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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 statements  Understand and follow instructions  Pronounce 90% of words intelligibly | | | | | |
| **Success criteria** | | **Learners have met the learning objective (S5) if they can:**   |  | | --- | | learners use there is/are to present their house; | | learners describe what there is in their house for the other learner. | | | | | | |
| **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** |
| Beginning  5mins | 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> |
| Middle  30mins | **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)  Reflection  Students identify what they did well in the lesson and what needs improvement. | | | | | | Picture of a house, PPP slide 4  Hand-outs  <https://www.youtube.com/watch?v=h4eueDYPTIg>  An outline of a house |
| End  5mins | **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 check ICT 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 | | |
| **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? | | | | | | | |