

OUT-OF-SCHOOL LEARNING ENVIRONMENTS

ENGLISH ACTIVITY PLAN

Activity Venue Farm / Animal Farm

Venue Category Nature / Agricultural Area

Year 3

Course English

Theme Theme 5: Homes & Houses & The Neighbourhood (Sub-theme: Life In The Countryside; Farmhouses And Farm Animals; Activities And Chores On A Farm)

Duration 40+40 minutes (2 lesson hours)

Interdisciplinary Relations

Life Study/ Science of Life, Visual Arts, Physical Education and Games

Objective

To enable students to experience English words/structures about farm life, houses in the countryside, and daily chores on a farm environment; and to develop their listening/watching-comprehension, speaking-expression, writing-expression skills integrated with facial expressions, gestures, and social language.

Learning Outcome(s)

ENG.3.5.L1: Pupils can get ready for the listening/watching-comprehension process for the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm

ENG.3.5.L2: Pupils can bring information about the current content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” together with key details and main components while listening/watching it

ENG.3.5.S4: Pupils can form a simple new verbal content on “homes, houses and the neighbourhood with life in the countryside; farmhouses and farm animals; activities and chores on a farm” through reconstruction by speaking accurately, efficiently, and authentically.

Key Concepts Activities & Chores: Feed animals, water flowers, grow plants/vegetables, collect eggs, milk cows.

Countryside & Houses: A farmhouse, a cottage, a barn, a village, a farm, a field, a tractor, a grass, a plant.

Farm Animals: A cow, a donkey, a chicken (hen), a goat, a horse, a sheep, a duck, a turkey, a rabbit.

Materials & Tools

Audio materials (recordings of animal and farm sounds)

Coloured pencils and blank brochure templates

Flashcards related to farm animals life in the countryside, farmhouses and farm animals, activities and chores on a farm

IMPLEMENTATION STEPS

Pre-Evaluation

ENG.3.5.L1.a: A quick "Collaborative Association" (Word Web) activity is conducted in the classroom to check students' prior knowledge and familiarity with key vocabulary (farm, animal,

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house) regarding the farm theme. The teacher writes "Farm" on the board and lists the words generated by the students.

ENG.3.5.L1.b: A short readiness check (Checklist) is administered to assess students' physical response skills to instructions.

Establishing

Links (Warm-

up /

Connection)

ENG.3.5.L1.b & ENG.3.5.L1.c: Play "animal sounds" that will remind students of the farm environment. Afterwards, the teacher shows the cow and sheep cards and says, "Show me a cow/sheep!", asking students to mime the movements of the animals without making any sound to assess their readiness.

Learning-

Teaching

Practices

ENG.3.5.L2 & ENG.3.5.S4: Observation and

Identification: Before taking the students near the structures and animals, give clear movement and safety instructions. Then, take them near the structures (farmhouse, barn, cottage) and animals on the farm. Using the "Shadow Technique," ask them to instantly repeat sentences you form, such as "There is a barn" or "There are sheep in the field," without pausing. Guide them to identify the objects they see using the "pointing and saying" method.

ENG.3.5.S4 & ENG.3.5.G1: Hands-on Tasks

(Interdisciplinary Transition): While observing the actions on the farm, ask the students, "What is the farmer doing?" Ensure they use structures like "He is watering the vegetables" or "She is feeding the chickens". At this stage, establish an interdisciplinary connection by emphasizing the water needs of plants.

ENG.3.5.S4 : Group Work and Social Language: Divide the students into pairs. Encourage them to use the "Target Social Language" patterns included in the The Century of

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Türkiye Education Model Primary Education The English Language Curriculum (Years 2-3-4-5-6-7-8) while sharing their farm experiences. Have them construct short dialogues where they respond to each other with expressions like "Fantastic!", "Cute!", "What a surprise!", or when they encounter an unknown situation, "No idea."

Evaluation

ENG.3.5.W4 & ENG.3.5.W3: Ask students to prepare a "Countryside Life" brochure as a performance task upon returning to school. The brochure must include the following details:

ENG.3.5.W4 & ENG.3.5.S4: The basic features of the house types on the farm (farmhouse, cottage) and the layout of the rural setting.

The roles and appearances of the animals they saw (cow, goat, hen) on the farm.

Simple action sentences and "There is/are" structures regarding the chores performed (watering vegetables, collecting eggs). Ask them to present the prepared brochures in class accompanied by facial expressions and gestures.

Reflection

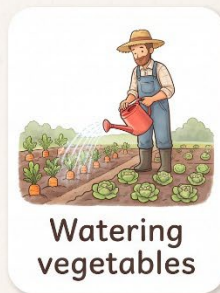
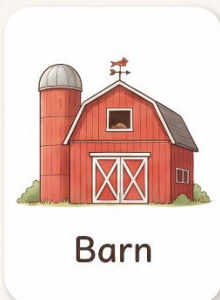
"My Farm Journal": Students are given "Emotion of the Day" sheets with blank drawing areas. They are asked to draw a colourful emoji or picture describing how the farm trip made them feel and to write an appropriate sentence reflecting their true emotions underneath (e.g., "I feel happy," "I feel excited," "I feel surprised," or "I feel scared") to conclude the process in a personalized way.

APPENDIX-1: SELF-ASSESSMENT FORM

Hi, Farm Detectives! This form is for you to think about your English adventure on the farm.
Please put a tick (✓) or draw a star (*) in the box that fits you best.

Criteria	Yes 	Sometimes 	No 
1. I listen carefully to the words about farmhouses and farm animals words carefully.			
2. I act out farm activities with my body without using Turkish.			
3. I use "There is / There are" to describe the barn and the field.			
4. I use social expressions like "Fantastic!" or "Cute!" with my friends.			
5. I create my "Countryside Life" brochure and share my feelings.			

APPENDIX-2: Visuals





Donkey



Horse



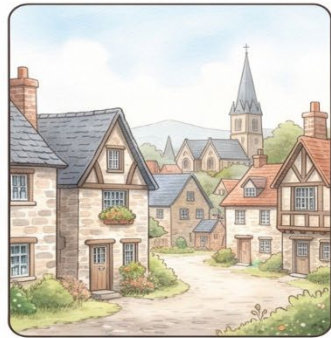
Duck



Turkey



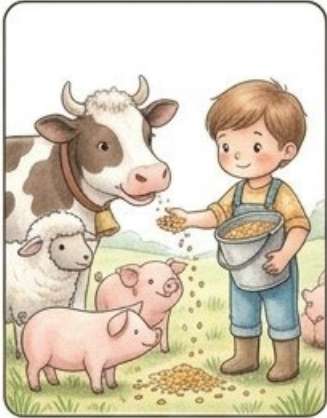
Rabbit



Village



Farm



**to feed
animals**



to bake



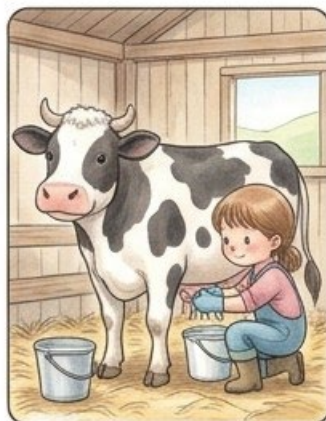
to garden



**to plant
trees**



**to grow
plants**



**to milk
cows**