Наименование учреждения ГУ «Жетекшинская средняя общеобразовательная школа города Павлодара»

ФИО Жампеисова Жанар Матаевна

Должность учитель английского языка

Стаж работы 8

Категория вторая

Предмет Английский язык

Тема “Animals”

Класс 1

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LESSON:** **Unit 4**  **The world around us:**  **Theme: Animals** | | | | **School: Zhetekshy school** | | | | |
| **Date:** | | | | **Teacher name: Zhampeisova Zh.M.** | | | | |
| **CLASS: 1b** | | | | **Number present:** | | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | | 1.S3 pronounce basic words and expressions intelligibly  1.S5 produce words in response to basic prompts  1.L1 recognise short instructions for basic classroom routines spoken slowly and distinctly  1.L3recognise with support simple greetings  1.L3recognise the spoken form of a limited range of basic and everyday classroom words | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | | |
| * pronounce basic words denoting animals * recognise simple greetings * recognise basic colours | | | | | |
| **Most learners will be able to:** | | | | | |
| * produce words in response to basic prompts * recognise basic intonation distinguishing questions from statements * understand the meaning of new words * participate in short conversations on a specific topic | | | | | |
| **Some learners will be able to:** | | | | | |
| * respond appropriately to some questions * use some short answer forms correctly | | | | | |
| **Previous learning** | | | Unit "The World Around Us" is based on knowledge and language skills from Units1, 2, 3. Students need to know the names of animals around us in their native language. | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Beginning | ORGANIZATIONAL MOMENT  Prior Knowledge- Pupils recognize simple greetings  Hello, children! Let's sing a song!  Group 1: Hello! Hello! Hello!  Hello! Hello! Hello!  Hello! How are you?  Group 2: Hello! Hello! Hello!  Hello! Hello! Hello!  Hello! I am fine! Thank you!  Teacher: The topic of our lesson is “Animals”. (Point to the pictures of animals on the board)Today we’ll name some animals in English.  Presentation:  Introduce animals (*cow, sheep, fox, rabbit, dog, bear, cat, camel, mouse, horse, elephant*) and work out learners’ pronunciation.  http://voicesevas.ru/img/f2eae78521553a2becd6563f3be566b3.jpg https://im0-tub-kz.yandex.net/i?id=810d0c83ecb465d314b2fefd41009e1c-l&n=13 http://elitefon.ru/download.php?file=201211/1280x1024/elitefon.ru-10840.jpg https://im0-tub-kz.yandex.net/i?id=159dd6696788b05117eba10ca1e409d5-l&n=13  https://im0-tub-kz.yandex.net/i?id=808780b1e341d00fe2750f87fb7b10ff-l&n=13 https://im0-tub-kz.yandex.net/i?id=c2d5f667cde52351db24434e7574917d-l&n=13 https://www.motto.net.ua/pic/201210/1920x1200/motto.net.ua-42595.jpg http://st.stranamam.ru/data/cache/2016dec/10/59/21249471_58794.jpg  Listen and repeat after me. S. should answer the T`s questions.Do you like an elephant? Do you like a dog? etc.  Students: Yes, I do/ No,I don`t | | | | | | | Song “Hello”  <https://www.youtube.com/watch?v=AdukBVPk8Jw> |
| Middle | SPEAKING DRILLS  All pupils pronounce basic words denoting animals.  Most pupils recognise basic intonation distinguishing questions from statements.  Some pupils respond appropriately to some questions.  Teacher talks to the class using puppet dolls representing animals from the fairy tale “The Little House": Hello! My name is Mouse. What’s your name?  How are you? How old are you?  PLAYING  Pupils understand the meaning of words denoting animals.  Game "Guess what animal it is"  Pupils in turn go to the board and describe an animal from the fairy tale, without naming it. The rest of the pupils have to guess.  FORMATIVE ASSESSMENT LISTENING  Pupils recognise basic colours and animals.  Point and colour:  Fox is red.  Bear is brown.  Mouse is blue.  Wolf is black.  Rabbit is pink.  CREATIVE WORK  Most pupils participate in short conversations on the topic «The Little House".  1) Watch the cartoon "The Little House".  2) Staging  Characters: a mouse, a rabbit, a wolf, a fox, a frog and a bear.  LISTENING  Pupils recognise basic words and sounds produced by animals.   1. Besides the animals from the fairy tale, there are many other different animals. Let's listen to a song about them.  2) Listen to the sounds and look at the pictures of animals. 3) Judging by the sounds you hear guess what animal produces them..   WORKING WITH CARDS  Pupils match animals with their habitats. 1) Show where the animals live. Match the pictures of animals to their habitats.  PLAYING COMPUTER GAMES  All pupils recognise basic words denoting animals.  Most pupils recognise basic questions.  Some pupils respond appropriately to some questions.  1) Open your personal computers. Choose the right answer for each of the questions about animals by clicking it. | | | | | | | Puppets  Worksheetsof animals  <http://ejka.ru/blog/zagadki/1.html>  <http://deti-online.com/skazki/russkie-narodnye-skazki/teremok/>  CD  [http://get-tune.net/?a=music&q=](http://get-tune.net/?a=music&q=%E5%F1%EB%E8+%ED%F0%E0%E2%E8%F2%F1%FF+%F2%E5%E1%E5+%E4%E5%25) |
| End  3-5  minutes | FEEDBACK  Pupils produce words in response to basic prompts.  Show your mood ¬ happy like a monkey ¬ sad like a wolf  ¬ energetic as a lion | | | | | | |  |
| **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** | |
| * more support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation. * more able learners will be challenged by prompting their groups to develop more elaborate types of animals to narrate. | | | | | * through questioning and the redirecting of questioning in feedback activities * through observation in group and final performance activities | | **Cross-curricular links**   * performance arts: use gestures and movements imitating animals * ICT: playing computer games * Science: habitats of animals * Drama: staging * story * the world around us * Art: sticking, colouring   **Health and safety check**   * white board is used no more than 5 minutes * personal computers are used no more than 10 minutes * use water based markers * use mucilage glue   **Values links**   * when students work in groups, they will learn to be polite and respectful to each other | |
| **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.** | | | | | | |
|  | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  What two things would have improved the lesson (consider both teaching and learning)?  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |