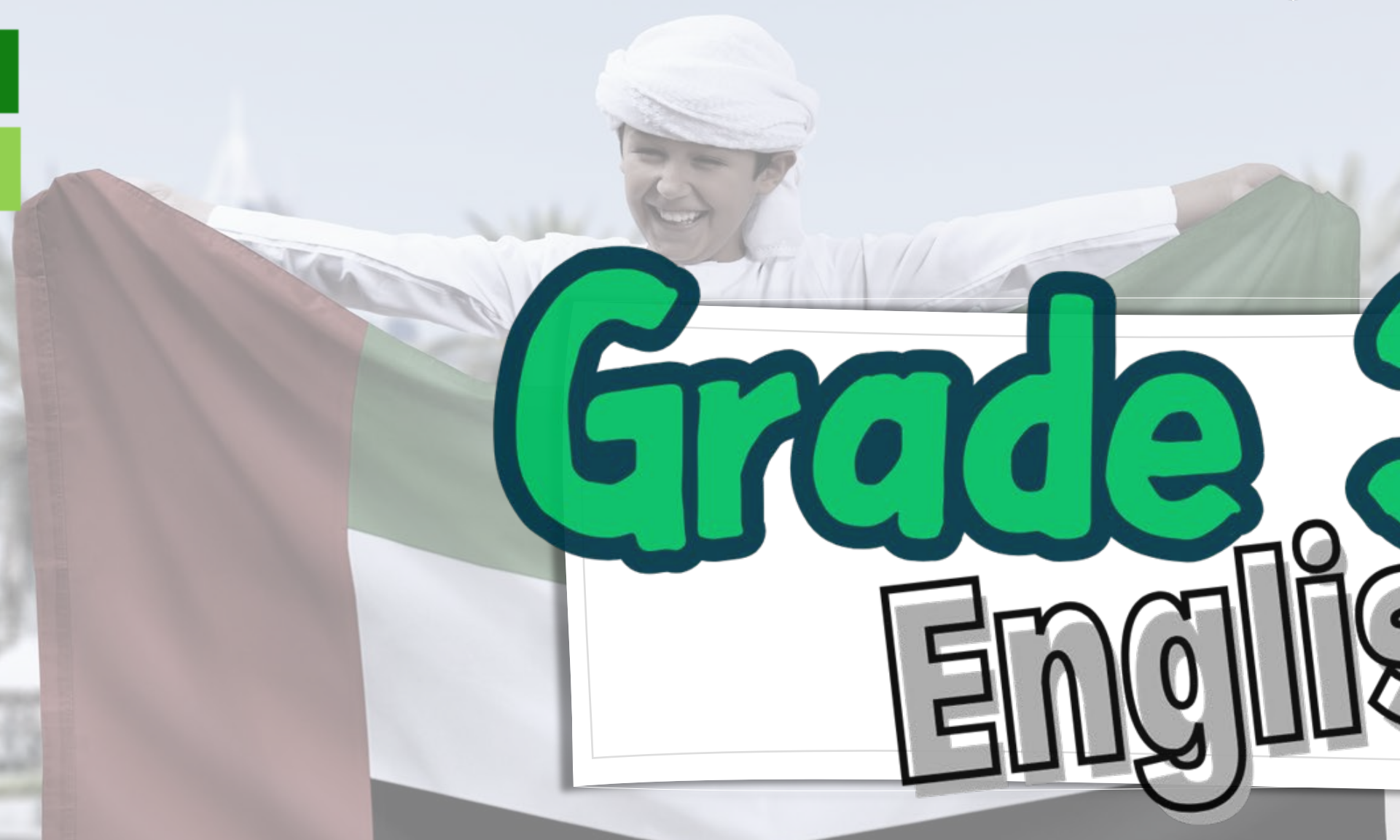




TERM .

WEEK .

A young boy wearing a white thobe and ghutra is smiling and holding the United Arab Emirates flag. The flag is partially visible, showing the red, green, and white stripes.

Grade 3

English

PLANT LIFE CYCLES. WEEKLY PLAN

.SCOPE AND SEQUENCE.

TERM .

WEEK .

Overview	Vocabulary	Grammar Focus	Functional Language	High Frequency Words
Learners explore how plants grow and what they need to survive.	plant grow seed roots leaf/leaves flower water sunlight soil	Adverbs of Sequence [first, then, finally] Modals (need to, should) Language Structure: First, ____ Then, ____ Finally, ____ We need to/should ____ Examples: First plant the seed, then water it. Finally, beautiful flowers grow. You need to water the plants.	FL.13 Describing Processes	first over take place

Specific Student Learning Outcomes (SSLOs)

- Literacy Readiness:**
- 3.LR.SP.3: Use word families to spell related words.
 - 3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant.
 - 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.
- Listening & Speaking:**
- 3.SLOC.LC.1: Follow multi-step oral instructions for tasks.
 - 3.SLOC.LC.4: Use transition words to recall the sequence of spoken information.
 - 3.SLOC.LC.5: Determine the purpose of a speaker's message.
- Reading:**
- 3.R.RF.4: Apply punctuation cues (e.g., commas, quotation marks) to guide expressive reading.
 - 3.R.TTP.3: Demonstrate an understanding of procedural text features.
 - 3.R.RC.3: Identify cause and effect relationships in texts.
- Writing:**
- 3.W.WPD.4: Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.
 - 3.W.WC.3: Place commas in complex lists and after introductory words (e.g., First, Then, ...)

PLANT LIFE CYCLES. WEEKLY PLAN

.TEACHER GUIDANCE.



TERM .

WEEK .

Teaching Tips

- Activate prior knowledge by using visual prompts and questioning to elicit what learners already know about plants before introducing new vocabulary and structures.
- Introduce plant vocabulary through image-based guessing, syllable clapping, and sentence modelling to support decoding, pronunciation, and oral confidence.
- Reinforce meaning by consistently linking vocabulary to visuals (e.g. soil, roots, leaves, sunlight) rather than relying on definitions.
- Support learners in noticing how language is used to describe needs, actions, and advice by modelling *need*, *need to*, and *should* in meaningful contexts.
- Guide learners to understand processes by sequencing familiar actions using *First*, *Then*, *Finally* before expecting independent production.
- Encourage oral rehearsal of sentences during language focus activities to support accurate sentence construction prior to speaking and writing tasks.
- Use guided questioning and visual problem-solving (e.g. the unhealthy plant) to promote reasoning, prediction, and cause-and-effect thinking.
- Support the transition from speaking to writing by using consistent sentence frames across discussion and writing activities.

Stretch

- Encourage confident learners to explain *why* plants need certain things using **because** (e.g. *Plants need sunlight because it helps them grow*).
- Invite learners to combine sequence language and advice into longer responses (e.g. *First..., then..., finally...* in one turn).
- Challenge learners to suggest additional care advice using *should* and *should not*.
- Ask learners to independently retell the full plant-growing process without sentence frames.
- Encourage learners to add an extra sentence describing how caring for plants makes them feel or helps the classroom.

Support

- Model key vocabulary and sentence frames clearly before expecting learners to respond independently.
- Accept single-word, short-phrase, or partially complete responses initially, gradually reformulating them into full sentences.
- Use choral repetition and partner talk to build confidence before whole-class speaking.
- Provide sentence starters and visual reminders (icons, images) during speaking and writing tasks.
- Pair learners strategically to support participation and confidence during group discussion.

Additional Notes

- Emphasise meaning and communication over spelling accuracy during first drafts of writing.
- Reinforce real-world connections by linking plant care to classroom responsibility and wellbeing.
- Use gestures, pointing, and visual cues consistently to support understanding for all learners.
- Encourage respectful listening and turn-taking during group speaking activities.
- Highlight the positive emotional impact of caring for living things during reflection activities.

ACTIVITY: LET'S LEARN SOME PLANT VOCABULARY



Click on an icon to learn more about the word

What words do you know?

Click on a number to check your answers.



ACTIVITY: LANGUAGE FOCUS – WHAT DOES THE PLANT NEED.



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Learn how to use need, need to and should.

What does a plant **need**?

Plants **need** water.

Plants **need** sunlight.

What do we **need to** do?

We **need to** water the plant.

We **need to** give the plant sunlight.



What **should** we do?

We **should** water the plant.

We **should** put the plant in the sun.

ACTIVITY: LANGUAGE FOCUS – ADVERBS OF



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Learn how to describe a
process

Complete the sentences with the correct verb.

give

Watch

Water

Plant

- 1 Water the plant and give sunlight.
- 2 Watch the plant grow.
- 3 Plant the seed in the soil.

Put the sentences into the correct order.

- 1 Plant the seed in the soil.
- 2 Water the plant and give it sunlight.
- 3 Watch the plant grow.



ACTIVITY: LANGUAGE FOCUS – ADVERBS OF



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Learn how to describe a
process

Complete the sentences with the following words to
describe the life cycle of a plant.

Finally

First

Then

1

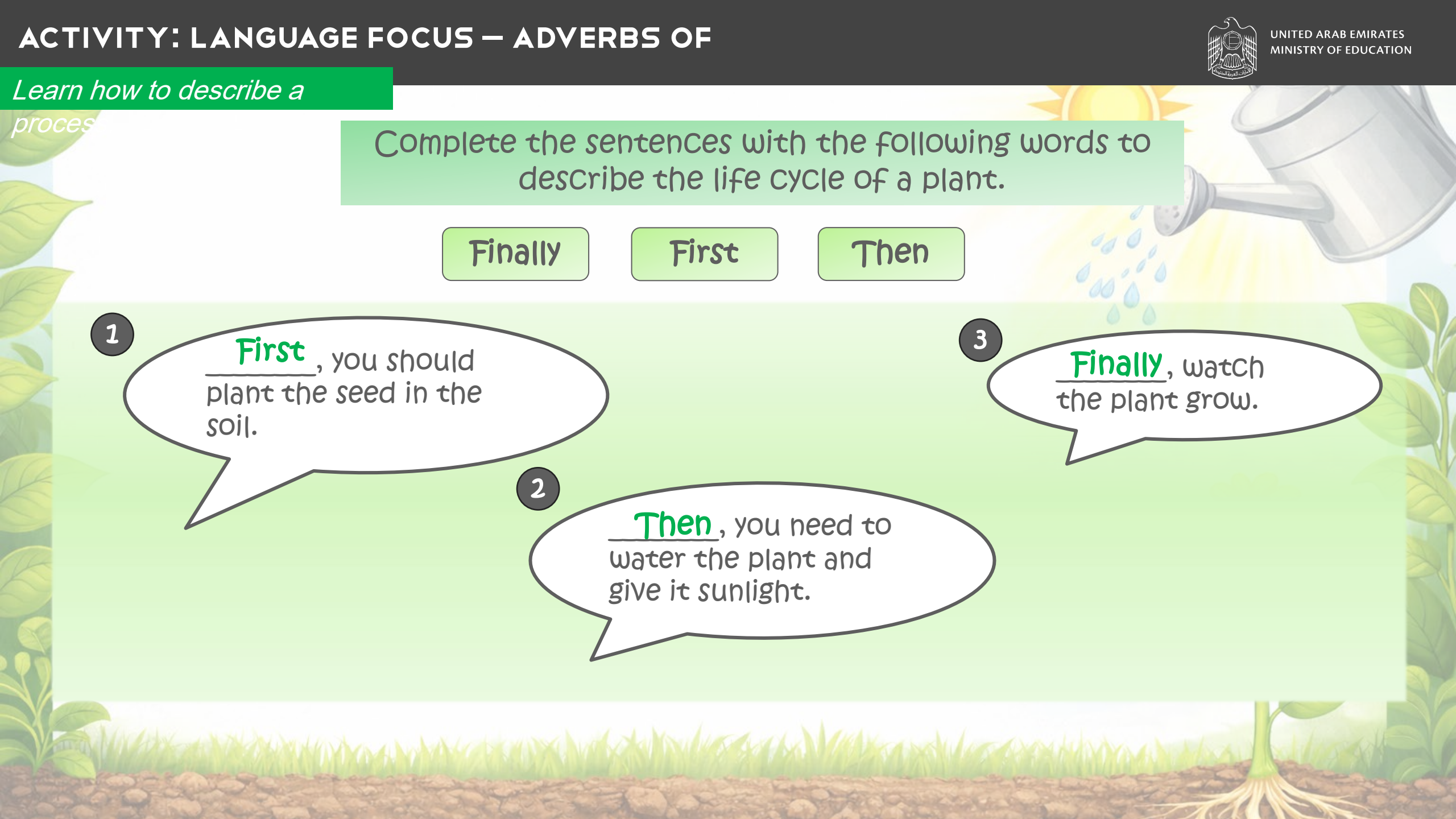
First, you should
plant the seed in the
soil.

2

Then, you need to
water the plant and
give it sunlight.

3

Finally, watch
the plant grow.



ACTIVITY: SPEAKING – WHAT’S WRONG WITH THIS

Discuss what is wrong with this plant. How can you help it?



Is this plant happy?
What does it need?
How can we help it?

I think this plant
needs _____.

First, we need
to _____.

Then, we
should _____.

ACTIVITY: SPEAKING – DESCRIBE HOW TO GROW AND LOOK AFTER A

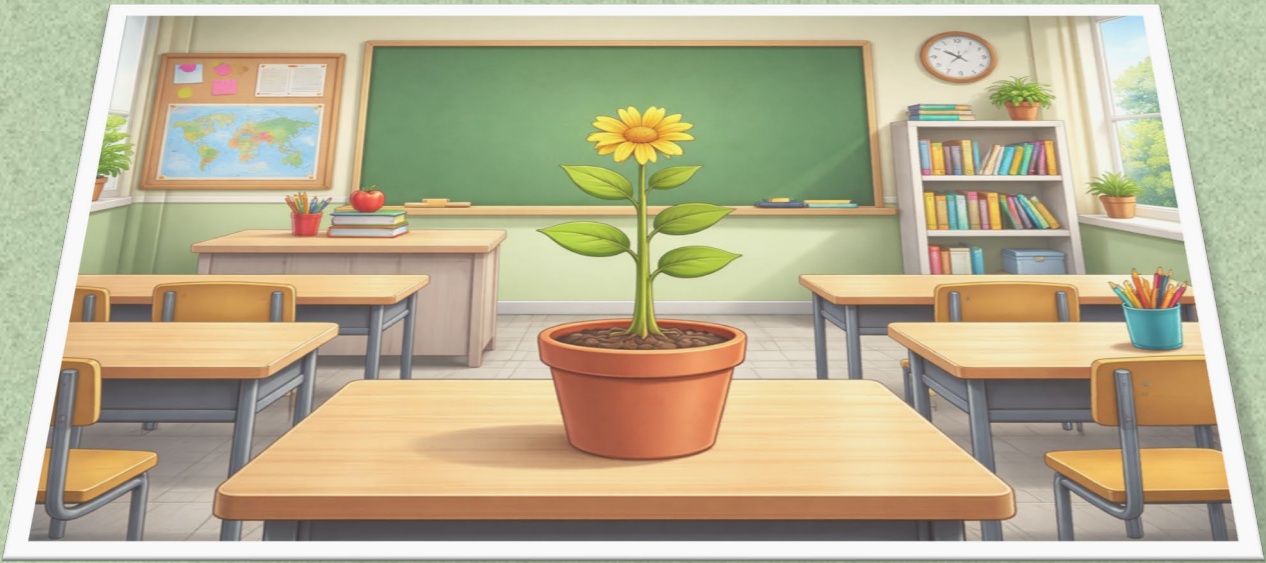


Your friends want to have a plant for the classroom. Tell them how to grow the plant, what it needs, and how to look after it.

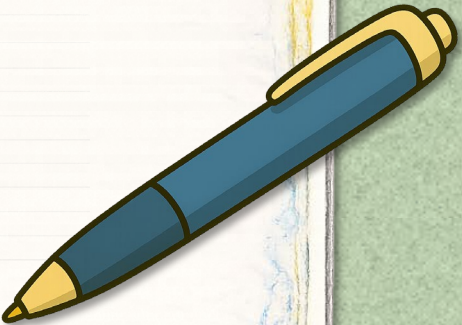
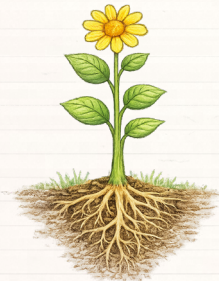


ACTIVITY: WRITING – DESCRIBE HOW TO GROW AND LOOK AFTER A

Write instructions for your friends. Tell them how to grow the plant, what it needs, and how to look after it.



How to grow and look after a class plant.



First, _____.

Then, _____.

Finally, _____.

Plants need _____.

You should _____.

You need to _____.

Reflect on how taking care of plants helps us feel calm and happy



ACTIVITY: LET'S PRACTISE HIGH FREQUENCY WORDS



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Complete the activities.

first

over

take

place

A

Circle the high frequency words.

1. First, you plant a seed.
2. Please take one apple.
3. Go over the bridge.
4. Dubai is a very nice place.

B

Say the sentence.

1. Can I take a photo please?

2. What is the first question?

3. My favourite place is my bedroom.

4. Look over there!

C

Choose the correct word.

1. ~~Over~~ / **First**, plant the seed in the soil.

2. **Take** / ~~Place~~ the watering can and water the plant..

3. ~~First~~ / **Place** the plant in the sun.

4. Throw the ball **over** / ~~place~~ the wall.