**Short term plan**

**School № \_\_\_**

**Lesson 52**

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| **Term: 3** | **Unit 6 Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Review.** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;  3.2.4.1 provide simple descriptions of people, and objects;  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);  3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;  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:**  make a poster of a healthy weekend or keeping fit;  apply topic related vocabulary in speech;  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? 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 revise?    **Warm up. Phonetic Drill Exercises.**  **Repeat:**  **knife, pan, folk, spoon, cup, mug.**  **Name words on the topic:**  **Health, healthy, watch TV, eat carrots, meat, fish.** | Sts. give their suggestions: health, healthy foods, keeping fit?  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 | Self – Assessment  **Descriptor:** | Worksheet  Worksheet |
| **Main activities:**  **19 min.** | A teacher asks Sts. to make a food plate for breakfast or lunch:  Food For breakfast - Учебные ресурсы  Wordwall  **https://wordwall.net › ru-ru › community › for-breakfast**    A teacher asks Sts. to do the tasks in workbooks p.51. | Sts. choose the plastic toys of foods to cook.      Sts. do the tasks in pairs. | 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:  Assessment criteria:  understanding with considerable and particularly visual support, some specific information in short, simple texts on familiar topics. | Worksheet  Flashcards  Workbook p.51 |
| **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.** | Define healthy – unhealthy foods and fill in a table. | Sts. do the task in pairs.  Food and Drinks Listening | **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 objects | Worksheet  Workbook p.51  **Whiteboard**  **Worksheet** |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **My healthy weekend(draw).** | 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 |

 



