***«Бекітемін» Оқу ісінің орынбасары:***

|  |  |
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| ***LESSON:***  *My progress* | ***School: № 6*** |
| ***Date:*** 29.11.17 | ***Teacher name:*** *Zheksembaeva K* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Check point!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Name to school items, e.g. book and a pen. Ask a pupil to bring them to you.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *The pupils look at the pictures and trace the numbers and words. Give the pupils same time to complete the activity. Check their answers.**Go through the I can … section. Do a quick revision. Ask the pupils to count from 1-10. Can they do it? Have them thick the corresponding box. Repeat the procedure with the remaining items.* *Board game: 1.one, 2. Book, 3. Three, 4. Four, 5. Go back to start, 6. Rubber, 7. Six, 8. Seven etc* | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

|  |  |
| --- | --- |
| ***LESSON:*** *Numbers* | ***School:*** |
| ***Date:*** *13.11.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *School objects!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up. Introduce new theme’s numbers.**Name to school items, e.g. book and a pen. Ask a pupil to bring them to you.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *Phonetic drill**Vocabulary**6 (six) 7 (seven) 8 (eight) 9 (nine) 10 (ten)**The pupils repeat chorally and individually.**Individually work. Put the story. Number the pictures.* *Sing the Pencils in my schoolbag song.* | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:*** *consolidation* | ***School:*** *№ 6* |
| ***Date:*** *15.11.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1***  | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Numbers.* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Write the numbers 1-10 on the board. Let the pupils at them for one minute. Then ask them to close their eyes. Erase a number. Ask them to open their eyes. Ask pupils to tell which numbers have erased.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | ***Explain the lesson*** ***Phonetic drill******Practice.****Count. Write.* *5 books, 10 rubbers, 8 pens, 9 pencils, 3 schoolbags**Craftwork. Photocopy the finger numbers template from the Teacher’s Resource Pack CD-ROM, one for each pupil.* | *CD1**Reflection videos**Activity book* |
| *10 min**End**2 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Our world – Time for CLIL* | ***School:*** |
| ***Date:*** *20.11.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Consolidation.* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Ask a pupils to present their projects from the previous lesson.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *Phonetic drill**Put up the world map. If you haven’t got one, you can download a map of the world from the internet.* *Play the CD. The pupils listen and point to the pictures. Play the CD again pausing after each sentence. The pupils repeat, chorally and individually.* *Pupils to draw their own school.* *Playing games: Shout and whisper*  | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Storytime* | ***School: № 6*** |
| ***Date:*** *22.11.2016* | ***Teacher name:*** *Zheksembaeva K* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Our world – Time for CLIL* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Write a number on the board, e.g. six. Ask the pupils to tell you different ways to count to six. f/e: two and four is six.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *Phonetic drill**Listening. Play the CD. The pupils listen and follow along in their books. Play the CD again. The pupils repeat chorally and individually.**Story cards.**Playing games.* | *CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.******Giving marks.***MSOfficePNG(4) |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:*** *Check point* | ***School:*** |
| ***Date:*** *27.11.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***Grade: 1***  | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Storytime*  |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Sing a song “Good morning!”* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**10 min* | ***Explain the lesson*** ***Phonetic drill******Practice.****Find the stickers and sticking in their seats.* 1. *Schoolbag*
2. *Book*
3. *Pen*
4. *Pencil*
5. *Rubber*

***Count and colour.****Answer the questions “What’s this?” What colour is it?” Colour the bus.* | *CD1**Reflection videos**Activity book* |
| *5 min**End**5 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Objects around me. Furniture.* | ***School:*** *№ 6* |
| ***Date:*** *4.12.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1***  | ***Number present:***  | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *My progress!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Ask a pupil to come the board. Say a school object. The pupil draws a rough sketch of the object on the board. Ask the rest of the class for verification.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Presentation and practice**Put up the my room! Poster on the board. Point to the things inside a room (bed, chair, table, TV, desk), one at a time and say the corresponding words.* ***Audioscript.****Bed, chair, table, TV, desk.****Colour. Point and say.****Point to and elicit the colours. Then say: Look of my room! This is my bed. It’s blue. Ask the pupils to repeat after me.* ***Sing the my room song!*** | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Furniture. Toys* | ***School:*** |
| ***Date:*** *06.12.2016* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:***  | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Objects around me. Furniture.* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Ask the pupils to tell you two things they have in their rooms.**e.g. teacher: What’s in your room?**Pupils: a bed and a desk. etc* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson. Phonetic drill**Repeat the new words. Audioscript**Doll, kite, bike, car, plane, train**Draw. Colour. Point and say.**Sing the My toys song!**Listening: play the CD. The pupils listen and follow the dialogue in their books. Audioscript: Lilly: Look at my room, Andy!**Andy: Wow!**L: I’ve got a lot of toys.**A: I’ve got a doll and a car! And look I’ve got a pink car.* | *CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.******Giving marks.***MSOfficePNG(4) |  |

***Утверждаю: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| ***LESSON:***  *Commands* | ***School:***  |
| ***Date:***  | ***Teacher name:*** *Molotova Sh. A.* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present: 19*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Furniture. Toys* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Put up the My room! Poster on the board. Point to the items., one at a time and say a word. Ask the pupils to say yes or no!**e.g. Teacher: (pointing to the bike) Bike.**Pupils:yes/no…etc* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson. Listen, point and repeat. Put up the flashcards, one at a time, and say the corresponding words.****Audioscript:*** *stamp your feet, jump, sit down, stand up, clap your hands, dance**Let’s listen! Set the scene by asking the pupils questions about what they can see in the pictures.**Listen and number:* *1 – stamp your feet 2 – sit down**3 – clap your hands 4 – stand up**5 – jump 6 - dance* | *CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.******Giving marks.***MSOfficePNG(8) |  |

***Утверждаю: \_\_\_\_\_\_\_\_***

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| ***LESSON:*** *consolidation* | ***School:*** |
| ***Date:***  | ***Teacher name: Molotova. Sh. A.*** |
| ***CLASS: grade 1 B, V, G, D, E*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Commands.* |
| ***Plan*** |
| ***Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Ask individual pupils to come to the front of the class and mime an action. The class must guess what the pupil is going.**Play the Come on everybody song from the previous lesson.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**10 min* | ***Explain the lesson*** ***Phonetic drill******Practice.******Count. Write the number. Say.****2 kites, 3 trains, 6 cars, 5 dolls, 1 bike, 4 planes.****Craftwork.****The pupils work in groups. Each group is given a shoe box and some Plasticine.* ***Variation.****The pupils can work on their own or in groups. Hand out the photocopies.* | *CD1**Reflection videos**Activity book* |
| *3 min**End**2 min* | ***Reflection.******Giving marks.******MSOfficePNG(4)*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| --- | --- |
| ***LESSON:***  *My pets.* | ***School:*** |
| ***Date:*** | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Check point* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Flashcards (12-17)**Put the flashcards into one pile. Go around the classroom and ask individual pupils to choose two or three flashcards and then ask them to name them.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *Listen, point and repeat.!* *Put up the My Pets! poster on the board. Point to each animal (rabbit, fish, cat, dog and mouse), one at a time, and present them. The pupils repeat chorally and/or individually. Then point to each animal in random order.* *Complete. Point and say.**Refer the pupils to the pictures and explain the activity. Allow the pupils some time to complete the activity.**Sing the My Pets song!**Point to the dog and say: this is my dog! Woof! Woof! The pupils repeat after me. Follow the same procedure to present the rest of the song.**This is my dog! Woof! Woof! ² This is my dog! And it’s name Snoopy! Woof! Woof!*  | *Story cards**CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.******Ending the lesson.****If you wish, you can do page 44 from the Actiivity Book during this lesson or the next one.****Giving marks.***MSOfficePNG(8) |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Storytime. The little engine that could* | ***School:*** |
| ***Date:*** *20.12.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Our world – Time for CLIL* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Write the word train on the board. Have a discussion, in L1 if necessary, about trains. Have the pupils ever been on a train? Would hey like to go on one? Why/why not?* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *Let’s listen!* *Play the CD. The pupils listen and follow along in their books.* *Summary: one day a big yellow train is carrying lots of toys to some children over a high mountain. Suddenly, the train stops and it can’t move. A big shiny train appears. The yellow train asks for help, but the big train can’t help as it has its own freight to carry. A rusty old train then appears but again it can’t help. Then a small blue train appears and volunteers to help. The blue train, although little, is so determined to succeed that it manages to carry the yellow train and the toys over the high mountain!**Story cards.**Put up the story cards in random order. Ask the pupils to come and put the cards in the right order. Play the CD for verification.* | *Story cards**CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.****If you wish, you can do page 40 from the Actiivity Book during this lesson or the next one.****Giving marks.***MSOfficePNG(8) |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Colours. Size.* | ***School:*** |
| ***Date:***  | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *My Pets!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Make an animal noise/facial expression and have the pupils guess the animal.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen, point and repeat.*** *Pupils books closed. Put up the flashcards one at a time on the board and name the colours (black, brown, white and pink). The pupils repeat, chorally and/or individually. Then point to ech flashcard in random order. Ask individual pupils to name the colour.****Read and colour. Play the guessing game.***  *Refer the pupils to the pictures and elicit the words, i.e. what animal it is small or big.****Sing the Where’s the rabbit? Song!****Pretend that you are looking for something and say: Where’s the rabbit? Look around! The pupils repeat after you.* | *Story cards**CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.****Ask a pupil to come to the board, follow your instructions and draw.****Giving marks.***MSOfficePNG(8) |  |

***«Бекітемін» Оқу ісінің орынбасары:***

|  |  |
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| ***LESSON:***  *Pets and wild animals* | ***School:*** |
| ***Date:***  | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Colours. Size*  |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Ask the pupils to put their crayons or coloured pencils on their desks. Say a colour at random and ask them to point to the corresponding coloured pencil. Vary the rhythm and speed of the instructions to make the activity like a game.**e.g. teacher: (show me) pink!**Class: (holds up the pink coloured pencil) etc* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen, point and repeat.*** *Pupils books closed. Put up the My Pets! on the board. Point to each animal (tortoise, parrot and spider), one at a time, and present them. The pupils repeat, chorally and/or individually. Then point to each animal in random order.****Listen and circle. Point and say.*** *Point to the pictures and elicit the animals and their locations. Explain the activity. Play the CD, twice if necessary. The pupils listen and circle the correct pictures A or B.**There’s a tortoise (parrot, cat, spider) on the table.****Let’s sing!****Point to the picture and elicit the animals, point to the table and the chair and say: There;s a parrot on the table…* | *Story cards**CD1**Reflection videos**Activity book* |
| *3 min**End* *4 min* | ***Reflection.****Put up the My Pets! on the board. Play I spy with the class.****Giving marks.***MSOfficePNG(8) |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:*** *Check point 4* | ***School:*** |
| ***Date:***  | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present: 19*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Storytime. The Mouse’s garden.* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Sing a song “Good morning!”* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | ***Explain the lesson*** ***Phonetic drill****Find the stickers.**Big* *Small**Black**Brown**White**pink****Listen and colour.****It’s a small pink tortoise. It’s a big blue parrot. It’s a small green mouse. It’s a big brown fish.**Look, read and put a tick or a cross.*1. *It’s a green tortoise.√*
2. *It’s a black parrot. ˟*
3. *It’s a pink rabbit. ˟*
4. *It’s a brown dog. √*
5. *It’s a white cat. √*
6. *It’s a red spider. ˟*
 | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *Welcome to my Kazakhstan!* | ***School:*** |
| ***Date:***  | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *My progress!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Put up the poster on the board. Point to it and ask: what country is this? Elicit: Kazakhstan.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *Point to the pictures and read out the texts. Explain any unknown words.* *Play the CD. The pupils listen and point to the pictures. Play the CD again pausing after each sentence. The pupils repeat chorally and or individually. As an extension, you can ask pupils to read out from the texts.**Write My Kazakhstan on the board. Ask the pupils to copy it in their notebooks or at the top of a piece of paper.*  | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *My friend’s family* | ***School:*** *Zheksembaeva Kymbat* |
| ***Date:***  | ***Teacher name:***  |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Welcome to my Kazakhstan!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Put the flashcards on the board. Say: this is my mummy. Ask a pupil to come to the corresponding flashcard. Ask the rest of the class for verification.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen, point and read.*** *Refer the pupils to the pictures and read the title of the text aloud. Point to the first picture and ask: What’s her name? Elicit: her name is Danna.****Draw a picture of your friend’s family. Present it to the class.*** *Tell the pupils they will draw a picture of their friend’s family and write a short text. Tell them to use the text in Ex1 as an example. Assign the activity as homework. During the next lesson, have the pupils present their drawings to the class.*  | *CD1**Reflection videos**Activity book**Flashcards 3-6* |
| *3 min**End**4 min* | *Put up the flashcards on the board and ask the pupils to memorise the order in which they appear.****Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| ***LESSON:***  *In the Zoo!* | ***School:***  |
| ***Date:***  | ***Teacher name:***  *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Clothes!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Divide the class into two teams, A and B. Ask a pupil from each team to come to the board. Say a word from the previous lesson. The pupils quickly draw a picture. Repeat the activity with the remaining words and pupils.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Talk with your friend.*** *Put up the poster on the board. Point to the camel and say the word. The pupils repeat, chorally and individually. Follow the same procedure to present the remaining animals. Refer the pupils to the pictures and explain the activity. Point to the picture and ask: What are these? Elicit: They are camels. Ask a few pairs to report back to the class.* ***Answer:*** *What are these? They are elephants (snakes, zebras, deer)* | *CD1**Reflection videos**Activity book**Flashcards 3-6* |
| *3 min**End**4 min* | *Write the name of an animal vertically on the board . Invite a pupil to come to the board and add on another word from the lesson.****Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

|  |  |
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| ***LESSON:***  *Food*  | ***School:***  |
| ***Date:***  | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Almaty Zoo!* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Divide the class into three teams, A and B. Ask a pupil from each team to come to the board. Say a word from the previous lesson. The pupils quickly draw a picture. Repeat the activity with the remaining words and pupils.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen point and repeat.*** *Put up the My food! Poster on the board. Point to each item one at a time, and present them. The pupils repeat chorally and individually.****Write. Talk with your friend.*** *Refer the pupils to the pictures and explain the activity. Point to the first picture and ask: What’s this? Elicit: cheese. Follow the same procedure for the remaining items. Answer key: 1. Cheese 2. Eggs 3. Milk**4. juice 5. Chicken 6. bananas* *Sing the song.*  | *CD1**Reflection videos**Activity book**Flashcards 3-6* |
| *3 min**End**4 min* | *Tell the pupils they are going to play a game called Chinese whispers. Explain the rules.* ***Reflection.******Giving marks.*** |  |

***Утверждаю: \_\_\_\_\_\_\_\_\_***

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| ***LESSON:*** *Consolidation* | ***School: 6*** |
| ***Date:***  | ***Teacher name:*** *Molotova Sh. A.* |
| ***CLASS: grade 1 B, V, G ,D, E*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Fruits! Vegetables* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Play the What’s in your basket? Song from the previous lesson. Encourage the pupils to sing along.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen point and repeat.*** *Put up the flashcards, one at a time on the board and say the corresponding words. The pupils repeat, chorally and individually. Then point to each flashcards random order.* ***Listen and read.*** *Set the scene by asking the pupils questions about what they can see in the pictures****.*** *Play the CD and ask the pupils to listen and follow along in their books.* ***Circle.*** *Explain the activity. The pupils look t the pictures, read the dialogue silently and complete the activity. Check their answer.* | *CD1**Reflection videos**Activity book**Flashcards 3-6* |
| *3 min**End**4 min* | *Divide the class into the pairs. Play the game and answer the questions for this lesson.* ***Reflection.******Giving marks.*** |  |

***Утверждаю: \_\_\_\_\_\_\_\_\_\_\_***

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| ***LESSON:***  *Our world Time for CLIL* | ***School: 6*** |
| ***Date:***  | ***Teacher name:*** *Molotova Sh. A.* |
| ***CLASS: grade 1 B, V, G ,D, E*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Consolidation.* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Play the What’s in your basket? Song from the previous lesson. Encourage the pupils to sing along.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen point and repeat.*** *Put the world map on the board. Point to the USA, Kazakhstan and* *Turkey. Say the name of each country out loud. The pupils repeat after me.* ***Draw a picture of your favourite food.*** *Ask the pupils to draw or stick of their favourite food. Then they come to the front of the classroom and talk about it.* ***Look and circle.*** *Put the fruits and vegetables poster up on the board. Point to each item, oe at a time and name them. The pupils repeat after me. Answer key: vegetable fruit vegetable fruit vegetable fruit*  | *CD1**Reflection videos**Activity book**Flashcards 3-6* |
| *3 min**End**4 min* | *Divide the class into the pairs. Play the game and answer the questions for this lesson.* ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

|  |  |
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| ***LESSON:***  *My face*  | ***School:***  |
| ***Date:*** *11.04.2017* | ***Teacher name:*** *Zheksembaeva Kymbat* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Activities* |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Write an incomeplete word in the board, e,g. s\_ng. Ask a pupil to come to the board, complete the word, then say and mime the action. Ask the rest of the class for verification.*  | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* ***Listen point and repeat.*** *Put up the flashcards, one at a time, on the board and say the corresponding words. The pupils repeat, chorally and individually. Then point to each flashcard in random order.****Listen and read.*** *Set the scene by asking the pupils questions about what they can see in the pictures****.*** *e.g. Teacher: (pointing to picture 1) Let’s play, children!**Class: eyes! Etc****Circle.*** *Explain the activity. The pupils read the sentence and circle the correct picture. Check their answer.****Listen and number. Play the touch game.****One – touch your nose!**Two – touch your hair!**Three – touch your ears!**Four – touch your mouth!**Five – touch your eyes!* | *CD1**Reflection videos**Activity book**Flashcards 3-6* |
| *3 min**End**4 min* | *Divide the class into the pairs. Play the game and answer the questions for this lesson.* ***Reflection.******Giving marks.*** |  |

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| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) – ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |
| *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* | *Hair (хи(р)) - шаш**Eyes (айс) - көз**Nose (нөуз) - мұрын**Ears (эи(р)) - құлақ**Mouth (маус) - ауыз* |

***«Бекітемін» Оқу ісінің орынбасары:***

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| Module 6 My Music Lesson 5 | **School:** Shayir’s middle school |
| **Date:** | **Teacher name:** Zheksembaeva Kymbat |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** Our world – Time for CLIL |
| **Aims** | To learn about cartoon characters from the USA, Kazakhstan and Russia; to explore other subject areas. |
| **Lesson objectives** | **Learners will be able to:** |
| L3 recognise with support simple greetings recognise the spoken form of a limited range of basic and everydayclassroom wordsS6 exchange simple greetings and say please, sorry andthank youR1 recognise initial letters in names and places  |
| **Success criteria** | **Learners have met the learning objective (L1) if they can:**Give appropriate answers that are clear and intelligible in response to prompts. |
| **Value links** | Lifelong learning |
| **Cross-curricular** **Links** | Geography |
| **ICT skills** | A map of the world, photocopies of the dog and tail templates. |
| **Previous learning** | Consolidation.  |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5mins | Teacher greets students; Students respond to greeting and take their places.**Warming up**Students answering for teachers question. | CD - ROM |
| Middle30mins | **Introduction** Teacher pre-teaches and models following action verbs with simple mime gesture:*listen read write sing say look open close sit down stand up go find sing* **Reading / drilling pronunciation** Teacher shows cards with the words taught before and pronounces each word; Students repeat each word thrice thus drilling pronunciation. Then answering for teachers question.**What is it?****What colour is it?****How many …… in this picture?****Counting from 1-10** **Teacher shows the cards with picture** again and students try to recognize the things and read the words. Teacher monitors so that to identify the words and letters students struggle with.**Listening and reading**I put the world’s map on the board. Point to the USA, Kazakhstan and Russia. Say the name of each country out loud. The pupils repeat after me. Ask the pupils to tell what they know about these countries e.g. capital, cities, flags, famous people etc.Ask the pupils to draw a picture of your favourite cartoon character. Present it to the class. Tell them they can use the internet. Put up the This way poster. Explain the concept of left, right, up and down. Point to up the poster and say: up. The pupils repeat chorally/individually. Do the same for down, left and right. Then point to each arrow in random order.  | ScissorsScarf Worksheets PosterFlashcards (28-32) |
| End5 mins | **Good bye song** Students sing a good-bye song and dance to the tune repeating the moves shown in the video**Smiling feedback**Teacher asks students *“How are you?”* to find out their mood at the end of the lesson, compare it to the initial mood students had and makes conclusion how the lesson influenced students and why. | PPP Slide |

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| Modul 6 My musicLesson 6 | **School:**  |
| **Date:** 20.04.2017 | **Teacher name:** Zheksembaeva Kymbat |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** Story time |
| **Aims**  | To develop listening comprehension skills through the story. To listen to a story from Africa about the different ways to do smth. |
| **Lesson objectives** | **Learners will be able to:** |
| To listen to story |
| **Success criteria** | **Learners have met the learning objective (L1) if they can:**Give appropriate answers that are clear and intelligible in response to prompts. |
| **Language focus** |  I can play the piano! They play all day! |
| **Cross-curricular** **links** | Math  |
| **ICT skills** | Story cards  |
| **Previous learning** | Our world – Time for CLIL. |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5mins | Teacher greets students; Students respond to greeting and take their places.**Warming up**Students answering for teachers question. | Sk.nis.kz |
| Story cardsLets listen | Use the story cards to present the storyThree princesses spend all day playing the piano, singing and dancing. They never want to do anything for themselves. The King and Queen are worried about their laziness. One day a witch visits the castle and offers to help. Using her magical broomstick, the witch makes everything and everyone in the castle disappear! Meanwhile, although the three princesses wonder where everyone and everything has gone, this doesn’t stop them from dancing and singing all day. They eventually become hungry, thirsty and very tired. They leave the castle in search of food and run into a squirrel carrying nuts. The ask him if he could give them some, but the squirrel refuses. He says that he has been working really hard to gather nuts for the winter, and if they want same, they have to work hard, too. So, they work together to gather their own nuts. The witch is very pleased when she sees this, so she uses her broom to bring everyone and everything into the castle again. The next day the princesses are busy studying and working instead of singing, dancing and playing the piano. They realize the importance of work. | Cards with wordsStory cards  |
| End5 mins | **Good bye song** Students sing a good-bye song and dance to the tune repeating the moves shown in the video |  |

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| *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* |
| *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* |
| *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* |
| *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* |
| *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* |
| *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* | *I can play the piano [ай кән плэй зе пиано]-мен пианинода ойнай аламыню**I can dance [ай кән дәнс]-мен билей аламын**I can sing [ай кән сиң]–мен ән айта аламын**King [киң]-патша**Queen [куин] -патшайым* |

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| Module 6 My musicLesson 7 | **School:**  |
| **Date:** 25.04.17 | **Teacher name:** Zheksembaeva K |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** Checkpoint 6 |
| **Aims**  | To check student knowledge by My music |
| **Lesson objectives** | **Learners will be able to:** |
| Recognize the classroom activitiesPronounce the number (1out of 10) |
| **Success criteria** | **Learners have met the learning objective (L1) if they can:**Give appropriate answers that are clear and intelligible in response to prompts. |
| **Cross-curricular** **links** | Classroom discipline |
| **ICT skills** | Using Books |
| **Previous learning** | initial letters |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5 min | Teacher greets students; Students respond to greeting and take their places.**Warming up**Students answering for teachers question. | Sk.nis.kz |
| Middle25 min**Counting** **Writing** **Colouring****Listen and point**  | **Reading / drilling pronunciation (10)**Teacher shows cards with the words taught before and pronounces each word; Students repeat each word thrice thus drilling pronunciation. Then answering for teachers question.**What is it?****What colour is it?****How many …… in this picture?****Counting from 1-10** **Teacher shows the cards with picture** again and students try to recognize the things and read the words. Teacher monitors so that to identify the words and letters students struggle with.Students must read and find the stickers. GuitarPiano DrumTrumpetRecorderListen and circle the faceOne – eyesTwo – mouthThree – earsFour – noseBoard game: StartHair EarsPiano RecorderNose EyesOh,no! GuitarSing DrumMouth Great!Great! TrumpetSkip Finish!Oh,no! | Cards with wordsWorksheets Draw numbersWrite number  |
| End5 min | **Good bye song** Students sing a good-bye song and dance to the tune repeating the moves shown in the video |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| Module 6 My musicLesson 8 | **School:**  |
| **Date:** | **Teacher name:** Zheksembaeva K |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** My progress  |
| **Aims**  | To learn about schools in the UK, Russia, Kazakhstan. |
| **Lesson objectives** | **Learners will be able to:** |
| Recognize the classroom activitiesPronounce the number (1out of 10) |
| **Success criteria** | **Learners have met the learning objective (L1) if they can:**Give appropriate answers that are clear and intelligible in response to prompts. |
| **Language focus** |  Ears eyes nose mouth hair |
| **Cross-curricular** **links** | Classroom discipline |
| **ICT skills** | Using videos, number posters, school things |
| **Previous learning** | initial letters |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5mins | Teacher greets students; Students respond to greeting and take their places.**Warming up**Students answering for teachers question. | Sk.nis.kz |
| Middle30mins**Counting** **Writing** **Colouring****Listen and point** **Draw your school** | **Introduction (10)**Teacher pre-teaches and models following action verbs with simple mime gesture:*listen read write sing say look open close sit down stand up go find sing* **Reading / drilling pronunciation (10)**Teacher shows cards with the words taught before and pronounces each word; Students repeat each word thrice thus drilling pronunciation. Then answering for teachers question.**What is it?****What colour is it?****How many …… in this picture?****Counting from 1-10** **Teacher shows the cards with picture** again and students try to recognize the things and read the words. Teacher monitors so that to identify the words and letters students struggle with.**Numbers from 1-10****To write numbers on the board and say it****Colour the numbers**Teachers must show a face. And to show where is the nose and etc. F/e: teacher: Where is the nose?Pupils: to show it. Teacher gives to students a paper. And students must draw their school. | Cards with wordsWorksheets Draw numbersWrite number Colour numberWork with copybooks |
| End5 mins | **Good bye song** Students sing a good-bye song and dance to the tune repeating the moves shown in the video |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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|  My shapes | **School:**   |
| **Date:** 2.05.2017 | **Teacher name:** Zheksembaeva K |
| **Grade:** 1  | **Number present:**  | **absent:** |
| **Theme of the lesson:** My shapes |
| **Aims** | O revise colours and identify shapes.  |
| **Lesson objectives** | **Learners will be able to:** |
| Recognize the language of classroom routines (*triangle, rectangle, circle and square*)Pronounce the majority of words (10 out of 13) on the topic intelligibly  |
| **Success criteria** | **Learners have met the learning objective (L1) if they can:**Give appropriate answers that are clear and intelligible in response to prompts. |
| **Value links** | Lifelong learning |
| **Cross-curricular** **links** | Classroom discipline |
| **ICT skills** | Using videos, shape poster, presentation. |
| **Previous learning** | initial letters |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5mins | Teacher greets students; Students respond to greeting and take their places. Divide into 4 groups.**Warming up**Students watch the video about the shapes in order to remember and revise the shapes. While watching students may sing along.Students get familiar with the lesson objectives. | Sk.nis.kz |
| Middle30mins | **Introduction (10)**Students watch the presentation and repeat after teacher the shapes. Follow the same procedure to present the remaining shapes. Then, point to the shapes a random and elicit the corresponding word from the pupils. **Working with book.** Explain the activity. Ask the pupils to take out their red, blue, pink and yellow pencils. Play the CD, twice if necessary. Pause after each item so as allow the pupils enough time to colour in the shapes. Check the pupils answer.Answer key:One - a red circleTwo – a blue triangleThree – a pink rectangleFour – a yellow square**Reading, speaking, writing and listening skills.** Teacher shows the presentation and students must answer the question. They are reading the sentences and speak what is the shape?And write words with shapes. **Count and circle.**Refer the pupils to the picture and explain he activity. Ask the pupils to identify the shapes. Then ask them to count each one and circle the correct corresponding number.Answer key:12 circles 4 squares11 triangles 2 rectangles Sing a song. Rain, rain go away!***Game.***Teacher give the pupils pyramids, post, block and balloon with tasks. Pupils speak what is the shape and answer the questions about previous and today’s lesson.**Reflection.** (2 minute)  | Cards with wordsWorksheets PostersPictures with facesBrainstorming posters. |
| End5 mins | **Good bye song** Students sing a good-bye song and dance to the tune repeating the moves shown in the video**Smiling feedback**Teacher asks students *“How are you?”* to find out their mood at the end of the lesson, compare it to the initial mood students had and makes conclusion how the lesson influenced students and why. | PPP Slide |

***«Бекітемін» Оқу ісінің орынбасары:***

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| *Clothes*  | ***School:***  |
| ***Date:*** *4.05.2017* | ***Teacher name:*** *Zheksembaeva K* |
| ***Grade:*** *1*  | ***Number present:***  | ***absent:*** |
| ***Theme of the lesson: My*** *Doll’s clothes*  |
| ***Aims*** | *O revise colours and identify shapes.*  |
| ***Lesson objectives*** | ***Learners will be able to:*** |
| *Recognize the language of classroom routines (hat, dress, fork, plate, spoon)**Pronounce the majority of words (10 out of 13) on the topic intelligibly*  |
| ***Success criteria*** | ***Learners have met the learning objective (L1) if they can:****Give appropriate answers that are clear and intelligible in response to prompts.* |
| ***Value links*** | *Lifelong learning* |
| ***Cross-curricular*** ***links*** | *Classroom discipline* |
| ***ICT skills*** | *Using videos, shape poster, presentation.* |
| ***Previous learning*** | *initial letters* |
| ***Plan*** |
| ***Planned timings*** | ***Planned activities***  | ***Resources*** |
| *Beginning**5 min* | *Draw a half – finished sketch of a circle on the board. Ask a pupil to come to the board and finish the sketch. Then ask: what shape is it?****Warming up****Students watch the video about the clothes in order to remember and revise the clothes. While watching students may sing along.**Students get familiar with the lesson objectives.* | *Sk.nis.kz* |
| *Middle**30 min* | ***Introduction (10)****Students watch the presentation and repeat after teacher the new words. Follow the same procedure to present the remaining new words. Then, point to the clothes a random and elicit the corresponding word from the pupils.* ***Working with book.*** *Put up the poster on the board. Point to the doll’s home and say: look! This is my doll’s house. Then point to the hat and say: hat! The pupils repeat after you. Follow the same procedure and present the rest of the items.****Colour. Complete.****Explain the activity. Ask the pupils to take out their coloured pencils. Ask the pupils to colour each item in the picture using any colour they like. Then they write the name of the corresponding colour in the gaps. Check the pupils’ answer.**Answer key:**1 blue 3 red 5 purple**2 green 4 pink****Read and put a tick or a cross..****Explain the activity. The pupils put a tick if the sentence corresponds to the picture or a cross if it doesn’t.**Answer key: 1 tick 2 cross 3 cross* | *Cards with words**Worksheets* *Posters**Pictures with faces**Brainstorming posters.* |
| *End**5 min* | ***Good bye song*** *Students sing a good-bye song and dance to the tune repeating the moves shown in the video****Smiling feedback****Teacher asks students “How are you?” to find out their mood at the end of the lesson, compare it to the initial mood students had and makes conclusion how the lesson influenced students and why.* | *PPP Slide* |

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| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |
| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |
| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |
| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |
| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |
| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |
| *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* | *Head [хэд]-бас**Arm [а(р)м]-қол (білектен иыққа дейінгі аралық)**Tummy [тами]-іш**Leg [лег]-аяқ (саннан тобыққа дейінгі аралық)**Foot [фут]-аяқ* |

***«Бекітемін» Оқу ісінің орынбасары:***

|  |  |
| --- | --- |
| ***LESSON:***  *My progress* | ***School:*** |
| ***Date:*** *6.12.2016* | ***Teacher name:*** *Zheksembaeva K* |
| ***CLASS: grade 1 “A” “Ә”*** | ***Number present:*** | ***absent:*** |
| ***Learning objectives(s) that this lesson is contributing to*** | *1.L1 recognise short instructions for basic classroom routines**spoken slowly and distinctly**1.S1 make basic personal statements and simple statements**about objects**1.UE1 use common singular and plural nouns to say what and**where things are* |
| ***Lesson objectives*** | ***All learners will be able to:**** *Spell some words they have learnt from the previous lesson.*
* *Understand general information of the listening*
 |
| ***Most learners will be able to:**** *Remember the new words*
* *Understand the meaning of new words*
 |
| ***Some learners will be able to:**** *Respond appropriately to some questions*
 |
| ***Previous learning*** | *Check point!* |
| ***Cross-curricular links*** |  |
| ***ICT skills*** | *Using videos, working with URLs* |
| ***Previous learning*** |  |
| ***Plan*** |
| ***Planned timings******Planned timings****Beginning**5 minutes* | ***Planned activities (replace the notes below with your planned activities)****Greeting.**Warm-up.* *Name to school items, e.g. book and a pen. Ask a pupil to bring them to you.* | ***Resources****markers**posters**Pupils’ book* |
| *Middle**15 min**8 min* | *Explain the lesson* *The pupils look at the pictures and trace the numbers and words. Give the pupils same time to complete the activity. Check their answers.**Go through the I can … section. Do a quick revision. Ask the pupils to count from 1-10. Can they do it? Have them thick the corresponding box. Repeat the procedure with the remaining items.* *Board game: 1.one, 2. Book, 3. Three, 4. Four, 5. Go back to start, 6. Rubber, 7. Six, 8. Seven etc* | *CD1**Reflection videos**Activity book* |
| *3 min**End**4 min* | ***Reflection.******Giving marks.*** |  |

***«Бекітемін» Оқу ісінің орынбасары:***

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| --- | --- |
| Module 2 My schoolLesson 1 | **School:**  |
| **Date:** 06.11.17 | **Teacher name:** Zheksembaeva K |
| **Grade:** 1 | **Number present:**  | **absent:** |
| **Theme of the lesson:** My school |
| **Aims** | To practice counting from 1-10 |
| **Lesson objectives** | **Learners will be able to:** |
| Recognize the language of classroom routines (*listen read write sing say look open close sit down stand up go find sing*)Pronounce the majority of words (10 out of 13) on the topic intelligibly  |
| **Success criteria** | **Learners have met the learning objective (L1) if they can:**Give appropriate answers that are clear and intelligible in response to prompts. |
| **Value links** | Lifelong learning |
| **Cross-curricular** **Links** | Classroom discipline |
| **ICT skills** | Using videos, number posters, |
| **Previous learning** | initial letters |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning5mins | Teacher greets students; Students respond to greeting and take their places.**Warming up**Students watch the video about the English alphabet in order to remember and revise the letters. While watching students may sing along.Students get familiar with the lesson objectives. | Sk.nis.kz |
| Middle30mins | **Introduction (10)**Teacher pre-teaches and models following action verbs with simple mime gesture:*listen read write sing say look open close sit down stand up go find sing* **Reading / drilling pronunciation (10)**Teacher shows cards with the words taught before and pronounces each word; Students repeat each word thrice thus drilling pronunciation. Then answering for teachers question.**What is it?****What colour is it?****How many …… in this picture?****Counting from 1-10** **Teacher shows the cards with picture** again and students try to recognize the things and read the words. Teacher monitors so that to identify the words and letters students struggle with.**Matching (10)**Students get worksheets with pictures and words on the topic “Classroom routines”. Working in pairs students discuss and match pictures to words.In 7 minutes overall check is done.Pairs exchange their worksheets for peer check and assessment with teacher support (teacher demonstrates correct answers on the board and also reads them aloud for students to memorize correct pronunciation).*Self-assessment*Students achieved the lesson objective “Recognize the language of classroom routines” if they gave 10 and more correct answers. | Cards with wordsWorksheets  |
| End5 mins | **Good bye song** Students sing a good-bye song and dance to the tune repeating the moves shown in the video**Smiling feedback**Teacher asks students *“How are you?”* to find out their mood at the end of the lesson, compare it to the initial mood students had and makes conclusion how the lesson influenced students and why. | PPP Slide |

***Утверждаю:\_\_\_\_\_\_***

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| --- | --- |
| **Theme of the lesson:** Storytime! The Fox and the Stork | **School:**  №6 |
| **Date:**  | **Teacher’s name: Molotova Sh. A.** |
| **Class:1 “**B , V, G, D, E” | **Number of present:** | **Absent:** |
| **Learning objective(s) that this lesson is contributing to:** | 1.L2 recognize with support a limited range of basic common personal questions spoken slowly and distinctly1.S3 pronounce familiar words and expressions intelligibly1.R3 recognize and identify some familiar sight words from local environment1.UE4 use determiners a, an, some, the, this, these to indicate what /where something is |
| **Lesson objectives:** | **All learners will be able to:***pronounce topic words clearly* |
| **Most learners will be able to:***-listen and* *make up their own story using Come to my house. I’ve got some …. for you;* |
| **Some learners will be able to:***-* *act out a story in groups with great enthusiasm.* |
| **Language objectives:** | **Learners can:**By the end of the lesson learners will be able to*-listen and* *make up their own story using Come to my house. I’ve got some …. for you;**-* *act out a story in groups with great enthusiasm.* |
| **Key words and phrases:** *Consolidation house, come, fox, stork. Come to my house. I’ve got some milk for you! Come to my house. I’ve got some …. for you!* |
| **Useful classroom language for dialogue/writing:** oral |
| ***Discussion points:*** |
| Can you say what is your favourite food? Why ? |
| **Writing prompts:** |
| **Assessment for Teaching** | Criteria based assessment**Assessment criteria:**Making up and acting out a story using word combinations *house, come, fox, stork***Descriptor:**A learner•listens and makes up his/her own story using *Come to my house. I’ve got some …. for you;*• acts out a story in groups with great enthusiasm.**Oral feedback** |
| **How to overcome barriers** | -Scaffold learners if necessary-Ask more questions-Smile, create a favorable atmosphere in class |
| **Previous learning** | **Lesson №42** Our world – Time for CLIL |
| **Plan** |
| **Planned timing** | **Planned activities (replace the notes below with your planned activities)****What will the pupils learn? How will they learn it?****Suggested Teaching Activities****Active Learning activities** | **Resources** |
| **Start (Beginning of the lesson)** | **Greeting:** Teacher greets learners; learners respond to greeting and take their places. **Dividing into subgroups:** Teacher divides learners into subgroups using *puzzle pictures.* **Warming up: Brainstorming:** Teacher asks the learners a question: How do you think what words come to your mind when you hear the word “”? Learners exchange ideas with one another. Any idea is accepted**Revising the previous lesson:** Use gestures and mimics: I like.. I don’t like… My favourite food is ….. | *puzzle pictures.* |
| **Middle (of the lesson)** | **P)Question bags:** Put food in a bag (or for partner work in many bags) One student looks in the bag, while the other learner must guess what it is, using-*What food have I got?**-Have you got an apple?**-No, I have not./Yes, I have.**-Is it yellow?**-Yes it is/No it isn’t***D)** Teacher pre-teaches the words *house, come, fox, stork* using flashcards, simple mimes and gestures.**W)** Listen to the story: The Fox and the Stork*-Come to my house. I have got some milk for you. Yummy!**-Mmm, I am hungry.**-Come to my house. I have got some fish for you.**-Mmm, I am hungry.**-I am sorry.**-I am sorry too. We are friends now*.Make up your own story using word combinations.Act out your story in groups.**Peer assessment: Oral feedback** | Song: *My pet*s, flashcards, phonic cards, puppets/toys, game, CD, DVD discs, grammar cards notebook,Student’s book1, Activity Book 1 |
| **End (of the lesson)** | **Reflection Oral feedback** Self-assessment: Hand signalsLearners make comments about the lesson orally Teacher asks learners to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement |  |
| **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?** | **Cross – curricular links health and safety check ICT links****Values links** |
|  |  |  |
| **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?** | **Use the space below to reflect on your lesson. Answer the most relevant questions from the books on the left about your lesson.** |
| **Summary evaluation****What two things went really well (consider both teaching and learning)?****1.****2.****What two things would have improved the lessons (consider both teachings and learning)?****1.****2.****What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson** |

***Утверждаю: \_\_\_\_\_\_\_\_\_***

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| --- | --- |
| **Theme of the lesson:** Checkpoint 5 | **School:** №6 |
| **Date:**  | **Teacher’s name: Molotova Sh. A.**  |
| **Class:1** “B, V, G, D, E” | **Number of present:** | **Absent:-** |
| **Learning objective(s) that this lesson is contributing to:** | 1.L2 recognize with support a limited range of basic common personal questions spoken slowly and distinctly1.S3 pronounce familiar words and expressions intelligibly1.R3 recognize and identify some familiar sight words from local environment1.UE4 use determiners a, an, some, the, this, these to indicate what /where something is |
| **Lesson objectives:** | **All learners will be able to:**pronounces topic words and expressions intelligibly |
| **Most learners will be able to:**look at thepictures and say the words and expressions. |
| **Some learners will be able to:**listens to the dialogue and ticks (Π) the right pictures correctly; |
| **Language objectives:** | **Learners can:***-listen to the dialogue and tick the right pictures correctly;**- pronounce topic words and expressions intelligibly.* |
| **Key words and phrases:** Revision lesson: Fruit, vegetables, meal |
| **Useful classroom language for dialogue/writing:**oral |
| ***Discussion points:******Can you say why we like food?*** |
|  |
| **Writing prompts:** |
| **Assessment for Teaching** | Criteria based assessment**Assessment criteria:**Checking up the learners’ knowledge though open ended and Multiple choice tasks**Descriptor:**A learner• listens to the dialogue and ticks (Π) the right pictures correctly;• pronounces topic words and expressions intelligibly |
| **How to overcome barriers in learning English** | Work on mistakes together with learners-Use role playing activities-Motivate learners to interact with one another |
| **Previous learning** | **Lesson №43**Storytime! The Fox and the Stork |
| **Plan** |
| **Planned timing** | **Planned activities (replace the notes below with your planned activities)****What will the pupils learn? How will they learn it?****Suggested Teaching Activities****Active Learning activities** | **Resources** |
| **Start (Beginning of the lesson)** | **Greeting:** Teacher greets learners; learners respond to greeting and take their places.**Dividing into subgroups:**Teacher divides learners into subgroups using*: s***mile beiges****Revising the previous lesson:***Come to my house. I have got some …. for you. Yummy!* | smile beigesgrammar spot |
| **Middle (of the lesson)**hello_html_m60865c0a.png | Different types of multiple choice and open-ended tasks are used in the Summative Assessment for term. This Assessment consists of 4 tasks. Multiple choice tasks require learners choose one correct answer. Open-ended tasks require learners follow instructions, answer questions in words, expressions and sentences **Task 1 Open ended task. Listen and draw.**Teacher reads the following instructions:1. Draw two apples. Colour them red and green.2. Draw fish. Colour it blue.3. Draw cheese. Colour it yellow.**Task 2 Multiple ended task Listening** Listen to the dialogue and tick (Π) the right pictures.hello_html_369178d5.pngTeacher reads the dialogue.Girl: Do you like milk?Boy: Yes, I do. What is your favourite fruit?Girl: I like oranges. Do you like fish or chicken?Boy: I like fish.My smiles report.**Task 3Multiple ended task**Look at the pictures and listen to the teacher. Find and tick (⎫) the correct answer in the boxes.**Task4 Open-ended task.**Learners look at thepictures and say the words and expressions. | Song: *Where is the rabbit?,*flashcards, phonic cards, puppets/toys, game, CD, DVD discs, notebook, Student’s book1, Activity Book 1 |
| **End (of the lesson)** | **Reflection: Technique of FA**: Oral feedbackLearners make comments about the lesson orally Teacher asks learners to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement. | **Technique of FA**: Oral feedback |
| **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?** | **Cross – curricular links health and safety check ICT links****Values links** |
|  |  |  |
| **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?** | **Use the space below to reflect on your lesson. Answer the most relevant questions from the books on the left about your lesson.** |
| **Summary evaluation****What two things went really well (consider both teaching and learning)?****1.****2.****What two things would have improved the lessons (consider both teachings and learning)?****1.****2.****What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson?** |