ГУ «Средняя общеобразовательная школа № 34 инновационного типа г. Павлодара»

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**Должност**ь Учитель английского языка

**Стаж работы** 8 лет

**Категория** I

**Предмет** Английский язык

**Тема**  ”My Family and Friends”

**Класс** 2

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| **Long-term plan unit: My Family and Friends** | | | **School: № 34, Pavlodar** | | |
| **Date:** | | | **Teacher name: J.L. Kondratenko** | | |
| **Grade: 2** | | |  | |  |
| **Theme of the lesson: My Family** | | | **Practice lesson: Family Members** | | |
| **Learning objectives(s) that this lesson is contributing to** | | 1. L3 recognise with support simple greetings recognise the spoken form of a limited range of basic and everyday classroom words  1.R3 Recognize some very high frequency words from local environment  1.S2 Begin to use intonation to signal questions in basic exchanges  1.W2 Form some lower case letters of regular size and shape | | | |
| **Lesson objectives** | | All learners will be able to:  • listen and repeat the words, follow the instruction according to the task  Most learners will be able to:  • recognise and name some words according to the topic, follow the instruction according to the task  Some learners will be able to:  • recognise and name most of the words according to the topic, follow the instruction according to the task | | | |
| **Success criteria** | | Students will have succeeded in this class if they:   1. Imitate pronunciation of words clearly and distinctly; 2. Demonstrate earnest effort at following teacher directions; 3. Speak individually at least six times. | | | |
| **Value links** | | Respect and cooperation by:   1. Listening to the teacher 2. Listening to each other 3. Take turns 4. Encourage each other | | | |
| **Cross curricular links** | | Home life, animals, health practices | | | |
| **ICT skills** | | By teacher only, about 15 minutes | | | |
| **Previous learning** | | Practise lesson. Learners practised some words (animals, numbers, colours) and letters | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | **Resources** | |
| Beginning   1. minutes | 1. **Organization moment.**  * Good morning, children! Take your seats, please! Let`s start our lesson! How are you today? Students show a smile they have (happy/sad…) Okay, good!  1. **Goal setting.**   Tell me, please, what do you see on the poster? (Teacher shows a poster of Liam’s family, Smiles) Do you have photos with your family and friends? What members of family do you know? So, what are we going to talk about?   1. **Warm up**   • There are pictures of family members and animals on the board.  First line: DOG, RABBIT, MOUSE, FISH, BABY, SPIDER.  Second line: MUMMY, DADDY, SISTER, GRANDMA, CAT, GRANDPA.  Students must choose one extra word among these cards. | | | Pictures on the board | |
| Middle  30 minutes | * And now we will talk about family and friends. Do you have brothers and sisters? Do you have friends? Do you have a best friend? It’s very well.  1. **Fixing of new vocabulary:**   Let's learn to call our family members on English.   * Students repeat the new words 3 times after teacher:   Mummy  Daddy  Sister  Brother  Grandma  Grandpa   * Students repeat the new words 3 times after teacher, increasing the pace. * Teacher names one family member, students show what does this family member can do. (Mummy-to cook, etc.)  1. **Initial consolidation of studied material through work in pairs:**   Students work in pairs. They are given a puzzle picture of family member and have to gather all the parts together. Then they must fix a word on the board to a family member, which they got. (Smiles)  **Formative assessment.**  - Guys who could gather the words?  - What was difficult for you?   1. **Physical training**   Teacher asks students to stand up and asks them to repeat the song actions and dance together with animals from the video.   1. **Consolidation of the material through the work with the cards:**   Give students the cards and ask learners to number the family member they hear:   * And now we'll see how well you remember our family members. You need to put a number next to the family member you hear.   №1 is grandpa  №2 is brother  №3 is mummy  №4 is sister  №5 is daddy  №6 is grandma   * Now let's see if you matched pictures and numbers correctly. So, I show the picture which should be number 1, then number 2 and so on. If your picture is the same as mine, you say the word and show what this family member makes.   *Good job! Well Done!*   1. **"Living words" game**   And now let’s play a game. I will give one letter each of you, and you have to complete the name of the family member who I call. | | | Flashcards  Puzzles  https://www.youtube.com/watch?v=RSA5PvcV0\_k  Family members cards  Letters on piece of paper | |
| End  5 minutes | 1. **Summarizing:**  * Which words have we studied today? Let's see how you remember them! Now you should finish the sentences:   Timur’s (daddy) works as a driver and drives a car.  Dima's (mummy) goes for a walk on the bike.  Vova’s (grandpa) is a sailor, he sails on the ship  Colin’s (brother) always has a lot of passengers, because he works as a driver on the bus.  Indira’s (sister) is a stewardess , she flies on a plane.  **Formative assessment:**  - You should put your smiles on the stairs.   * Who could deal with few tasks today, for whom it was difficult, he puts a smile on the lower stair. * Who could deal with many tasks, but had some difficulties, he puts a smile on the middle stair. * Who could do everything, who enjoyed it, he puts his smile on the top stair.   **Additional tasks.**  Look, is our family beautiful? Let's paint it with coloured pencils!   1. Sister’s dress is yellow 2. Mummy’s dress is red 3. Daddy’s shirt is blue 4. Brother’s shirt is green 5. Grandma’s dress is purple 6. Grandpa’s shirt is white   Children, our lesson is coming to an end. Thank you for such a wonderful lesson. Now you gather the notebooks, put pencils into a pencil case, push chairs under desks and go back to the class. Let's go!  *For homework: to finish сolour the picture. To repeat the names of family members.* | | |  | |