**Бекітемін: Д. Жармахан.**

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| **LESSON: Unit 6.**  **Lesson 2. My face**  **Animals** | | | | **School:№ 110** | | | | |
| **Date: 10.03.2017** | | | | **Teacher name: Kulazhanova Bota** | | | | |
| **CLASS: 1 v** | | | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | | 1.S3 pronounce basic words and expressions intelligibly  1.UE11 use there is/there are to make short statements  1.L3 recognize with support simple greetings recognize the spoken form of a limited range of basic and everyday classroom words  1.S1 make basic personal statements and simple statements about objects  !.UE3 use basic adjectives and colours to say what someone/something is or has | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | | |
| * pronounce basic words about house * recognise simple greetings | | | | | |
| **Most learners will be able to:** | | | | | |
| * produce words in response to basic prompts * understand the meaning of new words | | | | | |
| **Some learners will be able to:** | | | | | |
| * respond appropriately to some questions * use some short answer forms correctly | | | | | |
| **Previous learning** | | | Exercise 2. P 44(work book) | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| **Beginning**  3min    5 min      7min | **ORGANIZATIONAL MOMENT**  Prior Knowledge- Pupils stand in a circle with teacher and recognize simple greeting  Good morning pupils!  Good morning teacher!  How are you pupils?  I’m OK.  Pupils divide into two groups with activities. They say one word of activities as sing, dance, skip and jump. They divide into sing, dance and jump,skip.  Teacher checks the home work.  -Pupils**,** we learned about activity in last lesson. What can you do? What can’t you do?  -What can you do?  -I can dance  Really. Show me please. (clap your hands)  -What can’t you do?  - I can’t skip    **New lesson**  I will draw a big circle. How do you think? What is it?  -What it like these?  -бас  -In English head  Good. Today at the lesson we are going to talk about my face.  -What doesn’t have in it?  -шаш  -In English hair/  One eye two eyes  One ear two ears How many nose in it?   * One. Ok   New words  Head-  Eyebrow-  Hair-  Eyes-  Ears-  Nose-  Mouth-  Pupils repeat new words chorally, individually.  Teacher checks theirs memory with cards  **Relaxing time**  **Work with book. Group work.**  **Pupils** must find and circle .  I’ll give your work two minutes.  Are you finish? Stop  Let’s count How many words in 1st ? ok  How many words in 2nd group.  What’s group winner?  Let’s assess each other. Rise your cards. | | | | | | | pictures  interactive board  Pupils book |
| **End**  3-5  minutes | **FEEDBACK**  Feedback.  Pupils we need constract boys face. Take one part of face and stick on this model where need. Then say in English.  What we need first?  Choose one and stick  OK. What we need else?  What does we conctract?  “Face” | | | | | | | Poster, pictures about rooms |
| **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** | |
| * 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. * more able learners will be challenged by prompting their groups to develop more elaborate types of animals to narrate. | | | | | * through questioning and the redirecting of questioning in feedback activities * through observation in group and final performance activities | | **Cross-curricular links**   * performance arts: use gestures and movements imitating animals * ICT: playing computer games * Science: habitats of animals * Drama: staging * story * the world around us * Art: sticking, colouring   **Health and safety check**   * white board is used no more than 5 minutes * personal computers are used no more than 10 minutes * use water based markers * use mucilage glue   **Values links**   * when students work in groups, they will learn to be polite and respectful to each other | |
| **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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