**Short term plan**

**School № \_\_\_**

**Lesson 34**

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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:** | **Talking about ability** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.1 understand basic personal questions;  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;  3.5.1.13 use can/ can’t to describe ability. | |
| **Lesson objectives** | By the end of the lesson the students will be able:  to learn how to talk about ability;  to make short dialogues on the topic;  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 very 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  I’m fine and 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.**  **She sells seashells at the seashore.**  **Repeat: sh, she, short, shirt;**  **S, skirt, small, sea.**  **Name words with a sound: sh/ ch** | Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words. | Self – Assessment  **Descriptor:**  3.1.1.1 recognise the sounds of phonemes and phoneme blends in words. | Worksheet |
| **Main activities:**  **19 min.** | A teacher asks Sts. to fill in a table: write the words which they have learnt.  Before the task, a teacher asks Sts. to show a card with action verb:  to ride a scooter, to fly, to ride a bike, to talk, to walk, to play football, to play volleyball.  A teacher asks Sts. to listen to the story and act.  Ex.1, 2 p.39  **Can +**  **Can’t =can not (-)**  Look and say: **bicycle, scooter, helmet, knee pads.**  What can you do? A teacher asks questions to Sts.  **Mime the activity: to ride a scooter…**  **Look and write: Ann can ride a horse.**  Editable Illustrated Can Cant Animals Ability Stock Vector, 60% OFF | Sts. fill in a table in pairs and write 4 words or word – combinations into each column.   |  |  | | --- | --- | | **I can** | **I can’t** | |  |  | |  |  | |  |  |   Sts. listen to the story and show the action in groups.  Story action (make a story):  **Picture 1: Billy moves Action boy quickly to make him run. Uncle waves hello at Action Boy.**  Sts’s answers: I can ride a bicycle.  Sts. show the activities to each other.  Sts. do the task in pairs.  Answers:  Ann can ride a horse.  Lily can’t swim.  They can climb a tree.  My father can drive.  My friends can jump.  The boys can play football.  Tony can’t ride a bike.  The dolphins can’t walk. | Self – Assessment  Pair - assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking. **Score is 4**   Group – assessment.  Group – Assessment/ Pair assessment  Self – assessment  Pair - assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while writing. **Score is 8** | Flashcards  A table  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  **CD.49**  St. Book p.39  Worksheet |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/dUXk8Nc5qQ8** | Students watch and do physical exercises. |  | Music  https://youtu.be/dUXk8Nc5qQ8 |
| **Main activities:**  **15 min.** | Look at the poster and name the **safe riding tips.**  **Read the tips and compose your own ones.**  **Complete the sentences:**   |  |  |  | | --- | --- | --- | | **Don’t text** | **Wear** | **Stop** |   A teacher asks Sts. to do Ex.1- 2 p.39 in the workbooks. | Sts. do this exercise individually.  Sts. write tips in groups.  Pay attention to the words: traffic, helmet, knee pads, use a phone.   1. … a helmet and knee pads. 2. …...and check the traffic. 3. …. or use a cellphone.   Sts. do the tasks: Look and circle, Look and match. | Self – Assessment.  Assessment criteria:  \* Read and spell out words;  \* Write frequently used words correctly demonstrating their knowledge of the differences between their spelling and pronunciation.  **Answers:**  **1.Wear**  **2. Stop**  **3. Don’t text**  **Score: 3**  3.5.1.13 use can/ can’t to describe ability. | Sts. Book p.39  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  Workbook: p.39  **Worksheet** |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts. The lesson is going to its end. I think, you have got much useful information today  **Home Assignment:**  **PB p.39 Ex.4(w).**  At the end of the lesson, wave goodbye to the class and say *Bye! Goodbye!* | 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 |



