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| **Unit:** | Animals | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Animal types | |
| **Learning objectives(s) that this lesson is contributing to** | 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  3.L5 identify missing phonemes in incomplete words  3.UE14 use basic prepositions of location and position: *at*, *behind*, *between*, *in*, *in front of*, *near*, *next to*, *on*, *to* to describe where people and things are use prepositions of time: *on*, *in*, *at* to talk about days and times (the usage of prepositions is given in Module 4 “Our Town” ) | |
| **Lesson objectives** | **Learners will be able to:**  To talk about animal types; to talk about elephants, snakes and penguins. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Look at the pictures. Which animal is a** **mammal? a** **reptile? a** **bird?**  Write mammal, reptile, bird on board. Explain their meaning (mammals feed their babies milk from their own bodies, reptiles lay eggs and use the heat from the sun to keep their blood warm, birds have feathers and wings and in most cases can *ly*). Ask the pupils, in L1 if necessary, to name some mammals, e.g. dog, elephant. Write them on the board under the correct heading. Repeat the activity for reptiles and birds. Refer the pupils to the picture on the previous page and elicit the animals. Point to the penguin and ask: What type of animal is the penguin? Elicit: A bird. Then point to the elephant and ask: What type of animal is the elephant? Elicit: A mammal.  **Read and name the animal**.  Read the instructions and explain the activity. Allow the pupils some time to read the sentences and write the names of the animals. Check their answers.  **True** **or** **False? In pairs, decide. Check your answers online or with your teacher.**  Allow the pupils some time to read the sentences about snakes and choose True or False. Once the pupils have finished, provide them with the correct answers or have them go online to find the answers. | Repeat the activity for the snake.  ***Answers key***  *mammal:* elephant  *reptile:* snake  *bird:* penguin  ***Answer key***  1 snake 2 elephant 3 penguin  Read the instructions and explain the activity. Go through the sentences and elicit any unknown words.  ***Answer key***  B 2 A 3 A 4 B 5 B | Formative assessment | Activity Book |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Animals | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Body parts | |
| **Learning objectives(s) that this lesson is contributing to** | **3. L6** understand some specific information and detail of short supported information or talk on a limited range of general and some curricular topics  **3.R6** recognize, identify and sound with support a limited range of familiar words in simple sentences  **3.S1** make basic statements which provide personal information on a limited range of general topics | |
| **Lesson objectives** | **Learners will be able to:**  - define names of animals’ body parts  - distinguish right animal’s picture  - identify specific information and details with support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Task 1  Context 2 min  She is Jane. She needs our help. In order to help her you should do all tasks correctly. Our first task is work with new words.  hello_html_1c74e026.jpg  Vocabulary 5 min  Pair work. Working with words  *Choral repetition*.  Teacher break up the monotony by changing the speed or volume and students change their responses accordingly.  Drilling in pairs. As material becomes more familiar, teacher conduct short pair activities  Task #1  Task #1  **Differentiation**  Less able students match the body parts of the animals.  More able students make sentences using words.   1. Crabs have got claws. 2. Birds have got wings. | Listen to teacher  Learners simply repeat words after teacher.   * Find the body parts of the animals.   make sentences using words | Formative assessment | [http://learnenglishteens.britishcouncil.org/animals\_review](https://infourok.ru/go.html?href=http%3A%2F%2Flearnenglishteens.britishcouncil.org%2Fanimals_review) |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Animals | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Animal Song and Dance | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.2.1 understand a limited range of short supported questions which ask for personal information  3.1.9.1 recognise short basic words that are spelt out  3.5.4.1 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics | |
| **Lesson objectives** | **Learners will be able to:**   * practice learned vocabulary with support. * use most of the words in the speech; * ask questions and answer questions with basic words, phrases and short sentences using visuals, complete most of tasks about the animals correctly | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Teacher explains and writes on the board the assessment criteria before completing the task: complete the tasks (about 70-80 %) correctly.  Name at least 5 animals from the lesson including the new ones.  Extra-time: Animal domino game. Read the description and match to the picture(T can prepare pictures and words for matching in the domino) | Learners are suggested to write names of animals under the pictures.  Read the description and match to the picture | Formative assessment | https://www.youtube.com/watch?v=lU3t91UUgF0  PPT, slide 3  PPT, slides 4,5 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Animals | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Craft project | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges | |
| **Lesson objectives** | **Learners will be able to:**   * make story and ask questions and respond using visuals**;** * practice learned vocabulary with support. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Pre – reading  Students should guess the riddle and think what is the text about  A very long nose. It grows and grows, He is huge and likes fun. It's ... (*An elephant*)  Reading task  **Differentiation:**  https://ust.kz/materials/doc/image/2018/november/d21/1542767433_html_b6ff7df79a4c1291.jpg https://ust.kz/materials/doc/image/2018/november/d21/1542767433_html_7bd0586696daf0f8.jpg https://ust.kz/materials/doc/image/2018/november/d21/1542767433_html_ee5290a0d944f056.jpg https://ust.kz/materials/doc/image/2018/november/d21/1542767433_html_308318fbc4000744.jpg  Leaves Branches Land Shrubs   1. one of the expanded, usually green organs borne by the stem of a plant. the heaviness of a person or thing. 2. a woody plant smaller than a tree, usually having multiple permanent stems branching from or near the ground. 3. a woody plant smaller than a tree, usually having multiple permanent stems branching from or near the ground. 4. any part of the earth's surface not covered by a body of water; the part of the earth's surface occupied by continents and islands: | Learners first find out about an elephant (see Learning resources). Then they read, with teacher support, one introductory paragraph.  Group I (low level students) Match the pictures with the words  Group II (high level students) Match the words with their definition.  1,Work with new words | Formative assessment | DIDACTIC MATERIAL 1 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Animals | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges | |
| **Lesson objectives** | **Learners will be able to:**   * make story and ask questions and respond using visuals**;** * practice learned vocabulary with support. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**   1. Read the text and complete the sentences   Elephants are the largest 1. \_\_\_\_\_\_\_\_\_ mammal in the world. Elephants live in Asia and Africa. African elephants are larger than Asian elephants and have larger 2. \_\_\_\_\_.  Elephants are around 200 pounds when they are born.  That’s one big baby! Adult elephants weigh between 5,000 and 14,000 pounds. Elephants eat grass,3. \_\_\_\_\_\_, shrubs, branches and 4.\_\_\_\_\_\_\_. They spend 16 hours a day eating.  Adult elephants eat 300-600 pounds of food everyday. Elephants5. \_\_\_\_\_\_\_\_\_ about 2 hours per day. Elephants like to 6.\_\_\_\_\_\_\_\_\_. The average lifespan for an elephant is 60-70 years.    **Project work**  Students create animals, the elephant out of paper.  3. Crafting time  Hello! Look what I have… this is an envelope… how do you think what is in? I have a clue for you  https://ust.kz/materials/doc/image/2018/november/d21/1542767433_html_23bdb42403d3d8c1.jpg  Individually, learners produce their animals while discussing what they are doing in groups.  Hold up an example puppet and say, "This is the puppet I made for myself. It is a \_\_\_\_\_\_\_. It eats \_\_\_\_\_\_\_\_ so it has \_\_\_\_\_\_\_\_\_\_ as the part(s) it uses for eating. In order to get its food, it needs to move, so it has \_\_\_\_\_\_\_\_\_ for moving. | Read the text and complete the sentences  Students create animals, the elephant out of paper. | Formative assessment | DIDACTIC MATERIAL |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Light & Dark | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Day & Night | |
| **Learning objectives(s) that this lesson is contributing to** | **3.L.6** understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  **3.S.4** respond to questions on a limited range of general and some curricular topics;  **3.R.5** understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues | |
| **Lesson objectives** | **Learners will be able to:**   * -identify daytime and night-time * -explain the main idea with SOME support * -answer the questions * -do listening tasks with support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **(T-S) (W)**Teacher greets the learners and uses **“treasure hunt”** to start the lesson. Teacher hides pictures of ***Day and Night*** and learners search the room to find the hidden information. In this way  **(T-S) (W)** Teacher asks questions: Which light comes from nature? Which light do we make?  Possible answers: sun, moon and etc.  Then T introduces with new vocabulary: candle, torch, stars, lamp, traffic lights, moon. Ls drill the words all together.  It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when the earth faces away from the sun.  It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when the earth faces the sun.  **Task 1**  Day and night  The Sun rises in the morning. It gets light and warm. The birds sing songs. People go to work, children go to school.  When night comes, the Moon appears in the dark sky and millions of stars sparkle brightly. Nocturnal animals start their active life.   |  |  |  | | --- | --- | --- | | 1. The Moon rises at thedaytime. | T | F | | 2. Millions of stars sparkle brightly in the darksky. | T | F | | 3. Nocturnal animals start their active life atnight. | T | F | | Ls will be familiar with the theme of the lesson. Teacher introduces the theme of the lesson, “Day and Night” and lesson objectives with assessment criterias.  Ls read and complete. They use ***daytime***and ***night-time***.  Ls read the text, circle T (True) or F (False) next to the sentence. | Formative assessment | Worksheets  Students book  Worksheets |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Light & Dark | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Sources of light | |
| **Learning objectives(s) that this lesson is contributing to** | 3.3.5.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.1.1.1 make basic statements which provide personal information on a limited range of general topics; | |
| **Lesson objectives** | **Learners will be able to:**  Identify different light sources. Understand specific information with support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **While reading task**  **Read the text**  **Text 1**  **The Sun,** fires, torches and lamps are sources of light. Mirrors and other objects reflect light. They do not make their own light.  **Text 2. The Moon** is not a source of light. It reflects light from the Sun. Mirrors and polished metals reflect light well. Reflective surfaces can be very useful.  **Task**  **Make up sentences. Use words from the boxes**.  torches mirror lights sources Moon light well     1. The Sun, fires and l\_\_\_\_\_\_\_\_\_ are all 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of light. 3They do not make their own \_\_\_\_\_\_\_   1 The \_\_\_\_\_\_\_\_ is not a source of light.  \_\_\_\_\_\_\_\_\_\_and other objects reflect \_\_\_\_\_\_.  **F**https://ust.kz/materials/doc/image/2020/january/d28/1580223791_html_a803a9c57dc294e7.gif**ormative assessment : Peer assessment (right answers ) no mistakes -**  https://ust.kz/materials/doc/image/2020/january/d28/1580223791_html_ba249faa6ef00dd4.gif**1-2 mistakes**  **Post-reading task**  **Differentiation**  Teacher gives the pictures : sun and star .**Low** level learners should describe the sun .Give key words.(sun, yellow ,light )  **High** level learners should describe the star  Learners should describe it . For example .This is a star.it is yellow.  Teacher’s feedback (pay attention on pronunciation and accuracy) | Read the text  Make up sentences. Use words from the boxes.  A learner :   * Reads the text * Uses proper words from the box * Completes the sentences | Formative assessment | A collection task for grade 3 http://smk.edu.kz/Bank/Download/fbfe47b2-55bd-45e5-add6-adda50a5559b |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Light & Dark | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Out at night | |
| **Learning objectives(s) that this lesson is contributing to** | 3.2.7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics  3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;  3.6.13 use can to make requests and ask permission; use must / mustn’t / have to to talk about obligation | |
| **Lesson objectives** | **Learners will be able to:**  Listen and understand the statements for school rules  Read the text in group and match with the pictures  Make sentences by using must and mustn’t | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Teacher shows the actions by gestures and learners should guess and say them in Kazakh language. After guessing learners repeat the words after teacher and do the same action that teacher does.  Wear uniform  Chew gum  Drop litter  Be quiet  Do homework  Climb on the desks  Listen to the teacher  Run in the class  Teacher drills the words several times by actions and by the things of realia. (litter and litterbin).  **Grammar : Must and mustn’t: Inductive approach.**  Teacher explains the usage of must and mustn’t by using the pictures of different activities , then deduce the meaning of them by asking learners. And Teacher shows some action verbs on the active board and gives example with must and mustn’t. Later teacher puts some concept checking questions to check if the learners understand or not.  https://ust.kz/materials/doc/image/2020/may/d16/1589637414_html_a73add5d0da4283f.jpg https://ust.kz/materials/doc/image/2020/may/d16/1589637414_html_147d86eaf9c1a651.jpg  So when do use must and mustn’t?  Can you give example?( Teacher uses some Kazakh words for explaining the grammar rules) | learners repeat the words after teacher and do the same action that teacher does  learners say understand or not. | Formative assessment | PPT |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Light & Dark | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.3.5.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.1.1.1 make basic statements which provide personal information on a limited range of general topics; | |
| **Lesson objectives** | **Learners will be able to:**  Identify different light sources. Understand specific information with support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **While reading task**  **Read the text**  **Text 1**  **The Sun,** fires, torches and lamps are sources of light. Mirrors and other objects reflect light. They do not make their own light.  **Text 2. The Moon** is not a source of light. It reflects light from the Sun. Mirrors and polished metals reflect light well. Reflective surfaces can be very useful.  **Task**  **Make up sentences. Use words from the boxes**.  torches mirror lights sources Moon light well     1. The Sun, fires and l\_\_\_\_\_\_\_\_\_ are all 2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of light. 3They do not make their own \_\_\_\_\_\_\_   1 The \_\_\_\_\_\_\_\_ is not a source of light.  \_\_\_\_\_\_\_\_\_\_and other objects reflect \_\_\_\_\_\_.  **F**https://ust.kz/materials/doc/image/2020/january/d28/1580223791_html_a803a9c57dc294e7.gif**ormative assessment : Peer assessment (right answers ) no mistakes -**  https://ust.kz/materials/doc/image/2020/january/d28/1580223791_html_ba249faa6ef00dd4.gif**1-2 mistakes**  **Post-reading task**  **Differentiation**  Teacher gives the pictures : sun and star .**Low** level learners should describe the sun .Give key words.(sun, yellow ,light )  **High** level learners should describe the star  Learners should describe it . For example .This is a star.it is yellow.  Teacher’s feedback (pay attention on pronunciation and accuracy) | Read the text  Make up sentences. Use words from the boxes.  A learner :   * Reads the text * Uses proper words from the box * Completes the sentences | Formative assessment | A collection task for grade 3 http://smk.edu.kz/Bank/Download/fbfe47b2-55bd-45e5-add6-adda50a5559b |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Time | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Times of my day | |
| **Learning objectives(s) that this lesson is contributing to** | 3.L8 understand short, narratives on a limited range of general and some curricular topics  3.S1 make basic statements which provide personal information on a limited range of general topics  3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics  3.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10 | |
| **Lesson objectives** | **Learners will be able to:**  Follow short, narratives on familiar topics  Make up basic statements which provide personal information on familiar topics  Write down and check short sentences with considerable support on familiar topics  Apply cardinal numbers 1 -100 to count and ordinal numbers 1 – 10 | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Eliciting new words** (Whole class activity)  In order to elicit the new words I will show the video. The video contains information about daily routine activities.  After this video my learners will be able to say time in English.  *Differentiation by learning style:* I will show the video to visual learners. Audial learners will listen to their speech. Kinesthetic learners show the time using the clock in the classroom.  *Formative assessment:* Teacher gives feedback orally (Well done /good job).  **What time is it?** (Group work)  I will present the new material using the clock.  https://ust.kz/materials/docx/image/2019/november/d23/1574493152_html_e9edf81b3a5f66ba.jpg  Here I will divide the learners into 2 groups. I will give worksheets to each group. When learners perform the task, they will use the following words and expressions as:  Past. To. Quarter. Half past.  Group A  https://ust.kz/materials/docx/image/2019/november/d23/1574493152_html_af52f088aeb2aef4.png  Formative assessment: I will give sticky notes. | A learner:  -Watches the video  -Identify times from the video  A learner:   * Defines the time instructed by the teacher; | Formative assessment | https://www.youtube.com/redirect?q=http%3A%2F%2Fskyready.ucoz.ru%2F&v=cOO3QvUthkY&redir\_token=-ciYb6AqXfxk2iiKAcg5k3QgK0Z8MTU2MTQ0MDI2MEAxNTYxMzUzODYw&event=video\_description |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Time | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Days of the week | |
| **Learning objectives(s) that this lesson is contributing to** | 1.L3 recognise with support simple greetings recognise the spoken form of a limited range  of basic and everyday classroom words  1.R1 recognise initial letters in names and place  1.S3 pronounce basic words and expressions intelligibly | |
| **Lesson objectives** | **Learners will be able to:**  • listen and repeat the words according to the topic Days of the week | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Teacher introduce with LO  **Task:** what time do you do this? Learners can do individually or in pairs. Whole class check together.  Questions  1. What time do you usually get up?  2. What time do you usually go to school?  3. What time do you usually have lunch?  **Tasks1**  **The first** **groups "Catch the moment" (Teacher should use gestures to show actions)**  • Monday - I go to school,  • Tuesday - I ride a bike,  • Wednesday - I draws pictures  • Thursday - I sing,  • Friday – I read a book  • Saturday - I play football .  • Sunday - I watch TV | Learners given worksheets to fill. Learners can do individually or in pairs.  •Can describe the picture  •matches the words to the pictures . | Formative assessment | Worksheets 1  Worksheets 2 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Time | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | At the right time | |
| **Learning objectives(s) that this lesson is contributing to** | 3.UE2 use cardinal numbers 1 -50 to count  3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts  3.UE14 use basic prepositions of location and position: *at*, *behind*, *between*, *in*, *in front of*, *near*, *next to*, *on*, *to* to describe where people and things are use prepositions of time: *on*, *in*, *at* to talk about days and times  3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics  3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities  3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics | |
| **Lesson objectives** | **Learners will be able to:**  Learners have met the learning objectives if they can: present/revise numbers 1-100; make calculations. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**   * **Listen, point and repeat.**   Pupils’ books closed. Write the numbers 10-100 on the board. Point to the items, one at a time, and say the corresponding words. The pupils repeat, chorally/ individually. Point to the items in random order. Ask individual pupils to name them. Ask the rest of the class for verification.  Pupils’ books open. Play the CD. If you wish, play the CD again pausing after each word. The pupils repeat, chorally and/or individually.  **Write the numbers. Then, in pairs, decide if the sentences are** **True** **or** **False.**  Explain the activity.  ***Answer key***: 1 False; 2 ninety, False; 3 fifty-two, True; 4 twenty-four, True; 5 ten, False; 6 thirty-one, False  **Read and answer.**  Refer the pupils to the reminder about how many minutes are in an hour as well as how many seconds are in a minute.  ***-*** *For stronger classes*: The pupils read the texts silently and answer the questions in their notebooks.  Allow the pupils some time to complete the activity.  Check their answers.  ***-*** *For weaker classes*: Read the text about Berik. Explain any uknown words. Say: There are seven days in a week. Berik plays guitar for 2 hours every day. Then write on the board: 7x2=? Ask pupils to say how many hours Berik plays the guitar in a week. Follow the same procedure with the rest of the children.  ***Answer key***: 1 fourteen hours, 2 sixty minutes, 3 thirty-five minutes, 4 one and a half hours, 5 one minute and forty seconds | Pupils’ books closed. Write the numbers 10-100 on the board.  The pupils listen, point to the words and repeat.  Allow the pupils some time to read the sentences silently and complete the activity. Check the pupils’ answers.  The pupils read the texts silently and answer the questions in their notebooks  : Read the text about Berik. | Formative assessment | Interactive Whiteboard  Software or Track 34 CD1 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Time | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics  3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities  3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics | |
| **Lesson objectives** | **Learners will be able to:**  Learners have met the learning objectives if they can: present/revise numbers 1-100; make calculations. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Practice  Ask Leaners:  -What do you do every day? Say the time and the action, day of the week  **Training**  ‘What do you do every day?’ song with actions.  **Speaking:**Let’s match the pictures with the word combinations  **FA:**  **Activity 1**match the words and pictures  **Activity 2**To put the necessary words to the right place | L answer -  E.g.: I wake (get) up at 7 o’clock on Monday.  *get up, wash face, brush teeth, get dressed, have breakfast, go to school, get ready, have classes, eat lunch, go home, watch*  Read the sentences and match with pictures  read the sentences; Say the time, the action.  rearranges the letters and completes the sentences. Then match. | Formative assessment | ‘What do you do every day?’ song  **PB p 36** Ex 5 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Buildings | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Four walls | |
| **Learning objectives(s) that this lesson is contributing to** | 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  3.2.3.1 give short, basic description of people and objects  3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions | |
| **Lesson objectives** | **Learners will be able to:**  Listen and understand in detail video about house and rooms.  Speak about rooms and describe objects using have got\has got; there is \there are. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  New Topic: Remind & Refresh  -Watch the video & tell students that the new topic is: rooms of house and inside my house  –What is new topic about?  -About house….. -Ok……….. -After watching, ask students to recall what room words they know and furniture words - Take time to explain what furniture is – (this particular word has not yet been discussed – items were referred to as)‘things in my house’ - Go through the Furniture & Rooms PPT and review pronunciation of new words Grammar time. ! Practice changing the nouns in the PPT to plurals | students recall what room words they know and furniture words | Formative assessment | PPT |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Buildings | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Our Town | |
| **Learning objectives(s) that this lesson is contributing to** | 3.4.7.1 spell a growing number of familiar high-frequency words accurately  during guided writing activities;  3.5.14.1 use prepositions of location and position: at, behind, between, in, in front  of, near, next to, on, under, above to describe where people and things are, use  prepositions of time: on, in, at to talk about days and times and no preposition last  week | |
| **Lesson objectives** | **Learners will be able to:**  • most learners will be able to:  • use most of the words in the speech;  • answer questions with minimum support  - use basic prepositions of place: *between, behind, next to, opposite* to describe where people and things are with support. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Presentation**  Teacher hands out the students papеrs with words from previous lesson (some letters missing). Thеn shows the words studеnts on the whitеboard (bookcase, mirror, armchair and fridge).  Teacher use PPT as visuals to revise prepositions  Teacher monitors their answers, makes some notes if necessary, Teacher drills the pronunciation of certain words.  **Practice**  Next step teacher offers to continue to work with Pupils book and Activity book    **Lets play:** Allow the pupils three minutes to read the sentences. Then elicit their answers.  Complete the questions & draw the place in the box.  Use **near, in front of** or **behind** in your answers.  Where is the cinema? It’s **behind** the park.. T monitors their answers, and checks after finishing.  Teacher offers to work with  - ***map1,*** learners use map and drill prepositions of place Teacher monitors and checks after completing.  - ***map 2***, learners use map and practice prepositions of location, Teacher monitors and checks after completing.  Teacher monitors their answers, and checks after finishing. | Learners listen to teacher’s short explanation  Leaners share their ideas, repeat after the teacher.  Complete the questions & draw the place in the box.  Leaners share their ideas, work with partner is possible, learners will discuss and help to each other, ***peer support*** , | Formative assessment | HANDOUT MATERIAL 1    PPT      P. b: p. 50-51  A.b: 37, ex. 4    DIDACTIC MATERIAL 2              DIDACTIC MATERIAL 3 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Buildings | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Around the house | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.4.1 understand a limited range of short supported questions on general and some curricular;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; | |
| **Lesson objectives** | **Learners will be able to:**  -to learn 5-7 types of the houses in English;  -practice topical vocabulary with support  -make description of the house; | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Presentation**  Teacher suggests learners to work with Picture dictionary (furniture flashcards), teacher distributes handouts (furniture flashcards) and elicit from learners names of the rooms (**bathroom , bedroom, kitchen, dining room, living room, hallway**, etc) about using these things in the house f.e sink = bathroom, TV= living room etc  **Practice**  Teacher suggests to work with FA worksheet (where are they) ask and answer to the questions  Teacher monitors their answers, makes some notes if necessary, Teacher drills the pronunciation of certain words.  Students work with worksheet “Where are they”  Work with vocabulary  Green pepper  Plasters  Bread  Lotion  Apples  Letters  Parcels  Muffins  b)Match the words with the pictures  c) Speak where are the children?  Differentiation by level:  High level students: Describe the pictures without using key words  Low level students: Describe the pictures using key words | Leaners share their ideas, repeat after the teacher.  Students work with worksheet “Where are they”  Leaners share their ideas, listen to each others and remember new vocabulary. Teacher monitors student`s answers. | Formative assessment | DIDACTIC MATERIAL 3  DIDACTIC MATERIAL  DIDACTIC MATERIAL 5 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Buildings | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;  3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; | |
| **Lesson objectives** | **Learners will be able to:**  -Provide personal sentences about town;  -Practice describing location of people and position of things using at, behind, between, in, in front of, near, next to, on, under, above | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Presentation and practice**   1. **Listen, point and repeat**.   To put up the picture of the house on the board. To say: This is house. In the house there is a room. To poster the picture “My room”. Point the things inside a room (bed, chair, TV, table, desk) one at a time and say the corresponding words. The pupils repeat chorally and individually.  T: bed, chair, TV, table, desk  https://fsd.kopilkaurokov.ru/up/html/2017/02/06/k_58987f80de6cc/388539_6.jpeg https://fsd.kopilkaurokov.ru/up/html/2017/02/06/k_58987f80de6cc/388539_7.jpeg https://fsd.kopilkaurokov.ru/up/html/2017/02/06/k_58987f80de6cc/388539_8.jpeg https://fsd.kopilkaurokov.ru/up/html/2017/02/06/k_58987f80de6cc/388539_9.jpeghttps://fsd.kopilkaurokov.ru/up/html/2017/02/06/k_58987f80de6cc/388539_10.jpeg   1. **Game: Magic eyes!** 2. Colour and say   To point to the pictures and say their colours.  Look! This is bed. It is blue  This is desk. It is red  This is table. It is yellow  This is chair. It is green  This is TV. It is purple  To ask pupils to repeat chorally and individually   1. Practice   To give pupils cards and ask to colour the furniture. After colouring the describe their picture  **Dynamic pause.**  T: Friends, stand up. Let’s relax  Song: Clap your hands | Listen, point and repeat.  give pupils cards and ask to colour the furniture | Formative assessment | Flashcards of things in a room |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Art & Music | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Musical instruments | |
| **Learning objectives(s) that this lesson is contributing to** | **3.L5** distinguish between phonemically distinct words  **3.S4** respond to questions on a limited range of general and some curricular topics  **3.W3** write with support short sentences which describe people, places and objects | |
| **Lesson objectives** | **Learners will be able to:**  Recognize the musical instrument and name them to match the pictures with the pictures with the words | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Well, children, what is the topic of our lesson? Music. Right you are! We are going to speak about music. Look at the screen, please.  **Method:** **«You are for me, I am for you»**   1. What is it? 2. What types of musical instruments do you know? 3. What is your favourite musical instruments? 4. Do you like listening to music?   **Individual work**  **Complete . then listen and repeat**  Look he can pluck , strike and shake his musical instruments  **Group work.**  **Strategy “Name that tune”**  ex 26. Listen and number | Answer teacher`s questions  Complete . then listen and repeat | Formative assessment | Ball  PB **ex28 p75.** |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Art & Music | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Drawing chairs | |
| **Learning objectives(s) that this lesson is contributing to** | **3.L1** understand short supported classroom instructions in an increasing range of classroom routines  **3.L3** understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics  **3.R4** use with some support a simple picture dictionary  **3.UE11** use has got / have got there is / are statement and question forms including short answers and contractions | |
| **Lesson objectives** | **Learners will be able to:**  \* draw pictures according to description  \* follow the instructions *with* support  \* make sentences with ‘there is/there are’ with SOME support  \* describe pictures with SOME support  \* respond to questions with ‘have got/has got’ | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Teacher greets learners and starts the lesson with starter “Odd one out” to engage and excite learners with the topic. Teacher shows.  https://ust.kz/materials/docx/image/2020/april/d18/1587237695_html_5c6aca5d72c7dfa0.png  Teacher uses **“Picture dictation”** strategy. “There is a big house with two windows and one door in the middle. The sun is shining, but there are some clouds over the house. There are two birds under the clouds. There is a tree near the house. There is a boy and a girl with skipping rope over their head.” | learners a set of pictures. Learners explain which one does not belong with the rest and give a reason why  Learners listen to the description and draw pictures according to the teacher’s explanation. | Formative assessment | picture  A 4 paper |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Art & Music | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | My music | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.5.1 distinguish between phonemically distinct words;  3.2.4.1 respond to questions on a limited range of general and some curricular topics;  3.4.3.1 write short phrases to identify people, places and objects;  3.4.5.1 link with support words or phrases using basic coordinating connectors | |
| **Lesson objectives** | **Learners will be able to:**   * Understand the meaning of new adjectives and use them in sentences to describe different music orally / in written form (with peer/teacher support) * Read the text and give basic answers orally | |

**Lesson plan**

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| --- | --- | --- | --- | --- |
| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Inform learners that they are going to watch a video and then they must tell what this video is about. After learners saying teacher says that this is today’s theme. Then teacher writes on the blackboard date and theme of the lesson.  **Types of music**  **What is your favorite song? Why do you like it?**  *Write the following on the side of the board:*  **I can learn new adjectives to describe music and songs**  **I can use these adjectives to make sentences about music and songs**  The teacher can then ask if the leaners understand the lesson objectives. Tell students that you hope they can do all the lesson objectives by the end of the lesson  Answer the questions:   1. What Kazakh song does Max like? 2. How does Max describe this song? 3. Why does Max like this song? | learners saying teacher says that this is today’s theme.  Answers to the questions | Formative assessment | PPP slides 1-3  Video- 1\_Version  about music |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Art & Music | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Shadow puppet show | |
| **Learning objectives(s) that this lesson is contributing to** | 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges  3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud  3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics  3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines  3.1.8.1- understand short, narratives on a limited range of general and some curricular topics | |
| **Lesson objectives** | **Learners will be able to:**   * answer the questions on specific information given in the task * recognize basic prepositions of location and position | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Listen and read. Do you know any other puppet shows? Tell the class. Ex 29**   * Ask them, in L1 if necessary, to tell you what they are and if they have ever been to a puppet show. * Pupils’ books open. Ask the pupils to look at the pictures. Have a picture discussion   hello_html_64979231.gif  "Just Dance Kids"  hello_html_m70588e05.gif | Pupils’ books closed. Put the pictures of puppets on the board.  The pupils listen and follow the texts in their books. Ask the pupils to tell you if they know any other puppet shows. If not you can ask them to go online and find one or provide them with the name of a puppet show they can research.  If learners have studied the new words then they raises the thumb up and if not yet can explore new words the thumb down. | Formative assessment | Play the CD. **Pupils book p 76**  (Track 59 CD1)  [https://www.youtube.com/](https://infourok.ru/go.html?href=https%3A%2F%2Fwww.youtube.com%2F)  watch?v=X4IVaa1dEGY |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Art & Music | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.L1 understand short supported classroom instructions in an increasing range of classroom routines  3.W1 plan,write and check short sentences with considerable support on a limited range of personal ,general and some curricular topics  3S3 give short ,basic description of people and object ;begin to describe past experiences on a limited range of general and some curricular topics . | |
| **Lesson objectives** | **Learners will be able to:**  They can talk  about puppet show  They listen to each other during the discussion  Using  the new words they  will analyse the new theme | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Checking for the home task. Ask questions according to the text.  1What musical instruments do you know?  2Can you play on the guitar?  3What is  musical instrument Drum?  4What does means  a Recorder?   |  |  |  | | --- | --- | --- | | Descriptor | | | | 1 | They name means of vocabulary  correctly |  | | 2 | They translate words |  |   FA   Teacher’s assessment  New lesson     Shadow  Puppet show  Punch and Judy puppet shows are very popular  with children.The stories  are very funny and they usually have the same characters, including Punch,his wife Judy/their baby, a policeman and a crocodile !  https://mega-talant.com/uploads/files/291594/81554/86636_html/images/81554.001.png       Task 2    Screenshot_2019-02-04-17-35-13-1.png     |  |  | | --- | --- | | Descriptor | | | Write the true or false |  | | Translate the words |  | | Answer the questions  Look at the pictures and answer the questions. | Formative assessment | PPT |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Explorers & Inventors | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Exploring space | |
| **Learning objectives(s) that this lesson is contributing to** | 3.S4 respond to questions on a limited range of general and some curricular topics  3.S8 recount very short, basic stories and events on a limited range of general and some curricular topics  3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics  3.UE3 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons | |
| **Lesson objectives** | **Learners will be able to:**  to talk about Exploring Space  right to say with support words the name of planets  to understand basic questions about NASA and the BaikonurCosmodrome | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **1**.Teacher asks the leaners if they know the names of any planets.***(Girls and boy, Look at the blackboard, and say me,What you see on the pictures? What name of planets you know? For example- What is it?)***  Teacher shows the picture of planets.  **2**. Teacher tells children to choose one planet. Gives them a blank piece of paper or card and tells them to write the name of their chosen planet in big letters, with a picture**.**  **3.**Teacher plays the song and asks leaners to stand up and hold their paper in the air each time they hear the name of their planet  Learners sing a Planet rap song and revise the names of planets | Say what they see on the pictures and name of planets  Students listen and say after the teacher  Choose one planet and on the back write the name  Stand up! Hold their paper in the air each time when you hear the name of their planet | Formative assessment | Pupils book  p. 78.  worksheet |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Explorers & Inventors | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Marco Polo | |
| **Learning objectives(s) that this lesson is contributing to** | 3.2.6.1-take turns when speaking with others in a limited range of short, basic exchanges  3.2.5.1-pronounce familiar words and short phrases intelligibly when reading aloud  3.1.7.1-use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics  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 | |
| **Lesson objectives** | **Learners will be able to:**  To explore other subject areas (History); to talk about Marco Polo. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Well, let’s begin our lesson. Today, we will revise our last material and speak about travel. (Watches video about Marco Polo)  Today we have unusual lesson, we have a travel lesson. Before to travel we must buy a ticket. If you answer the questions you can buy a ticket, The winner will be the team that collected more tickets, well who wants to answer?  What was the video about?  https://ust.kz/materials/docx/image/2019/december/d07/1575715884_html_ce5b63cd51a11f9a.png https://ust.kz/materials/docx/image/2019/december/d07/1575715884_html_d4a7f616f8042780.jpg  https://ust.kz/materials/docx/image/2019/december/d07/1575715884_html_5bb1ca58dfce1fed.gif  https://ust.kz/materials/docx/image/2019/december/d07/1575715884_html_cb039ac1413d493b.jpg **Practise** **1st** **station is called “China’’** In this station there are some tasks, you must do it,  **Task 1. Ex 26 read and put the sentences in the right order**  Marco Polo on the board. Ask the  pupils, in L1 if necessary, to tell you  what they know about him. Elicit  their answers and write them on the  board  • Pupils’ books open. Go through the  pictures of the story and set the scene by  asking the pupils questions about what  they can see in the pictures  https://ust.kz/materials/docx/image/2019/december/d07/1575715884_html_4b435ec7d96a9de6.png **The 2nd** **station is called “India”**  **Task #2** Read, choose and complete.  Conversation between Rastichello and Marco Polo.  Oh good job!  **Well, children may be you are tired, let’s sing song ”the happy song”**  **Now** **let’s continue our travel the next station is called “Turkey”**  https://ust.kz/materials/docx/image/2019/december/d07/1575715884_html_39ff6e7517528b17.png **The 3rd** **station is called “Turkey” Task #3** put in order.  There are given pictures with words but you must put it in order, Ok?  1. Polo / was / Italy / in / born / Marco  2. China / big / is a / East / country / in the  3. Marco / Polo / and / was / a merchant /explorer.  4. Marco / in 1254 / was born / Italy / in Venice,  5. Marco / to China / first went / 17 years old. / when he was | Listen to teacher  Pupils’ books closed. Write the name  • Pupils’ books open. Go through the  Read, choose and complete.  Pupils put it in order | Formative assessment | Handout with pictures  (Track 10 CD2)  Pupils book p 88  https://www.youtube.com/watch?v=GpLoSEGqw\_whttps://www.youtube.com/watch?v=GpLoSEGqw\_w  Slide  their books. Refer  the pupils to the  question and elicit  the correct answer    Play the CD. The  pupils listen and  follow the story in                    Pupils book p 89            Activity book p64 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Explorers & Inventors | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Bright ideas | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.9.1 recognise short basic words that are spelt out;  3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;  3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions;  3.5.7.1 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events | |
| **Lesson objectives** | **Learners will be able to:**   * use most of the adjectives in the speech; * answer questions with minimum support. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Complete the crossword puzzle in a pairs**  **Across**  2. We must take care of **anplet** Earth.  5. The Baikonur Cosmodrome is near the **vigllae** of Toretam.  6. Sputnik 1 was the world’s first **selliatte.**  **Down**  1. They send **specrafact** into space from the Baikonur Cosmodrome.  3. I would like to **exrploe** other planets.  4. I would like to become an astronaut and travel into **pscae**.  **Answer key:**  1. planet  2.village  3.Sattelite  4.spacecrafts  5.explore  6. space  **Read, choose and complete**  https://ust.kz/materials/docx/image/2020/february/d26/1582731697_html_4d69fa98c57a93cb.jpg  Let’s play a game  e.g. Teacher: (thinks of a chair) It’s made of wood. You can sit on it  . Class: A chair! | Learners complete the crossword puzzle in a pairs  Learners complete the sentences in a group  The pupils take cards and describe an object in class and pupils will have to guess the object. | Formative assessment | crossword puzzle  PB  Poster |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Explorers & Inventors | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Inventions in Kazakhstan | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.1.8.1 understand short, narratives on a limited range of generaland some curricular topics;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.4.5.1 link with support words or phrases using basic coordinating connectors | |
| **Lesson objectives** | **Learners will be able to:**  ask questions and answer questions with basic words, phrases and short sentences using visuals, complete most of tasks about the animals correctly with no support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Presentation**  - What inventions can you name that are from China?  Teacher writes the ideas on the board in order to compare later.  Leaners are suggested to look at pictures-flashcards inventions (Teacher prints out or just projects). Here are some words for talking about China:  silk, tea, salt, sugar, porcelain, a variety of spices, to import, to export, cotton, ivory, wool, gold, and silver, goods.  Teacher pronounces the words for less -able learners, high level achievers can try to pronounce by themselves.(Diffirentiation)  Learners work with active vocabulary, drill pronunciation and translation, make notes of the new words.  **Practice** -Imagine that you are in ancient China.  Teacher asks questions to guide learners to the reading task. (Teacher's support on Q and A.)  -What things can you see? (silk, tea, salt, sugar, porcelain, a variety of spices and so on)  **Reading task.**  Leaners read the text about China goods together with their teacher. T helps them to understand some unknown words. They make short comments in their copybooks.  After reading task:  They answer the questions (T/F)  Leaners are given the cards to show T or F. Teacher can go around class and monitor Leaners' answers. (WCF)  **Extended Activity. Writing task. (Can be done as a HT)**  Leaners do the wordsearch about inventions in China. | Leaners’ suggestions.  Leaners look at the pictures and guess the words.  Leaners watch the video about inventions in China for relaxation  Leaners read the text about China goods together with their teacher. T helps them to understand some unknown words. They make short comments in their copybooks | Formative assessment | PPT  <https://www.youtube.com/watch?v=u4H-x-j-shQ>  DIDACTIC MATERIAL 1            DIDACTIC MATERIAL 2 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Explorers & Inventors | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.4.5.1 link with support words or phrases using basic coordinating connectors. | |
| **Lesson objectives** | **Learners will be able to:**  ask questions and respond using visuals;  practice learned vocabulary with support. | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Presentation (**29 minutes**)** https://www.youtube.com/watch?v=EQomRS2nN2s  Show slide 2 to introduce the new topic. Ask students: What’s an idea? What’s an invention?  Tell students they will watch a video about kid inventors who have cool ideas. Ask: *What new ideas do these kids have? What inventions do they show?*  Watch the video. Discuss the questions after viewing  On *slide 3*, introduce the words idea & invention and have students add them to their vocabulary book.  **Introduce to New Vocabulary**  Tell leaners that they already know the words for many inventions we use everyday  Tell them that now they will learn the words for inventions they probably like/will learn about at school when they grow up/use as modern kids in 2019.  Advance through the rest of the slides, the kids probably know many of these words anyways, give them a chance to guess before showing the word to activate/ connect with prior knowledge.  Ensure that leaners are pronouncing the words correctly by having them repeat the word as needed.  To keep the presentation interactive, ask students to give a thumbs up or down to show if they like/don’t like the invention.  When the presentation is over, pass out the new vocabulary cards and have students add them to their vocabulary notes.  Production:  Pass out the World Ideas/Inventions worksheet.  Read through the country names on the front of the worksheet – display a google image of the world for extra visual support.  Tell leaners they may work in groups or with a partner as needed to find the countries and complete the sentences.  If students finish early, they may engage in the speaking extension activity which otherwise will be used to open the class in the next lesson and practice pronunciation of new words/asking questions. | Leaners are offered to guess the topic of the lesson.The topic and LOs are presented.  *Activity: If leaners finish early, they may quiz each other verbally about where the inventions/ideas come from…trying not to look at the answers, just the map:*  *Leaner 1: Where do 3D printers come from?*  *Leaner 2: 3D printers come from the USA.* | Formative assessment | PPT |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Water, water everywhere | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Rain, rain | |
| **Learning objectives(s) that this lesson is contributing to** | 3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud  3.3.1.1- recognize, identify and sound with support a limited range of familiar words in simple sentences | |
| **Lesson objectives** | **Learners will be able to:**   * memorize short basic instructions relating to features * recognise and use some target language correctly in simple sentences * tell about habits and facts with need/don’t need | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **INTRODUCTION**  Teacher asks students to divide with their umbrellas  Teacher: Today we will speak about the weather and  **REVISION**  Before starting a new lesson, I want to ask you some questions about the last lesson using the cloud. We must clean the board by answering all the questions correctly  **I’ll evaluate with bees honey in “Welcome to third grade” island**  **I'll give a good** **mark** **at** **the lesson and fill** **the** **buckets of the students** **with honey** **who answered.**  **New words**  Boots  Shorts  Raincoat  Sandals  T-shirt  **GRAMMAR**   * Teacher explains new grammar   *We usually use need/don’t need ……*  **TASK 1**   * **(individual work)**   Ex.2  Which of these do you need when it’s rainy? Put a tick or cross.   * Boots   x Sandals  **Feedback**  “**2 stars and 1 wish”**  *Two stars:* \_\_\_\_\_ and \_\_\_\_\_\_ groups match the pictures properly. You are active today!  *A wish:* Other groups you should listen the sentences clearly. Be faster!  **TASK 2**  **(group work).**  **1 group –** Complete the sentences with *need or don’t need* with method ***“Happy train”***  **2 group –** ***Riddles*** about the weather and seasons with method **“Matching”**   1. My color is yellow.   I am shaped like a ball.  I live in the sky.  I am very hot.  What am I? (SUN)   1. My color is white.   I am round like a circle.  I live in the sky.  I come at night.  What am I? (MOON)   1. My color is white.   I have many fluffy shapes.  I live in the sky.  What am I? (CLOUD)   1. I am colorful.   I made of red, orange, yellow,  Green, blue and purple.  You see me in the sky after it rains.  What am I? (RAINBOW)   1. They come out at night   Without being called  And are lost in the day  Without being stolen  What are they? (STARS) | divided you into 3 groups:   1. Pink umbrella 2. Blue umbrella 3. Green umbrella   Listen to teacher  Listen to teacher   * match the words; * follow instructions. | Formative assessment | umbrella  clouds  CD  SMILES  Student’s book  Ex.2 p.95  Pictures of clothes  Posters |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Water, water everywhere | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | By the sea | |
| **Learning objectives(s) that this lesson is contributing to** | 3.L8. understand short narratives spoken slowly and distinctly on routine and familiar topics  3.S5 Pronounce familiar words and short phrases intelligibly when reading aloud  3.R6 Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics | |
| **Lesson objectives** | **Learners will be able to:**   * recognize short narratives on given material * pronounce topic-related vocabulary intelligibly * identify some specific information curricular topics | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **New vocabulary**  Ask the pupils, in L1 if necessary, if they have ever been to the seaside. Explain to the pupils that there are lots of fun activities people do at the seaside. Draw a simple sandcastle on the board and say: sandcastle.  -Teacher writes the new words on the board learners should rewrite into their notebooks  **Task 2.**Read the instructions and explain the activity.  Refer the pupils to the sentence at the end of Ex. 2 and read it out loud. Allow the pupils some time to read the words/phrases and tick the ones they like doing at the seaside. Then they tell their friends. Check their answers.  Suggested answer key  collect starfish ✓ swim ✓  I like collecting starfish and swimming when I’m at the beach. | The pupils repeat chorally and/or individually.  The pupils, in L1 if necessary, if they’ve ever made a sandcastle. Have a discussion about activities at the beach.  Follow the same procedure to present the remaining words/phrases in Ex. 2.  A learner:  - work in an idividual  - listen and answer the question | Formative assessment |  |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Water, water everywhere | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | A beach story | |
| **Learning objectives(s) that this lesson is contributing to** | 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics | |
| **Lesson objectives** | **Learners will be able to:**  • recognize short narratives on given material  • pronounce topic-related vocabulary intelligibly  • identify some specific information curricular topics | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  **Listen and read (activity 29)**  Ask the pupils, in L1 if necessary, who their favourite athletes are and why.  Pupils’ books open. Have the pupils look at the pictures. Ask them if they recognise the people presented and elicit what they can do really well (surf, swim, dive). Play the CD and ask the pupils to listen and follow the texts in their books  *Target vocabulary • swimmer, gold medal, diver*  **Read and match. (activity 30)**Allow the pupils some time to complete the activity. Check their answers.  Answer key 1 b 2 c 3 a | Pupils’ books closed. Tell the pupils you will talk about famous athletes today. Brainstorm famous sports stars and write their names on the board  Read and match..  Then individual pupils read out the texts. | Formative assessment | Track 24 CD2 |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Water, water everywhere | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Unit revision | |
| **Learning objectives(s) that this lesson is contributing to** | 3.L8. understand short narratives spoken slowly and distinctly on routine and familiar topics  3.S5 Pronounce familiar words and short phrases intelligibly when reading aloud  3.R6 Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics | |
| **Lesson objectives** | **Learners will be able to:**   * recognize short narratives on given material * pronounce topic-related vocabulary intelligibly * identify some specific information curricular topics | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Read a short text and draw a picture, which shows the main information of the text.  I like to go to the beach. You can do a lot of fun things at the beach: swim, play with the ball  in the water. We collect shells in the sand.  I have two sisters, Maggie and Amy. They like to play in the sand too. They like to make  sandcastles. My brother, Mark, likes to swim and play in the water too.  Draw your picture here:  hello_html_3aa20ac0.gif | A learner  • reads the text;  • draws an illustration to the text | Formative assessment | Smiles Pupil’s Book for Kazakhstan Grade 3 95 p. |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Having fun | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Fun places | |
| **Learning objectives(s) that this lesson is contributing to** | 3.2.8.1 (3.S8) Recount very short, basic stories and events on a limited range of general and some curricular topics  3.3.6.1 (3.R6) Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics  3.4.7.1 (3.W7) Spell a growing number of familiar high-frequency words accurately during guided writing activities | |
| **Lesson objectives** | **Learners will be able to:**  Retell very short stories and events on general and some curricular topics;  Identify some detailed information in short simple texts with considerable support;  Write often used familiar words clearly during guided writing activities; | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  1.Greeting,dividing into groups.(Places)  What’s in this lesson?  Good afternoon dear students.How are you today?It’s summer now,and it’s right time to have a fun!I know you like to have a fun.Now follow my instructions**.(TPR)**Teacher also should.  *If you have ever been to the park,touch your nose.*  *If you have everbeen to the mountains,clap your hands.*  *If you have ever swinged in the yard jump high.*  Now students,can you guess the lesson theme?Yes,as you think our lesson theme is “Fun places”.Now look at these words and repeat after me.**(Choral drilling).**First two lines read only girls,last two lines read only boys.  1.Slide,seesaw,ladder-we meet these attractions in the yard.  2.Swings,roundabout,big wheel-we meet these attractions in the park.  3.Trampoline,spinning coaster,-we meet these attractions in the theme park(park of attractions)  4.pizza,ice cream,kebab- we can bought these food in the café.  **Strategy “Snowball’**  Teacher throw the ball to one student asking her/him one thing you can meet in the café,student answers and throw the ball to another group members asking them to say something they meet somewhere.Don’t forget about time! | To listen teacher  First two lines read only girls,last two lines read only boys. | Formative assessment | Slideshow |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Having fun | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Number games | |
| **Learning objectives(s) that this lesson is contributing to** | 3.L1 Understand short supported classroom instructions in an increasing range of classroom routines  3.W7 spell a growing number of familiar high – frequency words accurately during guided writing activities  3.UE11 Use has got / have got there is / are statements and question forms including short answers and contractions | |
| **Lesson objectives** | **Learners will be able to:**   * interpret & demonstrate short supported classroom instructions with support * count and spell cardinal numbers 1 -100 to count and ordinal numbers 1-10 with support * make up a dialogue (Has got/have got, there is /there are) with support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Learners listen to the text about “ Count to Ten” (a story from Africa)  **Dividing into 2 groups:** (about pen)  **1 group** Cardinal number  **2 group** Ordinal number  **Teacher: Listen, point and repeat**  Put up the my numbers.  Poster on the board.  Point to numbers 1-5 and elicit them. Then point to numbers 6-10one at a time and present them.  Then play the CD. The Learers listen point to the numbers and repeat chorally and individually. Audio script. Six seven, eight, nine, ten.  Let’s listen  Set the scene by asking the pupils in pictures1.  T:Yes [pointing to the pens in pictures3]  How many pens? https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg  Class:sixhttps://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg      Play the CD.The learners listen the dialogue.  L:How many pencils? https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_58894b00d05b6786.png  W:six, pencils.  L:How many pens? https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg  W:seven penshttps://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_9ae90352112e3104.jpg  L:How many books?  W:five books. https://ust.kz/materials/docx/image/2018/september/d16/1537099477_html_8e2de3a6bcd74503.jpg | Learners listen to the text about “ Count to Ten” (a story from Africa)  The pupils repeat chorally and individually.  The Learers listen point to the numbers and repeat chorally and individually.  Answer the teacher`s questions | Formative assessment | Video  <https://youtu.be/ueXoeAo0c1s>  PPT |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |

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| **Unit:** | Having fun | |
| **Teacher name:** |  | |
| **Date:** |  | |
| **Grade:** 3 | Number present: | Number absent: |
| **Theme of the lesson:** | Flying kites | |
| **Learning objectives(s) that this lesson is contributing to** | 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  3.2.4.1- respond to questions on a limited range of general and some curricular topics  3.3.4.1- use with some support a simple picture dictionary  3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons | |
| **Lesson objectives** | **Learners will be able to:**   * interpret & demonstrate short supported classroom instructions with support * count and spell cardinal numbers 1 -100 to count and ordinal numbers 1-10 with support   make up a dialogue (Has got/have got, there is /there are) with support | |

**Lesson plan**

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| **Planned timings** | **Teacher's actions** | **Pupils` actions** | **Assessment** | **Resources** |
| 10  minutes | **ORGANISATION MOMENT:**  Teacher greets students | Students respond to greeting and take their places | - |  |
| 20  minutes | **MAIN PART**  Inform learners that they are going to watch a video and then they must tell what this video is about. After learners saying teacher says that this is today’s theme. Then teacher writes on the blackboard date and theme of the lesson.  **Types of music**  **What is your favorite song? Why do you like it?**  *Write the following on the side of the board:*  **I can learn new adjectives to describe music and songs**  **I can use these adjectives to make sentences about music and songs**  The teacher can then ask if the leaners understand the lesson objectives. Tell students that you hope they can do all the lesson objectives by the end of the lesson  Answer the questions:   1. What Kazakh song does Max like? 2. How does Max describe this song? 3. Why does Max like this song? | learners saying teacher says that this is today’s theme.  Answers to the questions | Formative assessment | PPP slides 1-3  Video- 1\_Version  about music |
| 10  minutes | **ENDING THE LESSON:**  Well what did we do in our lesson?  - Evaluation of the lesson  Give the home task  Sing a Good bye song | Children sing a Good bye song | Feedback | https://www.youtube. com/watch?v= Xcws7UWWDEs |