

Unit 3: Time		School: 65 school -gymnasium		
Date:		Teacher name: Zhumabekova		
Grade: 3		Number present:		Number absent:
Theme of the lesson:	Days of the week			
Learning objectives				
	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics			
	3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities			
Criteria	Learners have met the learning objectives if they can: name the days of the week; describe daily routine			
Previous learning	Times of my day			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	GREETING Teacher introduce with LO Learners given worksheets to fill. Task: what time do you do this? Questions What time do you usually get up? What time do you usually go to school? What time do you usually have lunch? What time do you usually do your homework? What time do you usually watch TV? What time do you usually go to bed?	Learners can do individually or in pairs. Whole class check together.	Verbal evaluation	DIDACTIC MATERIAL 1
Middle 30 min	Listen, point and repeat. Pupils' books closed. Ask: What day is it today? Then say and write: (Wednesday). Ask: What day is it tomorrow? Write: (Thursday). Follow the same procedure and present the rest of the days. Extension activity (Optional) Put up the Days of the Week poster on the board. Ask a pupil to come to the board. Ask him/her to point to his/her favourite day and say what he/she usually does on that day. Pupils' books open. Play the CD.	The pupils repeat, chorally and/or individually. e.g. Pupil: My favourite day is Sunday. I go to the cinema. In pairs, the pupils ask and answer questions	Individualavaluation	The Days of the Week - poster Interactive Whiteboard Software or

	The pupils listen, point to the words and repeat. If you wish, play the CD again, pausing after each word. The pupils repeat, chorally and/or individually. Talk with your friend. Refer the pupils to the poster. Read the speech bubbles and explain the activity. Ask a few pairs to report back to the class. Read and answer. Pupils' books closed. Say and write on the board: We <i>play</i> football on Sunday. Present the plural forms of the present simple in the affirmative, interrogative and negative. Point out that we need do to form questions in the plural form. Write on the board: <i>Do cats eat fish? Yes, they do. No, they don't.</i> Underline the words in bold. Explain how the short forms are formed. Pupils' books open. Go through the Study spot section briefly. Check their answers. Let's Play Explain the game. Divide the class into two teams, X and O. If you have a large class, you may prefer doing it in smaller groups or in pairs. If the sentence is correct, they get to mark the box accordingly, with an X and O. The winner is the team that has three marks horizontally, vertically or diagonally.	The pupils repeat chorally and/or individually. Pupils complete the activity. The teams take turns choosing a word and making a sentence.	<i>Mutual avaluation</i> <i>Individualavaluation</i> <i>Mutual avaluation</i>	
End 5 min	Reflection Say two things which you have understood? Say two things which you have not understood? Home task: Write notes about your own daily routine, from the time you usually wake up in the morning until you fall asleep at night (or interview and make notes about a classmate). Saying goodbye	Learners name at least 2daily activities their classmates do	<i>Self-assessment</i>	