Lesson plan

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| **Long-term plan unit:**Unit 4  **The world around us** | **School:** *Grammar school #40, Taraz* |
| **Date:** | **Teacher name:** *Sharifulina L.R.* |
| **Grade: 1** | **Number present:**  | **absent:** |
| **Theme of the lesson:** | What colour is your pet? |
| **Learning objectives 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.UE3 use basic adjectives to describe people and things  |
| **Lesson objectives** | **All learners will be able to:*** use 70 % words in short exchanges;
* identify the written form of colours.

**Most learners will be able to:*** use 90 % words in short exchanges;
* identify the written form of colours with some support.

**Some learners will be able to:*** use 100 % words in short exchanges;
* identify the written form of colours with no support.
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| Language objective | Learners can: name and describe pets Subject-specific vocabulary & terminology: *What colour is your pet? ‘What pet is it’*Useful sets of phrases for dialogue and writing: *It’s a +colour + pet.* |
| **Previous learning** | * Weather adjectives: windy, rainy, cold, hot, cloudy, snowy
* Oral form of 10 colours
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| **Assessment criteria*** identify and name the initial letters, sounds of topic vocabulary;
* identify and colour pictures of topic vocabulary correctly;
* pronounce words and expressions intelligibly;
* make statements using topic vocabulary correctly;
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| **Values links:**   | Lifelong learning |
| **Cross-curricular links:** | World cognition, Art |
| **ICT skills:** | Using videos, pictures, working with URLs |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning7 min | **(W) Greeting**T. greets Ls; Ls respond to greetings and take their places.T: *Good morning, boys and girls.*Ls: *Good morning, teacher.** Ls listen and sing “Good morning, Mr. Rooster” song

T: *How are you, boys and girl?*All Ls shows feedback cards. Some of the Ls respond either orally: Sugessted learners responses:Ls: *I’m fine!/ I’m great.*(green) /*I am not good.* (red)**(W) Daily Questions**T: *What day of the week is today?** Ls look at the picture on the board and give responses.

Sugessted learners responses:Lr: *Today is Monday. Monday is red.*Lr: *Today is Tuesday. Tuesday is green.*Lr: *Today is Wednesday. Wednesday is blue.*T: *Look at the window. How’s the weather today?*Sugessted learners responses:Ls: *Today is sunny/ cold/ windy/ snowy.***(W) Goal setting:** * I know/ I don’t know/ I want to know.

T. gives each student an uncolored picture of a pet with a word of colour written on it. Then asks:Revision of previously taught vocabulary: I knowT: What pet have you got? Ls: I’ve got a cat/dog/ bird/tortoise/ mouse/fish/spider/parrot/rabbit.Ls guess the objective of the lesson: I don’t knowT: What colour is your pet? Ls: I don’t know/ white (some Ls can already read and name the colour)I want to know…Sugessted learners responses:Lr: *Recognise words of colours* Lr: *Colour my pet correctly* | <https://www.youtube.com/watch?v=03XgDWozJOw>feedback cardsColoured cards “Days of the week”18 colourless pictures of pets |
| Middle (25)5 min | **(P)** Pre-teaching* Ls play a memory game of ‘Go fish’ in pairs. Ls take turn to turn over two images and then turn them back over. Ls are looking for /need to remember images that both indicate a pet and its colour.

10 pair of cards:

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| --- | --- |
| 1. a cat [It is a cat] | 6. a tortoise [It is a tortoise] |
| 2. a bird [It is a bird] | 7.a snake [It is a snake] |
| 3. a spider [It is a spider] | 8. a dog [It is a dog] |
| 4. a dog [It is a dog] | 9. a mouse [It is a mouse] |
| 5.a parrot [It is a parrot] | 10.a fish[It is a fish] |

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| 8 min | **(W/I) Phonetic drill*** Ls look at the sounds and repeat the sound after the teacher

[j],[dʒ], [æ], [i:], [ә:], [ɔ], [au], [әu], [ai]* Ls find and point to sounds in the table “English sounds”

**(D/I/f) Introduce the vocabulary*** Colours (written form/ transcription)

Ls read the sounds in words after the teacher. Then read the whole transcription of the word.

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| --- | --- |
| 1. Pp Pink [**pink**] | 6. Ww White [**wait**] |
| 2. Pp Purple [**ˈpә:pl**] | 7. Bb Brown [**braun**] |
| 3. Oo Orange [**ˈɔrindʒ**] | 8. Bb Blue [**blu:]** |
| 4. Rr Red [**red**] | 9. Bb Black [**blæk**] |
| 5. Gg Green [**gri:n**] | 10. YyYellow [**ˈjelәu**]  |

 | A table “English sounds” in Ls “ABC” exercise booksPPT |
| 1 min | **(W)** Brain Breaks* Ls listen, watch, say animal sounds and do animal movements: “ If You're a Kid ”
 | https://www.youtube.com/watch?v=vfJZ-RntM2k |
| 3 min | **(W/I)** **Vocabulary practice*** All Ls read the words of colours (written form) with the teacher
* Some of Ls read the words of colours individually
 | PPT |
| 8 min | **(I)/(f) Formative assessment task*** Ls identify the colours of animals according to the initial letter of /transcription/ written form of words. Then colour the animal accordingly and answer the question “What pet is it?”, making basic personal statements about objects using *“It is a + colour + pet” Answers:*

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| --- | --- |
| 1. It is a pink cat. | 6. It is a green tortoise. |
| 2. It is an orange bird. | 7. It is a purple snake. |
| 3. It is a red spider. | 8. It is a black dog. |
| 4. It is a brown dog. | 9. It is a white mouse. |
| 5. It is a yellow parrot. | 10. It is a blue fish. |

* Self-assessment and success criteria

Ls exchange and evaluate their worksheets.Learners ***achieve*** these lesson objectives if they *81% - 100% -*  identify 9-10 topic vocabulary Ls colour the door of pet shop with green color*51% - 80% -*  identify 6-8 topic vocabularyLs colour the door of pet shop with blue colorLearners are ***working*** ***towards*** these lesson objectives if they *21% - 50%* - recognize and identify 4-5 topic vocabulary Ls colour the door of pet shop with red color*0% - 20%* - recognize and identify less than 4 topic vocabulary Ls draw a cross on the door of pet shop.**Descriptor**:A learner • colours the pets correctly and response correctly ‘It is a/ an + colour+ pet’ | FA worksheets “Pet shop” |
| End3 minutes | **Reflection. Revisit Learning Goals. Feedback.*** T asks Ls to look at lesson objectives they set at the beginning of the lesson. Ls colour the pictures of pets that they get at the beginning of the lesson.
* Ls check their pictures. If the answer is correct Ls stick a feedback card on the line of success on the board (green – the goal is achieved/ red – the goal is not achieved)
* Good bye song. Ls sing ‘Goodbye Song for Kids’
 | 18 colourless pictures of petsPPTFeedback cardshttps://www.youtube.com/watch?v=kAIWQ7GrRC8 |
| **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 checkICT links:**   |
| * **Support**

less able Ls – greater support by means of prompts, visual aids.* **Challenge**

more able Ls – independent work on definite tasks with little/no support | * through questioning and the redirecting of questioning in feedback activities
* through observation
* through formative assessment
 | * Positive behaviour: Ls will be praised specifically and rewarded appropriately for effort, correct answers, and obeying the teacher promptly.
* FA task and warming up activity develop Ls’ critical thinking skills and understanding about academic honesty
* Make a dynamic break (brain breaks) in the middle of the lesson
* Monitor classroom space when Ls start moving during dynamic break.
* Work with the TV not more than 10 minutes
* Ensure proper ventilation
* Check sockets’ safety
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