Lesson plan

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| **Long-term plan unit:** 2 | | | | | **School: Boarding school №2** | | | |
| **Date:** | | | | | **Teacher name: Yntykbekova G.K.** | | | |
| **CLASS: 2A** | | | | | **Number present:** | | **absent:0** | |
| **Theme of the lesson:**  **Days of the week** | | | | |  | |  | |
| **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.S3 ask questions in basic exchanges about people, objects and classroom routines | | | | |
| **Lesson objectives** | | | | **Learners will be able to:** | | | | |
| * recognise and write days of the week * recognise and name common verbs * listen and describe their days | | | | |
| **Success criteria** | | | | Learners have met this learning objective 2.L.3, if they can indicate 5-7 words correctly | | | | |
| **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** |
| 3 minutes  3 min | **ORGANIZATIONAL MOMENT**  **Teacher:** Good-morning children!  **Children:** Good-morning, teacher!  **PHONETIC DRILLS**  Good morning, good morning.  Good morning to you.  Good morning, good morning  I’m glad to see you.  **WARMING UP**  What is this?  This is a rubber.  This is a book.  Children, how many pencils are these?  And the last task for you I suppose. Listen to me attentively and be quick! Try to guess the day of week!  What day comes after Friday? (Saturday)  What day is between Tuesday and Thursday? (Wednesday)  What day comes before Wednesday? (Tuesday)  What day is between Sunday and Tuesday? (Monday)  What day comes after Thursday? (Friday)  What day comes before Friday? (Thursday)  What day comes before Monday? (Sunday)  **Children sing a song “Days of the week”**  Monday, Tuesday, Wednesday  Thursday, Friday, Saturday, Sunday  The weekend  **Work in groups**  I give you cards and find the days in the puzzle and write them in order on the lines  **PHYSICAL TRAINING**  Teacher:You are tired. Stand up and do some exercises with me!  I you happy clap your hands  If you happy clap you hands  If you angry stamp you feet  If you skirt  If you sleepy | | | | | | | **Answer questions**  It’s Sunday!    It’s Saturday!    It’s Monday!    It’s Wednesday!    It’s Tuesday!    It’s Friday!  Says of the week song bilimland.kz  cards |
| Middle | **REVISION**  **Look at the pictures and write down**   1. I play football on Monday. 2. I run on Wednesday. 3. I swim on Monday. 4. I jump on Saturday. 5. I read on Sunday. 6. I play chess on Tuesday. 7. I write on Thursday. 8. I count on Friday.     **Match the picture with the action verbs**  Go to… Read Say  Get up Write  listen Stand up  **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. | | | | | | | Ball  Worksheets  https://www.teachers. cambridgeesol. org/ts/exams/ younglearnersan dforschools/ylemovers/ listening |
| End | Well what did we do in our lesson?   * Evaluation of the lesson   Give the home task. Learn the spelling of week days *Thank you for your good work at the lesson. I think it is very interesting to learn Days of the Week. I put you only good and excellent marks for today.*  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? | | | | | | | | |