Lesson plan

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| **Unit of a long term plan Body parts** | | | | | **School: Body parts** | | | |
| **Date:** | | | | | **Teacher name:** | | | |
| **CLASS: 3** | | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | | **Body parts** | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | **3.S2** ask questions to find out about present experiences on a limited range of general and some curricular topics  **3.R5** understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  **3.UE1** use singular nouns, plural nouns – including some common irregular plural forms; | | | | | |
| **Lesson objectives** | | | **All learners will be able to** list active vocabulary on the topic “Body parts’’ in 2-3 sentences using singular and plural nouns  **Most learners will be able to** practice active vocabulary on the topic ‘’Body parts’’ using singular and plural nouns in 3-4 sentences  **Some learners will be to** present a topic using active vocabulary ‘’Body parts’’ using singular and plural nouns in 5-6 sentences | | | | | |
| **Assessment criteria** | | | A learner can name active vocabulary on the topic “Body parts’’ in 2-3 sentences using singular and plural nouns | | | | | |
| **Language**  **objective** | | |  | | | | | |
| **Values links** | | | Respect each other, support, creativity | | | | | |
| **Cross-curricular links** | | | Lesson is connected with Biology | | | | | |
| **Previous learning** | | | Animals | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| Start  3 min  5min | | **Greeting.**  **Activity 1. Creating positive atmosphere** (method Compliment)  **C:\Users\admin\Desktop\5a6df490-b2da-4fb2-b73a-84a857402e18.jpg**  **Descriptor:** Learners make a big circle and wish each other good work to the lesson.    **Activity2** **.Division into groups** (Puzzle method)  **Descriptor:** Learners choose the card and find your group.(by cards)‘’Puzzle method’’  The first group – Rabbit  The second group - Fox  **Activity 2.Introduction with the name of the lesson** (method Brainstorming)  What do you know about your body? What does the monster look like?  Has it got any hands?  C:\Users\admin\Desktop\27-278388_maría-josé-argüeso-monster-inc-personajes-animados.png  **Descriptor:** Learners answer the questions , make 2-3 sentences and guess the title of the lesson.  We have got eyes and we can see. We have got ears and we can hear.  We have got legs and we can walk.  We have got mouths and we can talk.  C:\Users\admin\Desktop\chasti-tela21-glaza.jpgC:\Users\admin\Desktop\chasti-tela8-ushy.jpgC:\Users\admin\Desktop\chasti-tela20-rot.jpgC:\Users\admin\Desktop\chasti-tela3-nogi.jpg  **Descriptor:** Learners answer the questions and guess the title of the lesson.The pupils repeat, chorally and/or individually. | | | | | <https://magazineclonerepub.blob.core.windows.net/mcepub/533/151775/image/5a6df490-b2da-4fb2-b73a-84a857402e18.jpg>  <https://yandex.kz/images/search?text=картинка%20монстрика%20для%20детей&stype=image&lr=10295&source=wiz>  <http://dochkiisinochki.ru/kartochki-chasti-tela-dlya-detej.html> | |
| Middle  30 min | | **Activity 1. Introduction with new words.**  **Task 1**. **Speaking Compose (method)**  Listen to the teacher and repeat the new words.  **Descriptor:** Learners listen to the teacher and repeat the new words.  **Activity 2 . Review active vocabulary.**  **(method “Matching”)–group work**  **Task 2.**Match the words with their translations  hair ноги legs нос nose глаза head уши hands рот ears голова mouth кисть руки  eyes волосы  **Descriptor:** Learners get worksheets with words and their translations; match the words with their translations.  **Descriptor: Answer keys:**  hair ноги legs нос nose глаза head уши hands рот ears голова mouth кисть руки  eyes волосы  **Assessment by praising words (Very good, well done, excellent, etc.)**  **Activity2** Complete and choose the sentences Use have got or has got.  The first group choose and complete the sentences using the verb Have got  The second group choose and complete the sentences using the verb Has got  1 We have got green eyes. 2 Nurlybek \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ big hands. 3 They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ brown hair. 4 I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a small nose. 5 My sister \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ red hair. 6 You \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a small head  **Answer keys:** **1**)Have got 2) Has got 3) Have got 4) Have got 5) Has got 6) Have got  **Descriptor**: Learners should fill in these verbs correctly.  **Assessment by “up and down” (excellent, well done, bad.)**  **C:\Users\admin\Desktop\img11.jpg**  **Dynamic pause “Head, shoulders, knees”**  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð·Ð°ÑÑÐ´ÐºÐ°  **Descriptor:** Learners listen to the song and do the actions  **Activity3 Read the text and find the nouns.**  The first group in singular form  The second group in plural form  **Our body**  What do you know about your body? The human body (man's body) is very beautiful. It consists of arms, legs, a trunk, a head, a neck and so on. The eyes help us to see, the ears help us to hear, the mouth and lips help us to speak and eat food.  All people have different faces. There are two eyes, a nose, a mouth on our face. We have hair, a neck, two shoulders, ten fingers, ten toes, ten nails, two feet, two knees, two cheeks, two eyebrows, a forehead, a chin.  Everybody has his/her own skin. It comes in many colors. People who live in Africa have brown or black skin. People who live in Europe have white skin.  Our hair can be straight or curly, long, short, dark, blonde, gray.  Humans have muscles, fat, bones, joints.  There are two kidneys, two lungs, a heart, a stomach, a liver and other organs in humans’ bodies.  There are 32 teeth and one tongue in our mouth. Some people (kids and adults) lose some of their teeth, so they don't have 32 teeth.  **Descriptor: Learners read the text and find the nouns.**  **Formative assessment**: group self-assessment by checklist “plus-mines”  **Descriptor:** Learners assess the other group using group self evaluation checklist. | | | | | Slide1  Worksheets  Pupils book p.7  <https://youtu.be/h4eueDYPTIg>  <https://www.fabishek.com/2016/04/chasti-tela-korotkie-teksty-na-anglijskom-dlya-detej-i-nachinayushhix/>  Worksheets  <https://ds05.infourok.ru/uploads/ex/10bf/0008ea5e-d7ac7cd3/hello_html_f5d0f32.png> | |
| End  3 min | | **Feedback**  **Activity1.Reflection“traffic light”.**   * Color the traffic light into green if the learner understood everything learned at the lesson. * Color the traffic light into red if the learner did not understand everything learned at the lesson. * Color the traffic light into yellow if the learner partly understood what learned at the lesson.   **C:\Users\admin\Desktop\img_user_file_570dcb7b58822_17.jpg** | | | | | <https://arhivurokov.ru/kopilka/uploads/user_file_570dcb7b58822/img_user_file_570dcb7b58822_17.jpg> | |
| **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?** | | **Health and safety check** | | |
| **Differentiation by** outcome (according to the lesson objectives)  **Differentiation by** task (according to the learner’s knowledge level)  **Differentiation by** ability (according to the learner s’ ability) | | | | -Teacher assessment - recommendation and praising words – during the lesson  -Assessment by up and down (excellent, well done, bad)  - Group self-assessment by checklist “plus-mines” | | **ICT technology** is used no more 15 minutes.  **Dynamic pause** in the middle of the lesson help to relax  Learners are paid attention to the rules of sitting at the table | | |
| **Reflection** | **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? | | | | | | | | |