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г. Алматы

**Traditions and customs. Age and birthdays**

Lesson plan

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| **LESSON: Module 6 Lesson 1** | **School: №5** |
| **Date:08.02.19y** | **Teacher name: Ibragimova K.M.** |
| **CLASS: 2 “V”** | **Number present: 10** | **absent:4** |
| **Learning objectives(s) that this lesson is contributing to** | L3 L5 L9S1 S4R1 R2 R6W6 W7 UE2 UE3 |
| **Lesson objectives** | **All learners will be able to:** |
| recognise and spell some of the numbers correctly and respond to some spoken and written prompts correctly |
| **Most learners will be able to:** recognise and spell some of the numbers correctly and respond to some spoken and written prompts correctly **rners will be able to:** |
|  recognise and spell most of the numbers correctly and respond to most spoken and some written prompts correctly |
| **Some learners will be able to:** |
|  recognise and spell all numbers correctly and respond to most spoken and most written prompts correctly |
| **Previous learning** | *Birthday today How old are you? I’m happy numbers 1-12* |
| **Plan** |
| **Planned timings** | **Planned activities** | **Smiles Resources** | **Teacher Notes** |
| Beginning the lesson S1 | Greeting. The dialogue between the teacher and the pupils.Brainstorming:Name a part of a body, work with the cards, describe the photos. (Review grammar: Have\Has got) | Cards\posters | 5min |

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| Presentation and practice L9 S1 L5 R1 R2 W6 W7 L9 S4 R6 | **Step 1 Listen, point and repeat.** Pupils’ books closed. Put up the ‘My Numbers’ poster on the board. Point to each item, one at a time, and say the appropriate words. (Pupils try to guess the theme of the lesson). The pupils repeat, chorally and/or individually. Point to each number in random order. Ask individual pupils to name it. Pupils’ books open. Play the CD. The pupils listen, point to the numbers, and repeat the words.  | **Track 1 CD2****My Numbers Poster (pictures on theme)** | About 10min |
| **Step 2 Complete. Talk with your friend.** **(activity 1)**The pupils point to and say the numbers. For stronger classes, allow the pupils some time to write the missing letters. Check their answers. Write on the board: Happy Birthday! How old are you? Point to and read the sentences. Have the pupils repeat after you. Explain their meaning. Then write as you say: I’m seven! Have the pupils repeat after you. Explain the activity. The pupils, in pairs, imagine it’s their birthday and ask and answer as in the example. Explain to the pupils that they can refer to the sentences on the board or at the bottom of the page in their Pupil’s books for help. Go around the classroom providing any necessary help. Ask some pairs to report back to the class. | Work with cards.Individual and\or pair\group work | *About 10min* |
| **Step 3 Sing the ‘Birthday Song!’ (activity 2)**Draw a happy face on the board, smile and say: I’m happy today! The pupils repeat after you. Then draw a simple sketch of a birthday cake on the board. Point to it and say: It’s my birthday! The pupils repeat after you. Follow the same procedure to present the rest of the song. Play the CD. The pupils listen to the song and sing together. | **Track 02 CD2****Cards Happy\Sad** | *About 10min* |
| **Step 4 Listen and read. (activity 3)**Set the scene by asking the pupils questions about what they can see in the pictures. Play the CD and ask the pupils to listen and follow the story in their books. | **Track 03 CD2** | *5min* |
| **Step 5 Tick (✓) (activity 4)**Ask: How old is Lilly? Ask the pupils to look at the pictures, read the dialogue silently and tick the right number. Check the pupils’ answers. Play the CD again pausing for the pupils to repeat, chorally and/or individually. Ask individual pupils to read the dialogue out loud. | **Track 03 CD2** |  |
|  L3Ending the lesson | Say: It’s my birthday today. I’m (seven)! The pupils who are seven stand up and leave. Continue with another age and until all the children have left the classroom. |  | Check pupils’ birth dates. Use randomly. (cards) |
| **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 linksHealth and safety checkICT linksValues links** |
| * give some weaker learners an extra letter in number words they do not know
* have stronger learners sound out spellings in giving feedback
 | * check control in writing tasks of letter formation and spelling
* check text comprehension through questioning
 | * ICT links: ask learners to check some spellings using an online picture dictionary projected to the board
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