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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 dancePre-learning**(W) Learners learn and sing a song about animals.**Activity 1**(W) Learners learn words of animals. Game: Don't Drop It! Have alllearners sit in a circle. Use a ball (or even a plastic animal) and toss it toone 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 animalword within a few seconds he/she is out. The game keeps going until you have one winner.**Activity 2**Learners make Animals classification - MovementsAnimals 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 animalsRecordings of animal songs:Way Ahead FoundationCourse by PrinthaEllis andMary Bowen, p.94<http://www.youtube>.com/watch?v=fv4kp4ZnSuE&list=SP86DFB681262D75CA<http://www.youtube>.com/watch?v=7WXS16-X0c0Sound library:http://www.seaworld.org/animal-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 correctlySay 2 sentences correctlyLeaners:- show green sticker, if they liked the lesson-show yellow sticker, if they understand the lesson-show red sticker, if they understand nothingTeacher: -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? |