**Short term plan**

**School № \_\_\_**

**Lesson 48**

|  |  |  |
| --- | --- | --- |
| **Term: 3** | **Unit 6. Health** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Specific information about favourite food. Unit assessment 6** | |
| **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;  3.5.1.10 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:**  apply basic words, phrases and short sentences in a talk or writing about foods.  to show all taught skills of the unit. | |

**Lesson procedure:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: 5 min.** | The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Phonetic Drill Exercise.**  **Repeat:**  Short E Sound Worksheets, Flashcards, Posters, Reading Comprehension | Sts. listen to the teacher and the words.  Sts. repeat the words after the teacher and name the words.  What Is the Short E Sound Including a List of Short E Words | 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 |
| **Main activities:**  **10 min.** | **Listen, point and repeat:**  **Sandwich, grapes, ice cream, cherries.**  **Listen and draw: Ex.2 p.51** | Sts. repeat the words after the teacher and make up sentences with: I like/ I don’t like. | 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. | St. Book p.51  **CD.69**  **CD.70** |
| **Main activities:**  **25 min.** | **Unit assessment 6.**  **A teacher explains tasks for unit assessment 6. Sts. do the assessment.** | | | |
| **The end of the lesson**  **3 min.** | Teacher gives a home – assignment.  **Home Assignment:**  **My favourite food**  **(a poster).** | SS write their homework for the next lesson. | Reflection.  Self- Assessment. | Whiteboard |

 