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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** |
| Begining5 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*  |  |
| Middle35 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* |  |
| End5 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 |