

Being Healthy – Year 3 – Scheme of Work

The Being Healthy scheme is designed on the structure that teachers should follow when planning English lessons. It starts with the receptive skills of listening and reading and gradually eases the learners into the productive skills of speaking and writing. The Literature lesson, meant to instil and foster a love of literature in learners, may be used on any day during the week. The scheme is planned over a period of five days, but teachers are free to add more lessons as they deem necessary in order to address the needs and interests of their learners. Lessons are naturally pegged to a Year 3 Learning Outcome, and as is normally the case, more than one LO can feature in a lesson. Although each lesson focuses on a separate skill, an integrated-skills approach is used across the lessons to provide a meaningful and motivating context. Grammar is embedded in each lesson and teachers can note that language structures, function and vocabulary are generally constant throughout the five lessons to ensure continuity and serve as a scaffold for learners when they are doing their speaking and /or writing task. Each lesson is accompanied by a PowerPoint presentation and supporting material such as handouts. At the end of the document, you can also find links to additional material you might want to utilise.

Year 3		Topic: Being Healthy			Week:	
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function	
LISTENING	LS 5.2 I can understand audio-visual texts across a range of genres, identifying the main idea and specific information	<p>Questions throughout lesson.</p> <p>Worksheet with tasks (Lesson 1)</p>	<p>Pre-task: Ask learners to think of different ways they keep themselves healthy. Have them write down their ideas on a Padlet or use AnswerGarden. Discuss learners' responses. Ask questions to prompt thinking: <i>Do you keep yourselves healthy? Do you need to be told to wash your hands or to take a bath or a shower? Do you like being reminded to wash your hands, brush your teeth or take a shower? Who usually reminds you?</i></p> <p>Main task: Pre-teach vocabulary by playing a game: give the definition of a word and the learners say the word. Can learners guess what the listening task will be about? Explain that we will be listening to a poem called Being Healthy. The boy in the poem hates it when his family members tell him what to do to keep himself clean and healthy. Have learners do Task 1 on the handout.</p> <p>1st Listening: Listen carefully to what each family member tells the boy to do. Follow with Task 2 on handout. 2nd Listening: Listen for rhyming words. Follow with Task 3 on handout. 3rd Listening: Listen for body parts. Learners do Task 4 on handout.</p> <p>Draw learners' attention to the use of the imperative when the family members tell the boy what to do. Learners pretend to be the family members and they tell the boy what to do.</p> <p>Post-Task: Have learners think about what they and their family do to stay healthy. They can draw a picture and label it.</p>	<p>Link for listening text: https://learnenglishkids.britishcouncil.org/poems/being-healthy</p> <p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet</p> <p>Padlet or AnswerGarden (optional)</p>	<p>Language Structure: imperative verbs</p> <p>Vocabulary: sister, brother, dad, body, vegetables, bath, mum, night, clean, morning, brush my teeth</p> <p>Language Function: to instruct</p>	

LITERATURE	<p>LIT 5.3 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.</p> <p>LAP 5.2 I can use the correct word order when writing and speaking.</p>	<p>Questions throughout lesson.</p> <p>Worksheet exploring character change</p>	<p>Pre-task: Show learners the stick puppet of Sick Simon. Encourage them to tell you what they can notice about him. Ask: <i>What is wrong with Simon? How can you tell?</i> Elicit what Simon can do to recover. Ask learners if they have ever been sick: <i>What symptoms did they have and what did they do to get better? Did they visit a doctor? Did they take any medicine?</i> Go over some common illnesses and remedies.</p> <p>Main task: Book Orientation: Show cover of book. Discuss title, author, illustrator, picture. Use I see, I think and I wonder. <i>What do the learners think is going to happen in the story?</i></p> <p><i>Pre-teach Vocabulary:</i> Use slides to go over words from the story: cold, participate, recess, brag, germs, vomit.</p> <p><i>During Reading:</i> Explain that learners will be listening to the story. You may want to give them the link so they can read or follow the story independently. Share success criteria for the lesson. Go over key questions. Read the story aloud.</p> <p><i>After Reading:</i> Allow some time to discuss questions learners might have about the story. Have learners answer the three key questions shared earlier.</p> <p>Post-task: Discuss Simon’s character – <i>Can the learners notice that Simon changed from the beginning of the book to the end? In what ways? Can they support their observations with evidence from the text?</i></p> <p>Extension Idea: Have learners create a story map with the most important parts of the story. They can practise retelling the story at home.</p>	<p><i>Worksheet: How did Simon change?</i></p> <p>Sick Simon stick puppet</p> <p>PowerPoint presentation: Lesson 3 Literature</p>	<p>Language Structure: past tense verbs</p> <p>Vocabulary: headache, toothache, sneezing, tummy ache, influenza, sore throat, cold, participate, recess, brag, germs, vomit.</p> <p>Language Function: to narrate a story (to entertain)</p>
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READING	<p>R 5.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p>	<p>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p>Pre-task: Remind learners of last lesson in which you shared the story of Sick Simon. Ask: <i>Who was the main character? What was wrong with Simon? What does he do at the end?</i> Elicit that Simon starts to cover his nose to sneeze so that he doesn't spread germs. Explain that in this lesson we are going to learn more about how to cover up our sneezes. We are going to read a set of instructions about how to sneeze properly.</p> <p>Main task: <i>Introducing the Text: What do learners know about instructions? When do we read instructions?</i> Elicit what they already know and write their ideas down on the board. Show examples of instructions. Elicit the features of instructions – title, list of materials, the use of the imperative verbs, words that show sequence (follow slides).</p> <p><i>Pre-teach vocabulary:</i> Go through the vocabulary together and encourage learners to attempt reading them using different strategies, e.g. chunking, stretching the words, etc.</p> <p>Show the text to the learners and discuss main features: title, list of materials needed, the method and the pictures on the side. Ask: <i>Why are pictures included? Share key questions for learners to think about during reading: What are these instructions about? Why did the writer of these instructions use numbers? What words does the writer of these instructions use to show order?</i> Read the text aloud and have learners follow along. Next, have learners read the text silently. Review some strategies when reading unfamiliar words and encourage learners to self-check for meaning while they are reading. Discuss key questions and have learners refer to the text to support their answers. Also discuss author's purpose in writing this text. Have learners go through text and underline all the bossy (imperative) words.</p> <p>Post-task: Proceed with the tasks on Worksheet. Explain and assist as necessary.</p> <p>Extension Idea: Have learners practise putting the Instructions in order (resource available). What helped them put the instructions in order? (numbers were left out on purpose)</p>	<p>Worksheet with Reading Text and questions</p> <p>Instructions to be cut up and reordered.</p> <p>PowerPoint Lesson 3 Reading</p>	<p>Language Structure: the imperative</p> <p>Vocabulary: sneeze, tissue, upper, sanitizer, thoroughly, disposable</p> <p>Language Function: To inform</p>
	<p>R 5.7 I can make informed assumptions about a text or long work from its title and introductory material</p>				

SPEAKING	<p>LS 5.8 I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process.</p> <p>LAP 5.3 I can write and speak about present and past events adopting simple linguistic forms.</p>	<p>Questions throughout lesson.</p> <p>Oral contributions by students</p>	<p>Pre-task: Revise illnesses done in the second lesson. Explain that they will practise giving advice to someone who is sick. Show the dialogue (Slide 11) and elicit where the child is and who he is talking to. Read the dialogue together. Have learners choose an illness and role-play the situation on the slide(with an adult at home or with another learner while the others listen).</p> <p>Main task: Show hand washing poster. Elicit what the poster is about. Allow some time for learners to look at it carefully. Ask questions: <i>What do you notice about the way the words are written? Where would you find this kind of poster? Who is it aimed for? Who would read it? Why did the writer use pictures? What is the message the writer wants to give the reader? How has the writer of this poster tried to grab the reader's attention? What is the purpose of this poster? Why is it important to clean your hands regularly?</i></p> <p>Explain that they will practise giving instructions on how to wash hands. Remind learners that when telling someone to do something we use bossy words. Go through the pictures on the slide and elicit bossy words. Go through the pictures again, this time doing an action for every picture. Revise order in instructions – First, next, then... Encourage learners to put the pictures in order and think of an instruction that matches each picture. For e.g.: for the first picture learners can say ‘Turn on the water’. For the 2nd picture they can say, ‘Wet your hands’. You can prompt them by showing them the action for the verb. Learners can also refer to the Word Mat.</p> <p>Post-task: To see if their instructions make sense and if they have said them in the right order, have learners practise giving these instructions to someone at home. You can have learners record themselves on FlipGrid or Vocaroo, too.</p> <p>Extension idea: Invite pupils to practise giving other forms of instructions such as: How to take a bath, or How to prepare a cup of tea.</p>	<p><i>PowerPoint Lesson 4 Speaking</i></p> <p>Washing our Hands Word Mat</p>	<p>Language Structure: Imperative verbs and Linking words</p> <p>Vocabulary: First, next, then, after, rub, rinse, running water, apply, between, fingers, foam, soap</p> <p>Language Function: To give instructions</p>
WRITING	<p>W 5.16 I can write instructions to explain the steps of a process..</p> <p>W5.12 I can make a text more interesting or more relevant to</p>	<p>Questions throughout lesson.</p> <p>Learners write instructions for washing hands</p>	<p>Pre-task: Set the context for the writing: Imagine that your headmaster or headmistress wants you to write a set of instructions on how to wash your hands to hang in the school restrooms. Elicit genre, audience and purpose (GAP) from learners. Revise hand washing routine by showing learners the pictures and reading the words. You can also have learners do the actions associated with each picture. Also, remind learners of text ‘How to cover your sneeze’.</p> <p>Main task: See if learners can remember the layout features of instructions: title, list of things needed, method and pictures if possible. <i>What about the verbs?</i> Elicit what good instructions look like. Compare</p>	<p>PowerPoint Lesson 5 Writing</p> <p>Sports and Games Word mat</p> <p>Writing a message writing frame</p>	<p>Language Structure: Imperative verbs Linking words</p> <p>Vocabulary: First, next, then, after, rub, rinse, running water, apply, between, fingers, foam, soap</p>

<p>me by changing the vocabulary.</p> <p>W5.14 I can use resources to help me plan my written work and present it accurately.</p> <p>LAP 5.8 I can, at an elementary level, use the language necessary to show time, place and movement in a sentence.</p>		<p>learners' ideas with those listed on Slide 7. Share success criteria for writing instructions.</p> <p>Plan: Show the template for writing instructions. Go through it step by step, and elicit responses from learners, e.g. I wonder what the title should be? Can learners suggest a title? Do the same for the list of things needed. For the actual instructions, write some key words, e.g. first, turn the water. Take suggestions from learners. Refer to Slide 11.</p> <p><i>First Draft:</i> Next, model how to write down the instructions. Use OneNote or whiteboard.fi. Remind learners that at this stage you need to focus on getting your ideas down on paper and that you will look at spelling later. Elicit sentences from learners and model choosing a preferred sentence. Model referring to the word mat for words and language structures.</p> <p><i>Revise:</i> Go through the whole paragraph to improve it. Draw learners' attention to how we join two ideas together by using joining words, e.g. and, but, because. Use SAD technique (Substitute, Add and Delete). Mark changes using another colour.</p> <p><i>Edit and Proofread:</i> Go through it once again to check for punctuation marks, capital letters, spelling mistakes, and to see that it reads well. Refer to success criteria for writing instructions.</p> <p><i>Publish:</i> Re-write the instructions neatly on the writing frame provided so that you can give them to your headmaster/headmistress to hang in the school's restrooms.</p> <p>Post-task: Students write their own instructions independently.</p>	<p>Language Function: give instructions to explain a process</p>
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Further Ideas for this topic:

<p>Learning Apps</p> <p>https://learningapps.org/14627778: Matching pictures to words</p> <p>https://learningapps.org/2657263: Sorting healthy and unhealthy foods</p> <p>https://learningapps.org/7523393: Healthy and unhealthy habits</p> <p>https://learningapps.org/8866869: Answer questions based on videoclip</p> <p>https://learningapps.org/1307063: Healthy habits matching</p>	<p>British Council website</p> <p>https://learnenglishkids.britishcouncil.org/category/topics/health-and-illness</p> <p>Various games and activities on the topic Health and Illness</p>
<p>YouTube</p> <p>https://www.youtube.com/watch?v=JiOApIRdohw (Illnesses and injury)</p> <p>https://www.youtube.com/watch?v=RLG8Nyve2vg (Health and Illnesses Conversation)</p> <p>https://www.youtube.com/watch?v=FWw8xgDTFTQ (Healthy habits)</p> <p>https://www.youtube.com/watch?v=aOebfGGcjVw (Why do we brush our teeth?)</p>	<p>Books to Share</p> <p><i>Eat your Peas</i> by Kes Gray & Nich Sharatt https://www.youtube.com/watch?v=Rab3lw0qT1U</p> <p><i>Me and My Amazing Body</i> by Joan Sweeney https://www.youtube.com/watch?v=JEbRZqwmwI8</p> <p><i>When you're feeling sick</i> by Coy Bowles https://www.youtube.com/watch?v=rKzMqkECLjo</p>
<p>Poems and Drama</p> <p>https://www.poetryfoundation.org/</p> <p>www.poetry4kids.com</p> <p>https://funny-poems.co.uk</p> <p>https://www.familyfriendpoems.com/poem/sick-by-shel-silverstein</p>	<p>Further links</p> <p>J2E – online tools for teaching and learning</p> <p>Flipgrid – assign a task and learners record themselves answering your question https://eltexperiences.com/10-websites-for-english-language-teachers/</p> <p>AnswerGarden – online tool to brainstorm vocabulary</p> <p>Nearpod – ready made lessons and activities</p> <p>whiteboard.fi – online whiteboard</p> <p>Poll Everywhere</p> <p>Vocaroo – online voice recording app</p>