Short term plan

 Lesson plan

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| **Unit of a long term plan** | **School: 11** |
| **Date:** | **Teacher name: Aigerim Zhumasheva** |
| **CLASS: 2** | **Number present:**  | **absent:** |
| **Lesson title** | Our body |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | 2.R1 read and spell out words for others2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines2.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information |
| **Lesson objectives** | **All learners will be able to:**Spell out wordsDescribe words, phrases connected with objects, activities and classroom routines using main vocabularyIdentify demonstrative pronouns**Most learners will be able to:**Read the words with accuracyName the body parts using demonstrative pronouns**Some learners will be able to:**Complete the words with correct letterMake short sentences to describe objects, activities and classroom routines |
| **Assessment criteria** | Use demonstrative pronouns in their answersApply vocabulary words in their speechRead and spell out words correctly  |
| **Values links**  | Common history, culture and language |
| **Cross-curricular**  **links**  | Biology |
| **Previous learning** | ***They know the words nose,head,hand ( grade1)*** |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Start4-7 min |  (W) Learners watch the video and sing a song ''Hello''.**(W) .Warm up.****Picture cover up.Strategy « Pictionary».** Learner should choose one picture, cover it up to whole class and show one of the part to let them guess the covered part.**Group division** Learners should find the piece of the paper under the desk. Then they make up the piece of picture and find your teams .1 group- Ears2 group- Face3 group – Hand | <https://youtu.be/tVlcKp3bWH8>card.Iris.press |
| Middle4 min9 minDescriptor6 min8 min | ***(W) New vocabulary. Strategy “Drilling”****Learners should listen the new words and repeat after the teacher. After teacher present with actions and learners show**Eyes**Ears**Shoulders**Knees* *Hands**Legs**Mouth**Hair****FA “Smiles stikers”*****(W).Task 1.Strategy “Choral”.**Learners read the poem about all of me and repeat.All of meBy Jessica McDonaldMy hands are for clappingMy arms can hug tightMy fingers can snapOr can turn out the lightMy legs are for jumpingMy eyes help me seeThis is my bodyAnd I love all of me. **FA by thumbs*****(W).Demonstrative pronouns this ,that, these, those .Explain with examples****.**This –Singular, near. This is apple**That-singular ,far. That book**These-plural, near .These books**Those- plural, far. Those chairs.****(P) Task 2.Strategy “Gap filling”.******Complete the sentences with this,that,these,those****1. ……….. is computer.**2.………….. are books.**3…………… are chairs.**4.……………..is pencil.**A learner**-Fills the gap**-writes appropriate words****FA. Peer assess each other with “Pluses and minuses”.******Differentiations by time allowed******(I).Task 3. Strategy “Unscrambling and Matching”.****The letters unscrambled. You should put letters in the correct order and match with picture.**UHTOM* *YSEE* *SLUDROSEH**OESN* *GSEL* ***FA with medals.*** ***Differentiations by scaffolding.******(W) Task 3.Wake up activity. Strategy TPR*** *Learners stand up and watch the video , do exercises with teacher****FA by clapping hands.*** *(****G) Task 4.Strategy “Protecting poster”****Teacher distribute puzzles of picture in the envelope and learners should stick the puzzles to the poster and make up .After that learners write the parts of the body correctly. Then they present to whole class using the demonstrative pronouns.* ***FA with teacher motivation words.*** | PPTPPTmycutegraphics.com poem by Jessica McDonald board,chalkHandout 1Handout 2<https://youtu.be/h4eueDYPTlg>poster,glue,marker |
| End5 min | **Plenary task. Strategy by «Drawing your brain».** Learners take one sheet of paper and pencils.Listen to me ,close your eyes. Draw a head, draw eyes, nose,ears,hair,shoulders and legs. **Feedback. Traffic lights.***f6a8ecd90885e86a1244c71d907499d5.jpg**I liked….;**It was difficult for me…..**I didn`t like ……* | Sheet of paper |
| **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?** | **Health and safety check** |
| ***Differentiation by scaffolding:****Strong learner support to if week learner didn`t know answer****Differentiation by time allowed:*** *teacher gives extra time for learner if it is necessary for learners*  | ***Strategy “Drilling”***Formative assessment “Smiles stikers ”***Strategy “ Protecting poster “*** *Group assessment with teacher motivation words****“Strategy “Gap filling”.***Peer assessment *with “Pluses and minuses”.****Strategy “Unscrambling”.****Self assessment with medals* |  |