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| **Unit: 1** | | **Hello English!** | | | | | | | |
| **Teacher’s name:** | | **Bektasova N.A. School: Shubaragash Secondary School** | | | | | | | |
| **Date**: | | 17.09.2024 | | | | | | | |
| **Class**: 3 | | **Number present**: | | **Number absent:** | | | | | |
| **Theme of the lesson** | | Colours | | | | | | | |
| **Learning objective (s)** | | 3.1.2.1 recognise familiar words with visual support  3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics  3.4.1.1 spell accurately a few high-frequency words  3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | | | | | | | |
| **Lesson objectives** | |  | | | | | | | |
| **Plan** | | | | | | | | | |
| **Stages of the lesson** | **Teacher’s activities** | | | | **Students’ activities** | | **Assessment** | | **Resources** |
| **Greeting** | Teacher greets students; students respond to greeting and take their places.  ***“Saying hello!”*** Students are suggested a video “How to say hello in different languages”. Students listen to and compare English “Hello”; then each student shares a greeting he/she memorized and says this greeting to a peer and/or a teacher. | | | | Greeting  Learners listen to and compare | | Oral assessment | | video  <https://www.youtube.com/watch?v=472AnCrHYVs> |
| ***Warm-up***  ***Presentation***  ***Practice***  ***Ending the lesson***  ***Feedback*** | **Brainstorming.**   * Kids, look at the blackboard, what do you see? * What balloons do you see? * How do you think, what theme do you study? | | | | * Balloons! * Colourful * Colours | | Oral  Assessment | | Colourful balloons |
| **Activity1. Listen, point and repeat.**   * Ask Ss to open their books to p. 8 * Explain to Ss that they have to listen to the names of colours, point and repeat * Play the recording and get Ss to repeat, while pointing to the colours’ names. * Ask Ss to look at the Colours flashcards on the blackboard, listen to the T. and repeat | | | | Students listen to the colours’ names and repeat to memorize them  C:\Users\User\Documents\24-25\3 кл\17.09.24 open lesson  Colours\768280d3bc27756a3e81f7604b89cbe5.png | | Verbal Assessment | | Pupil’s Book p.8 |
| **Activity 2. Write the colour names**   * Explain to Ss that they have to write the colour names according pictures | | | | Ss write the colours’ names with visual support | | **Descriptors:**  1.yellow – 1p.  2.blue – 1p.  3.green – 1p.  4.red – 1p.  5.pink – 1p.  **Total** – 5 points | | Handouts  C:\Users\User\Documents\24-25\3 кл\17.09.24 open lesson  Colours\aa7e02c02da811f4979f3e9731b82079.png |
| **Activity 3. Game “Touch the colour”**   * .Explain to Ss the game rule * T names the colour,.. | | | | Ss have to touch something in this colour | | Oral  Assessment | |  |
| **Activity 4. Colour the picture**   * Explain to Ss that they have to solve simple maths tasks and colour the picture by answer | | | | Ss solve maths tasks and colour the picture | | **Descriptors:**  1.name numbers 1-10 – 1p.  2.solve maths tasks – 1p.  3.read the colour’s name – 1p.  4.colour the pieces of the picture – 2p.  **Total – 5 points** | | Handouts  C:\Users\User\Documents\24-25\3 кл\17.09.24 open lesson  Colours\73e0d8342db5bae0d1cfe0b35c27c6d1.jpg |
| **Reflection.**   * Teacher suggests to choose any number of fingers 1-4 * 1 – I don’t understand * 2 – I need a little help * 3 – Got it! * 4 – Got it! I can teach someone else   C:\Users\User\Documents\24-25\3 кл\17.09.24 open lesson  Colours\dd03cf7bb377fead9431177d1f7ef449.jpg | | | | | | |  | |
| **Homework** | 1.Learn new words  2.Colour the pencils according their names (the worksheet) | | | | | | | | |
| **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?** | | | **Health and safety check ICT links** | | | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | | -White board and video are used no more than 10 minutes  -Use water-based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | | | |
| **REFLECTION** | | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic?  What did the learners learn? What did/didn’t you like? What was difficult? | | | | | | |