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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 support3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics3.4.1.1 spell accurately a few high-frequency words3.5.1.3 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. | GreetingLearners 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
 | OralAssessment | 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 | HandoutsC:\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

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| **Homework** | 1.Learn new words2.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? |