**Lesson plan**

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| Unit 3. Time | | School: #40 | | | |
| Date: 13.11.2018 | | Teacher name: Salykova SK | | | |
| Grade: 3 | | Number present: | | absent: | |
| Theme of the lesson: Days of the week | | | | | |
| Learning objectives that this lesson is contributing to | | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.3.1.1 recognize, identify and sound with support a limited range of familiar words in simple sentences;  3.5.2.1 use cardinal numbers 1 -12 to talk about time | | | |
| All learners will be able to:  Ask questions and respond using visuals**;**   * demonstrate usage of in and at with time phrases. * practice learned vocabulary with support. | | | |
| Most learners will be able to:   * use most of the words in the speech; * write and say sentences related to time and when they do things. | | | |
| Some learners will be able to:   * write and say sentences related their daily routine. using visuals with no support. | | | |
| Assessment criteria | | Learners have met the learning objective (3.1.7.1 / 3.3. 1.1./3.5.2.1.) if they can:   |  | | --- | | They can use prepositions of time correctly in 5 or more sentences.   * They can ask and answer questions related to time and when they do things at least 85% of the time. | | | | |
| Value links | | Education throughout life, cooperation | | | |
| Cross - curricular links | | Lesson is connected Science: Astronomy | | | |
| ICT skills | | Using SMART board, pictures and videos | | | |
| Previous learning | | Times of my day | | | |
| Plan | | | | | |
| Planned timings | Planned activities | | | | Resources |
| Beginning  5 mins | - Good morning, children! How are you today? I’m very glad to see you. Sit down please!  Teacher introduces with LO  First that we are going to do is to revise days of the week.  Teacher gives hats with days of the week to seven children, asks them to go to the blackboard. The other children go to the blackboard too and put their classmates in order according to the week. | | | | Hats |
| Middle  30mins | Children look at the interactive board. There is a calendar  on it. Teacher asks pupils to say what day of the week is.  Ex: What day is it on the 15th of November? And so on.  Answer: Thursday.  Teacher asks some pupils.  Teacher shows pupils an unusual clock on a smart board. Instead of numbers there are children’s names on it. Teacher asks children to stand in a circle like a clock and explains the task. When teacher says the sentence with the time, appropriate pupil shows the action that is in the sentence.  Ex: I get up at 7 o’clock.  Teacher gives to each pair a sheet of paper with timetable and pictures with actions and time.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | S | M | T | W | Th | F | S | |  |  |  |  |  |  |  | | 7:00 | 8:00 | 2:00 | 3:00 | 5:00 | 6:00 | 10:00 |   On Monday I get up at 7 o’clock.  Children glue pictures in the timetable and write sentences. Then one by one they show their timetable and read sentences they make.  Song “Days of the week”  Extra time: Activity book p.34 ex.1.2 | | | | Slide1 (Calendar)  Slide 2 (Clock)  Poster |
| End  5 mins | **Reflection**   * How do you feel about the lesson show me you smiles?   Home task write “My timetable” | | | |  |
| 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? | | |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the board  More able students – independent work on definite tasks with little/no support  Allow for flexible groupings and cooperative learning, depending on the appropriateness to the task  Allow for extra time for students needing it, when appropriate  Give extra text or visual support to students needing extra English support  Create small learning groups for students needing extra support or enrichment with the co-teacher, when appropriate | | | through observation | | |
| Reflection  Were 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 evaluation  What 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? | | | | | |