**Short term plan**

**Lesson plan**

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| **Long-term plan unit:** **6 Traditions and customs** | **School:№17, Костанай** |
| **Date: 19.02.2020** | **Teacher name:Тасова К.Ж.** |
| **Grade:** 2 V | **Number present:**  14 | **absent:**  |
| **Theme of the lesson:** Special days |
| **Learning objectives(s) that this lesson is contributing to** | **2.R1** read and spell out words for others**2.L1** understand a range of short basic supported classroom instructions **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines |
| **Lesson objectives** | **All learners will be able to:****•** Describe the weather of 2 seasons• Identify at least 1 holiday per season**Most learners will be able to:**• Describe the weather of 3 seasons• Identify 1-2 holidays per season**Some learners will be able to:****•** Describe the weather of 4 seasons• Identify several holidays per season |
| **Success criteria** | Learners have met the learning objective (2.R1) if they can: identify several holidays per season |
| **Value links** |  Respect, Cooperation |
| **Cross curricular links** | Knowledge of the world |
| **ICT skills** | PPT, video |
| **Previous learning** | Students learned the words from Unit5 |
| **Plan** |
| **Time** | **Planned activities**  | **Resources** |
| Beginning10 m | **Greeting, Warm Up .** Greet the learners.* Hello, hello, hello to you!
* Hello, hello, I am glad to see you!
* Hello! How are you today?
* “What day is it today?”
* “What date is it today?”

This is a suprise box for you! You should take a piece of paper from it, read a question and answer.**New Vocabulary Review**Use slides 2-10 to review and practice the new weather/season vocabulary. Ask pupils: *What is the season now?**What is the weather like today?* | PPT What is the Weather Like ----- Slides 2-10 |
| Middle 25 m | **Weather & Season Practice** \*\*\*\*Before class: Hang up the 8 weather words around the class. Using slides 11-15, ask what the weather is like in different seasons**. Clue the pictures on the posters according the seasons**. Students should run to possible answer cards (i.e. for summer, they could run to hot, or sunny or stormy etc.)Use the slides to go over correct answers at the end of each season movement and at the end of the whole activity as a Think – Pair – Share activity. Write the structures on the board and review them. (i.e. one kid asks What is the weather like in fall? Other kid: It is windy. With class: Share correct answer)**Introduce Holidays** Go through the slides introducing the holidays.Have students practice the structure as you ask them questions: \_\_\_\_\_is in spring. (i.e. Nauryz is in spring). **Then draw, colour and clue the cards according the holiday.****Dynamic break.** Pupils stand up, listen to the song and move**Holiday and Season Practice. What is the theme of our lesson? Yes, Holidays or Special Days.** Give each student page 1 of the holidays & weather doc.Give each student a note slip from page two of the document with the weather and holiday words. Students should overwrite the question sentences in each season box, then freewrite answers above. (i.e. in the winter box, they would write Christmas and New Year for holidays and snowy and cold for weather)If time allows, students may decorate the posters as benefits the weather and holidays of the season. If time allows, have students orally share their paper with a partner, asking and answering about the seasons and holidays. | Pics of Weather words hung up about the roomPPT slides 11-14PPT Slides 15-18Women’s dayThanksgivingSchool DayChristmasDay of the CapitalKurban AitNew yearNauryzSummer Song<https://www.youtube.com/watch?v=hTEr0leX_ME>Handout 1 Holidays and Weather docThey pictures about holidays on the poster. |
| End5 m | **Closing Reflection/Self-Assessment & Goodbye**Check students understanding by asking the following….*What`s the weather like?* *What`s your favorite season?* *What`s your favorite holiday?* etc.Home task: word search  | Goodbye Song <https://www.youtube.com/watch?v=WyfH-wwJUcY>Hand-out 2 |
| **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 checkICT links** |
| **More support:** * These students may work with a stronger student to support them during the vocab activities.
* These students may cut and glue words instead of freewriting

**More-able learners:** * Encourage very strong students to model answers
* Encourage these students to write sentences in the boxes (it is sunny summer rather than just ‘sunny’)
 | Students will be assessed informally during the practice activities and more formally through the season/holiday doc practice | * Work with the SMART board not more than 10 minutes
* Make sure power cords/outlets are not a tripping hazard
* Everyday classroom precautions
 |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |
| **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?** |