

Grade

3

# Unit 3

## Zoo animals

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**Lesson objectives:** to allow Ps to practise speaking by asking and answering questions about quantities in the context of zoo animals

Ps will be able to:

- Speak about quantities using there is/are
- Ask about quantities using the pattern: How many \_\_\_\_ are there?

**Skills:** listening, speaking, writing

**Recycled language:**

Zoo animals and numbers

**Target language:**

How many \_\_\_\_\_ are there?

There is/ There are

**Materials:**

Create a poster with a picture of a zoo (see example below) . You can add other animals your Ps are familiar with.

Make sentence cards containing the following text:

How many \_\_\_\_\_ are there?

There are...

There is...

(see below lesson plan)

**Rationale:**

There is/are is a very common form in English to express the existence/presence of something. Pupils are already familiar with both numbers and animals in English, which provides a good context for the introduction of these two phrases.

Timings	Stages	Interactions
20 mins	<p>1. Say, <i>good morning/afternoon children.</i></p> <p>2. Encourage Ps to say <i>good morning/afternoon teacher.</i></p> <p>3. Place your zoo poster in the middle of the board and your sentence card on the right side of the board.</p> <p>4. Say, <i>Look at the picture of a zoo. While pointing at the elephants say How many elephants are there?</i></p> <p>NOTE: stress the /s/ at the end of elephantsssssss</p> <p>5. Allow enough thinking time. If Ps are not sure about what you are asking, say <i>one, two, three?</i></p> <p>NOTE: Do not use sentence cards for the first example. You want PS to only listen without reading at this stage.</p> <p>6. When you hear the correct answer say <i>That's tight. There are two elephants.</i></p> <p>NOTE: stress the /s/at the end of elephantsssss</p> <p>7. While pointing at the sentence card read and say <i>How many hippos are there?</i> Ps will probably only say the number. Say <i>That's correct. Display the card containing [There are...] and say There are two hippos.</i></p> <p>8. While showing the card [There are] say <i>Repeat after me. There are two hippos.</i></p> <p>9. While pointing at the giraffe, Say, <i>How many giraffes are there?</i> Ps say the number most probably.</p> <p>10. Display the card containing [There is] and say <i>There is one giraffe.</i></p> <p>11. Get Ps to repeat after you <i>There is one giraffe.</i></p> <p>12. Using only gestures and without speaking, point back to elephants and then point at the sentence card containing [How many _____ are there?] Get Ps to ask the question.</p> <p>13. Get Ps to ask the question in unison. Say <i>Repeat. How many elephants are there?</i></p> <p>14. Point at [There are...] card and gesture to Ps to give you the answer. Ps say <i>There are two elephants.</i></p> <p>15. Drill 50:50. Divide the class in half. One half asks the question. The other half answers. Point at hippos, the giraffe, crocodiles, monkeys, the lion. Make sure that all three sentence cards are clearly visible.</p> <p>16. Repeat Step 15 with sides changing asking and answering.</p>	<p>T – Ps</p> <p>Ps - T</p>
20 mins	<p>1. Set up 'open pairs'. Choose a P from one side of the class to ask the question. Choose a P from the other side of the class to answer.</p> <p>2. Set up 'closed pairs'. Put Ps in pairs.</p> <p>3. Monitor and support.</p> <p>NOTE: If your Ps sound confident at this stage, you can tell them to ask questions about the classroom as well. Ps can ask 'How many pupils are there?' or 'How many windows are there?' etc.</p> <p>NOTE: Ps will be looking at sentence cards for help. After some time you can remove them.</p>	<p>T – Ps</p> <p>P - P</p>
10 mins	<p>1. Display your sentence cards. Say, <i>Open your notebooks. Tell me about the zoo. Write four sentences using There is and There are.</i> Depending on how much time you have you can increase or decrease the number of sentences you want them to write. Encourage the Ps to draw a picture showing what their sentences mean.</p> <p>2. Monitor and correct spelling mistakes.</p> <p>3. Invite a few volunteers to read their sentences to the rest of the class.</p> <p>4. Praise all Ps. Say, <i>well done class. You worked really well today.</i></p> <p>5. Ps say. <i>Thank you teacher.</i></p>	T - Ps

**Assessment:** select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment.

1. Listen during the pairwork and make notes about the listening and speaking stage.
2. Review the writing and the drawings to make sure the Ps are drawing the correct number of animals and adding the /s/

**Teacher's notes** [add notes here about the lesson you have just given]:

What went well

What needs to be practised more

### Photo 1

How many \_\_\_ are there?

There are...

There is...

