



MINISTRY of EDUCATION  
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**Grade 3**

**Strand:** Word Recognition and Fluency

**Topic:** Vowel Digraph 'ea'

**Attainment Target:** 1. Apply relevant decoding skills to the reading process

**Objectives:** By the end of the lesson, students should be able to:

- read words with long vowel digraph "ea".
- produce the long sound that 'ea' represents.
- use words with long 'ea' digraph in sentences.

**Skills:** reading, listening, speaking, writing

**Materials:** letter cards/ tiles, puzzles, Carlong Primary Integrated Studies pages 169

**Strategy:** phoneme blending, substitution

**Content:** Vowel digraphs comprise of two vowels which, together, make one sound, e.g. ee, ea

**Whole Class Activities (20 minutes)**

- Students will listen as teacher read a sentence in which words that have the vowel digraph of 'ea' sound are heard. The students should be able to reproduce the sound they heard most often.

**In my dream last night I saw meat, hot tea with a lot of steam, cream and beans.**

- At the end of the reading, teacher will ask students to repeat the sound they heard most.
- Teacher will re-read the sentence and students will be told to listen for words that have the targeted sound.
- Words with targeted sound will be written on the board.
- Teacher will invite students to call the words and to say the two letters (vowels) which make the targeted sound.
- Tell students that 'ea' also says the long sound of /e/.
- Students will then be guided to repeat the sentence making sure they focus on the correct pronunciation of words with the targeted sound.
- Students will be given practice in reading other words having the long 'e' digraph made by 'ea'.

**Group Activity (30 minutes)**



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**Group 1**

**Teacher – Guided (15 minutes)**

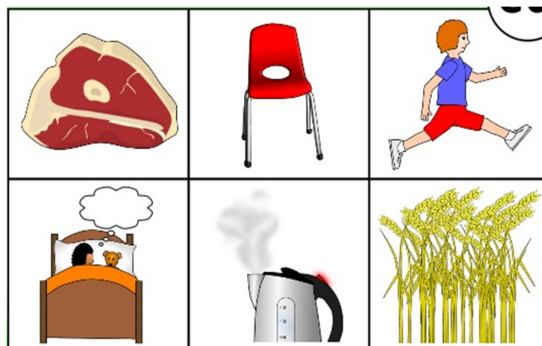
- A. Engage students in an exercise of letter substitution to form new words and nonsense words with long ‘ea’ digraph.

**Example:** - ead, -ea, -eat,  
lead, tea, heat

- B. Teacher and student will also associate each of the words with their picture representation.

**Independent (15 minutes)**

- A. Students will be given a mixture of pictures (some with the vowel digraph ‘ea’ sound and some without). Students should identify each picture, say its name, and circle the ones that have the vowel digraph -ea.



**Group 2**

**Independent (15 minutes)**

- A. Provide students with a set of letter cards/ tiles

Example:

d	a	r	e
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- B. Have students re-arrange the letters to form words having the ‘ea’ digraph, they will write the words and use them to make sentences.
- C. Students share their work with other group.

**Teacher – Guided (15 minutes)**

- A. Teacher will ask students to share the work done in the independent session and provide feedback.
- B. Teacher will guide students in a practice exercise in letter substitution to form new words and nonsense words with ‘ea’ digraph.

**Example:** heat – change the ‘h’ to ‘m’ and get meat

- C. Students will practice reading the words with teacher’s assistance.



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**Group 3**

***Independent (30 minutes)***

**A.** Students will work in pairs to complete a puzzle like the one below.

l	e	a	f	The trees loss me when it is winter
				Vegetarian don't eat me
				I can't stand the _____ that comes from the sun
				Teacher all tell us to sit in our own _____

**B.** Students will then look at other pair in the group work and compare answers.

**Whole Class Activity (10 minutes)**

Students and teacher will complete an activity together as a whole group. Teacher will call words and students will clap if they hear the long 'ea' digraph in it.

**Extra Work:** Students will complete page 169 of the Carlong Primary Integrated Studies



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**Strand:** Communication (Writing – Composing (Process Writing))

**Topic:** Story Writing

**Attainment Target:** 1. Write narrative to persuade for a range of transactional purposes.  
2. Know and use basic skills and the conventions of spoken and written language.

**Objectives:** By the end of the lesson, students should be able to:

- use a concept map to generate ideas for writing
- use ideas from the pre – writing process to write sentences or a story
- revise their writing based on feedback given by peers or their teacher.

**Skills:** reading, listening, writing – sentence construction, editing

**Materials:** blank outline of a semantic map, revision checklist, checklist for sentence construction, story entitles ‘Big and Strong’

**Strategy:** The Writing Process, Think Aloud, 5W + H

**Content:** The writing process involves five steps. The first three are:

**1. Prewriting**

This is the planning step. During this step you should:

- a. Choose a subject
- b. Gather details about the subject using a graphic organizer
- c. Decide what you want to tell your audience

**2. Drafting**

This means writing a first draft. This is a time to get your ideas down. During this step you should:

- a. Write all of your ideas down on paper.
- b. Don’t stop to check spelling or mechanics just yet, but do spell the best that you can.
- c. Circle words that you are unsure of so you can find the correct spelling during the editing step.

**3. Revising**

This is a time to improve your writing. During this step you should:

- a. Read and review your first draft.
- b. Share your draft with another person to get ideas on how to improve your writing
- c. Make changes to improve your writing piece.

**Whole Class Activities (20 minutes)**



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1. The teacher and students will view and discuss the cover, including title, and the pictures in the story presented.
2. The teacher will explain that we can use the ideas from another story to help us to create a story of our own.
3. The teacher will explain the first step in the writing process – **Pre – Writing**.
4. Using the title of the story selected as a template, the teacher will assist the students to create an appropriate title for the story/piece to be written.
5. The teacher will explain to students that people can use pictures and questions about the pictures to help to develop ideas for writing.
6. The teacher will select one picture from the story.
7. She will model, through “Think Aloud”, the process of using a concept map to generate words for the picture (s) shown. The teacher will use the 5W + H questions.
  - a. Who is in the picture?
  - b. What are they doing?
  - c. Where are they?
  - d. When do you think this picture was taken?
  - e. Why did the action happen?
  - f. How do you think they feel?
8. The teacher will ask a few students to create oral sentences using three of the words generated in the brainstorming and mapping process.

**Group Activities (30 minutes)**

**Group 1**

***Teacher – Guided (15 minutes)***

1. Assist students to create sentences using the words generated from the map.
2. In the process use a checklist to teach/ revise the essential features of a sentence – subject, object and action. As sentences are created, reinforce, as necessary, the use of any relevant grammatical structure previously taught example, proper nouns, verbs, and adjectives.

***Independent (15 minutes)***

1. Students will complete the drafting of sentences.
2. The students will read sentences created to a peer. The peer will be asked to use the Checklist for Sentence Construction to evaluate the writing piece and to make suggestions for improvement.



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**Group 2**

***Independent (30 minutes)***

1. Students will be asked to select another picture from the text and with a new concept map generate words using 5W + H questions.
2. Students will then create a story using the words generated from the maps. Remind them to simply circle words they suspect might be incorrectly spelt or which they are not sure about.
3. Students will then use the points on the Revision Checklist as a guide to make suggestions for improving their work where necessary.

**Group 3**

***Independent (15 minutes)***

1. Students will be asked to select another picture from the text and, with a new concept map, develop words using the 5W + H questions to help.
2. Students will create sentences for both pictures, using the words generated from the maps.
3. Encourage students to spell the best way they can, but inform them that this is not so important at this stage. Remind them to simply circle words they suspect might be incorrectly spelt or which they are not sure about.

***Teacher – Guided (15 minutes)***

1. The teacher will distribute a Revision Checklist and explain the process of revising to students.
2. Students will be encouraged to share sentences created with peer or the group. The teacher will support students as they use the Revision Checklist to evaluate their classmates' sentences. Using the points on the Revision Checklist as a guide, they will give suggestions for improving their work where necessary.

**Whole Class Activity (10 minutes)**

1. Students from each group will share:
  - a. what they had learnt about the writing process
  - b. their writing pieces.

**Evaluation:**

**Example:** Checklist for Sentence Construction

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Checklist for Sentence Construction	Yes	No
<ol style="list-style-type: none"><li>1. Do all my sentences have a subject?</li><li>2. Do all my sentences have an object?</li><li>3. Do all my sentences have verbs (action words)?</li><li>4. Do my sentences make sense?</li><li>5. Did I use capital letters for the beginning and for special names (proper nouns)?</li><li>6. Did I use describing words (adjectives) where possible?</li></ol>		

**Example:** Checklist for Sentence Construction

Revision Checklist	Yes	No
<ol style="list-style-type: none"><li>1. Were all the questions on the map answered?</li><li>2. Did I develop all the words/ phrases on the map into sentences?</li><li>3. Do all my sentences have a subject, an object or verb?</li><li>4. Could I add anything else to my piece (paragraph/ story)?</li></ol>		



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**Strand:** Listening and Speaking

**Topic:** Rules for Listening and speaking

**Attainment Target:** Communicate with confidence and competence for different purposes and audiences using SJE and Jamaican Creole appropriately and creatively.

**Objectives:** At the end of the lesson pupils will be able to:

- listen to and follow instructions accurately, seeking clarification if and when necessary.
- listen to the suggestions of others; take turns to speak

**Skills:** Listen attentively, Speak audibly

**Materials:** Grade 3 Language Arts Curriculum, Internet, YouTube video

**Content:** Listen: To pay attention or make an effort to hear something. Speak: To talk or express oneself



**Procedures/Activities**

**Whole Group (20 minutes)**

- 1 Pupils will listen while teacher claps or tap on the table or use any other appropriate symbol. They will tell what they should do when someone is talking. They will be encouraged to speak one at a time and praise those who give good answers.
- 2 Teacher will allow student to put suggestions into rules, for example: Stop! Look! Listen! Observe a scenario where teacher will not listen and speak out of turn. Tell what teacher did wrong. Practice the three little rules by responding to the symbol.
- 3 Pupils will watch video about the 'Disobedient Kid.' Discuss what took place in the video. They will explain in their own words why it is important to listen. Share ideas with entire class. Teacher will further explain that they must always stop and pay attention, look straight at the person who is talking and do not talk while someone is speaking.





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**Group Activities (30 minutes)**

Teacher will place students in groups and give each group a task.

**Group 1:**

*Teacher Guided (15 minutes)*

Discuss in group what they would have done differently from the child in the video. Teacher will observe students listening to each other.

*Independent (15 minutes)*

Students will record their ideas to share with the class

**Group 2:**

*Independent (15 minutes)*

Plan and practice a role play based on the video that was watched.

*Teacher Guided (15 minutes)*

Teacher will guide students on how to present the drama piece.

**Group 3:**

*Independent (30 minutes)*

Students will create a song about Stop, Look, Listen

**Project work**

Make cards showing Stop! example a card with hand being raised

Look! Card with Two eyes

Listen! Card with two ears

**Whole Group (10 minutes)**

Students and teacher will come back as a whole and present to the class the task they have done.