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| **LESSON 30**  **Unit 4: Buildings** | | | **School: 8** | | | | |
| **Date:** | | | **Teacher name: Kuanysheva M.K.** | | | | |
| **Grade: 3** | | | **Number present:** | | **Number absent:** | | |
| **Theme of the lesson:** | | ***Around the house*** | | | | | |
| **Learning objectives** | | 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;  3.3.3.1- 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;  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** | | Write a story of 10-12 grammatically correct sentences, describing their dream house | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | **Learners’ activities** | | **Evaluation** | **Resources** |
| Begining  5 min | **Greeting & Objectives**  **Warm Up:**  Greet students and let them take their places. Ask some lesson-opening questions.  *i.e. What date is it today? What day is it today? What is the topic of the lesson? Etc.*  Write the objective(s) on the board*.* Draw students’ attention to the lesson objective(s), make sure they all understand them (ask simple comprehension checking questions if necessary) | | | Learners  answer the questions | | *Verbal evaluation* |  |
| Middle  35 min | **My dream house poster**  - tell students to go through their ‘*RAFTs*’ before drawing and writing, to refresh their minds on what they planned yesterday  - pass out story templates and explain to students they should only fill it in when they finish drawing/coloring/designing their houses **http://www.gridgit.com/postpic/2011/11/raft-writing-graphic-organizer_1244608.jpg**  (*NOTE:* *in case some students strongly wish to start with the story, let them do so, but inform that their poster should (at the end) 100%* *correspond to the story*)  - inform students they’ll have 30 min to make their posters and write stories describing them  - remind (or write on the board) students that the their story volume is 10-12 sentences (2 per each room in the house)  - pass out A3 sheets with house outlines and any necessary stationery items some students may not have (markers, pencils, rubbers, etc.)  - set a timer and let students start their work  - circulate the room to make sure all learners are engaged and on task; assist if necessary | | | Learners  make posters and write stories describing them | | *Individual avaluation* |  |
| End  5 min | **Reflection**: ask students to hand in their posters but leave their stories to themselves  Home task: to prepare their stories for presentation for the next lesson  **Saying good-bye** | | | Learners reflect  http://upload.wikimedia.org/wikipedia/commons/thumb/8/85/Smiley.svg/1024px-Smiley.svg.pnghttp://www.adventureswithwords.com/wp-content/uploads/2014/11/unhappy_face_sticker-p217427116611791537qjcl_400.jpg | | *Self-assessment* | Картинки по запросу рамка с домиками |