

**Pets – Year 3 – Scheme of Work**

*This Pets scheme of work 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. This scheme is planned over a period of six days, with two lessons focusing on reading – one is reading a timetable and the other one is reading an email. As usually recommended, 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 worksheets, Word Mats and Writing Frames. At the end of the document, you can also find links to additional material you might want to utilise.*

Year 3		Topic: Pets			Week:
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
LISTENING	LS 5.2 I can <b>understand audio-visual</b> texts across a range of genres, <b>identifying the main idea and specific information</b>	<p>Questions throughout lesson.</p> <p>Worksheet with tasks</p>	<p><b>Pre-task:</b> Ask learners to think of different words related to pets. What words come to mind when we think of the topic Pets? Use Poll Everywhere option Word Cloud so children input their words and a word cloud will automatically form when learners submit replies.</p> <p><b>Main task: <i>Introduce the text:</i></b> Explain that they will be listening to four teenagers who are at a pet show talking about their pets. Ask: <i>What is a pet show? Have you ever been to a pet show? What kinds of things would you see?</i> Learners watch a short video-clip about a pet show in Birmingham. After viewing discuss briefly the kinds of activities that one can see and participate in.</p> <p><i>Pre-teach vocabulary:</i> Show words on screen and have learners attempt to read them. <i>What strategies can we use?</i> Elicit chunking, saying the initial sound, looking for smaller words in the big word, etc.</p> <p>Explain that the four teenagers in the audio-text are going to say what kind of pet they have, what kind of food it eats and something interesting about their pet.</p> <p>1<sup>st</sup> Listening: Listen carefully to what pet each teenager has. Follow with Task 1 on handout.                  2<sup>nd</sup> Listening: Listen to what each pet eats. Follow with Task 2 on handout.                  3<sup>rd</sup> Listening: Listen to names, how the pet looks and feeding times.</p> <p><b>Post-Task:</b> Ask learners to draw or write about their pets. <i>What is its name? What does it eat? What colour is it? Where do you keep it? What does it love doing?</i> If they don't have a pet, they can write about a pet they would like to have.</p>	<p>Link for Audio-text included in PPT</p> <p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet</p> <p>Poll Everywhere</p>	<p><b>Language Structure:</b> present simple tense (I brush, I have, It is, It eats, etc...</p> <p><b>Vocabulary:</b> teenager, tarantula, poisonous, insects, clever.</p> <p><b>Language Function:</b> to describe routine</p>

<p style="text-align: center;"><b>READING</b></p>	<p>R 5.5 I can use a <b>range of strategies to aid comprehension</b> and <b>find the required information</b> in the text.</p>	<p>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p><b>Pre-task:</b> Remind learners of the Listening lesson. Ask: Do you remember where the teenagers were? Elicit National Pet Show. Explain that in this lesson we are going to pretend that we are going to attend the National Pet Show, too! You decide to do some research online so you get to know more about the National Pet Show. You come across some photos. Elicit vocabulary related to photos. Discuss: <i>What would you see at the show? What would you learn? What could you buy?</i></p>	<p>Worksheet with Reading Text and questions Lesson</p> <p>PowerPoint Lesson 2 Reading a Timetable</p>	<p><b>Language Structure:</b> present tense verbs</p> <p><b>Vocabulary:</b> Millipede, mini beast, stick insect, reptiles, scaly, serpents</p>
	<p>R 5.7 I can make <b>informed assumptions</b> about a text or long work from its <b>title and introductory material</b></p>		<p><b>Main task: <i>Introducing the Text:</i></b> Explain that today's text is a timetable of the activities at the Kids' Zone, an area at the show aimed for children. Share Learning Intention. <i>What would a timetable include? When do we read a timetable? Have you ever used a timetable?</i> Elicit ideas and write them on the board. Look at the text carefully and discuss its features.</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><i>Pre-Reading:</i> Show key questions. <i>Who would need this timetable and why? What information do we get from this timetable? What is the purpose of this timetable? Which activity would you really like to attend and why?</i></p> <p><i>During Reading:</i> Read the timetable 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.</p> <p><i>After Reading:</i> Discuss key questions and have learners refer to the text to support their answers. <i>What strategies did they use when they came across an unknown word?</i> Play a game to encourage learners to scan the text. Elicit what they were doing to find the answers quickly. Elicit looking for keywords, headers, bold words, etc. Explain that this is called scanning.</p> <p><b>Post-task:</b> Learners do Tasks on Worksheet.</p> <p><b>Extension Idea:</b> Have learners find a timetable and look at it carefully. <i>What does that timetable show? Who would use it? What does it include?</i> They can send you photos of their timetable and their responses via OneNote Assignment or Padlet.</p>		<p><b>Language Function:</b> To inform and describe</p>

<b>READING</b>	<p>R 5.5 I can use a <b>range of strategies to aid comprehension</b> and <b>find the required information</b> in the text.</p> <p>R 5.7 I can make <b>informed assumptions</b> about a text or long work from its <b>title and introductory material</b></p>	<p>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p><b>Pre-task:</b> Set the context. After viewing the timetable for the Kids’ Zone at the National Pet Show, you decide to invite your friend Oliver to join you as he really loves animals. You write him an email to invite him. Ask: <i>Have you ever sent an email? To whom? What did you write in it? What was the purpose of your email? Why do we use emails? What do you need to have to send an email?</i></p> <p><b>Main task:</b> <i>Introducing the Text:</i> Elicit features of an email. Ask learners to contribute ideas orally. Discuss their ideas and compare them to the features listed on PowerPoint. Go through the different parts of the email, explaining each one as you go along.</p> <p><i>Pre-teach vocabulary:</i> Let the learners go through the text and mark any words which they feel might be difficult. Discuss and elicit which strategies might be useful (chunking, dragging the sound, looking for a small word in the big word, etc)</p> <p><i>Pre-Reading:</i> Explain that first we want to find the main idea of the email to understand what the email is about. How can we do this quickly? Which features of the email might help us? Explain that this process is called skimming and compare it to scanning (remind them of the task in the previous lesson where they looked quickly for keywords in the timetable). Learners go quickly through the text to get the main idea. Discuss answers.</p> <p><i>During Reading:</i> Read the timetable aloud and have learners follow along. Next, have learners read the text silently. Encourage learners to self-check for meaning while they are reading.</p> <p><i>After Reading:</i> Ask: <i>Which details did Kai include in his email?</i> Take responses and go through text together to highlight the details.</p> <p><b>Post-task:</b> Learners do Tasks on Worksheet.</p>	<p>Worksheet with Reading Text and questions Lesson 3</p> <p>PowerPoint Lesson 3 Reading an email</p> <p>Writing an email Writing Frame</p>	<p><b>Language Structure:</b> present tense verbs</p> <p><b>Vocabulary:</b> greeting, signature, attaching, regards</p> <p><b>Language Function:</b> to invite and inform</p>
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LITERATURE	<p>LIT 5.3 I can respond to simple poems, stories, and plays by <b>speaking and writing</b> briefly about <b>how I feel about the literary texts and about the events and characters</b> in these texts.</p>	<p>Questions throughout lesson.</p> <p>Worksheet with task</p>	<p><b>Pre-task:</b> Explain that in this lesson, learners will be working on an extract from one of Julia Donaldson’s books. Have the pupils ever read any stories or poems by Julia Donaldson? Which ones?</p> <p><b>Main task:</b> 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? What does the name of the story tell us about the cat? Do learners know what tabby cat means?</i> Read the following book introduction: Tabby McTat is a happy cat, singing along all day with Fred the busker. But when Fred gives chase to a thief, the two are separated.</p> <p><i>Pre-teach Vocabulary:</i> Use slides to go over words from the story: busker, checked, stroll, block, glossy, chatting. Remind learners of strategies (chunking, stretching the word, etc.).</p> <p><i>During Listening:</i> Explain that learners will be listening to the story. Go over key questions to be discussed later.</p> <p><i>After Listening:</i> Allow some time for learners to answer the three key questions individually. Discuss as a whole class. Explain that next, we will be looking more closely at some pictures from the story. Julia Donaldson’s books are very carefully illustrated and the pictures help the reader understand the story better. Go over some pictures and discuss the questions orally. Encourage learners to notice other details in the pictures and talk about them.</p> <p>Have learners look carefully at Tabby McTat’s appearance. <i>How does Tabby McTat look? What words does Julia Donaldson use? What words can we add? Next, compare Tabby McTat’s physical appearance to Sock’s. How do they differ? Why are they so different? (one’s fur is dusty and the other one’s glossy) What does this tell us about where they live and their owners?</i></p> <p><i>Explain that we are going to explore Tabby McTat’s character further. When we work with character, we usually look at what a character sees, does, thinks and feels. Elicit examples for each area and have learners refer to the text to support their ideas.</i></p> <p><b>Post-task:</b> Learners work worksheet on Tabby McTat’s character independently.</p> <p><b>Extension Idea:</b> Have learners continue listening to the story. They can draw their favourite part of the story and write something about it.</p>	<p><i>Worksheet: Tabby McTat’s character</i></p> <p>PowerPoint presentation: Lesson 4 Literature</p> <p><a href="https://www.youtube.com/watch?v=LlWXpiy8wwo&amp;t=154s">https://www.youtube.com/watch?v=LlWXpiy8wwo&amp;t=154s</a></p>	<p><b>Language Structure:</b> past tense verbs</p> <p><b>Vocabulary:</b> busker, checked, stroll, block, glossy, chatting.</p> <p><b>Language Function:</b> to narrate a story (to entertain)</p>
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<b>SPEAKING</b>	<p>LS 5.8 I can <b>communicate my own experiences, likes and dislikes</b> fluently and accurately with some allowance to <b>self-correct</b> in the process.</p>	<p>Questions throughout lesson.</p> <p>Pet descriptions recorded on FlipGrid or Vocaroo</p>	<p><b>Pre-task:</b> Have learners guess which is the most popular pet. They can tell you orally or write it down on their mini-whiteboards. Show the infographic and discuss. Which pet is the most popular? Did they guess right? Why is it that this pet is the most popular?</p> <p><b>Main Task:</b> Explain that in this activity we are going to talk about our pets. First let's brainstorm some ideas that we can talk about: What is it called? What does it look like? What does it eat? What does it live in? Does it like to play with anything? What does it enjoy doing? You can also think back to how the teenagers they listened to in the Listening Lesson described their pets.</p> <p>Use the graphic organiser to organise your ideas about your pet. This will serve as a model for the learners. Go through the sentence structures that your learners will need in order to talk about their pets: Its name is.../It eats...twice a day/It plays.../I brush... etc.</p> <p>Next, let learners listen to you as you talk about your pet. Answer any questions they might have. Also point out how the ideas on the graphic organiser helped you to come up with the sentences.</p> <p><b>Post-task:</b> Learners fill the graphic organiser with information about their pets. Have them record themselves talking about their pets on FlipGrid or Vocaroo.</p>	<p>PowerPoint Lesson 5 Speaking</p> <p>Graphic Organiser My Pet</p>	<p><b>Language Structure:</b> Verbs in the present tense: I have/It is.../It sleeps.../It has.../It eats.../It likes...</p> <p><b>Vocabulary:</b> Related to pets, pet needs and pet care</p> <p><b>Language Function:</b> To describe</p>
<b>WRITING</b>	<p>W 5.9 I can <b>write a paragraph</b> appropriately for an <b>audience</b> and with a <b>purpose</b>.</p> <p>W5.12 I can make a text more <b>interesting</b> or more relevant to</p>	<p>Questions throughout lesson.</p> <p>Learners write an email</p>	<p><b>Pre-task:</b> Set the context for the writing: You are Oliver. Kai sent you an email to attend the National Pet Show and to tell you that he can take care of your pet while you are away. Reply to his email to accept the invitation and give him some information about how to take care of your pet. Share Learning Intention.</p> <p><b>Main task:</b> See if learners can remember the layout features of an email: to/from/subject/greeting/introductory paragraph/ main paragraph/closing and signature. Share success criteria for writing an email.</p>	<p>PowerPoint Lesson 5 Writing</p> <p>Graphic Organiser (from Speaking lesson)</p> <p>Writing an email (blank template)</p> <p>Writing an email Writing Frame</p>	<p><b>Language Structure:</b> Present tense verbs: It needs/It eats/drinks etc...</p> <p>Linking words</p> <p><b>Vocabulary:</b> Related to pets, pet needs and pet care</p> <p><b>Language Function:</b> to inform and describe</p>

	<p>me by <b>changing the vocabulary</b>.</p> <p>W5.14 I can <b>use resources</b> to help me <b>plan</b> my written work and <b>present</b> it accurately.</p>		<p>Plan: Remind learners of the graphic organiser you created in the speaking lesson about your pet. They can pretend that it is Oliver’s pet and he needs to give Kai some tips on how to take care of it. Elicit from learners what the main idea will be and what other details we can add afterwards.</p> <p><i>First Draft:</i> Model how to write the email (as simply as possible). You can refer to Kai’s email to Oliver so that you borrow some ideas. Learners may also refer to the Writing an email Writing Frame from Lesson 3.</p> <p><i>Revise:</i> Go through the email to improve it. Draw learners’ attention to how we can rewrite certain parts to make them sound better and how we can avoid repeating certain words. 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 an email.</p> <p><i>Publish:</i> Re-write the email neatly on the writing frame provided</p> <p><b>Post-task:</b> Students use the Graphic Organiser My Pet used in Lesson 5 (Speaking) to help them write their own emails independently.</p>		
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Further ideas for this topic:

<p><b>Learning Apps</b></p> <p><a href="https://learningapps.org/2015439">https://learningapps.org/2015439</a>: Matching pictures to words with audio</p> <p><a href="https://learningapps.org/2322538">https://learningapps.org/2322538</a>: Guess the animal</p> <p><a href="https://learningapps.org/1708772">https://learningapps.org/1708772</a>: Crossword – listen to the word and type</p> <p><a href="https://learningapps.org/13240210">https://learningapps.org/13240210</a>: Guess the pet (similar to Hangman)</p> <p><a href="https://learningapps.org/18448639">https://learningapps.org/18448639</a>: Matching pets' body parts</p>	<p><b>British Council website</b></p> <p><a href="https://learnenglishkids.britishcouncil.org/category/topics/pets">https://learnenglishkids.britishcouncil.org/category/topics/pets</a></p> <p>Various games and activities on the topic Pets</p>
<p><b>YouTube</b></p> <p><a href="https://www.youtube.com/watch?v=yJ-bvjdm4Pk">https://www.youtube.com/watch?v=yJ-bvjdm4Pk</a> (Listen and repeat)</p> <p><a href="https://www.youtube.com/watch?v=PKw_4ck3JF0">https://www.youtube.com/watch?v=PKw_4ck3JF0</a> (Guessing game)</p> <p><a href="https://www.youtube.com/watch?v=lhixFwZiNEw">https://www.youtube.com/watch?v=lhixFwZiNEw</a> (National Geographic)</p> <p><a href="https://www.youtube.com/watch?v=pKosbOawGSY">https://www.youtube.com/watch?v=pKosbOawGSY</a> (Taking care of pets)</p>	<p><b>Books to Share</b></p> <p><i>What Pet should I get?</i> by Dr Seuss <a href="https://www.youtube.com/watch?v=psCzO1TIJU&amp;t=26s">https://www.youtube.com/watch?v=psCzO1TIJU&amp;t=26s</a></p> <p><i>Can I be your dog?</i> by Troy Cummings <a href="https://www.youtube.com/watch?v=an4jAjfJKe4">https://www.youtube.com/watch?v=an4jAjfJKe4</a></p> <p><i>Strictly no elephants</i> by Lisa Mantchev <a href="https://www.youtube.com/watch?v=ZAKu6vzyMoY">https://www.youtube.com/watch?v=ZAKu6vzyMoY</a></p> <p><i>The Perfect Pet</i> by Margie Palatini <a href="https://www.youtube.com/watch?v=eWa63fkck8g">https://www.youtube.com/watch?v=eWa63fkck8g</a></p>
<p><b>Poems and Drama</b></p> <p><a href="https://www.poetry4kids.com/topic/animals/">https://www.poetry4kids.com/topic/animals/</a></p> <p><a href="http://www.funnypoemsforlife.com/poems/dog">http://www.funnypoemsforlife.com/poems/dog</a></p> <p><a href="https://funny-poems.co.uk">https://funny-poems.co.uk</a></p> <p><a href="https://www.familyfriendpoems.com/poem/dog-poem">https://www.familyfriendpoems.com/poem/dog-poem</a></p>	<p><b>Further links</b></p> <p><a href="https://www.liveworksheets.com/search.asp?content=pets">https://www.liveworksheets.com/search.asp?content=pets</a></p> <p>J2E – online tools for teaching and learning</p> <p>Flipgrid – assign a task and learners record themselves answering your question <a href="https://eltexperiences.com/10-websites-for-english-language-teachers/">https://eltexperiences.com/10-websites-for-english-language-teachers/</a></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>