**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 words  2.L3: recognize with support common names and names of weather changings  2.UE3: use basic adjectives to describe the words concerning the theme  2.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 | | |
| **Most learners will be able to:**   * Enjoy listening and sing a song * Do the gestures while singing | | |
| **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 recorder  Smiles  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 sunny  T: 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 – 5  green – 4  yellow – 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** | |
| * Moresupportcan   begivenby  ensuringlessconfident  readers  saylinesofpoem  aloudwith a  partner. Theycan  writethreewords  theylikeinthe  poem.   * Moreable   learnerscanwrite  and/orreadaloud  thelongerlinesin  poem, andthink  ofmorerhyming  wordstoaddto  thethreesets.  Write 8 words  theylikein the evaluation | | * Walkingaroundand   listeningtolearners  astheyreadthe  poemaloud. Noting  whichlearnerscan  remembermany  words, somewords,  a fewandhardlyany.   * Monitoringlearners   astheycirclewords  onworksheet: can  theyidentifytopic  vocabulary, sounds  andimperative  verbs? | | * Science: materialsobjectsaremadefrom * Citizenship: caringforthePlanet; recyclingused   objects | |
| **Reflection**  Werethelesson  objectives/Learning  objectivesrealistic?  Whatdidthelearners  learntoday?  Whatwasthe  learningatmosphere  like?  Didmyplanned  differentiationwork  well?  Did I stickto  timings? What  changesdidmake  frommyplanand  why? | | **Usethespacebelowtoreflectonyourlesson. Answerthemostrelevant**  **questionsfromtheboxontheleftaboutyourlesson.** | | | |
| **Summaryevaluation**  Whattwothingswentreallywell (considerbothteachingandlearning)?  1:  2:  Whattwothingswouldhaveimprovedthelesson (considerbothteachingandlearning)?  1:  2:  Whathave I learnedfromthislessonabouttheclassorindividualsthatwillinformmynextlesson? | | | | | |

