

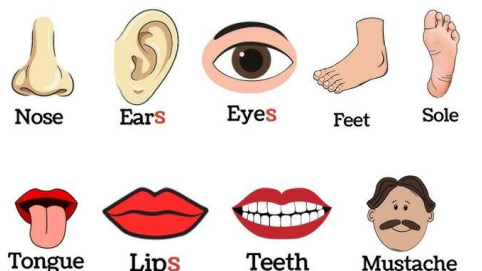
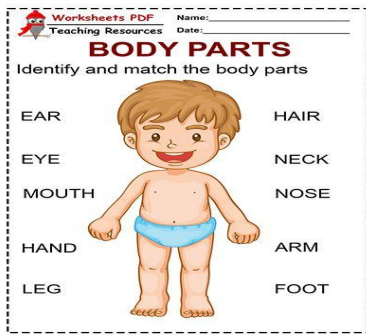
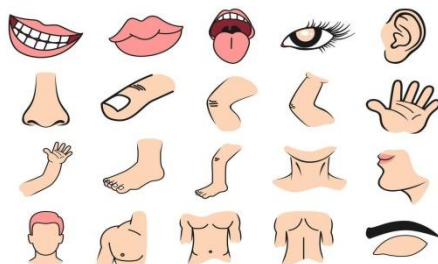

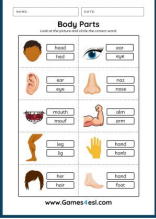


<b>Unit: 6. Health (10 hours)</b>		Lesson 43	
<b>School:</b>		<b>№62 M.Anartaev</b>	
<b>Teacher's name:</b>		L.Islamova	
<b>Date:</b>			
<b>Grade: 3</b>		Number present:	absent:
<b>Lesson title</b>	Parts of the body.		
<b>Learning objectives</b>	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); 3.4.1.1 spell accurately a few high-frequency words.		
<b>Lesson objectives (assessment criteria)</b>	Learners will be able to: - learn the words on the theme and speak about parts of the body; - make short dialogues on the topic using possessive and demonstrative pronouns; -express personal attitude toward a topic discussing a topic.		
Values and its purpose:	"Law and Order" Observance of norms and rules of order and justice understand the need		

Stages/ Time	Teachers actions	Students actions	Assessment	Resources
<b>Beginning of the lesson</b> 5 min	<b>Organization moment :</b> 1.Greeting. . (Whale class, Individually) <u><b>Warm-up</b></u> Model some instructions, e.g. stand up, sit down, turn around as children respond. <u><b>Lead – In</b></u> Point to your arms, ears, nose, face, legs and mouth and say the words in English. Point to them one at a time and ask What's this? Ask a child to point to his / her own nose and say the word. Repeat with other children and other words. Say the word ears, then model the sentence Point to your ears. (Make sure children are pointing to both ears for the plural word.) Repeat with the rest of the new words	Learners listen, repeat, and participate in placing flashcards.	Teacher controls the process, gives feedback and asks additional questions if it's necessary. Teacher evaluate pupils with phrases like: “Good job! Well done!” <i>Formative Assessment</i>	  

<https://imag>

			<a href="https://es.app.google/8ihR8wbkwEU5JLnw8">es.app.google/8ihR8wbkwEU5JLnw8</a>
<p><b>Middle of the lesson Presentation part.</b> <b>35 min</b></p>	<p><u>Ex:1 P:40</u> Ask children to look at the different parts of the body. Play the first part of the recording for children to listen and point to the pictures. Play the second part for children to repeat the words. Play the recording all the way through again for children to listen and point and then repeat the words.</p> 	<p>Learners look at the different parts of the body. listen and point and then repeat the words <b>Answers</b> Transcript <b>Listen and point.</b> arms, nose, face, legs ears, mouth, fingers, hands, eyes, eyebrows, shoulders ears, shoulders, nose, eyebrows, legs, mouth, eyes, arms, face, hands, fingers <b>Listen and repeat.</b> arms, nose, face, legs, ears, mouth, fingers, hands, eyes, eyebrows, shoulders</p>	<p>T's feedback <b>Descriptor:</b> - look at the pictures. - listen and point and then repeat Total: 2 point</p>
	<p><b>Task II</b> <u>Ex: 2 P: 40</u> Play the recording for children to listen to the chant. Play the chant a second time for children to point to the correct part of their own body when they hear it. Play the chant again for them to say the words. Repeat.</p> 	<p>Learners listen and read then point the part of body. <b>Transcript</b> arms, arms, arms nose, nose, nose face, face, face legs, legs, legs ears, ears, ears mouth, mouth, mouth fingers, fingers, fingers hands, hands, hands eyes, eyes, eyes eyebrows, eyebrows, eyebrows shoulders, shoulders, shoulders</p>	<p><b>Descriptor:</b> - listen and read. - point the part of body Total: 2 point</p> <p><a href="https://wordwall.net/ru/resource/1441931">https://wordwall.net/ru/resource/1441931</a></p>  <p><b>Wordwall</b></p>
	<p><b>Task III</b> <u>Ex: 3 P: 40</u> Use Story poster 6 to present the s</p>	<p>Learners use Story poster. Point to the parts of the body</p>	<p><b>Descriptor:</b> - use Story poster.</p>











	<p>present the story. Ask some questions about the story, e.g. Who can you see?</p> <p>Focus attention on the first picture. Point to the parts of the body (Rosy's arms/legs/mouth / nose, Billy's face / legs/arms) and elicit the words. Talk about each frame.</p> <p>What's happening? Encourage. Ask comprehension questions, e.g. Does Rosy put sun cream on her arms? Where does Billy put sun cream?</p>	<p>(Rosy's arms/legs/mouth / nose, Billy's face / legs/arms) and elicit the words</p> <p>- point to the parts of the body Total: 2 point</p> <p>-</p>	
<p><b>End of the lesson</b> <b>5 min</b></p>	<p>Briefly review the colors learned. Ask students: What was your favorite color activity today? Why?</p>		<p>Poster Success</p>

NAME:

DATE:

### Body Parts

Look at the picture and circle the correct word.

	<div>head</div> <div>hed</div>		<div>ear</div> <div>eye</div>
	<div>ear</div> <div>eye</div>		<div>noz</div> <div>nose</div>
	<div>mouth</div> <div>mouf</div>		<div>alm</div> <div>arm</div>
	<div>leg</div> <div>lig</div>		<div>hand</div> <div>hanb</div>
	<div>her</div> <div>hair</div>		<div>hand</div> <div>foot</div>

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