







## LESSON PLAN

<b>Unit 1:</b> All about me	<b>School:</b> 12	
<b>Term 1</b>	<b>Teacher name:</b> Nussyupova Ayaulym	
<b>CLASS: 2</b>	<b>Number present:</b>	<b>absent:</b>
<b>Lesson title</b>	My clothes and things	
<b>Learning objectives</b>	<b>2.S1</b> make basic statements related to personal information, people and objects on familiar topics and classroom routines <b>2.UE3</b> use common adjectives in descriptions and to talk about simple feelings	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> <ul style="list-style-type: none"> <li>➤ Name and identify clothes by using topical vocabulary individually</li> </ul> <b>Most learners will be able to:</b> <ul style="list-style-type: none"> <li>➤ Respond the questions in clothes word search.</li> </ul> <b>Some learners will be able to:</b> <ul style="list-style-type: none"> <li>➤ Describe pictures of clothes using adjectives of color.</li> </ul>	
<b>Assessment criteria</b>	-Identify names of clothes -Respond the questions about clothes	
<b>Values links</b>	Respect and listen to each other	
<b>Cross-curricular links</b>	Art	
<b>Previous learning</b>	I can	
<b>Plan</b>		
<b>Planned timings</b>	<b>Planned activities</b>	<b>Resources</b>
<b>Start 5min</b>	<b>Lead-in (W)</b> The teacher greets students; students respond to greeting and take their places, then teacher asks some questions for defining lesson objectives. - What are you wearing today? What colour is your ...?(I)	
<b>Middle 6 min</b>	<b>Task 1. Pictionary (I)(TD)</b> Learners take it in turns to use images and match them with words.  Teacher hands out worksheets with the pictures	 appendix 1.docx

<p><b>6 min</b></p>	<p>of the following items of clothes: <i>socks, a dress, a skirt, shoes, a blouse, pants, a jacket, a sweater, a shirt, a tie</i>) and word cards</p> <p><b>Task 2. Word search (P)</b> Learners look at the pictures, answer the question: What is this?, then find these words in “clothes word search”.</p> <p><b>Descriptor</b> A learner: -works in a pair -answers the questions -find words Peer assessment. Teacher gives constructive feedback by comments.</p>	 appendix 2.docx
<p><b>5 min</b></p>	<p><b>Warm-up(W) (TPR)</b> Teacher shows video. Video is about clothes and their colours. Teacher shows actions and learners repeat after her.</p>	<a href="http://www.youtube.com/watch?v=pNWHpZ7tzEs">http://www.youtube.com/watch?v=pNWHpZ7tzEs</a>
<p><b>10 min</b></p>	<p><b>Task 3. Describe a picture (f) (G)</b> Look at the pictures. Describe clothes and people. Use adjectives red, grey, yellow, pink, happy, sad.</p> <p><b>Descriptor:</b> A learner</p> <ul style="list-style-type: none"> <li>• describes clothes using adjectives;</li> <li>• uses topic words;</li> </ul> <p>Teacher gives constructive feedback by comments.</p>	 appendix 3 (f).docx
<p><b>5 min</b></p>	<p><b>Reflection. “Traffic light”.</b> The teacher gives instructions to raise the green card if the lesson was easy, raise the yellow card if they liked the lesson but have some difficulties, to raise the red card if the lesson was difficult.</p> <p> The lesson was difficult.</p> <p> I liked the lesson but I have some difficulties.</p>	

<p><b>End</b></p> <p><b>3min</b></p>	<p> The lesson was easy. Students follow the teacher's instructions. Then teacher gives oral feedback.</p> <p><b>Plenary. Just a minute.</b> Teacher explains the task. In one minute learners should tell words and phrases from the lesson in group.</p>	<p>Red, yellow, green cards</p>
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<b>Additional information</b>		
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>	<b>Health and safety check</b>
<p><b>Differentiation by support</b> Every task – learners need teacher's support. Teacher prompts for less able learners beginning of the phrases, learners continue after teacher.</p> <p><b>Differentiation by learning style</b>-task 1-by pictures. Teacher shows learners pictures of clothes. Learners name them.</p>	<p><b>Task 1.</b> Teacher comments learners' answers. <b>Task 2.</b> Peer assessment. Each pair exchange their handouts when teacher shows the answers learners check their works. <b>Task 3.</b> Group assessment by traffic light. Each group shows the colourful cards to the next group.</p>	<p>Warm up activity by doing physical exercise. Learners moves according to the words of the video.</p>

