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| **Long term plan module:**Module 1 My family  **Lesson №3**My family | | | | **School: №16** | | | |
| **Date20.11.2021** | | | | **Teacher’s name:** Ainur Kabdullina | | | |
| **Class:1а,1б** | | | | **Number of present:** | | **Absent:-** | |
| **Learning objective(s) that this lesson is contributing to:** | | 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words  1.S1 make basic personal statements about people, objects and classroom routines  1.S6 make introductions and requests in basic interactions with others  1.UE6 use demonstrative pronouns *this, these that, those* to indicate things. | | | | | |
| **Lesson objectives:** | | **All learners will be able to:**  pronounce the key words and phrases: this, my, mummy,daddy, brother, sister | | | | | |
| **Most learners will be able to:**  make basic personal statements about their family using the structure: *This is my……* | | | | | |
| **Some learners will be able to:**  describe photos or their family members to class accurately. | | | | | |
| **Language objectives:** | | **Learners can:**  - make basic personal statements about their family using the structure: *This is my……*  - use demonstrative pronoun *this*in their speaking about family members *appropriately.* | | | | | |
| **Key words and phrases:**family members: mummy, daddy, brother, sister,  this  This is my mummy! This is my… | | | | | |
| **Useful classroom language for dialogue/writing:**oral | | | | | |
| ***Discussion points:*** | | | | | |
| Can you say why family is important? | | | | | |
| **Writing prompts:** | | | | | |
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| **Assessment for Teaching** | | Criteria based assessment  **Assessment criteria:**  Introduce family members using *this is…*  **Descriptor:** A learner  • names his/ her parents correctly using *This is my* ..  • pronounces the topic words intelligibly  **Technique of FA:** Oral feedback | | | | | |
| **How to overcome barriers in learning English** | | Work on mistakes together with learners  -Use games  -Motivate learners to interact with one another  -Use their mother tongue to start | | | | | |
| **Previous learning** | | **Lesson №2**Greetings | | | | | |
| **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 (Beginning of the lesson)** | **Greeting:** Teacher greets learners; learners respond to greeting and take their places.**Dividing into subgroups: Warming up: Around the world game:**One learner stands behind the other. The teacher holds up a flashcard of a picture and shows it to the first pair. The first of those two learners to say its English equivalent moves on to stand behind the next learner. The goal is for the learner to make it all the way around the class, or “around the world”, saying more distinctly and quickly than other learners.  Teacher shows a short cartoon about the familyand asks:**How do you think what theme we have for today?** Teacher introduces lesson objectives to the learners**. Revising the previous lesson:** | | | | | | [**http://www.dreamenglish.com/englishkidsvideo**](https://infourok.ru/go.html?href=http%3A%2F%2Fwww.dreamenglish.com%2Fenglishkidsvideo) |
| **Middle (of the lesson)**  hello_html_m324d6ac.png  hello_html_m3e3a7a3b.png | **W**) Teacher and learners stand in circle. Teacher models/gestures *Hello, I’m* ... [indicating person to the right] *This is* ...Teacher indicates learners in turn to continue.  **W) Family picture:** Teacher asks learners to bring photos of their relatives beforehand. Teacher asks them to introduce their relatives using the phrases *This is my mummy! This is my daddy!*Teacher provides learners with the Zone of proximal development.  **I ) Family tree:** Ask learners to draw their relatives with grandparents. Help them to introduce their family members in English: *This is my mummy!*  **W)** Learners listen to and sing the song *Family* with the help of the teacher. Learners dance to music together with the teacher. | | | | | | Song: *Family,*  word flashcards, picture dictionaries, CD, photos, notebook |
| **End (of the lesson)** | **Reflection**  **Technique of FA:** Oral feedback  Learners make comments about the lesson orally.  Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement. | | | | | |  |
| **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.** | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1.**  **2.**  **What two things would have improved the lessons (consider both teachings and learning)?**  **1.**  **2.**  **What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson?** | | | | | | | |