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| **Theme:** **In my house Letter T** | **School: №132** |
| **Date:19.11.2018** | **Teacher name: Umirbekova Zhanna** |
| **CLASS: 1 D**  | **Number17 present:**  | **absent:0** |
| **Learning objectives(s) that this lesson is contributing to** | **1.W2** form some lower case letters of regular size and shape **1.L3** recognise the spoken form of a limited range of basic words**1.S3** pronounce basic words and expressions intelligibly |
| **Lesson objectives** | **All learners will be able to:** |
| * Pronounce 4-5 new words and expressions intelligibly
* Learn new letters and name the words starting with these letters
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| **Most learners will be able to:** |
| * Use 5 new words while describing a house with minimum support
* Overwrite two letters and name the words
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| **Some learners will be able to: to say the words: bed, table, chair, tv, desk.** **To sing a song ; “Finger family”,to make the dialogue, to know letter T.** **To sing a song ; “A is for apple”.** |
| * Use 6 new words while describing a house without support
* Write the letters and name the words
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| **Previous learning** | Family and friends |
| **ICT skills** | ICT specific vocabulary may be used |
| **Value links** | Respect, Cooperation |
| **Cross curricular links** |  Russian, art |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Beginning10 min(W/I) | **Greeting, Warm Up and Letters**Greet the students.“Good morning, children!”**Warm-up*** 1.Rhyme ;”Good morning”
* 2.Children come to the blackboard, let’s make the circle and wish each other good-luck.
* 3.Take the pictures and divide into three groups.
* Children today we are the guests of Princess Sophia, look at the screen she has some different tasks for us
* **Commands Physical training**
* **Watch the cartoon about Princess Sophia and make the dialogue.**

**Short scene of the cartoon about : “Princess Sophia”** **Task 5 Make up the short dialogue; students of three groups will make up the dialogues.****Dialogues****Pupil 1 : “Hello, How are you?”****Pupil 2 : “Hello, I’m O’K. and you.”****Pupil 3 ; “Hello, I’m Ok. thank you.”****Pupil 1 : “This is my friend, her name is Medina”****Pupil 2: “I’m glad to see you , How old are you?”****Pupil 3 ; “I’m seven”.****Task 6 ex 1 in pupils book .** * **Revise the words; “My family”.children in chorus say the words.** “Mummy,daddy,sister,brother,grandpa, granny.
* **Sing a song ; “Daddy Finger”**
* ***Three groups do the task ;”In my house ” .put the pictures of family members and make the poster “In my house” and name them.: mummy, daddy,sister,brother,granny,grandpa.***
* **Task 1** we will learn the new words, these objects which she has in her room,
* **New words**
* **Bed**
* **Chair**
* **Tv**
* **Table**
* **Desk(Children learn these words)** work out the words; chorus as a class.
* **Task2** **Let’s help Princess Sophia to decorate her room.**
* **Game ; “Decorate the room” Children use the posters two decorate the room.**
* **1 group and 2 group 3 group**
* ***Task3 Learn letter T . Children sing a song : “A is for apple.”***
* ***Task 4*** *Now the tasks for three groups : To put the letters of the alphabet in the right order and name the letters of the alphabet.*
* ***Task 5* Colour the letter T in activity book*.***
 | <https://www.youtube.com/watch?v=mebfKDQ4dLo>PPT |
| Middle15 min(W/I)10 min(I/W)End 5 min(W) | **Task 6 To colour letter T in activity book.*****Dynamic break: dance ; Gummy bear.*****Task To colour house objects in activity book.*** **Next, ask learners to say the room words**
* **Ask learners to pronounce letter T**
* Bed, chair,. table, tv , desk
* Give stickers/ chocolates to all children who did everything correct and accurate.

*Reflexion* **did you like the lesson?****https://www.desibucket.com/wp-content/uploads/2016/03/Good-Luck-Smily611.jpg****https://mareeconstantinou.files.wordpress.com/2015/03/thinking.jpg** *Can you name the objects of your house?*Conclusion . The lesson is over. Good-bye. | PPT 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 linksHealth and safety checkICT linksValues links** |
| * more support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation.
 | * through questioning and the redirecting of questioning in feedback activities
* through observation
 | * Environment
* Art
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| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
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