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| Unit 6. Lesson 4. Hats and bats | | **School: #** | |
| **Date:** | | **Surname /name of the teacher:** | |
| **Group:** | | **Number of attendees: \_\_\_\_** | **Number of absent learners: \_\_\_\_** |
| **Aims of the lesson:** | 0.L3 begin to recognize with considerable support simple greetings  0.L1 begin to recognize simple short instructions for the basic classroom routine spoken slowly and distinctly | | |

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|  | | 0.L5 begin to recognize simple sounds of phonemes  0.S3 pronounce the basic words and expressions with some mistakes | |
| **Objectives of the**  **Lesson** | | **The learners will be able to:** | |
| * recognize and exchange with some considerable support simple greetings  recognize and carry out simple short instructions for the basic classroom routine spoken slowly and distinctly * recognize simple sounds of phonemes | |
| **The majority of the learners will be able to:** | |
| * recognize and exchange simple greetings * recognize and carry out simple short instructions for basic classroom routines .recognize simple sounds of phonemes | |
| **Some of the learners will be able to:** | |
|  say the topic vocabulary without difficulties and mistakes. | |
| **Background knowledge** | | This is the final lesson of the unit, so the children know and recognize topic vocabulary, numbers and colours. | |
| **Plan** | | | |
| **Scheduled time** | **Scheduled activity** | | **Resources** |
| Beginning of the lesson    5 minutes |  **Warm up:**  To warm up the students ask them to talk about their favourite holiday. Encourage them to exchange their ideas.  Then suggest them playing the game “Presents”. You need a box and some toys. Show them a box with toys. Children should name the toys, e.g.: a car, a cat, a teddy, a dog, a bus, a monkey, etc. then ask the children to close their eyes and addone more toy. Children should say which toy was added.  Make them name all the toys and the new one. C:\Users\Admin\Pictures\IMAG0092.jpg | |  |
| Main part of the lesson | them and ask them to say the words and carry out the actions in the given order: *to inflate a balloon, to eat a cake, to open a present, to blow out a candle*. Then show the cards and say the words with the children not in the given order, e.g.: *to open a present, to eat a cake, to inflate a balloon, to blow out a candle. C:\Users\Admin\Pictures\IMAG0090.jpg*  Then direct the children’s attention to the pictures of exercise 1 on page 50. Tell the students to name the objects they see.  Exercise 2. *Look at the pictures, listen and learn.*  Ask the learners to follow the pictures, listen to the audio and repeat. Pause after each picture to let the children repeat. Make sure they understand everything.    Exercise 3.*Name the object.*  Ask the students to look at the puzzles, guess and name the objects.  Students’ answers:  A candle, a balloon, a present, a cake  C:\Users\Admin\Pictures\IMAG0085.jpg. | |  |

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| **End**  5 min | **Reflection / home task**  Ask sts to look at the ladder of success and identify their position at the end of the lesson (with great teacher support)  Give home task: to learn the words on the topic “Birthday” | | | A picture of a ladder of success |
| **Additional information** | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | **Health and safety check ICT links** | |
| Less able students – greater support by means of visuals or writing difficult words on the blackboard  More able students – independent work on definite tasks with little/no support | | - Monitor individual / group work, listen to discussions, check sts’ understanding of classroom instructions  - Consider results of self-assessment and peer assessment | - Use water based markers  - Work with the SMART board not more than 10 minutes. Make short breaks.  - Ensure proper ventilation  - Monitor classroom space when sts start moving around  - Check sockets’ safety | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | |  | |
| **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 achievements/difficulties of individuals that will inform my next lesson?** | | | | |