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| **LESSON:** Module 1 Lesson 5 | | | **The Theme: *Animals’ song and dance*** | | | |
| **Date:** 23.09.2022 | | | **Teacher's name:** Kydyrkulova N.T. | | | |
| **CLASS: 3 “А”** | | | | | | |
| Learning objectives(s) that this lesson is contributing to: | | 3.L9 recognise the spoken form of familiar words and expressions  3.L2 recognise with considerable support an increasing range of common personal questions  3.W1 write with support short responses at phrase level to questions and other prompts | | | | |
| Lessonobjectives: | | * **All learners will be able to:** practice learned vocabulary with support. * **Most learners will be able to:** use most of the words in the speech; * **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 | | | | |
| **Assessment criteria** | | Learners have met the learning objectives if they can talk about farm animals;  write about a farm; develop listening skills through a song. | | | | |
| **Language focus** | | **Structures:** demonstrative pronouns (this, that, these, those)  **Language in use:** Grandpa has got ten cows now! This is a frog. I’ve got a goat and  an eagle. I’ve got some cows, too! I haven’t got any chickens. | | | | |
| **Target vocabulary** | | **Consolidation** | | | | |
| **ICT skills** | | Using audios, interactive board | | | | |
| **Previous learning** | | ‘Animal’ vocabulary, the verb ‘have got’ (affirmative, negative and  interrogative), adjectives | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | **Resources** |
| **Beginning of the lesson**  Warming-up  **5 min.** | **Organization moment:**  1.Greeting.  Ask about the weather, date and about week days.  T puts calendar dates on the board and asks Ss to choose, then shows the calendr to related week.  T: What day of the week is it today?  Ss:  T: What day comes after \_\_\_\_?  Ss: | | | ***“I wish….****” 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 player  Poster |
| **Survey tasks**  **5 min**  **PRESENTATION AND PRACTICE**  **7 min.**  **Match numbers with letters**  **Thinking cap**  **5 min** | **Have got/ Haven’t got**  **Has got/ Hasn’t got**  Refer the pupils to the picture and ask them questions.  e.g. Teacher: Cows have got two legs?  Ss: No.Cows haven’t two legs.They have got four legs.  **Descriptor:**  - use new grammar  -complete sentence correctly  **Define the theme of the lesson with asking questions:**  It has four legs, long tail, two horns. What’s this?  It has four legs, short tail, two horns and beard. What’s this? Загадки про животных для детей 7 лет  **Descriptor:**  **-**understand general idea  -answer the questions  PB Exercise 17, page 10  Listen, point and repeat, then match.  PB Exercise 26, page 14  How many legs? Count and write:  horse+butterfly+ duck= twelve  **Descriptor:**  - can put in order  -answer the questions | | |  | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please”  T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please” | Whiteboard  Pupils Book  Poster  Pictures of animals  Whiteboard  Pupils Book  Poster |
| **Let’s sing**  **3 min**  **Make the claster**  **5 min**  **Drawing up a dialogue**  **5 min**  **Cinquain**  **5 min** | **Animal song**  Ask the pupils to look at the farmer and the cow. Say: I’m a farmer, my name is Sam. Encourage the pupils to repeat after you. Follow the same procedure and present the rest of the song. Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils listen and sing along.  **Descriptor:**  **-**understand general idea  - can sing song  Make the claster on the theme  “ Amimals”  Divide animals into three types:   1. Pets 2. Farm animals 3. Wild animals   **Descriptor:**  -know vocabulary  -can follow the tasks  Watch video and voice characters  **Descriptor:**  Speak on the theme “Monster”,  -can make dialogue  -can label the pictures  Cinquain  The first line is a single word that is the subject and title of the poem.  The second line is two adjectives that describe the word in the first line.  The third line has three words that do one of the two words. **Descriptor:**  can use active vocabulary  can make up sentences  can draw up cinquain | | | The pupils write name of animals by types:  Pets – dog, cat, rabbit, parrot, fish.  Farm animals – horse, goat, cow, duck  Wild animals – fox,wolf, bear  The pupils watch video and voice the characters  Pupils draw up cinquain to words cat and dog   * Cat * Nice , white * Run, jump, play * I love my cat * Pet   Dog  Kind, clever  Walk, eat,swim  Dog is my pet  Friend | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please”    Self assessment  Students evaluate each other and encourage with phrases like:  Well done!  Good for you!  Good job!  T assess pupils with stickers | Whiteboard  Pupils Book  Poster  Pupils Book  Whiteboard  Board  claster  Worksheets  Pictures  video  Cards  Worksheets  List of animals  posters  cards |
| **ENDING THE LESSON**  **Reflection**  **5 min.** | **Project: Home needed**  Divide the class into groups. Assign each group the names of some animals, e.g. horse, goat, mouse, rabbit, etc. Ask the pupils to draw a home for each of the animals (i.e. a farm for the goat and the horse, a cage for the mouse and the rabbit, etc). Feedback C:\Users\пк\Desktop\img_v99724354_0_27.jpg | | | *Pupils use their stickers to show their knowledge according to the lesson.*  *Red apple – I knew a lot*  *Yellow apple – I need to work myself*  *Green apple – I didn’t know anything* | T praise active Ss with phrases such as: “Good job!  Well done!” “One more time, please” | Whiteboard  Pupils Book  Poster |