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| **Unit 3:****Time** | Times of my day |
| **Teacher name:** | **Nurzhanova Sh.A** |
| **Date:**  | 08-09/11 |
| **Grade:** | **3 V,G,D,E** |
| **Theme of the lesson:** | Times of my day |
| **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; |
| **Lesson objectives** | * To talk about daily routine;
* To talk about location.
 |
| **Plan** |
| **Time** | **Teacher actions** | **Pupil actions** | **Assessment** | **Resources** |
| **5 min** | **Greeting of the learners and introduces the Lesson Objectives in a simplified manner**  | Greets teacher |  |  |
| **35 min** | **1. Warm up:** - Hello, children!Asks: How are you?What date is it today?What day is it today?**Checking homework****2.New words** get up, have dinnergo to school, come home from school, watch TV,have breakfast, go to bed, do my homework.**Differentiation:** teacher’s support**Inclusive learners:** listens and pronouncesSecond Grade: Ordinal numbers 1st-31st | Ordinal numbers, English  worksheets for kids, Kids english**Differentiation:** teacher’s support**Inclusive learners:** listens and pronounces**3. Speaking. ex.2 p.35 Look, read and say yes or no.****Explains the activity. The pupils read the sentences and complete the activity**Answer key1 no 3 no 5 no2 yes 4 yes**Differentiation:** More able learners read the sentences andcomplete the activityLess able learners will get teacher’s support and guidance more**Inclusive learners: answers orally**4**. Writing. Ex.3 p35, Talk with your friend.**Reads the example and explain the activity.**Differentiation:**More able learners will complete the tasks more independentlyLess able learners will get teacher’s support and guidance more**Inclusive learners**: teacher’s support | Responds to greeting and takes their places. Listens to the teacher and answers the questionsRepeats after teacher and tries to rememberRepeats after teacher and tries to rememberThe pupils read the sentences andcomplete the activity.The pupils,in pairs, ask and answer questions as in the example, read the sentences andcomplete the activityFinds the places of objectsMakes and writes 5 sentences. | **Descriptors :**1. answers the questions*Oral feedback***Descriptors :**Listens and repeats after teacher *Oral feedback***Descriptors :**Listens and repeats after teacher *Teacher’s assessment***Descriptors:**1. looks at the picture2. chooses the correct answer*Teacher’s assessment***Descriptors:**1. looks at the picture2. answer to the questions 3. Makes sentences correctly*Teacher’s assessment***Descriptors:**1. looks at the picture2. answer to the questions 3. finds the places of objects4.Makes 5 sentences correctly | [**https://www.youtube.com/watch?v=zzd**](https://www.youtube.com/watch?v=zzd)**z7mDW0eI****blackboard****PB 35****PB 35** |
| **5 min** | **Homework :** ex 1p32PB learn and write the new words |  |  |  |
| **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?** | **Health and safety check** |
| - More able learners will complete the tasks more independently.- Encourage students to use more complex vocabulary.- Less able learners will get teacher’s support and guidance more. | With the self assessment, mutual assessment using descriptors; individual assessment with different kinds of Formative assessment (with words: Good work! How clever of you! Excellent! etc.; with stickers and smiles) | Pupils have the opportunity to move around the classroom.**ICT links**Using the interactive board |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did the learners achieve the LO? If not, why?Did my planned differentiation work well?  |  |

**I`vegot.**.- У меня есть

**Book**- книга

**Pen**- ручка

**Pencil**-карандаш

**Rubber**- ластик

**Ruler**- линейка

**Schoolbag**- школьная сумка

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