



El “Cuadernillo de Actividades de Tercer Grado de Educación Primaria”, fue elaborado por personal académico del PRONI en Tamaulipas.

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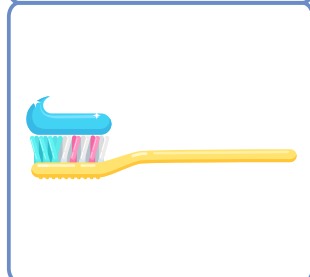
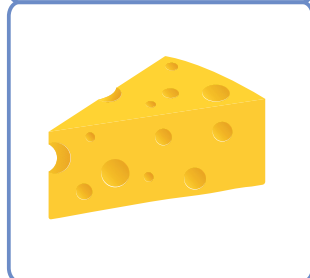
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# Activity 1

## Pictionary

Match the word with the correct picture



MAYONNAISE

BREAD

CHEESE

TOOTHBRUSH

MUSTARD

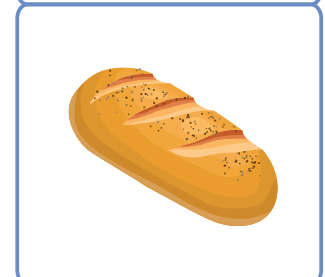
SOAP

HAM

SHAMPOO

PICKLE

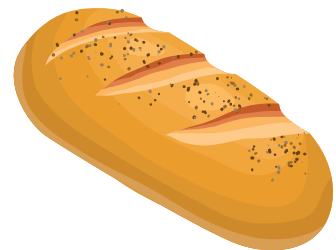
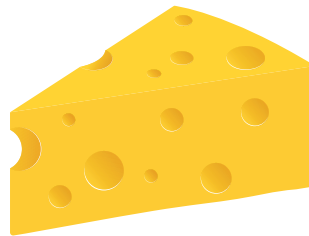
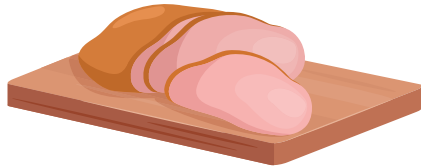
ANTIBACTERIAL GEL



## Activity 2

### What is the Food?

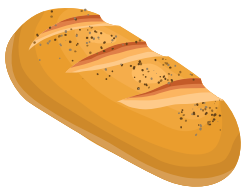
Circle with red color the food and with blue color the cleaning items.



## Activity 3

### How Much Is It?

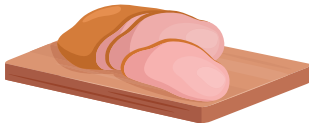
Order the products from the cheapest to the most expensive using the ordinal numbers.



\$15.00



\$23.50



\$11.00



\$19.00



\$10.50



\$16.50

1<sup>st</sup> / First  
2<sup>nd</sup> / Second  
3<sup>rd</sup> / Third  
4<sup>th</sup> / Fourth  
5<sup>th</sup> / Fifth  
6<sup>th</sup> / Sixth

Mustard \_\_\_\_\_  
Bread \_\_\_\_\_  
Ham \_\_\_\_\_  
Cheese \_\_\_\_\_  
Anti bacterial gel \_\_\_\_\_  
Mayonnaise \_\_\_\_\_



## Activity 4

### What Do You Need at Home?

Check (✓) the items from the grocery store that you need at home. You can check more than one.

☐

Mayonnaise

☐

Cheese

☐

Bread

☐

Pickles

☐

Shampoo

☐

Toothbrush

☐

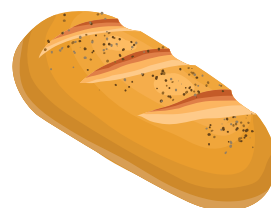
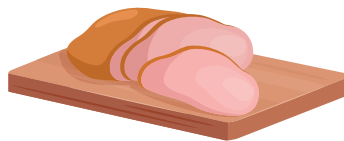
Soap

☐

Mustard

☐

Ham



## Activity 5

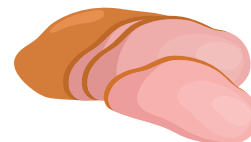
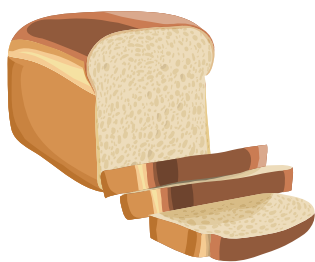
### Let's Prepare a Sandwich

Write the steps to make a sandwich in the right order.



1 <sup>st</sup>	
2 <sup>nd</sup>	
3 <sup>rd</sup>	
4 <sup>th</sup>	
5 <sup>th</sup>	

- Take out two pieces of bread.
- Put the mustard into the two pieces of bread.
- Add some cheese and pickles.
- Eat your sandwich.
- Take out ham and put it between the two slices of bread.







# What did I learn?

Let's check.

Mark with a ✓ the actions that you can do now.

Now I can...		
1. Identify and describe vocabulary.  (Identificar y describir vocabulario)		
2. Share cultural expressions.  (Compartir expresiones culturales)		
3. Compare similarities and differences.  (Comparar diferencias y similitudes)		

## Activity 6

### Time to Learn

Check the activities you did today and cross out the ones you didn't do. Count your checkmarks, and write the number in the box.

☐

brush my teeth

☐

play and have fun

☐

do my homework

☐

wake up early

☐

eat healthy

☐

spend time with the family

SCORE: \_\_\_\_\_

## Activity 7

# My Schedule

Planning is a very important tool when we have many things to do. Today we are going to make a schedule of our activities in order to organize our study time, our leisure time and our helping time.



Activity	Hour

## Activity 8

### About Me

Cut little paper cards and write the questions with different colors. Write your own answers on the back. Then, ask someone to practice that the questions with you.

How old are you?	What do you love to do?	How many sisters do you have?
What is your name?	What food do you like?	Which is your favorite color?



Hi! My name is Daniel!  
I'm eight years old.  
I have two sisters.  
I like pizza and fruits.  
I love to play baseball.  
My favorite color is purple.

Write a paragraph about yourself using the answers you wrote on the questions. You can follow the example.

## Activity 9

# Treasure Hunt

Look at the table below. Each square has something you have to look for in your house. You can use cut outs or drawings to illustrate them. Write the name under each picture. Follow the example given.





Look for something that...

is under your bed	is used for cleaning	 is round <b>ball</b>	it has your favorite color
is soft	is bigger than an apple	uses batteries	tastes salty
starts with the first letter of your name	is sticky	is rough	comes from the farm
has wheels	you love a lot	is noisy	has triangles

# What did I learn?

Let's check.

Mark with a ✓ the actions that you can do now.

Now I can...		
1. Identify and describe vocabulary.  (Identificar y describir vocabulario)		
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# Activity 10

## Let's Go to a Party!



Hit the piñata



Take video and pictures



Dance



Eat cake



Listen to music



Blow out the candles



Hang balloons



Sing "Happy Birthday"



Open presents

**Look and match**  
Observa y une



Open presents

Take video and pictures

Dance

Eat cake

Blow out the candles

Listen music

Hang balloons

Sing "Happy Birthday"

Hit the piñata



# Activity 11

## Fun Activities

Complete the words



T\_\_k\_\_ v\_\_de\_\_  
a\_\_d  
pi\_\_tur\_\_s



E\_\_t  
Ca\_\_e



H\_\_ \_\_g  
\_\_al \_\_oo \_\_s



S\_\_n\_\_  
\_\_a\_\_p\_\_  
B\_\_rt\_\_ \_\_d\_\_y



\_\_is\_\_e\_\_  
t\_\_m\_\_s\_\_c



O\_\_e\_\_  
\_\_r\_\_ \_\_en\_\_s



\_\_an\_\_e



H\_\_t  
\_\_h\_\_  
\_\_iña\_\_



\_\_l\_\_w  
\_\_u\_\_t\_\_e  
c\_\_n\_\_l\_\_s



# Activity 12

## Let's Have Fun!

What activities can you do at a party?



There is a lot of great and fun things and activities in a birthday party.

There is a cake, there are many balloons and presents, there is a piñata and there are songs and music.

You can eat cake, hit the piñata, dance, take pictures, and sing "happy birthday".

Read the text above and complete the sentences

There \_\_\_\_\_ a cake.



You \_\_\_\_\_ eat cake.



There \_\_\_\_\_ many balloons and presents.



You \_\_\_\_\_ hit the piñata.



There \_\_\_\_\_ a piñata.



You \_\_\_\_\_ take pictures.



There \_\_\_\_\_ songs and music.



You \_\_\_\_\_ sing "happy birthday".



is      are      can

# Activity 13

## Let's Blow the Candles!

Unscramble the words to complete the activities

1. out / Blow / candles / the \_\_\_\_\_

2. and / pictures / video / Take \_ \_\_\_\_\_

3. the / piñata / Hit \_\_\_\_\_

4. presents / Open \_\_\_\_\_

5. balloons / Hang \_\_\_\_\_

6. cake / Eat \_\_\_\_\_

7. Happy / Sing / Birthday \_\_\_\_\_

8. music / Listen / to\_ \_\_\_\_\_

9. ce / Dan \_\_\_\_\_



## Activity 14

# My Birthday Party!

Now it's time for you to organize your Birthday party!

Plan the activities you would like to do in your birthday party selecting what you would like to do first, and what you would like to do last.

Draw a picture of the activity, or use cutouts and paste them in the squares.



The worksheet is titled "HAPPY BIRTHDAY" in large, purple, block letters. Above the title is a string of colorful bunting flags (blue, yellow, and red with white polka dots). The entire page is decorated with confetti and streamers. At the bottom left, a cartoon boy with brown hair, wearing a blue shirt and a red and yellow striped party hat, holds two balloons (one green, one yellow). At the bottom right, a cartoon girl with red hair, wearing a purple shirt and a yellow and red striped party hat, holds two balloons (one yellow, one pink). The central part of the worksheet is a 3x3 grid of squares, numbered 1 through 9. The grid is surrounded by a blue border.

1	2	3
4	5	6
7	8	9

# What did I learn?

Let's check.

Mark with a ✓ the actions that you can do now.

Now I can...		
1. Identify and describe vocabulary.  (Identificar y describir vocabulario)		
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## Activity 15

### Let's Play an Instrument!

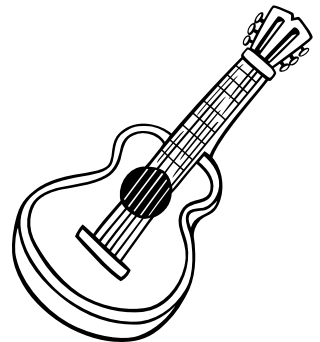
Vocabulary: Look at the musical instruments, read and color .



piano



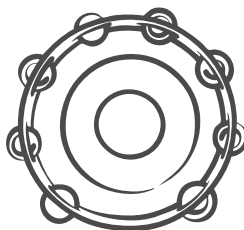
violin



guitar



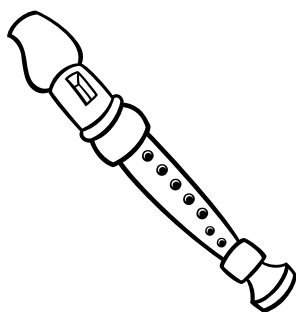
maracas



tambourine



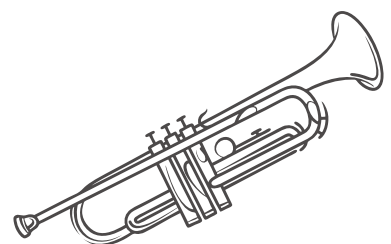
drum



flute



saxophone

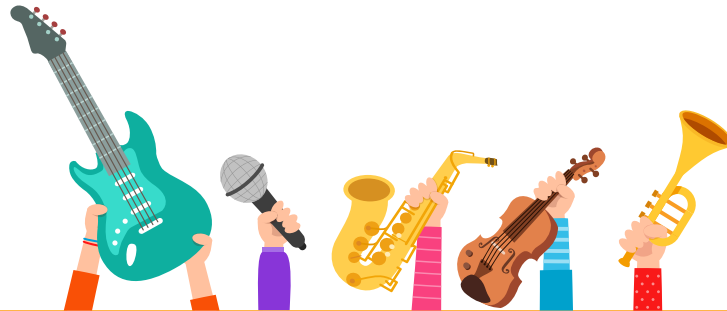


trumpet

## Activity 16

# Classify the Musical Instruments

Read the descriptions and then use the words from the box to classify the musical instruments by writing their names on the lines.



### Wind instruments.

Wind instruments are a type of musical instrument that make their sound when a musician blows air into or across the mouthpiece.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Percussion instruments.

Percussion instruments are those that make sounds when you hit or scrape them with another object. Some also make sounds when you shake them.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Strings instruments.

Stringed instruments make sound by the vibration of strings. There are a large variety of stringed instruments from guitars to violins to zithers to harps.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

trumpet   violin   tambourine   saxophone   piano  
maracas   guitar   violin   drum

# Activity 17

## I Know Musical Instruments

Read and match the musical instrument to the description.



It is a percussion instrument.  
It's a small drum played with the hands.  
It sounds metallic and festive.

It is a string instrument.  
It's big and heavy.  
It sounds soft and beautiful.

It is a wind instrument.  
It has a conical metal tube and **fingers** keys.  
It sounds vibrant and soft.

They are percussion instruments.  
They are played in pairs by shaking them.  
It sounds fast and it rattles.

It is a percussion instrument.  
It's round and heavy.  
It sounds loud.



Piano  
Violin  
Guitar  
Maracas  
Drum  
Saxophone  
Trumpet



It is a wind instrument.  
It's a cylindrical metal tube.  
It sounds vibrant and soft.

It is a string instrument.  
It has four strings and is **played with a bow**.  
It sounds soft and sweet.

It is a string instrument.  
It has six strings and it is played with **fingers**.  
It sounds harmonic and vibrant.

It is a wind instrument.  
It's small and lightweight.  
It sounds soft and sweet



## Activity 18

# Describe an Instrument

Look at example and complete the description of each instrument.



### THE PIANO.

The piano is a string instrument.  
It's big and heavy.  
It sounds soft and beautiful.



### THE DRUM.

The drum is a \_\_\_\_\_ instrument.  
It's big and \_\_\_\_\_.  
It sounds \_\_\_\_\_.



### THE FLUTE.

It is a \_\_\_\_\_ instrument.  
It's small and \_\_\_\_\_.  
It sounds soft and \_\_\_\_\_.

percussion   heavy   loud   wind   lightweight   sweet



## Activity 19

# My Favorite Instrument

Look at example, and make a description of your favorite instrument.

### The piano.

The piano is a big and heavy string instrument.

Its melodies are soft and beautiful.

It was invented in the XVIII century.

It's used in orchestras for great concerts.



My favorite instrument is \_\_\_\_\_

It sounds \_\_\_\_\_

It was invented \_\_\_\_\_



It's used in \_\_\_\_\_



# What did I learn?

Let's check.

Mark with a ✓ the actions that you can do now.

Now I can...		
1. Identify and describe vocabulary.  (Identificar y describir vocabulario)		
2. Share cultural expressions.  (Compartir expresiones culturales)		
3. Compare similarities and differences.  (Comparar diferencias y similitudes)		

## REFERENCIAS

### Referencia Bibliográfica

Secretaría De Educación Pública. (2018). *Plan y Programas de Estudio. Lengua Extranjera Inglés. Educación Básica*. Obtenido de Aprendizajes clave para la educación integral: <https://www.planyprogramasdestudio.sep.gob.mx/index-descargas-LMP-basica-LengExt-ingles.html>

### Referencia Iconográfica

"Designed by brgfx / Freepik"

