**Lesson plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Long-term plan Unit 6:** Special days | | | | | **School: Tana myrza** | | | |
| **Date: Term 3,Lesson 25** | | | | | **Teacher name: Akhmetov Serik** | | | |
| **Grade: 2C(I)** | | | | | **Number present:** | **absent:** | | |
| **Theme of the lesson:** | | | | | Special days | | | |
| **Learning objectives(s)** | | | | | 2.S3 pronounce familiar words and expressions intelligibly;  2. R3 recognise and identify some familiar sight words from local environment;  2.UE9 use common present simple forms [positive, negative and question] to give basic personal information | | | |
| **Lesson objectives** | | | | **All learners will be able to:**  -Name the main vocabulary words;  **Most learners will be able to:**  **-**name 80 % of the words correctly;  -use them in their speech.  - recognize all common holidays around the world;  **Some learners will be able to:**  -say all the words correctly;  -use words in their speech; | | | | |
|  | | | | |
| **Success criteria** | | | | Learners have met this learning objective if they can:  -recognise all familiar sight words;  -identify all familiar sight words;  -do most of tasks correctly. | | | | |
| **Value links** | | | | Ls will work together as a group showing respect and being polite with each other, respect to the traditions and customs | | | | |
| **Cross curricular links** | | | | Primary Science | | | | |
| **ICT skills** | | | | PPT, Video, the use of whiteboard | | | | |
| **Previous learning** | | | | Traditions and customs | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| Beginning  **10 min** | Greeting. Warm up   * Good morning, children ! * How are you? * I am fine, thank you. * Who is on duty today? * Who is absent today? * What month is it now? * What date is it today?   Checking of the home task. **“Free microphone”**  - What kind of traditions in Kazakhstan do you know?  - What kind of tradition do we do when the baby born?  Descriptor: Learner   * Answers to the questions   Teacher decorates the classroom with different things according to the new theme.  Dividing into three groups according the method **“Golden fish”.** Teacher will be as a golden fish. A learner says to teacher where do they want to sit. Teacher divide them into three groups according the special days in Kazakhstan and in great Britain  1 group – Special days in Kazakhstan  2 group- Special days in in Great Britain  3 group- for both country  **“Video prompt”.**  Teacher shows a short video and learners will guess the new theme. Now learners know that the theme of today’s lesson is **Special days.** | | | | | | | PPT  Video  https://www.youtube.com/watch?v=Q27Kn5WnecE |
| Middle (**25mins)**  **4 min**  **3 min**  **7 min**  **3 min**  **1 min**  **7 min** | Teacher introduces idea of special days and projects ppt of special days around the world and in Kazakhstan and in abroad to elicit/teach words for special occasions :  *New year’s Day, Valentine’s Day*, *Thanksgiving Day, Halloween, Nauryz* etc. ***Presents parties cakes fireworks songs dancing flowers balloons flags games****.*  **Task1. Speaking “Drilling”. Whole class. Individual work.**  Teacher pre-teaches /revises words  Descriptor: A learner   * Repeats after teacher new words   **UE.** Presents new grammar with presentation.  Checks their understanding through the method **“Right order”**  **Task II.** Teacher gives them a paper with a grammar words and they must find their partner. F.e. I am. He, she, it is.  Descriptor: A learner  -finds theirs partner  -puts it in the right order  **Warm-up**  Sing a song “Happy Birthday to you”  Task III. Reading. The method **“Imagine”**  Teacher invites from each group a leader. She puts into the bag some texts with pictures. And leaders choose one card and read the definition to his\her group , others will guess what holiday it is. And says is it a holiday in Kazakhstan or in Great Britain.  Descriptor: A leraner  - reads the definitions for the group  - finds the answer | | | | | | | Worksheet 1  https://www.google.com/search?q=map+of+the+world&client=opera&hs=Mh8&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiU8vaCxunZAhVCBiwKHXkCAqYQ\_AUICigB&biw=1326&bih=658#imgrc=NRHSu9R3ewNJ3M:  Song  https://www.youtube.com/watch?v=90w2RegGf9w |
| End  **5 mins** | **In summary section use method “Success ladder”(Feedback)**  **The first stairs: I know information about plants.**  **The second stairs: I know read and understand text about plants.**  **The third stairs: I know what grow plants and use forms adjectives in the sentences.**  Screenshot_2017-06-20-15-19-28-1.png  Homework will be to review the new words | | | | | | |  |
| **Additional information** | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**  Support for weaker students: working in pairs/groups, phrases  Challenges for moreable students: Encouraged to do more writing; assist weaker students. | | | **Assessment – how are you planning to check learners’ learning?**  **After every task teacher gives for active learners stickers. And at the end of lesson they will count the stickers that they have.**  **“Success ladder” (Feedback)**  **The first stairs: I know information about plants.**  **The second stairs: I know read and understand text about plants.**  **The third stairs: I know what grow plants and use forms adjectives in the sentences.** | | | | **Health and safety check ICT links** Video, online PPT  Ph.Training | |
| ***Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).***  ***Differentiation can be used at any stage of the lesson keeping time management in mind***  Pair work, group work | | |  | | | | ***Health promoting techniques***  ***Breaks and physical activities used.***  ***Points from Safety rules used at this lesson.*** | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  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.** | | | | | | |
| Now it’s interesting to hear your reflection on the lesson.  What was the most interesting part of the lesson?  The lesson is over. Thank you for cooperation. | | | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1: Free Microphone- for checking the homework**  **2: Imagine- to speak more and correctly**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1: Drilling**  **2: Right order**  **What have I learned from this lesson about the class orachievements/difficulties of individuals that will inform my next lesson?**  **The next I will develop a group work** | | | | | | | | |