**Short term plan**

**Lesson plan**

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| **Long-term plan unit:**  1 All about me | | | **School:** | | | |
| **Date:** | | | **Teacher name:** | | | |
| **Grade:**1 | | | **Number present:** | | **absent:** | |
| **Theme of the lesson:** Greetings and names | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 1.L3 recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words  1.S1make basic personal statements and simple statements about objects  1.UE6 use demonstrative pronouns this/these to indicate things | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Greet each other using common greeting phrases; * Make basic personal statements; | | | | |
| **Assessment criteria** | | Learners have met the learning objective (1.S1) if they can:  Greet each other and say a few words about themselves. | | | | |
| **Value links** | | Respect | | | | |
| **Cross curricular links** | | Math | | | | |
| **ICT skills** | | Using videos/PPT | | | | |
| **Previous learning** | | Greetings, personal information | | | | |
| **Plan** | | | | | | |
| **Time** | **Planned activities** | | | | | **Resources** |
| Beginning  5 min  (W) | **Organizational moment**   * Teacher greets students; students respond to greeting and take their places. * As a warming up learners sing good morning song. | | | | | <https://www.youtube.com/watch?v=mebfKDQ4dLo> |
| Middle  15 min  (I/W)  15 min  (I/W) | When everyone has sat down and is ready say, "My name is ..." and give your name. Then tell everyone to stand up. If there is room, have everyone form a circle. Take a ball and hold it and  say your name. Then throw the ball to one student and they say their name. Students throw the ball around randomly, saying their name each time they catch the ball.  Then, play the same throwing game, but instead of saying your name, say the name of the person who threw the ball to you - start by asking one student to throw the ball to you and as you catch it say their name. Then throw to another student and they should say your name as they catch it. If anyone gets a name wrong (or can't remember) they have to sit down for 3 throws. By the end of the activity everyone should have a good idea of everyoneelse's names!  ***Do the "Ask Me" activity.***  On the board draw a little stick man / woman and write your name under it.  Then write some answers to the following questions (just the answers) around the board:   Age: How old are you?   Hometown: Where are you from?   Pets: What pet do you have?   Food: What is your favorite food?   Drink: What is your favorite drink?   Color: What is your favorite color?   Brothers / Sisters: How many brothers and sisters do you have?  The idea is to try and have your students guess what the answers relate to and what the question is for each answer. Start by writing on the board:   Name: What is your name?  Then point to your name on the board.  Next, point to your hometown on the board and try to elicit the question "Where are you from?". As you elicit and help, write the questions on the board until all the questions are there.  Practice as a class. Have learners write their names underneath, and write down their answers to the questions on the board - basically doing the same thing as you did on the board. Then put students in pairs and have them practice asking and answering the questions about themselves. As they do this circulate and monitor, helping out with mistakes and pronunciation, and always give lots of praise. | | | | | PPT/ colourful papers  Worksheet 1 |
| End  5 min  (W) | **Feedback**  Students share opinions if they liked/disliked the lesson by putting their thumbs up/down and explaining the reasons using simple language | | | | |  |
| **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?** | | **Health and safety check ICT links** | | |
| For less able students teacher may provide in L1 for better understanding and memorizing.  To challenge more able students teacher may organize face-to-face dialog with various types of greetings and personal questions | | By means of oral formative assessment – students work in pairs making dialogs – teacher monitors for assessment | | * Work with the SMART board not more than 10 minutes * Monitor classroom space when students start moving around * Make short breaks while writing * Use water based markers | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:**  **2:**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:**  **2:**  **What have I learned from this lesson about the class or** **achievements/difficulties of individuals that will inform my next lesson?** | | | | | | |