**Short term plan**

**School № \_\_\_**

**Lesson 49**

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| **Term: 3** | **Unit 6. Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Project: A funny character.** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;  3.2.4.1 provide simple descriptions of people, and objects;  3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;  3.4.3.1 create a poster or a postcard, using words and simple phrases. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  to understand a story about home cooking in Kazakhstan;  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?    **Phonetic Drill Exercises.**  **Repeat:**  **Character, big, small, arm, ears,**  **Name words on the topic “Parts of the body” with a sound: [h], [f], [l]:** | Sts. give their suggestions:  A funny character? Food? Salad?    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:**  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter.  Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?  Formative assessment is held through observation/  monitoring. | Worksheet  Worksheet  Pictures  Flashcards |
| **Main activities:**  **19 min.** | A teacher asks Sts. to play BINGO game with parts of the body.  Parts of the Body Bingo Vocabulary List:  eye, ear, lips, tooth, teeth, foot, feet, face, head, knee, elbow, wrist, leg, arm, back, hair, ankle, toes, finger, thumb, shoulder, leg, hand, tongue, heel.    Think of a funny character.  Open workbooks and read the example about funny character:  **This is my character. It is tall. It has got 2 legs and 2 long arms. It likes apples.** | Sts. listen and point. and make some notes or draw.    Sts. make a poster of a funny character.  Sts. do the test in groups/ pairs. | 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:  Assessment criteria:  understanding with considerable and particularly visual support, some specific information in short, simple texts on familiar topics. | Worksheet  Flashcards  St. B p.55  Student’s Book “Family and friends 2. Kazakhstan edition”. (Oxford University Press)  Workbook p.52 |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises. | Students watch and do physical exercises. | **https://youtu.be/frN3nvhIHUk** | Music  **https://youtu.be/frN3nvhIHUk** |
| **Main activities:**  **15 min.** | Present a funny character. Follow the plan:   1. This is my…. 2. It is tall/ short 3. It has got (parts of the body). 4. It likes/ but; and/It doesn’t like. 5. It can… (run, fly, dance, ride a bike/ scooter). | Sts. do the task and find words in the sentences. | **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.  **Self - assessment** | St. Book p.52 |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.52 Ex.3(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 |

**THEY CAN:**



