**Short term plan**

**School № \_\_\_**

**Lesson 38**

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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:** | **Activities I can do and like** | |
| **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;  3.3.3.1 understand short, simple instructions used in familiar everyday contexts;  3.5.1.10 use common present simple forms contractions on a limited range of familiar topics. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  describe the activities they do and can do;  use Present Simple to make up sentences correctly;  make short dialogues on the topic;  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?  Turn to each other, greet and ask How are you? | The students greet the teacher, then each other.  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. What do you think we are going to study?  **Do, can, help, watch, have, make.**  **Phonetic Drill Exercises.**  **Repeat:**  **Have, have got, haven’t got, has got, I have got, he has got**  **Long, short, blond, brown, curly, straight.**  **Name words with a sound: [f], [ks], [v]:**  **Read:**  **Fox, ox, box, on, not, hot, dog, top;**  **Six, fix, mix;**  **Hair, there, their, here, dear, air, bear.** | Sts. give their suggestions.  Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words. | Self – Assessment  **Descriptor:**  recognise the spoken form of familiar words and expressions | Worksheet  Worksheet |
| **Main activities:**  **19 min.** | A teacher asks Sts. to describe the activities of a girl and a boy.  What do they do every day?  What does she/ he do?    **DJAMAL**  **plays football….**  **A teacher glues/ puts flashcard around the classroom, name the activities of children and asks Sts. to find the cards.**  **What do children do after school?**  Before recording, say what can you see at the pictures:  A book, a bike, a ball, a pool, a violin, a skateboard, ear phones.  Ex.2 p.43  Ex.1 p.43(Listen and tick). | The groups describe the activities.  **AISHA**  **does a homework…...**  Sts. do the task in groups.  Sts. listen and tick(v) or cross(x). | Self - 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  **Self/ Pair Assessment**  **Descriptor:**  Assessment criteria:  Apply basic words, phrases and short sentences in a talk or writing about objects.  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics;  **Score is 5.**  **Answers:**  **1.v/x**  **2.x/v**  **3. x/v**  **4. x/v**  Descriptor:  Assessment criteria:  Apply basic words, phrases and short sentences in a writing about objects. | Flashcards  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press) p.43.  Teacher’s Book p.57(Transcript) |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/U5Inxa3jK0Y** | Students watch and do physical exercises. |  | Music  **https://youtu.be/U5Inxa3jK0Y** |
| **Main activities:**  **15 min.** | A teacher asks Sts. to look at the tasks in workbooks or worksheets and do Ex. 1 – 3 p.43. |  | **Descriptor:**  Assessment criteria:  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics. | Worksheet/ Workbooks p.43  Whiteboard |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.43 Ex.3(5sentences).** | 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 |