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| **Unit of a long term plan:1 Animals** | | | **School: №54** | | | | |
| **Date: 19/09** | | | **Teacher’s name: Makulbekova A** | | | | |
| **CLASS: 3** | | | **Number present:** | | **absent:** | | |
| **Lesson title** | | Animal Song and Dance 2 | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.2.1.1 make basic statements which provide personal information on a limited range of general topics;  3.3.1.1recognise, identify and sound with support a limited range of familiar words in simple sentences | | | | | |
| **Lesson objectives** | | **All leaners will be able to:**  Read and understand the text.  **Most leaners will be able to:**  Answer the questions;  **Some leaners will be able to:**  Understand the main idea of the text and ask questions; | | | | | |
| **Assessment criteria** | | Identify specific information and details in supported talk on  general and some curricular topics | | | | | |
| **Level of thinking skills** | | Applying world knowledge. Combining ideas to farm a new whole. Creative thingking | | | | | |
| **Values links** | | Respect and cooperation by:   * Listening to the teacher * Listening to each other * Take turns * Encourage each other   Helping each other | | | | | |
| **Cross-curricular links** | | Kazakh language and literature, Russian language and literature (naming things in Kazakh, Russian and English). Art.How many legs? ( Maths). Zoo in the USA and Kazakhstan | | | | | |
| **Previous learning 3 m** | | What was your homework?  To speak about…….. Are you ready? Yes we are .Then let’s answer the questions. Hot ball or basketball game | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| **Start**  **4 min** | Get students ready to the class by greeting them, asking questions about weather:   * What is the weather like today? * Pupils, go to the blackboard and make a circle. Lets say good wishes for each-other. * Dear Nurasyl, I wish you health and wealth , be happy!   And now pupils lets gather into 4 groups: winter,spring,summer,autumn.  Please, take these cards and sit according to the pictures.  Learning and lesson objectives are introduced. | | | | | |  |
| **Middle**  **25-30min** | **Animal song and dance Pre-learning** (W) Learners learn and sing a song about animals. **Activity 1** (W) Learners learn words of animals. Game: Don't Drop It! Have all learners sit in a circle. Use a ball (or even a plastic animal) and toss it to one S. But you must say one animal word as you pass. The S then throws to another S and says a different animal word. If the student you  threw it to drops it, he/she is out. Also, if the S can't think of an animal word within a few seconds he/she is out. The game keeps going until you have one winner.  **Activity 2** Learners make Animals classification - Movements Animals move in many ways: Fly, swim, crawl, run , walk, hop, climb. Directions: Sort the animal cards by how each animal moves. Then write the names of the animals under the correct heading  **Task.** Listen to the question and answer it. 1. What can a dog do? 2. Did you hear a dog bark in the street? 3. Can the lion fly? 4. Where can you see a lion? 5. What animal can swim? 6. Can the frog bark? 7. Can the bird roar? 8. What sound can a kitten make?  **Descriptor:** A learner • answers the questions correctly  **Task.** Look at the picture and say what people or animals are doing. Make up dialogue.. *Example:* The girl is feeding giraffes. Is she feeding a monkey? –No, she isn’t.  **Descriptor:** A learner • makes up sentences; • uses present continuous forms correctly; • gives the short answers appropriately | | | | | | Cartoon-type  images of  different animals  Recordings of  animal songs: Way Ahead  Foundation Course by PrinthaEllis  and Mary Bowen, p.94 <http://www.youtube>.  com/wat ch?v=fv4kp4ZnSuE&list=SP 86DFB681262D75CA <http://www.youtube>.  com/wat ch?v=7WXS16-X0c0 Sound library: http://www.seaworld.org/ani mal-info/sound-library/ |
| **End**  **4 min** | **Giving feedback orally.**  Ask learners to rise their worksheets and check how many words they could identify and if they are able to:  Name 6 words of food correctly  Say a sentence correctly  Say 2 sentences correctly  Leaners:- show green sticker, if they liked the lesson  -show yellow sticker, if they understand the lesson  -show red sticker, if they understand nothing  Teacher: -assesses by colors or smiles.  **Home task:** Learn by heart new words | | | | | |  |
| **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** | |
| **Task 1.** Weaker learners can identify “True” or “False” after reading. More able learners analyzed given text and retold.  **Task 2.** Support questions will be given to the weaker learners to identify the answer correctly and talented students will answer unexpected comments. | | | | Leaners will be formatively assessed after each task by green and red stars depending on the difficulty of the task and teacher’s feedback at the end of the lesson. | | Health saving technologies. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did all the learners achieve the lesson objectives/ learning objectives? If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | |
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| **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? | | | | | | | |