

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Fruit and Vegetables

ЖАРИЯЛАНДЫ
18.10.2021

СІЛТЕМЕ
<https://bilimger.kz/108072/>

<p>Алматы қаласы Алмалы ауданы КММ №34 гимназиясының ағылшын тілі пәнінің мұғалімі Тимошенко Юлия Юрьевна урок английского языка в 1 классе на тему « Fruit and Vegetables»</p>		
Unit 7 Food and Drinks	School: School of Gymnasium №34	
Date:	Teacher name: Timoshenko Yu.Yu.	
Class : 1	Number present:	absent:
Lesson title:	Fruit and Vegetables	
Learning objectives(s) that this lesson is contributing to	1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines	
Lesson objectives	All learners will be able to: identify at least 3 words from the list of food vocabulary	
	Most learners will be able to: identify at least 4 words from the list of food vocabulary	
	Some learners will be able to: identify 6 and more words from the list of food vocabulary ask and answer the questions without support	
Assessment criteria	Learn topic-related vocabulary Use in the speech	
Level of thinking	Understand Use	
Values links	Respect, Cooperation	
Cross-curricular links	Science	
Previous learning	Food vocabulary	
Plan		
Planned timing	Planned activities (replace the notes below with your planned activities)	Resources
Beginning 1 min	Organizational moment Teacher greets learners (say: Hello, Good morning or Good afternoon); learners respond to greeting and take their places.	

<p>Middle</p> <p>7 min</p> <p>2 min</p> <p>5 min</p> <p>5 min</p> <p>8 min</p> <p>15 min</p>	<p>Pre-Learning / Warm up</p> <p>Revision of Short sound of letters “a” and “e”</p> <p>“Carrots for Reading”</p> <p>Prepare a pot or a box and fill it with beans or rice. Print and cut out “carrots” with words on them. Before the lesson put the paper carrot into the box or the pot, so that only the green leaves can be seen. Take a “soft rabbit toy” with yourself into the class.</p> <p>Say learners “Hello”, “How are they?”, and that the “Rabbit is very hungry”.</p> <p>Learners take out a carrot, read the word, and offer it to a rabbit.</p> <p>But, it can refuse to eat, so that pupils should develop their critical thinking skills and understand that the rabbit eats only carrots with letter “R” in it. Feed our pet until the carrots run out. Support weak learners.</p> <p>Praise pupils for their active work.</p> <p>“Carrots” cut out. Short sound “A”</p> <p>“Carrots” cut out. Short sound “E”</p> <p>Induce the theme of the lesson “Fruit and Vegetables”</p> <p>Ask pupils to think about the reading practice which was done earlier, and what the word “Carrot” can connect with.</p> <p>Suggested answers: “Food”, “Garden”, “Vegetables”, “Fruit”.</p> <p>Teach the new words - apple, pear, carrot, tomato, pepper, onion</p> <p>Show learners flashcards or things, and ask to repeat chorally. Ask some learners to answer individually. (If it is possible, use smart board to show the flashcards)</p> <p>“Memory game”</p> <p>Using smart board.</p> <p>Show learners the slide on the smart board with the pictures of the new words. Give them 1 minute to look at the pictures and remember them. Ask pupils to close their eyes and remove one card. Children open their eyes and guess the missing word.</p> <p>Reading time .</p> <p>Learners Watch a video and listen to a story about the children in the garden. Pupils can follow the story also in their Pupil’s Books.</p> <p>from munit 1:25-end</p> <p>After watching: “What fruit was mentioned in the story? What vegetables were mentioned? What were the children doing? What did they collect in their baskets? Why The monkey was crying?”</p> <p>Practice</p> <p>Place 6 baskets on the board with words on them (apples, tomatoes, onions, carrots, pears, peppers) . Pupils look at the words, and replace the baskets in the right alphabetical order.</p> <p>Answer: 1) apples 2) carrots 3) onions 4) pears 5) peppers 6) tomatoes</p> <p>Individual work</p> <p>Prepare small paper with the new word written on it. Learners choose a card, read the word and then draw a possible picture of fruit or vegetable.</p> <p>When all pupils ready, they place their cards in correct basket.</p> <p>Revision</p> <p>As for revision, Sing the “What’s in your basket? song and remember the words of the lesson.</p>	<p>Carrots hand outs</p> <p>Hand out</p> <p>Smart board for PPP.</p> <p>Or printable flashcards.</p> <p>Smart board / Flashcards</p> <p>Pupils’s Book – Smiles 1, express publishing 2021</p> <p>Hand outs (6 big baskets) Small cards for each pupul</p>
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<p>End 2 minutes</p>	<p>Smiling feedback Teacher asks students “How are you?” to find out their mood at the end of the lesson, compare it to the initial mood students had and make conclusion how the lesson influenced students and why. Ask them to asses their work on the lesson using “smile cards”.</p>	
<p>Additional information</p>		
<p>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment - how are you planning to check learners' learning?</p>	<p>Cross-curricular links Health and safety check ICT links Values links</p>
<ul style="list-style-type: none"> · Weaker Ss work with T's support · Stronger Ss work on their own 	<ul style="list-style-type: none"> · through questioning and the redirecting of questioning in feedback activities · through observation in pair work 	<ul style="list-style-type: none"> · Make a dynamic break in the middle of the lesson · Music · Art
<p>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?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>	
<p>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 individuals that will inform my next lesson? 1: 2:</p>		

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