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 withsupport common names and names of places and the spoken form of a limited range of everyday and classroom words2. R3 recognise initial letters in names and places2.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
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| **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 MOMENTTeacher: 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 DRILLSListen 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    | REVISIONTeacher: 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 ?’SINGNINGTeacher: Listen and answer the question : “What days do you go to school?”Children sing a song “Days of the week”RECITINGSunday, 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!WRITINGLearners all write the days in large letters on a cardDEMONSTRATIONTeacher demonstrates common abbreviation of the week days. Learners are given worksheets with abbreviations.ASSESSMENTLearners match abbreviations to words of week days.LISTENINGTeacher 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 TRAININGStand 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.  |  CardsDays of the week song http://www.youtube .com/watch?v=36n93jvjkDsA 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 daysWorksheets |
| End | Well what did we do in our lesson?* Evaluation of the lesson

Give the home task Learn the spelling of week daysChildren 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 checkICT 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
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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? | **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? |