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| **Long term plan unit: 5** | **School: Т.Berdiyarov** |
| **Date:** | **Teacher name: Aldeneyeva Aigul** |
| **Grade:1** | **Number present:** | **Absent:** |
| **Theme of the lesson: Getting to School** |
| **Learning objectives (s) that this lesson is contributing to** | 1.L4 recognise with support short basic questions about what something is1.S1 make basic personal statements about people, objects and classroom routines1.UE9 use common present simple forms [positive, negative and question] to give basic personal information |
| **Lesson objectives** | **All learners will be able to:** define short basic questions and make up statements about types of transport using common present simple forms to speak about how they get to school with lots of support; **Most learners will be able to:** define short basic questions and make up statements about types of transport using common present simple forms to speak about how they get to school with some support;**Some learners will be able to:** define short basic questions and make up statements about types of transport using common present simple forms to speak about how they get to school without support; |
| **Assessment criteria** | Define short basic questions about what something is with supportMake up basic personal statements about people, objects and classroom routines Apply common present simple forms [positive, negative and question] to give basic personal information |
| **Value links** | Mangilik Yel. Patriotic act: 4th value: Economic growth based on industrialization and innovation  |
| **Cross curricular links** | Kazakh, Russian |
| **ICT skills** | Whiteboard |
| **Previous learning** | - |
| **Plan** |
| **Time** | **Planned activities** | **Resources** |
| 5 min6 min6 min7 min6 min10 min | **Classroom organisation** (Whole class activity)**Learning and lesson objectives presentation**-Greeting.-Dividing into three groups.-Reviewing the previous lesson.**Flashcard**s **(**Whole class activity) I will ask questions to find out their background knowledge. Ask some questions.(About car, plane, bike, foot, bus.)- What is it?- Do you have it at home?- Is it big?ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,*Differentiation by support*: I will ask personal questions to less able learners. *Formative assessment:* I’ll give some pictures (transport) **Slowly, Slowly** (Whole class activity) I will show а picture, learners should say pictures’ names. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,*Differentiation by learning style*: in this activity I ‘ll cover my audial and kinesthetic learners. They will learn transports names for several times.*Formative assessment*: I’ll say : Good job! Well done! аnd etc.**Magic eyes** (Whole class activity)I will set several pictures on the board and ask learners to repeat the pictures’ names in a rhythmic way. I will take off one of the pictures each time and learners will name them even if they can not see them. ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ bus, car, plane, train,*Differentiation by learning style*: I will involve audial learners, because these learners learn when they listen to something. *Formative assessment:*Descriptor: A learner :* says names of transport given in a row;

**What transport is this?** (Pair work)Learners watch the video and work with pairs. Ask learners to make sentences in positive, negative and question forms.For example: -Is it a car? -Yes, it is.-Is it a bus? -No, It isn’t *Differentiation by support:* I’ll help learners to understand the meaning of the statements and how to make up sentences in positive, negative and question forms. *Formative assessment*:Descriptor: A learner :* names the transport;
* says the transport

**Flashcard riddles** (Individual work)I will describe some of the transport and learners will find them according to the description. * It is big.
* It is grey.
* What is it?

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| **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** |
| **Flashcard**s: *Differentiation by support*: I will ask personal questions to less able learners. **Slowly, Slowly:** *Differentiation by learning style*: in this activity I ‘ll cover my audial and kinesthetic learners. They will learn transports names for several times.**Magic eyes:** *Differentiation by learning style*: I will involve audial learners, because these learners learn when they listen to something. **What transport is this?***Differentiation by support:* I’ll help learners to understand the meaning of the statements and how to make up sentences in positive, negative and question forms.  **Flashcard riddles:** *Differentiation by support*: Less able learners work with teachers’ assistance. They will listen to the description and find the type of transport. | **Flashcard**s**:** *Formative assessment:* I’ll give some pictures (transport)**Slowly, Slowly:** *Formative assessment*: I’ll say : Good job! Well done! аnd etc.**Magic eyes:** *Formative assessment:*Descriptor: A learner :* says names of transport given in a row;

**What transport is this?***Formative assessment*:Descriptor: A learner :* names the transport;
* says the transport

**Flashcard riddles:** *Formative assessment:* I will assess by: Excellent, You are the best and etc. |  |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did the 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? |  |
| **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? |

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