**Short term plan**

**School №**

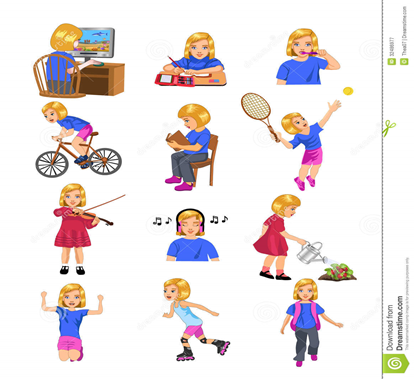
**Lesson 33**

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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:** | **A story with action verbs.** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.2.1 recognise familiar words with visual support;  3.2.2.1 use isolated words and basic expressions to provide personal information;  3.2.3.1 respond to basic questions with single words or short responses;  3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;  3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks). | |
| **Lesson objectives** | By the end of the lesson the students will be able to:  learn how to ask questions with *can* using action verbs;  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.**  **1 min.** | As children come into the class, say *Hello.* Encourage them to say *Hello* to you.  Begin the lesson with some greetings. Ask and answer *How are you?* | The students greet the teacher and answer the questions.  Good morning, good morning to you,  We are glad to see you too.  Топ Mischievous Smile стикеры для Android и iOS | Gfycat |  | Whiteboard |
| **Warm up: 2 min.** | **Warm up.**  **Phonetic Drill Exercise.**  A teacher asks Sts. to listen to the song and guess the theme of the lesson.  What verb can you hear? | Sts. listen to the song and name a topic of the lesson.  **https://youtu.be/YywiAe4kWJ4**  Sts. name a verb and make up sentences with a modal verb **can**. | Self - Assessment | **https://youtu.be/YywiAe4kWJ4** |
| **Main activities:**  **19 min.** | A teacher shows Sts. a flashcard and asks a question: **Can you run?**  A teacher can use a mime to help children to understand.  **Active words: run, fly, walk, talk, ride a bike, ride a scooter.**      A play: “Guess, what can I do”.  Ask a confident boy and girl to come to the front. She/ he thinks about the activity with action verbs. The rest of the group ask a question: Can you run?  Now we’re are going to speak about your activities?  **What activities do you remember?**  Look and match. Show the activity.  A teacher asks Sts. to listen, repeat and point.  Ex.1, 2 p.38.  **Play a game: Simon says.** | Sts. answer: Yes/ No and give a full sentence.      Sts. try to guess the activity asking a question with ***can.***  ***Can you fly?***  Sts. listen and point to the pictures. Then the students listen and chant. | Self - Assessment  Self – Assessment  **Assessment criteria:**  1. Demonstrate an ability to organize and express ideas clearly;  2.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking.   Group – Assessment  **Assessment criteria:**  1. Demonstrate an ability to organize and express ideas clearly;  2.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences in questions.  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary with a modal verb can correctly while speaking.   **Answers:**  Run, fly, walk, talk, ride a bike, ride a scooter, walk, run, ride a scooter, talk, ride a bike, fly. | Flashcards  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  Worksheets  Worksheet  CD.47  CD.48  T.B. p.88 |
| **Physical training exercise – 2 min.** | A break for physical activity.  Teacher plays the video with physical exercises. | Students watch and do physical exercises. |  | Music |
| **Main activities:**  **19 min.** | A teacher asks Sts. to look, listen and point.  What is in the picture? Name all objects.  What can Action Boy do?  Use action verbs: fly, ride a scooter….  Ex.3 p.38    A teacher asks Sts. to open their workbooks on p. 38 and do the activities: matching, number.  What can you do?  A teacher asks Sts. to name the activities they can do. Use action verbs of the lesson. | Sts. listen carefully and choose a right answer.  What has Billy got?  Sts. do this exercise in pairs.  Action boy can…...  Can he talk? No!!!!  Sts. do the activities individually.  Sts’ answers:  I cannot fly.  I can ride a bike. | Self – Assessment.  **Descriptor:** 3.2.3.1 respond to basic questions with single words or short responses;  Pair – assessment  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary with a modal verb can correctly while speaking. | Sts. Book p.38  **CD.49**  Student’s Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  Workbook p.38  Worksheet |
| **The end of the lesson**  **2 min.** | • At the end of the lesson, wave goodbye to the class and say *Bye! Goodbye! Write* the words on the board and remind children of the meaning. Encourage the children to wave and say *Bye!* or *Goodbye!* to you.  **Home Assignment:**  **PB p.38. Ex.1(words).**  **Ex4(5questions) 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 |

Tasks for formative assessment: I can ride a bike (True – False).

**Show a right activity: I can ride a bike, read a book…**