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 offamiliar words in simple sentences3.5.11.1 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
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| **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 about2.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 petB. My body partsC. My dog2. Ss read the sentences and choose **Possible answer:**2 3 5 1 4 | Self - assessmentPeer - 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 earsS 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
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| *End**10 min* | CCQ methodTeacher 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 taskmarking | Ss answer the question *yes or no* | Oral assessment |  |