**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:** 1 to 20 | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **1.L3** recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words  **1.UE2** use cardinal numbers 1 - 20 to count  **1.S3** pronounce familiar words and expressions intelligibly | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Pronounce numbers 1 to 20; * Use numbers to count to 20; | | | | |
| **Assessment criteria** | | Learners have met the learning objective (1.UE2) if they can:  Recognize and use cardinal numbers 1-20 to count. | | | | |
| **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  10 min  (I/W)  10 min  (W)  10 min  (I/W) | **New Learning and Practice:**  1. ***Review numbers 1-10***  Show the numbers 1-10 on the PPT and have everyone  shout out the numbers as they see. Next, get 10 soft  balls, cubes or something similar (before class, tape numbers 1-10 onto the balls) and chorus the numbers on each ball. Then throw the balls around the room and ask individual students to bring you different numbers (e.g. "Maria, please give me number 6"). Finally, play and sing  along to "The Numbers Song (Numbers 1-10)"  ***Teach numbers 11-20***   * Introduce the rest of the numbers. Start with 11 and chorus it 3 times with the class. Continue with all the numbers. Now chorus each number in turn (11, 12, 13, etc.) and run through 11-20 a few times, each time getting faster and faster.   **Play "Stand in the right order"**   * Next give each student a number sheet (11-20). If you have more than 10 students make more numbers so you have two groups. For less than 10 students, give out more sheets per student but make sure the numbers they have are in sequence (e.g. give a student numbers 14 and 15, not 14 and 18). Now tell your students to stand in a line in the right order. Everyone has to shuffle around until they are standing and holding their numbers in order 11-20. Now, get the class to shout out their numbers from 11-20, down the line. Make it a game – each round try and do it faster than the last! * Writing Practice: Learners are given number stars to revise colors and numbers. * Name the number and ask learners to choose an appropriate color and color. * Check as a whole class. | | | | | PPT/Balls  <https://www.youtube.com/watch?v=DR-cfDsHCGA>  PPT  Numbers flashcards  Worksheet 2 |
| 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?** | | | | | | |