**Lesson plan**

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| **Long-term plan unit: Unit 2: My School** | **School: Gymnasium #2** |
| **Date: 08/11** | **Teacher name: Nesterenko A.P.** |
|  **Grade: 2**  | **Number present:**  | **absent:** |
| **Theme of the lesson:**  | **Counting and Measuring 2** |
| **Learning objectives(s)** | **L5:** identify missing phonemes in incomplete words**UE2:** use cardinal numbers 1-50 to count**UE11**: use *there is/there are* to make short statements and ask questions**S4:** respond to basic supported questions about people, objects, and classroom routines.**L3**: understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number**UE11**: use have got+noun to describe and ask about possessions |
| **Lesson objectives** | Students will use numbers 1-50 to count objects and people.S are. |
| Students will use there is\ there areStudents will use have got +noun to describe and ask about posessions |
| **Success criteria** | Ss will be able to * use numbers 1-50 to count people and things related to school.
* make 2 – 3 questions using How many…are there? and answer there is \there are
* make 2-3 sentences using have got +noun to describe and ask about posessions
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| **Value links** | Groupwork |
| **Cross curricular links** | Lesson is connected with maths: learners listen and recognise numbers |
| **ICT skills** | The use of whiteboard |
| **Previous learning** | Counting and Measuring |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5 minsMiddle 10 minutes10 minutes10 minutesEnd5 minutes | Teacher will review counting by 10s with video.Fill in the gaps:e…even, t…enty, si…teen, fi…ty, fo..r, hun…redFA. Listen and write the letters. Use letters from thebox.**th tw f s ty****\_\_elve \_\_irty–four \_\_ive twen\_\_\_\_ \_\_ixteen**Game “BINGO”T gives a flashcard with jumbled numbers of a game for every learner, they should listen to the Teacher very carefully.

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| **3** | **15** | **13** |
| **8** | **5** | **17** |
| **10** | **2** | **6** |

 Eg. Teacher will revise ‘there is’ and ‘there are’ by reviewing hometask from previous lesson.FA. Look at the picture and answer the questions.Ss should continue asking How many…are there? about school items. Take away clothing flashcards. Have Ss place school items such as pens, pencils, books, glue, etc in front of them. Ss should continue asking How many…..are there? To each other around the table.Ex. Student 1 should ask Student 2: How many pencils are there? Student 2 should answer: There are \_\_\_\_\_ pencils.Extend by having students answer where items are using prepositions. Ex. There are 5 pencils on the desk.Reviewing the Song “Prepositions”FA. Teacher divides the class into 2 groups and gives 2 worksheets with colour numbers. Task: Take a set of flashcards. Listen and follow.Put on the desk your green “13” card first.2. Then put next to it your blue “15”card.3. Then put your blue “13” card.4. Put your red “15” card under the blue “13” card.5. Put your red “19” card next to the red “15” card.6. Then put your green “18” card under the blue “15”card.7. Put your purple “17” card under red “19”.8. Put your purple“11” card next to the purple “17” card.9. Say the numbers in order you put them.Make up statements. Use *have got + noun*.*Example:* The girl has got six books.Ask Ss to share with the class one new thing they learned today.Hometask: Ss should practice writing How many \_\_\_\_ are there? And answering the question in their copy books. Aim for 2 examples from each student. | Video 1Video 2on the boardworksheetsWhite board, markerspictureSchool itemsPPTvideo 3groupworkflashcardspicture |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?**Support for weaker students: working in pairs, phrasesChallenges for more able students: Encouraged to do more writing; assist weaker students. | **Assessment – how are you planning to check learners’ learning?***Checking the task**Feedback on the work* | **Health and safety checkICT links**PPT |
| ***Differentiation can be by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners (Theory of Multiple Intelligences by Gardner).******Differentiation can be used at any stage of the lesson keeping time management in mind***Pair work, group work | ***Use this section to record the methods you will use to assess what students have learned during the lesson*** | ***Health promoting techniques******Breaks and physical activities used.******Points from Safety rules used at this lesson.*** |
| **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? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  |
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| **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?** |