**Short term plan**

**School № \_\_\_**

**Lesson 47**

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| **Term: 3** | **Unit 6. Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **My favourite food** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.1 understand basic personal questions;  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;  3.4.4.1 link ideas with and, but;  3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  identify types of food and explain the preferences;  apply topic related vocabulary in speech and use linking words as ***but*** and ***and***;  create and act out their own 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? 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.  Look at the picture. What do you think we are going to study?    **Warm up. Phonetic Drill Exercises.**  **Repeat:**  **Meat, rice, fish, apple, bread.**  **Name words on the topic “Food” with a sound: [m], [p], [f]:**  **Meat, food, fish**  **Egg, apple**  **Juice, water, hot chocolate, milk, tea.** | Sts. give their suggestions: Food?  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:**  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter. | Worksheet  Worksheet |
| **Main activities:**  **19 min.** | A teacher asks Sts. if they go to the café.  What do you eat at the café?  Do you like?  A teacher shows flashcards to Sts. and ask questions.  Listen and point. What is in the menu?  **Use linking words: But - And**  A Game:  Food I like I dont like - Учебные ресурсы  Wordwall  https://wordwall.net › ru-by › community › i-like-i-dont-...  Ex.2 p.50  Say which foods on the menu you like.  Ex.3 p.50  A teacher shows cards with food to Sts. Is it a tomato? Yes, it is. No, it isn’t.  A teacher asks Sts. to do the competition task in groups. Find as many words as you can. A winner team get a prize.  Food Word Search Puzzle Stock Illustrations – 513 Food Word Search Puzzle  Stock Illustrations, Vectors & Clipart - Dreamstime | Sts. give different answers.  I and my family go to the café. We usually eat: salad, meat or fish, pizza.  **I like…. (+)**  **I don’t like (-).**  I like meat but I don’t like fish.  Sts. spin the wheel and say if I like/ don’t like  My favourite food is meat. I like meat and fish.  Sts/ ask questions to each other showing a flashcard.  Sts. do the puzzle game in teams. | 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.  **Each child is given a card with self – assessment. Sts. put a mark to themselves.** | **CD.68**  Worksheet  Flashcards  St. B p.50  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. | Students watch and do physical exercises. |  | Music |
| **Main activities:**  **15 min.** | A teacher asks St. to put missing numbers and read a word.  Write the Missing Numbers. Cartoon Vegetables and Fruits with Numbers. Food  Mini Game for Kids. an Educational Math Game Stock Vector - Illustration of  game, pear: 221728602  A teacher asks Sts. to look at the pictures and words. Fill in your Food Plate:  **A teacher asks Sts. to fill in their lunch boxes.**  31,670 Lunchbox Images, Stock Photos & Vectors | ShutterstockLunch box recipe | Cheap and cheerful bento box - Kidspot In my lunchbox i have got worksheet | Sts. do the task in pairs.  St. do this task in pairs.  Difference Game with Food Objects Stock Vector - Illustration of cartoon,  kids: 80327358  Food Worksheets Preschool | 6 Free PDF Printables  Sts. name food in lunch boxes and organise theirs.  Best Lunchboxes for Kids in Elementary School | Family Recipes and  Kid-Friendly Meals : Food Network | Food Network  Some Sts. want to put:  Lunchtime - Healthy and Unhealthy Lunch Box worksheet | **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;  **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 share  At the end of a lesson learners share with their partner:  • Three new things they have learnt  • What they found easy  • What they found difficult  Something they would like to learn in the future. | Worksheet  Whiteboard  Worksheet  Worksheets |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.50. Ex.4(w).**  **a poster.** | 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 |





