# Lesson plan

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| **Long-term plan Unit 6: Traditions and customs.** | | | **Teacher name:** | | | | |
| **Date:** | | |  | | | | |
| **Grade: 2** | | | **Number present:**  **umber present:** | | | **absent:** | |
| **Theme of the lesson:** | | | Home cooking | | | | |
| **Learning objectives(s)** | | | **2.W3** write familiar words to identify people, places and objects  **2.S4** respond to basic supported questions about people, objects  **2.** L9 recognise the spoken form of familiar words and expressions  **2.UE9** use common present simple forms [positive, negative and question] to give basic personal information | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * name the main vocabulary words;   **Most learners will be able to:**   * develop his or her ability to express likes and dislikes:   **Some learners will be able to:**  **-** complete all worksheets correctly. | | | | |
| **Success criteria** | | | **Learners have met this learning objective if they can:**  - say what kind of food he or she likes and dislikes  - use structure Do you like…? And respond on a question;  - do most of tasks correctly. | | | | |
| **Value links** | | | Ls will work together as a group showing respect and being polite with each other, respect to the tradition food of Kazakh people and customs | | | | |
| **Cross curricular links** | | | Primary Science | | | | |
| **ICT skills** | | | PPT, Video, the use of whiteboard | | | | |
| **Previous learning** | | | Home cooking | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| Beginning  8’ mins | **Greeting:** Teacher and students greet each other.   * Hello! Children. How are you today? * “What day is it today?” * “What date is it today?”   **Warm up activity:** Teacher shows cards in order to revise the theme of the lesson.  **C:\Users\29\Desktop\thumb_800x600_10_w.jpg**  Learners guesses theme of lesson. “**Home cooking”**    **Brainstorming.**  Teacher offers students to take cards with pictures, then put it into baskets.  Checking up the home task. | | | | | | memory cards 1,2,3,4 |
| Middle  8’ mins  3’  5’  6’    6’ | **Presentation of assessment criteria**  I can…  Learners are introduced the success criteria of the lesson.  **Presentation.**  https://ds04.infourok.ru/uploads/ex/1226/00188fad-7f71dbb2/hello_html_adf374c.jpg  Then ask learners to  • Name foods in the Grain group.  • Name foods in the Vegetable group.  • Name foods in the Fruit group.  • Name foods in the Milk/Dairy group.  • Name foods in the Meat  • Name foods in the Sweets and oil  **Vocabulary practice. Free practice ‘**Food Pyramid’  Stick the names of 6 groups of food on the boards.  FRUIT  VEGETABLES  DAIRY  GRAINS  MEAT  Sweets and oil  Pupils are given 2-3 cards of different items of food. They should come up to the board and stick the card under a certain category.  *Differentiation by support:* Less able learners work with teachers` assistance.  **Dynamic break**  The game “CATCH A FLY”  Teacher gives many words to the groups of pupils with new words, then gives swatter. Teacher names a word, pupils must beat it with swatter.  **FA/**Task. Learners complete the worksheet.  Discriptor:  -Learners are able to match at least 10 words out of 12  - Learners are able to write at least 3 words out of 4  After that teacher show a short video for practicing construction *Do you like….? Yes I do/ like…., no I don’t /like….*  **Speaking** (P)Role-play. After watching video, students go on to the carpet sit as they feel comfortable and practice structure *do you like*..? by asking questions with help of cards. | | | | | | https://youtu.be/qpYD\_nCo-AU  PPT ‘Food Pyramid’  Hand-out 1  Hand-out 2 ‘Cards’ + flashcards from Primary colors  Hand-out 3  PPT  Worksheet1  <https://www.youtube.com/watch?v=frN3nvhIHUk>  <https://www.youtube.com/watch?v=cabZLpTaJ2E>  worksheets 2, 3,4 |
| End  4’ mins | **Closing Reflection/Self-Assessment & Goodbye**  Check students understanding by asking the following….  *What foods from the food pyramid is useful and useless?*  If learners like the lesson they will put in pyramid healthy food/unhealthy food  H/T: to make a project about national food.  Sing a song | | | | | | Goodbye Song  <https://www.youtube.com/watch?v=WyfH-wwJUcY> |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**  Support for weaker students: working in pairs/groups, phrases  Challenges for moreable students: Encouraged to do more writing; assist weaker students. | | **Assessment – how are you planning to check learners’ learning?**  Monitoring  *Checking the task*  *Feedback on the work* | | **Health and safety check ICT links** Video, online PPT  Ph.Training | | | |
| ***Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).***  ***Differentiation can be used at any stage of the lesson keeping time management in mind***  Pair work, group work | |  | | ***Health promoting techniques***  ***Breaks and physical activities used.***  ***Points from Safety rules used at this lesson.*** | | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | | |