**Short term plan**

**Lesson plan**

Before beginning, refer to your medium term plan. Your lesson plans should be developed from this, making any adjustments necessary in the light of recent teaching and learning.

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| **LESSON:** 31 My pets. Craftwork | | | | | **School: Ilinka secondary school** | | | |
| **Date:** | | | | | **Teacher name: Zhunusov Beibit** | | | |
| **CLASS: 1a** | | | | | **Number present: 5** | | | **absent:-** |
| **Learning objectives(s) that this lesson is contributing to** | | | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges  1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** 1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges | | | | | |
| 1.S5 use words in short exchanges | | | | | |
| **Most learners will be able to:** | | | | | |
| 1.S1 make basic personal statements about people, objects and classroom routines | | | | | |
| **Some learners will be able to:**  1.UE3 use basic adjectives to describe people and things  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words | | | | | |
| 1.UE3 use basic adjectives to describe people and things  1.UE1 use there is / there are to make short statements and ask questions | | | | | |
| **Previous learning** | | | Pets, colours and size | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Start  5 min | Organization moment:  **T.** greets the learners and present the lesson objectives. After that the teacher asks the Ss to make a circle and sing a song - “Hello”  Lead in: Lead in: Learners revise some key words from a previous topics (pets, size and colours) SS | | | | | | song, | |
| Middle  5 min    10min  5 min  10 min | Lead in: Lead in: Learners revise some key words from a previous topics (pets, size and colours) SS  T demonstrates **fish, mouse, dog, cat, rabbit** using projected visual images.  This is my pet. It`s a fish  This is my pet. It`s a mouse  This is my pet. It`s a dog  This is my pet. It`s a rabbit  T. Point to the dog and say:  *This is my dog! Woof! Woof!*  The pupil repeat after the teacher. Follow the same procedure to present the rest of the song.  Play the CD. The pupils listen to the song. Play the song again. The pupils sing along.  *AUDIOSCRIPT*  *This is my dog!*  *Woof! Woof!*  *This is my dog!*  *Woof! Woof!*  *This is my dog!*  *And its name is Snoopy!*  *Woof! Woof!*  (See the introduction for further ideas on how to exploit the songs)  Listening and reading.  Set the scene by asking the pupils questions about what they can see in the pictures  T. (pointing to picture1) Who is in the pet shop?  Cl. Lilly, Liam, Charlie and a girl  T. (pointing to the fish) What`s this?  Cl. A fish! etc.  Play the CD and ask the pupils to listen and follow along in their books.  Explain the activity . The pupils look at the pictures, read the dialogue silently and tick the pictures of the animals that appear in the dialogue. Check their answers.  Keys. fish, Charlie | | | | | | pictures  toys  CD,  DVD discs,  notebook  DVD discs,  notebook  CD | |
| End  10 | **T.** put up the “My pets” poster on the board .  Let’s play “I spy” with the class.  I spy with my little eye something beginning with “F”  I spy with my little eye something beginning with “R”  I spy with my little eye something beginning with “D” | | | | | |  | |
| **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** | | |
| **More support:**  through carefully scaffolding  assignments and activities  -through exchanging opinions and views in small groups  -Use English in class  -Be kind, patient to them  -Smile  **More-able learners:** | | | | **Assessment criteria**:  Talk about pets and wild animals using preposition of place on  **Descriptor:**  A learner   names pets and wild animals appropriately;  make correct 2-3 statements related to the topic  asks and answers the questions clearly.  **Technique of FA**:  Voice prompts | | -Art  -Music  -Biology  - Ss will become more careful towards their pets | | |
| **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.** | | | | | | |
|  | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |