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| **Unit 6: Explorers and inventors** | **School: Uralsk**  |
| **Grade: 3 “ B”** | **Teacher name: Tarakhtey Z. A.** |
| **Theme of the lesson:** |  |
| **Learning objectives(s) that this lesson is contributing to** | 3.1.9.1 recognise short basic words that are spelt out;3.5.7.1use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events |
| **Lesson objectives** | **All learners will be able to:** |
| * ask questions and respond using visuals**;**
* practice learned vocabularywith support.

**Most learners will be able to:*** use most of the words in the speech;
* answer questions with minimum support.

**Some 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
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| **Assessment criteria** | * participate actively in discussion;
* talk about inventions using given vocabulary
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| **Value links** | Teamwork: Leaners will work well together in pairs showing respect and being polite with each other. |
| **Cross curricular links** | Lesson is connected with Science |
| **ICT skills** | Usage of presentation of classroom rules; review |
| **Previous learning** | Bright ideas 1 |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning10minutes | ***Warm-up***Teacher tells the leaners any words and mix them with the words related to the topic, when they hear topic words, leaners tap their desks with the hand.Leaners are offered to guess the topic of the lesson.The topic and LOs are presented.Home work is by method “Pin” |  |
| Middle30 minutes | PresentationLeaners revise new words for the next activity:1 Reading task.Leaners read the facts about Baikonyr and nasa.They make short comments in their postersIn Venn diagrammeИзображение выглядит как текст, коллекция картинок  Автоматически созданное описаниеDescriptor1 Read the text2 Compare the two a space station3 Write the differences2 Activity. Speaking task Method “Flower” Изображение выглядит как растение, цветок, букет, розовый  Автоматически созданное описаниеLeaners should take a flowers with the words and find past simpleDescriptor1 Read the words2 Find the words in past simple3 put it in to vase**Task 3 “True or false”** Learners should find correct or wrong words**Descriptor**1 Read the sentences2 Find the true sentences3 Find the true sentences4 Write + or - | https://www.youtube.com/watch?v=rSvMbK0x6cAor/andhttps://www.youtube.com/watch?v=29x0McUSpyMhttp://www.dailycognition.com/index.php/2008/08/08/19-clever-inventions-that-make-life-easier-or-not.htmlDIDACTIC MATERIAL 1DIDACTIC MATERIAL 2 |
| End1min | **Reflection:**Ask leaners how many new words about inventions they remember.Learners reflect on their learning:* Whathasbeenlearned?
* Whatremainedunclear?
* What is necessary to work on?

Hometask: home task to learn new words |  |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** |
| Support for weaker students: working in pairs/groups, phrasesChallenges for moreable students: Encouraged to do more writing; assist weaker students.Pair work, Whole group work | MonitoringFeedback on the work |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?If not, why?Did my planned differentiation work well?Did I stick to timings?What changes did I make from my plan and why? |  |
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| **Summary evaluation****What two things went really well (consider both teaching and learning)?****1:****2:****What two things would have improved the lesson (consider both teaching and learning)?****1:****2:****What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next lesson?** |