**Lesson plan**

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| **Long-term plan unit:** 6 Traditions and customs | | | | | **School: Krylov SS** | | | |
| **Date: 07/02/19** | | | | | **Teacher name:** Velichko O.S. | | | |
| **Grade: 2** | | | | | **Number present:** | **absent:** | | |
| **Theme of the lesson:** | | | | | Grammar time | | | |
| **Learning objectives(s)** | | | | | **2.L1** recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;  **2.S3** pronounce basic words and expressions intelligibly  **2.UE9** use common present simple forms [positive, negative and question] to give basic personal information | | | |
| **Lesson objectives** | | | | **All learners will be able to:**   * To follow T instructions and make sentences   **Most learners will be able to:**   * Follow to the general rules   **Some learners will be able to**   * Complete all the suggested tasks without mistakes | | | | |
| **Success criteria** | | | | **Ss will be able to**   * Make a sentences to present simple * Describe their working day using present continuous | | | | |
| **Value links** | | | | To be imaginative, creative and good at handicraft | | | | |
| **Cross curricular links** | | | | Kazakh and Russian | | | | |
| **ICT skills** | | | | The use of whiteboard by teacher only | | | | |
| **Previous learning** | | | | Special day in Kazakhstan | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** |
| Beginning  **10 min** | * Good morning, children. Glad to see you. How is your mood? Today we will talk on the topic "The present simple tense" | | | | | | | <https://www.youtube.com/watch?v=frN3nvhIHUk> |
| Middle  **25 min** | * T shows the video and explains When do we use present simple * T demonstrates the first part of ppt affirmative form of present simple and then practise with learners * T demonstrates the second part of ppt affirmative form of present simple and then practise with learners * T demonstrates the last part of ppt affirmative form of present simple and then practise with learners   To consolidate the grammatical rule "Present tense", pupils search for the board game "Verbs in Present Tense". Children should correctly name the verbs and put them now, paying attention to pronouns. The team that comes to the finish line wins.    The board game “Cubes” is also used, with the help of which students fold the sentence in the correct order using “Present Time”   * **Physical training** | | | | | | | <https://www.youtube.com/watch?v=eUXkj6j6Ezw>  ppt and worksheets 1-2  ppt and worksheets 3-4  ppt and worksheets 5  The board game "Verbs in Present Tense"  The board game “Cubes”  <https://www.youtube.com/watch?v=Qr9ge4XGUYs> |
| End  **5 mins** | ’shake and freeze’ dance  -T gives feedback for students’ answers and gives home task (make 5 sentence for present simple ). T explains the first one and checks Ss understanding  Give a homework | | | | | | | <https://www.youtube.com/watch?v=388Q44ReOWE>  worksheet 6 |
| **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 ICT links** | |
| Support for weaker students: working in pairs, phrases  Challenges for more able students: Encouraged to do more writing; assist weaker students. | | | * Assess the lesson according to the success criteria * Feedback on the work | | | | PPT is used 15 minutes only | |
| **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? | | **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)?**  **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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | |