|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Short-term plan**  **Unit 8:**  Health and body | | **School:** NIS Kokshetau | | | | | | |
| **Date:** | | **Teachers:** Abdulanova A.Zh., Kim L.I. | | | | | | |
| **Grade:** | | **Number present:** | | | **absent:** | | | |
| **Theme of the lesson:**   Hands and head | | | | | | | | |
| **Learning objective(s) that this lesson is contributing to** | | | 1.S1 make basic personal statements about people, objects and classroom routines  1.S2 ask questions in basic exchanges about people, objects and classroom routines  1.S3 pronounce familiar words and expressions intelligibly | | | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Recognize 8-10 words of body parts * pronounce familiar words and expressions intelligibly   **Most learners will be able to:**   * Name 5 -7 body parts * pronounce familiar words and expressions intelligibly   **Some learners will be able to:**   * Name 10 body parts * pronounce familiar words and expressions intelligibly | | | | | |
| **Language objectives** | | | Students learn names of basic adjectives | | | | | |
| **Success criteria** | | | Learners have met the learning objective (S3) if they can:  pronounce familiar words; Spell the words correctly | | | | | |
| **Value links** | | | Respect | | | | | |
| **Cross-curricular links** | | | biology | | | | | |
| **ICT skills** | | | Using SMART board, pictures and videos, working with URLs | | | | | |
| **Previous learning** | | | Traditions and folklore | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** | |
| Beginning  5 min  (W/I) | **Lesson Opening & Warm-Up**  Greet the students. "Hello!"/"Good morning!"/"Good afternoon!"  “How are you?” “what is the weather like today?  **Pre-learning/Warm-up**   * Inform learners that they will talk about body parts | | | | | | https://www.youtube. com/watch?v= d8FwBSITW-4 | |
| Middle  10 min  (W)  20 min  (I/W) | **Teach the body vocab** Depending on the age / level of your students you may want to teach a just few words per class, building up to the full 8 words over a series of lessons. Prepare [flashcards of the parts of the body](https://www.eslkidstuff.com/lesson-plans/parts-of-the-body.html#flashcards) used in the song. Slowly reveal each flashcard card and have your students touch their part of the body (so, when you show the "head" flashcard get everyone to touch their heads). Chorus each word three times and then ask your students to individually say each word.   * **Practice the vocab** Lay the flashcards that you have just taught in front of you, facing your students (or lined up on the board). Randomly touch each card and have your students touch that part of their body and say the word. Do a final round with the cards in the correct order of the song (so they are basically doing a practice run of the song).   **3. Play "Flashcard Exercises"** - Get everyone sitting on the floor and facing the front of the class. Give out body flashcards so that each student has at least one card (even better is for each student to have two cards). Shout out a random flashcard word (e.g. "ears") with an action (e.g. "ears - hands up!"). All students with the ears flashcards have to do that action. Continue with other words and different actions (e.g. jump up and down, run on the spot, turn around, stand up / sit down, wiggle, touch your toes, etc.).    **Sing the "**[**Head, Shoulders, Knees & Toes**](https://www.eslkidstuff.com/lesson-plans/parts-of-the-body.html#songs-readers)**" song** - Everyone stand up. As the song plays the teacher sings and does all the actions, touching each part of his/her body with two hands in time with the song. Make sure your students are followingalong. It’s easy and fun so your students will love doing this. Each verse gets faster so by the last verse it will be frantic but great fun.    **Play "Teacher Says"** - This is the game "Simon Says" but using the word "teacher", or your name, instead. Go straight into the game (no explanations necessary) by saying "Teacher says touch your (knees)". Do the action and make sure everyone else follows along. Do a few more "touch your eyes, touch your toes", etc. Then at some point give a command without the "Teacher says" part (e.g. "Touch your mouth"). First time round, everyone will touch their mouth, so make it very clear that they shouldn’t do this when you don’t say "Teacher says". After a while your students will get the hang of it. Play the game faster and faster. When a student makes a mistake they have to sit the rest of the game out. The last student standing is the winner.  **Read classroom reader "The Monster"** - Pass out a monster card to each student. Ask learners to prepare pencils to color their mosters.  Get the students really involved in this activity by asking lots of questions (e.g. eliciting colors) and getting them to touch and say the parts of the body. | | | | | | Worksheets  PPT  Flashcards  Monster worksheet | |
| End  5 min  (W) | **Homework & Reflection**   * Ask students to take a moment, think and share what they have learnt * Revision of the words | | | | | |  | |
| **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** | |
| Students can do the speaking task at a pace that suits their inherent ability. | | | | | The teacher will be able to assess how well the students can speak using studied vocabulary and structures during the speaking, and how sell students have developed their receptive skills during listening. | | Lessons will be delivered in accordance with health and safety standards. | |
| **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?** | | | | | | | | |