

Tales 4U

Third Grade

Mark's routine

Pages 3 – 8

Start

Draw a big circle in the middle of the board – it'll be a clock.

Write the numbers for the hours around it – having ss saying the numbers.

Write the following question, above or next to the circle...

What's a good time for...?

Write on the right side of the board some activities –at random order, one at the time, and make the question.

- **What's a good time for doing HW?**

Have ss agree upon the best answer and write the activity at the agreed upon time.

"It is necessary that ss discuss to get to an agreement together. If they can't do it all in English, let them do it using both L1 and L2, and then you repeat what they said briefly in English."

Ss look at the pictures on page 3 and name the activities. Try to get ss describing the pictures in detail; covering points like places, colours, things around, etc.

Walk students through writing the words on the lines – one at the time – compare the answers in the book with the way they arranged activities on the board in the previous activity – every time an answer matches say something like celebrating – correct phrases!!

During

Tell students that they are going to read a text about the different things a boy does in a day.

Play the track – tell students to listen carefully to identify the sounds and guess what activities will appear in the text.

Tell students that you will be checking out the text by paragraphs, and then say...

- **Paragraph 1, how many actions / activities?**
- **Get 1 student acting them out.**
- **P 2, what activities / actions?**
- **Get 1 student acting them out.**
- **Etc.**

Tell ss to find the words for the actions / activities that appear in the pictures on page 5 and circle them, then ask, "What time does the boy do that?!"

Ss listen and follow in the book.

Get some ss reading by paragraphs – ask them to try to imitate the speaking of the person on the track.

Tell ss to read the questions, check all the options and then choose the correct answer.

Tell them that it is very important that they find and circle the information in the text – to prove their answers right.

Tell ss that the following 4 questions are about people, so they must go back to the text and find all the words for

people, and then use that information to answer the questions.

Draw the clocks and the boxes for the next activity on the board. Invite some students to write and draw and have a whole class checking, if it is right, tell ss to write and draw in their books.

End

Tell students to think of the activities they do in a day. Ask them to select their 5 favourite ones.

Do one about you on the board as an example. Point out that it will be just an example – ss must use it as reference, not copying it down.

Monitor to check work and offer help if necessary.

While monitoring, make some comments trying to get ss into talking to you about the activities.

I like that, too!
I don't like doing HW at night!
Etc.

It is time for you to decide on the notes for ss to write.

It could be some sentences about other people; people at school or just about classmates.

You can write a question on the board for ss to use it to get information and then explain to them how to write sentences about other people – it can be a good time to review and practice the 3rd person grammar point.