**Short term plan**

**School № \_\_\_**

**Lesson 45**

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| **Term: 3.** | **Unit 6. Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Food and drink** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support;  3.2.3.1 respond to basic questions with single words or short responses;  3.3.3.2 find out the main points in short simple descriptions with visual support;  3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns;  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  to understand a story about food;  apply topic related vocabulary in speech;  create and act out their own dialogues on the topic;  to express personal attitude toward a topic discussing a topic. | |

**Lesson procedure:**

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| **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 very glad to see you. How are you today? Thanks. Take your seats. | The students greet the teacher.  Good morning, good morning to you,  Good morning dear, teacher  We are glad to see you too.  Топ Mischievous Smile стикеры для Android и iOS | Gfycat |  | Whiteboard |
| **Warm up: 3 min.** | The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  Look at the picture. What do you think we are going to study? The theme of the lesson is Food and drink.    **Warm up. Phonetic Drill Exercises.**  **Repeat:**  **Salad, fries, pizza, milkshake, cheese sandwich, chicken.**  **Name words on the topic “Food” with a sound: [b], [k], [m]:**  **Bread/ banana**  **Cake/ cola/ cream**  **Milk, marmalade** | Sts. give their suggestions: Food? Drinks?  Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words.  Red Fox Education | Best English Tongue Twisters | Spoken English Courses  Online  Food Tongue twisters - презентация онлайн | Self – Assessment  **Descriptor:**  3.1.2.1 recognise familiar words with visual support;  3.1.4.1 understand basic personal questions correctly. | Worksheet  Worksheet  Pictures/ Flashcards. |
| **Main activities:**  **19 min.** | A teacher asks Sts. to listen to the words and repeat, then sing a song.  Listen, point and repeat – Ex.1 p.48  Listen and chant(sing)  The teacher asks Sts. to read a song” Drink your milk” and do.  Pay attention to the words:  **Fig, don’t be late for school, Here’s= Here is.**  A teacher shows cards with food to Sts. Is it rice? Yes, it is. No, it isn’t. | Sts. listen and point. and make some notes or draw.  **Answers: rice, meat, carrots, yogurt, fish, bread, milk, juice, water, hot chocolate, tea.**  St. listen and sing. They point to the food when they hear a word.  **Transcript:**  rice, meat, carrots, yogurt, fish, bread, milk, juice, water, hot chocolate, tea.  Meat, water, rice, carrots, tea, juice, milk, bread, fish, hot chocolate, yogurt.  **Listen and repeat:**  **Rice, meat, carrots, yogurt, fish, bread, milk, juice, water, hot chocolate, tea.**  Six children come to the front. A teacher gives each child one of the flashcards from Ex.1.  Each child is given a card with self – assessment. Sts. put a mark to themselves.  Sts/ ask questions to each other showing a flashcard. | Self - Assessment  **Assessment Criteria:**  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics;  Apply basic words, phrases and short sentences in a talk or writing about objects.  Self - Assessment  Apply basic words, phrases and short sentences in a talk or writing about objects.  Self – Assessment:  Assessment criteria:  understanding with considerable and particularly visual support, some specific information in short, simple texts on familiar topics. | **CD.63**  **CD. 64**  Worksheet  Flashcards  St. B p.48  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)p.48 |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/C3c8fzbsfOE** | Students watch and do physical exercises. |  | Music  **https://youtu.be/C3c8fzbsfOE** |
| **Main activities:**  **15 min.** | A teacher asks Sts. to look at the pictures and words.  Match them correctly:  Read and tick:  Food online exercise for kINDERGARTEN  A teacher asks Sts. to define:  A teacher asks Sts. to open workbooks or worksheets and do Ex. 1 and 2 p.48.  Circle the food you have at home.  **Do not forget the rule: some+ uncountable noun.** | Sts. do the task in pairs.  St. do this task in pairs.  Sts. do the task in pairs.  Sts.look at the pictures and tick(v) or cross(x).  I drink milk/tea/ coffee at home. | **Descriptor:**  Assessment criteria:  Apply basic words, phrases and short sentences in a talk or writing about objects.  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics.  **Score is 4.**  **Descriptor:**  Assessment criteria:  Apply basic words, phrases and short sentences in a talk or writing about objects.  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics;  **Pair- Assessment**  **Assessment Criteria:**  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics;  Apply basic words, phrases and short sentences in a talk or writing about objectsExit Ticket Writing Template | Worksheet  Whiteboard  Worksheet |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.48. Ex.4(w).** | SS write their homework for the next lesson.  Sts. give a mark to themselves for working at the lesson.  Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas. | Pupils evaluate themselves using evaluation lists.  Reflection.  Self- Assessment. | Whiteboard |

 

