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| **Long term plan module:** Module 2 My school**Lesson №18** Objects around me | **School: Shortanbai secondary school** |
| **Date:**  | **Teacher’s name: Idrisova Nazymgul** |
| **Class:1**  | **Number of present: 22** | **Absent:-** |
| **Learning objective(s) that this lesson is contributing to:** | 1.S1 make basic personal statements about people, objects and classroom routines 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.UE3 use basic adjectives to describe people and thing1.UE7 use personal subject and object pronouns to give basic personal information |
| **Lesson objectives:** | **All learners will be able to:**talk about things in a room using the structures: *This is my bed. It is brown* |
| **Most learners will be able to:**listen to and sing the song *My Room* with the help of the teacher. |
| **Some learners will be able to:**demonstrate a model *This is my bed. It’s blue. I like it very much.*  |
| **Language objectives:** | **Learners can:****-** talk about things in a room using the structures: *This is my bed. It is brown***-** make up correct sentences using objects and their colours around him/her.**-** listen to and sing the song *My Room* with the help of the teacher.**-** demonstrate a model *This is my bed. It’s blue. I like it very much* |
| **Key words and phrases:** *bed, chair, TV, table, desk*Look at the bed. This is my bed. It’s blue. This is my… It is … |
| **Useful classroom language for dialogue/writing: oral** |
| ***Discussion points:*** |
| **Can you say why there objects around us ?**  |
| **Writing prompts:** *This is my ….. It’s ….. I like it very much.* |
| **Assessment for Teaching** | Criteria based assessment **Assessment criteria**: Talk about things in a room using the structures: *This is my bed. It is brown .***Descriptor:** A learnerpoints to the right object and name it makes up correct sentences using objects and their colours around him/her.**Self-assessment**: Hand signals |
| **How to overcome barriers in learning English** | -Get learners to think before answering-Scaffold learners if necessary-Use English and their mother tongue to start |
| **Previous learning** | Checkpoint 2 |
|  **Plan** |
| **Planned timing** | **Planned activities (replace the notes below with your planned activities)****What will the pupils learn? How will they learn it?****Suggested Teaching Activities** **Active Learning activities** |  **Resources** |
| **Start (Beginning of the lesson)** | **Greeting:** Teacher greets learners; learners respond to greeting and take their places. **Dividing into subgroups:** Teacher divides learners into subgroups using *puzzle pictures.*  **Revising the previous lesson:****Is it a..? drawing game** Teacher (or later , a learner) begins to draw on the board. She/he may draw a line or a circle, etc, but only part of the drawing. Then the learners guess, “Is it a ruler?” “Is it a book?” After a few guesses, the teacher /learner draws another small part of the drawing, and learners guess again, the process continues until the learners guess correctly.**Warming up: Brainstorming:** Teacher asks the learners a question: How do you think what words come to your mind when you hear the word combination “objects around me”? Learners exchange ideas with one another. Any idea is accepted. | *puzzle pictures* |
| **Middle (of the lesson)** | **D)** Teacher pre-teaches using realia / visual aids: *bed, chair, TV, table, desk***D)** Teacher uses visual of a house on board and elicits vocabulary items as they are added to picture. *a door, 3 windows, a black cat, 2 big red chairs, mum and dad, a small desk, a TV.* **D)** Uses demonstration to model *This is my bed. It’s blue.* Asks learners to continue the demonstration of the modeling the house.**G)** Groups are given a worksheet with an empty room outline on it. Learners are asked to stick colorful room object cutouts around the room.**G)** Learner in one group describes in English to another group learner e.g. *This is my bed. It is black.***D)** Teacher models pronunciation and accompanying head gestures for *yes* and *no.***W)** Learners listen to and sing the song *My Room* with the help of the teacher. Learner dance to music. | Song: *My Room,* CD, DVD players, picture dictionaries, a worksheet with an empty room outline , room object flashcards, notebook |
| **End (of the lesson)** | **Reflection:Self-assessment**: Hand signals 1. What have you learnt today?
2. Which task do you like?

Learners make comments about the lesson orally. Teacher asks learners to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement. I hope the lesson was interesting and useful for you. | Hand signals  |
| **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?** | **Cross – curricular links health and safety check ICT links****Values links** |
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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 books on the left about your lesson.** |
| **Summary evaluation****What two things went really well (consider both teaching and learning)?** **1.****2.** **What two things would have improved the lessons (consider both teachings and learning)?** **1.** **2.****What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson?** |