**Lesson plan**

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| **LESSON: Module 1 Lesson 3** | | | **The Theme of the Lesson:** All about me | | | | |
| **Date: 8,8.09.22** | | | **Teacher’s name: Mirkamilova G** | | | | |
| **CLASS: 2 V Zh** | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s)that this lesson is contributing to** | | 2.1.1.1- understand a range of short basic supported classroom instructions  2.1.2.1- recognise with considerable support an increasing range of common personal questions | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| respond to some prompts correctly and recognise most written words in the story | | | | | |
| **Most learners will be able to:** | | | | | |
| respond to most prompts correctly and understand most elements of the story | | | | | |
| **Some learners will be able to:** | | | | | |
| respond to all prompts correctly and complete comprehension activities with only limited support | | | | | |
| **Previous learning** | | *names of shapes and colours What colour is it? It’s* | | | | | |
| **Plan** | | | | | | | |
| **Part of the lesson/Time** | **Teacher’s activity** | | | **Student’s activity** | **Assessment** | | **Resources** |
| Beginning the lesson  **7** min | Draw the shapes in the air, one at a time, and say the corresponding word for each. Repeat one more time. Then say a shape and ask individual pupils to draw it in the air. Play the Shapes Song from the previous lesson (Track 07 CD1). Invite the pupils to sing along. | | | Pupils’ books closed. Put up the flashcards on the board, one at a time, and name the colours. The pupils repeat, chorally and/or individually. Point to each flashcard in random order. Ask individual pupils to name the colour. Ask the rest of the class for verification. Point to various items in the classroom. Ask: What colour is it? Elicit their colours. Pupils’ books open. Play the CD. The pupils listen, point to the pictures, and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually. |  | | **Track 07 CD1 FLASHCARDS (9-14)** |
| Presentation and practice  **30** min | **Step 1 Listen and colour** (activity 9) | | | Elicit the shapes from the pupils. Ask them to take out their green, yellow, blue and red coloured pencils. Play the CD, twice if necessary. The pupils listen The pupils then work in pairs. One pupil thinks of one of the shapes. The other pupil asks for its colour to find it. Then they swap roles. Demonstrate this yourself first. Go around the classroom providing any necessary help. Ask some pairs to report back to the class. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 2 Let’s sing!** (activity 10) | | | Gesture and say: Goodbye, goodbye. The pupils repeat after you. Then mime and say: Bye-bye and see you soon! The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen and follow along in their books. Play the song again. The pupils listen and sing along**.** | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 3 Listen and Read (activity 11)** | | | Refer the pupils to pictures in the dialogue and set the scene. Play the CD and ask the pupils to listen and follow the dialogue in their books. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
|  | **Step 4 Circle the Right Word (activity 12)** | | | Explain the activity. The pupils look at the pictures, read the dialogue silently and circle the right word. Allow the pupils some time to complete the activity. Check their answers.  Play the CD again pausing for the pupils to repeat, chorally and/or individually. Assign roles and ask individual pupils to read the dialogue out loud. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |
| Ending the lesson  **8** min | Ask the pupils to take out their red, blue, green, yellow, orange and pink coloured pencils. | | | Name a colour. Ask the pupils to raise their corresponding coloured pencils. Repeat with the rest of the colours. | T praise active Ss with phrases such as: “Good job!  Well done!” | | Whiteboard  Pupils Book |