Short –term plan

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| **Unit of a long term plan Animal types** | | **School: Madeniet** | |
| **Date:** | | **Teacher name: Seytkulova Bayan** | |
| **Grade: 3** | | **Number present:** | **absent:** |
| **Lesson title** | Body parts | | |
| **Learning objectives** | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.3.1.1 recognise, identify and sound with support a limited range of  familiar words in simple sentences  3.5.11.1 use has got/ have got there is/are statement and question forms including short answers and contractions | | |
| **Level of thinking skill** | * knowledge and comprehensive * higher order thinking skill | | |
| **Lesson objectives** | * define names of body parts ; * to practice describing appearance of animals or person * use *have got\has got* | | |

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| Stages  Time | Teachers actions | Students actions | Assessment | Resources |
| *Beginning*  *5 min* | Greeting  -Good morning, boys and girls!  •Dialogue with durty  -Who is on duty today?  -Who is absent? | Ss respond to greeting of the teacher and take their places | Oral-assessment |  |
|  | 1. T shows the video about Body parts and asks students to guess the today's topic of the reading.  T introduces lesson objectives  **Differentiation. Visual aids**  2. T gets the answers from students. | 1. Ss watch the video and talk about it trying to find out what the text is about  2.Ss tell their answers  **Suggested answers:**  My body\ Body parts |  | <https://www.youtube.com/watch?v=RKCxrbuKNx8> |
| *Middle*  *30 min* | **TPR method**  1.Teacher shows new vocabulary’s pictures and teaches by being **exposed** to language.  **Repeat new words**  2. T drills the new words and works with pronunciation. | 1. Learners learn new words best when it is accompanied by doing things physically.  *\Touch your legs*\  **Possible answers:**   1. **legs** 2. **arm** 3. **head** 4. **mouth** 5. **nose**   2.Ss repeat and pronounce the new words | Verbal assessment |  |
|  | **Read and understand**  **Task1 Read and find**  1.Tgives the topic **reading for detail** activity to find the pet looking to the picture.  **Matching**  **Task 2Match the sentences to the pictures**  2. T gives the sentences and pictures. | 1. Ss read the text and find  **Suggested answer:**  A. My pet  B. My body parts  C. My dog  2. Ss read the sentences and choose  **Possible answer:**  2 3 5 1 4 | Self - assessment  Peer - assessment |  |
|  | **Task 3. Describe one person or animal**  1.T explain the task and describe secret person then students continue  *She has got a short hair and small nose.*  **Differentiation**  **For student with a special needs**  **Task. Look at the picture and draw**  Teacher hands out a piece of  Paper to the students and explain the task | 1. Student goes to the board and describes one classmate or 1 animal. Find out who the other students are talking about or what they are talking about.  **Suggested answer**  It has got a long nose and a big ears  S looks at the picture,  draws the body parts they have left, and talk about it | **Descriptor**  A learner:   * make right sentences; * Uses topic related vocabulary; * Uses the given prompts; * Pronounces correctly |  |
| *End*  *10 min* | CCQ method  Teacher explains the feedback task. Asks additional questions related to today's dictionaries or theme  *Has rabbit got a big mouth?*  *Have you got two legs?*  *Has snake got arms?*  •marking  •giving home task  marking | Ss answer the question *yes or no* | Oral assessment |  |