**Short term plan**

**School № \_\_\_**

**Lesson 44**

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| **Term: 3** | **Unit 6. Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **This – that, these – those (demonstrative pronounces)** | |
| **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;  3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;  3.4.3.1 create a poster or a postcard, using words and simple phrases. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  learn how to write a card on a special day;  make short dialogues on the topic;  write familiar words correctly and make sentences with them;  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 glad to see you. How are you today?  Who has got a birthday this month/ season/ week/ 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: they, the, this, that, there, there is, there are.**  **Read the words: this**  **that**  **three**  **mother**  **Stand up. Sit down. Point to your nose. Touch your ears/ shoulder/ eyes.** | Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words with the sounds. | Self – Assessment  **Descriptor:**  3.1.2.1 recognise familiar words with visual support. | Worksheet |
| **Main activities:**  **19 min.** | Listen to the story and repeat. Act.  Who can go to the board and write down as many words as you know about parts of the body?  Ex.1 – 2 p.47. How do we form plural form of nouns?  We form plural form with the help of the ending: **- s or -es.**  **How many parts can you see?** | Sts. listen and repeat. One by one they go to the board and write the words:  Arm, legs, face…...    Sts. do the tasks in pairs/ groups. | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while writing. **Score is 5**   Self – 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**.  Self – Assessment (for a home – assignment)  The three states of the Traffic-Light System and the Smiley Faces |  Download Scientific Diagram | **CD. 62**  Flashcards  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  St. Book p.47 |
| **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 explains the rule:  **this – that, these – those.**    A teacher gives cards to 4 groups and asks them to make up sentences with the structures.  A teacher shows a video and asks Sts. to write the sentences. Underline the demonstrative pronounces.  [**https://youtu.be/BcxmWhY-zx8**](https://youtu.be/BcxmWhY-zx8)  **Ex.3 – 4 p.47. A teacher asks the Sts. to do the tasks orally and individually.** | Sts. give examples of the structures.  The group with more right sentences wins a game.  Talk to your friends: point to your **shoulders** and ask: What are these?  (Sts. revise parts of the body). | Pair - Assessment  **Descriptor:**  3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support correctly. | worksheet  **St. Book p.47**  **https://youtu.be/BcxmWhY-zx8** |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.47. Ex.4(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 |