Lesson plan

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| **Long-term plan unit:** | | | | | **School: boarding 2 school** | | | |
| **Date: 21.11.2017** | | | | | **Teacher name: Koktayeva N.N.** | | | |
| **CLASS: 2 A** | | | | | **Number present:** | | **absent:** | |
| **Theme of the lesson:**  **School Days** | | | | |  | |  | |
| **Learning objectives(s) that this lesson is contributing to** | | | | 2.L3 recognise with  support common names and names of places and the spoken form of a limited range of everyday and classroom words  2. R3 recognise initial letters in names and places  2.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly | | | | |
| **Lesson objectives** | | | | **Learners will be able to:** | | | | |
| * recognise days of the week * sound letters in week days * recognise some letter sounds and read/write them | | | | |
| **Success criteria** | | | | Learners have met this learning objective 2.R.3, if they can identify and match 80-100% of familiar sight words | | | | |
| **Value links** | | | | Labor and creativity | | | | |
| **Cross curricular links** | | | | The world around us | | | | |
| **ICT skills** | | | | Smart board | | | | |
| **Previous learning** | | | | Around school | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Beginning | ORGANIZATIONAL MOMENT  Teacher: Good-morning boys and girls!  Children: Good-morning, teacher!  Teacher: Let’s remember our poem “Hello”  It’s time to say “Hello”!  It’s time to say “Hello”!  It’s time to say “Hello”!  And start our lesson!  PHONETIC DRILLS  Listen to the story about the funny train.  Teacher: The train is singing a wind song: [f], [f], [f], the wind becomes stronger: [f] - [f] – [f].Then the wind touches leaves and the train begins singing a leaves’ song.: [h], [h], [h]. The train wheels are also singing : [t], [t], - [d], [d] – [t], [t] – [d], [d]. The train listens to the talking flowers and sings: [n], [n], [n] – [nei] – [nei] – [nei]. The train begins thinking and sings: [m], [m], [m]. Then the train sees bees and begins to sing their song : [z], [z], [z]. It is a merry song: [p], [p], [z], [z], [p], [p], [z], [z]. Then the train begins to blow the smoke from its chimney: [w], [w]. [w]. Great! | | | | | | |  |
| Middle | REVISION  Teacher: Do you know our school? I have lost the ball. Can you help me?  To check answers get a learner to ask a learner in another group a ‘Where?’ question about the completed scene card. Teacher holds up flashcard of a ball, learner asks ‘ Kim,where’s the ball ?’  SINGNING  Teacher: Listen and answer the question : “What days do you go to school?”  Children sing a song “Days of the week”  RECITING  Sunday, Monday, Tuesday too.  Wednesday, Thursday just for you.  Friday, Saturday that's the end .  Now let's say those days again!  Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday!  WRITING  Learners all write the days in large letters on a card  DEMONSTRATION  Teacher demonstrates common abbreviation of the week days. Learners are given worksheets with abbreviations.  ASSESSMENT  Learners match abbreviations to words of week days.  LISTENING  Teacher asks questions for learners to write down answers [either number or initial letter/abbreviation of day].  They only need to write down day abbreviations or a number and answer questions like  *How many days are in a week?*  *How many days are school days?*  *What’s your favourite day? How many days are in a week?*  *What day do you start school?*  *What day do you finish your school week?*  *What day is your weekend?*  .  PHYSICAL TRAINING  Stand up, listen, look and mime.  Sunday, Monday  Clap, clap, clap.  Tuesday, Wednesday,  Step, step, step.  Thursday,  Hop.  Friday,  Stop.  Saturday,  Turn around, like a top.  Seven days are in a week.  Now, sit down or take a sit.  PRACTICE  Game “Who’s got Monday?”  Pupils listen to the music and pass each other cards with the names of days of the week. When the music stops - the transfer stops. The teacher asks the questions - "Who has Tuesday?" The task is to read the word and to show it if it is the answer to this question. | | | | | | | Cards  Days of the week song http://www.youtube .com/watch?v=36n93jvjkDs  A wide range of days  of the week visuals /activities can be found here http://www.eslprintables. com/vocabulary\_ worksheets/time/ days\_of\_the\_week/  Card for writing days  Worksheets |
| End | Well what did we do in our lesson?   * Evaluation of the lesson   Give the home task Learn the spelling of week days  Children sing a *Good bye song* | | | | | | | https://www.youtube. com/watch?v= Xcws7UWWDEs |
| **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** | | |
| * More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | | * Through formative assessment * Through observation of the stage of revision | | | * Health promoting techniques * Breaks and physical activities used. * Points from Safety rules used at this lesson. * Use video 10 minutes | | |
| **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? | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | | |
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| **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? | | | | | | | | |