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| **Unit 3** | | | | | **School: Sh.Ualikhanov** | | |
| **Date: 28.06.2019** | | | | | **Teacher name: Massipova S** | | |
| **CLASS: 3** | | | | | **Number present:** | | **absent:** |
| **Lesson title** | | | | Time of my day | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | | 3.1.8.1. short, narratives on a limited range of general and some curricular topics 3.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routine 3.5.2..1 use cardinal numbers 1 -20 to count | | | |
| **Level of thinking skills** | | | | Comprehension, Application, Evaluation | | | |
| **Lesson objectives** | | | | **All learners will be able t**o  Answer the yes/no questions and count 1-20  **Most learners will be able to**  Discuss about working days using key phrases and words  **Some learners will be able to**  Explains and describes the pictures about topic a day in our life | | | |
| **Assessment criteria** | | | | -Talk about present experiences by asking questions on general and some curricular topics  -Give answers to the questions on general and curricular topics  -Use ordinal numbers 1-20 | | | |
| **Values links** | | | | Lifelong learning, respect, cooperation, transparency | | | |
| **Cross-curricular links** | | | | ICT, mathematics, Russian, Kazakh, self-knowledge | | | |
| **Previous learning** | | | | My weekday, numbers | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start  5 min | **Org. moment RICH**  **Greeting. Dividing into group.**  **Warm up**  **Work with dictionary**  **Task 1.**  **Pre –listening. Strategy. “Snow ball”** (I throw the ball to students asking to read the phrases in the pictures aloud)  Read with picture | | | | | | Video  <https://www.youtube>.  com/watch?v=G6OtGAkBJrM  pictures |
| Middle  10 mins  10 mins | To get up – таңертең тұру  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of get up  To have breakfast – таңғы асты ішу  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of to have breakfast  To go to school – мектепке бару  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of to go to school  To have lunch – түскі асты ішу  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of to have lunch  To play with friends – достарымен ойнау  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of to play with friends  To watch TV – теледидар көру  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of to watch TV  To go to bed – ұйықтау  C:\Users\Салтанат\AppData\Local\Packages\Microsoft.Office.Desktop_8wekyb3d8bbwe\AC\INetCache\Content.MSO\613F6744.tmp  Come home- үйге қайту  **Answer the question**ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ download pictures of come home **quickly.**   1. Today is Monday?   Yes or No   1. Do you life watch TV?   Yes or No   1. It’s 9 o’clock?   Yes or No | | | | | | Pictures  PPT |
| 3 mins    10mins  End  2mins | 1. Do you have a breakfast”   Yes or No  **Listening. Watching video \*2 times.**  Hello, my name is Arman. I get up at 7 o’clock in the morning. I go to the bathroom and then I have breakfast. I go to school at 8 o’clock. We have 5 or 6 lessons and then we have lunch. I come home at 2 o’clock. I meet my friends and play games.Then, at 7 o’clock its time for dinner In the evening I watch TV or read a book. At 10 o’clock I go to bed.  **Post-listening task. Strategy. “Choose the clock”**  **3 clocks are hanging in the board for each question. Clocks with questions are connected with lesson theme (get up, go to school, have breakfast). Students should name the picture then answer the questions and show the time in clocks.**  Answer the questions.  1.When does he get up?  2.Is he play games with friends?  3.What does he do in the evening?  **Task 2. Speaking. Pair work**  (D) “**Kick the ball” strategy**  Now you should choose one ball and kick opposite to box. Then say what number is it. Every box has magic picture, both learners should explain about familiar topic.  Descriptor: -Learners explain and identify the means of pictures  -Gives information about pictures  **Training pause**  One,Two,Three clap your hands  Four,Five,Six stamp your feet  Seven,Eight,Nine say OK  OK OK OK  **Task3.**  **FA “Continue the sentences”.**  **(You should create one day’s life)**  For example first learner says : I get up at 7o’clock. …. the second learner will continue second activity .  **Concluding the lesson**  -- Your work today was good! Tell me please, what new words you have known at the lesson.   Goodbye, children. The lesson is over. See you next lesson.  **Assessment**  Self and peer assessment chart  **Giving the home task.**  **To learn names of week and make up 3 – 4 sentences** | | | | | | <https://www.youtube>.  com/watch?v=  4XLQpRI\_wOQ  Students book  Pictures, flashcards, toys |
| **Additional information**  2mins | | | | | | | |
| **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** | |
| So working on new words and using them in the statements we did together such as explaining with say correctly and pronouncing each words clearly and soundly.  Activity “Kick the ball” | | | Group, peer and individual assessment were used using special assessment descriptor. | | | They were always warned to be careful when they are at networking sites. Etiquettes and manners were given by me too.  Electronic devices were controlled when they were in the classroom | |
| **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? | | As for this lesson I can say that learning and lesson objectives worked well and connected logically. | | | | | |
| Differentiated tasks were helpful for my learners. Less able students repeated after me new words many times while more able students extended their answers by revised words so often. Speaking activity was essential for my less motivated learners, while most able students tried to write extra examples for new words. | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Discussion about a day in our life  2: To prepare creative lesson feedback task for my learners.  What two things would have improved the lesson (consider both teaching and learning)?  1: Using more flashcards would be improve students speaking skills  2: Writing exercises should be done more, because students struggle with the correct sentences  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |