



Term 2
Week 2
English

GRADE 3 TEACHERS





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GRADE 3-ENGLISH



▶ Lesson Contents:

- ❖ Reading
- ❖ Vocabulary
- ❖ Spelling (Vowel Sound)
- ❖ Phonics Grammar
(Proper and Common Noun)
- ❖ Writing



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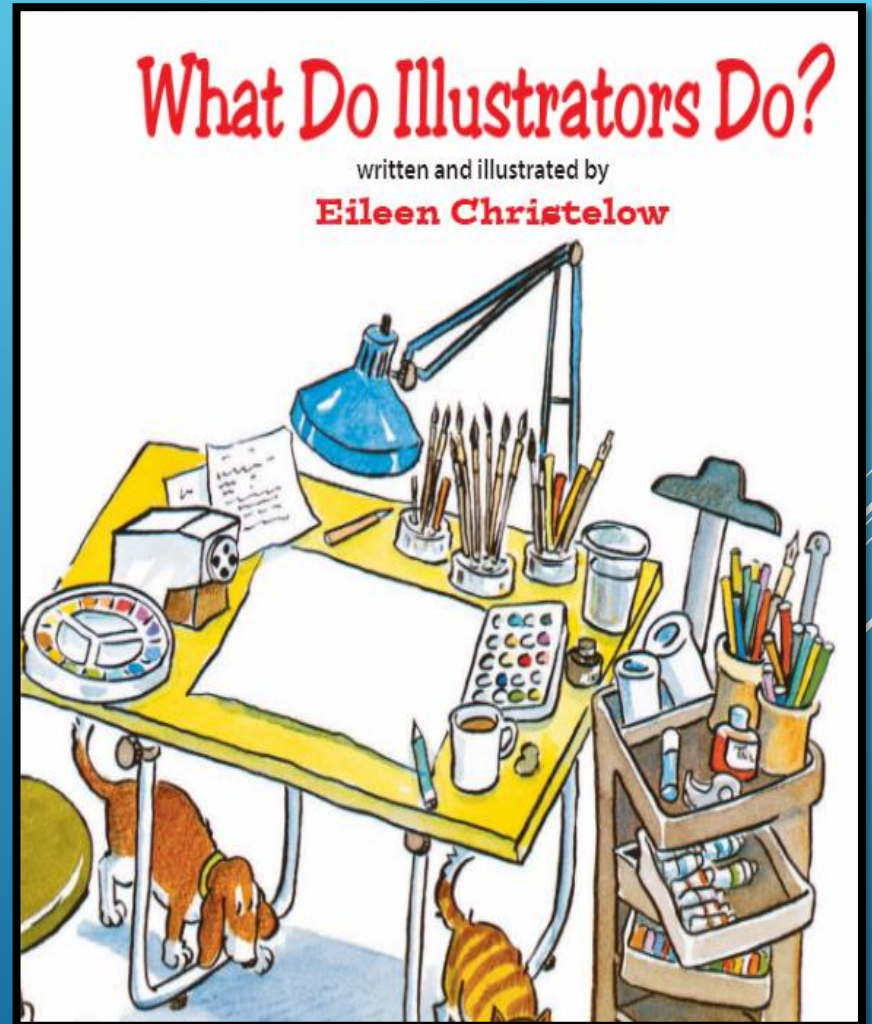
Unit 2: Look and Listen

❖ Learning Objective :

I will read the story
"What Do Illustrators
Do?".

❖ Success Criteria :

I will be successful if I
can identify the graphic
features in the story.





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▶ What Do Illustrators Do?

▶ Written and Illustrated by:

▶ Eileen Christelow

Video Link

▶ <https://www.youtube.com/watch?v=YYhU5cOee-k>



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Vocabulary

Learning Objective :




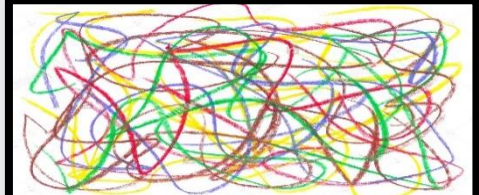
I will identify the target vocabulary words.

Success Criteria :





I will be successful if I can write sentences with the target vocabulary words.





Word	Meaning	Picture
1. imagine	to form in the mind a thought, picture, or image of.	 A cartoon illustration of a young girl with blonde hair, wearing a red shirt, sitting at a desk and writing. Above her head is a thought bubble containing a rocket ship, stars, and a planet with a ring, representing the act of imagining.
2. tools	any instrument, thing, or activity that helps to get something done.	 A collection of art supplies including a wooden easel, several paint cans in different colors (red, yellow, blue, green), paintbrushes, and a palette with mixed colors.
3. illustrate	explain or make (something) clear by using examples, charts, pictures.	 A cartoon illustration of a young boy with dark hair, wearing a red shirt, sitting at a desk and drawing on a piece of paper with a green marker. There are other markers (yellow, purple, blue) on the desk.
4. scribbles	write or draw (something) carelessly.	 A large, messy scribble made of many overlapping, colorful lines in various colors (red, green, blue, yellow, purple) on a white background.



Word	Meaning	Picture
5. sketches	a rough or unfinished drawing or painting	
6. tracing	a copy of a drawing, map, or design made by tracing	
7. research	careful study of something in order to find out information about it.	
8. texture	give (something) a rough or uneven texture	



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Let's Practice :

Put the following words in meaningful sentences:

1.imagine	Rouda captured the <u>image</u> on camera.
2.tools	We need some <u>tools</u> for my science project.
3. illustrate	The artist who <u>illustrated</u> this book is very good.
4. scribbles	My sister loves to <u>scribbles</u> on paper.



Let's Practice :

Put the following words in meaningful sentences:

5. sketches	Hazza looked at Salma's <u>sketches</u> .
6. tracing	Latifa used a <u>tracing</u> paper to draw a tree.
7. research	Hamad is busy with his <u>research</u> .
8. texture	The cloth was rough in <u>texture</u> .



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Learning Objective :

I will identify and use the Text & Graphic Features in selection.

Success Criteria :

I will be successful if I can identify and differentiate text and graphic features.





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Text & Graphic Features

Text features include all the components of a story or article that are not the main body of text. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams.



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Text & Graphic Features

Graphic features
are such as drawings,
to help the authors
to organize and
explain their ideas.



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**Text or Graphic
Feature**

**drawings,
photos and
illustrations**

Purpose

to help you
better
understand
what you read.



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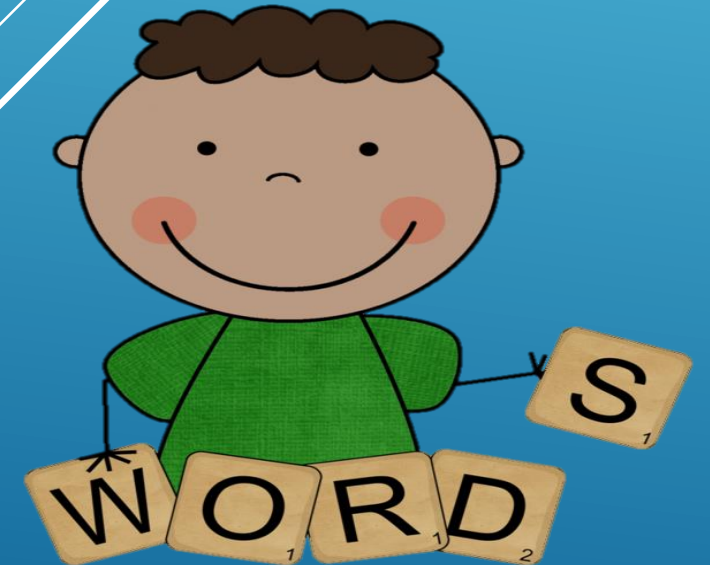
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Learning Objective :

I will read words and give examples of words that contain vowel sound in talk.

Success criteria:

I will be successful if I can give examples of words containing vowel sound in talk.





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Spelling words list:

- | | | |
|----------|----------|------------|
| 1. talk | 6. cost | 11. salt |
| 2. cross | 7. crawl | 12. wall |
| 3. awful | 8. chalk | 13. lawn |
| 4. law | 9. also | 14. always |
| 5. cloth | 10. raw | |

Review

soft
small

Challenge

often
strawberry



Write the Basic Word that best replaces the underlined word or words in each sentence.

- ▶ 1. Things to Look for Before you _____:
cars, trucks, bicycle.
- ▶ 2. Ways to Communicate: draw a picture, use sign language, _____.
- ▶ 3. Writing Tools: pencil, pen, _____.
- ▶ 4. Things That Are Against the _____:
littering, speeding, stealing.



Write the Basic Word that best replaces the underlined word or words in each sentence.

- ▶ 5. Spices and Seasonings: garlic, cinnamon, _____.
- ▶ 6. Things People Eat _____: apples, lettuce, tomatoes.
- ▶ 7. Parts of a Building: staircase, window, _____.
- ▶ 8. Things Made of _____: shirt, scarf, sheet.



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Answers Key

1. Cross

5. salt

2. talk

6. Raw

3. chalk

7. wall

4. Law

8. cloth



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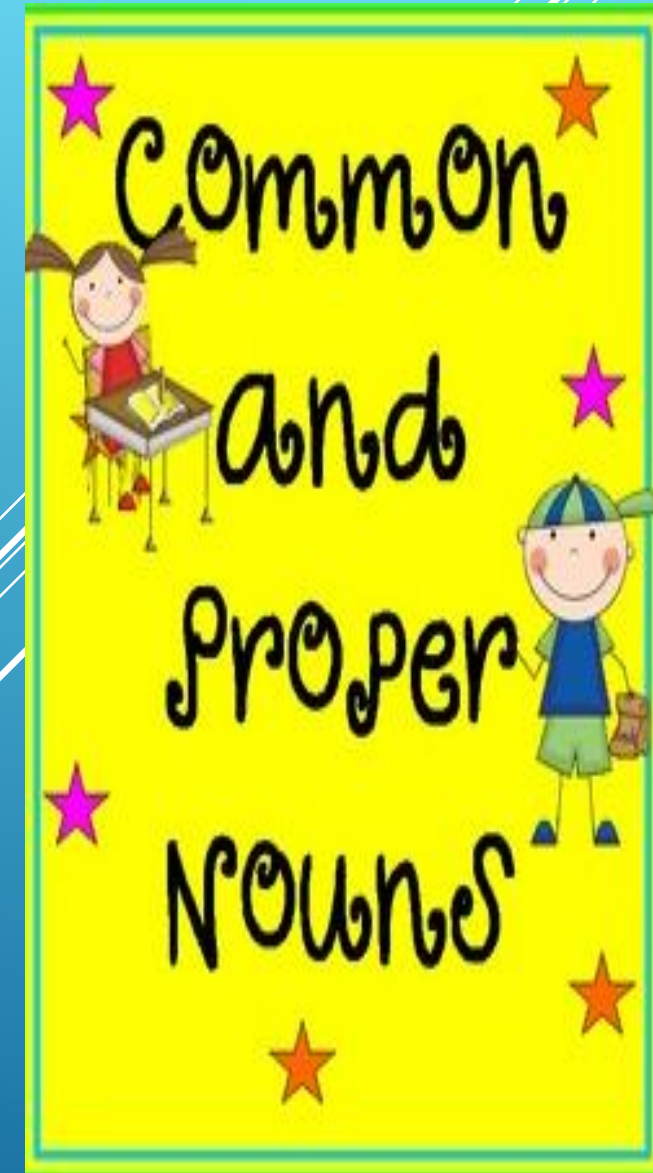
GRAMMAR

Learning Objective:

I will identify common and proper nouns in a sentence.

Success Criteria :

I will be successful if I can write sentences with common and proper nouns.





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Common nouns name any person, place, thing, or idea. They are not capitalized unless they come at the beginning of a sentence.

Proper nouns are the names of specific people, places, things, or ideas. Proper nouns should always be capitalized.



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Common Nouns

restaurant

toy

subject

movie

drink

=

=

=

=

=

TGI Friday's

Lego

Math

Wonder Woman

Pepsi



Let's Practice!!!

Identify the common noun and proper noun in the sentences.





You broke my favorite mug.

I can't believe you broke my Snoopy mug.

They're all waiting for us at the restaurant.

Everyone else is at Bill's Burgers.

Let's go to watch a live game at the stadium.

Let's try to get good seats at Hazza Bin Zayed Stadium.



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Answers Key!

Common Noun: You broke my favorite mug.

Proper Noun: I can't believe you broke my Snoopy mug.

Common Noun: They're all waiting for us at the restaurant.

Proper Noun: Everyone else is at Bill's Burgers.

Common Noun: Let's go to watch a live game at the stadium.

Proper Noun: Let's try to get good seats at Hazza Stadium.



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WRITING

❖ Learning Objective:

I will write an informative/
explanatory text.

❖ Success Criteria :

I will be successful if I can
write an informative/
explanatory text.





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WRITING

- The story/events in narrative paragraph should be arranged chronologically (time order), that is in the order in which they have happened.

Sequencing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts.





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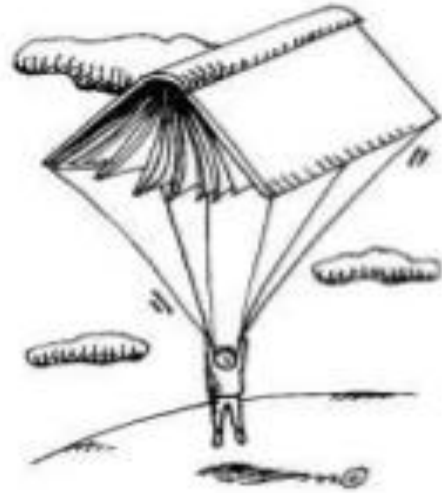
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WRITING

Sequence of Events

Putting events of a story in time order of when they happened.

What happens in the story to help the characters solve the problem?



First

Next

Then

Finally

★ Good writers tell their story in the order of how it happened.





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WRITING

How to use the sequence of event.

How to make a cup of tea?



First We boil some water.



Next Serve the water in a cup.



Then Put the teabag in the water.



After Add some sugar and milk.



Finally Add a biscuit and enjoy it.





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