**Short term plan**

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| **Lesson: Term 4****The natural environmentThe weather**  | **School:** |
| **Date: 05.08.2016** | **Teacher name:** |
| **Class: 2** | **Number present:\_\_** | **Absent:\_\_** |
| **Learning objectives(s) that this lesson is contributing to**  | 2.S3: Pronounce unfamiliar words and phrases, connect them with familiar words2.L3: recognize with support common names and names of weather changings 2.UE3: use basic adjectives to describe the words concerning the theme2.L1: recognize short basic instructions for a limited range of classroom routines spoken |
| **Lesson objectives:** | **All learners will be able to:*** Listen and understand a song using the contextual clues
* Read and understand new vocabulary
* Pronounce unfamiliar words and short phrases
* Do the gestures
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| **Most learners will be able to:*** Enjoy listening and sing a song
* Do the gestures while singing
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| **Some learners will be able to:*** Understand the mean points of the song and poem
* Memorise words about weather
* Read the poems and words, song fluently
* Translate the word combinations
* Learn by heart poems
 |
| **Previous learning**  |  |
| **Plan**  |  |
| **Planned** **timings** | **Planned activities** **(replace the notes below with your** **planned activities)** | **Resources** |
| **0-5 min** | Teacher will greet children and children too. Then switch on the relaxing music. Then will read the poem. Spring is here! Spring is here!Winter is gone and flowers appear!Children, come out! And jump the rope!Spring is here now! I hope! I hope!Smile to sun! Smile to friends! Smile to guests! And smile to me! * Thank you! Before taking your seats choose

these smiles at the beginning of the lesson (characters that represent an emotion), and divided into two groups with your smiles, please. | Audio recorderSmiles Write poem on interactive board. |
| * Let’s begin our lesson! Listen this song.

**“Weather song”**To find the theme of the lesson | Video “Weather song”An interactive board |
| **5-10** | “**Teach the weather vocabulary**”Before class prepare the weather flashcard pictures for the vocabulary; **sunny, windy, rainy, cloudy, snowy**. Repeat them with your teacher. Stick these cards around the walls of your classroom | Flashcards |
| **Middle** **10-15** | **Play “Touch the cards”**Teacher walks around the classroom touch the weather cards. Get all your pupils to stand up. Teacher shouts out a weather word (e.g. it’s sunny!) pupils have to run to over the correct picture, touch it and say | Flashcard, pictures |
| **15-25** | **Sing “The weather song” and talk about the weather outside**Motion for your students to come over the window (or even outside) Say a few times “How’s the weather?”, “Look outside” and use gestures about weather words. Encourage them to join in and sing along. Play the song two or three times. Verse 1:How is the weather? How is the weather?Look outside.How is the weather? How is the weather?Look outside. | **Video from youtube****Gestures for the weather song**There are some easy gestures you can do as you sing along to the song:1. For the question

part “How is the weather?” sing along and do the ‘palms of the hands up’ question gesture.1. For the ‘look

outside’ part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance.1. Use hand gestures

for the weather words:* Sunny: slowly

spread your arms out* Rainy: wiggle your

fingers downwards like rain* Windy: gesture

wind blowing out of your mouth* Cloudy: make

cloudy shapes with your hands* Snowy: wiggle

your fingers downwards like snow and shiver* Foggy: close your

eyes and put your hand out in front like you are trying to feel for something you can’t see* Hot: fan your face
* Cold: shiver and wrap your arms around your body
 |
| **25-30** | Read classroom reader “**What weather do you like?**”Before class, download and print off the reader “What Weather do you like?” from our website. As you go through each page, point to the pictures and elicit each key word, e.g:T: What is this?P: It is a flower.T: And how is the weather?P: It is sunnyT: That is right | Pictures |
| **End** **30-40** | **Do “Weather match and draw” worksheet**To finish off the lesson, give out the worksheets.  | Worksheet, coloured pencils, scissors |
| **Assessment “Traffic light”**Red, green, yellow sticks. red – 5green – 4yellow – 3**“Emotion smiles”** at the end of the lesson |  |
| **Additional information**  |
| **Differentiation****howdoyouplanto****givemoresupport?****Howdoyouplanto****challengethemore****ablelearners?** | **Assessment – howare****youplanningtocheck****learners’ learning?** | **Cross-curricularlinks****Healthandsafetycheck****ICT links****Valueslinks** |
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begivenbyensuringlessconfidentreaderssaylinesofpoemaloudwith apartner. Theycanwritethreewordstheylikeinthepoem.* Moreable

learnerscanwriteand/orreadaloudthelongerlinesinpoem, andthinkofmorerhymingwordstoaddtothethreesets.Write 8 wordstheylikein the evaluation | * Walkingaroundand

listeningtolearnersastheyreadthepoemaloud. Notingwhichlearnerscanremembermanywords, somewords,a fewandhardlyany.* Monitoringlearners

astheycirclewordsonworksheet: cantheyidentifytopicvocabulary, soundsandimperativeverbs? | * Science: materialsobjectsaremadefrom
* Citizenship: caringforthePlanet; recyclingused

objects  |
| **Reflection**Werethelessonobjectives/Learningobjectivesrealistic?Whatdidthelearnerslearntoday?Whatwasthelearningatmospherelike?Didmyplanneddifferentiationworkwell?Did I sticktotimings? Whatchangesdidmakefrommyplanandwhy? | **Usethespacebelowtoreflectonyourlesson. Answerthemostrelevant****questionsfromtheboxontheleftaboutyourlesson.** |
| **Summaryevaluation**Whattwothingswentreallywell (considerbothteachingandlearning)?1:2:Whattwothingswouldhaveimprovedthelesson (considerbothteachingandlearning)?1:2:Whathave I learnedfromthislessonabouttheclassorindividualsthatwillinformmynextlesson? |

