**General school № 130**

**Short term plan**

|  |  |
| --- | --- |
| **Unit:**  | **All about me** |
|  |  |
| **Teacher name:** | Komekbayeva Marzhan Kaliyevna  |
| **Date:** |  |
| **Grade:**  2 | Number present:  | Number absent:  |
| **Theme of the lesson:**  | **I can** |
| **Learning objectives(s) that this lesson is contributing to** | 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.5.13.1 use can talk about ability and to make requests and offers: use can / can’t to talk about permission  |
| **Lesson objectives** | **Learners will be able to:*** Recognize basic action verbs with the help of picture dictionary
* Say what they can/can’t do using 7-8 basic action verbs
 |

**Lesson plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Planned timings** | **Teacher's actions** | **Children`s actions** | **Assessment**  | **Resources** |
| **Start**8 minutes | **ORGANISATION MOMENT:** **Greetings:** Teacher greets students:* *Good morning, students!*
* *How are you today?*
* *Are you feeling good?*

 If everything is OK, let’s start our lesson.  **Warm-up**Teacher calls out commands such as: *Attention, salute, stand up, march in place...stop, turn around…stop, jump ….stop, swim in place....stop, hop… stop, dance… clap your hands…stop, sit down etc. /Every command must be repeated 3-4 times/.* Ok. Thank you very much, please, sit down. | /Expected responses/Students respond to the greeting “*Hello, Ms Marzhan!, We are fine, thank you*!” and take their places.Students follow the commands and repeat after the teacher. | **Orally** | [www.google.com](http://www.google.com)  |
| Middle   30minutes | **Main part.** **Activity 1.** In order to present a new lesson teacher draw learners’ attention to the video. * Dear, students, would you like to watch video? Ok. Look at the board and be attentive.

After watching the video teacher asks questions like: What did you understand? What can panda do? Панда не істей алады? Then teacher explains new theme and lesson objectives, and make sure they all understand them.**Activity 2**Teacher puts flashcards of some action verbslike *run, jump, swim, hop, skip, fly, ride a bike, swim, dance and sing.* Ask learners to repeat words from the flashcard. After revising the verbs teacher demonstrates using structure “I can…”/“I can’t” with action verbs. Teacher shows corresponding flashcard and says examples:*I can skip, I can jump, I can’t swim***Activity 3.** Play the game **“Find what I can do”.** Ask students come to the board one by one. Student who come the board must demonstrate the action of the verb, what can he/she do and other students must guess and say. They can use flashcards from the board. **Activity 4. Formative Assessment work.** Teacher gives out worksheetsTask1 *Complete the blank with* ***∨***  *in order to can or* ***×*** *in order to can’t* | Students watch the video /Expected answers/ Students recognize simple action verbs from the Grade 1: *run, jump, swim, skip, fly, and swim.*  Answer the questions chorally and individually: Панда жүгіре алады, жүзе алады, секіре алады т.б.  Students repeat the words chorally and individually.Students listen attentively and tells their abilities using flashcards from the board :*I can run, I can jump, I can’t swim*Students come to the board one by one. Each student tries to show his/her ability by demonstrating with gestures and actions. Other students try to guess and say: *He/she can dance; he/she can swim ets.*Students complete the task.**Descriptor:** A learner* Recognize action verbs
* Uses can and can’t appropriately;
 | OrallyFingersOrallyFingers Stickers (Well done! I like you answer! Be active! etc.)Formative assessment  | <https://learnenglishkids.britishcouncil.org/songs/i-can-run>FlashcardsWorksheets |
|  |  |  |  |
| End7 minutes  | Feedback. Do you like today’s lesson? Please, draw smiles face  |