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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 is  1.S1 make basic personal statements about people, objects and classroom routines  1.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 support  Make 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 min  6 min  6 min  7 min  6 min  10 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?   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*: Less able learners work with teachers’ assistance. They will listen to the description and find the type of transport.  *Formative assessment:* I will assess by: Excellent, You are the best and etc. | | | <https://www.google.com/search?q=bus,+car,+plane,+train,&rlz=1C1GGRV_enKZ778KZ778&tbm=isch&source=iu&ictx=1&fir=GEf3QFFSB5-4yM%253A%252CSHKcccUuyZPZvM%252C_&vet=1&usg=AI4_-kSraPdUsemns1CRdk8W-Oe94QoVlQ&sa=X&ved=2ahUKEwiptYyzorniAhUx2aYKHdihDBwQ9QEwB3oECAYQBA#imgrc=gEdaO5o127ma8M:&vet=1>  <https://www.google.com/search?q=bus,+car,+plane,+train,&rlz=1C1GGRV_enKZ778KZ778&tbm=isch&source=iu&ictx=1&fir=GEf3QFFSB5-4yM%253A%252CSHKcccUuyZPZvM%252C_&vet=1&usg=AI4_-kSraPdUsemns1CRdk8W-Oe94QoVlQ&sa=X&ved=2ahUKEwiptYyzorniAhUx2aYKHdihDBwQ9QEwB3oECAYQBA#imgrc=gEdaO5o127ma8M:&vet=1>  <https://www.google.com/search?q=bus,+car,+plane,+train,&rlz=1C1GGRV_enKZ778KZ778&tbm=isch&source=iu&ictx=1&fir=GEf3QFFSB5-4yM%253A%252CSHKcccUuyZPZvM%252C_&vet=1&usg=AI4_-kSraPdUsemns1CRdk8W-Oe94QoVlQ&sa=X&ved=2ahUKEwiptYyzorniAhUx2aYKHdihDBwQ9QEwB3oECAYQBA#imgrc=gEdaO5o127ma8M:&vet=1>  <https://www.youtube.com/watch?v=rPL4B1keV10>  <https://www.google.com/search?q=bus,+car,+plane,+train,&rlz=1C1GGRV_enKZ778KZ778&tbm=isch&source=iu&ictx=1&fir=GEf3QFFSB5-4yM%253A%252CSHKcccUuyZPZvM%252C_&vet=1&usg=AI4_-kSraPdUsemns1CRdk8W-Oe94QoVlQ&sa=X&ved=2ahUKEwiptYyzorniAhUx2aYKHdihDBwQ9QEwB3oECAYQBA#imgrc=gEdaO5o127ma8M:&vet=1> | | |
| **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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