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| **Short-term lesson plan:**Unit 5 Travelaround 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
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| **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
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| **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 hazardEveryday 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
 | PPTVideo Transportation Song [www.kidsinglish.com](http://www.kidsinglish.com/)<https://thewikihow.com/video_2c68qD_NExQ> |
| **Middle**10 min(I/W) 7 min3 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 cardTask: 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 1Worksheet 2<https://www.youtube.com/watch?v=qxvn65zyZjI>PPTWorksheet 3 |
| End2 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 checkICT links** |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboardMore able students – independent work on definite tasks with little/no supportWhile 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
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| **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? |