**Short term plan**

**School № \_\_\_**

**Lesson 35**

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| **Term: 3** | **Unit 5. My free time** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Things I can do** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;  3.2.2.1 use isolated words and basic expressions to provide personal information;  3.3.3.2 find out the main points in short simple descriptions with visual support;  3.5.1.13 use can/ can’t to describe ability. | |
| **Lesson objectives** | **By the end of the lesson the students will be able:**  to learn how to ask and answer questions with ***can***;  to use verbs in the context of a song;  to write familiar words correctly and make sentences with them;  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 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.  **Warm up. Phonetic Drill Exercise.**  **Repeat: they, the, this, that, there, there is, there are.**  **Read the words: this**  **that**  **three**  **mother**  **Name words with a sound: [d], [f], [ei].** | Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words.  Ex.1 p.40 | Self – Assessment  **Descriptor:**  3.2.2.1 use isolated words and basic expressions to provide personal information;  3.3.3.2 find out the main points in short simple descriptions with visual support; | Worksheet  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press) |
| **Main activities:**  **19 min.** | A teacher asks Sts. to fill in a table: write what you can do:   |  |  | | --- | --- | | **CAN** | **CAN’T** | | **write** | **draw** | | **sing** | **dance** | | **cook** | **do** |   A teacher asks Sts. to draw a table and write what they can do….  teacher asks Sts. to do exercises in a worksheet. | Sts. use a table and make sentences:  I can write.  I can’t draw.    Pair – assessment.  Sts. look, match and say.  Sts. do the exercise individually.  First Grade Basic Skills Worksheets - English Created Resources | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking. **Score is 5**   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**.  Self – Assessment (for a home – assignment)  The three states of the Traffic-Light System and the Smiley Faces |  Download Scientific Diagram  Self and pair – assessments;  Criteria assessment:  identifying, remembering and sounding out high-frequency sound and letter patterns.  **Score:4** | Flashcards  A table  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  Worksheet  **CD.50**  St. Book p.40  Worksheet |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  [**https://youtu.be/M6LoRZsHMSs**](https://youtu.be/M6LoRZsHMSs)  **A song” If you are happy and you know”** | Students watch and do physical exercises and sing a song. |  | Music  [**https://youtu.be/M6LoRZsHMSs**](https://youtu.be/M6LoRZsHMSs) |
| **Main activities:**  **15 min.** | A teacher asks Sts. to listen and sing.  Ex.2 p.40.  What can they do? | Sts. listen and read a song in pairs.  3.2.3.3 make introductions and requests in basic interaction with others.  مدونة تعلم : reading comprehension For beginners in the English grade 1 | Pair - Assessment  **Descriptor:**  3.1.1.1 recognise the sounds of phonemes and phoneme blends in words;  Self – Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking.  2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges  **Score: 4**  **Self – Assessment** | worksheet  **St. Book p.40**  **CD.51**  Whiteboard |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment**  **PB p.40**  **Ex.2(sing), 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 |

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| **If you’re happy and you know it** | Song |
| If you're happy and you know it, clap your hands  If you're happy and you know it, clap your hands  If you're happy and you know it  And you really want to show it  If you're happy and you know it, clap your hands. |  |

If you're happy and you know it, stamp your feet (3)

And you really want to show it

If you're happy and you know it, stamp your feet.

If you're happy and you know it, shout ‘Hurray!’ If you're happy and you know it, shout ‘Hurray!’

If you're happy and you know it

And you really want to show it

If you're happy and you know it, shout ‘Hurray!’

If you're happy and you know it, do all three. If you're happy and you know it, do all three. . If you're happy and you know it

And you really want to show it

If you're happy and you know it, do all three.

Now we're going to sing the last verse again but this time faster.

A lot faster.

If you're happy and you know it, do all three If you're happy and you know it, do all three If you're happy and you know it

And you really want to show it

If you're happy and you know it, do all three.

