ҚММ «№ 23 орта мектеп»

КГУ «Средняя школа № 23»

**Урок английского языка на тему:**

“School items”



Учитель:

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2020 – 2021 оқу жылы

2020 – 2021 учебный год

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| **Lesson:** School items | **School: № 23** |
| **Date**: 8.11.2020 | **Teacher name: Satybaldina Zhanna** |
| **Class:**2  | **Number present: absent:** |
| **Learning objectives:** | 2.L1 understand a range of short basic supported classroom instructions 2.UE2 use cardinal numbers 1 -50 to count |
| **Lesson objectives:** | All learner will be able to:Name school itemsMost learners will be able to:Use plural and singular formsSome learners will be able to:make up sentences with there is/are |
| **Success criteria**  | Learners use the construction there is/are correctly and use names of school items |
| **Value links** | Cooperation and mutual respectLearning-centered activities  |
| **Cross curricular links** | Math  |
| **ICT skills** | Using pictures, working with URLs (by the teacher) |
| **Previous learning:** | Counting and measuring |
| **Planned timings** | **Planned activities** | **Resources /Materials** |
| The beginning of the lesson(3 - 4 min.)(2 - 3 min.) | *Greeting (Hello)*T: What day is it today/yesterday/tomorrow? What season is it now? What date is it today? *Setting the aim:*Look at the pictures. What is our topic? Look at the criteria | Pictures of school itemsAim, criteria at the board http://brovary.pravo-znaty.org.ua/wp-content/uploads/2015/07/picturepicture_39632400118851_45429.jpghttp://sc01.alicdn.com/kf/HTB1eJJcKVXXXXcLXpXXq6xXFXXXw/School-Desk-adjustable.jpghttps://im0-tub-kz.yandex.net/i?id=6ac46fca3217661da1c18673fe43d79f-l&n=13https://im0-tub-kz.yandex.net/i?id=2e5979266b03f19d44c7a770d9dd0cc8&n=13 |
| *Warming- up:*Reading: trainer/sportsmanCollect c/s | ea - cards |
| The middle of the lesson(3 – 4 min.)(12 – 15 min.) (2 - 3 min.)(5 - 10 min.) | *The ABC:*1)revising Gg-words2)What letter is it? What sound? T asks Ss pointing at the studied letter)What’s this? (pictures)Read the words Open c/s, write the date / the letter/ words *Checking up h/w:*1)oral checking2)fill in the gaps – 2 min\*Switch check*Introducing new vocabulary:*1)Introducing and oral practice2) Reading and marking rules3)Studying and gluing the cards4)IW: AB p. 21 ex.1 – 4 min.\*Self check | **Letters and sounds**: Gg; pictures + words on the board**Pictures of school items** \*2**Words with gaps on the board:**1. p\_n2. penci\_3. ru\_er4. bo\_k5. school\_ag6.rubb\_r**Cards with new words:**Teacher, classroom, pencil case, desk, sharpener |
| *GW:*Put number in a correct order\*self check | **Numbers cards** |
| *Introducing new grammar:*1)Introducing there is/are + short forms2)IW:do the task-5 min\*Self check + t’s written feedback**There is** – используется в единственном числе*There is a pen.***There are** – используется во множественном числе*There are five pens.* | **Worksheets** (counting school items + there is/are)Fill in the gaps with **is** or **are**:1. There \_\_\_\_ a big yellow book2. There \_\_\_\_5 small green sharpeners3. There \_\_\_\_ a pink schoolbag4. There \_\_\_\_\_3 red and blue rubbers5.There \_\_\_\_ a small desk6. There \_\_\_\_\_seven rulers |
| The end of the lesson(2 – 3 min.) | H/t: learn words, to write words, PB p.38 ex.12ReflectionSaying goodbye  |  |
| **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 |
| More capable Ss are supposed to give some help weaker ones while working in groups and while circle and pair work | Self check‘Thumbs up’ checkT’s oral feedback | Life long learning; video and presentation; safe environment;Math |
| Reflection |
| Were the lesson objectives/learning objectives realistic? | Yes, the lesson objectives were realistic |
| What did the learners learn today? | 1. School items
2. There is/ There are
 |
| What was the learning atmosphere like? | Friendly  |
| Did my planned differentiation work well? | Well |