

БӨЛІМ: ШЕТ ЕЛ ТІЛІ

Happy birthday 1 grade

ЖАРИЯЛАНДЫ
24.10.2020

СІЛТЕМЕ
<https://bilimger.kz/83729/>

Unit 6 Traditions and folklore	School: Akkol town	
Date:	Teacher: Kurmanova I	
Class:1	Number present:	Absent:
Lesson title: Happy birthday		
Learning objectives:	1.L1. Recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly. 1.S 6. Make introductions and requests in basic interactions with others. 1.U.E 2. Use cardinal numbers 1-20 to count	
Lesson objectives:	All learners will be able to — show basic classroom instructions (circle, colour, write, repeat) spoken slowly and distinctly with teacher support — make up a dialogue with teacher support — count the objects 1-20 with teacher support Most learners will be able to — follow basic classroom instructions spoken slowly and distinctly with some support — interact using introduction and request with some support — count the objects 1-20 with some support Some learners will be able to -follow basic classroom instructions spoken slowly and distinctly with no support — interact using introduction and request with no support — count the objects 1-20 with no support	
Assessment criteria:	Follow basic classroom instructions Interact using introduction and request Count the objects numbers 1-20	
Level of thinking skills:	Knowledge and comprehension, application	
Value links:	Respect, cooperation	
Cross curricular links:	Math	
Previous learning:	Numbers, basic commands	
Plan		
Planned timing	Planned activities	Resources
Start (4 min)	1. Greeting. Teacher says: — Hello, boys and girls! How are you? St.: Good morning (3 times) to you, good morning, good morning. We are glad to see you! 2. Starter: A video clip. Teacher: Now children we will watch a video and you guess what our theme is. Let's go! (W) T: Yeah! Great, you are right. (Eliciting new theme with TTP) We will speak about: "Happy birthday!".	Video clip. https://www.youtube.com/watch?v=90w2RegGf9w

<p>Middle. (5 min) (W)</p>	<p>1. (Interactive work) Introduce the new vocabulary with flashcards. Teacher uses “3 by 3” strategy: Teacher-Student-Student A) Teacher shows, names the words (cake, candle, present, party, balloon) B) Teacher conducts the phonetic drill 2. Teacher-student c) teacher points to the pictures. Students name words. CCQ. Teacher asks students the new words using pictures. For Example: what is it? – It is a candle. Is it a present? – Yes/No . e t.c.</p>	<p>Flashcards</p>
<p>(5 min)</p>	<p>Task 1 (Modelling – прописать конкретно) W T: Listen and do. – Hello – Hi, how are you? – Fine. Happy birthday to you! – Thank you. – How old are you today? – I’m 8. And you? – I’m 8, too. See you later! – Good bye! Task 2 (P) Children make up their own dialogue. Teacher says: Children, now you do it yourself. Valentina with Vadim, Maxim with Egor e.t.c. Differentiation by task: most of learners will be able to make a short dialogue. Some of them will be able to make a longer dialogue. Peer assessment: Pairs give bonus. If they like give, if don’t like give not</p>	<p>A toy doll</p>
<p>Energizer (W) 2 min</p>	<p>Teacher: stand up please in a semi-circle. And sing. Do it together</p>	<p>https://www.youtube.com/watch?v=GfCMRk-osj8</p>
<p>FA (7 min)</p>	<p>Count the presents and circle the number. How many presents are there? For example: Teacher’s modelling. There are 1.2.3.4.5 pens. I circle number 5. CC. Colour! Cut! Circle the number. Say it Assessment criteria: count the objects 1-20 Descriptor: students – counts the objects and circle the number; – says number of present.</p>	<p>Worksheets</p>
<p>I (12 min)</p>	<p>Mini book creation</p> <ul style="list-style-type: none"> · Pass out mini book worksheet · Explain that now learners are going to do a mini book, color their book) · Learners cut and color their mini books · Practice peer assessment <p>Ask learners to swop their books and check if the words are written correctly Differentiation by support: Less able learners work with teacher’s assistance.</p>	<p>Mini book worksheet</p>
<p>End (5 min)</p>	<p>Reflection. Feedback Teacher gives her comments about students work and awards students giving images of different smiles excellent very well good Homework: to learn new words</p>	<p>Smiles</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"> · 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. 	<ul style="list-style-type: none"> · through questioning and the redirecting of questioning in feedback activities 	<p>culture</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?	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 or individuals that will inform my next lesson?	

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