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| **Long-term plan Unit 5: Health and body** | **School:10** | | | | |
| **Date: Term 3**  **Book: Smiles 2** | **Teacher name: Dana Sapargalievna** | | | | |
| **Grade: 2** | **Number present:** | | **Absent:** | | |
| **Theme of the lesson:** | **Parts of body** | | | | |
| **Learning objectives(s)** | 2.R1 read and spell out words for others  2.R4 use a simple picture dictionary with support  2.S8 give simple instructions for others to follow | | | | |
| **Lesson objectives** | **All learners will be able to:**   * read and spell out words parts of body for partner * read with support a simple picture dictionary * give simple instructions for others using cards   **Most learners will be able to:**   * use a simple picture dictionary for matching without any support * give simple instructions for others without any support   **Some learners will be able to:**   * read and spell out words using can\can’t without any support | | | | |
| **Language objectives** | **Parts of body:** ear, eyes, mouth, nose, head, shoulders, knees, toes.  Hear, look, eat, touch, open your eyes, close your eyes | | | | |
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| **Success criteria** | - Name the new vocabulary correctly  - Read words  - Spell out words for others  - Follow instructions | | | | |
| **Value links** | National unity, peace and harmony in our society | | | | |
| **Cross curricular links** | PE, self-knowledge | | | | |
| **Level of thinking skill** | Application | | | | |
| **ICT skills** | Active board, cards, pictures | | | | |
| **Previous learning** | Modal verb can\ can`t | | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Beginning**  **0 – 8 min**  **Middle**  **8 -35 min** | **Greeting**  **(W) Warm up “Touch game”**:  Teacher quickly says any parts of body using verb “touch” For example touch your eyes etc., learners should do the teacher’s instructions.  (D) Presentation the lesson objectives:  **T:** Children, today we are going to learn what we can do with our parts of body.  **TPR T** introduces new verbs (action verbs) with using cards. The new verbs:  *Hear*  *Eat*  *Look*  Teacher spells out the new words with learners and then gives instructions with new words and learners should show them. Teacher uses nouns such as eyes, ears, mouth and make sentences with them. F\e I can hear with my ears and tells them to learners.  **(I)Task 1**  Learners should match the pictures with words  http://evrikak.ru/wp-content/uploads/2016/11/20-1-2.jpg Hear  http://images.easyfreeclipart.com/35/listening-ears-clip-art-35307.jpegLook  Eat  **(P) Task 2 Remote controller**  Teacher divides learners into pair groups and gives them a remote controller and learners should do the partner’s instruction. For example S1:  Close your eyes. S2 closes his eyes.  Assessment: peer assessment. Traffic lights. For each correct answer the student gets a green circle  **Differentiation by support:**  Less able students will be given cards with words of parts of body.  More able students work without any support.  **Physical exercise**  *Head, Shoulders, Knees and Toes*  Head, shoulders, knees and toes, Knees and toes.  Head, shoulders, knees and toes, Knees and toes.  And eyes, and ears, and mouth, And nose.  Head, shoulders, knees and toes, Knees and toes.  **Task 3 (I)**  Fill in the missing letters. Spell and read the words.  Example:    **E**ye  **Assessment criteria**  •Read words  •Spell out words for others  **Descriptor**  A learner should  •completes the words with the missing letters;  •spells out and reads words appropriately.  **Differentiation by Extension**: for more able student will be given the same task but in addition to this task they should make sentences using modal verb ‘can’.F e I can look with my eyes. I can eat with my mouth.  **4.Task**  **(G)“Gloves”**  Learners should read all the words and find the odd one . One of this word will be odd. For example  1.Head  2.Mouth  3.Eyes  4.**Pencil**  5.Ear  http://img.findpatent.ru/318/3185079-o.jpg | | | | Body parts song  <http://www.youtube.com/watch?v=7y_TUJy2TY8>  Pictures  Worksheet 1  Cards  https://www.youtube.com/watch?v=h4eueDYPTIg    Worksheet 2 |
| End  **5 mins** | **Reflection :** By asking questions  What can we do with our eyes?  What can we do with our hands?  What can we do with our ears?  What can we do with our mouth?    Hometask: teacher gives cards to student and explains it | | | | **https://www.allkidsnetwork.com/worksheets/body/body-missing-letters-worksheet.asp** |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**  Support for weaker students: working in pairs/groups, individually  Challenges for moreable students: Encouraged to do more writing; assist weaker students. | | **Assessment – how are you planning to check learners’ learning?** | | **Health and safety check ICT links** Video, PPT | |
| ***Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).***  ***Differentiation can be used at any stage of the lesson keeping time management in mind***  Differentiation by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners. | |  | | ***Health promoting techniques***  ***Breaks and physical activities used.***  ***Points from Safety rules used at this lesson.*** | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why? 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.** | | | |