

Grade

3

Unit 2

Places in town

**Skill focus:** reading**Lesson objectives:**

- to talk about places in the town
- to match the words to the pictures – places in the town
- to read sentences about the places in the town
- to listen and predict a story and sequence in the right order
- to write own story and read to partner

Description:

Ps are given the opportunity to predict a simple story using words they have learned. There is a lot of participation by Ps during the storytelling, which will be fun and engaging. Ps enjoy guessing, especially when they guess correctly.

Materials:

Picture cards: a mosque, a hospital, a school, a park, a market, a zoo, a café
Word cards: mosque, hospital, school, park, market, shop

Short text on sentence strips:

Mustafa is in the town.

He is in the shop to buy rice.

Then he walks to the market to buy some chicken.

Then he walks to the mosque to pray.

Then he walks to the school to pick up Fatima.

Then they walk to the park to play.

Then they walk to the hospital to visit Grandma.

Then they walk home.

Put each sentence onto a sentence strip and put a different colour mark on each one to help Ps recognise them.

Benefits:

During this activity Ps will:

- brainstorm and share any prior knowledge or vocabulary they know about towns
- share knowledge they have about their community
- develop their reading comprehension skills by matching words to pictures then recognising them in sentences
- develop their prediction skills and sense of achievement
- use their imagination to create their own story
- practise reading while listening to the teacher reading the text.

Timings	Stages	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre task: setting the context, matching keywords with pictures</p> <p>3. Say, <i>Tell me the places in ...</i> (say name of town/village where your school is). Help Ps by giving them an example. Say, <i>A hospital</i>. Ps say, Mosque, market, shop, hospital, school, ... Accept all answers.</p> <p>4. Say, <i>Look at the places</i>. Show the picture of a shop. Say, <i>What is this place?</i> Ps say, A shop.</p> <p>5. Say, <i>What is the beginning sound?</i> Ps say, 'Sh'.</p> <p>6. Say, <i>Let's do some reading</i> and use gestures to indicate a reading activity is going to start.</p> <p>7. Say, <i>Look at these words</i>. Show two word cards: shop and school. Say, <i>Which one is the shop?</i> Ps point to the correct word card. Say, <i>Yes!!! Well done</i>. Say, <i>Read 'shop'</i>. Ps say, Shop.</p> <p>8. Say, <i>Let's match the pictures and words</i>. Say, <i>I need two helpers</i>. Ps raise their hands to help. Give one P the picture and one P the word, and they stand together at the front of the class holding up the word and picture cards for the whole class to see.</p> <p>9. Repeat Steps 4–7 with the other places in the town: market, mosque, school, park, hospital, home. Ps stand in different places at the front of the class.</p>	<p>T-Ps</p> <p>T-Ps</p> <p>P-Ps</p>
20 mins	<p>Main task</p> <p>1. Say, <i>Listen to a story</i>. The title is: Mustafa's Day in Town. Say, <i>Where is Mustafa in the town?</i> Say, <i>Is he at the mosque?</i> Encourage Ps to give suggestions from the pre-taught vocabulary. Ps say, At the mosque, in the shop, in the park. ... Say, <i>Good idea</i>, but do not tell them yet.</p> <p>2. Say, <i>Who wants to be Mustafa?</i> Choose one P, who comes to the front of the class to be Mustafa.</p> <p>3. Say, <i>Mustafa is in the town. He is in the ...</i> Encourage Ps to guess and point to the correct word card.</p> <p>4. Say, <i>Who thinks he is in the shop?</i> Ps raise hands. Say, <i>Who thinks he is in the mosque?</i> Ps raise hands. Continue with other places. Continue reading. Say, <i>He is in the shop</i>. Clap and praise Ps who guessed correctly. Say, <i>Please go to the shop, Mustafa</i>. Say, <i>Which word is the shop?</i> Ps read and point to the word card 'shop'. P/Mustafa walks to the Ps with the 'shop' word card/picture.</p> <p>5. Say, <i>What is he buying in the shop?</i> Ps guess. Accept all answers, but do not tell the Ps the answer.</p> <p>6. Show the sentence strip with He is in the shop to buy rice. Say, <i>Read the sentence. What is he buying?</i> Ps read the sentence He is in the shop to buy rice. Clap for the Ps who guessed correctly. Give the sentence strip to a P to hold.</p> <p>7. Say, <i>Listen to the story. Then he walks to the ...</i> Repeat Steps 4–6 with other sentences until Ps have the whole story.</p> <p>8. Say, <i>Thank you. Sit down</i> to all the P helpers. Stick the sentence strips around the class for Ps to see.</p>	<p>T - Ps</p>
	<p>Post task</p> <p>1. Say, <i>Read the story with me</i>. Start reading the story. Pause before each new sentence to allow Ps to guess/remember the order. Point to the sentence cards each time to help them read.</p> <p>2. Say, <i>Now it's your turn to make a story</i>. Say, <i>Write three sentences. Choose a character. It can be Mustafa or a new character. Choose three places. It's YOUR story, so it can be different from MY story</i>.</p> <p>3. Ps choose three sentences from the story and write in their notebooks. Monitor and help Ps as they are copying the sentences. If they can move around the class, they can stand up to copy the sentences they want more easily.</p> <p>4. Ps read their version of the story to their partner. Monitor and listen and help.</p> <p>5. Praise all Ps. Say, <i>Well done, class. You worked really well today</i>. Ps say, Thank you, teacher.</p> <p>6. Say, <i>Bye, class</i>.</p> <p>7. Encourage class to say, <i>Bye</i>.</p>	<p>T-Ps</p> <p>P-P</p>

Assessment: Ask reading comprehension questions to check that Ps understand the story, e.g. What does Mustafa buy in the shop? Where does Mustafa walk to before the park? What does Mustafa do in the mosque? How many places does Mustafa go to? Do you like the story Mustafa's Day in Town? Why/why not?

Monitor while Ps are writing and reading. Notice fast finishers and encourage them to use their imagination to write more sentences. Encourage them to use any vocabulary that they already know.

Help Ps to copy sentences. Some may only write one sentence. That is OK.

Praise all Ps for participating.