



TERM .

WEEK .



Grade 3

English

ANIMAL HABITATS. WEEKLY PLAN

.SCOPE AND SEQUENCE.



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XXXX				
Overview	Vocabulary	Grammar Focus	Functional Language	High Frequency Words
Learners discuss, read and write about where animals live and what their habitats are like.	jungle mountains river sea desert arctic	Present Simple [facts] Adjectives [hot, rocky, sandy, dry, icy, cold, wet] Language Structure: Where do _____ live? They live in the _____ What is/are the _____ like? Examples: Where do eagles live? They live in the mountains. What is the jungle like?	FL.6 Describing Places	more live soon food

Specific Student Learning Outcomes (SSLOs)

Literacy Readiness:
3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.

Listening & Speaking:
3.SLOC.OLD.2: Add detail and clarity by using adjectives, adverbs, and prepositional phrases.
3.SLOC.DCC.2: Ask and answer open ended questions to explore topics.

Reading:
3.R.VD.5: Sort and classify words into more complex categories (e.g., habitats, emotions, materials).
3.R.UTSF.3: Demonstrate understanding of organisational patterns for relating ideas.
3.R.ERT.2: Make predictions based on titles, pictures, and key phrases and explain why.

Writing:
3.W.WP.2: Draft and revise paragraphs that include topic sentences and relevant supporting details.
3.W.WPD.4: Write short texts with guidance.

ANIMAL HABITATS. WEEKLY PLAN

.TEACHER GUIDANCE.



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Teaching Tips

- Engage learners in paired discussion to identify animals, describe their habitats, and use simple spoken language to explain where animals live.
- Learners identify and orally practise key habitat vocabulary through visual prompts and supported pronunciation activities.
- Practise key habitat vocabulary orally using visual support and guided repetition
- Use images to review and practise adjectives.
- Create interest and engagement and develop digital skills by inviting students to click on the PPT wherever possible.
- Practise asking and answering simple questions to describe habitats using modelled sentence structures and visual support.
- Encourage full sentences but accept short answers.
- Model correct language through repetition rather than correction.
- Use pointing and gestures to support understanding.
- Use guided pair speaking activities to practise using simple, modelled sentence structures with visual support.

Stretch

- Add “because” for simple reasons: Polar bears live in the Arctic because it’s cold.
- Encourage extended answers using two adjectives: The mountains are high and rocky.
- Include classification tasks: Land animals / Water animals / Air animals.
- Add writing tasks: My favourite animal lives in the _____. It is ____.
- Integrate listening or matching activities — students hear an animal and point to the correct habitat.

Support

- Model the words slowly.
- Use gestures (e.g. fan for hot, shiver for cold).
- Provide sentence frames with visuals:
 - They live in the ____.
 - It is ____.
 - The ____ is ____.
- Use matching cards for animal - habitat - adjective.
- Teach one habitat at a time using clear visuals and repetition.
- Allow learners to respond with one-word answers first (Jungle! → teacher recasts: Yes, lions live in the jungle.).
- Use movement games: teacher says "Go to the jungle!" — students move to the correct picture.

Additional Notes

- Link to Science: discuss why animals live in certain environments (e.g., Fish need water to swim).
- Keep vocabulary realistic and visual
- Integrate a values link: respect and protect animal homes.
- Reinforce pronunciation of tricky words (mountain, desert, arctic).

ACTIVITY: LET'S TALK ABOUT HABITATS



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Answer the questions with your
partner

What are these animals?



What animals live in the desert?



Where do they live?

What animals live in the sea?

What is a habitat?



ACTIVITY: LET'S LEARN ABOUT HABITATS



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Click on an icon.

A **habitat** is where an animal lives. Click on an icon to see some new **habitats**.



ACTIVITY. MATCH THE ANIMAL WITH ITS HABITAT



Where do these animals live? Click on an animal to check your answer. Then describe here it lives.



Monkeys live in the jungle.

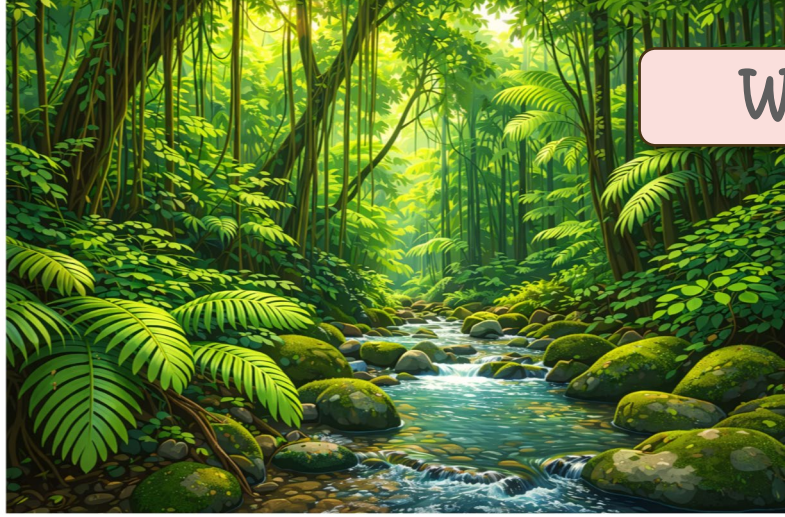


ACTIVITY. LANGUAGE FOCUS. DESCRIBING HABITATS



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Practise the short conversations with your partner.



What is *the jungle* like?

It is hot and wet.

What is *the arctic* like?

It is cold and icy.



Ask and answer questions about the other habitats.

Work collaboratively to label and describe different habitats.



ACTIVITY: LET'S TALK ABOUT ANIMALS AND HABITATS



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Read the conversation. Then have similar conversations with your partner about other animals and habitats.

What is this animal?

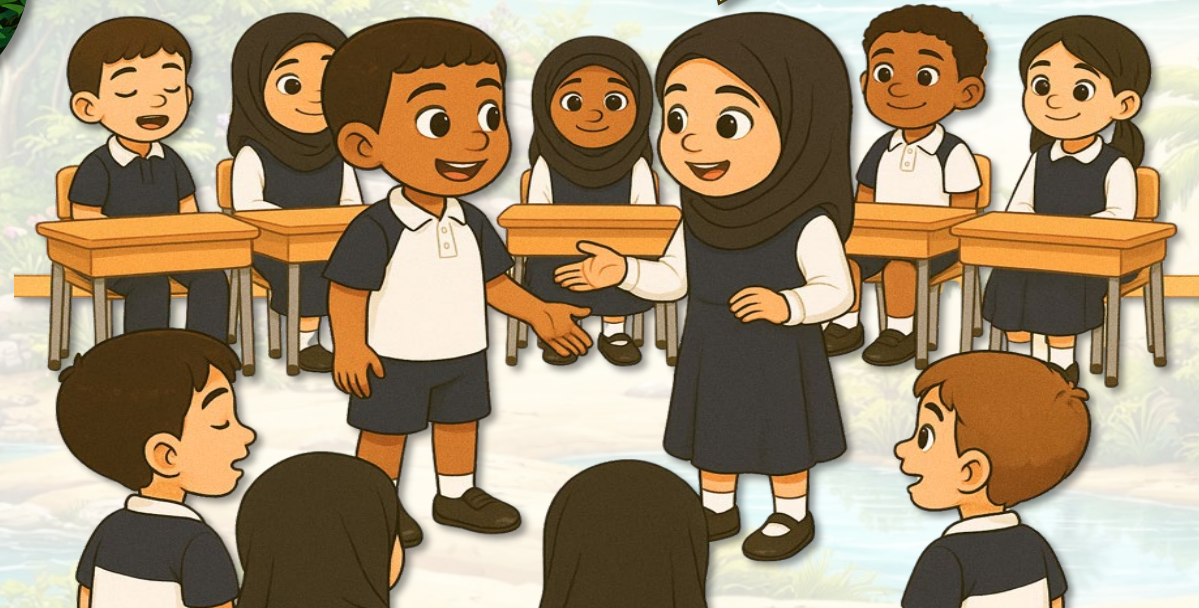
It's a **gorilla**.

Where does it live?

It lives in **the jungle**.

What is the **jungle** like?

It is **hot and wet**.



ACTIVITY: LET'S TALK ABOUT ANIMALS AND HABITATS



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*Have conversations with your partner
about the animals and their habitats.*



Identify UAE habitats
(e.g., desert, mangrove
forests) and animals
that live there.



ACTIVITY: LET'S WRITE ABOUT ANIMALS AND

Create a poster about an animal and its habitat.



1 Draw an animal and its habitat.

2 Write about the animal:

- What is the animal?
- Where does it live?
- What is the habitat like?

Create a digital "Habitat Match" poster by adding photos and short captions.



ACTIVITY: LET'S PRACTISE HIGH FREQUENCY WORDS



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Complete the activities.

more

live

soon

food

A

Circle the high frequency words.

B

Say the sentence.

C

Choose the correct word.

1. I live with my family in Dubai.
2. See you soon.
3. Do you want more cake?
4. My favourite food is fruit.

1. I live in Ajman.

2. I want more water.

3. My favourite food is pizza.

4. See you soon.

1. I live / ~~in~~ in
Abu Dhabi.

2. My favourite ~~drink~~
/ food is bread.

3. See you soon / ~~long~~.

4. Can I have ~~time~~ / more
time, please?