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| **LESSON:** **Unit 4**  English around us: Initial sounds | | | | **School: Bogdan primary high school** | | | | |
| **Date:** | | | | **Teacher name: Kappassova D.S.** | | | | |
| **CLASS: 1** | | | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | | 1.R1 recognise sound and name the letters of the alphabet  1.R2 recognise initial letters in names and places  1.R4 use the alphabet to place the first letters of word in alphabetical order | | | | | |
|  | | | * identify colours in English * identify animals in English * verbally say their family in English | | | | | |
| **Previous learning** | | | Students learned colors, the words for 10 classroom objects and alphabet letters from A to Z, numbers 1-10, animals in English | | | | | |
| **Value links** | | | Respect | | | | | |
| **Cross curricular links** | | | Math | | | | | |
| **ICT skills** | | | Using videos/PPT | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Beginning | ORGANIZATIONAL MOMENT   * Teacher greets students; students respond to greeting and take their places.   As a warming up learners sing «What's Your Name?» song  Teacher: Look at the picture and guess the topic of the lesson.  The topic of the lesson is... English around us: Initial sounds | | | | | | | Song “Hello. What's Your Name?”  <https://www.youtube.com/watch?v=zMdq9jSaNLg>  PPT |
| Middle | DEMONSTRATION  Pupils repeat basic words.  Teacher: What do you see?  Teacher shows the cards and pupils answer.  PAINTING  Teacher: Let's remember the numbers!  Teacher shows the cards with the numbers  Task 1. Take sheets of paper and draw five apples.  Task 2. Draw seven spiders  Task 3. Count them.  SING- A-SONG  Pupils sing a song “English Alphabet” and repeat the alphabet  DEMONSTRATION  Teacher shows the colours and the pupils name them without the Teacher’s support.  PAINTING  Teacher calls the colours and the pupils paint a picture.    DEMONSTRATION  Teacher: Find a pets and name them.  Teacher presents a short video. Pupils find domestic animals among animals call them and determine their  size.  DEMONSTRATION  Teacher presents words using PPT | | | | | | | Cards  Song “ABC”  Cards  <https://www.youtube.com/watch?v=Sj0Lqil6Ams>  toy animals  PPT |
| End  3-5  minutes | FEEDBACK  Pupils produce words in response to basic prompts.  Teacher: if you liked the lesson draw a happy smiley face, if you did not like it, then a sad smiley face.  Ð£Ð»ÑÐ±Ð¾ÑÐºÐ° Ñ Ð·ÑÐ±ÐºÐ°Ð¼Ð¸ Photo from album "ÐÐ¾Ð»Ð¾Ð±Ð¾Ðº (+ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸)" on smileys Ð¡Ð¼Ð°Ð¹Ð»Ð¸ÐºÐ¸, Ð¡Ð¼ÐµÑÐ½ÑÐµ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸ Ð¸ ÐÐµÑÐ°Ð»ÑÐ½ÑÐ¹ | | | | | | |  |
| **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 support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation. * more able learners will be challenged by prompting their groups to develop more elaborate types of animals to narrate. | | | | | * through questioning and the redirecting of questioning in feedback activities * through observation in group and final performance activities | | **Cross-curricular links**   * performance arts: use gestures and movements imitating animals * ICT: playing computer games * Science: habitats of animals * Drama: staging * story * the world around us * Art: sticking, colouring   **Health and safety check**   * white board is used no more than 5 minutes * personal computers are used no more than 10 minutes * use water based markers * use mucilage glue   **Values links**   * when students work in groups, they will learn to be polite and respectful to each other | |
| **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 box on the left about your lesson.** | | | | | | |
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| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  What two things would have improved the lesson (consider both teaching and learning)?  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |