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| **LESSON 12 : Unit 2**  **MY SCHOOL.DESCRIBING**  ORGANIZATION MOMENT   * Greet learners and ask them take their places; * Have speech drill asking daily questions; * Sing “can you help me” song as a class, create positive and friendly atmosphere.   ORGANIZATION MOMENT   * Greet learners and ask them take their places; * Have speech drill asking daily questions; * Sing “can you help me” song as a class, create positive and friendly atmosphere.   **THINGS.** | | | | | **School: № 148 school-gymnasium** | | | |
| **Date:** | | | | | **Teacher name: Bekkalieva Fariza** | | | |
| **CLASS: 1 A** | | | | | **Number present:** | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | | 1.S1 make basic personal statements and simple statements about objects  1.UE3 use basic adjectives and colours to say what someone/something is or has | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | | |
| * listen and repeat two adjectives and seven colours of six classroom objects * Listen to simple songs. | | | | | |
| **Most learners will be able to:** | | | | | |
| * recognise and describe six classroom objects | | | | | |
| **Some learners will be able to:** | | | | | |
| * recognise and describe ten classroom objects | | | | | |
| **Previous learning** | | | Classroom objects, numbers , colors | | | | | |
| **Value links:** | | | Respect, Cooperation | | | | | |
| **Cross-Curricular Link** | | | Science, Maths, Art | | | | | |
| **Use of ICT** | | | PPT, video | | | | | |
| **Intercultural awareness** | | | Classroom objects in different countries | | | | | |
| **Kazakh culture** | | | Classroom objects in Kazakhstan and Almaty | | | | | |
| **Pastoral Care** | | | Assure you met all learners’ emotional, mental and physical needs | | | | | |
| **Health and Safety** | | | Make sure power cords/outlets are not a tripping hazard  Everyday classroom precautions | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** | |
| Beginning  5-10 min  (W) | ORGANIZATION MOMENT   * Greet learners and ask them take their places; * Have speech drill asking daily questions; * Sing “can you help me” song as a class, create positive and friendly atmosphere. | | | | | | | <https://www.youtube.com/watch?v=5P-89FdwlGc> |
| Middle  15 -25  minutes | DEMONSTRATION  1. Teacherdemonstrates *long/short* using projected visual images.  2. Teacher models: ‘*It’s a long/short ...*’ e.g.*It’s a long green pencil.*  Image result for long short  *Image result for ruler  for kids*  *It’s a long ruler*  *Image result for ruler  for kids*  *It’s a short ruler.*  *Image result for bag  to color for kidsIt’s a big bag.*  *Image result for bag  to color for kids It’s a small bag.*   1. Teacher nominates a learner to say what projected image is.  * Pass out things description worksheet to write whether the things *big/small/long/short*;     Short ruler is yellow;   Big ball is blue and yellow   Small ball is blue   Long ruler is red.   * Show classroom objects and encourage learners to name things using colors, adjectives * Listening: * Pass out listening worksheet; * Ask learners to listen and follow the instructions: * *Short ruler is yellow;* * *Big bag is blue;* * *Small chair is pink* * *Long ruler is green..*   **Differentiation by support:***less confidentstudents work with teacher’s assisstance* | | | | | | | <https://www.youtube.com/watch?v=gOeEVx9QREg>  PPT  Worksheet 1  Listening worksheet |
| End  3-5  minutes | REFLECTION  Teacher gives comments about learners work and awards learners.  C:\Users\Asus\Desktop\200px-Smiley.svg.pngYou are clever!!!  C:\Users\Asus\Desktop\depositphotos_10118067-stock-photo-smiley-peace-sign.jpgYou are excellent!!!  C:\Users\Asus\Desktop\depositphotos_8282018-stock-photo-badge-sad-smiley.jpgBe active !!! | | | | | | |  |
| **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** | | |
| * Create mixed ability groups for speaking activity. | | | | * through observation group work * through assessment game | | * Music | | |
| **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.** | | | | | | |
|  | | | | | | |
| **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 individuals that will inform my next lesson? | | | | | | | | |