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| **Short-term plan****LESSON: Module 6 Lesson 1** | School: Akshukur school-lyceum  |
| **Date: 10.01.19** | Teacher: Issa Raikhan  |
| **Grade: 2 а,б,в,г,ғ,д,е,ж** | Number present: |  Absent: |
|  **Theme of lesson: Let’s count**  |
| **Learning objective(s) that this lesson contributing to**  | L3 L5 L9S1 S4R1 R2 R6W6 W7UE2 UE3 |
| **Lesson objectives** | **All learners will be able to:**recognise and spell some of the numbers correctly and respond to some spoken and written prompts correctly**Most learners will be able to:**recognise and spell some of the numbers correctly and respond to some spoken and written prompts correctly**rners will be able to:**recognise and spell most of the numbers correctly and respond to most spoken and some written prompts correctly**Some learners will be able to:**recognise and spell all numbers correctly and respond to most spoken and most written prompts correctly |
| **ICT skills**  |  |  |
| **Previous learning**  |  |  |
|  **Plan**  |
| **Planned timings** |  **Planned activities**  | **Recourses**  |
| **Beginning**  | Beginning the lessonS1Name a part of a body, e.g. eyes. Ask a pupil to point to his/her eyes. Ask the rest of the class for verification. Repeat with some more parts of a body. |  |
| **Middle**  | Presentation and practice**Step 1 Listen, point and repeat.**Pupils’ books closed. Put up the ‘My Numbers’ poster on the board. Point to each item, one at a time, and say the appropriate words. The pupils repeat, chorally and/or individually. Point to each number in random order. Ask individual pupils to name it. Ask the rest of the class for verification. Ask two pupils to come to the front of the classroom. Say a number from 2-12. The pupils work together and show the number on the fingers of their hands.Pupils’ books open. Play the CD. The pupils listen, point to the numbers, and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually.**Track 1 CD2****My Numbers Poster****Step 2 Complete. Talk with your friend.** **(activity 1)**The pupils point to and say the numbers. For stronger classes, allow the pupils some time to write the missing letters. Check their answers. Write on the board: Happy Birthday! How old are you? Point to and read the sentences. Have the pupils repeat after you. Explain their meaning. Then write as you say: I’m seven! Have the pupils repeat after you. Explain the activity. The pupils, in pairs, imagine it’s their birthday and ask and answer as in the example. Explain to the pupils that they can refer to the sentences on the board or at the bottom of the page in their Pupil’s books for help. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.**Step 3 Sing the ‘Birthday Song!’ (activity 2)**Draw a happy face on the board, smile and say: I’m happy today! The pupils repeat after you. Then draw a simple sketch of a birthday cake on the board. Point to it and say: It’s my birthday! The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen to the song. Divide the class into two groups and assign a verse to each group. Play the CD. The groups sing their assigned verse. Time permitting, play the song a third time for the pupils to sing the song as a class.**Track 02 CD2****Step 4 Listen and read. (activity 3)**Set the scene by asking the pupils questions about what they can see in the pictures. Play the CD and ask the pupils to listen and follow the story in their books.**Track 03 CD2****Step 5 Tick (✓) (activity 4)**Ask: How old is Lilly? Ask the pupils to look at the pictures, read the dialogue silently and tick the right number. Check the pupils’ answers. Play the CD again pausing for the pupils to repeat, chorally and/or individually. Ask individual pupils to read the dialogue out loud. | **Track 03 CD2** |
| **Ending**  | L3Ending the lessonSay: It’s my birthday today. I’m (seven)! The pupils who are seven stand up and leave. Continue with another age and until all the children have left the classroom.Check pupils’ birth dates. Use randomly. |  |
|  | **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 linksHealth and safety checkICT linksValues links*** give some weaker learners an extra letter in number words they do not know
* have stronger learners sound out spellings in giving feedback
* check control in writing tasks of letter formation and spelling
* check text comprehension through questioning
* ICT links: ask learners to check some spellings using an online picture dictionary projected to the board
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| **Short-term plan****LESSON: Module 6 Lesson 2** | School: Akshukur school-lyceum  |
| **Date: 10.01.19** | Teacher: Issa Raikhan  |
| **Grade: 2 а,б,в,г,ғ,д,е,ж** | Number present: |  Absent: |
|  **Theme of lesson: Numbers 1-50**  |
| **Learning objective(s) that this lesson contributing to**  | L9S3 S4R2W2UE1 UE5 UE9 UE15 |
| **Lesson objectives** | **All learners will be able to:**pronounce and spell the names of some food words and use some simple present forms correctly when prompted**Most learners will be able to:**pronounce and spell the names of most food words and use most simple present forms correctly when prompted**Some learners will be able to:**pronounce and spell the names of food words and use most simple present forms correctly when prompted including using question forms |
| **ICT skills**  |  |  |
| **Previous learning**  |  |  |
|  **Plan**  |
| **Planned timings** |  **Planned activities**  | **Recourses**  |
| **Beginning**  | Beginning the lessonS3Ask a pupil to come to the board. Call out a number, e.g. ten, and tell the pupil to write it on the board. Ask the rest of the class for verification. Repeat with as many pupils as you think is necessary. Play the ‘Birthday Song’ from the previous lesson (Track 02 CD2). Invite the pupils to sing along. | **Track 02 CD2** |
| **Middle**  | **Step 1 Listen, point and repeat.**Pupils’ books closed. Put up the My Food poster on the board and present the food items. The pupils repeat, chorally and/or individually. Point to each food item in random order. Ask individual pupils to name the item. Ask the rest of the class for verification.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 04 CD1****My Food Poster****Step 2 Think and draw. (activity 5)**Draw a happy face on the board. Point to the chocolate and say: Mmm, chocolate. I like chocolate! Ask the pupils to repeat after you. Draw a sad face on the board. Then point to the chocolate again, mime and say: Chocolate, yuk! I don’t like chocolate. The pupils repeat after you. Give the pupils enough time to complete the activity. Then pupils say which food items they like/don’t like. Explain to them that they can refer to the sentences on the board or at the bottom of the page for help.**Step 3 Sing the ‘Food’ Song! (activity 6)**Count on your fingers and say: One, two, three, four. The pupils repeat after you. Then rub your stomach and say: Yummy chocolate! The pupils repeat after you. Then gesture and say: Give me more! The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen to the song. Divide the class into two groups and assign a verse to each group. Play the CD. The groups sing the assigned verses. Time permitting, play the song a third time for the pupils to sing the song as a class.**Track 05 CD2****Step 4 Listen and read. (activity 7)**Set the scene by asking the pupils questions about what they can see in the pictures. Play the CD and ask the pupils to listen and follow the dialogue in their books.**Track 06 CD2****Step 5 Complete. (activity 8)**Explain the activity. The pupils look at the pictures, read the dialogue silently and complete the phrases. Check the pupils’ answers**.** Play the CD again pausing for the pupils to repeat, chorally and/or individually. Ask individual pupils to read the dialogue out loud.**Track 06 CD2** |  |
| **Ending**  | Ending the lessonS3Ask the pupils to draw the food they like and present it to the class. |  |
|  | **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 linksHealth and safety checkICT linksValues links*** prompt and elicit letters from letters in letter completion task in pairs
* ask stronger learners to ask questions to other learners about food they like
* check use of simple present forms in answering and asking questions
* check spelling of words in writing task and think about any remedial follow-up needed
* Health and safety: remind learners which foods are good for them
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| **Short-term plan****LESSON: Module 6 Lesson 3** | School: Akshukur school-lyceum  |
| **Date: 10.01.19** | Teacher: Issa Raikhan  |
| **Grade: 2 а,б,в,г,ғ,д,е,ж** | Number present: |  Absent: |
|  **Theme of lesson: Home cooking**  |
| **Learning objective(s) that this lesson contributing to**  | L9S3R1 R6W7UE2 UE14 UE16 |
| **Lesson objectives** | **All learners will be able to:**pronounce and spell most numbers correctly and produce some number answers correctly in response to spoken prompts and in reading tasks**Most learners will be able to:**pronounce and spell most numbers correctly and produce most number answers correctly in response to spoken prompts and in reading tasks**Some learners will be able to:**pronounce and spell numbers correctly, produce number answers correctly in response to spoken prompts and in reading tasks and generate similar number prompts for other learners to respond to |
| **ICT skills**  |  |  |
| **Previous learning**  |  |  |
|  **Plan**  |
| **Planned timings** |  **Planned activities**  | **Recourses**  |
| **Beginning**  | Beginning the lessonPut up the ‘My Food’ poster on the board. Cover the words with slips of paper. Write the words in random order on the board. Ask individual pupils to come to the board and match the words to the food items by drawing lines. Ask the rest of the class for verification. Alternatively, prepare slips of paper with the words on them. Hand them out. The pupils come to the board and stick them next to the corresponding pictures. Play the ‘Food’ song from the previous lesson (Track 05 CD2). Invite the pupils to sing along. | **Track 05 CD2** |
| **Middle**  | **My Food Poster**Optional:Prepare slips of paper with food words on.Presentation and practice**Step 1 Complete**. **Listen, point and repeat. (activity 9)**Pupils’ books closed. Put up the My Numbers poster on the board. Point to the numbers, one at a time, and say the corresponding words. The pupils repeat after you. Point to each number in random order. Ask individual pupils to name them. Ask the rest of the class for verification. Write a number on the board, e.g. 44. Ask a pupil to say the number. Ask the rest of the class for verification. Repeat with some more numbers. Pupils’ books open. Explain the activity. Allow the pupils some time to complete the missing numbers. Play the CD. The pupils listen, point to the numbers and repeat chorally and/or individually.**My Numbers Poster****Step 2 What number am I? Read and choose**. **(activity 10)**Explain the meaning of the words ‘before’ and ‘after’. Allow the pupils some time to complete the activity. Check the pupils’ answers.**Step 3 How old are you?** **(activity 11)**Ask pupils to tell you how old they are. Then the pupils draw that number of candles on the cake and complete the sentence. Ask some pupils to count the candles on their cake and read out the completed sentence.**Step 4 Let’s sing!** **(activity 12)**Point to Lilly and say: It’s Lilly’s birthday! The pupils repeat after you. Then sing: Happy Birthday to you, Happy Birthday to you. The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen and look. Play the song again and encourage the pupils to sing along. | **Track 07 CD2****Track 08 CD2** |
| **Ending**  | Ending the lessonTell the pupils that it’s your birthday today and you want a ‘present’ from them. Ask them to draw and colour a present for you. The pupils give you their present as they leave the class while wishing you happy birthday. |  |
|  | **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 linksHealth and safety checkICT linksValues links*** model and drill correct pronunciation of words with weaker learners in pairs, provide support with comprehension task
* ask stronger learners to think invent write out other before/after number questions for other learners to respond to
* check learners and pronouncing number words correctly
* check comprehension of written sentences while learners work in pairs
* cross-curricular links: Maths problems
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| **Short-term plan****LESSON: Module 6 Lesson 4** | School: Akshukur school-lyceum  |
| **Date: 10.01.19** | Teacher: Issa Raikhan  |
| **Grade: 2 а,б,в,г,ғ,д,е,ж** | Number present: |  Absent: |
|  **Theme of lesson: Special days**  |
| **Learning objective(s) that this lesson contributing to**  | S2 S3 S4R1 R3UE5 UE14W5 W7 |
| **Lesson objectives** | **Lesson objectives****All learners will be able to:**read and respond to some written and spoken prompts and use some words and phrases in writing tasks correctly**Most learners will be able to:**read and respond to most written and spoken prompts and use most words and phrases in writing task correctly and with correct spelling**Some learners will be able to:**read and respond to written and spoken prompts correctly and use most words and phrases in writing task with correct spelling, punctuation and sentence structure. |
| **ICT skills**  |  |  |
| **Previous learning**  |  |  |
|  **Plan**  |
| **Planned timings** |  **Planned activities**  | **Recourses**  |
| **Beginning**  | S3Ask a pupil to come to the board. Say a number, e.g. 23. Ask the pupils to write the number on the board. Ask the rest of the class for verification. Repeat with some more pupils and other numbers. Play the song from the previous lesson (Track 08 CD2). Invite the pupils to sing along. | **Track 08 CD2** |
| **Middle**  | Presentation and practice**Step1 What’s it for? Look, choose and complete**. **(activity 13)**Point to and elicit the items. Allow the pupils some time to complete the sentences. Check the pupils’ answers.**Step 2 Listen and circle. Talk with your friend.** **(activity 14)**Refer the pupils to the children and the words next to them. Tell them that they are going to listen to the children talk about their favourite food. Play the CD, twice if necessary. The pupils listen and circle the correct words. Check their answers. Write on the board: What’s your favourite food? Point to and read the question. Have the pupils repeat after you. Explain its meaning. Then write as you say: My favourite food is ... .Have the pupils repeat after you. The pupils, in pairs, talk about their favourite food. Explain to the pupils that they can refer to the sentences on the board or at the bottom of the page in their Pupil’s Books for help. Go around the classroom providing any necessary help. Ask some pairs to report back to the class.**Step 3**Refer the pupils to the pictures and read the examples out loud. Explain the game. Hand out the photocopies to the pupils. Then pupils go around the classroom and look for their matching pair. Ask individual pairs to report back to the class. Demonstrate this yourself first.Photocopy the food templates from the Teacher’s Resource Pack CD-ROM, one per pupil**Step 4 CRAFTWORK**Show the example in the book. Tell the pupils that they are going to make a birthday card. Guide them through the cutting and writing. Go around the classroom, providing any necessary help. While the pupils are doing the craftwork, feel free to play any song from the module.Have scissors, coloured paper and coloured pens/pencils ready to use or ask the pupils to bring their own in the previous lesson. If you wish, you can assign it as written homework. | **Track 07 CD2****Track 09 CD2** |
| **Ending**  | Ending the lessonUpon completing the craftwork, the pupils read their birthday cards out loud |  |
|  | **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 linksHealth and safety checkICT linksValues links*** provide extra support in comprehension and card making tasks in the form of support with decoding and spelling
* provide extra challenge in use of language in craft task.
* monitoring that weaker learners are decoding words correctly in reading task and spelling in writing task
* check comprehension in reading activity
* Values links: gifts and cards in different cultures
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| **Short-term plan****LESSON: Module 6 Lesson 5** | School: Akshukur school-lyceum  |
| **Date: 10.01.19** | Teacher: Issa Raikhan  |
| **Grade: 2 а,б,в,г,ғ,д,е,ж** | Number present: |  Absent: |
|  **Theme of lesson: o** |
| **Learning objective(s) that this lesson contributing to**  | L9S3 S4R3W7UE5 UE6 UE13 |
| **Lesson objectives** | **All learners will be able to:**use some target language correctly when prompted and read and follow some of the written text**Most learners will be able to:**use most target language correctly when prompted and read and follow most of the written text**Some learners will be able to:**use target language correctly when prompted and show good understanding in comprehension tasks. |
| **ICT skills**  |  |  |
| **Previous learning**  |  |  |
|  **Plan**  |
| **Planned timings** |  **Planned activities**  | **Recourses**  |
| **Beginning**  | Beginning the lessonS3Ask the pupils to present their projects from the previous lesson to the class. |  |
| **Middle**  | **Step 1 Listen and read.**Pupils’ books closed. Refer the pupils to the world map. Point to Scotland, Kazakhstan and Spain. Say the name of each country out loud. The pupils repeat after you. Ask the pupils, in L1 if necessary, to tell you what they know about these countries, e.g. capital cities, flags, famous people, etc. Explain to the pupils that in this section they will be learning about traditional dances from these countries.Pupils’ books open. Refer the pupils to the pictures of the different traditional dances. Point to the first picture and ask: Where is this dance from? Elicit: (It’s from) Scotland. Next, ask: Can you dance like that? Elicit: Yes, I can / No, I can’t. Play the CD. The pupils listen and follow in their books. Then ask individual pupils to read part of the text out loud.**World Map****Step 2**Find a picture of a traditional dance in your country. Present it to the class. Have a class discussion, in L1 if necessary, about traditional dances from their country. Ask the pupils, as homework, to do a project with pictures or drawings of traditional dances and present it to the class. Make sure you display their work somewhere in the classroom.Homework task:Ask the pupils to do a project with pictures or drawings of traditional dances and present it to the class. Make sure you display their work somewhere in the classroom.**Step 3 From trees or from Plants? (activity 2)**Pupils’ books closed. Write ‘From Trees’ – ‘From Plants’ on the board. Tell the pupils that fruit and vegetables can grow on trees or on plants. Say: Let’s see if you know where some fruit and vegetables come from. Name the fruit and vegetables from the lesson and have the pupils say if they grow on trees or on plants. Write them under the appropriate heading. When you have finished, say: Let’s see if you’re right. Put up the From Trees or Plants? poster on the board and have the pupils check to see if their answers were correct.Pupils’ books open. Refer the pupils to the pictures of the fruit and vegetables and explain the activity. Allow the pupils some time to complete the activity. Check their answers. | **Track 10 CD2** |
| **Ending**  | L9 S3Tell the pupils that they are going to play a game called Chinese Whispers. Explain the game. Whisper a word from the lesson to a pupil. The pupil whispers the word to the pupil sitting next to him/her and so on. The last pupil says the word out loud. |  |
|  | **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 linksHealth and safety checkICT linksValues links*** support given in rehearsal in pairs for weaker learners in Reading aloud tasks
* prompt stronger learners to produce more language in project task e.g. ask them to complete sentence beginnings in preparation for presentations.
* monitor written work in presentation task for spelling, punctuation and use of capital letters
* monitor and drill where not correct word stress on polysyllabic food words.

cross-curricular science: trees and plants |  |

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| **Short-term plan****LESSON: Module 6 Lesson 6** | School: Akshukur school-lyceum  |
| **Date: 10.01.19** | Teacher: Issa Raikhan  |
| **Grade: 2 а,б,в,г,ғ,д,е,ж** | Number present: |  Absent: |
|  **Theme of lesson: Craft work** |
| **Learning objective(s) that this lesson contributing to**  | L8 L9S1 S3R3 R5W2 W5UE11 UE12 |
| **Lesson objectives** | **All learners will be able to:**demonstrate some comprehension of story in ordering task, correctly respond to some spoken prompts and demonstrate some control in writing task**Most learners will be able to:**demonstrate comprehension of most of the story in ordering task, correctly respond to most spoken prompts and use language mostly correctly in writing task**Some learners will be able to:**demonstrate good comprehension of story in ordering task, correctly respond to all spoken prompts and demonstrate good control in writing task |
| **ICT skills**  |  |  |
| **Previous learning**  |  |  |
|  **Plan**  |
| **Planned timings** |  **Planned activities**  | **Recourses**  |
| **Beginning**  | Beginning the lessonAsk the pupils to say what kind of presents they give their mummies for their birthdays. Have a class discussion, in L1 if necessary. Tell the pupils they are going to read a story about a girl who didn’t have a present for her mummy |  |
| **Middle**  | Presentation and practice**Step 1 Listen, point and repeat.**Pupils’ books closed. Put up the flashcard on the board and say the corresponding word. The pupils repeat, chorally and/or individually. Pupils’ books open. Play the CD. The pupils listen, point to the picture and repeat the word.**Flashcard 45****Track 11 CD2****Step 2 Listen and read. Act out the story. (activity 3)**Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils repeat, chorally and/or individually. Read the Smiles Values! and have a discussion with the pupils, in L1 if necessary, with the pupils about the moral of the story. Tell pupils that it’s the thought that counts and that we should not believe that material things are the only things that show love and affection. Put up the story cards in random order. Ask the pupils to come and put the cards in the right order. Play the CD for verification. Assign roles and allow the pupils, in groups, some time to rehearse. Ask the groups to act out the story. They can use the story cards for help.**Story Cards****Track 12 CD2**Optional:Photocopy the story cards from the Teacher’s Resource Pack CD-ROM, one set per pupil. Photocopy the story cards from the Teacher’s Resource Pack CD-ROM, one set per pupil | **Track 10 CD2** |
| **Ending**  | Ending the lessonW2 W5Tell the pupils that they are going to make a heart for their mum. Give each pupil the coloured paper and guide them through the drawing and cutting of the heart. Finally, help them write the sentence ‘I love you, Mummy!’ Alternatively, write the sentence on the board for the pupils to copy. The pupils can decorate their hearts or make similar hearts for other family members.Have coloured pieces of paper, scissors, markers, crayons and/or coloured pencils ready to use. |  |
|  | **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 linksHealth and safety checkICT linksValues links*** give weaker writers the chance to overwrite key words before completing cards
* stronger learners can be prompted with sentence beginnings to write more on their cards. e.g. *This present* …
* monitor motor control and control of spelling in writing task
* check comprehension through questions is story ordering task

Values links: affection counts more than material gifts |  |