

Every Day

Day: _____

YEAR 3

Date: _____

1 Say the chant. Do the actions.

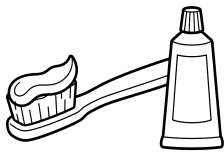
Say it with your teacher. Then say it in four groups, one verse each.

Every Day!



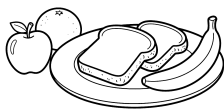
Ring, ring, ring! It's time to **wake**,
up I get, I stretch and **shake**!

(stretch and shake)



Brush, brush, brush my teeth so **white**,
up and down and left and **right**!

(brush your teeth)



Bread and fruit, I **eat**, I **eat**,
breakfast is a yummy **treat**!

(rub your tummy)



Bag on my back, I walk to **school**,
hello, teacher! School is **cool**!

(wave hello)

2 Find the rhyme.

Words that rhyme end with the same sound: **wake**, **shake**. Colour the word that rhymes.
Use the chant to help you. Words 5 and 6 are not in the chant.

1 wake

shake

sleep

2 white

bed

right

3 eat

treat

bath

4 school

bus

cool

5 bed

red

book

6 play

car

day

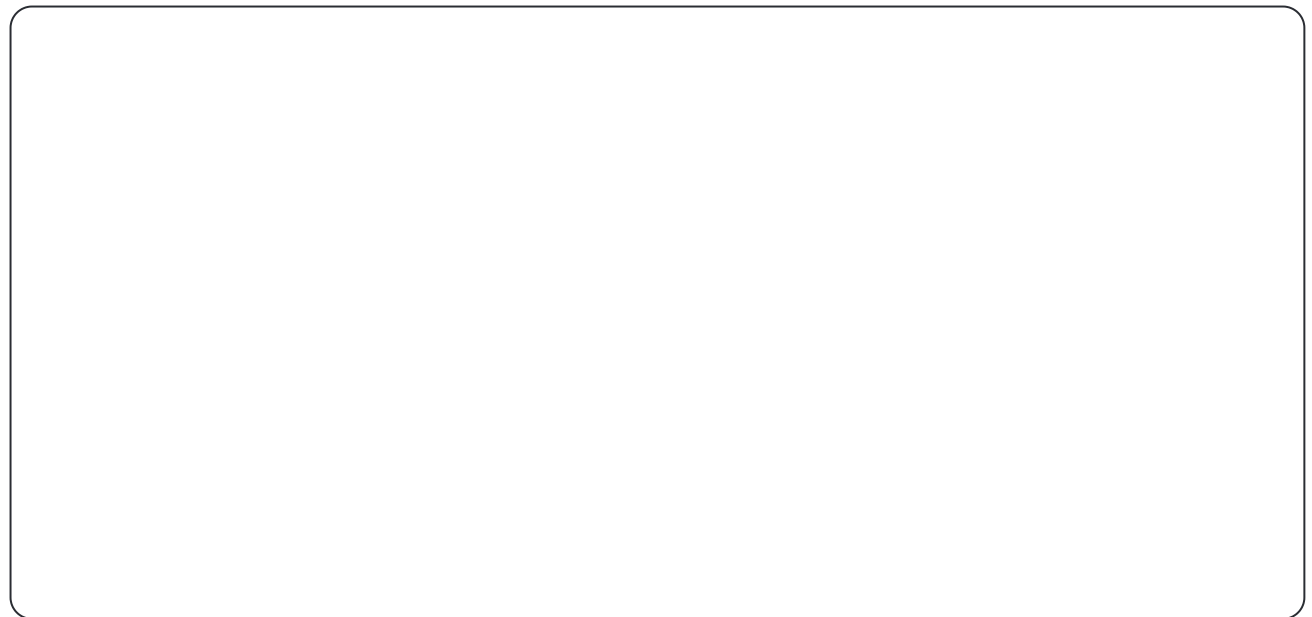
Think! Now make a new verse.

Make a verse for **night-time**. Choose two rhyming words from the box and write them in the verse. Then draw your verse and colour it.

school bed fruit head

Yawn, yawn, yawn, I go to _____,

on my pillow I rest my _____!



★ **Challenge:** Make one more verse about something you do after school. Use **play** and **day**.

Say your verse to a friend with an action. Yawn and stretch!

Colour a star for each thing you can do.

- ☆ I can say the chant with actions.
- ☆ I can find words that rhyme.
- ☆ I can make a new verse.

Rancangan Pengajaran Harian • Daily Lesson Plan

MATA PELAJARAN <i>Subject</i>	Bahasa Inggeris	TAHUN <i>Year</i>	3
MASA <i>Time</i>	_____ hingga _____ (60 to 90 minutes)	KELAS <i>Class</i>	
TEMA / TAJUK <i>Theme / Topic</i>	World of Self, Family and Friends Unit 2: Every day • Focus: Language Arts		
STANDAR PEMBELAJARAN <i>Learning standards</i>	Main skill • 5.1.2 Say the words in simple texts, and sing simple songs with intelligible pronunciation, rhythm and intonation Complementary skill • 5.3.1 Respond imaginatively and intelligibly through creating simple action songs on familiar topics; other imaginative responses as appropriate		
OBJEKTIF PEMBELAJARAN <i>Learning objectives</i>	At the end of the lesson, pupils should be able to: 1. say the chant in groups with correct rhythm and actions. 2. complete a new verse with 2 correct rhyming words and draw it.		
AKTIVITI <i>Activities</i>	Pre-Lesson 1. Teacher asks "What do you do in the morning?" Pupils answer with the actions from Lesson 1. 2. Teacher claps a slow beat. Pupils clap with the teacher. Lesson Delivery 1. Teacher says the chant with actions and a clapping beat. Pupils watch and listen (Part 1). 2. Pupils say the chant line by line after the teacher, with actions. 3. Pupils say the chant in four groups, one verse each. 4. Teacher says <i>wake – shake</i> and asks "Same sound at the end?" Pupils find the rhyming pairs in the chant, then colour the rhyming words; words 5 and 6 are new (Part 2). 5. Teacher shows how to finish the night-time verse with words from the box. Pupils write the two rhyming words, then draw and colour the verse (Think!). 6. Pupils say their new verse to a friend with an action. Post-Lesson 1. Pupils colour a star for each "I can" they achieved. 2. The whole class says the chant with the new night-time verse at the end. 3. For a 90-minute lesson: groups make an after-school verse with <i>play – day</i> and perform it.		
REFLEKSI <i>Reflection</i>			

Before the lesson

Pupils need colour pencils.

Advanced pupils: do the Challenge verse (e.g. "Ball and friends, we run and play, / football is the best all day!"), then make a verse with their own rhyming words.

Remedial learners: let them say only the second line of each verse. In Part 2, say both words aloud with them and ask "Which one sounds like *wake*?"

Answers

Part 2: 1 shake; 2 right; 3 treat; 4 cool; 5 red; 6 day.

Think!: Yawn, yawn, yawn, I go to **bed**, / on my pillow I rest my **head**! (yawn and stretch)

Challenge: any two lines ending in play and day.

The chant "Every Day!" is written for these worksheets.