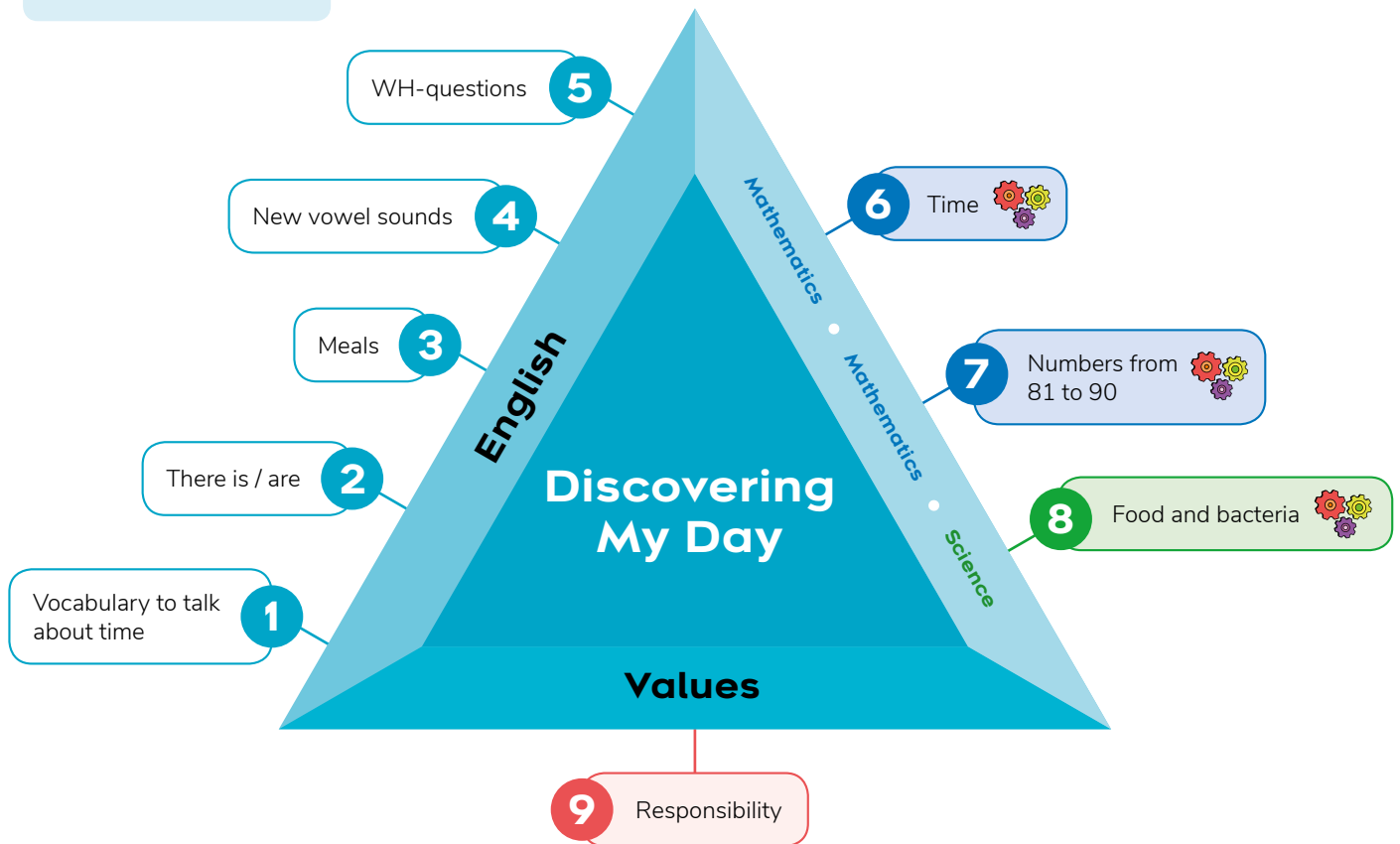


English Pedagogical Module 4

What can I say
about my day?

Curricular Threads: Communication and Cultural Awareness,
Oral Communication, Reading, Listening, Writing, Phonics, Language Through the Arts

Third Grade EGB



Let's start the day! What time do you wake up?

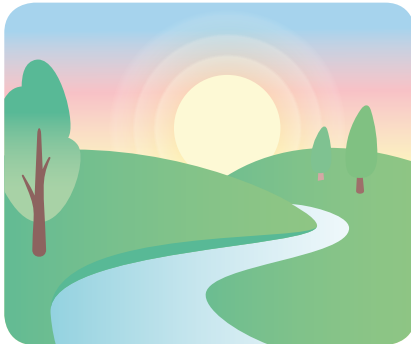
Communication and Cultural Awareness

The Day Has Different Parts

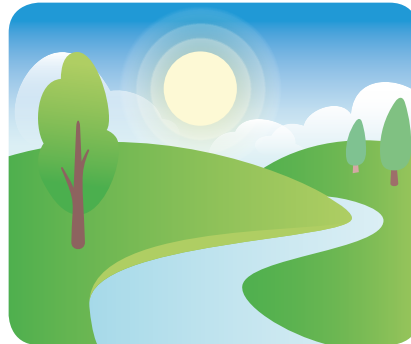


Audio

Listen to the recording



morning



midday



afternoon



evening



night

1. Listen and repeat.

In the morning, I eat breakfast, yum, yum, yum

In the afternoon, I eat lunch, lunch, lunch

In the evening, I eat a snack, yeah, yeah, yeah

At night, I eat dinner, yum, yum, yum

This is my day and I enjoy it, yeah, yeah, yeah!

2. What is your favorite part of the day?

Draw it and write it down.



Language Through the Arts

1. Read and complete the sentences with your information.

For example: In the morning,
I eat breakfast at six o'clock.

In the morning I.... ▶ _____

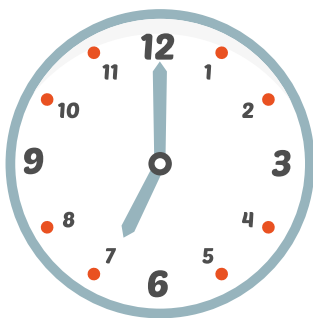
In the afternoon I... ▶ _____

At night I.... ▶ _____

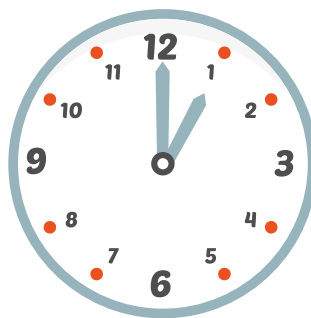


2. Draw what you eat for each meal.
Share it with your classmates.

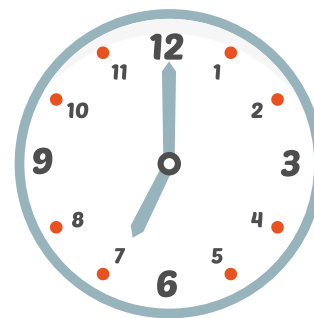
Say: I eat... for breakfast / lunch / dinner.



Breakfast



Lunch



Dinner

--	--	--

Reading

What Do You Do Everyday?

1. Listen to the story and read along.



Audio

Listen to the recording

Daniel's Day

Daniel is eight years old. He wakes up at six o'clock and eats breakfast at seven o'clock in the morning. Daniel goes to school at eight o'clock with his brother and sister. Around midday, he has lunch at home. He plays with his friends at five o'clock and then he does his homework in the evening. He has dinner with his family at seven o'clock. At night, Daniel watches TV at eight o'clock and finally he goes to bed at nine o'clock.



2. Answer the questions.

What is the boy's name? _____

What does he eat at seven o'clock? _____

What time does he play? _____

When does he watch TV? _____

3. Look at the pictures and number them.



Listening



Audio

Listen to the recording

1. Listen and draw what you hear.

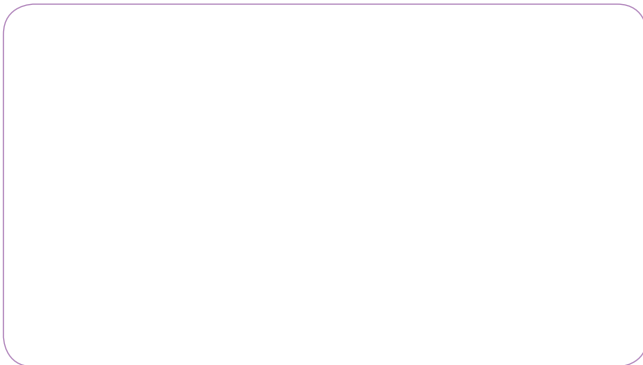
- Mary eats pineapple and egg for breakfast.



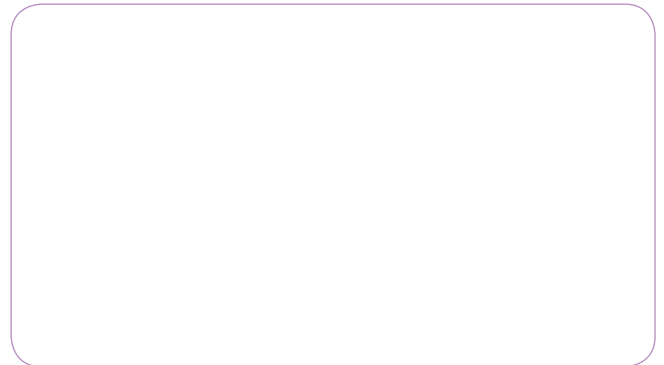
- Dany goes to school in the morning.



- Carlos plays in the afternoon.



- The family watches TV at night.



2. Listen, read, and complete the sentences.

what - where - who - when

- _____ are the books?
- _____ day is today?
- _____ is your teacher?
- _____ is your birthday?

3. Interview your classmate:

- What do you eat for breakfast?
- What do you do in the afternoon?
- What time do you go to bed?



©EulaliaCornejo

Phonics

Short Vowel o

Listen, read, and complete the words.



Audio

Listen to the recording

N__t



P__pcorn



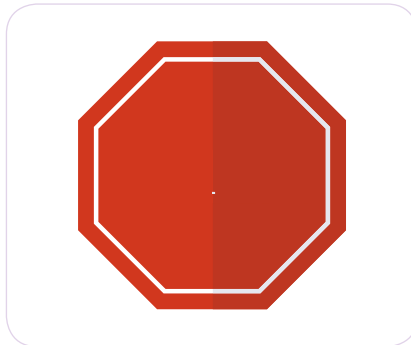
F__x



P__t



St__p



D__g



M__m



L__g



B__x



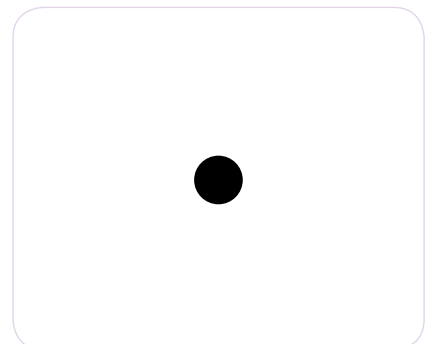
S__ck



Cl__ck



D__t



Oral Communication

1. Look at the pictures and answer:

When do you do this?

morning - evening - afternoon - midday









2. Ask your classmates and complete the chart.

Questions	Classmate 1	Classmate 2
What time do you have breakfast?	Example: seven o'clock in the morning	
What time do you go to school?		
What time do you play?		
What time do you have lunch?		
What time do you watch TV/ read?		
What time do you go to bed?		

Communication and Cultural Awareness

There Is / There Are

1. Read the story.

There is a bird on the tree.

There are two monkeys next to the river.

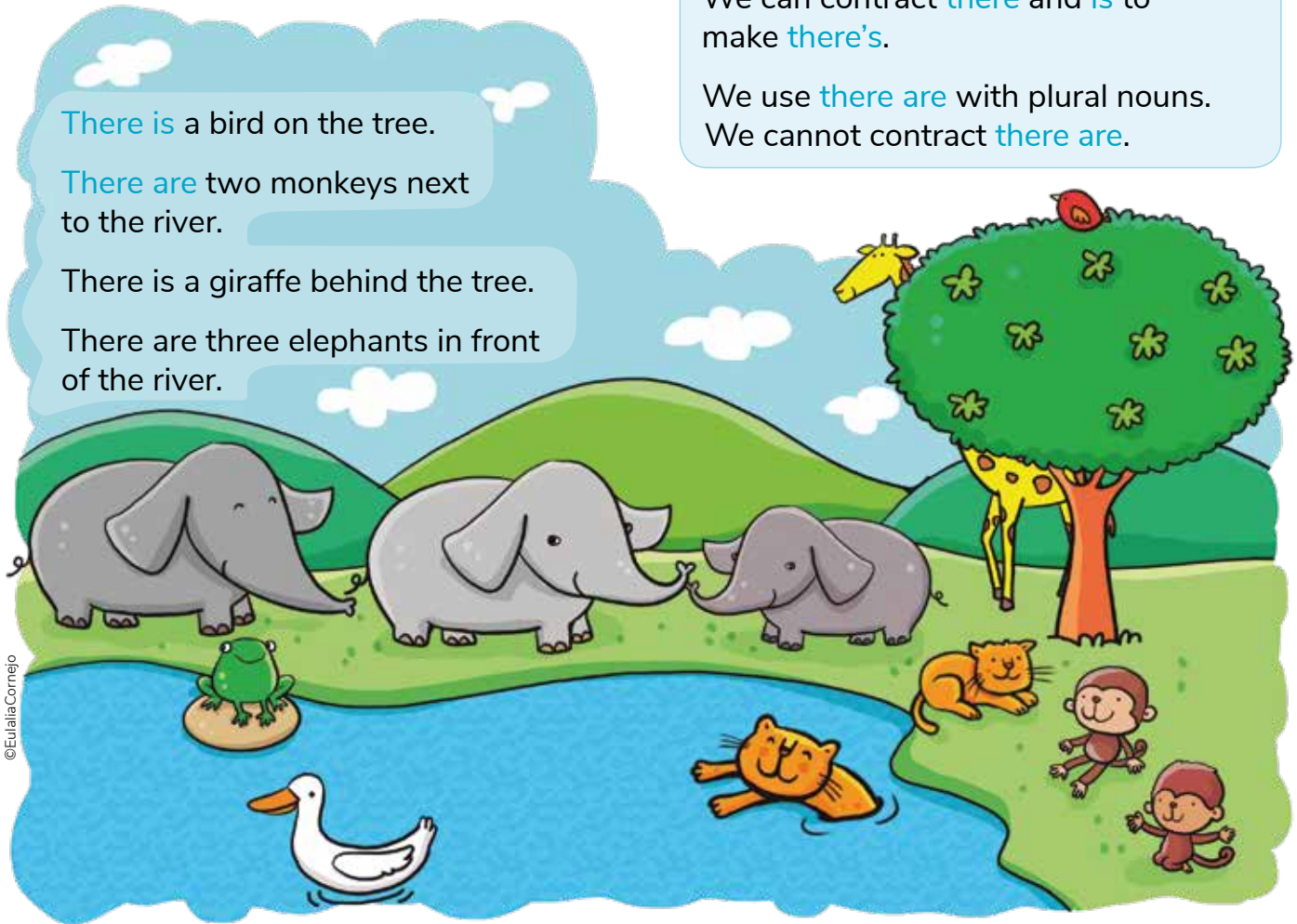
There is a giraffe behind the tree.

There are three elephants in front of the river.

Grammar Tip

We use **there is** with singular nouns.
We can contract **there** and **is** to make **there's**.

We use **there are** with plural nouns.
We cannot contract **there are**.



2. What else do you see in the picture?
Share ideas with your classmates.

3. Look and write “**there is**” or “**there are**”.



_____ some students in the classroom.

_____ a teacher in front of the class.

Language Through the Arts

Meals

1. Look at the pictures and match them with the sentences.



- There is a watermelon on the table.
- There are three sandwiches in the cabinet.
- There are some chocolates in the fridge.
- There is a pineapple in the basket.
- There are some carrots on the table.



Mineduc

2. Draw a menu for each meal in the boxes.
Compare your pictures with your partner.

Breakfast

Lunch

Dinner

Reading

Expressions of Time

1. Listen to the story and read along.

Mary and Paul

Mary and Paul are siblings. They have a dog. **Everyday**, they take their dog for a walk. There is a park near their house. Mary **always** eats a snack before going to the park. **Sometimes** they go to the park with their parents, they **rarely** go with their cousins but they **usually** go with their grandparents. Mary and Paul go to the park **twice** or **three times** a week and they **often** stay at the park until 5 o'clock in the afternoon. **Once** a week they have dinner with their family.

Grammar Tip

Expressions of time help us describe how frequently we do activities: **everyday, always, sometimes, rarely, usually, often, once / twice / three times a week**



2. Circle the right answer.

• Who are Mary and Paul?

friends cousins siblings

• Where is the park?

near their house far from the house next to the house

• What does Mary always eat before going to the park?

an ice cream cookies a snack

• Who do they usually go with?

with their parents with their grandparents with their cousins



Audio

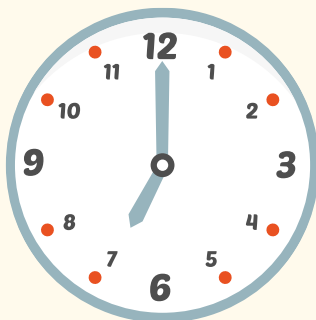
[Listen to the recording](#)

3. Number the pictures.



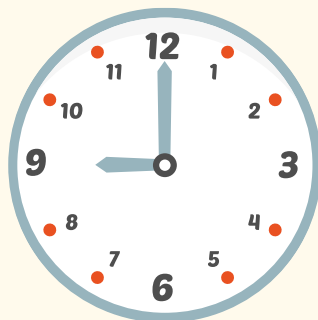
Telling The Time

1. Look at the clocks and answer the questions.

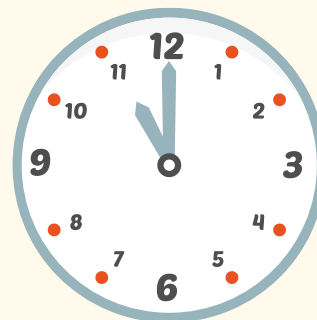


What time is it?

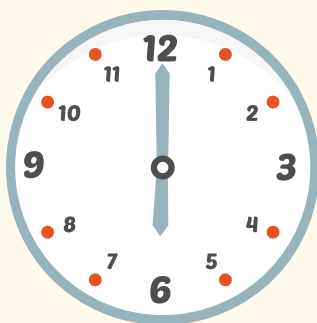
It's seven o'clock.



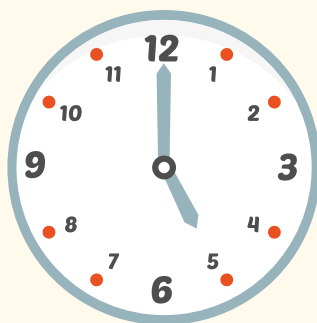
What time is it?



What time is it?



What time is it?



What time is it?

2. Read the sentence and draw the clock.


It's three o'clock.

It's midday.

Phonics

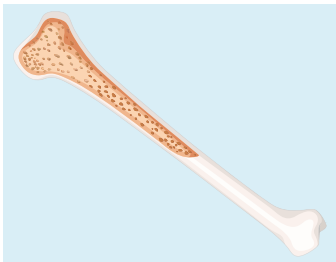
Magic e

1. Listen and repeat.

Audio
Listen to the recording

Grammar Tip

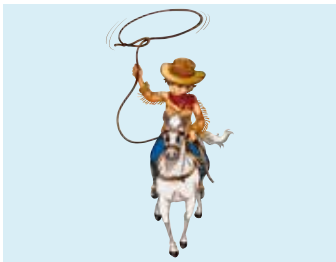
We don't pronounce e at the end of the word.



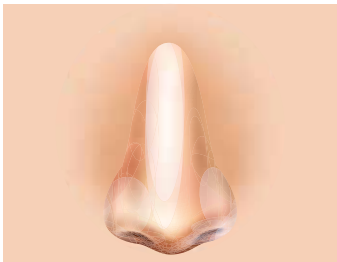
Bone



Note



Rope



Nose



Vote

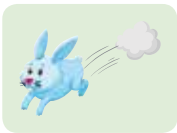


Phone



Hole

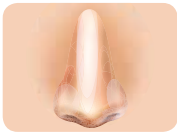
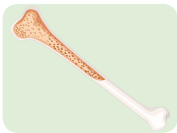
2. Classify the words and pronounce them.



hope - dog - vote - nose
hop - box - bone - clock



Short o	Long o with magic e



Oral Communication

1. Listen, read, and complete the sentences.

TV - afternoon - night - lunch
breakfast - school - morning - seven



Audio

Listen to the recording

Sara eats _____ in the _____ .



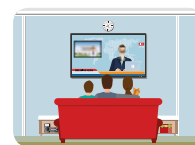
I go to _____ at _____ o'clock.



My mom eats _____ in the _____ .



We watch _____ at _____ .



Freepik

2. Listen, look, and circle “is” or “are”.

In the backpack...

- There is / are pencils.
- There is / are an apple.
- There is / are some erasers.
- There is / are a book.
- There is / are some pens.

3. What is in your backpack?

Say: There are...

There is...



Freepik



Project 1



Science

Science Connection

It is important to take care of our food. Do you always wash your hands before eating your lunch?



Freepik

Let's do this!

Bread Bacteria Experiment

You will need:

- 3 slices of bread.
- 3 transparent bags.

Find a place in the classroom where you can hang the slices of bread.

This place could be named the "scientific corner."

Steps:

1. Take one slice of bread and pass it around the class. Everyone in the class has to touch that slice of bread with their dirty hands.
2. Put the slice of bread in one of the bags; name it: Dirty hands.
3. Now, go and wash your hands.
4. Repeat the exercise and put this new slice of bread in a bag named: Clean hands.
5. The last slice of bread doesn't need to be touched by anyone, just put it a different bag and name it: Control bag.
6. Observe and pay attention to what happens over the following days.
7. Draw your results.

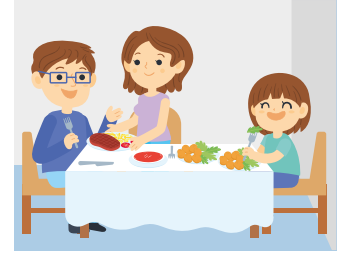
Control

Clean Hands

Dirty Hands

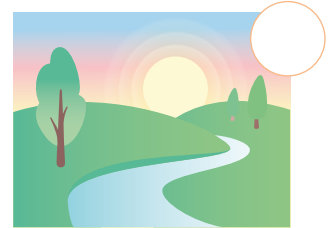
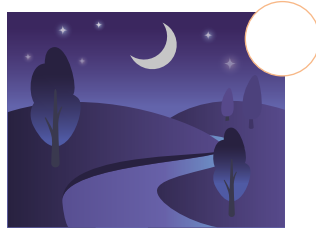
1 — Look and write the correct word.

dinner - lunch - breakfast



FreePik

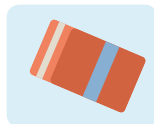
2 — Write the parts of the day, then number the pictures.



FreePik

3 — Complete the sentences with **There is / There are**.

• _____ an eraser.



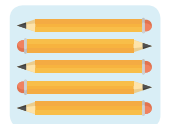
• _____ three apples.



• _____ a dog.



• _____ five pencils.



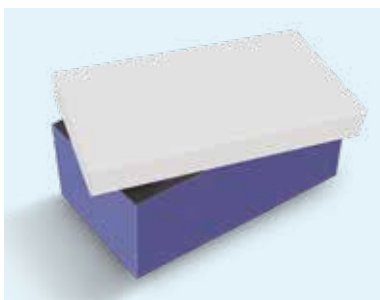
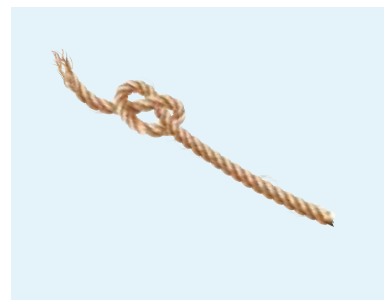
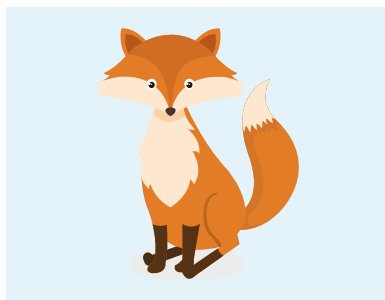
• _____ a store.



FreePik

4 — Look and write the correct word.

box - mom - note - fox - clock - rope - bone - dog



5 — Look and write the correct word.

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

I check ✓ the box that most applies to me

Reflections	😊	🙂	😐	☹️
Time of the day				
There is / There are				
Short o and long o + magic e				

Communication and Cultural Awareness



We Like Numbers!

1. Fill in the Number Chart.

80		82	83		
	86		88		90

2. Read and write the numbers.

Eighty	Eighty-one	Eighty-two	Eighty-three
Eighty-four	Eighty-five	Eighty-six	Eighty-seven
Eighty-eight	Eighty-nine	Ninety	

Language Through the Arts

Being Responsible

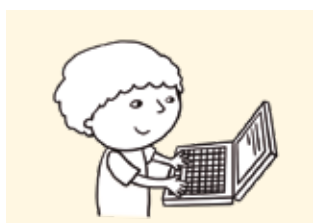
1. Look at the pictures. Color the picture with responsible behaviour.



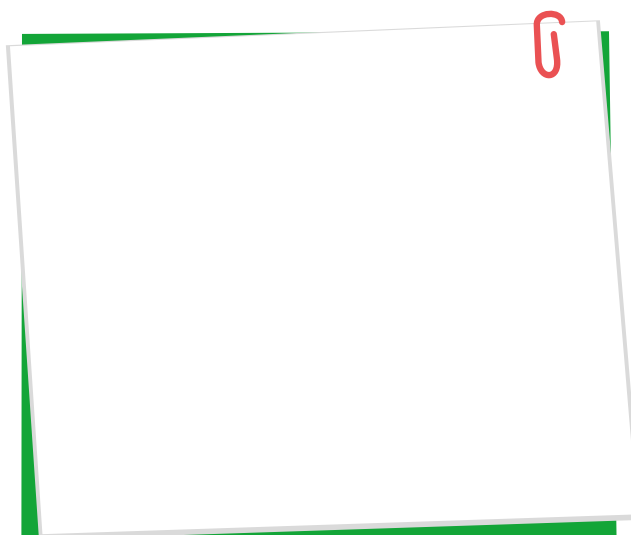
Remember it is important to be responsible with your duties.

2. Look, color, and write the sentences.

- She goes to work everyday.
- They often visit their grandparents.
- He rarely plays computer games.
- She always walks her dog.



3. Look at the pictures again. Draw one activity that you do. Write a sentence.



Reading

Reading Comprehension

1. Read the story below.

Gymnastics Classes

I love my gymnastics classes. I go to class three times a week. First, we run around the field to warm up. The teacher asks us to run four times around the court. Then, a volunteer shows us new tricks. We practice many times until we can do it right. Finally, we stretch our legs and arms. Sometimes we go and eat something together. Gymnastics is fantastic!



2. Look at the pictures and number them.



3. Number the sentences. What happens first?



- Sometimes we go and eat something together.



- We practice many times until we can do it right.



- We run around the field to warm up.



- Every story has a beginning, middle, and an end.
- The beginning tells us how the story starts.
- The middle tells us what happens next.
- The end tells us how the story finishes.

Writing

Wh Words

1. Circle and write the expressions of time in the sentences.

- They go to the school everyday.

- She plays in the park three times a week.

- He eats vegetables twice per day.

- My dad cooks once a day.

2. Answer the questions.

- What do you do everyday?



- Where do you rarely go?



Grammar Tip

WH words help us find the answers to our questions: **what**, **who**, **where**, **when**

Where?



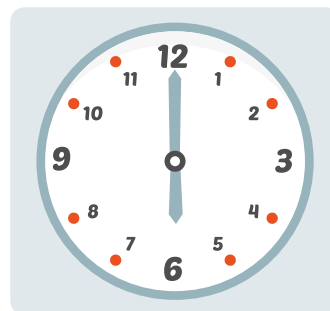
Who?



What?



When?



Phonics

Long o Vowel in oa, oe, oo, ow



Audio

Listen to the recording

1. Listen and repeat.

oa	oe	oo	ow
coach	toe	tooth	blow
throat	doe	pool	rainbow
coat	hoe	spoon	snow
soap	aloe	zoo	row

2. Listen, read, and repeat. Then circle the long o vowel words.

- I swim in the pool.
- My dog eats a bone.
- The soap is white.
- I love to play in the snow.



3. Write a word and draw a picture for each sound.

ow / oe ►

--	--

oa / oo ►

--	--

Oral Communication

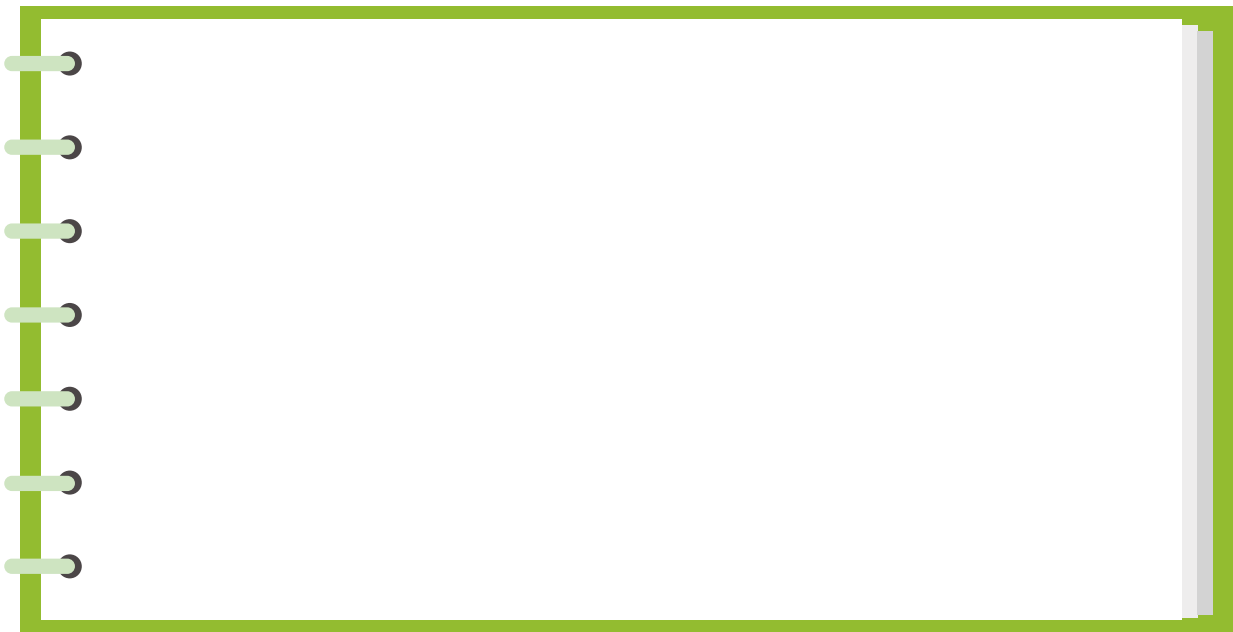
1. Follow the instructions to answer the WH questions.

- Work in pairs
- Ask your partner questions.
- Complete the chart.
- Share with the class.



Questions	Answers
What is your favorite part of the day?	My favorite part of the day is _____.
Who is your favorite person in the world?	My favorite person in the world is _____.
Where do you usually play after school?	I play _____.
When is your birthday?	My birthday is _____.
What is your favorite movie?	My favorite movie is _____.

2. Draw your results and then, share with the class.



1 — Look and complete.



_____ -four



_____ -two



eighty-_____



_____ -five



_____ -nine





2 — Write the corresponding WH word.

who – what – when - where

• _____ time do you go to school?



• _____ is the dog?



• _____ is your birthday?



• _____ is your best friend?



I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation

I check ☒ the box that most applies to me

Reflections				
WH questions				
Structure a story				



Project 2

What Do You Do in Your Day?

Make a flipbook to draw and describe your day.



Instructions:

1. Write "My Day" on the cover.
2. Write the days of the week on each page.
3. Choose one activity you do each day. Write it!
4. Draw your activities.
5. Share your final work with the class.

Materials you can use:



I eat breakfast at 6 o'clock.



Monday

Blank lines for writing activities on Monday.