**Lesson plan**.

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| **Long-term plan** | | | | **School: Boarding-school 2** | | | |
| **Date: 28.11.18.** | | | | **Teacher name: N. N. Koktayeva** | | | |
| **Grade: 1 B** | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson** | | | | **Animals** | | | |
| **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.UE9 use basic present simple forms (positive and negative) to give basic personal information  1.S1 make basic personal statements and simple statements about objects.  1L.3 recognize with support simple greetings and recognize the spoken form of the limited range of basic and every day classroom words | | | | | |
| **Lesson objectives** | |  | | | | | |
| ***All learners will be able to:***  • identify wild and domestic animals  ***Most learners will be able to:***  • remember the words about animals  ***Some learners will be able to***  ***•*** read and write animal names | | | | | |
| **Success criteria** | | Learners have met this learning objective if they can:   * Remember at least 5 out of 6 words correctly | | | | | |
| **Value links** | | Community – following school, classroom rules; getting to know each other; | | | | | |
| **Cross curricular links** | | Lesson is connected with biology: students show animals and describe their colours | | | | | |
| **ICT skills** | | Using Smart board, pictures and videos | | | | | |
| **Previous learning** | | Days of the week | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** | |
| Beginning  5 minutes | Greeting  Hello! I am glad to see you, your smiles. How are you today? I hope our lesson will bring you only positive mood and good emotions.  Who is absent?  What date is it today?  Lesson starts with group work for revision last theme. | | | | | Video | |
| Middle  30 minutes | **Presentation**  Show students PPT with the pictures and quickly got through it asking all or individuals.  Learners task is to match and say.   1. How many days in a week?   Who can tell me?  Who is ready?  Ok, very good. Next children look at the board  **Open the topic of the lesson animals guess a riddle:**  I have 4 legs and a long tail.  I like to run fast.  I let you ride  on my back.  I eat hay.  And say «Neigh, neigh».  I am ….  (Answer: HORSE)  У меня 4 ноги и длинный хвост.  Я люблю быстро бегать.  Я разрешаю тебе кататься у меня на спине.  Я ему сено.  И говорю «Иго-го».  Я ….  (Ответ: ЛОШАДЬ)  I am a big farm animal.  I can be black, white or brown.  I like to eat green grass.  I give milk.  I can say «Moo, moo».  I am ….  (Answer: COW)  Я большое животное,  живущее на ферме.  Я могу быть черной, белой  или коричневой.  Я люблю есть зеленую траву.  Я даю молоко.  Я говорю: «Му-му».  Я ….  (Ответ: КОРОВА)  I live on a farm.  I am pink.  I have a little tail.  My nose is called a snout.  And I say «Oink, oink».  I am ….  (Answer: PIG)  Я живу на ферме.  Я розовая.  У меня маленький хвостик.  Мой нос называется пятачком.  И я говорю: «Хрю-хрю».  Я ….  (Ответ: ХРЮШКА)  Травку кушает он в поле  И гуляет на просторе.  Много у него кудряшек,  Потому что он… (Барашек.)  Open the topic of the lesson animals  Learners do physical activity.  And please look at the screen and say what the  **New words:**  **Wild animals Pets**  **a lion a cow**  **a tiger a horse**  **a elephant a sheep**  (сегодня поговорим о животных, какие виды животные бывают)  connect letters with pictures  work inspection  who will write beautifully he will get a smiley  **refreshing moment**  **group work**  determine where wild and domestic animals live and next  animal sounds | | | | | PPT 7  Puzzle | |
| End  2 minutes  3 minutes |  | | | | |  | |
| **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** | | |
| Stronger students explain and tell the words to the class, make sentences. Weaker students are helped by teacher and a partner in pair work | | | Observation and cards for quick answer | | Singing and dancing | | |
| **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** **achievements/difficulties of individuals that will inform my next lesson?** | | | | | | | |