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| Наименование учреждения: ГУ« СОШ№6 г. Павлодара»  ФИО: Рамазанова Евгения Алексеевна  Должность: учитель английского языка  Стаж работы: 10 лет  Категория: без категории  Предмет: английский язык  Тема: **«Животные**»  Класс:1 | | | | | | | |
| **LESSON 10: Animals**  **Term 2** | | | | **School: 6** | | | |
| **Date:** | | | | **Teacher name:** | | | |
| **CLASS: 1 B** | | | | **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.L3 recognise with support simple greetings  1.L3 recognise the spoken form of a limited range of basic and everyday classroom words | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * pronounce the names of animals * recognize Teacher’s instructions * pronounce basic words denoting animals | | | | | |
| **Most learners will be able to:** | | | | | |
| * recognize simple sentence and make it 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** | | Colours, animals | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| 5 minutes | **ORGANISATION MOMENT:**  Teacher invites learners to stand up and to greet each other, to ask & answer the questions:  Hello, children.  How are you? - I am fine, thank you.  Let’s do gymnastic!  Hands up, hands down. Hands up, hands down.  Hands up. Clap, clap. Hands down. Shake, shake.  Shake your head. Turn around. Turn right. Turn left.  Hop, hop.  Hands on the hips. Bend right, bend left.  Hands up. Hands to the sides.  Hands down. Sit down. | | | | |  | |
| Middle  25  minutes | **PRE-LEARNING. Multi-media presentation**  Teacher suggests to guess the topic of the lesson showing slides.  Teacher: “Children, I invite you to the jungle. It is the place of living for many wild animals. And I offer you to visit a farm and a river bank to meet some animals as well”.  We will speak about the animals, play funny games and even make performance. You are welcome!    http://gifiki.ru/_ph/69/2/103645175.gif?1512293384  **JIGSAW LISTENING, PRONOUNCING and SPEAKING**  Let’s get to know and remember following animals!  Animals animals  Teacher shows the cards changing them separately:  / hen / bird / rhinoceros / elephant / crocodile / mouse / fox / cow / fish / monkey / tiger /  Teacher’s prompt: “It is a big green rhinoceros”  Students make sample sentences in response to teacher’s prompt.  Teacher asks to say the sentences with “can” in response to teacher’s prompt: “Elephant can trump”.  Then, teacher says only the names of animals.  Students say and show:  Hen Hen can run etc.  Bird can fly.  Rhinoceros can stamp.  Crocodile can swim.  Mouse can run.  Fox can jump.  Cow can walk.  Fish can swim.  Monkey can climb.  Tiger can run.    **GUIDED DISCOVERY TASKS**  **RESEARCH SKILLS through multi-media presentation**  Teacher shows the slides where the pictures are matched as follows:        Teacher: “Can fish live in the jungle?” – Yes. It can. / No. It can’t.  Teacher: “Can monkey live on the farm?” – Yes. It can. / No. It can’t.  Teacher: “Can fox live in the river?” – Yes. It can. / No. It can’t.  Teacher: “You know fish lives in the river”.  Repeating 3 times:  river river  in the river in the river  fish lives in the river fish lives in the river  Teacher chooses one volunteer. He asks him to stand up in front of the teacher. Teacher shows the cards with the animals and places of living. Student explain the word “live / lives” doing reliable action in response to the cards.  *Fish – lives – in the river*  *Monkey – lives – in the jungle*  *Fox – lives – on the farm*  **CRAFT ACTIVITIES**  **WORKING IN GROUPS (PROJECT)**  Students gain the posters with the key pictures “Jungle” / “Farm” / “River”. They stick the pictures with the animals and make a topic about them.  For example (from a teacher): It is a fish. Fish lives in the river. Fish can swim.  **GAMING**  **FUNNY EXERCISE**  Students stand up face to face. They make actions according to the verbs they hear. If one of the students makes mistakes, he leaves the games. Other students play in pairs again.  Teacher (as fast as possible):  climb  fly  stamp  walk  run  jump  swim | | | | | Slides      Slide  Slides  Slides  Cards  Worksheets | |
| 10  minutes | **FEEDBACK**  **FORMATIVE ASSESSMENT. LISTENING**  We play “Back on the bus”. Stand up aligned and point to the right for wild animals, point to the left for domestic animals.  Are you ready? – Yes. We are.  **HOME TASK**  Describe the animals orally!  Teacher asks to stick the pictures with the animals to show their mood (posters are hung on the board):  happy like a monkey; tired like an elephant;  clever like a fox.  **SONG ACTIVITY**  Students chant with actions to reinforce sounds “Goodbye song” | | | | | P. 53, ex. 14  Video  Slide | |
| **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** | | |
| * Creating mixed ability pairs for speaking activity. * Taking part in a play. | | | * Through questioning and the redirecting of questioning in feedback activities. * Through observation in pair work. * Through filling in worksheets. | | * World learning * Self-knowledge * Biology | | |
| **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.** | | | | |
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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 individuals that will inform my next lesson? | | | | | | | |