**Short term plan**

**Lesson plan**

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| **LESSON:** | | | **School:** | | | | |
| **Date:** | | | **Teacher name:** Mailanova Ainur | | | | |
| **Class:** Grade 1  **Theme:** Colors and size | | | **Number present:** | | **Absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | | 1. UE9 use common present simple forms [positive, negative and question] to give basic personal information; 2. S5 produce words in response to prompts; 3. L3 recognize with support simple greeting recognize the spoken form of a limited range of basic and everyday classroom words; | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Identify at least 2 words from the list of new words; * Recognize all the words and match at least 2 of them * Make 1 sentences what color are animals and its size | | | | |
| **Most learners will be able to:**   * Identify at least 4 words from the list of new words * Recognize all the words and match at least 4 of them * Make 3 sentences what color are animals and its size | | | | |
| **Some learners will be able to:**   * Identify at least 6 words from the list of new words * Recognize all the words and match at least 6 of them * Make 5 and more sentences what color are animals and its size | | | | |
| **Language objective** | | | **Learners can:**  By the end of the lesson learners will be able to know about colors of pets and animals and their size | | | | |
| **Key words and phrases:**  Black, brown, white, pink, big, small; | | | | |
| **Useful classroom language for dialogue/writing:** | | | | |
| Discussion points:  Is this cat small?  Is it a brown? | | | | |
| Can you say, what is your favorite color?  Black, brown, white, pink, big, small; | | | | |
| Writing prompts: | | | | |
| My favorite color is ….. .  My favorite colors are ….., ….., …… . | | | | |
| **Previous learning** (2 min) | | | Colors and size (big, small) | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start (10 min) | Organization moment:  Hello, boys and girls!  How are you?  Warm up:  **(Phoneme manipulation)** individual work  \_at, do\_, m\_use, rab\_it, fis\_, | | | | | | Cards with words |
| Middle  (23) | **I. Demonstration**   * Teacher presents, using visuals, new words:   black, brown, white, pink, big, small  **II. Learners must listen to the teacher and color the pictures** (listen and do) (group work)  E.g.:1) It is a big black dog.  2)It is a small brown cat  3)It is a big brown rabbit  4)It is a small black mouse  5) It is a small pink fish  **Formative assessment:** learners get with traffic lights   |  |  |  | | --- | --- | --- | |  |  |  | | 1- mistake | 2 mistakes | 3 or more mistakes |   **III. Learners are given worksheets with pictures of animals. They must circle the right answer** (individual work)  It is brown? Yes, it is./No, it is white  It is big? Yes, it is./No, it is small  **IV. Sing the song “ Where’s the rabbit?”** (Song techniques with young children)  **V. Blending**  Kcabl, bornw, hitew, igb, slaml, inpk, | | | | | | Active board  Cards with picture, pencils,  Colored cards  worksheets with pictures of animals and “Yes”, “No” answers |
| End  (7 min) | Revision of the names, colors and size of animals:   * Play “Flashcard touch” and “The missing flashcard” game.   Keep the flashcards on the floor or on the desk. Tell your learners to sit around the flashcards on the floor and to put their hands up in the air. Say a flashcard (e.g. “horse”) and learner have to quickly touch the correct card. Play a few rounds. After that, tell your students to close and to cover their eyes. Turn over one of the cards. Say, “ Open your eyes”. The learners have to shout out the missing card  **Feedback**  Learners share with their opinions if they liked / disliked the lesson by putting their thumbs up/down | | | | | | Cards with pictures |
| **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?**  **A level tasks:** *Learners can answer the divergent question and make short dialogues*  **B level tasks:** *Learners can define colors and size, find missing letters, call and translate the words*  **C level tasks:** *Learners can recognize, define and colorize pictures with prompts* | | **Cross – curricular links Health and safety check ICT links**  **Values links** | |
| Worksheet sort  Most support: use both images and words with missing letters;  Some support: use only pictures and draw it. | | | | Peer and self – assessment   |  |  |  |  | | --- | --- | --- | --- | | Name:  Class: |  |  |  | | Listen and do |  |  |  | | Answer the questions |  |  |  | | Blending |  |  |  | | Fill in the necessary letter |  |  |  | | Total: |  |  |  | | | Music, art | |
| **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.  The lesson objective were realistic and I achieved the lesson  Learners achieved lesson and learning objectives  My planned differentiation worked well  I stuck to timings  I added song techniques with young children at the middle part of the lesson | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?   * Using phonetic activities helps to improve pronunciation * Describing pictures gives learners to think and to speak English   What two things would have improved the lesson (consider both teaching and learning)?   * I think for the lesson I must give them time for challenging tasks   What have I learned from this lesson about the class or individuals that will inform my next lesson?   * I think I should prepare tasks for couples more | | | | | | | |