|  |  |
| --- | --- |
| **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 routines2.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 fineI'm great 2 timesI'm wonderfulThe teacher and students together sing the song: Cl: Hello, hello! How are you? How are you? S1 – I’m fineS2 – I’m greatS3 - 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 practiceT: 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  |
| Middle3-4 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 words3. 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. mouthearnosefoothandeye **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 min4 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 3Coloring 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).jpgBlue 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. |  |