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| **Long-term plan unit:** Unit 6: Food and drinks  **LESSON 53:**  Hot and cold (1) | | | | | | **School: КГУ «ОШ (РЦ) «ОШ им Ы Алтынсарина»** | | | **Утверждаю:**  заместитель директора по УР | | |
| **Date:** | | | | | | **Teacher name:** *Куприянчик Виктория Игоревна* | | | | | |
| **CLASS: 1** | | | | | | **Number present:** | | | | **absent:** | |
| **Learning Objectives(s) that this lesson is contributing to** | | | 1.L3 recognize with support common names and names of places recognize the spoken form of a limited range of everyday and classroom words;  1.UE9 use common present simple forms [positive, negative and question] to give basic personal information;  1.UE7 use personal subject and object pronouns to give basic personal information | | | | | | | | |
| **Lesson**  **Objectives** | **All learners will be able to:** | | | | | | | | | | |
| * recognise 1-3 words according to the topic, follow the instruction according to the task; * make up correct 1 positive and 1 negative sentence about the things they like and dislike; * answer questions using pronouns with teacher’s support. | | | | | | | | | | |
| **Most learners will be able to:** | | | | | | | | | | |
| * recognise 4-6 words according to the topic, follow the instruction according to the task; * make up correct 2 - 3 positive and 2 - 3 negative sentence about the things they like and dislike; * answer questions using pronouns with some mistakes. | | | | | | | | | | |
| **Some learners will be able to:** | | | | | | | | | | |
| * Recognise the most of words according to the topic, follow the instruction according to the task; * make up correct more 3 positive and 3 negative sentence about the things they like and dislike; * answer the most of questions using pronouns. | | | | | | | | | | |
| **Previous learning** | | | Food’s words, asking and answering the questions using hmm, nice, yuk, urghhh, making up dialogues about food. | | | | | | | | |
| **Plan** | | | | | | | | | | | |
| **Planned timings** | | **Planned activities** | | | | | | | | | **Resources** |
| Beginning | | * **Class organization** * **Revising previous learning** * **Video**      * **(W) Listen and repeat**   Go to school, brush your teeth, dry your hair, take your bath, wake up, eat breakfast, study, get dressed, wash your face, get home   * **(W/I) Listen to the recording. Circle the correct answer in the worksheet. Appendix 1.**      * **(W) Listen and repeat**   Meat, chicken, salad, pasta, rice, cheeseburger, fish, beans, he/she likes, he/she doesn’t like   * **(W/I) Look at the pictures. Say what Ben and Penny like and don’t like. Talk about them.**   Example: Ben likes chicken. He doesn’t like beans.  Kim likes salad. She doesn’t like fish.     * **(W) Listen and repeat**   Hot milk, vegetables, orange juice, Do you like … ? Yes, I do. / No, I don’t. What would you like? I would like … . Does Kim/Ben like … ? Yes, Kim/Ben does. / No, Kim/Ben doesn’t. What does he do? I … .   * **(W)** Look at the pictures. Answer the teacher’s questions. | | | | | | | | | Cards or poster  https://www.youtube.com/watch?v=W\_siaVSv3Qs  Cards or poster  http://www.123listening.com/freeaudio/dailyroutines1-1.mp3  Cards or poster  Cards or poster  Cards or poster  Cards or poster  Cards or poster |
| End  Feedback | | Evaluation of the lesson by means of oral feedback from students – images of smiles.  Teacher asks guiding questions:  - Can you name hot and cold food?  - Can you say I like/ I don’t like?  - Can you say He / She doesn’t like?  - Can you answer the questions?   * **Homework:** learn words | | | | | | AUTONOMOUS EDUCATIONAL ORGANISATION  «NAZARBAYEV INTELLECTUAL SCHOOLS» Astana, 2016  English  A collection of tasks for Formative Assessment  Grade 1  1.L3, 1.UE9, 1.UE7 | | | |
| **Additional information** | | | | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more learners?** | | | | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links Health and safety check ICT links Values links** | | | | |
| * Struggling learners will be given more prompts to help them speak; * More able learners will be encouraged to make their speaking more complex; * more able learners will be challenged by prompting their groups to develop speaking; * Pair/ group work. | | | | | * Success criteria for FA; * Observing; * Feedbacks; * SA * PS | | * White board is used no more than 10 minutes; * Use water based pens; * Health promoting techniques; * Breaks and physical activities used; * Cross-curricular links: the world around us; * ICT links: use tracks or video no more 10 min; * Students in pair work learn to be patient and helpful; * The value of following interest; | | | | |
| **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:  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? | | | | | | | | | | | |