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| **Plan** | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Start  1min  10 min | **Organization moment**  Teacher greets students “How are you? “ I am glad to see you”. She asks them to make a circle and greet each other.  **Modeling***:*  Teacher: “How are you, Marat? “  Marat: “Fine thanks!” “How are you?”  **I. Revising the vocabulary from the previous lesson.**  **Pre-watching activity**  Teacher demonstrates the Video slide #1 for guessing the topic of the lesson. Then she asks the questions:   1. What can you see? 2. Will you guess the topic of the lesson? 3. *Suggested answer: Shapes.*   Teacher demonstrates the pictures of shapes, students pronounce these words as whole class and individually 3 times. (3by 3 drilling strategy)      Students will watch the video and remember the shapes and their colors. While watching the video, the students will sing the song repeating after the speaker.  **While watching**  While watching the video, the students will sing the song repeating after the speaker.  ***Checking Comprehension***   1. Will you remember only shapes? (yes/no) 2. Will you remember the shapes and their color? (yes/no) 3. Will you sing the song? (yes/no)   **Post-watching activity**   1. **(Whole class)** Teacher distributes the cards to each student and asks them to show the picture with the shapes which they saw in the video. The cards consist of the pairs of shapes with different colours.   When teacher asks the question: What colour is the circle?  Students choose a card with a “blue” circle, show and pronounce it.  **Modelling**  ***Checking Comprehension***   1. Will you draw shapes? (yes/no) 2. Will you show the shapes? (yes/no) 3. **b) Describe all shapes (object+ adjectives)** 4. Students have the cards with 8 shapes, they should describe all shapes individually, but with different time. 5. **Modelling:**   agreen square, a yellow square…etc.  **Differentiation Pace**  High achieving students describe all shapes for 2min.  Low achieving studentsdescribe all shapes for 3min  **Feedback**  Teacher comments the students’ work “Good”  “ Excellent” “Satisfactory” | **Video slide** 1  <https://www.youtube.com/watch?v=I8PdidUfhZc>  **Flashcards**  (triangle, square, circle, rectangle)  **Worksheet#1**  (1**green**  square, 1 yellow square, 1 blue triangle and 1 **purple,** 1**red** rectangle and 1 orange rectangle, 1black circle and 1 **blue** circle) |
| Middle  8 min  2 min  15min    7 min | **II. Activity to consolidate the language of the lesson.**  **Task 2. Listen, point and colour.**  *Listening Formative Assessment*  **(Whole class)** Teacher distributes Worksheet #2 to each student and asks him or her to colour the shapes.   1. Colour the square red. 2. Colour the triangle green. 3. Colour the rectangle yellow*.* 4. Colour the circle blue   ***Modelling:***  Marat, point to the circle! Colour the circle “blue”.  ***Checking Comprehension***   1. Will you colour only a circle ? (yes/no) 2. Will you colour all shapes? (yes/no)   **Formative assessment**  ***(Peer Assessment).***Students interact supporting and correcting each other. They comment (Super, Good, So so)  Teacher’s observations while colouring the shapes, giving support if it is necessary. **(Teacher based assessment**  **Feedback**  After peer assessment, teacher comments the students’ working. (“Excellent! “Good” Satisfactory”)  **Energizer**  A funny Total Physical Response Activity (TPR) helps students to remember the words.    **Task 3. Look, count and name.**  **(Working in pair )** Teacher distributes Worksheet # 3 to each pair of students and ask them to make up the dialogue.   |  |  |  | | --- | --- | --- | | http://www.olant-shop.ru/upload/iblock/cd9/cd9bb8667029ef4ee094d8da088f28cf.jpg | Картинки по запросу скачать цветной радтоприемник | http://combiboilersleeds.com/images/kite/kite-4.jpg | | C:\Users\user\Desktop\Осадчая В.В. зачетный урок 2 клю\домик.jpg | Похожее изображение | C:\Users\user\Desktop\Осадчая В.В. зачетный урок 2 клю\машина.jpg | | C:\Users\user\Desktop\трактор.jpg | C:\Users\user\Desktop\Осадчая В.В. зачетный урок 2 клю\паровоз.jpg | C:\Users\user\Desktop\Осадчая В.В. зачетный урок 2 клю\корабль.jpg |   ***http://www.olant-shop.ru/upload/iblock/cd9/cd9bb8667029ef4ee094d8da088f28cf.jpgModeling:***  St.1: How many circles do you see?  St. 2: I see six circles.  St.2: What colour are they?  St.1: They are red.  ***Checking comprehension****.*   1. Will you write shapes?(yes/no) 2. Will you count and name colour of the shapes?(yes/no)   **Formative assessment**  ***(Peer Assessment****).*Students interact supporting and correcting each other. Students comments (Super, Good, So so)  ***Teacher based assessment*** is conducted during making up the dialogues, by giving support, comments and recommendation if it is necessary.  Then some students answer in front of the class.  **Feedback**  After peer assessment, teacher comments student’s work and gives recommendations (“Excellent!” “Good!” “Satisfactory!”  ***Differentiation by task***  High achieving students get a card with maximum shapes.  Low achieving studentsget a card with minimum shapes.  **Writing**  **Task 4**. **(Whole class)** **Make up the words and word combination from scrambled letters, write and read them**.  Teacher distributes Worksheet #3 from scrambled letters  to each student. Students make up the words and word combinations from scrambled letters, write and read them.      ***Modeling:***  rsuaed…(.square). A green square.  ***Checking comprehension:***  1) Will you make up only the words? (yes/ no)  2) Will you make up the words and the word combinations? (yes/ no)  **Formative assessment**  ***(Self –assessment )*** At first, the students assess themselves.  ***(Peer Assessment****).*Students interact supporting and correcting each other. Students comment (Super, Good, So so)  Then some students write the word and word combination on the board.  Teacher monitors, checks and makes notes how carefully they can spell the words on the worksheets. **(Teacher based assessment)**  ***Differentiation* Pace**  High achieving students make up not less than 4 words and word combinations and write them for 3 minutes.  Low achieving students make up not less than 4 words and word combinations and write them for 4 minutes.  ***Additional task***  As the time for high achieving students is limited, after having done the task , they can get an additional task:  to look around, identify shapes in the classroom, and describe the classroom objects.  *Eg.* The desk is a rectangle. | **Worksheet #2**  (empty shapes)    <https://www.youtube.com/watch?v=g2jdZ46nK-M&list=RD7MKmbyfhkkE&index=23>  **Worksheet #3**  **Worksheet # 4** |
| End  2min | **Final Feedback**  Teacher stimulates students to summarize the main ideas of the lesson and explain what and how they have learnt them   * What words did you revise? * What didn’t you like? * What did you like best?   **A Magic Basket**  **(I)** Teacher tells the students to take a sweet and put it into a “happy face” basket or into a “sad face” basket according to their reflection. The baskets demonstrate the success of the lesson. The teacher praises and offers students to take the sweet back as a reward. |