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| **LESSON : 18****Module 2. My School!** | **School: 49** |
| **Date: 07.11.2016** | **Teacher name: Adylbaeva Lazzat Zununovna** |
| **CLASS: 1** | **Number present:**  | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | 1.S3 pronounce basic words and expressions intelligibly1.L3 recognize with support simple greetings recognize the spoken form of a limited range of basic and everyday classroom words1.UE2 use cardinal numbers 1-5 to count1.L1 recognise short instructions for basic classroom routines spoken slowly and distinctly |
| **Lesson objectives** | **All learners will be able to:** |
| * pronounce the numbers
* recognizesimple greetings
* recognize Teacher’s instructions
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| **Most learners will be able to:** |
| * point the numbers
* listen to simple songs.
* count and draw
 |
| **Some learners will be able to:** |
| * Count from 1 to 5 without mistakes
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| **Previous learning** | Colours |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Beginning10 minutes | ORGANIZATION MOMENT (BT: apply the previous knowledge)1.Listen to Teacher short greeting phrase “Hello”2.Ask& answer teacher’s question: What is your name? My name is...3.Sing a song “What color is it?”. Teacher demonstrates what learners have to do.  | Song “What color is it?”<http://www.youtube.com/watch?v=3JpSpKm4L2I> |
| Middle50-60 minutes | LISTENING (BT: understand and apply)1. Listening to and watching an animation of the song Ten Little Numbers. Work with a set of number flashcards [numerals]. Learners use fingers to count as Teacher says numbers as a warmer to the song.

SINGING (BT: apply)1.Singing along to the song and then practising counting on fingers.2. Sing along to song animation two or three times and then see if learners can sing song with just the music.PLAYING (BT: apply and create)Play a game “Guess the number” T. hides one number children have to guess what number it is.COUNTING (BT: apply)Count from one up to five.DEMONSTRATION (BT: understand and apply) Teacher demonstrates simple *plus / minus* sums producing written numerical answers.Moveable units/counters on the board can be used to demonstrate addition and subtraction processes.DOING SUMS (BT: apply and create)1.Teacher gives learners range of simple sums to write down numerical answer to.Sums given orally for comprehension with learners writing down the answers to demonstrate understanding of what is heard.2. Pair work: children count and draw the balls.ex: + = PREPARATION (BT: apply and create)A blindfold memory number/colour activity, played with the class divided into two teams. Before being blindfolded learners survey a board with number [1-5] shapes on it – each number is a different colour. Blindfolded learners find a number and say number and colour e.g. *black eight.*Get one learner from each team to try and win as many points for the team as they can. Then change learners and one or two of the numbers and begin again. ASSESSMENT (BT: analyse and evaluate)1.Learners given a worksheet with a range of jumbled numbers 1-5 to colour according to Teacher’s instructions.123452. Give instructions such as: *Colour 3 red... OK...3 is red.* 3.Give feedback by projecting numbers coloured the correct colours | Ten Little Numbers song http://www.youtube.com/watch?v=BYIrkMV9uugFlashcards & Stickers Teacher`s multimedia Resource Pack/ DVDPrintable Colouring numbers pages and other useful number taskshttp://www.allkidsnetwork.com/coloring-pages/Numbers.htmlWorksheetsWorksheets<https://www.google.ru/search?q=worksheet+with+a+range+of+jumbled+numbers+1-10+to+colour> |
| End10minutes | FEEDBACK (BT: compare)Colour orange the easiest numberColour blue the number which you know and useColour red the number which is difficult for you to remember and you should learn it | Worksheets |
| **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 linksHealth and safety checkICT linksValues links** |
| * more support can be given during elicitation and instruction 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 elaborating types of sums to do.
 | * throughcolouring the numbers according to Teacher’s instructions.
* through summarizing in feedback activities
* through observation of performance activities
 | * Performance arts: use gestures & movements to the numbers
* Art : painting the numbers
* Maths: doing sums
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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 box on the left about your lesson.**  |
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| **Summary evaluation**What two things went really well (consider both teaching and learning)?1:What two things would have improved the lesson (consider both teaching and learning)?1:What have I learned from this lesson about the class or individuals that will inform my next lesson? |