**Short term plan**

**School № \_\_\_**

**Lesson 46**

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| **Term: 3** | **Unit 6. Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Phonics. The letters: m, n, o, p.** | |
| **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;  3.3.3.1 understand short, simple instructions used in familiar everyday contexts;  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:**  apply topic related vocabulary in speech making a question and a sentence;  recognise and say the letters and the words with them;  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?  Is it cold/ sunny/ warm today?  Have you got tea today?  Do you like carrots? | 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:  **Mm, Nn, Oo, Pp.**  What do you think we are going to study?  Have you got soup today?  **Phonetic Drill Exercises.**  **Repeat:**  **Salad, fries, pizza, milkshake, cheese sandwich, chicken.**  **Name words on the topic “Food” with a sound: [b], [k], [m]:**  **Bread/ banana**  **Cake/ cola/ cream**  **Milk, marmalade** | Sts. give their suggestions: new letters.  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:**  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support. | Worksheet  Worksheet |
| **Main activities:**  **19 min.** | A teacher asks Sts. to listen, point and repeat.  Listen, and repeat – Ex.1 p.49  Mm – Mum  Nn – nurse  Oo – orange  Pp – pen.  Listen and chant. Ex. 2 p.49  A teacher asks Sts. to open workbooks/ worksheets and do Ex. 1 – 3 p.49 | Sts. listen and repeat.  Each child is given a card. Sts. show the letter and ask name as many words with it.  Sts. sing a song/  Sts. do the tasks in groups. | Self - Assessment  **Assessment Criteria:**  Identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;  Apply basic words, phrases and short sentences in a talk or writing about objects.  Pair Assessment – Group assessment  **Formative assessment is held through observation/monitoring.**  **Assessment criteria:**  • Demonstrate skills of organizing and expressing ideas accurately.  • Illustrate a viewpoint in a discussion.  Descriptors:  A learner  • reads the text for global understanding;  • selects meaningful information, constructs the answer;  • presents information in the group discussion.  • evaluates the peers’ answers. | **CD.65**  Flashcards  St. B p.49  **CD.66**  Workbook p. 49  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  Worksheet |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/C3c8fzbsfOE** | Students watch and do physical exercises. |  | Music  **https://youtu.be/C3c8fzbsfOE** |
| **Main activities:**  **15 min.** | A teacher asks Sts. to look at the pictures and words.  Make a dialogue. Ex.3 – 4 p.49  Make a food plate: write what you eat. Speak in groups about a food plate.  Nutritional Health Worksheets - What's On My Plate? | Health and nutrition,  Health education, Kids nutrition  Which Foods are Healthy Worksheet - Have Fun Teaching  A teacher asks Sts. to circle healthy food. | Sts. do the task in pairs.    Yes, he has/ she has  Yes, I have.  No, I haven’t  My healthy plate | My food plate, Nutrition activities, Nutrition course  Sts. fill in a diagram in pairs.  Sts. work in pairs. | **Descriptor:**  Assessment criteria:  Apply basic words, phrases and short sentences in a talk or writing about objects.  A learner can use: short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges; placing the stress correctly on familiar polysyllabic words.  **Pair- 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 objectsExit Ticket Writing Template  Self – assessment  Pair – assessment  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. | St. Book p.47  Worksheet  Worksheet |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.49. Ex.4(w), cards.** | 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 |



 

