**Тексерілді:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| Unit:3 | Times of my day |
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| Teacher’s name: | **Ubatova Kamila** |
| Date:  |  |
| Grade:3 | Number present: absent: |
| Theme of the lesson: | Times of my day (2) |
| Learning objectives(s) that this lesson is contributing to: | 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general 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; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10 |
| Lessonobjectives: | **All learners will be able to:** make basic statements with personal information**Most learners will be able to:** make basic statements, write sentences with support and use cardinal numbers.**Some learners will be able to:** understand short narratives on the topic, plan and write statements provided personal information with cardinal numbers. |
| Value link: | Be friendly, respect each other. |

**Plan:**

| **Part of the lesson/Time** | **Teacher’s activity** | **Student’s activity** | **Assessment** | **Resources** |
| --- | --- | --- | --- | --- |
| **Beginning of the lesson**Warming-upTeam work**3 min.** | **Organization moment:**1.Greeting.Ask about the weather. Open the envelop and ask students to take the cards with numbers. They should find their team according to the number:1 First 2. Second 3. Third**In differentiation** part **«Magic cards»** method was used to encourage them to identify the numbers. And find his/her team.  |  ***“I know you are….****” method helps to start the lesson with telling supporting words to each other.***The aim:** To develop Ss speaking skills and create friendly atmosphere **Efficiency:** By telling the wishes they show their appreciations . | At the organization moment T tries to award active Ss. ***«The praise»*** method is used to evaluate Ss with phrases like:“Good job!Well done!” | CD playerMicrophonecards |
| ***Pre-learning******«Brainstorming» method***Team work**10 min.** | Revision of previous lessons materials: “My day**”** video. Distribute Ss cards with sentences in a mess and ask them to put the words in order.watch/I/everyday. /Tv **In differentiation** part **«Scramble the sentence»** method was used to check up student’s vocabulary knowledge.  After that T introduces the aim and theme of the lesson.  | Ss walk around the class take cards and make sentences with them.  **Aim:** Revise the previous lessons material. Find out how much do they remember.**Efficiency:** Ss refresh their mind before starting new theme.  | **Descriptor:**- identify the card- can make sentence - know vocabulary of previous lesson.Total: 1pointPraise Ss who has more cards and could name the cards.  | WhiteboardCards Pupils Book |
| **Middle of the lesson**Presentation part.Team work.**8 min.** | **«My day» part 2 video presentation.**Introduction of the new words. Show Ss poster with daily routines and useful vocabulary.Exercise 4 p 36Listen, point and repeat.Ask Ss to read new words loudly.. | Ss watch the video. Work with new words and phrases. Answer to the T’s questions. | **Descriptor:****-**understand general idea-answer the questionsTotal: 1point |  Whiteboard Pupils Book Flashcards  My day video |
| **«What time is it?»** Revise vocabulary with telling the time. Exercise 5 p36Look and tellScramble the sentences. Give the explanation. Exercise 5. Look at the picture rearrange the letters and complete sentences | Ss open book on p 36, look at exercise and tell the timeSs put the letters in correct order and identify time, then complete the sentences. | T praise active Ss with phrases such as: “Good job!Well done!” “One more time, please” | Whiteboard Pupils Book Poster |
| Team work**6 min.** | Explain the usage of Present Simple Tense. Give examples.Grammar practice: exercise 6,p.37Choose. Then talk with your groupmates.***Aim:*** improve spelling and practice telling the time.**Efficiency:**To develop Ss speaking skills and use new vocabulary **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss write down the structure of the Present Simple tense with examples.Do exercise 6 and discuss it as a team. Make different sentences. | **Descriptor:**-cooperate as a team-use grammar-make correct sentencesTotal: 1point | Whiteboard Pupils Book Poster |
| Individual work**10 min.** | Ask Ss to complete exercise 7, p37 use Present Simple.Listen to exercise 8 p37 and choose correct answer according to the listening.**Aim*:*** practice of grammar**Efficiency:**To develop Ss critical thinking skills and listening skills. **Differentiation:** ***«*Verbal support*»*** method is used to help Ss use new words in the sentences. | Ss use the structure given by T and complete the sentences in exercise7,p 37Listen and circle the correct option. | **Descriptor:**-can use grammar structure-can make sentence in Present Sp- can choose the correct option according to the listening Total: 1point | Whiteboard Pupils Book Poster |
| Work in pairs.**7 min***Writing task* | Ask students to listen and read the mini story in pairs. Do exercises 10 and 13 p 38.***Aim:*** *develop critical thinking skills and work with spelling.***Efficiency:**Ss use new vocabulary and practice it with groupmates.**Differentiation:** ***«Change the pair»*** game is used to develop their speaking and listening skills. | Ss work in pairs and listen and practice reading the story.Practice speaking: Make a new dialogue in exercise 13. | **Descriptor:**-read and understand general idea-1point.-create dialogue-1point.-can act the role play -1point.  | Whiteboard Pupils Book Poster. |