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# Short- term plan

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| **Unit 3:** My family and friends**Lesson theme:** Family and friends: She is…/ He is …/You are…/I’m… | **School:** Akzhar District KGU Leningradskaya secondary school № 1 |
| **Date:**   | **Teacher name:** Tkachenko Oksana Gennadevna |
| **Class: 1** | **Number present:**  | **Absent:**  |
| **Learning objectives:**  | 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.S2 ask questions in basic exchanges about people, objects and classroom routinesUE7 use personal subject and object pronouns to give basic personal information |
| **Lesson objectives :** | **All learners will be able to:**  |
|  Recognize with support and name the words concerning the topic “My family”; the spoken form of everyday and classroom words   |
| **Most learners will be able to:**  |
|  Аsk questions in basic exchanges about family |
| **Some learners will be able to:**  |
|  Give basic personal information about people and correct wrong information.   |
| **Language objectives:**  | **Learners can:**  Describe a person or a thing using personal subject and object pronouns and give basic personal information   |
| **Key words and phrases:**  |
|  This is my family/She is…/ He is …/You are…/I’m… |
| **Useful classroom language for dialogue/writing:** What is your name? My name is?This is my father. He is big. She is my mother. She is nice. Thank you. Please. |
| **Value links** | Communicative abilities  |
| **Cross-curricular links** | Art, music |
| **Previous learning**  |  Adjectives  |
| **Plan** |
| **Planned timings**  | **Planned activities (replace the notes below with your planned activities)**  | **Resources**  |
| **Beginning**7 min |  Teacher and pupils greet each other**Warming up “Hello Dolly”****Instruction*** Stand in pairs
* Repeat after me

What is your name? My name is..... How are you? I am fine, thank you*(display questons)** One by one take puppets from the box and greet each other and ask questions.

 **(Differentiation by teacher’s support)** |  Hello song<https://www.youtube>.com/watch?v=x23rTDl4AMs |
| **Middle** 7 min2 min4 min12 min |  **Task 1: Formative assessment**

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| **Learning** **objectives** |  1.UE7 use personal subject and object pronouns to give basic personal information |
| **Level of thinking skills** | ApplicationComprehension |
| **Assessment criteria** |  1.Can make statements using personal subject and object pronouns to give basic personal information 2. Correct wrong statements about people and things  |
| **Task** |
| * Stand in a circle.
* Make true or false statements about your classmate on the left. One by one.
* Correct wrong statements.

 **Teacher’s note:** Teacher starts to make statements about the first learner. For making statement -1 jetton. When a learner corrects wrong statement he gets one more jetton.  |
| **Assessment criteria** | **Descriptor** |
| 1. Can make statements using personal subject and object to give basic personal information. 2. Use personal subject and object pronouns and correct wrong statements about people and things   | **A learner**1. Makes basic statements about people using personal subject and object 2. Corrects wrong statements about people and things  |

**(Differentiation by length of response )****Teacher’s oral feedback****Task 2 “This is my family”****Watching video “My family”****Lesson objectives introduction**What is the video about?What can you see?*(Display question)*Look at the photo of the family What can you see on this picture?*(Display question)*Listen to the teacher**Instruction**Stand up.Come to my table.Have figures of mummy, daddy, sister, brother and you .Sit down. Trace them on a piece of paper. Colour them.Show your picture to your neighbor.Describe the picture of your family to your neighbor.Show and say about your family to the whole class.**Note:** While drawing teacher asks and listens to every child about his/her family.Who is he? Who is she? Who is this?***(referential questions)***This is my family/She is…/ He is …/ I’m…After creating a picture and describing it to a neighbor teacher asks students to take a badge from Magic box. If students take badges with a book they are to show and describe the pictures to the whole class.**(Differentiation by outcomes )****(Differentiation by scaffolding-pause-ask q-ns-pause-review)****Oral feedback****Reflection**Students go back to the lesson objectives and identify what they did well as well as what needs improvement. (with teacher’s support). |  jettonsC:\Users\admin\Desktop\i (1).jpgInterractive board <https://www.youtube>.com/watch?v=GiRUF7hvWuMPPC:\Users\admin\Desktop\i (2).jpgC:\Users\admin\Desktop\618440_1.jpegC:\Users\admin\Desktop\imageblog.jpg INSTRUCTION 1.**C:\Users\admin\Desktop\smond-clipart-1.jpg** 2. C:\Users\admin\Desktop\turn_tables_blue.png3**.** **C:\Users\admin\Desktop\618440_1.jpeg** 4. C:\Users\admin\Desktop\trace-clipart-1.jpg5. C:\Users\admin\Desktop\colored-pencils-color-drawing-15751707.jpg 6. C:\Users\admin\Desktop\wpid-business-presentation-infographic_23-2147509486.jpg |
| **End** 3 min |  Present your pictures to the class. |   |

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| **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  |
|  Differentiation by teacher’s support Differentiation by length of responseDifferentiation by outcomes ) (Differentiation by scaffolding-pause-ask q-ns-pause-review) |  Teacher’s oral feedback Formative assessment  |  Art, music Work with the smart board not more than 10 min. Use water based markers.Video and PP(photo) Communicative abilities |
| 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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| 3 My family and friends | Talking about different members of the family and friends; saying the days of the week | "Who is this?", "How are you?", "I’m fine thank you", "See you soon"; “What day is it today?”I’m… You are… She is.... He is… and Yes that’s right / No....This is my mum. Her name is ...His name is.. | father, mother, brother, sister, grandfather, grandmother, family, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.mum, dad, granny, granddad |