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| **Short-term lesson plan:**  Unit 5 Travel  around us | | | **School-lyceum №3** | | | | |
| **Date:** | | | **Teacher name: Kupabayeva A.** | | | | |
| **Grade:** 1C,D,E,F,G | | | **Number present:** | | | | **absent:** |
| **Theme of the lesson:** Getting to school | | | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | **1.S3** pronounce basic words and expressions intelligibly  **1.S5** produce words in response to basic prompts  **1.L4** recognise basic intonation distinguishing questions from statements  **1.UE5** use interrogative pronouns *what where how* to ask basic questions  **1. L1** recognise short instructions for basic classroom routines spoken slowly and distinctly. | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * recognize and name 6 types of transport intelligibly * recognize ‘How do you go to school?’ question form with teacher’s support   **Most learners will be able to:**   * recognize and name 8 types of transport intelligibly * respond to the information question how they get to school with little support   **Some learners will be able to:**   * recognize and name 10 types of transport intelligibly * respond to the information question how they get to school without support | | | | |
| **Value links** | | | Lifelong learning | | | | |
| **Assessment criteria** | | | Learners have met the learning objective L1 if they can:   * recognize 3-4 types of transport * color 3-4 types of transport | | | | |
| **Cross-curricular**  **links** | | | Art | | | | |
| **ICT skills** | | | Using videos, PPT | | | | |
| **Previous learning** | | | Using can/can`t, there is/are | | | | |
| **Health and Safety** | | | Make sure power cords/outlets are not a tripping hazard  Everyday classroom precautions | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** | |
| **Beginning**  3 min  (I/W)  5 min  (W) | **Greeting/Speech drill**   * Greet learners and ask them take their places; * Ask learners how they are today; * Go through the lesson objectives.   **Warming up**   * Learners watch a video and revise the words of transport | | | | | PPT  Video  Transportation Song  [www.kidsinglish.com](http://www.kidsinglish.com/)  <https://thewikihow.com/video_2c68qD_NExQ> | |
| **Middle**  10 min  (I/W)  7 min  3 min  (W)  10 min  (P/I) | **Revision:**   * Learners match the words to the pictures. * Listen and recognize the transport. Teacher: *Number1 is bus.* Leaners write number 1 under the picture.   **Main Part:**  **Introduce to question form: “How do you go to school?”** .   * Teacher asks pupils to repeat the question 3 times. * *“How do you go to school?”- By bus* * Teacher introduces a new word “walk” with movements * *How do you go to school?”- I walk* * Pupils watch a video to practice the question and answers   **Dynamic break:** Ask learners to come to the middle of the class and repeat movements and sing a song.   * Learners in pair ask each other about the transport they get to school.   P1: *How do you go to school?*  P2(ticking): *By car*  **H/w:** work with card  Task: match the words to the pictures. Look at the pictures and say how they go to school.  **Differentiation by support:** Less able learners work with teachers` assistance. | | | | | Worksheet 1  Worksheet 2  <https://www.youtube.com/watch?v=qxvn65zyZjI>  PPT  Worksheet 3 | |
| End  2 min  (I) | **Feedback**  Teacher gives her comments about students work and awards students | | | | | Stickers | |
| **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 ICT links** | | |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboard  More able students – independent work on definite tasks with little/no support  While group or pair work more able students can also provide less able students with additional support | | through observation and through formative assessment | | | * Work with the SMART board not more than 10 minutes * Make a dynamic break in the middle of the lesson * Monitor classroom space when students start moving around * Check sockets’ safety | | |
| **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? | | | | | | | |