**Short term plan**

**School № \_\_\_**

**Lesson 56**

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| **Term: 4** | **Unit 7. Buildings** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Phonics. The letters: q, r, s, t, u.** | |
| **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;  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;  3.4.1.1 spell accurately a few high-frequency words. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  identify, remember and sound out high-frequency sound and letter patterns with **q, r, s, t, u.**;  write familiar words correctly and make sentences with them;  apply short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges;  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.** | As children come into the class, say *Hello.* Encourage them to say *Hello or Good morning/ Good afternoon* to you.  Begin the lesson with some greetings. Ask and answer *How are you?* | 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:  **q, r, s, t, u.**  **Warm up. Phonetic Drill Exercise.**  **https://youtu.be/wzJNIXGst3Q** | Sts. guess the theme of the lesson: Letters: Q, R, S, T, U**!**  Sts. listen to the teacher and repeat a song. | Self – Assessment  **Descriptor:**  3.1.2.1 recognise familiar words with visual support; | Whiteboard  https://youtu.be/wzJNIXGst3Q |
| **Main activities:**  **19 min.** | A teacher explains that a letter Uu gives 2 sounds:    You have a list of words. Read and put them/ write into a correct column:   |  |  | | --- | --- | | **[ju:]** | **[^]** | |  |  | |  |  | |  |  | |  |  | |  |  |   Ex.1 p.57  Listen, point and repeat: queen, rabbit, sofa, teddy, umbrella.  Ex.2. Listen and chant  Listen to the sounds and join the letters.  Ex.3 p.57 | Sts. read and put in a column.    Sts. repeat and read the words correctly.  Sts. listen and write down the words in groups.  e.g. swim, fin, fish….  Sts. do the task individually. Pay attention to pronunciation of words.  Sts. do the tasks in pairs or individually. | Self – Assessment/ Pair Assessment  **Descriptor:**  A learner:   * identifying, remembering and sounding out high-frequency sound and letter patterns;   Self - assessment  Group - Assessment  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 | Flashcards  A table  Student Book  “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  p.57  **CD. 76**  **CD. 77**  Worksheet |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises. | Students watch and do physical exercises and sing a song. |  | Music |
| **Main activities:**  **15 min.** | A play: “Bingo”  A teacher asks Sts. to find and name the words with letters. | Sts. try to have as many words with a letters: Q, R, S, T, U and their sounds.  Sts. do the task in groups.    Sts. sit in front of computers, switch on the internet and play games connected with a letter T (U, Q, R).  Sts. find the letter and words in pairs. | Self – Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking.  **Group Work**  **Assessment criteria:**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics. | Whiteboard  Worksheet |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  [**https://youtu.be/WDZWQgjvToI**](https://youtu.be/WDZWQgjvToI)  **PB p.57. 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 |

