Short plan
Long term plan: People I love.
Theme: My family !

Module 3: People I love. Lesson 1	School: № 42	
Date:	Teacher name: Mamurzaeva G.R	
Grade: 3 A	Number present:	absent:
Lesson theme	**My family**	
Learning objectives	3.1.2.1 recognise familiar words with visual support; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.3 make introductions and requests in basic interaction with others; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts. 3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics;	
Lesson objectives	**Learners will be able to:** ➢ identify and talk about family members; ➢ learn about family values through a poem; ➢ to recognize familiar words with visual support; ➢ understand short, simple instructions used in familiar everyday contexts; ➢ use isolated words and basic expressions to provide personal information;	

Plan

Stages / Time	Teachers actions	Students' actions	Assessment criteria	Resources
Beginning of the lesson Warming-up 7 min	**Organization moment:** Ask the pupils to look at the picture and tell what they can see. Point to the title of the unit and say: People I love. Point out that family and friends are the people we love. Use L1 if necessary. Ask individual pupils: Do you have a big or a small family? miming the words big and small. Elicit	The pupils repeat individually or chorally.	The teacher assesses learners for their ability. "Good job! Well done!"	Pictures P.B.p.30, ex.1 Audio (Track 21) IWB

	answers.			
Middle of the lesson. Presentationand Practice. 30 min	**Present the members of the family.** Play the audio Play the audio a second time, pausing after each word.	The pupils listen and point to the family members. The pupils listen, point to the family members and repeat, chorally and/or individually.	Assessment through observation	
	Practise talking about one's family. **Books closed**. Hold up your pencil and say: This is my pencil. Write **my** on the board. Approach a pupil, point to his/her pencil and say: This is your pencil. Write **your** on the board. Follow the same procedure and present **his** and **her**.	The pupils repeat after you. The pupils repeat after you.	Teacher's assessment	P.B.p.30, ex.2 IWB Grammar Box
	Books open. Go through the Grammar box briefly. Draw your own family tree on the board. Explain to the pupils that they can use it as a model to draw their own family tree. Go around the classroom,providing any necessary help.	The pupils draw their family tree.	Teacher's assessment/peer assessment	P.B.p.30, ex.3
	Put the lines in order. What is the poem about? To learn about family values through a poem. Read the sentences aloud and explain, in L1 if necessary, that this is a poem. Draw the pupils' attention to	Pupils read and complete the activity		

	the capital letters and ask them to put them in order to form a word. Elicit the word (FAMILY). Check their answers.			
End of the lesson 8 min	**Consolidate the language of the lesson.** Play the Last One Standing game. The class stands in a circle. You will need a ball to play this game. Say a family member and throw the ball to a pupil.Play the game at a rapid pace until there is one pupil standing.	The pupil catches the ball, names a member of their family and then immediately throws the ball to another pupil. The pupil who catches the ball must say a different family member. If the pupil cannot name a family member, he/she is out. Activity Book (Optional) p.27		**Poster Success**

DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?	ASSESSMENT – how are you planning to check learners' learning?
To see Ss level of knowledge teacher gives a lot methodical tasks. Ss show the result after each task. All learners will be able to: name the main vocabulary words; Most learners will be able to: -write weather vocabulary words; -use them in their speech. Some learners will be able to: -say and all the words correctly; -use them in their speech; - complete the worksheet correctly.	Reflection at the end of the lesson and teacher summary provides support for progress and achievement, and challenge to thinking and setting future objectives. 1 Teacher evaluates with "The Praise" method. "well done, Very good" method.

Summary evaluation
1. What two things went really well (consider both teaching and learning)?
2. What two things would have improved the lesson (consider both teaching and learning)?
3. What have I learned from this lesson about the class   orachievements/ difficulties of individuals that will inform my next lesson?