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| **Long term plan module:** My school  **Lesson.** *Around school* | | | | **School:** School gymnasium №65 | | | |
| **Date:** | | | | **Teacher’s namе Isabekova Aigerim Zhanbosynovna** | | | |
| **Grade:2** | | | | **Number of present:** | | **Absent:-** | |
| **Learning objective(s) that this lesson is contributing to:** | | R4 Begin to use with support a simple picture dictionary  L1 Understand a range of short basic supported classroom instructions  S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines | | | | | |
| **Lesson objectives:** | | **All learners will be able to:**   * Use the flashcard which shows the word and picture to read out the new words on around school to the whole class * Identify classroom instruction by sticking pictures of places on their blank floor according to the school layout; * Presentschool layout using the structure *This is*… | | | | | |
| **Most learners will be able to:**  Describe the school layout by presenting their own school layout | | | | | |
| **Some learners will be able to:**  Explain why they added the new objects in their own school layout | | | | | |
| **Assessment Criteria** | | Look and read words from the flashcards  Listen to and follow on the teacher’s instruction to make school layout using sticking pictures on the blank floor  Describe their school layout using vocabulary around school and the structure *This is..* | | | | | |
| **Value links** | | Support and listen each other | | | | | |
|  | | **Key words and phrases:** *school, car park, hall, library, classroom, canteen, gym* | | | | | |
| **Cross-curricular links** | | Self-knowledge | | | | | |
| **Previous learning** | | Counting and Measuring | | | | | |
| **Plan** | | | | | | | |
| **Planned timing** | **Planned activities (replace the notes below with your planned activities)**  **What will the pupils learn? How will they learn it?**  **Suggested Teaching Activities**  **Active Learning activities** | | | | | | **Resources** |
| **Start**  **2min** | **Greeting:** Teacher greets students; students respond to greeting and take their places. **Warming up:** the teacher shows the learners a picture of the Sun and ask what is it?” Learners answer will be “The Sun”. After that the teacher explain that the Sun is smiling, it will bring to learners good luck and mood. Then he asks learners to smile each other. It brings comfortable and warm atmosphere.  **Brainstorming:** Teacher asks the students a question: How do you think what words come to your mind when you hear the word combination “My school”? Students exchange ideas with one another. Any idea is accepted.  Revising the previous lesson: teacher asks the words from the previous lesson | | | | | | C:\Users\ЖАСИК\Desktop\621048_1.jpeg |
| **Middle**  **2min**  **8min**  **5min**  **18min**  **2min** | Teacher shows the flashcards to students. Then she asks a student reads the word written under the picture and others repeat after him or her. Learners repeat the words from the flashcard after one learner in chores.  *Descriptor*  Look and read words from flashcards  *Feedback*  The teacher observes the learners and helps them if they need.  **Drilling**  Teacher uses air-writing technique. He takes the flashcard at arm’s length from his body, and at arm’s length from the child. The flashcard also needs to be held at the child’s eye level. He wants to make sure that the child is focused on the written word on the flashcard, not on teacher’s face. The first step of air writing a word is to say the word while “underlining” it, using two fingers of his right hand to trace the arrow that runs from left to right underneath the word on each flash card. Then spell the word out loud, using two fingers of his writing hand to “air-write” each letter as he says it. After air-writing the word, the teacher says the whole word one more time, again tracing the arrow to “underline” the word from left to right.  **W)**Learners listen to and repeat the words in the video *Around School* with the help of the teacher. Learner dance to music.  **Task 1**  Teacher shows the pictures of objects around the school and uses demonstration to model a phrase *This is a hall.* The teacherasks learners to follow the example. Learners should look at the pictures and say what they see with the structure *This is…* They can look at supporting resources on the board and read the words.  *Descriptor*  Learners follow the teacher’s model *This is*.. and continue describing the flashcards.  *Differentiation*  **Most motivated** learners look at the picture and describe it with several sentences. For example, *This is a canteen. It’s big. It’s white.*  The teacher helps **less motivated** learners by giving prompts.  **Task 2**  The teacher gives learners an instruction to look at the blank floor plan of their school. He gives learners different images**:** *a car park, a hall, a library, a classroom, a canteen, a gym.* Learners follow the teacher’s classroom instructions such as take the school layout,cut out the pictures and stick them onto the blank floor according to the school layout, after that they show their project and present it to the class.  *Descriptor*  Learners should stick pictures on the school layout and describe them correctly.  *Differentiation*  **Most motivated** learners describe the school layout by presenting their own school layout and explain why they added the new objects  The teacher helps **less motivated** learners  *Feedback*  Teacher gives feedback for learners using traffic light strategy. She explains how to use colours  Green-I like  Yellow-I need some help  Red –I don’t like | | | | | | http://www.sightwords.com/sight-words/lessons/air-writing/  Song: Around *School*  **https://www.youtube.com/watch?v=IhnRPbw8qKI**  Course plan. Grade 2. Activity 2. |
| **End**  **3min** | **Reflection: Self-assessment**: Hand signals   1. What have you learnt today? 2. Which task did you like?   Learners make comments about the lesson orally. The teacher asks the learners to look at lesson objectives they set at the beginning of the lesson and think if they did well in the lesson and what needs improvement. | | | | | | Hand signals |
| **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** | | |
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| **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 books on the left about your lesson.** | | | | |