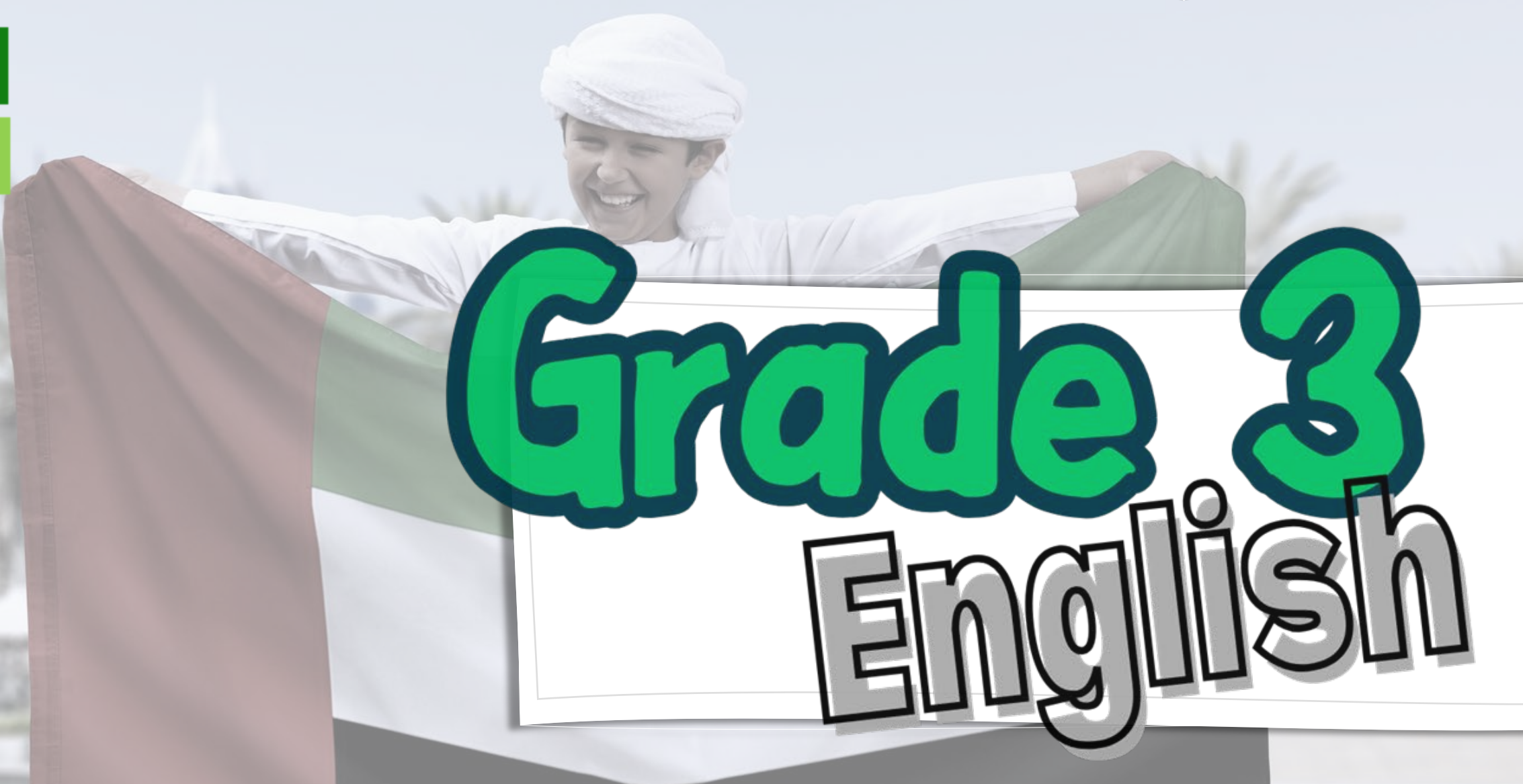




TERM .

WEEK .



Grade 3

English

MONEY MATTERS. WEEKLY PLAN

.SCOPE AND SEQUENCE.



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Overview	Vocabulary	Grammar Focus	Functional Language
Students ask about prices, describe costs, and use numbers confidently in simple buying and selling situations.	buy sell money price cheap expensive cost numbers: prices up to 100	Wh-questions [How much is it? How much does it cost?] Subject Pronouns [it, they] Examples: How much is this/that toy? How much does this/that book cost? How much are these/those toys? How much do these/those books cost? It costs 10 dirhams. They cost 20 dirhams.	FL.4 Using numbers to express amount, quantity number and time

Specific Student Learning Outcomes (SSLOs)

- Speaking Listening and Oral Communication**
- 3.SLOC.LC.3: Ask and answer questions to demonstrate understanding.
- Reading**
- 3.R.RC.1: Answer literal and inferential questions using text details.
 - 3.R.RC.4: Make predictions and confirm them using evidence from the text.
 - 3.R.UTSF.1: Classify texts based on structure and features.
 - 3.R.UTSF.2: Explain the function of paragraphs in organising related ideas.
 - 3.R.TTP.1: Identify elements of narratives, poems, instructions and informational texts.
 - 3.R.VD.4: Use new vocabulary words in speaking and writing tasks.
- Writing**
- 3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting.

MONEY MATTERS. WEEKLY PLAN

TEACHER GUIDANCE.



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Teaching Tips

- Begin with an engaging price-guessing activity to activate prior knowledge of numbers and introduce the topic.
- Introduce key vocabulary (cheap, expensive, price, cost, buy, sell) using visuals and clear context.
- Use comparison (same item, different prices) to build meaning of cheap vs expensive.
- Model question forms “How much is/are...?” and “How much does/do... cost?” clearly and repeatedly.
- Highlight singular and plural patterns (is/are, does/do, costs/cost) through examples.
- Provide structured speaking practice through guided pair interactions (mini conversations).
- Use the comic strip to model natural dialogue and support pronunciation and intonation.
- Develop reading skills by moving from visual text (comic) to written text (paragraph).
- Support comprehension through literal and inferential questions using text evidence.
- Use tables to organise information and reinforce understanding of price, value, and decisions.
- Encourage students to retell information using sequence words (First, Next, Finally).
- Build awareness of text types by comparing features of comics and written texts.

Stretch

- Encourage confident learners to extend answers (e.g. “It’s expensive because...”).
- Ask students to create their own short dialogue at a market.
- Challenge students to add more detail when describing Omar’s trip.
- Invite students to compare prices and justify opinions (cheap vs expensive).
- Ask students to write 2–3 sentences about what they would buy at the market.

Support

- Model all key questions and answers clearly before pair work. Provide sentence frames such as: “It costs ___ dirhams.”
- “It is cheap/expensive.”
- Use visuals and gestures to reinforce meaning of vocabulary.
- Allow students to respond with single words initially, then expand to full sentences.
- Pair stronger and weaker students to support participation.
- Repeat and recycle key language frequently throughout the lesson.

Additional Notes

- Emphasise communication and meaning over grammatical accuracy.
- Recycle target language across all activities to support retention.
- Keep activities interactive and fast-paced to maintain engagement.
- Use real-life context (shopping in the UAE) to make learning meaningful.
- Encourage participation through games, pair work, and speaking tasks.
- Build confidence by praising effort and successful communication.

ACTIVITY. HOW MUCH.



Guess the price of these items.

How much do these items cost? Click on the item to show the correct price. Were you correct?

I think it costs _____ dirhams.



ACTIVITY: VOCABULARY – CHEAP.EXPENSIVE



Complete the sentences with 'cheap' or 'expensive'.



This book is cheap.

This book is expensive.



ACTIVITY: VOCABULARY – COST



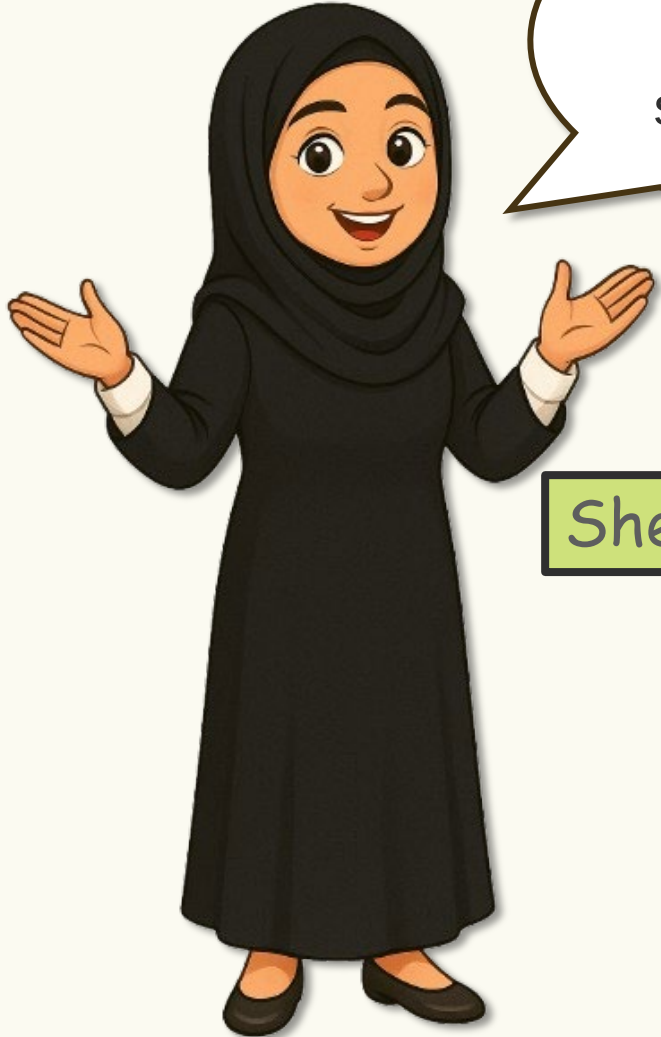
Complete the sentences with 'cost' or 'costs'.



ACTIVITY: VOCABULARY – BUY.SELL



Complete the sentences with 'buys' or 'sells'.



Who **buys**, and who **sells**?
Complete the sentences with the correct word.

She **buys** apples.

He **sells** fruit.



ACTIVITY: LANGUAGE FOCUS – HOW MUCH.....



Listen to your teacher.

When we want to ask the price of something we can say:

How much is this toy?
How much are these toys?

or

How much does this toy **cost**?
How much do these toys **cost**?

How much is this hat?

It costs 65 dirhams.

How much does this hat **cost**?

It costs 65 dirhams.

How much are these apples?

They cost 10 dirhams.

How much do these apples **cost**?

They cost 10 dirhams.

ACTIVITY: SPEAKING – HOW MUCH.....



1. Click one blue box.
2. Click one green box.
3. Look at the item and the price.
4. Have a mini conversation with a friend.
5. Use the example to help you.

1

2

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16

How much does this hat cost?

It costs 15 AED?

Is that cheap or expensive?

It's cheap.



ACTIVITY: READING – ALI'S TRIP TO THE MARKET

Read the cartoon. Role play the conversation.



Ali is at the market.

Hello!

Hello!

How much is this apple?

It costs 5 dirhams.

That's cheap! I want two, please.

Ok. Here you are.



Later...

How much do these toy cars cost?

They cost 40 dirhams.

That's expensive! I don't want them.

Ok. No problem.

ACTIVITY: READING – ALI'S TRIP TO THE MARKET



Read the cartoon again and answer the questions.



Discuss and answer the questions.

1. Where is Ali?

He is at the market.

2. How much does the apple cost?

It costs 5 dirhams.

3. Is the apple cheap or expensive?

It is cheap.

4. How much are the toy cars?

He doesn't buy the toy cars.

ACTIVITY: READING – OMAR'S TRIP TO THE MARKET

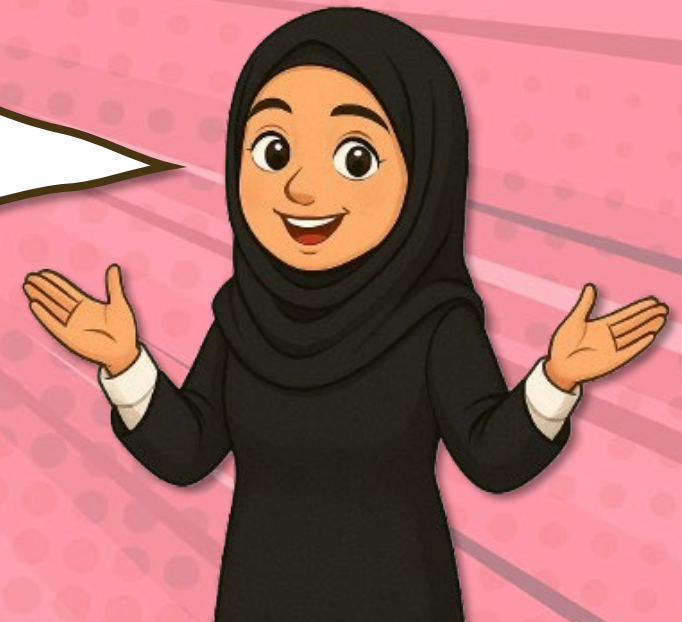


Read the text. Then complete the table with the correct information.

Item	Price	Cheap / Expensive	Buy / Not buy
Chocolate	15 dirhams	Cheap	Buy
Footballs	40 dirhams	Expensive	Not buy

Can you remember Omar's trip to the market?

Use the table to help you describe Omar's trip to the market.



ACTIVITY: READING/WRITING – COMPARE TWO TEXTS



Complete the table with the correct information.

Do you remember the two texts about Ali and Omar?

Read the texts again.
Look at the table.
Discuss and complete the table.



Feature	Comic	Text
Pictures (yes/no)	Yes	No
Speech (yes/no)	Yes	Yes
Text (short/long)	Short	Long
Easy or Hard	Easy	A bit harder