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| **Module 2. My school** | | | | | | | |
| Module 2 Lesson 1 | |  | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My school bag!** | | | | | |
| Objectives according to the Curriculum | | **3.2.1.1** pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm and intonation  **3.1.2.1** recognize the sounds of phoneme blends in words  **3.5.1.2.** Use the verbs to be for presenting personal information and describe people and things on a limited range of familiar topics.  **3.3.2.1** identify some familiar words and signs on illustrations/pictures in common everyday situations  **3.3.1.2** identify and read separate sounds (phonemes) within words, which may be represented by more than one letter. | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Name the colour, school subjects, pronouns * do exercises individually and in pairs   **Most learners will be able to:**   * use new language with pronouns * remember pronouns   **Some learners will be able to**:   * understand exercise introductions * understand audio material | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and the theme of our lesson is* ***“my school bag”***  *- Let’s think! How do we learn? What helps us?* ***(New vocabulary)***  *- Great! Now let’s say what colours are these! (T/F game, point to items to hear students say colours, name wrong colours to check their knowledge)*  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Learning new Language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **N/v:** *ruler, pen, book, rubber, pencil case, pencil, desk, notebook, bag, paper, Come back, Close your bag* |
| **The middle of the lesson – 35 min** | ***Techer shows flashcards***  *- Okay good, let’s repeat it again, I will show you the cards and you should name what’s on it.*  ***(show each card 3-4 times and place them on blackboard)***  ***(2 min.)***  *- Alright, you did very well! For the next task we need to open our Work Books at the page 18, and look at exercise 1, I will play the recording and you have to guess who says it, okay?*  ***(Play the recording)***  ***(3 min.)***  *- Good! now what we have to do is to repeat the words that are school subjects, okay? Let’s go!*  ***(Play recording again, and make sure Students are repeating words)***  ***(5 min)***  *- Excellent! Now let’s work in pairs, you and your partner should point at school subjects at your desks and name them, don’t forget to name the colour.*  ***(5 min)***  *- Alright, good! now that we know school subjects well, let’s think about the question we had in the beginning –* ***How do we learn?***  ***(Listen to Students answers, help them by saying “we listen”, “we sing”)***  ***(1 min.)***  *- Continue to work in pairs, please think about “How do we learn” together.*  ***(Wait for 15-30 sec. and then ask Students their answers, don’t forget to stimulate them and ask other students if they agree with the pair that is answering)***  ***(5 min)***  *- Good job! I have a question* ***(take a pen in your hand)*** *what is it? Right! And who’s this pen is? Yes, it is my pen! So, I want you to open your Work Books at the page 23 and look at exercise 1*  ***(*Explain possessive pronouns. I = my, you = your, he = his, she = her, it = its, we = our, they = their. Ask students to repeat them after you. display them on blackboard*)***  ***(5 min.)***  *- Very well! Now open Work Books at the page 14 and look at exercise 2, you have to write pronouns in correct column here. Let’s begin!*  ***(4 min.)***  *- Excellent! Now let’s work in pairs again! All you need to do is to use pronouns that we learned with the school subjects, for example this is my pen, this is your bag, this is her rubber and etc. You can start!*  ***(5 min.)*** | | ***Doing exercises - flashcards (whole class)***  ***Doing exercise – listening (whole class)***  ***Doing exercise – listening and saying (whole class)***  ***Doing exercise (in pairs)***  ***Brainstorming (whole class)***  ***Brainstorming (in pairs)***  ***Learning new material (whole class)***  ***Doing exercise (individually)***  ***Repeating the material (in pairs)*** | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeating after audio and teacher.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs with motivated students | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **Flashcards with school subjects.**  **Work Book (audio, book).**  **Work Book (audio, book).**  **Placed on a blackboard.**  **Any subject you have (pen, book, bag, etc.).**  **Placed on a blackboard.**  **Work Book.**  **Student’s surroundings.** |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *Now tell me what was the theme of our lesson today! Yes, Good! Name me pronouns we have* ***learned (point at them and ask students to translate and say them)****! Great! Now school subjects* ***(point at school subjects to hear students name them)****! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** | **Placed on a blackboard.** |

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| Module 2 Lesson 2 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **What’s this?** | | | | | |
| Objectives according to the Curriculum | | **3.1.2.1** recognize familiar words with visual support  **3.2.3.3** make introductions and requests in basic interactions with others.  **3.2.3.1** respond to basic questions with single words or short responses  **3.2.1.1** pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm and intonation  **3.3.2.1** identify some familiar words and signs on illustrations/pictures in common everyday situations.  **3.5.1.2** use the verbs “to be” for presenting personal information and describe people and things on a limited range of familiar topics. | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Name the colour, school subjects, pronouns * do exercises individually and in pairs   **Most learners will be able to:**   * use new language to confirm “Is it” or “Is it not” * remember pronouns * understand what’s in the video   **Some learners will be able to**:   * understand exercise introductions * understand video material | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(30 sec.)***  ***Introduction to the topic.***  ***(before the lesson stars place flashcards with school objects on the blackboard and write wrong word under each)***  *- Open your copybooks write down the date and the theme of our lesson is* ***“What’s this? Look at your desk”***  *- Let’s review previous material! Look at the blackboard. What’s on it? Right! There are school objects, but their names are wrong. Let’s correct them! Who wants to start?* ***(invite students to the blackboard to do exercise)***  ***(1 min.)***  *- Good, Now let’s sing a song!*  ***(Play the video with subtitles)***  **(2 min.)**  - Good! Now let’s look at the blackboard ***(Show new written grammar on a blackboard)*** *Please write it down in your copybooks we will need it soon.*  **(1.5 min)** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Reviewing previous vocabulary***  ***Learning new language*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | Song: [Unit 1 At School Song Super Minds 1 (youtube.com)](https://www.youtube.com/watch?v=mtNR_QjdN0c&t=40s)  **N/l:** What’s this? It’s a (ruler). Is it a (ruler)? Yes, it is, No, it isn’t. Please tell me, Come on, Take a look, for my school, Cool  (should be written on the blackboard) |
| **The middle of the lesson – 35 min** | ***Teacher gives exercises***  *- Okay good, let’s do the exercise! Open your Work Books at the page 21 and look at exercise 1, here you need to choose the right answer from the table!*  ***(Read the example for Students, check answers and say them out loud)***  ***(5 min.)***  *- Great! Now let me introduce our friend Penny the Penguin! Can you repeat it? Penny the Penguin! Good!* ***(Write down the name of the character)***  *- Put down your pens and listen to the video first then we will repeat what Penny says!*  ***(Play the recording)***  ***(5 min.)***  *- Excellent! Now look at exercise 2 in your Work books. I want you to do it in pairs. One asks and other answers then swap the roles. Then use your school objects and do the same!*  ***(Say your example according to the grammar material)***  ***(5 min)***  *- Incredible! Next let’s look at blackboard* ***(point at any picture or objects that students know and ask questions)*** *What is it? is it a pen? What colour is it? Is it yellow? Is it your pen? Who’s pen, is it?*  ***(5 min)***  *- Alright, good! Now I will show you flash cards and you need to answer very fast, okay?*  ***(Ask Students to answer using “It’s a …”, “No it isn’t”, “Yes, it is” Listen to Students answers, try to trick them with what colour is it? or ask if is it the other object)***  ***(3 min.)***  *- Now let’s watch video and learn new words! So prepare your pens and notebooks.*  ***(Play the video paus it in case for Students write new words down and ask them what do they mean to have them say translation)***  ***(5 min)***  *- Good! Let’s think what do we use for school! Do we use computer? or Smartphone?*  ***(Listen to Students’ answers and ask them to use Russian or Kazakh languages, to have them thinking about its’ English equivalent)***  ***(5 min.)***  *- Very well! Now I want you to relax and try to draw something in you copybooks, you can draw something we have learned about.*  ***(3 min.)*** | | ***Doing exercise (individually)***  ***Doing exercise – (listening and saying whole class)***  ***Doing exercise (in pairs, talking)***  ***Brainstorming (whole class)***  ***Learning new words (whole class)***  ***Brainstorming (whole class)***  ***Drawing little pictures (individually)*** | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the words.  Students listen to the audio and do the exercise.  Students practice the prompts by repeating after teacher  Students practice the prompts by repeating after teacher  Students repeat the words after teacher.  Students work in pairs and repeat the words.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **Work Book.**  **Video:** [What is this? Yes it is. No it isn´t. Song for kids. 1º Primaria. Aprende con Víctor (youtube.com)](https://www.youtube.com/watch?v=C3t1F1tBacw&list=PLnVk75LSquxoIrcm_Y59dnhsEqo2Oehd3)  **Work Book.**  **Flashcards or**  **Any subject you have (pen, book, bag, etc.).**  **Video:** [Kids vocabulary - School Supplies - Learn English for kids - English educational video (youtube.com)](https://www.youtube.com/watch?v=AS5nhKzaOqo)  **Surroundings.** |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *Now tell me what was the theme of our lesson today! Yes, Good! Name me new words we have* ***learned (point at them and ask students to translate and say them)****! Great! Do you remember the name of the pinguin? What did she asked her friend?* ***(point at school subjects to hear students name them)****! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 2 Lesson 3 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Where is it** | | | | | |
| Objectives according to the Curriculum | | ***3.1.2.1*** *recognize familiar words with visual support.*  ***3.1.1.1*** *recognize the sounds of phoneme blends in words.*  ***3.2.3.3*** *make introductions and requests in basic interaction with others.* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Name the colour, school subjects, pronouns * do exercises individually and in pairs   **Most learners will be able to:**   * use new language to confirm “Is it” or “Is it not” * remember pronouns * understand what’s in the video   **Some learners will be able to**:   * understand exercise introductions * understand video material | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(30 sec.)***  ***Introduction to the topic.***  ***(before the lesson stars place flashcards with school objects on the blackboard and write wrong word under each)***  *- Open your copybooks write down the date and the theme of our lesson is* ***“Where is it”***  ***Review the animal words with the flashcards.***  *- Let’s review what you had for your home-task! Look at the blackboard. What’s on it? Right! There are animals, but we have to name them correctly. Let’s do it! Who wants to start?* ***(Ask students to raise their hands before answering)***  ***(1 min.)***  ***-*** *Great! now I want you to stand up, and**I will divide you into four groups. I will whisper the first person a word and then you will whisper it to the next until the last student in line and then the last student must go to the blackboard and write what he heard.*  ***(Whisper a different animal to the first student in each team, who then whispers it to the next student, and so on, until it reaches the last student.*** ***The last student runs to the board and writes the animal.)***  ***(3-4 min.)***  ***(Repeat this activity if you have time)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Reviewing previous vocabulary***  ***Listen to and pass along the whispered animal.*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | Song: [School Supplies Song | Fun Kids English (youtube.com)](https://www.youtube.com/watch?v=hjFaqDNUVFo) |
| **The middle of the lesson – 35 min** | ***Teacher presents new grammar***  ***Demonstrate the prepositions (in, on, under) using classroom objects or toys and a bag or box.***  ***Say the relevant sentence each time (e.g., "It's on the bag") and have students repeat.***  ***Repeat with different items.***  ***(10 min.)***  *- Look at the blackboard who are these animals? Right frogs, but they are different, let’s name their colours and answer some questions!*  ***Display pictures with frogs in different locations.***  ***Elicit the names of objects and the color of the frogs.***  ***Play the recording for students to listen and number the pictures accordingly.***  ***Check answers together. (Key: 1 Green frog – on the desk, 2 Yellow frog – in the desk, 3 Red frog – under the desk)***  ***(10 min.)***  *- Look our friend is back! What’s her name? And who is she?*  ***Play the Penny the Penguin video, focusing on the grammar and vocabulary introduced.***  ***Have students watch and listen, then watch and read.***  ***Play the audio for students to follow along in their Student’s Book.***  ***Practice the sentences with actions for different locations****.*  ***(10 min)***  ***Make statements about pictures, and have students find the correct picture and respond. (e.g. Spider is under the book)***  ***Practice in open pairs and then in closed pairs.***  ***Repeat several times***  ***(5 min)*** | | ***Listen and repeat the sentences with prepositions.***  ***Look at the pictures.***  ***Listen to the recording and number the pictures accordingly.***  ***Watch and listen to the video.***  ***Follow along in the Student’s Book and practice the sentences with actions.***  ***Doing exercise orally (whole class)***  ***Search for the hidden item based on the teacher's directions.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs and repeat the names.  Students practice the prompts by repeating after teacher  Students listen to the audio and do the  Students work in pairs and repeat the names.  Students repeat the words after teacher. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **N/l**: *in, on, under,*  *chair, hat, It’s / The (frog’s) (in/on/ under) my (bag). It’s not (in/on/ under) my (chair). Where is it? It’s (really) there.* It isn’t there.  Pictures and Audio  ***Video:*** [***✅✅ Prepositions of place between, in front of, next to, behind song for kids ✅✅ (youtube.com)***](https://www.youtube.com/watch?v=qAfK6SrvxIc)  ***Pictures and surroundings*** |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *Can you tell me what’s in your pencil case? and what’s in your bag? what is on your desk? what’s under the copybook?*  ***(Listen to student’s answers)***  *- Great!*  ***(Remind students to practice using prepositions in everyday situations.)****! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 2 Lesson 4 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Watch out, Flash!** | | | | | |
| Objectives according to the Curriculum | | **3.3.5.1** read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary  **3.3.2.1** identify some familiar words and signs on illustrations/pictures in common everyday situations.  **3.2.1.1** pronounce various sounds of phoneme blends using appropriate stress, rhythm and intonation  **3.3.1.1.** recognize sounds and name the letters of the alphabet  **3.4.1.1** spell accurately a few high-frequency words | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Repeat words after audio/teacher * do exercises individually and in pairs * understand what’s in the video   **Most learners will be able to:**   * use new language to * remember the names of super friends * understand what’s in the audio   **Some learners will be able to**:   * understand exercise introductions * solve unscrambled words | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(30 sec.)***  ***Introduction to the topic.***  ***(before the lesson stars place flashcards with school objects on the blackboard and write wrong word under each)***  *- Open your copybooks write down the date and the theme of our lesson is* ***“*Watch out, Flash!*”***  ***Review the animal words with the flashcards.***  *- Let’s remember the story that we read! Who where there in the story? What are their names? Great! What are their superpowers? Who’s your favorite character?* ***(Ask students to raise their hands before answering)***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Listen to the teacher's instructions and participate in the warm-up activity*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | ***Audio:*** [Super minds Year 1 Watch out, Flash! (youtube.com)](https://www.youtube.com/watch?v=nf1nNgWDZCM) ***(to warm up and remember the previousstory)*** |
| **The middle of the lesson – 35 min** | ***Teacher presents new grammar***  ***Elicit which characters are in the pictures.***  ***Teach the new vocabulary "box" using the first picture.***  *- Let’s learn new words and phrases!*  ***Stick the flashcards on the board and review the words.***  ***Play the audio of the story.***  ***Check answers or call students to the front to tick the correct flashcards.***  ***(For script see SB p.24)***  ***Key: A bag, a notebook, a pencil case, a ruler and a book.***  ***(10 min.)***  ***Give students time to re-read the story as you play the recording.***  ***Check with the class, encouraging students to use the language in the speech bubble.***  ***Key: a is in picture 4, b is in***  ***picture 8, c is in picture 5, d is in picture 3.***  ***(7 min.)***  ***Write the word "bag" on the board and emphasize the letter sound /æ/.***  ***Tell Students to repeat the word and find the phrase in the story.***  ***Key: Flash***  ***(4 min)***  ***Play the recording for students to practice the sound /æ/.***  ***Check understanding of vocabulary.***  *- Students we have blackboard, right? but it isn’t black! Let’s find something black and for example say this pen is black.*  ***Repeat the sentences as a class without the recording.***  *- Okay class repeat after me! My bag, black pencil, thank you, come back, It’s okay,*  ***(5 min)***  ***Show/give students worksheets***  *- I’ve prepared worksheets for you, let’s read words in them.*  ***Tell Students to read the words aloud.***  ***Check pronunciation and correct.***  ***(4 min)***  ***Students work individually to unscramble the words.***  *-Let’s guess what words are mixed here! Do this in your notebooks*  ***Check the answers in pairs and correct mistakes if needed.***  ***Key: bag, apple, hat, carrot, bat, cat***  ***(5 min)*** | | ***Listen to the teacher's instructions and participate in identifying classroom objects.***  ***Look and listen for the classroom objects during the story.***  ***Read the story and find the specified pictures.***  ***Check answers in pairs.***  ***Repeat the word after the teacher and find the phrase in the story.***  ***Listen and repeat the sentences.***  ***Practice pronouncing the words.***  ***Read the words aloud.***  ***Pointing and saying (practice)***  ***Repeating the sentences (whole class).***  ***Read words from worksheets***  ***Work individually to unscramble the words.***  ***Check answers in pairs.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs and repeat the names.  Students work in pairs and repeat the words and names.  Students listen to the audio and do the exercise.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **N/l**: *box, Watch out, I’m sorry, It’s OK, Mum, Here you are, Thank you, Come back, Here’s*  *(your pencil case)*  ***Audio:*** [Super minds Year 1 Watch out, Flash! (youtube.com)](https://www.youtube.com/watch?v=nf1nNgWDZCM)  ***Student’s Book: -***  ***Blackboard/ Student’s book***  ***Classroom objects***  ***Worksheets***  ***Unscrambled words:***  *abg, lpepa ath rtorca bta cta* |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *- Let’s remember how do we pronounce this sound? (point at the* /æ/*) Great! Now I will say words with this sound and you should write it correctly. Ready? thank, Flash, back, bag, black, cat. Good! Now check answer in pairs!*  ***(Wait for students to check each other)***  ***-*** *Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Doing exercise to remember the phonetical aspect.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 2 Lesson 5 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Welcome to my school!** | | | | | |
| Objectives according to the Curriculum | | **3.1.4.2** understand simple descriptions of people, actions, and objects with visual support  **3.2.3.1** respond to basic questions with single words or short responses.  **3.1.3.1** understand a range of short classroom instructions  **3.1.2.1** recognize familiar words with visual support | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Read the comic * understand what’s in the video   **Most learners will be able to:**   * use new language * remember the names of the characters and their superpowers * use new language   **Some learners will be able to**:   * understand exercise introductions * Lead the game with imperatives | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(30 sec.)***  ***Introduction to the topic.***  ***(before the lesson stars place flashcards with school objects on the blackboard and write wrong word under each)***  *- Open your copybooks write down the date and let’s think of the theme of the lesson.*  ***Review the animal words with the flashcards.***  ***Prepare a presentation of different schools. Display pictures and ask guiding questions:***  *"What can you see in these pictures? What are they?"* ***Elicit students’ answers to discover the topic of the lesson: "Welcome to my school!"***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students generate ideas and identify the topic of the lesson.*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** |  |
| **The middle of the lesson – 35 min** | ***Teacher presents new grammar***  ***Review characters from previous lessons (Nick and Dina) and their characteristics.***  *- Let’s remember characters from our last lesson. what were their names? Who of them teleports? and who is polyglot?*  *- Good! Let’s read about their school*  ***Introduce the comic strip featuring their school.***  ***(10 min.)***  ***Explain the task and give students time to prepare.***  *- Great! Now I want you to read the dialogue that is given here in pairs.*  ***Facilitate students in acting out the dialogue.***  *- Now who wants to read the dialogue out loud for us?*  ***Choose students to act out the dialogue***  ***(5 min.)***  ***Present imperatives using visual aids. Guide students to match words with pictures and write them in their copybooks.***  ***(5 min)***  ***Play a video featuring Penny the penguin to focus on the grammatical form.***  *- Look Penny the Pinguin is back with some more grammar!*  ***Lead students in practicing sentences in pairs.***  *- Very well! I want you to use these sentences in pairs for example: stand up. sit at your desk, get your pen etc.*  ***(10 min)***  ***Give instructions, alternating between saying "please" and not saying it. Encourage quick responses from students.***  *- Let’s play a little game! I will say an instruction and you will do it, but only if I say please, okay? (stand up, please, raise your hand, clap, please etc.)*  ***Choose winners.***  ***(5 min)*** | | ***Students listen to the dialogue and practice reading skills.***  ***Students prepare and act out the dialogue to practice speaking skills.***  ***Students listen, match words with pictures, and write them down. They also participate in miming instructions.***  ***Students watch, listen, and say sentences. They also practice the sentences in pairs and mime actions.***  ***Students respond to instructions, carrying them out only when "please" is said. The game can be made competitive.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students work in pairs and repeat the sentences.  Students practice the prompts by repeating after teacher  Students listen to the audio and do the exercise.  Students repeat the words after teacher.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | **New language**: *this is my school!*  **Video:** [Sit at your desk, please Now get a pen, Open your book please. Imperatives English grammar for kids (youtube.com)](https://www.youtube.com/watch?v=J3dY04J-jfk&list=PLnVk75LSquxoIrcm_Y59dnhsEqo2Oehd3&index=3&t=2s) |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *- Let’s continue to play the game, but now who wants to lead the game? (choose the student to lead the game) Great! come around here! Ready! Go!*  ***(Give students time to play the game, you can choose another leader to give them a chance to lead if they want)***  *- Great!*  ***(Remind students to practice using imperatives in everyday situations.)****! Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Students follow the instructions given by the volunteer student.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 2 Lesson 6 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Senses** | | | | | |
| Objectives according to the Curriculum | | ***3.1.4.2 3.1.4.2*** *understand simple descriptions of people, actions, and objects with visual support.*  ***3.3.2.2 3.3.2.2*** *deduce the meaning of a word in a picture or icon on a limited range of topics*  ***3.3.5.1*** *read short, illustrated fiction and non- fiction stories written in very simple language using a dictionary.*  ***3.4.2.1*** *follow word order rules in short statements* | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Draw their own sense book * repeat words from the audio   **Most learners will be able to:**   * tell their own ideas on what senses do we use to learn * understand what was in the audio   **Some learners will be able to**:   * understand exercise introductions * complete the table of senses | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(30 sec.)***  ***Introduction to the topic.***  ***(before the lesson stars place flashcards with school objects on the blackboard and write wrong word under each)***  *- Open your copybooks write down the date and our theme of the lesson today is* ***Senses***  ***Review the animal words with the flashcards.***  ***Write the Big Question "How do we learn?" on the board.***  *- Let’s think how do we learn?*  ***Brainstorm verbs related to learning activities and write them around the question.***  ***Focus on one activity (e.g., sing, eat, etc.) and discuss what senses are needed for learning that activity.***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students participate in brainstorming and discussions about senses and learning activities.*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **New language**: senses, look, listen, smell, taste, touch, story, Eat your lunch, Watch a video. |
| **The middle of the lesson – 35 min** | ***Teacher presents new material***  ***Play the video with the Student’s Books closed.***  ***Prompt students to recall the video content and discuss which senses were used.***  *- Let’s watch the video and try to remember information related to senses!*  ***Play the video again and have students identify the senses used.***  *- Good! Let’s watch it again and say what senses were used.*  ***Introduce the comic strip featuring their school.***  ***(8 min.)***  ***Play the recording for students to listen and point to corresponding photos.***  *- Great! Now I will play the audio and you should point out to the photo that is suitable for which sense is described.*  ***Replay the recording for students to repeat the words describing the senses.***  *- Excellent! Let’s repeat the words from the audio!*  **(For script see SB p.28)**  ***(8 min.)***  ***Explain the task and ensure students understand how to read the table.***  *- As you can see here you have a table with all our senses and activities that we do using them! Let’s look through the first row!*  ***Guide students through completing the activity in small groups, discussing and ticking the columns.***  *- Good! now work in small groups of four people and complete this task together!*  ***Elicit answers and discuss the tasks in relation to the photos.***  *- Let’s check your answers!*  *Key: is below*  ***(10 min)***  ***Instruct students to create a senses book, providing each with a piece of A4 paper.***  *- Very good! Let’s do one more exercise, I’m giving you these papers to work in small group and create a senses book. Draw things like animals, toys etc. and what senses do they require from us.*  ***Guide students in folding the paper and drawing items that use the senses.***  ***Assist students in assembling their books in small groups.***  ***(9 min)*** | | ***Students recall and discuss the video content, identifying the senses used in English.***  ***Students prepare and act out the dialogue to practice speaking skills.***  ***Students listen, point to the photos, and repeat the words describing the senses.***  ***Students work in small groups, completing the activity and discussing which senses apply to each task.***  ***Students draw pictures and write sense-related words on their pages, then assemble their senses books in small groups.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs and repeat the words.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Video: -  Audio: -  Student’s Book: -  A4 paper |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *- Okay tell me what have you learnt today?*  ***Elicit from students what they learned and write it on the board for students to copy into their notebooks.***  *- Great! write it down now!*  *- Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Students copy what they learned into their notebooks.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 2 Lesson 7 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **My classroom and classroom activities** | | | | | |
| Objectives according to the Curriculum | | **3.1.2.1** recognize familiar words with visual support  **3.1.4.2** understand simple descriptions of people, actions, and objects with visual support. | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Remember new language * use new language   **Most learners will be able to:**   * remember previous lesson’s material * understand what was in the audio   **Some learners will be able to**:   * understand exercise introductions * guess the school objects | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(30 sec.)***  ***Introduction to the topic.***  ***(before the lesson stars place flashcards with school objects on the blackboard and write wrong word under each)***  *- Open your copybooks write down the date and our theme of the lesson today is* ***In my classroom***  ***Display flashcards of classroom objects on the board.***  *- Let’s remember school objects that we have learned!*  ***Elicit what each object is from the students.***  *- Great! now can you remember the last theme we had? yes! Senses! now tell me what senses are we using for each school object.*  ***Review previous materials together.***  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students participate in brainstorming and discussions about senses and school objects.*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** |  |
| **The middle of the lesson – 35 min** | ***Teacher presents new material***  ***Draw one of the objects in a corner of the board, hiding it from view.***  *- Alright good! now that we revised last theme, let’s use our senses and guess what I’m drawing on the blackboard it will be one of the school objects.*  ***Allow students three guesses to identify the object, with the student who guesses correctly doing the next drawing.***  ***Repeat this activity four or five times.***  *- Good job everyone!*  ***(10 min.)***  ***Instruct students to listen and match the prompts.***  ***Play the recording for students to complete the matching task.***  ***Have students practice saying the phrases.***  ***(10 min.)***  ***Read out the names of the five children.***  ***Direct students to look at the objects on the desks.***  ***Read the instructions aloud and ensure students understand.***  ***Play the recording without interruption.***  ***Allow time for students to check their answers with a partner.***  ***(10 min)***  ***Replay the recording for students to confirm their answers.***  ***Check answers with the class.***  ***(5 min.)*** | | ***Students participate in guessing the hidden objects and drawing their own for classmates to guess.***  ***Students listen and match the prompts, then practice saying the phrases.***  ***Students listen to the recording and draw lines to match objects with the correct children.***  ***They compare their answers with a partner and check them during the second listening.*** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions.  Students repeat the words after teacher.  Students listen to the audio and do the exercise.  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Flashcards  Blackboard  Student’s book  Audio: -  Audio: - |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *- Okay let’s play a chain game, I will say a phrase and should repeat it and add your phrase, and we will continue that until the end of the chain, if someone makes mistake.*  ***Start the chain by saying, for example, "This is my desk. There's a bag."***  ***Student A continues by adding another object, "This is my desk. There's a bag and a pencil."***  ***Continue the chain until there are about eight objects, then start a new chain.***  ***Choose students randomly to continue the chain***  ***-*** *Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Students copy what they learned into their notebooks.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** |  |

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| Module 2 Lesson 8 | | **Unit 2. My school** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Do that!** | | | | | |
| Objectives according to the Curriculum | | **3.1.3.1** understand a range of short classroom instructions  **3.3.3.1** understand short, simple instructions used in familiar everyday contexts  **3.4.2.1** follow word order rules in short statements | | | | | |
| Objectives of the lesson | | **All learners will be able to**:   * Remember new language * use new language   **Most learners will be able to:**   * remember previous lesson’s material * understand what was in the audio   **Some learners will be able to**:   * understand exercise introductions * make something they know with papers | | | | | |
| Evaluation criteria | |  | | | | | |
| Level of thinking skills | |  | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resourses** |
| **The beginning of the lesson/**  **5 min** | ***The teacher greets students.***  ***(1 min.)***  ***Introduction to the topic.***  *- Open your copybooks write down the date and the theme of our lesson today is* ***Do that!***  ***Draws the outline of a house seen from above.***  ***Asks students to suggest rooms and items for the house and garden.***  ***Prompts with questions if needed.***  ***Asks students if they would like to live there.***  e.g. *Is there a*  *cellar? Is the garden big or*  *small? Are there any trees or*  *flowers?*  ***(4 min.)*** | | ***Students greet the teacher.***  ***Preparing for the lesson.***  ***Students follow and give instructions as directed by the teacher and their classmates.*** | Students respond to greeting | | **Answering correctly.**  **Pronouncing correctly.** | **New language**: *piece of paper, fold, take, Fly (the plane), Where’s the plane? Ouch! Cut the paper.* |
| **The middle of the lesson – 35 min** | ***Techer presents new topic***  ***Tells students to look at the pictures and identify items.***  ***-*** *Let’s look at the pictures and talk about what’s in them.*  ***Plays the recording, miming each action and encouraging students to copy.***  ***-*** *Good! Now I want you to listen to this recording carefully and act out with me.*  ***Plays the recording again for students to number the pictures.***  *- Now listen and number.*  **Key: 4, 2, 6, 5, 1, 3**  ***(5 min.)***  ***Shows the example and explains the task.***  ***-*** *Excellent! Now I want you to look at exercise read it and connect dots as in the example.*  ***Checks if students recognize the written forms of "catch" and "waves goodbye."***  **Key: f, d, c, a, b, e**  ***(5 min.)***  ***Asks students to create and give instructions for a story individually.***  *- Great! now use sentences from the exercise and write your own story.*  ***In pairs, students take turns reading their sentences while the partner mimes the story.***  *- Good! Please work in pairs, your partner should mimic the story you have written.*  ***Chooses volunteer pairs to show their 'stories.'***  *- Who wants to demonstrate their story.*  ***(5 min)***  ***Writes jumbled letters of six to eight words from the unit on the board.***  *- Look at the blackboard! there are words with mixed letters. Let’s solve it!*  ***(5 min)***  ***Students write labels below the pictures from Activity 1.***  ***Checks spelling and pronunciation in pairs.***  ***(5 min)***  ***Reminds students that speech bubbles are in the wrong order.***  ***-*** *Look at the picture, there we have to put bubbles in the right order!*  ***Plays the recording for students to listen and write numbers.***  *- For that let’s listen to the recording and put bubbles in correct order.*  ***Plays the recording again for students to listen, repeat, and practice the dialogue in pairs.***  ***(5 min)***  ***In pairs, students complete sentences and share their ideas.***  ***-*** *work in pairs, read sentences and complete them, then discuss together!*  ***Checks pronunciations and corrects mistakes.***  ***(5 min)*** | | ***Look at the pictures and identify items.***  ***Mimic the teacher's actions.***  ***Number the pictures according to the order they hear in the recording****.*  ***Look at the example and understand the task.***  ***Read and draw lines between the dots.***  ***Share and elicit the correct story order.***  ***Individually create a sequence of sentences.***  ***Take turns reading sentences and miming the story in pairs.***  ***Volunteer to present their stories.***  ***Students work in pairs to correctly write each word.***  ***Write labels below the pictures and check spelling.***  ***Take turns pointing to pictures and saying the words.***  ***Listen and write numbers for the correct order of speech bubbles.***  ***Listen, repeat, and practice the dialogue in pairs, swapping roles.***  ***Work in pairs to complete sentences.***  ***Share their ideas with each*** | Students work in pairs with motivated students, and with their help answer the questions.  Students listen to the audio and do the exercise.  Students work in pairs and repeat the words.  Students repeat the words after teacher.  Students practice the prompts by repeating after teacher  Students work in pairs with motivated students, and with their help answer the questions. | | **Understanding of the tasks and them being correctly completed.**  **Full answers.**  **Active work.**  **Reading correctly.**  **Correct answers.** | Student’s book  Audio  Student’s book  A4 papers  Instruction on the paper or on the interactive board  A4 papers  Instruction on the paper or on the interactive board |
| **The end of the lesson – 5 min** | *- Okay children thank you for the lesson, you have done well today!*  ***(Thank most active students and encourage inactive to work the next lesson)***  *- Great! so tell me student’s what have we learned today? yes! Can you tell me the meaning of the words on the blackboard? Awesome!*  ***Listen to the student’s answers***  ***-*** *Very Good! Goodbye see you soon!* | | ***Listening to assessment.***  ***Reflection.***  ***Students answer the questions.***  ***Saying goodbye.*** | The students analyse their activities in the lesson by filling in the corresponding circle.  Students get the hometask and give examples according to the tasks. They are able to ask questions if needed. | | **Answering correctly.**  **Pronouncing correctly.** | Blackboard |