Lesson plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit 2. Day and night | | | School:82 | | | |
| Date:18.10.2018 | | | Teacher name: Ramazanova Diana Sayabekovna | | | |
| Grade: 3rd | | | Number present: 12 | | absent:0 | |
| Theme of the lesson: Revision. Sources of light | | | | | | |
| Learning objectives that this lesson is contributing to | | communicate meaning clearly at sentence level during, pair, group and whole class exchanges | | | | |
| Lesson objectives | | Learners will be able to: | | | | |
| 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  3.UE13 use can to talk about ability and to make requests and offers  use can / can’t to talk about permission  3.UE3 use common adjectives in descriptions and to talk about simple feelings  3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics  3.W7 spell some familiar high-frequency words accurately during guided writing activities  3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities | | | | |
| Assessment criteria | | Learners have met the learning objective if they can:  Identify natural and man-made Sources of light  Talk about Sources of light using some of the new words in simple sentences  respond to questions (at least 3)  demonstrate understanding of the words through answering questions | | | | |
| Value links | | Teamwork: Ls will work well together in their groups showing respect and being polite with each other. Work individually and pair work | | | | |
| Cross - curricular links | | Introduction to science. Geography | | | | |
| ICT skills | | Using videos & pictures | | | | |
| Previous learning | | Sources of light | | | | |
| Plan | | | | | | |
| Planned timings | Planned activities | | | | | Resources |
| Beginning  5 mins | **Warm up**  Greeting  Teacher suggested to watch video, read the riddle and make predictions about theme of the lesson  *I get up in the morning,*  *Go to bed at night.*  *And everyday I do my best*  *To give you lots of light!*  *What am I?*  *“I’m the …”*  The topic and Los are presented | | | | | https://www.youtube.com/watch?v=U76VCktyq-M  pupils’s book, page 19 |
| Middle  30mins | Lead in  Match the words to the pictures. Work in pairs. Tell plural and singular form of word on the picture.  There are pictures on theme “Sources of light”on the wall, Ss match the words and pictures, tell them in plural and singular form.  Candle Torch Stars Lamp Traffic lights Moon  http://worldluxrealty.com/sites/default/files/user_images/1504011355_lunar%20day.png  https://donplafon.ru/upload/iblock/5f1/5f106310a5afe092072aea592f72c830.jpeghttps://zhuksch8.edumsko.ru/uploads/3000/2340/section/396385/dragotsennie-zvezdi-1920x1200.jpg?1510590941623  http://s.mediasole.ru/images/803/803742/t8rOP2H6n5oeK-ewbFp46HL06Xr8bRYv_9ss5WVT-09aEXUDWNTxqRK0Pp4U3TiRPj6OewYVuUUuT4_4OxUspRSUK8XrJkpThXx4SsS2VCn_LlkewSKddkqW1IWdGAnhpP_pPPh37bi2rC01CYBJ1ghttps://images.knifecenter.com/knifecenter/olight/images/OLR50n.jpg  Listening stage:  https://banner2.kisspng.com/20180328/ukq/kisspng-traffic-light-royalty-free-clip-art-traffic-light-5abc5d92c8a204.6417091715222941628218.jpgListen to the sentence. Tick the correct picture.  1.The Sun is a source of light.  2.When a television is turned on, it produces light.  3.Lightning Bugs, fireflies and glow-wormsmake their own light.  4.The Moon is not a source of light.5.A mirror doesn't make its own light, it just reflects it.  6. Reflective strips on clothing help cyclists to be visible at night.  Reading stage:  **Day and night**  The Sun rises in the morning. It gets light and warm. The birds sing songs. People go to work, children go to school.  When night comes, the Moon appears in the dark sky and millions of stars sparkle brightly.  Nocturnal animals start their active life.   |  |  |  |  | | --- | --- | --- | --- | | 1. | The Moon rises un the morning | T | F | | 2. | Millions of stars sparkle brightly in the dark sky. | T | F | | 3. | Nocturnal animals start their active life at night, | T | F |   Speaking and writing stage:  Watch the video and then tell which of them comes from nature and which of them we make. Fill the table with the words from video.  Writing stage:  Group work.  -Write sentences, use natural sources of light in singular form and man-made sources of light in plural form | | | | | DIDACTIC MATERIAL  <https://www.youtube.com/watch?v=ifAVp0VqN70>  DIDACTIC MATERIAL |
| End  5 mins | **Reflection**  Learners reflect on their learning:  What has been learned?  What remained unclear?  What is necessary to work on  Hometask: Write the end of this fairy tale on your own. How do you want to continue it? | | | | |  |
| 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? | | |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the board  More able students – independent work on definite tasks with little/no support  Allow for flexible groupings and cooperative learning, depending on the appropriateness to the task  Allow for extra time for students needing it, when appropriate  Give extra text or visual support to students needing extra English support  Create small learning groups for students needing extra support or enrichment with the co-teacher, when appropriate | | | | through observation | | |
| Reflection  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | | | | | |