**Short term plan**

**School № \_\_\_**

**Lesson 51**

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| **Term: 3** | **Unit 6 Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Values** | |
| **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;  3.4.5.1 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:**  speak about the activities and food to keep fit;  apply topic related vocabulary in speech;  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  Watch a video and write down food in it.  Stop at the first few seconds: What does the man like?  **Name all the foods he likes.**  **Warm up. Phonetic Drill Exercises.**  **Repeat:**  **Salad, fries, pizza, milkshake, cheese sandwich, chicken.**  **Name words on the topic “Food” with a sound: [b], [v], [k]:**  **Bread/ banana/ broccoli;**  **Vegetables, veal;**  **Kola, cake, carrot.** | Sts. write down the names of food in a video.  **https://youtu.be/1WZoI5zjhag**  I don’t like food, I **love** it.  He likes:  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:**  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support. | Worksheet  https://youtu.be/1WZoI5zjhag  Whiteboard  Flashcards |
| **Main activities:**  **19 min.** | A teacher asks Sts. to open books and do Ex.1 p.53.  **Tick what you can do to be fit.**  Do you sing to keep fit?  Do you dance to keep fit?  What foods do you eat to keep fit?  Sandwich Sing and Play by Maple Leaf Learning | Teachers Pay Teachers | Sts. read the sentences and tick if it is right.   |  |  | | --- | --- | | To keep fit | Not to be fit | |  |  | |  |  | |  |  | |  |  |   Sts. make a sandwich/ healthy sandwich.  Tell each other how to make a sandwich.  Vegetable Sandwich with Feta-Yogurt Spread Recipe | EatingWell | Self - Assessment  **Assessment Criteria:**  Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics;  find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); | St. Book p.53  Flashcards  worksheet |
| **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.** | A teacher asks Sts. to look at the picture of a calendar and make your own one.  Ex.2 p.53  The second group draw a poster:  My Healthy weekend.  1group  **Calendar of activities**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **S** | **M** | **T** | **W** | **Th** | **F** | **S** | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | | Sts. do the task in pairs.  2group:  **My healthy weekends**   |  |  | | --- | --- | | **Saturday** | **Sunday** | | salad |  | |  |  | |  |  | |  |  | |  |  |   The Sts. can write or draw. | **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. | St. Book p.53  Worksheet  Tables |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.53 Ex.2(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 |

