**Lesson plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Long-term plan unit:**  1 All about me | | | **Kuryk Secondary School Gymnasium** | | |
| **Date:09-13.09.2019** | | | **Teacher name: Utegenova Aliya Sabitzhanovna** | | |
| **Grades:** 2 | | | **Number present:** | **absent:** | |
| **Theme of the lesson:** What colour is it? | | | | | |
| **ICT skills** Using videos, sings, playing games. | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 2.L1 understand a range of short basic supported classroom instructions  2L2 recognise with considerable support an increasing range of common personal questions  2.L3.understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number  2.S6.use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges  2.R2.identify, remember and sound out high – frequency sound and letter patterns  2.R3.read and follow with simple words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities  2.W5.write letters and familiar high frequency words when read aloud or spelt out for learners  2.W6.use with support upper and lower case letters accurately when writing names and address | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
| use simple greeting and introduction forms and respond to some prompts and instructions correctly | | | |
| **Most learners will be able to:** | | | |
| use simple greeting and introduction forms and respond to most prompts and instructions correctly | | | |
| **Some learners will be able to:** | | | |
| use simple greeting and introduction forms and respond to prompts and instructions  correctly with some extended answers | | | |
| **Previous learning** | | *Shapes* | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| Beginning the lesson  10min | **Organizational moment**  Welcome your class by saying Hello several times. Hello, I’m Orynbasar. Encourage the pupils to greet you back. Stand in front of a pupil and say: Hello, I’m (…………).Hello song! Encourage the pupil to respond. Repeat with as many pupils as you think is necessary. | | | | **Smiles pupils book** |

|  |  |  |  |
| --- | --- | --- | --- |
| Presentation and practice    Middle  25 min | **Warming up**  **Step 1.**  Pupils’ books closed. Present/Revise the names of the characters. Hold up the cover of your book, point to Liam and ask: Who’s this? Elicit: Liam. Follow the same procedure and present/elicit Lilly and Charlie. Name the characters in random order. Ask the pupils to point to them.  Pupils’ books open. Refer the pupils to the characters in Ex. 1. Point to Nanny Rose and elicit/present her name. Present the song. [see p.116]  Point to Liam and say: This is Liam. Say hello! Encourage the pupils to repeat after you. Follow the same procedure and present the rest of the song.  Play the CD. The pupils listen to the song. Divide the pupils into four groups and assign a verse to each group. Play the song again. The pupils sing the assigned verses. | | **Smiles pupils book**  **Track 02 CD1** |
| **Step 2 Talk with your friend**  Point to Berik and Dana, one at a time, and say: This is Berik and this is Dana. The pupils repeat, chorally and/or individually. Encourage the pupils to greet them by saying hello to them.  Play the CD. The pupils listen and repeat, chorally and/or individually. Ask two pupils to read out the speech bubbles. Then the pupils act out similar exchanges. Check round the class, providing any necessary help.  Pupils’ books closed. Put up the flashcards on the board, one at a time, and say the corresponding phrases. The pupils repeat, chorally and/or individually. Then mime the commands in random order. Ask individual pupils to say the appropriate command. Ask the rest of the class for verification. Then say each command and ask the pupils to follow them.  Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each command. The pupils repeat, chorally and/or individually. | | **Smiles pupils book**  **Track 03 CD1**  **FLASHCARDS (1-4)** |
| **Step 3 Read and number the pictures.**  Refer the pupils to the pictures and read the commands. Explain the activity. The pupils number the pictures. Check their answers. | | **Smiles pupils book p.5** |
| **Step 4 Keep Moving song and miming actions**  Mime and say: Stand up, sit down! Keep moving! The pupils repeat after you. Follow the same procedure to present the rest of the song.  Play the CD. The pupils listen and look. Divide the class into two groups and assign a verse to each group. Play the song and each group sings the assigned verse. Play the song a third time. The pupils sing and do the corresponding actions. | | **Smiles pupils book**  **Track 05 CD1** |
| Ending the lesson  5min | **Feedback**  Explain to the pupils that they are to follow the commands | |  |
| **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?** | **Cross-curricular links Health and safety check ICT links Values links** |
| * extend modeling and drilling sequences with some groups * seek extended answers from some learners e.g. ask some learners to introduce to other learners | | * monitoring response to prompts and instructions * monitoring clarity of speech in instruction and singing tasks | * Values links: being polite to others |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did I stick to timings?  What changes did I make from my plan and why? | | **Answer the most relevant questions from the box on the left about your lesson.** | |