**Lesson plan**

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| **Long-term plan unit:** Unit 4 The world around us | | | | | **Aktobe, school – gymnasium 9** | | | |
| **Date: 07.12.2018** | | | | | **Teachers’ names: Dzhaisheva G. B., Pustovarova Y. V.** | | | |
| **Grade: 2 G** | | | | | **Number present:18** | | **absent:0** | |
| **Theme of the lesson:** | | | | | **The world around us** | | | |
| **Learning objectives** | | | | | 2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities;  2.UE12 use basic adverbs of place here / there to say where things are;  2.UE13 Use can to talk about ability and to make requests and offers; use can / can’t to talk about permission | | | |
| **Lesson objectives** | | | | **All learners will be able to:**   * Name 6 countries and draw the flags of the countries ;   **Most learners will be able to:**   * To describe the flags, using the given prompts;   **Some learners will be able to**   * To make sentences in description the flags without prompts; | | | | |
| **Success criteria** | | | | **Ss will be able to**   * Name the countries correctly * Describe the flags | | | | |
| **Value links** | | | | Ss will value national flag | | | | |
| **Cross curricular links** | | | | Geography and Art | | | | |
| **ICT skills** | | | | The use of whiteboard by teacher | | | | |
| **Previous learning** | | | | The world around us (learners are introduced with different countries) | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| **Beginning**  **2 min**  **2 min**  **2 min**  **5 min** | I. **Greeting.** **Wh. FA.**  **Leading in.** Teacher starts the lesson with the demonstration of the video and asks to guess the theme. The pupils try to find out the theme of the lesson.  **II. Presenting objectives of the lesson.**  Teacher introduces the theme and thelearning objectives of the lesson.  **III. Warm up. Wh. FA**  Teacher shows the presentation and asks to read out names of the countries Kazakhstan, Russia, Japan, China, Great Britain, the USA.  IV **Dividing into groups** by shapes and colours.  Teacher asks to take one shape and find the group mates according to the shape. (6 groups) | | | | | | | [www.youtube.com](http://www.youtube.com)  Slide #1  Flags and countries name | Slide#2,3  Learn countries flags names | animated flags name  Slide# 4  C:\Users\Admin\Desktop\maxresdefault.jpg |
| Middle  **10 min**  **10 min**  **5 min** | V. **Making posters. GW.**  Each group is given one country. The task is to draw the flag of the given country on the given worksheet. Then to describe the flag and present it. *(useful phrases are given on the slide*)  **Physical minute. Wh.**  Learners dance a little  VI. **Presentation of the flags. GW. FA**  Each group presents the flag. Useful phrases that are given should be pronounced.  VII. **Evaluation. Reflection. In W. SA**  Each learner is given the sticker. On the board there the objectives that were given before the lesson, if he/she managed to achieve, they put a tick.  If they have three ticks, they are given the smile. | | | | | | | Slide #5  <https://www.youtube.com/watch?v=FESH7rJ6qso>    Slide # 6 |
| **4 min** | Teacher gives feedback for students’ answers and gives home task: Worksheet 3 | | | | | | |  |
| **Additional information** | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**  Less able learners were given the prompts | | | **Assessment – how are you planning to check learners’ learning?**  **FA, SA** | | | **Health and safety check ICT links** | | |
| Support for weaker students: working in pairs, phrases  Challenges for more able students: Encouraged to do more writing; assist weaker students. | | | *Peer assessment (group work)*  *Checking the task (work on worksheets)*  *Feedback on the work (teacher assessment)* | | | Learners are introduced with different countries with the video (only 5-7 min), learners develop their physical training with short songs and movements. | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  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.**  I think the lesson objectives were realistic. As the learners were able to achieve them.  All learners achieved LO | | | | | | |
| Yes  Yes  Nothing | | | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1: Working in groups**  **2: Presenting the flags**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1: Timing before the group work**  **2: Formative assessment during group work.**  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?**  **Differentiation can be taken at all stages of the lesson.** | | | | | | | | |

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