Lesson plan

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| Unit of a long term plan  **Health and body** | | | School: **Gymnasia №1** | | | |
| Date: | | | Teacher name: **Kolyabina G.M.** | | | |
| Class: **2b** | | | Number present: | absent: | | |
| Lesson title | | | **My favourite dish** | | | |
| Learning objectives | | | 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number  2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics  2.UE13 use can to talk about ability and to make requests and offers; use can/can’t to talk about permission  2.W3 write short phrases to identify people, places and objects  2.S4 respond to basic supported questions giving personal and factual information | | | |
| Assessment criteria | | | * To know words on theme food * Use can/can’t asking and giving the answers * Tell about favourite food | | | |
| Lesson objectives | | | **All students will be able to**   * Know types of food and drinks   **Most students will be able to**   * Ask and answer the questions about food using can/can’t   **Some students will be able to**  Tell about favourite food and its value | | | |
| Values links | | | Respect each other in group work and everyone’s preferences | | | |
| Cross-curricular links | | | Science | | | |
| Previous learning | | | Big or small | | | |
| Plan | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| **Start**  0-2 min  2-5 min | **Organizational moment**  What season is it now?  What day is it today?  What season is it now?  What month is it now?  What is the weather like today?  **Introduction**  There pictures of food on the board. T asks the names of the pictures. Pupils name the words on theme food.  We continue to learn unit about health and body. And today we’ll talk about your favourite food and at the end of the lesson you try to name your favourite food and what it is good for your health and body. | | | | | Whiteboard  Slide with food |
| **Middle**  5-9 min | **Task 1. (G)** Now let’s divide these words into 3 categories: fruits, drinks, and vegetables.  T shows the picture of apple and asks what is it? Is it a vegetable? No, it isn’t. What is it?   |  |  |  | | --- | --- | --- | | **Fruits** | **Drinks** | **Vegetables** | |  |  |  | |  |  |  | |  |  |  |   **FA**  **Task 2. (I/P)** Next task is speaking. You need to answer these questions. T gives an example. General questioning. Differentiation: Then more able learners may askless able learners.    **FA**  **Physical activity**  Learners sing and dance.  **Task 3. (G)** Learners get a card and pictures of food. The task is to choose and stick the food, to write it and say why they like it.    FA | | | | | Whiteboard with chart  Envelops with words  Glue  Whiteboard with exercises  Worksheets with tasks  <https://www.youtube.com/watch?v=ykTR0uFGwE0>  worksheets with task  envelopes with pictures of food  glue |
| End | **FEEDBACK**  **Learners put fruit on the tree.**  Evaluation of the lesson by means of smile feedback from learners.  Похожее изображениеКартинки по запросу фрукты с грустным лицом  **Very good! Good! Not good!** | | | | | Picture of the tree  Colorful fruits  Glue |
| 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 | |
| Cards  Teacher’s support  S-S in pairs | | T-S  Teacher’s feedback.  Teacher asks guiding questions  Self Assessment.  Evaluation of the lesson by means of smile feedback from students. | | | Warm-up  Physical activity  Using White Board no more than 10 minutes. | |
| Reflection  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  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. | | |  | |
| Summary evaluation  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |