Lesson Plan

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| **Unit 1****Animals** | **School: School-lyceum №6, Kokshetau** |
| **Term 1** | **Teacher name: Takambaeva M. R** **V. V.** |
| **Class: 3** | **Number of present:**  | **absent:** |
| **Lesson title** | Body parts |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | 3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences 3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.S1 make basic statements which provide personal information on a limited range of general topics |
| **Lesson objectives** | **By the end of the lesson** * all learners will be able to:

- recognize and say animals’ body parts using words* describe a favouгite animals using some of the new words in simple sentences with a considerable support
* most learners will be able to:
* recognize and say animals’ body parts using phrases
* describe a favourite animal using some of the new words in simple sentences with a limited support
* some learners will be able to:
* identify animals’ body parts using simple sentences
* describe a favourite animals using some of the new words in sentences with no support
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| **Level of thinking**  | Application and knowledge  |
| **Assessment Criteria** | * Recognize and identify animals’ body parts in simple sentences
* Listen and identify animals’ body parts in simple sentences
* Describe learners’ favourite animal
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| **Values links**  | * attentive listening
* collaborative skills
* respect
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| **Cross-curricular links** | Biology |
| **Previous learning** | Animals |
| **Plan**ссс |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Start2 min | CLASS ROUTINEGreeting: Teacher greets learners; **Introduction (Odd one out strategy )**Teacher shows the pictures of the animals’ body parts and one of and children should guess the theme of the lesson.OK. You are right. The theme of the lesson is ‘Body parts”. Teacher introduces the learners learning and lesson objectives. Teacher says that in that day they will get acquainted with body parts of the animals, read the text, draw body parts and describe them.  | Pictures with the animals’ body parts |
| Middle4 min5 min 7 min | **Pre-reading** **Task 1****[W, I] Teacher introduces new words using Flashcards** (Drilling) Learners should repeat and individually**Vocabulary** beak **клюв**feather п**еро**fur  **мех**hoof **копыто**mane **грива**paw **лапа**skin **кожа**tail **хвост**wing **крыло****Descriptor: a learner*** listen to the teacher
* read the word
* repeat after the teacher
* pronounce the words correctly

**Assessment:** Self assessment (Thumbs Up, Thumbs Down)**Task 2****While-reading** [W, I] Teacher shows to students Handout 1. Pupils read the text and rewrite the body parts of animals. Handout 1*Dear, friend! My name is Kate. I am reading a book about animals now. There are a lot of animals and birds in the world: elephant, tiger, lion, dog, horse and others. For example, Birds have got beaks, Lions have got a mane. Elephants have got grey skin. Horses have got hooves. Parrots have got colourful feathers. Butterflies have got colour wings. Dogs have got a tail. What is you your favourite animal?** **Assessment criteria:** Recognize and identify animals’ body parts in simple sentences

**Descriptor: a learner*** read the text
* find the name of body parts
* rewrite the body parts of animals correctly

**Assessment:** Self assessment. Learners check the task according to the criteria. **Post-reading****Task 3**[I] Teacher shows to learners handout 2. Learners should read the sentences and match them to the pictures.Pupils choose one picture which they like and write short description. **Handout 2**1. It has got an orange beak.
2. It has got colourful feathers
3. It has got colourful wings
4. It has got paws. It is an orange with black stripes.
5. It has got a tail
6. It has got hooves
7. It has got a mane
8. It has got grey skin
9. It has got a brown fur.
10. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ elephant for kids
11. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ tail fdog
12. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ horse for kids
13. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ beak for kids
14. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ parrot for kids
15. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ monkey for kids
16. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ butterfly for kids
17. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ for kids tiger
18. ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ

**Differentiation by level of discorse** * High achieving learners describe animals using sentences.
* Middle achieving learners describe animals body using phrases
* Low achieving learners describe animals body parts using words
* **Assessment criteria:** Recognize and identify animals’ body parts in simple sentences

**Descriptor: a learner** * Read the sentences
* Match the sentences to the pictures
* Describe the picture which learners like using words, phrases or sentences.
 | Flashcards with the animals body partsCards Handout 1Handout2a) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=RhI0XaGlCOnhrgTqiYK4Cg&q=for+kids+elephant&oq=for+kids+elephant&gs_l=img.3..0i7i30l4j0i8i30l6.169409.182615..183060...0.0..0.355.2693.0j14j1j1......0....1..gws-wiz-img.......35i39.AVfasLaJTqc&ved=0ahUKEwih4NrevMXjAhXpsIsKHeqEAKcQ4dUDCAY&uact=5#imgrc=wdJQIDegksw1nM:>b) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=qRM0XZvkH43D6ATa4o_YBQ&q=tail+fdog&oq=tail&gs_l=img.1.0.35i39l2j0i10j0i67j0l6.42415.42415..45528...0.0..0.178.178.0j1......0....1..gws-wiz-img.ZewpUhtvHiM#imgrc=jN1pcc2VmGqxUM:>c) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=2BM0XYTvJ4exrgTNwb4g&q=horse+for+kids&oq=horse+for+&gs_l=img.1.0.35i39j0i30l9.31573.36481..38297...0.0..3.200.2158.1j13j1......0....1..gws-wiz-img.....0..0j0i67.p3KNQPKF2Xg#imgrc=nTJo6l2YvMsViM:>d) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=ABQ0Xa_tEq-yrgSL8o_YAg&q=birds+for+kids&oq=birds+for+kids&gs_l=img.3..0i19l2j0i7i30i19l8.31432.34120..34579...0.0..0.326.1826.0j9j0j1......0....1..gws-wiz-img.......0i7i30j35i39j0.UKHWOsiSQI0&ved=0ahUKEwiv7caxvsXjAhUvmYsKHQv5AysQ4dUDCAY&uact=5#imgrc=bjlRi6jhawj9WM:>e) <https://www.google.com/search?biw=1366&bih=656&tbm=isch&sa=1&ei=mI02XaWBNMe06ASwqoH4Cg&q=parrot+for+kids&oq=parrot+for+kids&gs_l=img.3..0i19l2j0i5i30i19l4j0i8i30i19l4.3865.5922..6045...0.0..0.409.2542.2-1j5j1......0....1..gws-wiz-img.......0j0i67j0i30.byExxpRr2Fo&ved=0ahUKEwilrebQmsrjAhVHGpoKHTBVAK8Q4dUDCAY&uact=5#imgrc=QUoJ-e-_j4wpgM:>f) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=QBQ0XbSKPI6RmwWbvLvgDA&q=monkey+for+kids&oq=monkey+for+kids&gs_l=img.3..35i39j0j0i7i30l8.35217.38452..38955...0.0..0.216.1598.0j9j1......0....1..gws-wiz-img.......0i19j0i7i30i19j0i7i10i30i19.TIB__0aNfpA&ved=0ahUKEwi0qrLQvsXjAhWOyKYKHRveDswQ4dUDCAY&uact=5#imgrc=F3fhHnaPXc_cKM:>g) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=Dw80XbufIY-trgTD04_QBw&q=buutterfly+for+kids&oq=buutterfly+for+kids&gs_l=img.3...5898.13338..13777...1.0..0.363.3000.0j15j1j1......0....1..gws-wiz-img.......0i7i30j0i7i5i30j35i39j0.HVGhUBQclqY&ved=0ahUKEwj74rvWucXjAhWPlosKHcPpA3oQ4dUDCAY&uact=5#imgrc=-XEYIfx-7jTyGM:>h) <https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=1w80XfXjE6HnrgSH85jIBw&q=for+kids+tiger&oq=for+kids+tiger&gs_l=img.3..0i7i30l5j0i8i30l5.8126.8441..8881...0.0..0.236.793.0j2j2......0....1..gws-wiz-img.A_aCusGuQaY&ved=0ahUKEwi1q921usXjAhWhs4sKHYc5BnkQ4dUDCAY&uact=5#imgrc=7jfBZ-4UGFLYFM:>i)<https://www.google.com/search?biw=1366&bih=607&tbm=isch&sa=1&ei=HhI0XaHgOsKIrwSioq64Bw&q=mane+animal++for+kids+lion&oq=mane+animal++for+kids+lion&gs_l=img.3...33210.37091..37614...0.0..0.154.727.0j5......0....1..gws-wiz-img.30T6TbtzoWQ&ved=0ahUKEwih54MvMXjAhVCxIsKHSKRC3cQ4dUDCAY&uact=5#imgdii=Hz_vqHwVFxOakM:&imgrc=ToJNcyWf2en-hM:> |
| Reflection2 min | Learners’ feedback. Let’s do exercises Different movements can also reflect the evaluation of the task : If you can say 9 new words clap your handsIf you can say 7 new words raise your handsIf you can say 5 new words stand upIf you can say 3 new words sit downIf you can describe animals with no support clap your handsIf you can describe animals with a limited support raise your handsIf you can describe animals with a considerable support stand up |  |
| Additional information |
| Differentiation – how do you plan to give more support? How do you plan to challenge more able learners? | **Differentiation by level of discorse** * High achieving learners describe animals using sentences.
* Middle achieving learners describe animals body using phrases
* Low achieving learners describe animals body parts using words
 |
| Assessment – how do you plan to check students’ learning? | Self assessment (Thumbs Up, Thumbs Down) |