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| **LESSON**  The Big Red Bus. | **School: 55** |
| **Date**:  | **Teacher name**: Adkhamova M |
| **CLASS**: 1 | **Number present**:  | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** |  |
| **Lesson objectives** | 1L.5 begin to ecognize the sound of phonemes and blends |
| 1.S3 pronounce basic words and expressions intelligibly ecognize with support simple greetings 1.L 3 recognise the spoken form of a limited range of basic and everyday classroom words |
| **All learners will be able to:**Name the parts of the bus |
| **Most learners will be able to:** |
| Answer the questions: Is this a wheel? Yes/No. |
| **Some learners will be able to:** |
| Recognize the sounds of phonemes & blends. |
| **Previous learning** | Words on theme: days of the week, transport, prepositions. |
| **APlan** |
| **Planned timings** | Planned activities (replace the notes below with your planned activities) | Resources |
| **Beginning** **3-5 minutes** | **Warm up**: Stand in a circle.Greet each other. Introduce your neighbor: he\she is….Ask & answer the questions: What is your name? How old are you? How are you?**(W)** Revise the days of the week. Teacher then says e.g. Is *Today Sunday?* Learners give answer: Yes\No.Sing a song: Phonic song. | A ball |
| **Middle** **25-30 minutes** | **(D)** Teacherdemonstrates and drills parts of the bus: wheel, window, door using a picture of a bus. **(W)** Learners listen, repeat & perform gestures**.*** Teacher demonstrates what learners have to do with the given words. Teacher then writes the words on the board, ps should recognize the sounds of phonemes, then rewrite these words in their worksheets.
* Sing a song. When they hear wheel make gestures to demonstrate whale, door, window.
* **Pair work**. Ask & guess. Is it a bus? No.

Revise the colours, the names of the animals.**Play a game:** I am a champion**.**  | Picture of a bus.Worksheet 1pictures |
|  **3-5** **minutes** | Find out: What was difficult? What was easy?Sing a goodbye song. |  |
| **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? | Cross-curricular linksHealth and safety checkICT linksValues links |
| more support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation. | through questioning and the redirecting of questioning in feedback activitiesthrough observation in group and end performance activities | performance arts: use gestures & movements  |
| ReflectionWere 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? |