**Lesson plan**

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| **Long-term plan Unit 5: The natural environment** | **School:**  |
| **Date:**  | **Teacher name:**  |
|  **Grade:** | **Number present:** | **absent:** |
| **Theme of the lesson:** | Body parts 1 |
| **Learning objectives(s)** | 2.S3 pronounce familiar words and expressions intelligibly 2.W3 write familiar words to identify people, places and objects2.R1 recognise, sound and name the letters of the alphabet |
| **Lesson objectives** | **All learners will be able to:*** **Complete the words with correct letter**

**Most learners will be able to:*** **Pronounce the words correctly**

 **Some learners will be able to:*** **Construct sentences about their body**
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| **Assessment criteria** | **Learners have met this learning objective if they can:** - name the new vocabulary correctly |
| **Value links** | Ls will work together as a group showing respect and being polite with each other. |
| **Cross curricular links** | Closely connected to other subjects like primary science  |
| **ICT skills** |  |
| **Previous learning** | Revision of present continuous |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| Beginning**5 mins****Middle** **10 mins** **10 mins**10 mins | This lesson learners will learn the body parts and their names in English.Listening.Listen to a song and ask kids to name the body parts. This checks their knowledge from last year (assessment for learning).Basing on the knowledge, teacher may plan further activities.Listen to the song one more time to listen for details and complete the missing letters ON THE CARDS. For the moment, learners have to be able to name and write alphabetically, so they will be able to complete it.Final singing of the song. Sing along with movements. (FINGERS, TOES, EYES, NOSE, ARMS, LEGS, HAIR, HEAD, FEET)Playing beetle game. You throw the dice and according to the number of dots kids draw parts of the beetle body parts. Start with body and head. Do not forget to ask them to name the body parts.Play this game on the board asking kids to draw parts in turn. You need to have 1 big dice.Go back to the cards and ask kids to write down the names of body parts there and cut them out. As soon as they cut them, assign partners and explain how to play a game for memory.Game: cards are face down, turn over the card and turn it back. Then turn one more. Turn all of the back down to the desk. In a minute test your self where the particular card is. **Or as a variant – ask your partner to name all the cards by memory. Allow kids to draw the parts of body on the cards.** | <http://www.youtube.com/watch?v=7y_TUJy2TY8>cards worksheet 1dices and markersame cards |
| End**5 mins** | Home task: learn the body parts and spelling |  |
| **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/groups, individually Challenges for moreable students: Encouraged to do more writing; assist weaker students. | **Assessment – how are you planning to check learners’ learning?**Monitoring*Checking the task**Feedback on the work* | **Health and safety checkICT links**Video, 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***Differentiation by task, by outcome, by individual support, by selection of teaching materials and resources taking into account individual abilities of learners. |  | ***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 orachievements/difficulties of individuals that will inform my next lesson?** |