**Lesson plan**

|  |  |
| --- | --- |
| **Long-term plan unit:** Unit 5. Health and body | **Gymnasium № 41** |
| **Date**: 11, 12, 13 January | **Teacher name:** Kazanzhidi O.F. |
| **Grades:** 2 A, B, V, G, D, E. | **Number present:**  | **absent:**  |
| **Theme of the lesson:** Our body 2 |
| **Learning objectives(s) that this lesson is contributing to** | **2.R1** read and spell out words for others**2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines |
| **Lesson objectives** | **All learners will be able to:**Read and spell out words; **Most learners will be able to:**Write body parts;**Some learners will be able to**Make basic statements; |
| **Success criteria** |

|  |
| --- |
| Read words;Sign body parts; |
|  |

 |
| **ICT skills** | PPT, Video |
| **Previous learning** | Health and body |
| **Plan** |
| **Time** | **Planned activities**  | **Resources** |
| Beginning4 mins | **Organizational moment**Teacher greets students; students respond to greeting and take their places.Good afternoon? Glad to see you.How are you?What is the day today?What the weather like today?**Warming up****[W]** Game “Who is the winner?”Teacher shows flashcards with words pupils read them. Who reads the most words will be the winner. | flashcards |
| 10 mins | **Start up activity:****[W]** Teacher shows to children a video to revise body parts.**[W]** Game:”Chain of flashcards”.(body parts) | <https://www.youtube.com/watch?v=038Ebjj0Nu8> flashcards |
| Middle 30 mins | **[W]** Guess the word and write the initial letter. ***(\_ead, \_air, \_ye, \_ose, \_outh, \_ar, \_houlder, \_and, \_ody, \_eg)*****(W)** Energizer: Listening to and performing actions to the song “Head, shoulders, knees and toes”.**[P]** Pupils working in pairs sign body parts. Than change their works with other pairs and check up.

|  |
| --- |
| **hand head eye leg mouth hair ear shoulder nose**  |

Картинки по запросу тело человека раскраска  | flashcards <https://www.youtube.com/watch?v=gxphoOOwTbo> worksheets |
| End1 min | **(I)** Wrap-up.  **-** Ребята скажите, как вы сегодня чувствовали себя на уроке?**«Светофор»**Используйте цвета светофора как визуальное средство для отображения понимания.Например: •У учеников есть красные, и зеленые карточки, которые они кладут на свою парту, либо поднимают в воздух. (красная = не понимаю, зеленая = все понятно)•Ученики оценивают себя, используя цвета светофора. | Signal cards (red, green) |