**Short term plan**

**School № \_\_\_**

**Lesson 57**

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| **Term: 4** | **Unit 7. Buildings** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Where family members are.** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;  3.2.3.1 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;  3.5.1.12 use basic adverbs of place here/there to say where things are;  3.5.1.14 use basic prepositions of place. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics;  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: 7 min.** | The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Look:  Before class prepare four pieces of paper with the following written on:  **Father, mother, sister, brother**  **Hand in hands with one another.** | Sts. guess the theme of the lesson: **Family members.** | Self – Assessment  **Descriptor:**  3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics correctly. | Whiteboard  Worksheets |
| **Main activities:**  **15 min.** | **Play "Location of family members Word Association Draw"** Play "Seasons Word Association Draw"  Divide the class into teams (of 3 or 4 students). Give each team one pen and lots small pieces of colored paper (e.g. Team A has only red paper, Team B has only blue paper, etc.). This is very important as you will be giving scores to each team based on the number of pictures they have drawn. | Sts. write associations with a room.  Kitchen: cups, plates, fruit, foods.  Bathroom: Bath, towel, shower.  Living room: a sofa, TV, books, a table.  3. Where is a father? | Group - 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  Student Book  “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  Worksheet |
| **Physical training exercise – 3 min.** | Sing "Finger Family song" Before class, print off the [song poster.](https://www.eslkidstuff.com/lesson-plans/seasons.html#print-outs) Put the song poster on the board and elicit the activities on it. Then get everyone to stand up and follow you doing the actions and singing. (Play the song through 2 or 3 times). | Students watch and do physical exercises and sing a song. They see lyrics on the screen.  **https://youtu.be/G6k7dChBaJ8** | Sing "The Seasons Song" | Music  **https://youtu.be/G6k7dChBaJ8** |
| **Main activities:**  **15 min.** | A teacher asks Sts. to point to 3 family members on p.58 Ex.1.  **Listen – Point – Repeat**  **CD.79**  The teacher asks Sts. to open their books on p.58 and listen to the text.  While listening, fill in a table:  **Where are they?**   |  |  |  |  | | --- | --- | --- | --- | | Mum | Dad | Brother | Aliya | | kitchen |  |  |  |   Ex. 2 – 3 p.58.  Write the family number.  A teacher asks Sts. to do Ex.1 p.58 I their workbooks. | Sts. try to look at the pictures and repeat the sentences.  Sts. do the task in groups/ pairs.  Sts. listen and point.  Singular form - **is.**  Plural form – **are.**  Rosy is in the kitchen.  Mum is  Grandpa is  Billy is  Mother and father are…. | Group – Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking.    **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly;   uses appropriate subject-specific vocabulary while speaking. | **CD.79**  worksheet  Whiteboard  Worksheet  St. Book p.56 |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.58. 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 |



