

БӨЛІМ: ШЕТ ЕЛ ТІЛІ

Animals

ЖАРИЯЛАНДЫ
29.01.2020СІЛТЕМЕ
<https://bilimger.kz/66062/>

LESSON: Unit 4

The world around us:

Animals

School:G.Karash

Date: 12.12.2020 Teacher name:Dzhumashova T.B

CLASS: 1 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 recognise the spoken form of a limited range of basic and everyday classroom words

1.R1 recognise initial letters in names

Lesson objectives All learners will be able to:

- pronounce basic words denoting animals
- recognise simple greetings
- recognise basic colours

Most learners will be able to:

- produce words 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 Unit «The World Around Us» is based on knowledge and language skills from Units 1, 2, 3. Students need to know the names of animals around us in their native language.

Plan

Planned timings Planned activities (replace the notes below with your planned activities)

Resources

Beginning

ORGANIZATIONAL MOMENT

Prior Knowledge- Pupils recognize simple greetings

Hello, children! Let's sing a song!

Group 1: Hello! Hello! Hello!

Hello! Hello! Hello!

Hello! How are you?

Group 2: Hello! Hello! Hello!

Hello! Hello! Hello!

Hello! I am fine! Thank you!

Children make short dialogues in pairs using questions and words : Hello! How are you? What's your name? How old are you? I'm fine Thank you I'm Ok I'm so-so I'm well

Teacher: The topic of our lesson is "Animals". (Point to the pictures of animals on the board)Today we'll name some animals in English.

Song "Hello"

Middle

SPEAKING DRILLS

All pupils pronounce basic words denoting animals.

a mouse, a rabbit, a wolf, a fox, and a bear.

Most pupils recognise basic intonation distinguishing questions from statements.

Some pupils respond appropriately to some questions.

Teacher talks to the class using puppet dolls representing animals from the fairy tale «The Little House»: Hello! My name is Mouse. What's your name?

How are you? How old are you?

PLAYING

Pupils understand the meaning of words denoting animals.

Teacher divides children into two groups / colours and numbers / Colours: red, pink, blue, yellow, brown, green, black. Numbers: 1-7

Game «Guess what animal it is»

Pupils get pictures of animals and in turn go to the board and show by actions an animal from the fairy tale, without naming it. The rest of the pupils have to guess.

FORMATIVE ASSESSMENT LISTENING

Pupils get cards with the pictures of animals, recognise basic colours and animals.

Point and colour:

Fox is red.

Bear is brown.

Mouse is blue.

Wolf is black.

Rabbit is pink.

Dancing

CREATIVE WORK in groups

Most pupils participate in short conversations on the topic «The Little House».

1) Shadow shapes / Colours / a mouse, a rabbit, a wolf, a fox, a frog and a bear.

2) Staging / numbers /

Characters: a mouse, a rabbit, a wolf, a fox, a frog and a bear.

WORKING WITH CARDS

Pupils match animals with their habitats.

1) Show where the animals live. Match the pictures of animals to their habitats.

PLAYING GAMES name the letters / ball, strands /

All pupils recognise initial letters in names of animals.

Some pupils respond appropriately to some questions.

toys, pictuers

puppets

Worksheetsof animals

<http://ejka.ru/blog/zagadki/1.html>

<http://deti-online.com/skazki/russkie-narodnye-skazki/teremok/>

Puppets or toys

End

3-5

minutes FEEDBACK

Pupils produce words in response to basic prompts.

Show your mood

happy like a monkey

sad like a wolf

energetic as a lion

Hometask: draw a picture of an animal and describe it

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

- more support can be given during elicitation, instruction and questioning phases of the lesson by nominating learners to answer items relating to more high frequency vocabulary to build confidence through participation.
- more able learners will be challenged by prompting their groups to develop more elaborate types of animals to narrate.
- through questioning and the redirecting of questioning in feedback activities
- through observation in group and final performance activities Cross-curricular links
- performance arts: use gestures and movements imitating animals
- ICT: playing computer games
- Science: habitats of animals
- Drama: staging
- story
- the world around us
- Art: sticking, colouring

Health and safety check

- white board is used no more than 5 minutes
- personal computers are used no more than 10 minutes
- use water based markers
- use mucilage glue

Values links

- when students work in groups, they will learn to be polite and respectful to each other

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.

Summary evaluation

What two things went really well (consider both teaching and learning)?

What two things would have improved the lesson (consider both teaching and learning)?

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Success criteria :

ҚМ АА Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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