**Short term plan**

**Lesson plan**

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| **Long-term plan unit:**  **6 Traditions and customs** | | | **School: Stepnoe the main school-kindergarden** | | | |
| **Date:** | | | **Teacher name: Bedelbekova M** | | | |
| **Grade: 2** | | | **Number present:** | | **absent:** | |
| **Theme of the lesson:** Special days | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **2.R1** read and spell out words for others  **2.L1** understand a range of short basic supported classroom instructions  **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines | | | | |
| **Lesson objectives** | | **All learners will be able to:**  **•** Describe the weather of 2 seasons  • Identify at least 1 holiday per season  **Most learners will be able to:**  • Describe the weather of 3 seasons  • Identify 1-2 holidays per season  **Some learners will be able to:**  **•** Describe the weather of 4 seasons  • Identify several holidays per season | | | | |
| **Success criteria** | | Learners have met the learning objective (2.R1) if they can:  identify several holidays per season | | | | |
| **Value links** | | Respect, Cooperation | | | | |
| **Cross curricular links** | | Knowledge of the world | | | | |
| **ICT skills** | |  | | | | |
| **Previous learning** | | Students learned the words from Unit5 | | | | |
| **Plan** | | | | | | |
| **Time** | **Planned activities** | | | | | **Resources** |
| Beginning  10 m | **Greeting, Warm Up**  Greet the learners.     * Hello, hello, hello to you! * Hello, hello, I am glad to see you! * Before we start our lesson let’s give a smile each other   **Vocabulary Review**  Play the game ‘The ball and the box’ to review and practice the weather/season vocabulary.  Divide into 2 groups  Tell the rule of the game (peer assessment) | | | | | Weather/season flashcards  Rain, rain go away  https://www.youtube.com/watch?v=LFrKYjrIDs8 |
| Middle  25 m | Tell them the aim of the lesson  **Introduce Holidays**  Elicit the holiday for each season from s-s  Have students practice the structure as you ask them questions: \_\_\_\_\_is in spring. (i.e. Nauryz is in spring)  \_\_\_\_\_is in summer (i.e.Abay’s birthday)  Introduce the theme of the lesson  Special days  Discuss in L1 the meaning, ask students why this holidays are special  **Holiday and Season Practice**  Divide s-s into 4 groups. Descriptor:   * Each group writes about their favourite season * Describes the weather * Writes 1 holiday * Tells why this day is special   If time allows, students may decorate presentations  Each group presents their works  Display them on the board  Check with the descriptor (group assessment) | | | | | Pics of Weather/Season words hung up on the board |
| End  5 m | **Closing Reflection/Self-Assessment & Goodbye**  What is the weather like in winter? (summer, autumn, spring)  Is Nauryz in spring? etc  **Reflection**  If they understood everything, it was interesting choosethe sun  If they have questions choose cloud  If they understood nothing, it was boring choose storm  **Homework**  Choose 1 holiday and write why it is special | | | | | Goodbye Song  <https://www.youtube.com/watch?v=WyfH-wwJUcY>  pics of sun, coud,storm |
| **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 ICT links** | | |
| **More support:**   * These students may work with a stronger student to support them during the vocab activities.   **More-able learners:**   * Encourage very strong students to model answers | | Peer assessment will be at the vocab review (thumbs up/down, good, excellent)  Group assessment at the holiday and season practice | | * Make sure power cords/outlets are not a tripping hazard * Everyday classroom precautions | | |
| **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? | |  | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  1: Practising holidays and season  2: Most learners could describe the weather of 3 seasons  **What two things would have improved the lesson (consider both teaching and learning)?**  1: Giving challenging tasks for stronger s-s  2: Giving more practicing tasks  **What have I learned from this lesson about the class or** **achievements/difficulties of individuals that will inform my next lesson?**  Learning outcomes were met. During the lesson, I was please to see students who were helping each other and using target vocabulary. As I walked around the room during practice activity, I asked individuals and groups to explain to me why their holiday is important. This allowed students to share their thinking, so they were using metacogniti­on. | | | | | | |

КГУ «Комплекс Степновская основная школа – детский сад»

**План открытого урока**

**«Traditions and customs. Special days»**

Подготовила: Беделбекова М.Б

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