**Тексерілді:**

**Мектеп директорының оқу**

**жұмысы жөніндегі орынбасары**

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| **Long term plan module:** Module 1 My family  **Lesson №1** Let’s start! | | | | **School:** | | | |
| **Date:** | | | | **English teacher:** | | | |
| **Class:** | | | | **Number of present** | | **Absent: -** | |
| **Learning objective(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.S3 pronounce familiar words and expressions intelligibly  1.R1 recognize sound and name the letters of the alphabet  1.S6 make introductions and requests in basic interactions with others. | | | | | | |
| **Lesson objectives:** | **All learners will be able to:**  recognize sounds and name the letters of the alphabet | | | | | | |
| **Most learners will be able to:**  greet one another in English using the key words and phrases, pronounce familiar words and expressions intelligibly. | | | | | | |
| **Some learners will be able to:**  make up a dialogue about greeting and act it out with enthusiasm. | | | | | | |
| **Language objectives:** | **Learners can:**  **-** recognize sound and name the letters of the alphabet;  -greet one another using phrases: Hello. I’m ……. What is your name? My name is….;  - pronounce familiar words and expressions intelligibly;  - make introductions and requests in basic interactions with others. | | | | | | |
| **Key words and phrases:** hello, I, your, my, name, what  Hello. I’m ……. What is your name? My name is…. | | | | | | |
| **Useful classroom language for dialogue/writing:** oral | | | | | | |
| ***Discussion points:*** | | | | | | |
| **Can you say why we greet one another?** | | | | | | |
| **Writing prompts:** | | | | | | |
| **Assessment for Teaching** | Criteria based assessment. **Assessment criteria**:Introduce himself/herself clearly.  **Descriptor:**  A learner  greets himself/herself correctly;  says “hello” clearly  Self-assessment: Hand signals | | | | | | |
| **How to overcome barriers in learning English** | -Smile, create a favorable atmosphere in class.  -Encourage learners to dialogic learning.  -Use their mother tongue to start. | | | | | | |
| **Previous learning** | Saying hello and hi, recognizing some letters of the English alphabet | | | | | | |
| **Lesson Plan** | | | | | | | |
| **Planned timing** | | | **Planned activities (replace the notes below with your planned activities)**  **What will the pupils learn? How will they learn it?**  **Suggested Teaching Activities**  **Active Learning activities** | | | | **Resources** |
| **Start (Beginning of the lesson)** | | | **Greeting:** Teacher teaches the learners to greet one another in English; learners respond to greeting of the teacher and take their places. **Dividing into subgroups using colourful stickers Warming up:** Act out the situation in the picture. Use greetings and goodbye words: Hello, hi, good morning, good afternoon, good bye, nice to meet you, see you. **How do you think what theme we have for today?** Teacher asks the learners to identify today’s theme using mimics and gestures. Teacher introduces lesson objectives to the learners**.** | | | | colourful stickers |
| **Middle (of the lesson)** | | | **D)** Teacher pre-teaches the words *hello, name, my, your* using flashcards, simple mimes and gestures.  Learners watch a video about greeting carefully and follow the instructions to make circles and practice the words in English.  **W)** Teacher and learners stand in a circle. Teacher models / gestures: *Hello I’m* ... Teacher indicates learners in turn to say *Hello, I’m*…  **G)** Learners form smaller circles and continue saying *Hello I’m…*. and introducing a learner to the right *This is…*  **W)** Elicit from learners first sound of names of following words by showing visuals with first sound [letter missing *[h]ello [m]y [n]ame.*  **W)** **Dynamic break:** Learners listen to and sing along with a simple *Hello* song. Learners dance to music.  **W)** Teacher walks along and says "I spy with my little eye something that begins with the sound m [mummy]," or "... something that begins with letter b [brother]." | | | | Song: *Hello,*  phonics cards, CD disk, notebook,  phonics cards, notebook  [**http://www.dreamenglish.com/freedownload**](http://www.dreamenglish.com/freedownload) |
| **End (of the lesson)** | | | **Reflection**  Self-assessment: Hand signals  Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement. | | | |  |
| **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** | | |
|  | |  | | |  | | |
| **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 books on the left about your lesson.**  I think the lesson objectives 1.L3, 1.S3, 1.R1 and 1.S6 were realistic.  Learners :  **-** recognized sounds and named only two letters of the alphabet;  -greeted one another using phrases: Hello. I’m ……. What is your name? My name is….;  - pronounced familiar words and expressions intelligibly;  The learning atmosphere was favourable. Out of 13 learners 3-4 were the most active 3-4 learners more active and 4-5 slow. By the end of the lesson some learners were not listening to the teacher’s instructions. Why? May be they were tired of the lesson. And adding that it was their first English lesson.  I think my differentiation worked well. I stuck to timings.  **What changes did I make from my plan and why?**  Firstly, I chose such interactive activities where learners were going around the classroom and talking to one another freely. Secondly, There were assessment criteria for the tasks. | | | | | |
| **Summary evaluation What two things went really well (consider both teaching and learning)? 1.** When learners sang the song Hello with the help of the teacher and DANCED they were really happy!  **2.** They liked to make a circle and greet one another. **What two things would have improved the lessons (consider both teachings and learning)?**   1. So as to motivate those slow learners in the lesson it would be better to play games. 2. It would be better to use English when I explained them what to do during the lesson. Unfortunately I spoke more Kazakh and Russian and the least English. So using English with mimes and gestures would have improved the English lesson.   **What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson?** | | | | | | | |