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| **LESSON: Module 3****Theme: My School** | **School:  Secondary school №8** |
| **Date: 10.11.2020** | **Teacher name:**Tursunkanova A.K. |
| **CLASS: 2 «Б»** | **Number present:**14 | **absent:**0 |
| **Learning objectives(s)** **that this lesson is contributing to** | 2.L1 understand a range of short basic supported classroom instructions2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number2.L5 identify missing phonemes in incomplete words2.S4 respond to basic supported questions giving personal and factual information2.R4 begin to use with support a simple picture dictionary2.UE2 use cardinal numbers 1 -20 to count2.UE11 use there is/there are to describe and ask about school objects |
| **Lesson objectives** | **All learners will be able to:** |
| respond correctly to some prompts about classroom objects, identify some words in reading and listening tasks and spell some words correctly |
| **Most learners will be able to:** |
| respond correctly to most prompts about classroom objects, identify most words in reading and listening tasks and spell most words correctly |
| **Some learners will be able to:** |
| ask and answer questions correctly, with correct word stress and identify all words in reading and listening tasks and spell most words correctly with very little support |
| **Previous learning** | *What’s …. This …. It’s a ….. pen pencil bag* |
| **Plan** |
| **Planned timings** | **Planned activities** | **SmilesResources** | **TeacherNotes** |
| Beginning the lesson | GreetingsLesson Opening & Warm-Up* Greet learners. Have them take their places
* Teacher asks students to greet our guests in different languages
* Teacher introduces lesson objectives to the students.

P’s: Good morning! Салеметсиз бе! Доброе утро!Психологический настройT: Now , children come to me and stand in circle, take the hands and wish to each other “Good luck!” |  |  |

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| Middle | **Main****T: Let’s divide our class into 2 teams by**gathering puzzles of school things.Step 1 Game “Flower” (read and answer the quistions)Questions1. What is your name?
2. What is your surname?
3. How are you?
4. Where are you from?
5. How old are you?
6. Which class are you in?
7. What is your address?
8. What is your hobby?
9. Have you got a friend?
10. Can you speak English?

Step 2 Colour rhymes (Pupil-1 team- to pupil 2- nd team )* Учить цвета я стала. Цвет по-английски … **color**.
* У меня сомнений нет Красный цвет конечно … **red**.
* Облизнувшись кошка съела Желток желтый. Желтый … **yellow**.
* Я тону, иду ко дну Синий цвет конечно … **blue**.
* Очень черный негр Джек, Черный по-английски … **black**.
* Коричневое платье купила эту фрау, Мы знаем очень точно, коричневое … **brown**.
* Ох, не спелый мандарин. Он зеленый, просто … **green**.
* Мышонок серый, убегай быстрей! Серый по-английски … **grey**.
* Мышка – … **mouse**, кошка – … **cat**Белый … **white**, а черный … **black**.
* Розовые розы падают на ринг. Цвет красивый розовый, по-английски … **pink**.
* Цвет серебряный, красивый. По-английски просто … **silver**.
* Темный, темный наш чердак. Темный по-английски **dark**.
* Светлый тон, запоминай: Светлый по-английски … **light**.
* Уверен, ты запомнишь: Оранжевый цвет… **orange**.
* В ярко-красных кедах топал. Ярко-красный – значит … **purple**.

Step 3 Name the picture ( It is a red book, and so on ...)1. It is a https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_1.png
2. It is a https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_2.jpeg
3. It is a https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_3.jpeg
4. It is a https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_4.jpeg

And so on.DYNAMIC PAUSET: Look, listen and do it.Step 4 Count me (pictures of school things ) Use the structure: There is/There are ...Ls of the 1-st team count1. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_5.jpeg
2. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_6.jpeg
3. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_7.jpeg
4. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_8.jpeg
5. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_9.jpeg

Ls of the 2-nd team count1. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_10.jpeg
2. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_11.jpeg
3. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_12.jpeg
4. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_13.jpeg

5. https://fsd.videouroki.net/html/2017/12/22/v_5a3d39eea32a7/99704164_14.jpegStep 5Board racing game:Ask 2 teams to come to the middle of the classroom. Learners stand in 2 rows.*Rule:* Teacher shows a picture of a classroom object on the PPT . Learners should look at the picture and touch the word which is on the board. Who touches the more words is the winner. This should be a quick and exciting game.**Formative Assessment:****Task**Listen and do. Repeat after your teacher.Stand up, pleaseHands up, pleaseHands down, pleaseHands on the hips, pleaseTurn left, pleaseTurn right, pleaseStand still, pleaseSit down, please.Step 6. “The best translator”(One pupil from each team.)Text. Hello! My name is Boris. My surname is Sidorov. I’m from Russia. I’m a pupil. I’m 10. I’m O’key. I can speak and read English.Step 7“My schoolbag” (choose only the school things)Teacher put many different things on 2 desks. Pupils must choose only school things and put it in the school bag. | puzzles of school thingsColour pictures of school thingsVideo materialSong “Hoppy-Poppy”Colour pictures of school things |  |
| Ending the lesson | Homework & ReflectionReflection: Traffic light- L’s glue stickers;–red colour - if you understand everything-yellow colour- if you understandSomethinggreen colour- if you don’t understand everythingHomeworkAsk students to take a moment, think and share what they have learnt* Revision of the words
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| **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** |
| * provide extra modelling and drilling to pairs of learners in pair work task
* ask stronger learners to check spellings in a picture dictionary
 | * monitoring pair work activity to check question formation and pronunciation
 | * ICT links: use an interactive picture dictionary to check spellings
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| **Reflection**Were the lesson objectives/learning objectives realistic?Did I stick to timings?What changes did I make from my plan and why? | **Answer the most relevant questions from the box on the left about your lesson.** |