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| **LESSON10:**Unit 3 My family and friends | **School:**NIS Kokshetau |
| **Date:**02/11/15 | **Teacher name:** Tatyana Karpova, Lyudmila Kim |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** Family and friends |
| **Learning objectives(s) that this lesson is contributing to** | **1.UE11**use there is/are to make short statements**1.L3**recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words**1.S3**pronounce basic words and expressions intelligibly |
| **Lesson objectives** | **Learners will be able to:** |
| Use there is / there are to make statementsUnderstand and follow instructions Pronounce 90% of words intelligibly  |
| **Success criteria** | **Learners have met the learning objective (S5) if they can:**

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| learners use there is/are to present their house;  |
| learners describe what there is in their house for the other learner.  |

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| **Value links** | Lifelong learning |
| **Cross-curricularlinks** | World cognition |
| **ICT skills** | Using videos& pictures, working with URLs |
| **Previous learning** | Personal pronouns *I am He/she/it is,* possessive adjectives *my his her, numbers 1 – 10 to talk about age* from Unit 1, initial consonant letters, adjectives *big small* from Unit 2  |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5mins | Teacher greets students; students respond to greeting and take their places.**Warming up**Teacher asks students *“How are you?”* to find out their mood at the beginning of the lesson; students choose one of the smiles they see on the slide, saying “I am happy/sad….etc.”Students get familiar with the lesson objectives.Students watch a video and follow the instructions to make a circle of different shapes and sizes.*(Make a circle big, big, big; small, small, small; big, big, big;**Make a circle small, small, small;* *Hello, hello, hello)* | PPP slide 3<https://www.youtube.com/watch?v=ALcL3MuU4xQ> |
| Middle30mins | **In my house (D, W) (15)** *Demonstration:*- demonstrate a picture of a house- ask “What’s this”; students may read the answer from the picture; if they cannot read and answer, help by reading the sentence aloud- use 3x3 choral drilling of the phrase “this is a house” for students to learn how to pronounce it correctly*Whole class activity:*- provideeach student with a hand-out of “there is/are” structure - read each phrase aloud, use a 3x3 choral drilling for students to learn how to **pronounce** these phrases correctly- show a picture of a house with various objects inside (windows, desks, etc.)- model a couple of sentences as an example: “In this house there are 3 pens”, “In this house there is one computer”.- ask students “How many?” questions for various items in the house(i.e How many windows are there in this house? – There are 3 windows in this house.)**Dynamic break (W) (2)***Whole class activity:*Students go to the carpet and have a dynamic break “Head, shoulders, knees & toes”*Head, shoulders, knees and toes**Knees and toes**Head, shoulders, knees and toes**Knees and toes**And eyes and ears and mouth and nose**Head, shoulders, knees and toes**Knees and toes.***In my house (I, P) (13)**Individual work:- give each student an outline of a house- ask students to spend 3-5 minutes and draw various object they want to have in their houses- monitor students’ progress*Pair work:*- in 5 minutes ask students to find a partner and share the information about their houses with their peers using “there is/are” structure- give students 4-5 minutes to talk to each other, go around the class and listen to students’ stories, assist if necessary- in 4-5 minutes come to each student individually and assess his/her work with help of sticker (a smile – stick it on a student’s paper) ReflectionStudents identify what they did well in the lesson and what needs improvement.  | Picture of a house, PPP slide 4Hand-outs<https://www.youtube.com/watch?v=h4eueDYPTIg>An outline of a house |
| End5mins | **Good bye song** Students sing a good-bye song and dance*Good-bye, good-bye, see you again!**Good-bye, good-bye, see you, my friend!* | <https://www.youtube.com/watch?v=Xcws7UWWDEs> |
| **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** |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboard More able students – independent work on definite tasks with little/no support | through observation  | * Work with the SMART board not more than 10 minutes
* Use water based markers
* Ensure proper ventilation
* Monitor classroom space when students start moving around
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| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |
| **Summary evaluation**What two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |