

# LESSON PLAN

## Little Learners Three

LESSON PLAN				
Little Learners Three				
School		Grade	Teacher	
		3st		
			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 1. Where is...?		<b>PAGES:</b>	9-13
<b>TOPIC:</b>	Where is (preposition of place/school dependencies).			
<b>AIMS</b>				
Students Will be able to understand expressions about school dependencies (library, classroom, gym, teachers' room...) and preposition of place (in, across from, next to, in front of) and expression such as she is /he is /where are/where is?				
<b>LEARNING GOALS:</b>	To understand vocabulary about preposition of place in questions and answers. To practice dialogue.			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask a volunteer to talk about school dependencies.</p> <p>Teacher will encourage students to participate answering questions using the structure of BE.</p> <p>-where is ...?</p> <p>-Where are ...?</p> <p>Teacher will practice speaking skill with students using pictures in the book.</p>	<p>Teacher will encourage students to practice pronunciation in-group and then in pairs.</p> <p>Students will improve speaking skill (dialogue).</p> <p>Students will work in their books spelling vocabulary.</p>	<p>Students will work in their books.</p> <p>Students will talk about school dependencies.</p> <p>Students will work with structure and the correct use of verb BE in questions and answers.</p> <p>Students will improve speaking skill.</p>	<p>Little Learners Book 3.</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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School		Grade	Teacher	Time	
		3st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 2. Let's count!		<b>PAGES:</b>	14-17	
<b>TOPIC:</b>	How many? Numbers (10 to 100) and colors.				
<b>AIMS</b>					
Students Will be able to differentiate expressions There is .../there are... and vocabulary about numbers and colors (purple, yellow, red and green).					
<b>LEARNING GOALS:</b>	To understand vocabulary about numbers, colors and quantity (How many...?).				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask a volunteer to write numbers on the board.</p> <p>Teacher will encourage students to count several thing such as amount of chairs, students, doors, windows in the classroom.</p> <p>-How many ...?</p> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to count down and practice.</p>	<p>Teacher will encourage students to practice pronunciation in-group and then in pairs.</p> <p>Students will work in their books spelling vocabulary about numbers counting 5 by 5 or 10 by 10 as needed.</p> <p>Students will answer questions in their book.</p>		<p>Students will work in their books.</p> <p>Students will talk about school dependencies.</p> <p>Students will work with structure and the correct use of there is .../there are...</p> <p>Students will improve speaking skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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School		Grade	Teacher		Time	
		3st			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 3. Time to ...		<b>PAGES:</b>	18-22		
<b>TOPIC:</b>	Time to... (Telling the time and routines).					
<b>AIMS</b>						
Students Will be able to understand how to tell The Time (o'clock, half past, quarter to, quarter past) and verbs related to routines.						
<b>LEARNING GOALS:</b>	To understand vocabulary about The Time. To talk about routines and understand time expressions.					
<b>DEVELOPMENT</b>						
<b>PRESENTATION</b>		<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask a volunteer to write the Time on the board and speak about everyday school timetable.</p> <p>Teacher will encourage students to answer ...</p> <ul style="list-style-type: none"> <li>-What is the break?</li> <li>-what time is Math class?</li> <li>-What time is History class?</li> </ul> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to tell the time.</p>		<p>Teacher will encourage students to practice telling the time.</p> <p>Students will work in their books as needed.</p> <p>Students will answer questions in their book.</p> <p>Students will make a personal timetable.</p>		<p>Students will work in their</p> <p>Will improve speaking skill by telling the time and their own timetable.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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School		Grade	Teacher	Time	
		3st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 4.The Weather.		<b>PAGES:</b>	23-26	
<b>TOPIC:</b>	Weather forecast.				
<b>AIMS</b>					
Students Will be able to understand weather expressions (cloudy, rainy, sunny, stormy, windy, and snowy).					
<b>LEARNING GOALS:</b>	To understand vocabulary about weather expressions.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask about the weather report.</p> <p>Teacher will encourage students to answer ...</p> <p>-What's the weather today?</p> <p>-Today is sunny...</p> <p>-Today is cloudy...</p> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to ask and answer questions about the weather forecast.</p>	<p>Teacher will encourage students to practice expressions about the weather report.</p> <p>Students will work in their books as needed.</p> <p>Students will answer questions in their book.</p> <p>Students will make a weather report and do the exercise.</p> <p>Students will do listening.</p>		<p>Students will work in their books.</p> <p>Students will talk about the weather report.</p> <p>Students will work with structure and the correct structure about the weather.</p> <p>Students will improve listening skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	



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School		Grade	Teacher	Time	
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<b>THEMATICS UNITS:</b>	Lesson 5.What are you doing.		<b>PAGES:</b>	27-30	
<b>TOPIC:</b>	What are you doing? (Verbs + Ing form).				
<b>AIMS</b>					
Students Will be able to understand progressive tense structure (eating, cooking, writing, sleeping, drinking, singing, and reading, running).					
<b>LEARNING GOALS:</b>	To understand progressive structure and the correct use of BE + verb+ing form.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask about actions verbs.</p> <p>Teacher will encourage students to answer ...</p> <p>-What are you doing?</p> <p>-What is he / she doing?</p> <p>- I am eating...</p> <p>-She is sleeping...</p> <p>-he is writing...</p> <p>Teacher will practice speaking skill with students using pictures in their books (The. spinner)</p> <p>Teacher will help students to ask and answer questions about actions.</p>	<p>Teacher will encourage students to practice expressions about the activities (verbs + ING form).</p> <p>Students will work in their books as needed.</p> <p>Students will answer questions in their book.</p> <p>Students will practice speaking skill.</p> <p>Students will improve reading skill using a brief text in their books "At the Beach".</p>		<p>Students will work in their books.</p> <p>Students will talk about their activities.</p> <p>Students will work with structure of the ING form.</p> <p>Students will improve reading skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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School		Grade	Teacher		Time	
		3st			DATE	HOUR
THEMATICS UNITS:	Lesson 6. My Clothes.			PAGES:	31-34	
TOPIC:	My clothes (clothing vocabulary and the ING form of progressive tense).					
AIMS						
Students Will be able to understand progressive tense structure related to clothes (T-shirt, jeans, jacket, boots, sneakers, raincoat, gloves, hat etc.).						
LEARNING GOALS:	To understand progressive structure and the correct use of BE + verb+ing form related to clothes.(she is wearing/he is wearing...)					
DEVELOPMENT						
PRESENTATION		PRACTICE		WIND DOWN	MATERIALS AND STRATEGIES	
Teacher will ask about actions verbs. Teacher will encourage students to answer ... -What are you wearing? -What is he / she wearing? - I am wearing... -She is wearing... -he is wearing... Teacher will practice speaking skill with students using pictures in their books. Teacher will help students to ask and answer questions about clotng.		Teacher will encourage students to practice expressions about the activities (verbs + ING form). Students will work in their books as needed. Students will answer questions in their book. Students will practice speaking skill. Students will improve reading skill.		Students will work in their books. Students will talk about their clothing. Students will work with structure of the ING form. Students will improve reading skill.	Little Learners Book 3 Reading. Listening. Repeating Writing. Dialogue.	

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School	Grade	Teacher	Time	
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<b>THEMATICS UNITS:</b>	Lesson 7. My abilities.		<b>PAGES:</b>	35-38
<b>TOPIC:</b>	My abilities. (Can - cannot) plus activities.			
<b>AIMS</b>				
Students Will be able to differentiate the correct use of CAN- CAN NOT.				
<b>LEARNING GOALS:</b>	To understand the use of can - cannot.			
<b>DEVELOPMENT</b>				
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES	
<p>Teacher will ask about abilities.</p> <p>Teacher will encourage students to answer ...</p> <p>-What can you do?</p> <p>-What can she do?</p> <p>-what can he do?</p> <p>-I can swim.</p> <p>Can you swim?</p> <p>Yes, I can.</p> <p>No, I cannot.</p> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to ask and answer questions about their own abilities.</p>	<p>Teacher will encourage students to practice expressions about their abilities and the correct use of Can - Cannot.</p> <p>Students will work in their books as needed.</p> <p>Students will answer questions in their book.</p> <p>Students will practice speaking skill.</p> <p>Students will improve spelling skill.</p> <p>Students will practice expressions ...</p> <p>Yes, she can.</p> <p>No, she cannot.</p> <p>Yes, he can.</p> <p>No, he cannot.</p> <p>Yes, I can.</p> <p>No, I cannot.</p>	<p>Students will work in their books.</p> <p>Students will talk about their abilities.</p> <p>Students will work with structure of can-cannot.</p> <p>Students will improve reading skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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<b>THEMATICS UNITS:</b>	Lesson 8. What's the matter?		<b>PAGES:</b>	39-42		
<b>TOPIC:</b>	What is the matter? (Feeling and emotions).					
<b>AIMS</b>						
Students Will be able to express feeling and emotions (dialogue practice).						
<b>LEARNING GOALS:</b>	To understand expression of feeling and emotions and to improve listening skill.					
<b>DEVELOPMENT</b>						
<b>PRESENTATION</b>		<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask about moods and emotions.</p> <p>Teacher will encourage students to answer ...</p> <p>-What is the matter?</p> <p>- I am sick.</p> <p>-I am happy.</p> <p>-I am surprised.</p> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to ask and answer questions about their own emotions and moods.</p>		<p>Teacher will encourage students to practice expressions about their feelings and emotions.</p> <p>Students will work in their books as needed. Students will answer questions in their book. Students will practice speaking skill.</p> <p>Students will express emotions and moods (sad, happy, surprised, tired, shy, proud, etc.).</p> <p>Teacher will play with students "Simon Says..."</p> <p>Example: Simon says... be happy, be sad, be surprised...Students will make faces ... after teachers says Simon says.</p>		<p>Students will work in their books.</p> <p>Students will talk about their moods and feelings.</p> <p>Students will work with structure of " I am ..."</p> <p>Students will improve reading skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	



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<b>THEMATICS UNITS:</b>	Lesson 9. What do you like?		<b>PAGES:</b>	44-47	
<b>TOPIC:</b>	What do you like?(Like and dislike)				
<b>AIMS</b>					
Students Will be able to express preferences about foods, sports and pets. (I like ... - I do not like...).					
<b>LEARNING GOALS:</b>	To understand expressions about preferences and to improve reading skill.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>		
<p>Teacher will ask about foods, pets and sports.</p> <p>Teacher will encourage students to answer ...</p> <p>-What do you like?</p> <p>- Do you like ...?</p> <p>-Yes, I do.</p> <p>-No, I do not.</p> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to ask and answer questions about their preferences.</p>	<p>Teacher will encourage students to practice expressions about their preferences.</p> <p>Students will work in their books as needed.</p> <p>Students will answer questions in their book.</p> <p>Students will practice speaking skill.</p> <p>Students will express what they like or dislike.</p>	<p>Students will work in their books.</p> <p>Students will talk about what they like or dislike.</p> <p>Students will work with structure ...</p> <p>I like.</p> <p>I do not like.</p> <p>Students will improve reading skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>		

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School		Grade	Teacher	Time	
		3st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 10. Saturday morning.		<b>PAGES:</b>	48-50	
<b>TOPIC:</b>	Saturday morning (action in progress).				
<b>AIMS</b>					
Students Will be able to understand progressive tense (listening, sleeping, reading, eating).					
<b>LEARNING GOALS:</b>	To understand progressive structure and the correct use of BE + verb+ing form related to routines (she / he is eating, reading...)				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask about actions verbs.</p> <p>Teacher will encourage students to answer ...</p> <p>-What are you doing?</p> <p>-What is he / she wearing?</p> <p>- I am eating...</p> <p>-She is reading...</p> <p>-he is sleeping...</p> <p>Teacher will practice speaking skill with students using pictures in their books.</p> <p>Teacher will help students to ask and answer questions about routines.</p>	<p>Teacher will encourage students to practice expressions about the activities (verbs + ING form).</p> <p>Students will work in their books as needed.</p> <p>Students will answer questions in their book.</p> <p>Students will practice speaking skill.</p> <p>Students will improve reading skill.</p>		<p>Students will work in their books.</p> <p>Students will talk about their clothing.</p> <p>Students will work with structure of the ING form.</p> <p>Students will improve reading skill.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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School		Grade	Teacher	
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<b>THEMATICS UNITS:</b>	Lesson 11. A letter to grandma.		<b>PAGES:</b>	51-53
<b>TOPIC:</b>	A letter to grandma (special days /months of the year).			
<b>AIMS</b>				
Students Will be able to identify holidays, months of the year, birthdays and celebrations.				
<b>LEARNING GOALS:</b>	To identify special occasions such as holidays, birthdays, months of the year. Improve writing skill.			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>
<p>Teacher will ask about special occasions to students such as birthday, holidays and celebrations.</p> <p>Teacher will encourage students to answer the questions about holidays and celebrations.</p>	<p>Teacher will encourage students to practice expressions about the activities (verbs + ING form).</p> <p>Students will practice months of the year spelling and pronunciation.</p> <p>Students will mention some special days such as mother's day, teacher's days, birthday, Christmas and new year. Students will identify months of the year. Students will differentiate parts of a letter. Date, greeting, body of the letter, closing and signature.</p>		<p>Students will work in their books.</p> <p>Students will talk about their birthday.</p> <p>Students will work with structure of the ING form.</p> <p>Students will improve reading skill and writing letters.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>

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School		Grade	Teacher	
		3st		
			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 12. Greeting Cards.		<b>PAGES:</b>	54-55
<b>TOPIC:</b>	Greeting Cards for special days.			
<b>AIMS</b>				
Students Will be able to elaborate greeting cards for holidays, months of the year, birthdays and celebrations.				
<b>LEARNING GOALS:</b>	To identify special occasions such as holidays, birthdays, months of the year. Improve writing skill. To elaborate greeting cards.			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>
<p>Teacher will ask about special occasions to students such as birthday, holidays and celebrations.</p> <p>Teacher will encourage students to answer the questions about holidays and celebrations.</p>	<p>Teacher will encourage students to practice expressions about the activities (verbs + ING form).</p> <p>Students will practice months of the year spelling and pronunciation.</p> <p>Students will mention some special days such as mother's day, teacher's days, birthday, Christmas and new year.</p> <p>Students will identify months of the year.</p> <p>Students will elaborate greeting cards.</p>		<p>Students will work in their books.</p> <p>Students will talk about their birthday.</p> <p>Students will work with structure of the ING form.</p> <p>Students will improve reading skill and elaborate greeting cards.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>



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School		Grade	Teacher	Time	
		3st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 13. Science Project.		<b>PAGES:</b>	56-58	
<b>TOPIC:</b>	Project (seed Germination process).				
<b>AIMS</b>					
Students Will be able to follow seed germination and explain all processes in seed germination.					
<b>LEARNING GOALS:</b>	To understand seed germination process. To improve oral production about seed germination.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask students to gather all materials needed to identify processes in seed germination. Students will observe seeds during the process and take note day by day.</p>	<p>students will read information about seeds.</p> <p>Students will gather materials to start the process of germination.</p> <p>Students will follow the steps and make a record of the process by taking notes of the seeds germination.</p>		<p>Teacher will encourage students to explain how was the process and to read their experiences during the process .</p> <p>Finally students will make a brief summary just orally about the process.</p>	<p>Little Learners Book 3 Reading. Listening. Repeating Writing. Dialogue.</p> <p>Project .</p>	

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School		Grade	Teacher	Time	
		3st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 14. Good habits.		<b>PAGES:</b>	59-61	
<b>TOPIC:</b>	Good habits (sing and act).				
<b>AIMS</b>					
Students Will be able to differentiate good habits and bad habits. Sing and act.					
<b>LEARNING GOALS:</b>	To understand and practice good habits. To differentiate good and bad habits.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask students about habits.</p> <p>Teacher will encourage students to sing a song "This is the way I brush my teeth..."</p>	<p>Teacher will encourage students to practice expressions about the activities and good habits.</p> <p>Students will sing a song from the book "This is the way I brush my teeth..." and act expressions.</p> <p>Students will mention good habits and bad habits.</p> <p>Students will differentiate between good and bad habits.</p> <p>Students will work with their book.</p>		<p>Students will work in their books.</p> <p>Students will talk about their habits.</p> <p>Students will work with verbs</p> <p>Students will improve reading skill and writing.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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<b>THEMATICS UNITS:</b>	Lesson 15. Let's play.		<b>PAGES:</b>	63-67	
<b>TOPIC:</b>	Let's play (can - cannot).				
<b>AIMS</b>					
Students Will be able to describe games and to differentiate the correct use of can - cannot.					
<b>LEARNING GOALS:</b>	To understand the correct use of can cannot and to describe games.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask students about several games.</p> <p>Teacher will encourage students to talk about games.</p> <p>Students will describe the games.</p>	<p>Teacher will encourage students to practice expressions about activities such as play baseball, ride a bike, fly a kite, jump rope, play tag, do a puzzle, catch a ball, play yo-yo.</p> <p>Students will mention several games the used to play.</p> <p>Students will describe how to play games the prefer.</p>		<p>Students will work in their books.</p> <p>Students will talk about games they like.</p> <p>Students will work with verbs related to games.</p> <p>Students will improve reading skill and writing.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p>	

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School		Grade	Teacher	
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<b>THEMATICS UNITS:</b>	Lesson 16. Description.		<b>PAGES:</b>	68-71
<b>TOPIC:</b>	Description (there is - there are).			
<b>AIMS</b>				
Students Will be able to describe objects and the correct use of the expressions there is - there are.				
<b>LEARNING GOALS:</b>	To understand the correct use of there is - there are and describing objects.			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will present the lesson using realia and give instruction about the use of "There is - There are".</p> <p>Teacher will write on the board the expression there is-there are. Then ask questions about quantity.</p> <p>-How many flowers are there? There are .... flowers.</p> <p>_how many balls are there? There are ...balls.</p> <p>-There is a book on the table...</p> <p>Teacher will encourage students to use the expressions about quantity.</p>	<p>Teacher will encourage students to practice expressions of quantity there is -there are.</p> <p>Students will practice pronunciation about quantity.</p> <p>Students will complete the exercise in their books.</p>	<p>Students will work in their books.</p> <p>Students will talk about objects and speak about quantity.</p> <p>Students will improve reading skill and writing.</p>	<p>Little Learners Book 3 Reading. Listening. Repeating Writing. Dialogue.</p>	



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		3st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 17. Food. Recipe.		<b>PAGES:</b>	72-74	
<b>TOPIC:</b>	Food Vocabulary and recipe.				
<b>AIMS</b>					
Students Will be able to follow steps for a recipe and to identify food names and ingredients.					
<b>LEARNING GOALS:</b>	To understand food vocabulary and to follow steps to prepare a meal. Recipe.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will present the lesson using a list of ingredients to prepare a fruit salad.</p> <p>Teacher will encourage students to name the steps to prepare a meal or food.</p> <p>Students will mention about the food they prefer.</p>	<p>Teacher will encourage students to practice expressions of a meal and the directions.</p> <p>Students will make a list of ingredients to prepare a fruit salad.</p> <p>Students will follow the steps to prepare a fruit salad.</p> <p>Students will work in their books.</p>		<p>Students will work in their books.</p> <p>Students will improve reading skill and writing.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p> <p>Role play.</p>	

# LESSON PLAN

## Little Learners Three

LESSON PLAN				
Little Learners Three				
School		Grade	Teacher	
		3st		
			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 18. Planets of the solar system.		<b>PAGES:</b>	75-78
<b>TOPIC:</b>	Planets.			
<b>AIMS</b>				
Students Will be able to learn about planets of the solar system.				
<b>LEARNING GOALS:</b>	To learn information about planets and to write correctly all the names of the planets.			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>
<p>Teacher will present the lesson using a wall chart of the solar system.</p> <p>Students will read aloud the names of the planets in the solar system.</p>	<p>Teacher will encourage students to practice expressions of the solar system.</p> <p>Students will make a list of planets and practice pronunciation.</p> <p>Students will work in their books.</p> <p>Students unscramble the names of each planet of the solar system.</p>		<p>Students will work in their books.</p> <p>Students will improve reading skill and writing.</p>	<p>Little Learners Book 3</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Dialogue.</p> <p>Role play.</p>