**Short term plan**

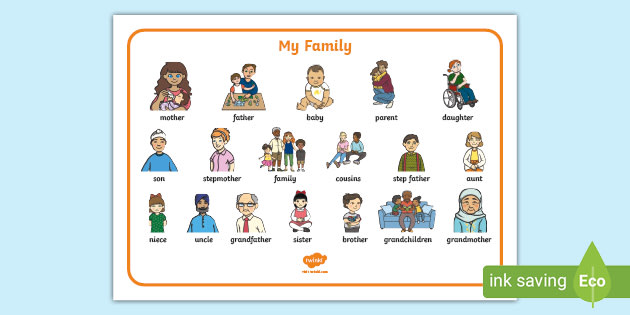
**School № \_\_\_**

**Lesson 55**

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| **Term: 4** | **Unit 7. Buildings** | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 3** | **Number present**: | **Number absent:** |
| **Theme of the lesson:** | **Rooms in the house/flat** | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;  3.2.2.1 use isolated words and basic expressions to provide personal information;  3.3.3.2 find out the main points in short simple descriptions with visual support;  3.4.1.1 spell accurately a few high-frequency words;  3.5.1.3 use cardinal numbers 1-10; | |
| **Lesson objectives** | **By the end of the lesson the students will be able to:**  identify different places in a home;  learn cardinal numbers 1-10 and use them in speech;  write familiar words correctly and make sentences with them;  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 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?  It’s sunny/ cold/ hot. |  | Whiteboard |
| **Warm up: 3 min.** | The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Look at the pictures.    **Where do you live? In a flat or in the house?** | Sts. guess the theme of the lesson: **Flat?**  **House? Rooms?**  Sts. listen to the teacher and repeat a proverb: East or West, Home is Best.  Sts. repeat the words after the teacher and name the words. | Self – Assessment  **Descriptor:**  2.1.9.1 recognise the spoken form of familiar words and expressions | Whiteboard  https://youtu.be/Fe9bnYRzFvk |
| **Main activities:**  **19 min.** | A teacher asks Sts. to look at the flashcards and define a room.  Is it a kitchen?  Is it a bedroom?  Listen and repeat: **kitchen, living room, dining room, bedroom, bathroom.**  Sing a song and do.  Ex.2- 3 p.56  New words in a song:  Upstairs, downstairs, follow me, go through, door.  Count from 1 to 10 and say: How many rooms have you got in the house?  Sts. speak about the number of rooms.  Look and say: What is it: a garden, toilet, computer room. | Sts. listen to the words and repeat the words after the teacher.    We have got…...  I have got a big house: 3 bedrooms, 1 living room, 2 kitchens. | Self – Assessment  **Descriptor:**  A learner:   * Demonstrate an ability to organize and express ideas clearly; * uses appropriate subject-specific vocabulary while speaking. **Score:**   Group - assessment  **Descriptor: A learner**  Use and follow with considerable support simple words, phrases, sentences in reading familiar topics.  **Give a sticker for a right answer to encourage Sts**.  The three states of the Traffic-Light System and the Smiley Faces |  Download Scientific Diagram  Criteria assessment:  identifying, remembering and sounding out high-frequency sound and letter patterns. | **CD. 74**  **CD.75**  St. Book p.56  **A song:** Come into my house.  Worksheet |
| **Physical training exercise – 3 min.** | A break for physical activity.  Teacher plays the video with physical exercises.  **https://youtu.be/JoF\_d5sgGgc** | Students watch and do physical exercises and sing a song. |  | Music  **https://youtu.be/JoF\_d5sgGgc** |
| **Main activities:**  **15 min.** | Watch a video about a typical English house and try to remember as many words as you can.  **https://youtu.be/rtdsciznDYg**      A teacher asks Sts. to do ex. in workbooks or printed worksheeds. | Sts. do the task individually.  They write the words and do the crosswords.  Sts. read about Homes in Britain.  Sts. number the pictures and circle family words. | Pair - Assessment  **Descriptor:**  A learner:  uses appropriate subject-specific vocabulary while speaking.  Pair – 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  **https://youtu.be/rtdsciznDYg**  Whiteboard  Teacher’s B. p.70 |
| **The end of the lesson**  **3 min.** | Teacher gives a homework and comment the work of Sts.  **Home Assignment:**  **PB p.56. 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 |



**https://youtu.be/GxAEGNsFQps**

