elicit answers from learners.
- Ask learners to choose the character they want to act and to justify their choice. Give out the props accordingly. (Prepare masks during an Arts and Crafts lessons.)
- Learners act out the play.

Post-Task:

Learners complete the worksheet.







The Three Billy Goats Gruff

A play
by Julia Donaldson

Four parts

Running time: Five minutes

Characters:

Little Billy Goat Gruff

Middle-sized Billy Goat Gruff

Big Billy Goat Gruff

Troll

The Three Billy Goats Gruff

SCENE 1

(The three Billy Goats Gruff are in a field by a bridge. The Troll is hiding under the bridge.)

Little: Hello! I'm Little Billy Goat Gruff.

Middle: I'm Middle-sized Billy Goat Gruff.

Big: I'm Big Billy Goat Gruff.

Troll: I'm Troll.

Little: I like eating grass.

Middle: I like eating grass too.

Big: So do I.

Troll: I like eating goats!

Little: Big Billy Goat Gruff?

Big: Yes?

Little: I don't like this grass.

Big: Why not?

Little: It's all brown.

Big: You're right. It's not very nice.

Middle: But look at that grass over there – that isn't brown.

Little: No, it's great! Let's go and eat it.

Big: Wait!

Middle: Why?

Big: To get to that grass we need to go over the bridge.

Little: So what?

Big: There's a troll under the bridge.

Middle: A troll?

Big: Yes, and he likes eating goats.

Little: Help!

Middle: What can we do?

Big: Just let me think.

Little: I don't like trolls!

Middle: Ssssh! Big Billy Goat Gruff is thinking.

Little: Will he think of something?

Middle: Yes. Now shh!

Big: Come here! This is what we can do!

(They whisper together.)

SCENE 2

(Little Billy Goat Gruff starts to cross the bridge. The troll pops up.)

Little: *(on the bridge)* Trip-trap, trip-trap, trip-trap.

Troll: Who's that trip-trapping over my bridge?

Little: It's me, Little Billy Goat Gruff.

Troll: You look good.

Little: Oh no, don't eat me! Wait for Middle-sized Billy Goat Gruff.

Troll: Why?

Little: He's bigger than me.

Troll: All right then. I'll wait for him.

Little: Trip-trap, trip-trap, trip-trap. Green grass, here I come!

Middle: *(on the bridge)* Clip-clop, clip-clop, clip-clop.

Troll: Who's that clip-clopping over my bridge?

Middle: It's me, Middle-sized Billy Goat Gruff.

Troll: You look good. I'm going to eat you!

Middle: Oh no, don't eat me! Wait for Big Billy Goat Gruff.

Troll: Why?

Middle: He's bigger than me.

Troll: All right then, I'll wait for him.

Middle: Clip-clop, clip-clop, clip-clop. Hello, Little Billy Goat Gruff!

Little: Hello! Have some of this green grass.

Middle: Mmmmmmm, it's so good!

Big: *(on the bridge)* Tramp-stamp, tramp-stamp, tramp-stamp.

Troll: Who's that tramp-stamping over my bridge?

Big: It's me, Big Billy Goat Gruff.

Troll: You look good. I'm going to eat you!

Big: That's what you think!

Troll: Why, what do you think?

Big: I think that I'm going to butt you!

(Big Billy Goat Gruff butts the Troll.)

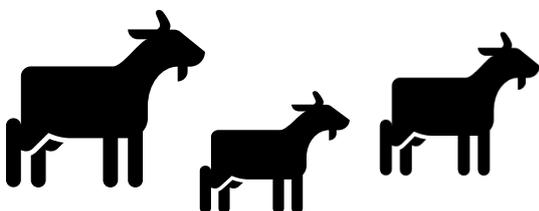
Troll: Help! I'm falling into the river. Splosh!

Big: Tramp-stamp, tramp-stamp, tramp-stamp.

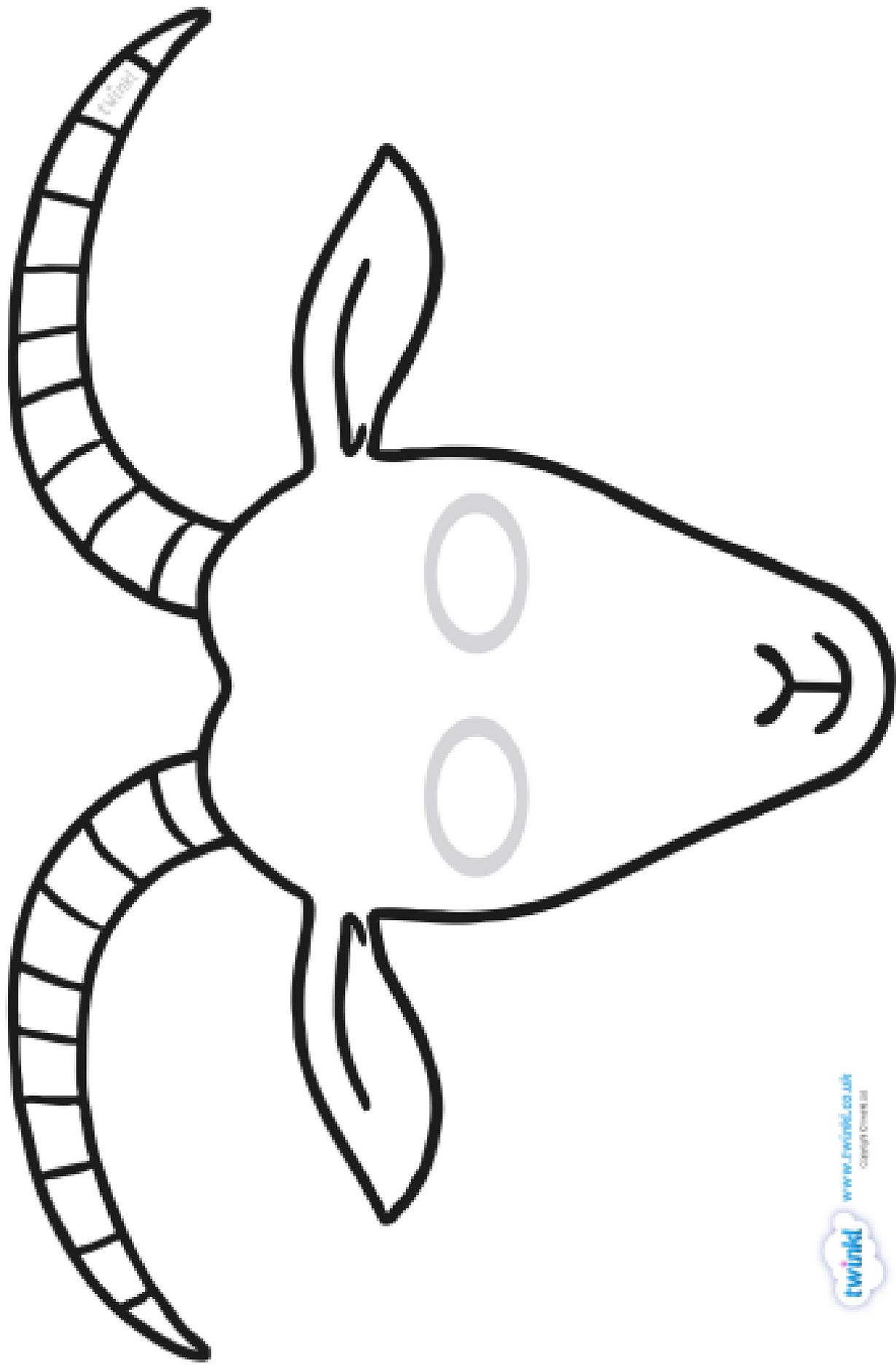
Little: Hello, Big Billy Goat Gruff! Have some of this green grass. It's so good!

Middle: Good old Big Billy Goat Gruff. I said he'd think of something and he did!

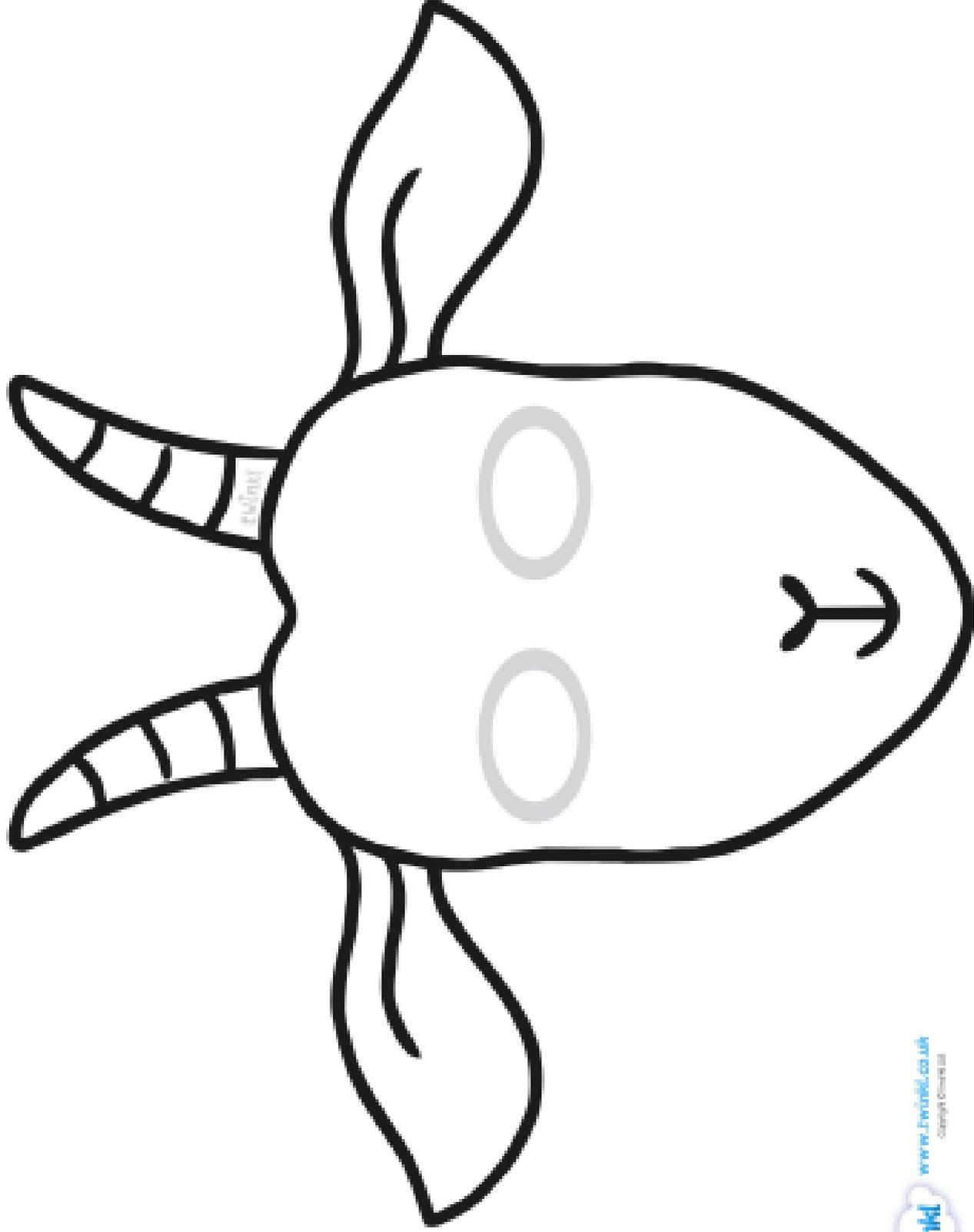
Big: That old Troll won't get us now!



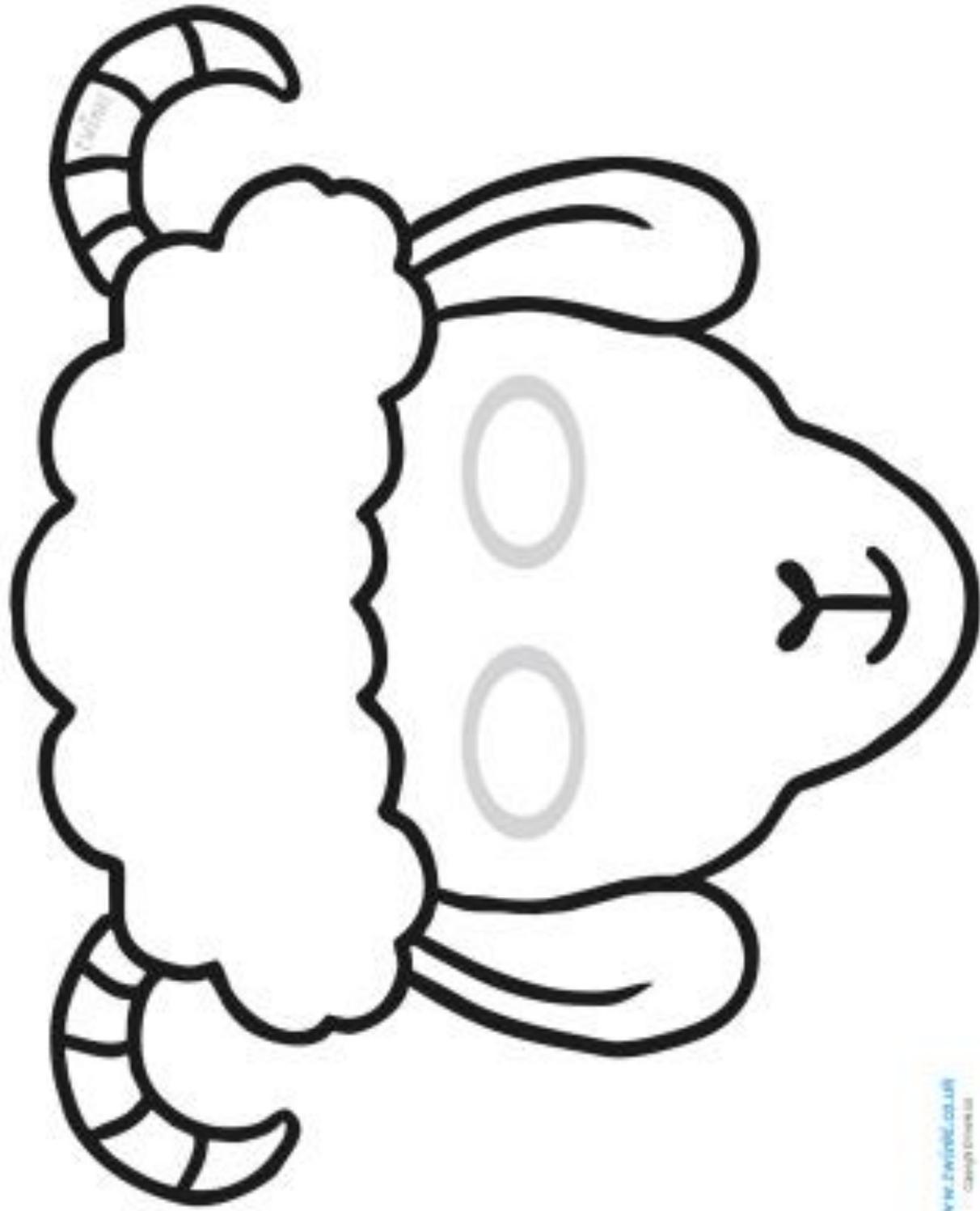
Big Billy Goat Gruff



Medium Billy Goat Gruff



Small Billy Goat Gruff





The Three Billy Goats Gruff



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Rate the main characters.			
Little Billy Goat Gruff			
Middle-sized Billy Goat Gruff			
Big Billy Goat Gruff			
Troll			
<p>Who is your favourite character?</p> <p>Why?</p>			
<p>Which is your favourite part of the story?</p> <p>Why?</p>			
<p>What did you learn from the story?</p>			
<p>This story makes me feel _____.</p>			

- | | | | | | | |
|--------|---------|-------|----------|-----------|----------|----------|
| happy | clever | calm | evil | beautiful | rude | helpful |
| angry | furious | smart | handsome | honest | friendly | wicked |
| caring | kind | nasty | ugly | cross | shy | mean |
| pretty | sly | scary | moody | bold | fierce | horrible |

Theme:	The World around Us/The Home
Learning Outcomes:	LIT 5.1, LIT5.2, LIT 5.3, LIT5.4
Language Structure:	action words
Vocabulary:	whistling, spread, scraping, bubbling, gurgle, drain, swishing
Language Function:	to describe
Resources:	'Guess the Sound' game https://www.youtube.com/watch?v=n1m4h79JZso , flashcards, video clip of Roger McGough reading the poem https://www.youtube.com/watch?v=cILOkgnxJIo , worksheets, word mats

Pre-Task:

- Learners play a “Guess the Sound” game. Play the video and after every sound elicit answers from the learners.
- Explain to the learners that they will read a poem called ‘The Sound Collector’ by Roger McGough.
- Pre-teach new vocabulary within the poem and different sound words. Learners match flashcards with the sounds with pictures of the objects that make the same sound.

Main Task:

- Have learners listen to the nursery rhyme ‘Old McDonalds had a Farm.’ Stress sound words like ‘oink-oink’ and ‘quack-quack’. Ask: **Why does the poet use words like oink-oink?**
- Explain that these words are called “onomatopoeic” words. Explain their function. Say them slowly so the learners can recognise the sound. Use realia.
- Hand out the poem. Ask learners to read the poem and identify three sounds.
- Elicit answers.
- Write further questions for learners to read and answer after the second reading.
How many stanzas does the poem have? How many verses does each stanza have? Find three pairs of rhyming words. What does the stranger do? What is he wearing? What happens when the stranger goes away?
- After the second reading, elicit answers from the learners.
- Learners view and listen to Roger McGough reading the poem.
- Learners read the poem.
- Learners work out a worksheet.

Post-Task:

Pair learners. Pairs play ‘Charades’ using flashcards and word mats with onomatopoeic words. The rest of the class guess the sound.

The Sound Collector

Roger McGough



A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried it away



The whistling of the kettle
The turning of the lock
The purring of the kitten
The ticking of the clock



The popping of the toaster
The crunching of the flakes
When you spread the marmalade
The scraping noise it makes



The hissing of the frying pan
The ticking of the grill
The bubbling of the bath tub
As it starts to fill



The drumming of the raindrops
On the window pane
When you do the washing up
The gurgle of the drain



The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair



A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

“Old MacDonald’s Farm”

Old MacDonald had a farm
ee-eye-ee-eye-oh.

And on that farm he had some ducks,
ee-eye-ee-eye-oh.

With a **quack quack** here, and a quack quack
there...

And on that farm he had some pigs...
With an **oink oink** here, and an oink oink
there...

And on that farm he had some cows...
With a **moo moo** here, and a moo moo
there...



- a. The _____ is ticking.
- b. The _____ is bubbling.
- c. The _____ are drumming.
- d. The _____ is squeaking.

5. Read the last stanza. What does the stranger do in the end?

6. Which sound in the poem is your favourite? _____

Why? _____

7. Think of other sounds. Draw the objects or persons that make the sounds in the boxes below. Write the sound they make.

 <p>Example: The tap is dripping.</p>		



swoosh



crackle



bzzzz



squish



crrrunch



ring



boink



splash



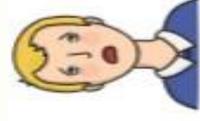
bam



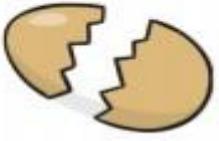
rrrrrr



boom



aaahh



crack



waahh



drip



quack



z-z-z-z-z



woo woo woo



moooo



woosh



ding ding



woof



swish



slurp

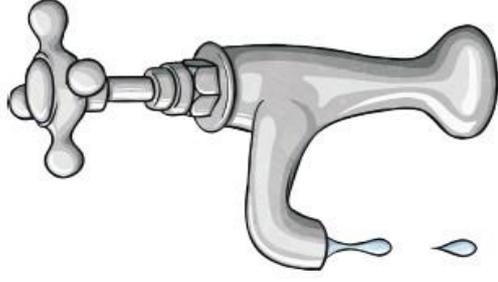
Water Sounds

babble burble slosh splash spray

sprinkle squirt dribble drip drizzle

gurgle gargle gush squelch splosh

splutter trickle



Vocal Sounds

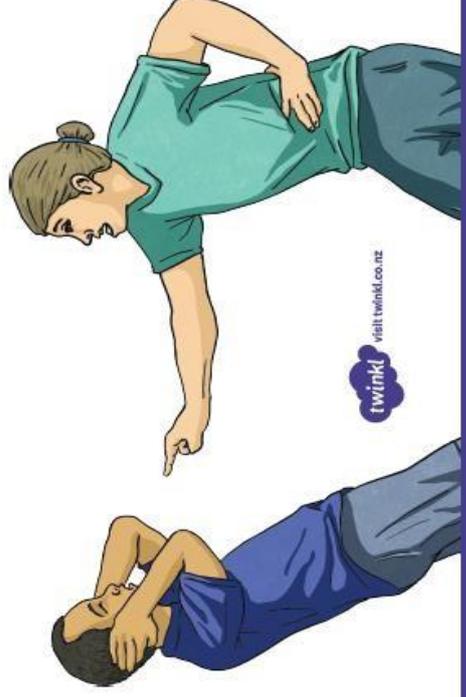
achoo munch murmur mumble groan

grumble boom bellow roar growl

chatter snort sniff sniff argh ahem

yodel chortle grunt burp burp

tsk gulp hiccup hum snarl



Animal Sounds

woof baa buzz cheep chirp
caw cluck hiss meow moo
neigh coo oink purr quack
bleat ribbit tweet squawk warble
gobble croak hee-haw roar



Collision Sounds

bam bang bump clang
clap clatter click ding
screech clunk slap thud
thump whack crash clang



Comic Superhero Sounds

wham

pow

biff

bash

bam

zap

zonk

kapow

pop

zoom

thwack

whap

slam

kaboom

blam

oof

