**Short term plan**

**School № \_\_\_**

**Lesson 37**

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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:** | **Everyday activities** | |
| **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;  3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;  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 learn how to ask questions about activities and speak about them;  write familiar words correctly and make sentences with them;  to make short 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? Thanks. Take your seats. | 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.**  **Phonetic Drill Exercise.**    **Repeat: they, the, this, that, there, there is, there are.**  **Read the words: this**  **that**  **three**  **mother**  **Name words with a sound: [k], [f], [t].** | 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 with these sounds and letters. | Self – Assessment  **Descriptor:**  3.1.2.1 recognise familiar words with visual support; | Worksheet |
| **Main activities:**  **19 min.** | A teacher asks Sts. to look at the cards and say what can people do?    Look and say: What do the children do?  New words: help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV.  Everyday activities - Flash cards  Wordwall  https://wordwall.net › resource › everyday-activities  Listen carefully and choose: **True or False**  **A teacher switches CD.56 and asks the STs. to listen carefully.**  There are 4 children: Adil, Alina, Erasyl, Sara.  **Adil:**  1.After school I play football (T – F).  2. I like to play football (T – F).  **Alina:**  3. I help my mum (T – F).  4.We go to our grandfather (T – F).  **Erasyl:**  5. After school I help my mum and dad.  (T – F).  6. I like English lesson.  **Sara:**  7. I go swimming every Monday (T – F).  8. I like skating (T – F).  The teacher asks Sts. to read the text in groups of 4.  **everyday activities - Speaking cards**  **Wordwall** | Sts. give their own answers.  Each child is given a card with self – assessment. Sts. put a mark to themselves.  Sts. listen, point and repeat.  Every day: I watch TV.  I help my mum.  Sts. listen and define if a sentence is true or false.  Answers:  1.F  2.T  3.T  4.F  5.T  6.F  7.T  8.T  The Sts. read the text and prepare to introduce their characters:  My name is….  I like to do….. | 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 or writing about objects.  Self - Assessment  Apply basic words, phrases and short sentences in a talk or writing about objects.  Self – Assessment:  Assessment criteria:  understanding with considerable and particularly visual support, some specific information in short, simple texts on familiar topics.  **Score:8**  to learn how to ask questions about activities and speak about them. | Worksheet  Flashcards  CD.55  St. B p.42  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press) |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  [**https://youtu.be/U5Inxa3jK0Y**](https://youtu.be/U5Inxa3jK0Y) | Students watch and do physical exercises. | to learn how to do the activities and make some movements. | Music  **https://youtu.be/U5Inxa3jK0Y** |
| **Main activities:**  **15 min.** | A teacher asks Sts. to look at the pictures and words. Put words into a correct order to make a sentence: play, watch, help, do, make, have, chess, TV, my dad, my homework, go, visit, grandma, swimming.  A teacher explains the differences: play – plays, do – does.  I swim  You swim  She/ he/ it **swims**  We swim  They swim  **https://www.twinkl.kz/free-trial-landing** | Sts. do the task in pairs.  Sts. describe the activities.  In groups they repeat days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.  Sts. do ex. 1, 2 p. 42 in workbooks or worksheets. | **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.  **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;  **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 or writing about objects. | Worksheet  Whiteboard  Worksheet |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment**  **PB p.42 Ex.4(w),**  **Ex.3(read).** | 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 |



