MSI "Basic secondary school of Shoyndykol of the Education Department in the Zharkain District of the Department of Education of the Akmola Region"

Short-term (lesson) plan

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| Unit | 4: Professions and Ways of Communication | |
| Teacher’s name | J.S.Derbeneva | |
| Date | 29.11.21 | |
| Grade | Number present | Number absent |
| Theme | Body language | |
| Learning objectives that this lesson is contributing to | 4.1.1.1 understand an increasing range of classroom instructions;  4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;  4.3.1.1recognise, identify and sound with support a growing range of language at text level;  4.4.2.1begin to use joined-up handwriting in a limited range of written work | |
| Lesson objectives | **All learners will be able to:**  Repeat new words  Show the gestures  Guess the crossword with support  Answer partner’s questions  Follow partners’ and teacher’s instructions with support  Apply singular, plural nouns and topic related adjectives in speech with support  **Most learners will be able to:**  Answer partner’s questions without any support  Guess the crossword with little support  Follow partners’ and teacher’s instructions  **Some learners will be able to:**  Guess the crossword without support  Follow partners’ and teacher’s instructions without support  Apply singular, plural nouns and topic related adjectives in speech confidently | |

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| **Planned timings** | **Planned activities** | **Learners’ activities** | **Evaluation** | **Resources** |
| Beginning  10 min | **Class organization**  Good morning, dear students!  Take your seats, please!  **Warm-up**  [I] How are you today, …?  How was your weekend?  Are you ready to work, …?  Tell me, please, what date is it today, ….?  **Psychological mood**  I am glad to see your faces, your smiles, and I think that this day will bring you joy. Sit comfortably, please, close your eyes and repeat after me: *“I'm at school, I'm in class. I am happy. I listen attentively. I want to learn. I'm ready to move on."*  Let's start our lesson by wishing each other good luck.  **Phonetic warm-up**  [W, I]  Let’s read the rhyme chorally. | Ss greet T and ask her questions.  Ss listen to the T instructions  Ss read the rhyme to revise the letters and the sounds. | Oral assessment: Well done! Good job! Not bad! | PPT (slide 1) |
| Middle  30 min | **Eliciting**  [W, I]  Look at the slide, please. What can you see there?  Do you have any ideas: what is the topic of our lesson?  Yes, right you are!  Teacher introduces the theme and lesson objectives. Teacher explains body language shows what we think and feel.  **Drilling**  [W, I]  Let’s have a look to our board and get acquainted with new vocabulary.  *I’m angry I’m surprised I’m afraid I’m tired I’m sorry It’s bad*  **Activity 1**  [W, I]  Game *“Guess the emotion”*  T gives cards to Ss and observes.  **Activity 2**  [P]  T divides Ss into pairs using cards with pictures. They are to guess the message.  **Activity 3**  [W, I] TPR. Teacher suggests learners to stand up, watch the video and follow the instructions.  **Activity 4**  [W, P]  *Body language dictation*  There are two sheets of paper on the two walls opposite each other.  **Activity 5**  [I, f]  You have worksheets with crosswords on your desks. Please, fill them in. You may use your vocabulary books for help.  **Activity 6 Extra**  [W, I]  Speaking cards. | Ss say that they see people who say smth using gestures. Then guess the topic of the lesson. Write down the date, day of the week and theme of the lesson.  Ss read new words, repeat after T. chorally and individually  Learner take a card and reads the message, he is to show the others only gestures without pronouncing the message. The others should guess.  Ss work in pairs, they decipher and write down the words of Toba Beta , a writer from Indonesia  Ss stand up, watch the video and follow the instructions  One learner reads the message and shows it to the second one. The second learner should write it down to the exercise-book.  Ss guess the crossword.  Ss takes the card and answers the questions | Oral assessment:  Right you are!  Good job!  Try again!  Peer-assessment:  Thumbs  Pair-assessment: “Traffic-lights”  (green – 1-2 mistakes; yellow – 3-4 mistakes; red – 5 or more)  Oral assessment: Very good! Good job! Not bad!  Peer-assessment: Thumbs    Formative assessment | PPT (slide 2)  PPT (slide 3)  PPT (slide 4)  Handout 1 (guess the emotion)  green,  yellow, red cards  PPT (slide 5)  Cards to divide into pairs  PPT (slide 6)  Video  PPT (slide 7)  Handout 2 (dictation)  Handout 3 (crossword) |
| End  5 min | **PLENARY**  -What was really interesting for you?  -What do you want to do at the next lesson?  -What do you want to change or correct in your learning?  To check for learners understanding during a lesson teacher gives each learner a card and suggests them to fill it in and give it back to T.  C:\Users\isterika.com\Desktop\emoji_exit_ticket_image1.png  ***Home task***: Complete feeling worksheet  - You worked vey hard today, thank you for the lesson!  **CLASS ROUTINE**  Now the lesson is over. See you soon! | Ss answer the T questions, fill in the reflection cards and give them back to T.  Ss say goodbye | Self-assessment | <https://elementaryassessments.com/emoji-exit-tickets/>  Handout 4 (reflection)  PPT (slide 8)  Handout 5 (h/t) |