

## **Lesson Plan – Discovery English Grade 3**

### **Unit 1: Treasures of My Land**

**Duration:** 4–5 Periods (40 minutes each)

**Theme:** Heritage, National Pride, History

**Skills Focus:** Reading, Speaking, Vocabulary, Grammar (Adjectives), Phonics (Initial Blends), Writing

### **Period 1 – Pre-Reading & Poem Understanding**

#### **Learning Objectives**

Students will be able to:

- Identify heritage sites mentioned in the poem.
- Explain the main idea of the poem.
- Express feelings about their country.

#### **A. Warm-Up (Ex A – Reading Ready)**

Discuss:

1. Have you visited a famous place in Pakistan?
2. What do you know about Lahore Fort or Mohenjo-daro?
3. Can buildings tell stories? How?
4. What does “heritage” mean?

## **B. Reading the Poem – “Treasures”**

Teacher reads aloud with expression.

Students follow silently.

Highlight heritage sites:

- Mohenjo-daro
- Lahore Fort
- Badshahi Mosque
- Taxila
- Makli
- Rohtas Fort
- Shalimar Gardens

## **C. Story Reflection (Answers)**

1. Three heritage sites: Mohenjo-daro, Lahore Fort, Badshahi Mosque (any three).
2. It echoes with prayers from every side.
3. It is an ancient place with temples and statues.
4. The poet feels proud and loves Pakistan.
5. Mughal beauty calm and serene.
6. “Whisper the past” means reminding us of history.

## **D. Main Idea (Ex B Answers)**

1. (b) Pakistan has beautiful heritage sites.

2. (c) It has temples and statues.
3. (c) Tombs
4. (b) Badshahi Mosque
5. (c) Shining like a guiding star

## **Period 2 – Vocabulary & Drama**

### **A. Vocabulary Vault**

<b>Word</b>	<b>Meaning</b>
Echoes	sounds that repeat
Heritage	important history we keep
Ruins	broken old buildings
Serene	peaceful and calm
Tombs	burial places

Activity: Students write sentences using each word.

### **B. Drama Reading – “At Home in Lahore”**

Focus:

- Tone of voice
- Expressions
- Feelings of patriotism

Discussion:

- Why was Fatima brave?
- What does raising the flag symbolize?

## **Period 3 – Grammar: Adjectives**

### **Objective**

Students will identify and use adjectives correctly.

### **A. Fill in the Blanks (Sample Answers)**

1. The **bright** sun warmed us.
2. A **soft** voice spoke to me.
3. We saw a **huge** elephant at the zoo.

### **B. Make Sentences**

1. The tall tree touched the sky.
2. She wore a beautiful dress.
3. The naughty boy ran away.
4. We saw a big mountain.
5. The mango is sweet.

### **C. Identify Parts of Speech**

Students circle nouns, underline verbs, and tick adjectives from Unit 1 text.

## **Period 4 – Phonics**

### **Topic: Initial Consonant Blends (bl, cl, tr, sn, fl)**

Examples:

- blue
- clap
- tree
- snow
- flag

### **Exercise Answers**

1. blue (bl)
2. flag (fl)
3. clap (cl)
4. snow (sn)

## **Period 5 – Speaking & Writing**

### **A. Speaking Stars – Expressing Feelings about Nature**

Practice dialogues:

- How does rain make you feel?
- What do you like about spring?

## **B. Picture Description**

Students describe the rainy-day picture using 3 feeling words.

## **C. Writing Wizard – Descriptive Paragraph**

Steps:

1. Choose a topic.
2. Use senses.
3. Add adjectives.
4. Write 5–6 sentences.

Sample:

“My favourite place is the park. The green trees look beautiful. Birds sing sweet songs. The fresh air makes me feel calm.”

## **Assessment Plan**

**Formative:**

- Oral participation
- Grammar worksheet
- Phonics practice

**Summative:**

- Poem comprehension quiz
- Descriptive paragraph

- Vocabulary test

### **Homework**

- Write 5 sentences describing your favourite place.
- Draw one heritage site and label it.
- Write 3 words with each blend: bl, cl, tr, sn, fl.

### **Final Reflection**

1. Why should we protect heritage sites?
2. What new word did you learn?
3. How do you feel about Pakistan after reading this unit?