|  |  |
| --- | --- |
| **LESSON 1****Unit 1 : Animals** | **School: Тihookeansk Primary School** |
| **Date:** | **Teacher name: Makazhanova B.S** |
| **Grade: 3** | **Number present:**  | **Number absent:** |
| **Theme of the lesson:** | ***Animal types*** |
| **Learning objectives** | 3.1.5.1- distinguish between phonemically distinct words;3.2.1.1- make basic statements which provide personal information on a limited range of general topics;3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of … on a limited range of familiar topics;3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc. |
| **Lesson objectives** | **All learners will be able to:**Ask questions and respond using visuals; practice learned vocabularywith support.**Most learners will be able to:**Use most of the words in the speech; answer questions with minimum support.**Some learners will be able to:**Ask questions and answer questions with basic words, phrases and short; sentences using visuals with no support about the animals |
|  **Criteria** | Learners have met the learning objectives if they can talk about animal types: aboutelephants, snakes and penguin |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Begining5 min | Warm-up GameLs watch the video and guess the sounds and animals.The topic and Los are presented. | https://www.youtube.com/watch?v=y5pSL83c1ck |
| Middle30 min | **Presentation**(P)Ls are suggested to classify the animals. pre-teach the words: fur, scales, skin, feathers. Match the words with the types and with the pictures. (Teacher’s support)**Production**(I)Ls are distributed the papers with vocabulary words. First ask Ls to colour the words they know. Together with their teacher, they will pronounce, spell and translate. (T's support)Sharp-острый Feather- перьяClaw-когти Hooves-копытаHorn-рог Huge-огромныйTusk-клык Fur-мехSpot-пятно Den-логовоNest-гнездо Domestic-домашнийGrassland-пастбище Poisonous-ядовитыйSpike- острый шип Scale-чешуяFin-плавник Blow-дуть, удар Teacher divides Ls into 4 groups, gives a worksheet to each group and asks them to follow the instructions.1)The first group of Ls should read the sentence and guess an animal.2)The second group of Ls should read the information and answer is it true or false?3)The third group of Ls should read and fill in the correct place.4)The forth group of Ls will circle the correct answers.(Differentiation)Teacher and the learners discuss the criteria for completing the task and the teacher may suggest:-everyone should take part-be active-be ready to explain(with/without help the answer- complete the tasks (about 70-80 %) correctly**Training**Play "Animals Walk" gameHave everybody stand and show at least 1 animal. Other ss should guess.**Practice**Ls are suggested to swap the papers and answer the questions of the other 3 groups from the previous task in .(T's support, Peers' support)Swap back and check the answers together.Learners name at least 3 animals from the task and their types(mammal, reptile and so on)Ask the groupmates to give the feedback on the work of the partners in the group.(Teacher’s choice of the type) | Didactic material 1 Didactic material 2FA |
| End5 min | REFLECTION Learners reflect on their learning:Whathasbeenlearned?Whatremainedunclear?What is necessary to work onHometask: learn the new vocabulary**Saying goodbye** |  |