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| **Lesson:**  My school. | | **School:**  **163 school-lyceum** | | **Checked:** G.K. Kumarbekova  **Appored:** | |
| **Date:** | | **Teacher name:  Amantay Zh.G** | | | |
| **Grade: 1** | | **Number present:** | | **Absent:** | |
| **The theme of the lesson** | | My school | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places: recognize the spoken form of a limited range of everyday and classroom words  1.S1 make basic personal statements and simple statements about objects  1.S3 pronounce familiar words and expressions intelligibly  1.UE4 use determines a, an, this, these in indicate what something is | | | |
| **Lesson objectives** | | All learners will be able to: pronounce the names of the classroom objects  Most learners will be able to: understand the names of objects  Some learners will be able to: describe the objects | | | |
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| **uccess criteria** | | to name 5 classroom objects correctly | | | |
| **Value links** | | ***Good citizenship and positive behavior*** | | | |
| **Cross curricular links** | | ***Realia may represent cultural, historical images*** | | | |
| **Previous learning** | | Colours and numbers and greetings | | | |
| **Plan of the lesson** | | | | | |
| Planned timings | Planned activities (replace the notes below with your planned activities) | | | | Resources |
| **Beginning**  **10 min**  **Start** | **Beginning of the lesson**  T: Good morning, children.  Ps: Good morning, Good morning,  Good morning to you.  Good morning, Good morning,  We are glad to see you.  T: I am glad to see you too. Sit down.  **Phonetic drill**  T: Come here, children. Let’s make a circle.  Listen to me. If I clap one time, you’ll say “Hello”, if I clap two times you’ll say “Good morning”, if I clap three times you’ll give your hands smiling to each other.  To give the ball for each pupil saying this short poem -  One and two  I and you  One and two  Who are you?  P: I am … ( Pupil’s name)  To sing a song “How many(Sing along)?” in a circle | | | | Teacher’s and pupils’ action  A ball  https://www.youtube.com/  watch?v=G3zaC5onBvM  &index=1&list=RDG3zaC5onBvM |
| **Middle**  **20 min** | **Presentation**  Ps will try to guess the theme of the lesson looking at the pictures of school items in the classroom: a book, a pen, a schoolbag, a rubber, a pencil  https://arhivurokov.ru/videouroki/html/2017/02/06/v_58989236039df/99679993_1.jpeghttps://arhivurokov.ru/videouroki/html/2017/02/06/v_58989236039df/99679993_2.jpeghttps://arhivurokov.ru/videouroki/html/2017/02/06/v_58989236039df/99679993_3.png  https://arhivurokov.ru/videouroki/html/2017/02/06/v_58989236039df/99679993_4.pnghttps://arhivurokov.ru/videouroki/html/2017/02/06/v_58989236039df/99679993_5.png  T: This is school. And this is classroom. In our classroom we use (to show and translate in kazakh) a book, a pen, a pencil, a schoolbag, a rubber.  Pupils repeat chorally and individually. To ask individual pupils to say the word. To ask a pupils to show the objects  **Game: “What is missing?”**  **Practice**   1. **Working with book**   T: Open your pupils books. To revise the colours by pointing to different items around the classroom and eliciting the colours.  T: Look! This is a book. It is blue. It is blue book  This is a pen. It is red. It is red pen   1. **Colouring the objects**   To ask pupils to trace and colour the school items. Then to call out an item and to ask from individual pupils to point it and to say what colour it is.  (suggested answer key: It is a blue schoolbag. It’s a red. It’s a green book. It’s a yellow rubber. It’s a purple pen.  Song: “Get your pencil”   1. **Relaxing**   Hands up, hands down  Show me your books  Hands up, hands down  Show me your pens  Hands up, hands down  Sit down! | | | | Flashcards of classroom objects: a book, a pen, a schoolbag, a rubber, a pencil  Pupils’ items  Board, flashcards  Track 22 CD 1 (Smiles) |
| **End 10 min** | **Ending of the lesson.**  Yes/No question  Is it pen? Yes/No  Is it book? Yes/No  (or to do page 29 from the Activity book)  Now the lesson is over. It’s time to say good bye  Teacher and whole class:  **Song:**Good bye Good bye,  Good bye Good bye See you!  Good bye Good bye,  Good bye Good bye Thank you! | | | | Flashcards of school items |
| **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 able learners will be challenged by prompting their groups to develop more elaborate types of school items to narrate* | *through questioning and the redirecting of questioning in feedback activities* | | | | ***Health and safety check***  *personal computers are used no more than 10 minutes*  ***ICT links***  *E-book: Listening and colouring* |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  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? | | | | | |