**Short term plan**

**School № \_\_\_**

**Lesson 63**

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| **Term: 4** | **Unit 8. My Holidays** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Types of transport** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;  3.2.3.1 respond to basic questions with single words or short responses;  3.3.3.2 find out the main points in short simple descriptions with visual support;  3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions. | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  learn and identify types of transport;  write familiar words correctly and make sentences with them;  apply numbers and prepositions to tell the time;  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? | 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. Look:  **TRANSPORT**  **When you hear this word, what associations have you got?**  TRANSPORTATION « PEER 2011  **Name kinds of transport:**  Transportation Clipart & Patterns | Hot air balloon design, Balloon design,  Transportation for kids  **Warm up. Phonetic Drill Exercise.**  **Repeat: plane, train, helicopter, taxi, tram, bus, car, lorry.**  **Read the words: hair**  **short**  **eyes**  **photo**  **Name words with a sound: [ә:], [f], [p].** | Sts. guess the theme of the lesson: **Transport!**  Sts. give words on the theme.  Sts. listen to the teacher and repeat a tongue twister.  Sts. repeat the words after the teacher and name the words.  Tongue Twisters for Young Students | Tongue twisters for kids, Tongue  twisters, Tounge twisters  Sts. do Ex.1 | Self – Assessment  **Descriptor:**  3.3.2.1 identify some familiar words and signs on illustrations/pictures in common everyday situations. | Whiteboard  Word cloud  **CD.85** |
| **Main activities:**  **19 min.** | A teacher asks questions to Sts. about a transport:  Has Almaty you got taxis?  Have you got a car?  What transport do you go to school?  Open your books, page 62-4. Ex. 2 - 3: Listen and sing and then sing and do.  A teacher asks Sts. to look at the picture and say how many people/ transport/ clocks they can see.  In the song you can see 4 clocks. What time is it?  15.00 – It’s three o’clock.  15.15 – It’s a **quarter** past three.  Quarter = 15 minutes  15.30 – It’s half past three.  Half = 30 minutes  15.45 – It’s a quarter to four.  Describe trains. What colour are they? | Sts. answer the questions.  I go to school by bus.  Sts. look at the song, listen and repeat.  I can see many people.  Sts. read the texts and describe trains.  They try to understand the time. | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking. **Score is 5.**   **Descriptor:**  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  • infer the meaning of unfamiliar words using contextual clues from images. | Flashcards  Student Book “Family and friends 3. Kazakhstan edition”. (Oxford University Press)  p.64  **CD.86** |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises | Students watch and do physical exercises and sing a song. |  | Music |
| **Main activities:**  **15 min.** | Look at the clocks and say the time. Use:  **Half past (половина после)**  **Quarter past (четверть т.е. 15 минут после)**  **Quarter to (четверть т.е. 15 минут до)**    Read:  Telling Time on Clock - Rhyme-Based Worksheets  Read the text and do the tasks in groups:  Super Minds 1 Unit 5 Free Time - English ESL Worksheets for distance  learning and physical classrooms  Additional tasks may be taken from Workbooks p.64: write the numbers and say the time. | Sts. do the task in pairs.  It’s nine o’clock. It’s half past two/ two thirty.  Sts. read individually.  Sts. read the text and draw a cluster or a mind – map:  Name: \_\_\_\_\_\_\_\_\_\_\_  Age: \_\_\_\_\_\_\_\_\_\_\_\_\_  Colour\_\_\_\_\_\_\_\_  Pet\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Holiday: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Monday:  Tuesday:  Wednesday:  Saturday:  Sunday: | Pair - Assessment  **Descriptor:**  **Descriptor:**  A learner:  uses short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges.  Self – Assessment  Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson.  Could they express what they had learned about content and language? Could they express which skills they had developed?  Formative assessment is held through observation/  monitoring. | worksheet  **St. Book p.64**  Worksheets  Worksheets  Workbook p.64 |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.64. 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 |



