

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Story time

ЖАРИЯЛАНДЫ
19.04.2019СІЛТЕМЕ
<https://bilimger.kz/56003/>

АННОТАЦИЯ / АҢДАТПА

School: Long-term plan unit: 6 Traditions and folklore

Date: Teacher name:

Grade: 1 Number present: Absent:

Theme of the lesson: Story time

Learning objectives that this lesson is contributing to 1.R3 recognise some very high frequency words from local environment

1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly

1.S3 pronounce basic words and expressions intelligibly

Lesson objectives Learners will be able to:

Understand and follow teacher's instructions

Recognize familiar words

Pronounce words on the topic intelligibly

Success criteria Student achieved the LO (L1) if he:

do 4 or more correct actions;

recognise spoken language slowly and distinctly;

recognise short basic instructions

Value links Education throughout life

Cross curricular links The world around us, literature, folklore

ICT skills Using SMART board, pictures and videos, working with URLs

Previous learning This unit recycles and revisits a lot of vocabulary seen in previous units, e.g. words for colours and simple objects and animals. Learners further practice giving short answers in response to direct questions.

Plan

Planned timings Planned activities Resources

Beginning

10 min Organizational moment

Teacher greets students; students respond to greeting and take their places.

Warming up

Teacher asks sts “What day was yesterday? What day is it today? What day will be tomorrow?”; sts answer and choose corresponding cards with days of the week to display on board

Teacher asks sts about the weather – “What is the weather like today?”

Teacher asks questions about the previous lesson (Did we read or write on Monday? What is the name of the story we read? Etc.)

Posters on the walls

Middle

20 min Story time

Show slides and read words for sts asking them to repeat the words

Nominate sts and elicit target vocabulary (as many words as they could memorize) (ask in RU and sts must answer in EN)

Run a PPP quiz – show slides with multiple choice options; sts should choose the correct answer (teacher support is not excluded if sts find the task difficult)

Read the story “Hansel and Gretel” for sts asking them to follow

Demonstrate a video of the same story

Clarify any unclear points; answer sts’ questions

PPP1

PPP2

Handouts with stories

Video1

End

10 min Reflection / home task

Discuss what sts understood from the story and if they liked/disliked the story and why (with great teacher support)

Give home task: try to learn as many words from the story “Hansel and Gretel” as sts can

Lesson materials (if necessary)

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

Less able students – greater support by means of visuals or writing difficult words on the

blackboard

More able students – independent work on definite tasks with little/no support

- check sts’ understanding of classroom instructions
- check sts’ home task
- check sts’ pronunciation of new words
- monitor sts’ progress during while- and post- reading tasks
- Use water based markers
- Work with the SMART board not more than 10 minutes. Make short breaks.
- Ensure proper ventilation
- Monitor classroom space when sts start moving around
- Check sockets’ safety

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?

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