**Toleuova A.T.** 

**Day & Night (2)**

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| LESSON: Module 2 Lesson 2 | |  | | |
| Date: | |  | | |
| CLASS: 3 «v» | | | | |
| Learning objective(s) that this lesson is contributing to | To talk about clothes and accessories. | | | |
| Lesson objectives | All learners will be able to: | | | |
| 3.S4 respond to basic supported questions giving personal and factual information  3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts (also is practiced in ex14, р. 23, Story time pp.32-33)  3.R5 understand the main points of simple sentences on familiar topics by using contextual clues  3.L1 understand a range of short basic supported classroom instructions (doing exercises and in Module 2 Lesson School Rules pp.26-27)  3.L2 recognise with considerable support an increasing range of common personal questions  3.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number  3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics  3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics | | | |
| Assessment criteria | Learners have met the learning objectives if they can: Talk about clothes and accessories. | | | |
| Language focus | Structures: plurals (regular and irregular)  Language in use: There are two boys in the bedroom. There are two jumpers. How many jumpers are there? | | | |
| Target vocabulary | Clothes and accessories: cap, scarf, gloves, boots, jumper, jeans;  put on, take off | | | |
| ICT skills | Using audios | | | |
| Extra materials | The Clothes poster. | | | |
| Previous learning | 'Sources of light' vocabulary | | | |
| Plan | | | | |
| Planned timings | Planned activities (replace the notes below with your planned activities) | | | Smiles Resources |
| BEGINNING THE LESSON | Write a few words/phrases from the previous lesson on the board but with jumbled letters. Ask the pupils to unscramble the letters and write the words in their notebooks. Check their answers. | | |  |
| PRESENTATION AND PRACTICE  3.S4  3.R5 3.L3  3.L6 3.L7  3.L3  3.L2 3.L7 | Listen, point and repeat. Then match.  Pupils’ books closed. Put up the Clothes poster on the board. Point to the items/phrases, one at a time, and say the corresponding words. The pupils repeat, chorally and/or individually. Point to the items/phrases in random order. Ask individual pupils to name them.  Ask the rest of the class for verification.  *Extension activity (Optional)*  Point to items of clothing the pupils are wearing and ask the pupils to name them.  Pupils’ books open. Play the CD. The pupils listen, point to the words and repeat. If you wish, play the CD again pausing after each word/phrase. The pupils repeat, chorally and/or individually. The pupils look at the pictures and match them to the words. Check their answers.  *Answer key:* 1 c 2 d 3 h 4 g 5 f 6 e 7 a 8 b  Look, read and write yes or no.  Explain the activity. Refer the pupils to the picture and elicit the clothes and accessories. The pupils look at the picture, read the sentences and write yes or no. Check their answers.  *Answer key:* 2 no 3 no 4 no 5 yes 6 yes 7 yes 8 no  Study Spot  Listen and choose.  Pupils’ books closed. Say and write: one cap – two caps. Underline the -s. The pupils repeat, chorally and/or individually. Elicit the formation of the plural number (by adding -s to the noun). Explain to the pupils that there are some exceptions to the rule.  Write the word potato on the board. Point to it, say and write: one potato – two potatoes. Underline -es. The pupils repeat, chorally and/or individually. Follow the same procedure and present the rest of the spelling rules as well as the irregular plural nouns.  Pupils’ books open. Go through the Study spot section briefly. Explain the activity and allow the pupils some time to complete it. Check their answers.  *Answer key:* Sultan – boots, jeans; Kanat – gloves, cap;  Saule – jumper, gloves  *AUDIOSCRIPT*  Hello, I’m Sultan and these are my favourite clothes.  These are my boots and these are my jeans.  Hello, I’m Kanat and these are my favourite clothes.  These are my gloves and this is my cap.  Hello, I’m Saule and these are my favourite clothes.  This is my jumper and these are my gloves.  Count and complete.  Explain the activity. The pupils look at the picture, count the items and complete the sentences. Check the pupils’ answers.  Answer key: 2 six gloves 3 two babies 4 four mice 5 three scarves 6 six boxes  Let’s Play  *- For stronger classes*: Explain the game. Divide the class into two teams. Allow the pupils some time to look at the picture before they close their books. The teams answer your questions as to how many gloves, babies, mice scarves and  boxes there are in the picture in Ex. 8. Each correct answer wins a point. The team with the most points wins.  - *For weaker classes*: Explain the game. Divide the class into two teams. The teams answer your questions as to how many gloves, babies, mice, scarves and boxes there are in the picture in Ex. 8.  *Suggested answer key*  Pupil 1: How many mice are there?  Pupil 2: Four! etc | | | The Clothes poster. Interactive Whiteboard Software or Track 12 CD1  Interactive Whiteboard Software or Track 13 CD1 |
| ENDING THE LESSON | Say one of the words from the lesson. Ask a pupil to draw it on the board. Ask the rest of the class for verification.  *ACTIVITY BOOK (Optional)*  If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class. | | |  |
| 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?  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 | | |