|  |  |
| --- | --- |
| 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  |

|  |  |
| --- | --- |
|  | 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 cakeC:\Users\Admin\Pictures\IMAG0085.jpg.  |      |

|  |  |  |
| --- | --- | --- |
| **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 checkICT 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?** |