**Lesson plan**

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| **Unit of a long term plan Travel** | | | | | **School: №173** | | | |
| **Date: 12.05.2021** | | | | | **Teacher name: Kudabaeva A.** | | | |
| **CLASS: 2** | | | | | **Number present: 15** | | | **absent:0** |
| **Lesson title** | | | My plane | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 2.L9 recognize the spoken and listened form of familiar words and expressions  2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  2.UE11 use have got+noun to describe and ask about possessions | | | | | |
| **Lesson objectives** | | | **- All learners will be able to:**  • They can recognize the familiar words and expression, make basic statements.  **Most learners will be able to:**  •  **Some learners will be able to:**  • recognise and name most of the words according to the topic, follow the instruction according to the task listen and repeat the names of vehicles | | | | | |
| **Assessment criteria** | | | **Students will have succeeded in this class if they:**   1. Imitate pronunciation of words clearly and distinctly; 2. Demonstrate earnest effort at following teacher directions; | | | | | |
| **Values links** | | | Respect and cooperation by:   1. Listening to the teacher 2. Listening to each other 3. Take turns   Encourage each other | | | | | |
| **Cross-curricular links** | | | Knowledge, craft | | | | | |
| **Previous learning** | | | Types of vehicle | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Beginning | **Organization moment:**  Teacher greets students; students respond to greeting teacher and each other then take their places.  **Warming up**  We go to school by bus  We go to school by car  We go to school by bike  We go to school on foot  -What is today`s theme about?  -Today`s new theme is "My plane".  The class will be divided into 3 groups. | | | | | | Pictures of transport | |
| Middle | ***Introduction***  ***Main:***  ***Listening:***  *Learners listen to the sound of transport.*  Make a circle:  Do as car;  Do as plane;  Do as bus;  Do as train.  **Activity:**  *How do you get to school*  I go to school by bus  I go to school by plane  I go to school by car  I go to school by train   * **Look and READ:**   *imgpreview.jpg*  Boat bus car plane  **Speaking:**  -I have got a car. -Have you got a car?  -I have got a plane -Have you got a plane?  -I have got a bus. -Have you got a bus?  -I have got a train**.** - Have you got a train?  **Craftwork:**  **To make a paper plane, colour and describe your plane.**  **For example: I have got a plane.**  **My plane is red.**  **I have five stars.**  *Work in pairs:* | | | | | | https://youtu.be/-xGUCq2DA8E  https://youtu.be/v29M7Oa1l-A | |
| End | **Feedback: make a circle**  **Touch and name the objects: Use This is a...**  **Reflection**  Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement  Where possible, students can evaluate their work and the work of their classmates in accordance with the certain criteria | | | | | |  | |
| **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?** | | **Health and safety check** | | |
| *Differentiationcan be achievedthroughtheselectionofactivities, identification of learning outcomes for a certain student, provision of individual support to learners,selection of learning materials and resources based on the individual abilities of leaners (Theory of Multiple Intelligences by Gardner).* | | | | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be appliedin this lesson. | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve thelesson objectives/ learning objectives? 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.** | | | | | | |
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