

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Water,water everywhere!

ЖАРИЯЛАНДЫ
26.07.2023СІЛТЕМЕ
<https://bilimger.kz/141870/>

Unit:7 Water,water,everywhere!

Teacher's name:

Date:

Grade:3 Number present: absent:

Theme of the lesson: Rain, rain...

Learning objectives(s) that this lesson is contributing to: 3.S5 pronounce familiar words and short phrases intelligibly when reading aloud

3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences

3.R2 read and follow with limited support familiar instructions for classroom activities

Lesson objectives: All learners will be able to: know the new vocabulary

Most learners will be able to: answer the questions

Some learners will be able to:make and measure

Value links Respect each other

Be friendly

Plan:

Part of the lesson/Time Teacher's activity Student's activity Assessment Resources

Beginning of the lesson

Pre-learning

«Brainstorming» method

5 min.

Revision of previous lessons materials with the help of the teacher.

Differentiation: «Flashcards» T asks different cards quickly and ask name what do they see on the card.

After that T introduces the aim and theme of the lesson. Ss give their possible answers.

Revise vocabulary connected with previous module

Aim: Revise the previous lessons material.

Efficiency: Ss refresh their mind before starting new theme. Descriptor:

-remember the words

— can name them.

Total: 2point

Whiteboard

Flashcards

Pupils Book

Middle of the lesson

Presentation part.

8 min.

«Visual aids» method.

Refer the pupils to the picture and ask: Where is she? Read the instruction and explain the activity. Allow the pupils some time to look at the picture on page 94 and answer the questions.

Aim: to present and activate the new language

Differentiation: “Verbal support” Exercise 1: Look at the pictures and answer the questions . Ss give their possible answers.

Descriptor:

-can pronounce correctly

-give correct answers

Total: 2point

Whiteboard

Pupils Book

Poster

12 min.

Read the instruction and explain the activity. Refer the pupils to the sentences at the end of Ex2 and read them out loud. Allow the pupils some time to read the words and tick the ones they need when it's rainy and put cross if uou needn't it.

Aim: present and consolidate vocabulary Exercise 2

Which of these do you need when it's rainy? Put a tick or a cross. Descriptor:

— pronounce correctly

-correct answer

Total: 2point

Whiteboard

Pupils Book

Poster

10 min. Explain the activity. How much does it rain in a week. Make a measure.

Aim: Develop their motor skills

Efficiency:

Develop their motor skills Exercise 3.Crafrwork experiment! Descriptor:

-make a measure

Total: 2 point Whiteboard

Pupils Book

Poster

«Visual aids» method.

Refer the pupils to the pictures and ask: Do you need it when it's rainy? They should say Yes or no. Answer the questions T praise active Ss with phrases such as: "Good job!

Well done!"

5 min

Look at the pictures and describe them. Use vocabulary connected with new theme. Is it sunny/rainy? Where are they? What do they wear? Do they need something else?

Aim: practice vocabulary

Efficiency: to develop their speaking skills Work with pictures. describing Descriptor:

-draw the picture

-identify types of colours

2 point Whiteboard

Pupils Book

Poster.

End of the lesson.

Reflection

5 min. Traffic light method is used to find out was the lesson clear or not. Use the stickers.

Ss use their stickers to show their knowledge according to the lesson

Green- I understood

Yellow-I have some questions

Red-I need a help.

Aim: To know how many Ss got the theme.

Efficiency:

Ss can use colors to show how much do they remember.

Differentiation: «Conclusion» method is used to finish the lesson.

Ss evaluate each other and encourage classmate with phrases like:

Well done! Brilliant! Good job! I like it!

Whiteboard

Pupils Book

Poster.

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? Cross-

curricular links

Health and safety check

ICT links

Values links

These students may work with a stronger student to support them during certain activities

• These students may have more time By means of oral formative assessment • Monitor classroom space when students start moving around

• Make short breaks while writing

Reflection

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why? Answer the most relevant questions from the box on the left about your lesson

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