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| **Lesson plan**  **Hot and cold: Weather** | | | | **School: #43 B.Momyshuly** | | |
| **Date:** | | | | **Teacher name: Karimova A.** | | |
| **Grade: 4** | | | | **Number present:** | | **absent:** |
| **Theme of the lesson:** | | | | The Weather 1 | | |
| **Learning objectives(s)** | | | | 2.S3 pronounce familiar words and expressions intelligibly;  2.W3 write familiar words to identify people, places and objects:  2.L3 recognise with support common names and names of places  recognise the spoken form of a limited range of everyday and classroom words | | |
| **Lesson objectives** | | | | **All learners will be able to:**  name the main vocabulary words;  **Most learners will be able to:**  -write weather vocabulary words;  -use them in their speech.  **Some learners will be able to:**  -say and all the words correctly;  -use them in their speech;  - complete all worksheets correctly. | | |
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| **Success criteria** | | | | Learners have met this learning objective if they can:  -recognise spoken language slowly and distinctly;  - pronounce weather vocabulary words correctly  - write weather adjectives  - do most of tasks correctly. | | |
| **Value links** | | | | Ls will work together as a group/pair showing respect and being polite with each other, respect to the weather | | |
| **Cross curricular links** | | | | Geography, Kazakh language, Music | | |
| **ICT skills** | | | | PPT, a smartboard, a poster, telephones, toys, a microphone,  a bluetooth column, a notebook | | |
| **Previous learning** | | | | Weather adjectives | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Beginning  **5 mins** | Greetings  Good morning children!  How are you?  Look at each other and say “Hello! Glad to see you.”  Thank you, Sit down, please!  **Warm up:**  *-What date is it today?*  *-What day is it today?*  *-What season is it now?*  *-What month is it now?*  *-What is the weather like today?*  **Checking of the home task:**  Work individually.  Ask words about the weather using “The hot ball” method.  The teacher throws the ball and says the words, and the children translate them and add endings to the word:  *Cloud-cloudy, rain-rainy, snow-snowy, sun-sunny.*  Pupils self-assessment with method “Thumb finger”. | | | | | a ball  C:\Users\Asel-Pc\Downloads\Audit_XS-211x300.jpg |
| Middle  **30 mins** | **2. The theme of our lesson is “Weather”.**  Teacher divides pupils into two groups.  The teacher gives out paper with words, and pupils must find a question and an answer.  1st group-What is the weather like today?  2nd group-It is cold and cloudy.  **3.Listening**  The teacher introduces pupils to new words on the theme of weather. The teacher reads the words aloud, then in a whisper, and the pupils repeat after the teacher.  *Swimming –*  *Skiing-*  *Surfing-*  *Skating-*  *Camping-*  *Snowboarding-*  *Beach volleyball-*  *Snowballs-*  *Boat racing-*  **4.Play the game “Whisper in the air”.**  The pupils whisper in each other’s ears and in the end they learn what this word is.  **5. Practice. Work with groups**  Find and write 1st group- Summer activity  2nd group-Winter activity  The group evaluates each other by method of “The sun and cloud”. If it is correct then show the sun, if there are errors show the cloud.  Descriptor   |  | | --- | | Find words correctly | | Know the translation | | Know how to read |   **6.Physical training**  Stand up, jump,run,swim,fly,dance,close your eyes,open your eyes,sin a song “My Bonny”  **7. Listening**  Sing a song “Hello my friend”.  A) The teacher asks the pupils if they have friends:  *-Do you have a friend, Madiar?*  *-Who is your friend?*  Answering a question, pupils play the game “My telephone friend” using a dialogue with a friend.  B) Animals speak English. Role play with dolls. Pupils play role-playing game using dolls.  C:\Users\Asel-Pc\Downloads\f47454d_1.jpgC:\Users\Asel-Pc\Downloads\M-24609a_0.jpgC:\Users\Asel-Pc\Downloads\39804_big.jpg  **8.Writing**  Look at the picture. Answer the questions.  *1.What season is it ?*  *2.What’s the weather like?*  *3.What clothes are they wearing?*  *4.What holidays are there in this season?*  **9.Video-exercises “**Today it’s sunday**”**  Use a smartboard  Self –assessment  Descriptor   |  | | --- | | Answer the questions correctly | | Spell words correctly | | Know how to read |   **9.Listening**  Sing a song “Weather” | | | | | Papers with words            a smart board  posters  picture sun and cloud  C:\Users\Asel-Pc\Downloads\52-1200x1171.png C:\Users\Asel-Pc\Downloads\depositphotos_190392956-stock-illustration-rainy-blue-cloud-heavy-water.jpg  <https://www.youtube.com/watch?v=Hp_vkZkMQNU>  <https://www.youtube.com/watch?v=x23rTDl4AMs>  a telephoneC:\Users\Asel-Pc\Downloads\imgpreview.jpg  doll toys (mouse,dog,cat)  PB p.69  Bilimland, Year 4, 042,42 lessons  C:\Users\Asel-Pc\Downloads\52-1200x1171.png  <https://www.youtube.com/watch?v=ygryGkGpgUs> |
| End  **5 min** | H/T: to make up “rain” cinquain  **Reflection:** “a Magic microphone”.  The teacher using a magic microphone asks the pupils:  -What did they go through today?  -What is their feeling?  -What did they study?  **Feedback:**  Learners stick stickers on the tree  Learners reflect on their learning:  What is necessary to work on  The red apple - The lesson was interesting. I understand everything. This material is important.  The green leaf - The lesson was interesting. But I don’t understand everything.  The yellow leaf - The lesson was not interesting. I don’t understand. This material is not useful to me. | | | | | Using a microphone  C:\Users\Asel-Pc\Downloads\unnamed (1).png  A moоd tree  C:\Users\Asel-Pc\Downloads\Без названия.jpgC:\Users\Asel-Pc\Downloads\green-tea-leaf-computer-icons-clip-art-leaf-leave-icon-png.jpgC:\Users\Asel-Pc\Downloads\1.jpgC:\Users\Asel-Pc\Pictures\карточки\hello_html_2c8579f4 — копия.jpg |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**  Support for weaker students: working in pairs/groups, phrases  Challenges for more able students: Encouraged to do more writing; assist weaker students. | | | **Assessment – how are you planning to check learners’ learning?**  *Checking the task*  *Feedback on the work* | | **Health and safety check ICT links** | |
| ***Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).***  ***Differentiation can be used at any stage of the lesson keeping time management in mind***  Pair work, group work | | |  | | ***Health promoting techniques***  ***Breaks and physical activities used.***  ***Points from Safety rules used at this lesson.*** | |
| **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.** | | | | |
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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 achievements/difficulties of individuals that will inform my next lesson?** | | | | | | |