**Lesson plan**

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| **Long-term plan unit:** Unit 4 The world around us | | | | | **School:** Frunze primary school | | | |
| **Date:** | | | | | **Teacher name: Orudzhova O.E.** | | | |
| **Grade: 2** | | | | | **Number present: 2** | | **absent: -** | |
| **Theme of the lesson:** | | | | | **English speaking countries** | | | |
| **Learning objectives(s)** | | | | | **2.W3** write familiar words to identify people, places and objects  **2.UE5** interrogative pronoun *where* to ask basic questions  **2.L3** recognize with support common names and names of places and the spoken form of a limited range of everyday and classroom words  **2.S3** pronounce familiar words and expressions intelligibly | | | |
| **Lesson objectives** | | | | **All learners will be able to:**   * Say the names of the rooms and some verbs   **Some learner will be able to:**   * Answer the questions “Where’s…?” and use the preposition “in” | | | | |
| **Success criteria** | | | | **Ss will be able to**   * Fill the blanks * Say the rooms correctly | | | | |
| **Value links** | | | | Ss will value their homes | | | | |
| **Cross curricular links** | | | | Environment | | | | |
| **ICT skills** | | | | The use of laptop by teacher | | | | |
| **Previous learning** | | | | Revising the last unit | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| Beginning  **2 min** | Teacher introduces LO    Warming up.  Teacher starts the lesson with doing physical exercise Teddy Bear. | | | | | | | <https://www.youtube.com/watch?v=76wc4xdgzGk> |
| Middle  **5 min**  **5 min**  **10 min**  **5 min**  **2 min**  **1 min**  **5 min**  **5 min** | **Introduction of new vocabulary:**  It’s a house  It’s a kitchen  It’s a bedroom  It’s a living room  It’s a bathroom  It’s a bath  It’s a garden  Answering the question **“Where’s Charlie?”** for better remembering the new words. Paying learners’ attention to the preposition “**in”**  Writing the new words down (learners write down the words into the vocabularies)  **Introduction of the verbs connected with the rooms:**  Wash hands (What can we do in the bathroom? – We can wash hands).  Sleep  Watch TV  Cook  Work  **Answering the question “Is daddy in the bedroom?” and giving short answers “Yes, he is” and ”No, he isn’t”.**  The teacher explains to the learners how to answer the affirmative question correctly.  **Watching video for being ready to answer the questions about Charley’s place.**  After watching the video Learners answer the three questions. Then they evaluate yourself. If a learner’s answered 3 questions correctly – it’s very good. If a learner’s answered 2 questions correctly – it’s good. If a learner’s answered 1 question correctly, he should try again.  **Playing the game for fixing the learners knowledge.**  Learners have to answer the questions, looking at the pictures and choose the right option. | | | | | | | Learners repeat after the teacher  <https://youtu.be/kHbYwtCLhm8> |
| End  **5 mins** | Teacher gives feedback for learners’ answers and gives home task: learning the words by heart | | | | | | |  |
| **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 ICT links** | | |
| Support for weaker students: working in pairs, phrases  Challenges for more able students: Encouraged to do more writing; assist weaker students. | | | *Self assessment*  *Checking the task*  *Feedback on the work (teacher assessment)* | | | Learners are introduced with new vocabulary with the video (only 5-7 mins), 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.** | | | | | | |
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| **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 achievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | |