**Short term plan**

**School № \_\_\_**

**Lesson 68**

|  |  |  |
| --- | --- | --- |
| **Term: 4** | **Unit 8. My Holidays** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **A helping hand. Units 5 – 8 Review.** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;  3.2.3.2 make basic requests related to immediate personal needs;  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);  3.4.3.1 create a poster or write a postcard, using words and simple phrases. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  learn how to describe things, friends, help about the house;  write familiar words correctly and make sentences with them;  apply topic related vocabulary in speech fluently;  create their own dialogues on the topic. | |

**Lesson procedure:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stages of the lesson/ Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources/ materials** |
| **Greeting.**  **Organisation moment.**  **2 min.** | Good morning, dear pupils. I’m glad to see you. How are you today? | The students greet the teacher.  Good morning, good morning to you,  We are glad to see you too.  Топ Mischievous Smile стикеры для Android и iOS | Gfycat  How are you? |  | Whiteboard |
| **Warm up: 3 min.** | The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Look:  **When you hear this word, what associations have you got?**  **Warm up. Phonetic Drill Exercise.**    **Repeat: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred.**  **Read the words: hair**  **short**  **eyes**  **photo**  **Name words with a sound: [ә:], [f], [p].** | Sts. guess the theme of the lesson**: Help**  Sts. give words on the theme.    Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words.  Tongue Twisters for Young Students | Tongue twisters for kids, Tongue  twisters, Tounge twisters | Self – Assessment  **Descriptor:**  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support. | Whiteboard  Word cloud |
| **Main activities:**  **19 min.** | A teacher asks questions to Sts. about a friend:  Have you got a friend?  What is his/ her name?  Has your friend got a sister/ brother?  A teacher asks Sts. to look at the picture and say how many friends they can see.    Choose one friend and describe him/ her.  Plan:  1.I have got a friend.  2. Her name is…  3. She is from….  4. She is a student of school #  5. She is wearing….  6. Her hair is and….  Open your books and do Ex.1 – 2 p.69.  Repeat a structure: **have got/ has got and action verbs.**  **Let’s revise vocabulary and sounds.**  Ex.1 – 4 p.68 | Sts. answer the questions and give a short description of a friend.  Sts. Look at the picture and answer a question.  I can see seven friends.  Sts. describe one person.  Sts.look and match.  St. define the right letters and sounds and read the words. | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking.   Self – Assessment  **Descriptor: A learner**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics.  **Give a sticker for a right answer to encourage Sts**.  The three states of the Traffic-Light System and the Smiley Faces |  Download Scientific Diagram  Pair – assessment  Sts. do self – evaluation doing | A photo of a friend  Student Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  p.68 – p.69  St. Book p.69  St. Book p.68 |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/x7QCfBNDk2A** | Students watch and do physical exercises and sing a song. | Active Learning Opportunities - Action for Healthy Kids | Music  **https://youtu.be/x7QCfBNDk2A** |
| **Main activities:**  **15 min.** | A teacher asks Sts. to make / draw a plate of food.  A teacher gives stickers to students.  Healthy Eating Plate Vector Illustration. Labeled Educational Food Example.  Stock Vector - Illustration of diet, division: 185358717  A teacher asks Sts. to read dialogues and make their own ones.  If there is time at the lesson, a teacher can ask Sts. to open workbooks on p.69 and do some tasks in it. | Sts. do the tasks in pairs.  Creative Food Art and Decoration Ideas that Tell Stories and Make Kids Eat  Healthy Food  Super Fun Plates for Kids and Toddlers that Actually Help Them Eat Better  St. read the dialogues in pairs and make their ones. | Pair - Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking;  uses short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges.  **Self – Assessment**  **Assessment criteria:**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics. | **St. Book p.69**  St. Book p.69  Worksheets |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.71.**  **Ex.1 - 3(w).** | SS write their homework for the next lesson.  Sts. give a mark to themselves for working at the lesson.    Students use this chart to help them self assess and find a partner to  discuss their under… | Student self assessment, Assessment for learning,  Formative assessment | Pupils evaluate themselves using evaluation lists.  Reflection.  Self- Assessment. | Whiteboard |



