**General school № 130**

**Short term plan**

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| **Unit:** | **All about me** | |
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| **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**

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| **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  30  minutes | **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 worksheets  Task1 *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; | Orally  Fingers  Orally  Fingers  Stickers (Well done! I like you answer! Be active! etc.)  Formative assessment | <https://learnenglishkids.britishcouncil.org/songs/i-can-run>  Flashcards  Worksheets |
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| End  7 minutes | Feedback. Do you like today’s lesson?  Please, draw smiles face | | | |