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| **Short-term plan :** **Unit 2: My school** | **School:** NIS Kokshetau**English**  |
| **Date:**  | **Teachers:** Abdulanova A.Zh., Kim L.I. |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:**   **Classroom objects** |
| **Learning objective(s) that this lesson is contributing to** | **1.S1** make basic personal statements and simple statements about objects**1.L3** recognize with support simple greetings recognize the spoken form of a limited range of basic and everyday classroom words |
| **Lesson objectives** | **All learners will be able to:** * Name 9 classroom objects with teacher’s support
* Recognize 70% of subject specific words

**Most learners will be able to:** * Name 8 classroom objects with teacher’s support
* Recognize 60% of subject specific words

**Some learners will be able to:** * Name 7 classroom objects without support
* Recognize 60% of subject specific words
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| **Assessment criteria** | **Learners have met the learning objectives (1.S1** ;**1.L3) if they can:**Name 9 classroom objects; Recognize objects in the classroom. |
| **ICT skills** | ICT specific vocabulary may be used |
| **Value links** | Respect, Cooperation |
| **Previous learning** | Сolors |
| **Cross curricular links** | Science |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5 min(W) | **Lesson Opening & Warm-Up*** Greet learners. Have them take their places
* Teacher asks students “How are you?” to find out their mood at the beginning of the lesson; students choose one of the smiles they see on the board and answer the question.
* Teacher introduces lesson objectives to the students.
* Show a short video about school and classroom objects and ask learners to guess the topic of the lesson.
 |  <https://www.youtube.com/watch?v=TARreOtrWUg>video. |
| Middle15 min(I/W) | **Introduce the vocabulary:*** Learners are going to learn the words: *table, chair, door, window, book, pen, rubber, ruler, notebook.* Print off enough of each of the cards for each student.
* Ask learners to come to the middle of the class, holding one card (*i.e. book).*

*Teacher: What's this? It's a book. Repeat "book".* *Learners: "book" (repeat 2,3 times)* *Teacher: Can you see a book in the classroom? Teacher: Yes! Good job!* * Repeat the same activity with the rest of the cards.

**Differentiation: The flexible pacing of this activity allows for some learners to go faster and some slower.*** Have learners to glue their flashcards to the objects in the class.
* Give learners worksheet 1 with the words to glue into their ABC books.
 | Flashcards school objectsWorksheet 1 |
| Middle8 min(I)10 min(W) | **Formative Assessment:** Teacher hands out each learner worksheet 2. Allow learners time to match the words.**Assessment criteria:** Recognize objects in the classroom. **Task** Match the words with the pictures

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| *Table, chair, door, window, book, pen, rubber, ruler, notebook.* |

**Board racing game:**Ask learners to come to the middle of the classroom, divide them into 2 groups. Learners stand in a row. *Rule:* Teacher shows a picture of a classroom object on the PPT . Learners should look at the picture and touch the word which is on the board. Who touches the word first is the winner. This should be a quick and exciting game. If time allows, do ‘color the room’ activity. Give out the worksheets and have each learner color them in. As learners are working away, circulate and ask questions (e.g. What's this? What color is this?). When finished, get each student to show the class their work, ask a question (e.g. what’s this?) praise learners and give applause. | Formative Assessment worksheetPPTWorksheet 2 |
| End2 min(I/W) | **Homework & Reflection*** Ask students to take a moment, think and share what they have learnt
* Revision of the words
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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 check** |
| Differentiation will be done by flexible grouping and pace of the speaking task. Students will be in mixed-ability groups where they can do the speaking task at a pace that suits their inherent ability.  | The teacher will be able to assess how well the students can speak using studied vocabulary and structures during the speaking, and how sell students have developed their receptive skills during listening.  | Lessons will be delivered in accordance with health and safety standards.  |
| **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** **achievements/difficulties of individuals that will inform my next lesson?** |