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| **Date** |  | | | |
| **School name** |  | | | |
| **Teacher** | Nugmanova G | | | |
| **Grade 1** | **Number present:** | **Number absent:** | | |
| **Theme of the lesson:** | **Storytime! “The Three Princesses!”** | | | |
| **Learning objectives** that this lesson is contributing to | 1 UE use words and expressions from the story in their speech  1L listen to a story from Poland about the importance of work, recognise the phrase of the story with support  1S pronouns words and expressions intelligibly, use words in short exchanges, to talk about ability  1 R read a story with support  1W write words with support | | | |
| **Target vocabulary** | Consolidation. | | | |
| **Language focus** | * I can play the piano! * They play all day! | | | |
| **Lesson objectives** | **All learners will be able to** listen to a story from Poland about the importance of work, recognise the phrase of the story with support | | | |
| **Most learners will be able to** pronouns words and expressions intelligibly ,use words in short exchanges, to talk about ability | | | |
| **Some learners will be able to** read words and expressions, to write words with support, to use in their speech | | | |
| **Success criteria** | word recognition, pronunciation of words, spelling words, setting the dialogue by analogy, critical thinking skills, evaluation of their responses | | | |
| Anticipated  problems | to develop listening and reading comprehension skills through a story; to listen to and read a story from Poland about the importance of work. | | | |
| Thinking skills | THINK! Thinking skills - monitoring | | | |
| **Value links** | Love for music, desire for knowledge, friendship, ability to listen , ability to assess, listening and reading comprehension skills through a story; understanding of the importance of work. | | | |
| **Cross curricular links** | * Music | | | |
| **ICT skills** | Listening skills of recording | | | |
| **Previous learning Пре** | Musical instruments : trumpet , guitar, drum, piano, recorder  I can play the drum! I can play the trumpet! Listen!  Eyes, ears, nose and mouth!  Then touch your hair like this! | | | |
| **Extra materials** | * Story cards; * Photocopies of the story cards from the Teacher's Resource Pack CD-ROM, one set 1 per pupil, * Video ( SML 1 ie book - story 6) * Track 25 CD2 | | | |
| **The course of the lesson** | | | | |
| **STAGE AND ITS OBJECTIVES** | **PROCEDURE** | | **INTERACTION** | **TIME** |
| **Beginning the lesson** | | | | |
| Task: Extension activity (home task)  Aim: the pupils should to colour cards and use them to make their own story books.  **Formative assessment**  **“Word’s assessment”** | Extension activity  (Optional)  Before going into class) Photocopy the story cards from the Teacher's Resource Pack CD-ROM, one set per pupil.  Hand out the story cards. Ask the pupils to colour them and use them to make their own story books. | | I (Individual work) |  |
| **Let’s have a rest**  Aim: Pupils should do the activity for the resting | Get students ready to the class by greeting them, asking questions about their feelings.  Hello! How are you today?  **Activity** - Let’s have a rest “Action Songs for Children – “Move and Freeze” | | W (Whole class) | 2 min |
| **Warm up**  **Game**  **Aim:** to remember the learning words, to motivate pupils to the lesson | Choose the words to the pictures  “My music” | | W (Whole class) | 3 min |
| **Activity - discussion**  **Aim**: pupils will be able to tell about the importance of work before playing, to answer when they do their homework and if it's before or after playing, to answer if they help with the housework and why it's important to do things for ourselves.  **Formative assessment**  **“Word’s assessment”** | Activity  (An activity to introduce the topic of the story.)  Have a class discussion, in L1 if necessary, about the importance of work before playing. Ask the pupils when they do their homework and if it's before or after playing. Ask the pupils if they help with the housework and why it's important to do things for ourselves. | | W (Whole class)  T > S,S (Teacher asks students individually) | 5 min |
| **PRESENTATION AND PRACTICE**  (Activities to present and activate the new language) | | | | |
| **Presentation the story cards**  Storytime!  **“The Three Princesses!”**  **Aim:** telling stories can build essential listening skills, teach morals and entertain. Stories from different cultures demonstrate how people from all over the world are alike.  **Video “Storytime!**  “The Three Princesses!”  ” | STORY CARDS  Use the story cards to present the story.  (See the Introduction on how to use the story cards, page 4 TB)  Stories and folktales serve as useful tools in the classroom.   * **Let’s watch the video**   (Module 6 - Story 6) | | T > Class  (Teacher addresses the whole class) | 5 min |
| Ex.3, pages 84-85  **Task:** listen and read. (Track 25 CD2)    **Aim:** The pupils should listen and follow along in their books, repeat, chorally and/or individually.  Formative assessment  “Word’s assessment” | Ex. 3, pages 84-85  Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils repeat, chorally and/or individually.  **Summary:** Three princesses spend all day playing the piano, singing and dancing. They never want to do anything for themselves. The King and Queen are worried about their laziness. One day, a witch visits the castle and offers to help. Using her magical broomstick, the witch makes everything and everyone in the castle disappear! Meanwhile, although the three princesses wonder where everyone and everything has gone, this doesn't stop them from dancing and singing all day. They eventually become hungry, thirsty and very tired. They leave the castle in search of food and run into a squirrel carrying nuts. They ask him if he could give them some, but the squirrel refuses. He says that he has been working really hard to gather nuts for the winter, and if they want some, they have to work hard, too. So, they work together to gather their own nuts. The witch is very pleased when she sees this, so she uses her broom to bring everyone and everything back into the castle again. The next day, the princesses are busy studying and working instead of singing, dancing and playing the piano. They realise the importance of work. | | W (Whole class)  T > S,S (Teacher asks students individually) | 10 min |
| **Task:** put up the story cards in random order.  **Aim:** The pupils should put the cards in the right order. | **STORY CARDS**  Put up the story cards in random order. Ask the pupils to come and put the cards in the right order. Play the CD for verification. | | W (Whole class) | 5 min |
| **Task: Role play**  **Aim:** the pupils should act out the story.  **Сценарий прилагается** | **Role play**  Assign roles and allow the pupils, some time to rehearse. Ask the pupils to act out the story. They can use the story cards for help.  Have a discussion, in LI if necessary, about the moral of the story. Tell the pupils that we should study and work hard first before playing; otherwise we become lazy and forget to do things for ourselves. Here, the princesses realise the importance of work by finding food for themselves and then having fun. As we say, "First work, then play!" | | W (Whole class) | 10 min |
| **ENDING THE LESSON** | | | | |
| **Task:** an activity to consolidate the language of the lesson  **Aim:** pupils should complete the sentences with the correct words  **Formative assessment** for the true answer each student have a present card  “Very good”,  “Wonderful”,  “Brilliant” | (An activity to consolidate the language of the lesson.)  Write the following on the board and ask the pupils to copy it in their notebooks:  • done • piano • work • everybody • some • day  I can play the \_\_\_\_ .  Where is \_\_\_\_?  They play all \_\_\_\_ !  Can we have\_\_\_\_ food?  First \_\_\_\_ then play.  Well \_\_\_\_\_!  The pupils read the dialogue again and complete the sentences with the correct words.   * Check their answers.   **Answer key**   1. piano 3. day 5. work   2. everybody 4. some 6. done | | I (Individual work) | 5 min |
| ACTIVITY BOOK (Optional) | If you wish, you can do page 64 from the Activity Book during this lesson or the next one | |  |  |