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| **Long-term plan** **Unit 5: Health and body**  | **School: 120 B.Momyshuly school** |
| **Date:**  | **Teacher name:** Saparoav Akmaral |
| **Class:2** | **Number present**:  | **absent:**  |
| **Theme of the lesson:** Our body |
| **Learning objectives that this lesson is contributing to** | 2.R1 read and spell out words for others2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines2.L1 understand a range of short basic supported classroom instructions2.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information |
| **Lesson objectives** | **All learners will be able to:** * Recognize 10 words of body parts: a head, a hair, an eye, an ear, nose, a mouth, a shoulder, a hand, a leg, a knee.
* pronounce classroom routines intelligibly

**Most learners will be able to:** * Name 10 words of body parts: a head, a hair, an eye, an ear, nose, a mouth, a shoulder, a hand, a leg, a knee.
* Demonstrate classroom routines understanding

**Some learners will be able to:** * Name 10 words of body parts: a head, a hair, an eye, an ear, nose, a mouth, a shoulder, a hand, a leg, a knee.
* Use all demonstrative pronouns to make requests: this, these, that, those
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| **Assessment criteria** | . **Learners have met this learning objective if they can:** - recognize, name the new vocabulary correctly: a head, a hair, an eye, an ear, nose, a mouth, a shoulder, a hand, a leg, a knee.- use demonstrative pronouns to respond requests: this/ that, these, /those- understand classroom routines |
| **Values links** | Learners will work together as a group showing respect and being polite with each other; Health care. |
| **Cross-curricular links** | Biology |
| **Previous learning** | Letters and sounds. |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| **Beginning****0-5 min** | **Organization moment**– Good morning, pupils!– Good morning, teacher.– I’m glad to see you.– We are glad to see you too.– How are you?– We are fine, thank you.– Sit down.**Warming up**Stand up and look aroundShake your head and turn aroundStamp your feet upon the groundClap you hands and then sit down | Slide 1 |
| **Middle****6-10 min****11-17 min****18-22 min****23-27 min****28-30 min****31-35 min****36-40 min** | **Determination the theme of the lesson.**Look at the blackboard, please. You can see some pictures there. Can you guess what we are going to talk about? *(The teacher draws the students' attention to pictures (on the topic "Parts of the body"), hung in advance on the board, and invites them to guess the topic of the lesson.)* Guys, today we will talk about parts of the body. The topic is very interesting, there are a lot of words in it, you need to teach them. what for? (The children answer the question.) That's right! At first, knowledge of body parts can be useful for describing people. Remember our poem for a physical education about Willy, who cries, because he may have something hurts.**Phonetic drill**T.: Listen to me and repeat after me.Why do you cry, Willy?Why do you cry?Why, Willy? Why? Willy?Why, Willy? Why?**Introduction to new words on the topic "Parts of the body"** The teacher introduces new words on the topic "Parts of the body." Students will repeat new words for the speaker and read them in pairs And now, let’s remember parts of the body. Put the words in two column.*(Students are distribute words in two columns:* ***head and body****).* **Words:** a head, a hair, an eye, an ear, nose, a mouth, a shoulder, a hand, a leg, a knee. **Formative assessment. Speaking.** Now, it’s time to speak about parts of the body.(Students finish the statements orally).**What do we do with?** We smell with our \_\_\_\_\_\_\_, (nose)We see with our \_\_\_\_\_\_\_\_\_, (eyes)We eat with our \_\_\_\_\_\_\_\_ (mouth)Tasty puddings and pies.With \_\_\_\_ and \_\_\_\_\_ we walk, (legs) (feet)With \_\_\_\_and \_\_\_\_\_\_ we talk, (lips) (tongue)And with our \_\_\_\_\_\_\_\_ (ears)We can hear. ****Game “Draw the man”.****Let’s play game! You must use parts of the body and draw the man.*(Students of the two groups alternately each student gives an assignment to the opponent to draw on the board some part of the body, then a presentation is used for verification).***Student 1:** “Draw the hands”.**Student 2: “**Draw the (two ) legs”. etc. **Show me your ….., please.** (a head, a body, a hand,  an arm, a leg,  a knee, fingers, toes, a face, an ear , two ears, an eye, two eyes, a nose, a mouth).**Differenciation:**The children memorize the vocabulary and make up sentences using grammar.For low- motivated pupils: make up sentences using only pictures part of the body with this/that; these/those.Middle-motivated pupils: make up sentences using cards and some of the demonstrative pronouns this/that; these/those Hihg-motivated pupils: make up sentences without any support by using all vocabulary and all demonstrative pronouns. **Dynamic break** Are you tired? Let’s have a rest! Stand up, please. Let's sing a song all together. "Head, Shoulders, Knees and Toes"**Formative assessment.**Make up sentences about parts of the body using demonstrative pronouns this/that; these/thoseExample: This is a mouth and that is nose. Картинки по запросу картинки смайлики рука Картинки по запросу картинки части тела рот для детей Картинки по запросу картинки смайлики рука Картинки по запросу картинки части тела рот для детейThese are eyes and those are ears. Картинки по запросу картинки смайлики рука Картинки по запросу картинки части тела для детей Картинки по запросу картинки смайлики рука Картинки по запросу картинки части тела уши для детей | Рictures Slide 2 "Parts of the bodySlides 3-17 http://www.dreamenglish.com/flashcards/bodyparts.pdfSlides 18Slides 19Poster and markerhttp://mypersonal-site.ucoz.ru/load/0-0-0-11-20 |
| **End****41-45 min** | **Reflection**Home task: learn the body parts and spellingT.: Well, children. We have done a lot today! Do you like our lesson today? What do you like? What don't you like?(Each pupil gets the sticker an write what they like today and what don’t like then put them on the door.)**the bag** – you need the informationC:\Users\1\Desktop\infourok\lycsac8.jpg**the mincing machine** – you need time to think over the informationC:\Users\1\Desktop\infourok\1333124750.jpg**rubbish bin** – you don’t need the informationC:\Users\1\Desktop\infourok\428948.jpgTeacher: Thank you.The lesson is over.Good bye, children! |  |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** Middle 28-30 min.For low- motivated pupils: make up sentences using only pictures part of the body with this/that; these/those.Middle-motivated pupils: make up sentences using cards and some of the demonstrative pronouns this/that; these/those Hihg-motivated pupils: make up sentences without any support by using all vocabulary and all demonstrative pronouns. | **Assessment – how are you planning to check learners’ learning?**Monitoring*Checking the task**Middle 36-40 min.**Feedback on the work* | **Health and safety check***Dynamic break 31-35 min.* |
| ReflectionWere the lesson objectives/learning objectives realistic? What did the learners learn today?What was the learning atmosphere like?Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |
| Summary evaluationWhat two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |

