**For the 3 rd Grade**

**Theme:**

**"Our house big and nice"**

**By the English Teacher**

**of the school №50**

**Nabiyeva Niginа**



**Kattakurgan 2020-2021**

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| **School:** | | **50** | | | | | |
| **Date: 12.11.2020** | | **Teacher’s name: Nabiyeva Nigina** | | | | | |
| **Grade:3** | | **Number present: 16** | | | **absent: -** | | |
| **Theme of the lesson: Our house big and nice** | | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **3.L6** understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics  **3.L8** understand short, narratives on a limited range of general and some curricular topics  **3.S3**give short, basic description of people and objects on a limited range of general and some curricular topics  **3.S4** respond to questions on a limited range of general and some curricular topics | | | | | |
| **L esson objectives** | | **All learners will be able to:** | | | | | |
| * identify types housing and rooms with support * tell what different types houses are used for with support * answer the question according to topic with support | | | | | |
| **Most learners will be able to:**   * identify types housing and rooms with some support * tell what different types houses are used for with some support * answer the question according to topic with some support | | | | | |
|  | | | | |  | | |
| **Some learners will be able to:**   * identify types housing and rooms with no support * tell what different types houses are used for with no support * answer the question according to topic with no support | | | | |  | |  |  |  |
| **Assessment criteria** | | * Learners have met 3.L6 learning objective if they get 8 or more of the answers correct. * Learners have met 3.L8 learning objective if they tell what different housing and rooms are used for * Learners have met 3.S3 learning objective if they can give short, basic description of people and objects in most tasks * Learners have met 3.S4 learning objective if they can answer the questions completely | | | | | | | |  |  |
| **Value links** | | Respect, Cooperation | | | | | | | |  |  |
| **Previous learning** | | Students know some words from grade 2 about rooms and things in the house | | | | | | | |  |  |
| **Cross-Curricular Link** | | Knowledge of the world, architecture | | | | | | | |  |  |
| **Use of ICT** | | Using interactive whiteboards to support active learning approaches | | | | | | | |  |  |
| **Health and Safety** | | Make sure power cords/outlets are not a tripping hazard  Everyday classroom precautions | | | | | | | |  |  |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |  |  |
| 5 min  (W) | **Organizational moment / Warm up**   * Good morning! * What is the date today? * What day of the week is it today? * Let’s cheсk your home task * What is the topic? Etc. * Show (or draw) your learner a picture of your home and tell your learner a little about it, for example: ‘This is my house. It’s an old house and it’s cold in winter! There are two bedrooms’. Encourage your learner to tell you a little about his or her house. This will enable you to establish how much topic vocabulary he or she is already familiar with.   *(The teacher draws the children's attention first to the screen, and then to the board where the topic of the lesson is written, asks for the title of the lesson to be repeated. The children repeat the title of the theme "My house" for the choir teacher.)*   * **T:**Today we will speak about your houses, rooms, furniture. We’ll listen to the songs, read, write, play the games. You’re very good students. So I wish you good luck! Let’s go on!   **Lesson objectives:**   * identify types housing and rooms * tell what different types houses are used for * answer the question according to topic * **Dividing into 3 group :** * Kitchen * Dining room * Living room | | | | | |  |  |  |
| 5 min  (W) | **New Topic: Introduction**   * Show your learner some pictures of houses/flats. Encourage your learner to tell you which he or she likes and to give reasons for his or her preferences, where possible. * I like my bedroom because it is nice | | | | | | picture |  |  |
| 15 min  (I/W) | **Vocabulary & Spelling Practice**   * Pass out the new types of rooms and furniture * Tell students to use pencil to write in words that they already are familiar with * Check the correct answers and spelling together as a class & practice choral pronunciation * **Answers the questions about the furniture in your house . *Teacher reads questions.***differentiation by support   1. What can you see in the picture?  2. Is the house big or small?  3. How many floors are there in the house?  4. What is there near the garage?  5. Where is the garage?  6. How many windows are there in the house?  7. Are there any flowers in front of the house?  Assessment smiles  **Descriptors:**   * answers the questions according to the picture * **Remember game** * Teacher gives the picture, they look for a moment and find missing things you can remember. Let`s see if you know the names of the rooms in the flat. (a living room, a dining room, a bedroom, a kitchen, a hall, a bathroom). differentiation by resource   Assessment: "Praise" technique   * **Let's play the game "Guess the room".** Let's play the game "Guess a room". differentiation by support   1. You sleep … in the bedroom.  2. You eat … in the kitchen / dining room.  3. You cook … in the kitchen.  4. You watch TV … in the living room.  5. You wash your face in the bathroom.  6. My favorite room is .... (Pupils call each their favorite room in the house.)  **Evaluation: "Praise" technique**  **Descriptors:**   * find necessary words * identify name of the rooms | | | | | | House & Furniture  Self-evaluation  Smilies  hello_html_190e62c0.jpg |  |  |
| 10 min  (I) | **Work in pairs.**  On the board there are two columns: different rooms and furniture. The task of the students is to connect the view of the room with the suitable furniture. At first, work is in pairs, mini-groups, then the check takes place at the board. Representatives of groups in turn go out and join. The rest check their results with the board.  Bedroom  Kitchen  Bathroom  Living room  Garden | | | | | | Flowers  Sofa  Trees  Mirror  Desk  Fridge  Armchair  Cupboard  Table  Lamp  Bed  TV |  |  |
| **Short term plan**  **Unit 5: Buildings** | | | **School: 189** | | | | | | | | |
| **Date:** | | | **Teacher’s name: Tulegenova Aisulu** | | | | | | | | |
| **Grade:3** | | | **Number present:** | **absent:** | | | | | | | |
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