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| **Module 5. My free time** | | | | | | | |
| Module 5 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Free time** | | | | | |
| Objectives according to the Curriculum | | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.  3.1.2.1 recognize familiar words with visual support; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * name and talk about days of the week   **Most learners will be able to:**   * say a chant   **Some learners will be able to:**   * remember the days of the week by heart | | | | | |
| Evaluation criteria | | Demonstrate respect to people’s answers using lexical units of topic vocabulary;  Form questions and give constructive answers to feedback; | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Ask students which days of  the week they know in English.  Point out that all the days end  with day and explain what it  means. Elicit what day it is  today, e.g*. It’s Monday* | | Students respond to greeting and take their places.  Students answer the questions and check their answers. | Students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  · Hold up each flashcard in turn.  Say the word for the class to  repeat. Do this three or four times.  · Hold up each flashcard for  students to say the word without your help.  · Write *Days of the week* on the board. Call students to the front to help you stick the flashcards in order (*Monday to Sunday).*  **Class work (10 min)**  Ex 1 · Students look at the picture in  their Student’s Books. Elicit the names of the Super Friends. Check that students realize they are looking at a plan for the week on a noticeboard. Use the small  pictures to teach trip to the lake and football match.  · Ask questions about the plan, e.g. *What have they got on (Monday)? (They’ve got school / a football match / a trip to the lake.)*  · Play the recording. Students point to the days when they hear them.  **Pair work (10 min)**  • **Ex 2. Say the days of the week.**  Ask students to complete the task individually. Ask *What day is next?*  Check with the class. Correct mistakes.  **Class work (5 min)**  • **Ex3**  Ask students to pay attention on spelling. Practice in saying.  Check students’ answers. Correct mistakes.  **Checking (5 min)**  • **Ex4**  • Students take turns and ask questions about days of the week.  • Elicit answers. Correct mistakes.. | | Students work in pairs and respond to the task.  Students work in pairs and point to the pictures  Work in pairs and say the days of the week after each other.  Students work in pairs and follow the instructions. They say the missing letters.  Students ask and answer with each other. | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the days of the week.  Students practice the prompts by repeating after teacher  Students work in pairs and follow the instructions. They say the missing letters.  Students may write the questions they want to ask. | | **Self-check**  Self-check  Students evaluate each other.  Teacher evaluates students | Flashcards  Student’s book  Students’ book |
| **The end of the lesson – 5 min** | · Put the flashcards around the  room. Students stand under  their favourite day, according  to WB Activity 2.  · Draw a bar chart on the board  to show how many students  chose each day. | | The students analyse each others’ answers and say which day is the most popular around the class |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new vocabular and days of the week. |

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| Module 5 Lesson 2 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **I can do this** | | | | | |
| Objectives according to the Curriculum | | 3.2.3.1 respond to basic questions with single words or short responses  3.1.4.2 understand simple descriptions of people, actions, and objects with visual support | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to talk about ability using can/can’t   **Most learners will be able to:**   * to practice can/can’t for ability   **Some learners will be able to:**   * make sentences without any help using can/can’t | | | | | |
| Evaluation criteria | | Demonstrate the days of the week and abilities. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Review parts of the body with the flashcards.  · Play ‘Simon says’, e.g. *Simon says ‘Wave your hand.’ Simon says ‘Stand on one leg.’ Touch your head.* | | Students respond to greeting and take their places.  Students play the game and revise body parts. | Students respond to greeting | |  |  |
| **The middle of the lesson – 35 min** | **Introduction (5 min)**  Bend down and pretend to try to touch your toes (without reaching them). Say *I can’t touch my toes.*  · Touch your head. *Say I can touch my head.* · Prompt students to do the actions (some will be able to touch their toes). *Elicit I can … or I can’t …*  · Check students say the weak form of can in the positive sentence.  **Class work (10 min)**  Ex 1 ·  · Play the recording. Students listen for the answer.  · Play the recording again. Check with the class.  · Say each sentence for students to repeat. Ask students to demonstrate the actions.  **Pair work (10 min)**  • **Ex 2.** · Ask students to read and guess. Check with the class.  **Class work (5 min)**  • **Ex3**  · Play the Penny the penguin  video. Check understanding of the grammar and Go on and have a try.  · Play the audio. Students follow in their Student’s Book. They join in and mime each activity.  · Students practice the sentences in pairs.  **Checking (5 min)**  • **Ex4**  • · Elicit the names of the animals in the pictures. Pre-teach walk.  · Read the speech bubbles and  check comprehension.  · Copy the table on the board and complete the row about penguins with students’ help. | | Students work with the teacher  Students look at the picture and read the speech bubbles.  Students demonstrate the actions.  Students read and think about the picture and guess the name of the character.  They compare in pairs.  Students watch and listen, then watch and read.  · In pairs, students make sentences and complete the table.  Stronger students: Students write the sentences in their notebooks  after the class check. | Students work with the teacher. They may ask questions if needed  Students look at the picture and read the speech bubbles.  Students demonstrate the actions.  Weaker students work with stronger students  Students watch and listen, then watch and read.  Students complete the sentences and table. | | Self-check  Class check each other  Teacher evaluates students  1 point for each correct answer. | Student’s book  Student’s book  Students’ book |
| **The end of the lesson – 5 min** | · In small groups, students tell each  other which actions they can and  can’t do.  · Take them to a large space so  they can demonstrate. | | · In small groups, students tell each  other which actions they can and  can’t do. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar can can’t |

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| Module 5 Lesson 3 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **What I do this week** | | | | | |
| Objectives according to the Curriculum | | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to sing a song   **Most learners will be able to:**   * to practice present simple   **Some learners will be able to:**   * make sentences without any help | | | | | |
| Evaluation criteria | | Demonstrate the days of the week and abilities. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Mime one of the activities from the previous lesson, e.g. play the piano. Students say the phrase. Write it on the board. Repeat for the rest of the activities.  · Students play a mime game  in pairs, using the activities  listed on the board and  guessing the activities mimed. | | Students respond to greeting and take their places.  Students play the mime game and guess the phrases | Students respond to greeting  Students play the mime game and guess the phrases | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  · Students look at the pictures in the Student’s Book. Ask how the boy sitting at the bottom of the picture  is feeling and teach bored. Students mime and *say I’m bored*. Use the  pictures to teach *play board games / tennis* and sing songs.  · Play the audio. Students  follow the song in their Student’s Books.  For song lyrics see SB p78.  · Play the audio again, pausing for students to write the days. Check answers.  Key: 1 Thursdays, 2 Wednesdays, 3 Sundays, 4 Tuesdays, 5 Saturdays, 6 Fridays, 7 Mondays  · Play the song video, pausing a­fter each verse for students to repeat.  · When students have learnt the song, use the karaoke version of the audio or video to practice the song with the whole class and then in groups.  **Class work (10 min)**  Ex 2 ·  · Read the first speech bubble  and explain the meaning of the  question. Students listen, read  and point to the day of the week.  · In pairs, students think and make sentences about things they have in common (it can be just the same activity, but on a different day).  · Elicit examples from students who do similar activities. Ask students who do different activities to make sentences about their habits.  **Pair work (10 min)**  · Students sing the song again,  doing actions for I’m bored and for the different activities. | | Students listen and answer the questions  Students listen and make notes  · In pairs, students complete the task and check each other  They compare in pairs. | Teacher may translate the sentences if needed  Weaker students work with stronger.  Weaker students work with stronger students  Students can write the sentences | | Classwork  Self-check  Class check each other  Teacher evaluates students | Student’s book  Student’s book  Students’ book |
| **The end of the lesson – 5 min** | · Give each pair of students  three A4 pieces of paper. Tell  them to write go on one piece  of paper, play on another and  ride on the third.  · Say one of the nouns from the activities in the lesson, e.g.  swimming. Students confer in  their pairs to work out which  verb to use and then hold up  the correct piece of paper  (e.g. go). Repeat with different  nouns (tennis, on my pony,  fishing, on my bike, football).  When students get the idea,  you can make the game  competitive by eliminating  pairs who make a mistake,  until you have a winning pair.  Stronger students: Add in  new verb phrases for students  to guess: go, ride or play, e.g.  camping (go), shopping (go), a  motorbike (ride), a scooter (ride), basketball (play), hockey (play) | |  |  | | The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 5 Lesson 4 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My toys and sport** | | | | | |
| Objectives according to the Curriculum | | 3.1.2.1 recognize familiar words with visual support  3.3.3.1 understand short, simple instructions used in familiar everyday contexts | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to revise the new grammar   **Most learners will be able to:**   * to practice present simple   **Some learners will be able to:**   * make sentences without any help | | | | | |
| Evaluation criteria | | Demonstrate the days of the week and abilities. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  • Show flashcards with sport games  • Ask *What can you see*? Ask students to listen and repeat the words. | | Students respond to greeting and take their places.  Students repeat answer the questions | Students respond to greeting  Students repeat answer the questions with some support | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  · Students look at the first picture. A student reads out the example.  · In pairs, students say what is in the other pictures.  · Play the recording. Students listen and say *yes* or *no*  · Students compare answers. Play the recording again. · Check with the class. Elicit full  sentences  **Class work (10 min)**  Ex 2 ·  • Introduce the new grammar.  • Explain*,* Give examples  **Pair work (5 min)**  • Ask students complete the task and check with the class.  • Students may have different answers according to their experience.  **Class work (5 min)**  · Ask students to write numbers 1 to 6 in their notebooks.  · Say six statements using new grammar, e.g. *I play tennis* Students write a tick next to the number if the sentence is positive and a cross if it is negative.  · Check with the class. | | Students listen and answer the questions  Students listen and make notes  · In pairs, students complete the task and check each other  They compare in pairs. | Teacher may translate the sentences if needed  Weaker students work with stronger.  Weaker students work with stronger students  Students can write the sentences | | Classwork  Self-check  Class check each other  Teacher evaluates students | Student’s book  Student’s book  Students’ book |
| **The end of the lesson – 5 min** | · Students sit in a circle, with you at the center. They ask you as many questions as  they can with *Do you …?*  · When they have finished asking you questions, see if they can remember all your  answers by making sentences, | | · In small groups, students tell each  other which actions they do don’t do |  | | The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 5 Lesson 5 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **The go-kart race** | | | | | |
| Objectives according to the Curriculum | | 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).  3.2.3.2 make basic requests related to immediate personal needs  3.2.3.1 respond to basic questions with single words or short responses | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * · to listen to, read, watch and act out a picture story   **Most learners will be able to:**   * to practice reading   **Some learners will be able to:**   * to use question forms and short answers | | | | | |
| Evaluation criteria | | To talk about story | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Write *Free time* in the middle of the board.  · Brainstorm free time activities to create a word map. Review *play football, play tennis, play the piano, ride my bike, ride my pony, run, swim, dance and sing.*  · Ask *Do you (play football)*?  for each activity. Students  put their hands up if they can  do it. | | Students respond to greeting and take their places.  Students put their hands up if they do the given activities | Students respond to greeting  Students put their hands up if they can do the given activities | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 · · Elicit the names of the four Super Friends and ask students to mime their special powers.  · Ask *what Flash said in the*  *previous episode (I’m sorry).*  · Elicit which characters students can see in the pictures and explain that there is a go-kart race. Check understanding of race. Teach team and first using the pictures.  · Check that students understand the names of the speakers in the captions: *girl, driver, man,* and that the man is announcing and starting the race at the beginning.  · Mime being happy and ask *Who’s happy today*? Ask *Why is Misty happy*? Give students time to look at the pictures and guess why.  · Play the audio. Students look and listen for why Misty is happy.  For script see SB p38.  **Class work (10 min)**  Ex 2 ·  · Students look at the picture and read the four phrases silently.  · They tick the phrase that matches the picture, and then compare answers in pairs.  · Check with the class.  Key: 3 Hold on.  **Pair work (5 min)**  Ex 3.  • Write *just* on the board, using a red  pen for the u. Separate out the four phonemes  in the words and say each one separately (e.g. j-u-s-t ) before saying the whole word.  • Students repeat *Just a minute* and find the sentence in the story (picture 5).  Key: Thunder  **Class work (5 min)**  · Students look at the cartoon  picture. Elicit which birds they can see (ducks). Teach *mud* using the picture and check comprehension of has fun.  · Play the recording. Students look at the picture, read and repeat.  · Repeat the sentence as a class  without the recording. Say it loudly, slowly, quickly, whisper it, etc.  · Students take turns to repeat in pairs. | | · In pairs, students say what is in the other pictures.  Students listen and complete the task  . Students watch and listen, then watch and read  · Students practice the task in pairs  · In pairs, students practice the task and complete the task  Students work on pronunciation and complete the task | Teacher may help students  Students listen and complete the task with some support  Students watch and listen, then watch and read  · Students complete the task  Weaker students work with stronger students.  Students work on pronunciation and complete the task | | Classwork  Self-check  Teacher evaluates students.  Teacher evaluates students | Student’s book  Student’s book  Student’s book |
| **The end of the lesson – 5 min** | · Put students in groups of six (one for each role).  · Play the recording. Students  repeat in role.  · Students practiсe the role play in groups. Encourage them to use actions and plenty of emotion for key lines, such as *1, 2, 3 – go! Help!*  *Oh, no! That isn’t fair! Hold on and Congratulations!*  · Volunteer groups role play for the class. | | · In small groups, students repeat the roles |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar |

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| Module 5 Lesson 6 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **I like** | | | | | |
| Objectives according to the Curriculum | | 3.3.3.2 find out the main points in short simple descriptions with visual support  3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);  3.5.1.16 use let’s + verb, verbs go/like + verb + ing. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to present and practice *let’s*   **Most learners will be able to:**   * to make sentences with *let’s* with some support   **Some learners will be able to:**   * to make sentences with *let’s* without support | | | | | |
| Evaluation criteria | | Asking for help when you need it. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)** | | Students respond to greeting and take their places.  Students play with the class. | Students respond to greeting  Students play with the class. | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 • Students listen the dialogue and practice in saying.  • Divide students in pairs and ask them to read the dialogue.  **Pair work (10 min)**  Ex 2 ·  • Read the blog with students. Make sure students understand the text. Give students time to complete the task. Check with the class. Correct mistakes.  **Class work (5 min)**  Ex 3.  Students work with the pictures and complete the task.  Students may check each other and correct mistakes.  Monitor students and check the answers.  **Class work (5 min)** | | · Students work in pairs and practice the dialogue.  Students complete the task and check with teacher.  · Students work with grammar and complete the task  Students complete the task in pairs and check each other | · Students work in pairs and practice the dialogue.  Students may work in pairs with stronger students  · Students may use grammar rule of needed  · Students repeat the words and sentences practicing pronunciation | | Teacher evaluates and guides students.  Class-check  Students evaluate each other | Student’s Book,  Audio  Student’s book  Student’s book  Students’ book |
| **The end of the lesson – 5 min** |  | | · In small groups, students tell each  other which actions they can and  can’t do. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new grammar *let’s* |

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| Module 5 Lesson 7 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Activities** | | | | | |
| Objectives according to the Curriculum | | 3.2.2.1 use isolated words and basic expressions to provide personal information  3.2.3.1 respond to basic questions with single words or short responses;  3.2.3.2 make basic requests related to immediate personal needs. | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to identify free time activities and categorize them to explore the Big Question “Which activities do we do?”   **Most learners will be able to:**   * to talk about free time activities.   **Some learners will be able to:**   * to make a dialogue about free time activities without any help | | | | | |
| Evaluation criteria | | Making sentences according to the grammar. | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Write the Big Question *Which activities do we do?* on the board.  · Mime free time activities for students to guess (make sure you review run, dance, ride a bike, sing).  · Write each activity on the board. | | Students respond to greeting and take their places.  Students guess the words and answer. | Students respond to greeting  Students guess the words and answer. | |  |  |
| **The middle of the lesson – 35 min** | **Active work (15 min)**  Ex 1 • · Play the recording. Students listen and point to the photos.  · Play the recording again. Students repeat.  **Pair work (10 min)**  Ex 2 ·  • · Students look at the table. Focus on the pictures and ask students which three categories they represent (students answer in L1). Teach *In the snow, In the countryside* and *On the beach*. Write the phrases on the board.  · Point to the first activity in the box and ask which column of the table it should go in (1). Students write it in the first column.  · In pairs, they complete the rest of the table. Monitor and help as necessary, but don’t confirm answers.  **Class work (5 min)**  Ex 3.  • Read the speech bubbles for  Activity 5. Check comprehension of we.  • Circulate and help as necessary.  Elicit example sentences from  different pairs.  **Class work (5 min)**  • Point to the model poster and elicit what the happy and sad faces mean (*I like / I don’t like*).  • Tell students to imagine they made the poster and help them make sentences, e.g. *I like riding my horse. I don’t like playing tennis.* Point out that after like we use *verb + -ing*.  • Give each student a piece of A3 paper. They draw a line down the middle, then a happy face top le­ft and a sad face top right.  • Ask students to decide which activities to put on their poster.  • Display the finished posters in the classroom. Alternatively, take photos of the posters and save them to students’ digital portfolios. | | · Students repeat the words and complete the task  Students complete the task and check with teacher.  • In pairs, students talk about  which activities they could do in each place.  • Students can draw pictures, find pictures online and print them, or cut and stick pictures from magazines.  • Students present their posters in small groups, saying what they like and don’t like doing. | · Students work in pairs with stronger students  Students may work in pairs with stronger students  • Students can draw pictures, find pictures online and print them, or cut and stick pictures from magazines.  • Students present their posters in small groups, saying what they like and don’t like doing. | | Teacher evaluates students.  Class-check  Students evaluate each other | Student’s Book, audio  Audio  Student’s book  Student’s book  Students’ book, Internet resources |
| **The end of the lesson – 5 min** | • Write on the board: Today I’ve …  • Elicit what students did today, e.g. *made a poster about my free time.*  • Write it on the board. Students copy it into their notebooks. | | · In small groups, students tell each  other which actions they can and  can’t do. |  | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 5 Lesson 8 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My perfect week** | | | | | |
| Objectives according to the Curriculum | | 3.3.5.1 read short, illustrated fiction and non- fiction stories written in very simple language using a dictionary.  3.4.3.1 create a poster or write a postcard, using words and simple phrases | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to read for specific information   **Most learners will be able to:**   * to write a poem from a model with support   **Some learners will be able to:**   * to write a poem from a model with some support | | | | | |
| Evaluation criteria | | Writes own songs or poems to reflect personal interests, emotions, or identity | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Write *play* in a circle on the board.  · Elicit free time activities which use the verb play, e.g. *play the piano.*  · Create a word map around play with these activities. | | Students respond to greeting and take their places.  · Students copy the word map into their notebooks. | Students respond to greeting  · Students copy the word map into their notebooks. | |  |  |
| **The middle of the lesson – 35 min** | **Pair work (15 min)**  Ex 1 • · Students look at the text. Elicit/ Pre-teach *poem*. Read the title and check comprehension of perfect.  · Tell students to look carefully at the pictures and elicit the activities. Elicit/Teach *sleep* using  picture c.  **Pair work (10 min)**  · Read the poem aloud. Students listen.  · Read the poem in sections.  Students repeat.  · Read the whole poem with the students joining in, according to ability.  **Project work (5 min)**  Ex 2.  · Next to the play word map on the board, brainstorm all the other free time activities from the unit.  · Elicit what students do on different days, using sentences in the same form as the poem, e.g. *On Fridays, I ride my bike.*  · Students write a poem, using the SB Activity 1 poem as a model.  · Go around the class to check and help as students are working. Point out that they need to use a comma a­fter the days, because On (day) is at the start of the sentence.  **Class work (5 min)**  · In groups of five or six, students take turns to read their poems aloud.  · Students say *Snap!* when they have the same activity for the same day. | | · · Students read the poem silently to find out which activities are mentioned, and say the pictures. · They check their answers in pairs before the class check.  **Stronger students:** *Ask What does he do on (Mondays)?*  Students read he poem and check pronunciation  • · Students illustrate their poems (they can finish the pictures for homework).  · In groups of five or six, students take turns to read their poems aloud.  · Students say *Snap!* when they have the same activity for the same day. | · Students read the poem silently to find out which activities are mentioned, and say the pictures. · They check their answers in pairs before the class check.  Students read he poem and check pronunciation  · Students illustrate their poems (they can finish the pictures for homework).  · In groups of five or six, students take turns to read their poems aloud.  · Students say *Snap!* when they have the same activity for the same day. | | Teacher evaluates students.  Class-check  Students evaluate each other | Student’s book  Student’s book  Student’s book  Students’ book, Internet resources |
| **The end of the lesson – 5 min** | · Students look at the free time activities in the pictures in WB Activity 1.  · Ask a student What do you do on Sundays? The student replies.  · Students then write three sentences in their notebooks about what they do on Sundays.  · Go around the class and help with vocabulary, if necessary. | | · Students continue to practice questions and answers in open pairs. | · Students continue to practice questions and answers in open pairs. | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To learn new vocabulary |

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| Module 5 Lesson 9 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Create that!** | | | | | |
| Objectives according to the Curriculum | | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.  3.2.3.1 respond to basic questions with single words or short responses; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**   * to listen, imagine and draw to demonstrate meaning   **Most learners will be able to:**   * to describe a perfect day with some support   **Some learners will be able to:**   * to describe a perfect day without support | | | | | |
| Evaluation criteria | | Uses different media to make and describe his/her own designs | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Pretend you have lost your voice. Mime some of the instructions you usually give, e.g. *Pick up your books*. *Open your books. Take your* *pencil case. Find a red pencil.* | | Students respond to greeting and take their places.  · Students give the instructions.  Include Close your eyes, Open  your eyes and Listen. | Students respond to greeting  · Students give the instructions.  Include Close your eyes, Open  your eyes and Listen. | |  |  |
| **The middle of the lesson – 35 min** | **Pair work (15 min)**  Ex 1 • · Remind students how to do the activity. Pre-teach *bed* (by drawing a picture) and get out of bed using mime. Make sure  students have coloured pens or pencils.  · Play the recording for students to follow instructions.  **Pair work (10 min)**  · Play the recording again before students draw, if necessary.  · Circulate as they draw their  pictures, asking *What do you do on your perfect Sunday? Do you go swimming? Who’s this? Do you go with your friends?*  · Praise students for using their  imagination and for their  originality.  **Project work (5 min)**  Ex 2.  · Draw a picture of yourself doing two activities with your friends or family. Use colours if possible.  Talk about the picture, starting with the prompt in the speech bubble (e.g*. On my perfect Sunday, I play tennis with my friends. I ride my horse with my sister.*)  Encourage them to say as much as they can and to talk about their partner’s picture, as in the example.  **Class work (5 min)**  · Students discuss the pictures with the class and make a conclusion. Encourage students to share ideas in English. Correct pronunciation | | · Students listen and follow the instructions  Students complete the drawing and show their teacher  • · Students work in pairs. They show each other their pictures and describe.  Students discuss the pictures with the class and make a conclusion. | · Students listen and follow the instructions  Students complete the drawing and show their teacher  · Students work in pairs. They show each other their pictures and describe.  Students discuss the pictures with the class and make a conclusion. | | Teacher evaluates students.  Class-check  Teacher evaluates students | Student’s book  Student’s book, Internet |
| **The end of the lesson – 5 min** | · Students walk around the class and give marks on different pictures of other students. | | · Students walk around the class and give marks on different pictures of other students. | · Students walk around the class and give marks on different pictures of other students | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To revise vocabulary |

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| Module 5 Lesson 10 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 3 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Think back.** | | | | | |
| Objectives according to the Curriculum | | 3.3.3.2 find out the main points in short simple descriptions with visual support | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  · to review language from the unit by doing a quiz  · to reflect on learning | | | | | |
| Evaluation criteria | | Creates texts that express personal interests, emotions, or identity | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **5 min** | **1.Organisational moment – 1 min**  The teacher greets students;  **2.Launching a new topic (4 min)**  · Write the days of the week in jumbled letter order on the board.  · When checking with the class, elicit what free time activities they do each day. | | Students respond to greeting and take their places.  · Students work in pairs to write each word correctly. | Students respond to greeting  · Students work in pairs to write each word correctly. | |  |  |
| **The middle of the lesson – 35 min** | **Class work (15 min)**  · Remind students that they answer by circling one option for each sentence, using the picture clues, if appropriate. Revise before and after by asking *What’s after Saturday?*  *What’s before Wednesday?*  · Do the first item in the quiz as an example, if necessary.  The first time, they do it without looking back through the unit.  · Pairs check their work with other pairs.  · Students then look back to check questions they did not know.  · Check answers with the class | | · Students do the quiz in pairs  · Students then look back to check questions they did not know. | · Students do the quiz in pairs  · Students then look back to check questions they did not know. | | 1 point for 1 correct answer | Student’s book |
| **The end of the lesson – 5 min** | · Ask students what their favourite activity is from the unit (e.g. the song, chant or one of the games)  and have a class vote.  · Repeat the most popular activity with the class | | · Students revise the unit and talk about it | · Students revise the unit and talk about it | | The teacher provides feedback to students on class activities.  The teacher gives points for the lesson from 1-10 | To revise vocabulary |