**Short term plan**

**School № \_\_\_**

**Lesson 54**

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| **Term: 4** | **Unit 7. Buildings** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Things and their belonging to.** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;  3.2.3.1 respond to basic questions with single words or short responses;  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;  3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  learn how to act out a story;  write familiar words correctly and make sentences with them;  illustrate the usage of demonstrative and possessive pronounces in speech;  use basic adverbs of place here/there to say where things are. | |

**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?  How is the weather 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.  **Phonetic Drill Exercise.**  **Repeat: presents, balloons, cake, birthday, flowers, chocolate, happy.**  **Read the words: this**  **that**  **these**  **those**  **Name words with a sound: [o:], [v], [z].**  **Horse, five, twelve, zoo.** | Sts. answer all the questions.  Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words.  Whether the weather is fine, Or whether the weather is not, Whether the weather | Self – Assessment  **Descriptor:**  3.1.2.1 recognise familiar words with visual support; | Whiteboard |
| **Main activities:**  **19 min.** | The teacher asks Sts. to play a game: “What’s missing” using the words (flashcards of Unit 7).  Look at the story on p.55, but before listen and repeat: Ex.1,2 p.55.  A teacher divides Sts. into 5 groups. Children act out a story from the parts of:  Rosy, Tim, Billy, Mum, Dad.  Each group is given a card with a story to act out.  A teacher asks Sts. to explain the usage of pronounces:  **Her, his, this – these, that – those.**  Ex.3 – 5 p.55 | Sts. look at the words attentively and try to concentrate. Choose a right picture and a word.  **Story 1:** Mum and Tim look around the toy shop. Rosy points to the toys on the shelf.  Sts. give examples with:  **My, your, his, her, its, our, their.**  Sts/ try to ask and answer questions with pronounces. | Pair – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking. **Score is 6**   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  Self and pair – assessments;  Criteria assessment:  identifying, remembering and sounding out high-frequency sound and letter patterns.  **Score:6** | Flashcards  T. Book p.88  “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  p.55  Worksheet  Cards. |
| **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 open their workbooks and do Ex.1 - 2 p.55. | Sts. do the exercise to show if they’ve understood the rule or not. | Pair - Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking.  **Assessment criteria:**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics. | **Workbook p.55**  **St. Book p.53**  Whiteboard  Workbook/ printed worksheet  p.55 |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.55. Ex.5(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 |

 