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. | | | | |
| 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 | | | | |
| **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; | | | | | | |
| **Values links:** | | | Lifelong learning | | | |
| **Cross-curricular links:** | | | World cognition, Art | | | |
| **ICT skills:** | | | Using videos, pictures, working with URLs | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Beginning  7 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 know  T: 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 know  T: 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 cards  Coloured 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:   |  |  | | --- | --- | | 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] | | | | | |  |
| 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.   |  |  | | --- | --- | | 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 books  PPT |
| 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:*  |  |  | | --- | --- | | 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 vocabulary  Ls colour the door of pet shop with blue color  Learners 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” |
| End  3 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 pets  PPT  Feedback cards  https://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 check ICT 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 | | |