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| **Unit of a long term plan:** All about me | **School: Zh. Eginabaev** |
| **Date:**  | **Teacher name: Abilkairova Roza Iskakovna** |
| **Class: 2**  | **Number present:** | **absent:**  |
| **Lesson title** |  My clothes and things |
| **Learning objectives(s)****that this lesson is contributing to(link to the Subject programme)**  | **2. R2** identify, remember and sound out high-frequency sound and letter patterns**2. UE3** use basic adjectives to describe people and things**2. W5** write letters and familiar high frequency words when read aloud or spelt out for learners**L1** understand a range of short basic supported classroom instructions |
| **Lesson objectives** | **All learners will be able to:*** Name the topical words
* Read and match the words, follow the teachers instructions

**Most learners will be able to:*** Answer the questions
* Make the sentences using topical words

**Some learners will be to:*** Describe the picture using the topical vocabulary
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| **Assessment criteria** | * Identify and remember the sounds and words
* Describe people and things using adjectives
* Write the letters and words
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| **Language objective** | **Useful classroom language for dialogue \ writing***Discussion points*: Can you say why…?*Writing prompts:* |
| **Values links** | Respect, Cooperation |
| **Cross-curricular links**  | Art |
| **Previous learning** | I can... |
| Plan |
| Planned times | Planned activities(replace the notes below with your planned activities) | Resources |
| Start0-5 min | * 1. **Greet the learners: Speech drill.**
* "Hello!"/"Good morning!"/"Good afternoon!" How old are you?/What date is it today?/What day of the week is it today?

Let’s start our lesson.2. **Warm up: Phonetic drill**1. Teacher asks pupils to watch a video and identify the clothes

2. Introducing the lesson objectives: Teacher asks the learners to find out the theme of the lessonLearners guess the theme Teacher introduces the topic of the lesson. “My Clothes”**Introduction of the vocabulary:**Teacher pronounces the topical words one by one, making learners repeat after her. Teacher introduces the new words Task 1. Name the clothes Snowballing FA (Oral comments) Learners name the words they remember and add one new word quickly | <https://www.youtube.com/watch?v=AxPOEUwTBvc> |
| Middle | Task 2. Learners read the words and match them to the picturesTeacher hands out worksheets with the pictures of the following items of clothes (***shoes, a blouse socks, a dress, a skirt,***) and word cardsTeacher makes learners to walk round the class and try to collect pairs of matching cards. **Matching**  (Peer assessment)Task 3 Describe people and clothes using adjectives **Descriptors:**A learner: * describes clothes using adjectives;
* talks about feelings;
* uses topic words;
* pronounces words and expressions clearly

Task 4. Teacher gives the image of a clown. A learner listens, completes and colours the image of a clownaccording to teacherinstructions and describes the picture *Teacher asks questions and* learners continue to practice to respond the questions.  **Think and thick questions*** What are you wearing today?
* What s she/she wearing?
* Is she wearing a blue dress?

Task 5. The teacher introduce the structure and learners make the sentences using the topical wordsLearners write their own possible according to the given structure.*.*  *I am wearing….. .* *He is wearing …. .*She is wearing ….Game activity **Find the words** **dresstieskirtjacketsweatertrousersshorts** Pupils finds and circle as many words as they can  |  *Pictures,**Active board,* *Worksheets**PPT slides* |
| End  | Groups come review the words and give their stars**Closing reflexion/self assessment** * I learned new words.
* Everything was clear.
* I can say what I am wearing.
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| **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  |
| Less able students – greater support by means of prompts, visuals More able students – independent work on definite tasks with little/no support  | * through observation.
* Through questioning.
 | Health promoting techniquesPoints from Safety rules. |
| **Reflection**Were the lessons objectives/learning objectives realistic?What did the learners learn todayWhat was the learning atmosphere like?Did my planned differentiation work well?Did I stick to things? 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 I have learned from this lesson about the class or individuals that will inform my next lesson? |

***Formative assessment task***

**Subject: English Grade: 2 Unit 1 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Subject Programme****reference** | **Learning Objective** | **Assessment Task** |
| 2.UE3 | Use common adjectives in descriptions and talk about simple feeling simple feelings |  Describe clothes and people using adjectives happy, sad, surprised, green, yellow, blue etc.Картинки по запросу trousers clipartC:\Users\Роза\Desktop\Без названия.jpgC:\Users\Роза\Desktop\Без названия (1).jpgКартинки по запросу yellow t shirt clipartКартинки по запросу a girl clipartКартинки по запросу shoes clipartКартинки по запросу surprised girl clipart |
| **Assessment criteria** | Talk about feelings using simple feeling words• Give description using common adjectives |
| Descriptors:  | A learner can: * describes clothes using adjectives;
* talks about feelings;
* uses topic words;
* pronounces words and expressions clearly
 |

 Conclusion

 **A** – Achieved

 **W** – Working towards