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| **Long-term plan unit: Health and body** | | | **School: Aidabol secondary school** | | |
| **Date:** | | | **Teacher names: Mukhamedzhanova G.B.** | | |
| **Grade: 2A** | | |  |  | |
| **Theme of the lesson:** Our body | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.R4 begin to use with support a simple picture dictionary  2.W3 write short phrases to identify people, places and objects | | | |
| **Lesson objectives** | | All learners will be able to: | | | |
| - Use phrases and show actions  - Apply a picture dictionary  - Complete short phrases | | | |
| **Level of thinking** | | Application | | | |
| **Value links** | | Cooperation Respect: they will learn to be polite and respectful to each other | | | |
| **Cross curricular links** | | Biology | | | |
| **ICT skills** | | PPT, computer | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| Beginning  3 min | **Greeting, Warm Up [W]**  T: Greet the students. **Sing the song**  **T: Stand up one by one, speak and show the actions**  "Hello! Hello!".  How are you? How are you?  I'm fine  I'm great 2 times  I'm wonderful  The teacher and students together sing the song:  Cl: Hello, hello!  How are you? How are you?  S1 – I’m fine  S2 – I’m great  S3 - I’m wonderful  All students sing a song and sit on their seats | | | | **Sing the song**  "Hello! Hello!". |
| 7 min | **Pre- learning**  **Our theme about "Our body"**  **Task 1 [W] T-S1-S2- S3**  **What will do today?**   |  |  | | --- | --- | | **Aim 1** | Use phrases and show actions | | **Aim 2** | Use a picture dictionary | | **Aim 3** | Complete short phrases |   You studied this subject in the 1st grade. I show pictures and they must remember a body part. I start the lesson with the PPT with vocabulary on it and drills pronunciation and words. Then ask learners for a little short competition to show you the cards as you recall them. At the end of the lesson, the students can show 4 moves, and use basic words to practice  T: What is this?  S: It is an eye.  **C:\Users\admin\Desktop\Downloads\images (3).jpgC:\Users\admin\Desktop\Downloads\Без названия (15).jpg** | | | | PPT or cards to be used |
| Middle  3-4 min | **Task 2. [[P]S1-S2.** Students work in pairs with early reading and then associates the appropriate words to images.  **C:\Users\admin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\20170616_003650.jpg**  **(Peer assessment)** (Assesses him\herself according to the assessment criteria)  **Feedback: S1-S2 (**what words knows his partner and what words to repeat)   |  |  | | --- | --- | | Criteria | Descriptors | | Students read and associate the appropriate words | 1. Ss reads  2. ticks right words  3. identifies parts of body | | | | | Worksheet 1 |
| 5 min | **Task 3 [I] T-S1, T-S2**  **Differentiation by task in the book**  **T:** Teacher gives different tasks for learner.  **Low level learners** filling the missing letters correctly, draw, colour and say parts of the body.  mouth  ear  nose  foot  hand  eye  **High level learners copybook ex 1 p 36**  using picture dictionary find parts of the body  **C:\Users\admin\Desktop\Downloads\images (4).jpg**  **(Self- assessment)** As this is an individual task. I post the correct answers on the board and the students assess themselves, for each correct answer put 1 point.   |  |  | | --- | --- | | Criteria | Descriptors | | Find and write words from picture | 1. to pronouns clearly 4 phrases: (clap, move, touch, stamp)  2. to show clearly 4 phrases: (clap, move, touch, stamp) | | | | | Work-sheet 2 |
| 1 min  4 min | **T:** Warm up: Teddy bear  **Speaking: [I]** children speak about your toys | | | |  |
| 6-8 min | **Task 4 [W] T-S1-S2-S2-S1 TPR - active learning**  **Modelling: Т- touch your eyes**  **S1- does the action**  **S1- stamp your feet**  **S2- does the action**  **T:** To revise body parts and actions people do with them, this activity is organized. To teach children the 4 actions they can do by submitting them. Try some of the actions and to train them in practice: to touch, to move, to clap and stomp. Then the students played the entire class to show each other these 4 movies  **(Peer assessment)Appreciate each other (If the answer is correct they clap and give red, yellow stars)** | | | |  |
| 1 min | **Feedback**  For example: he showed the phrase close your eyes but could not show stomp your feet.  S1 shows those actions which are not knows S2 | | | |  |
| 5-7 min | **Home task**  **Task 5 [I, W] T-S1\ S2- S1**  **Copybook ex 2 p 36**  **Read and colour**  All learners according by instructions draws the monster   |  |  | | --- | --- | | Criteria | Descriptors | | Use picture dictionary  Complete short phrases | - to draw a monster according to the instructions;  - name the colors and body parts | | | | | Work-sheet 3  Coloring page |
| End  **5 - 6 minutes** | **[L.S] T-S1-S2**  Plenary: Learners have to close their eyes and touch \ wiggle \ shake \ etc. their body parts. I make up notes on the progress.  Reflection: Ask learners what they have learnt and what was still difficult. Ask them to show their fingers to assess their progress.  Home task: complete the worksheet and draw a monster with description. | | | |  |
| **Feedback**  **3 min** | **Can do list? T-S [W]**  **Run to can\can't** (with commands)  T**:** Can you speak all the names body?  S: Yes, I can.  T: Can you show (clap, close, touch, stomp)  S: Yes, I can. | | | |  |
| **Reflection**  **2 min** | **"Flowers"**  C:\Users\admin\Desktop\Downloads\images (3).jpg  Blue flower- I know all parts of body.  Yellow flower - I can do actions.  Red flower - I learn the parts of body and do the actions. | | | |  |