

Healthy bodies

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Learning objectives(s) that this lesson is contributing to	4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions 4.U12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	
Lesson objectives	All learners will be able to:	
	recognise and use some target language correctly and show comprehension of some written and spoken familiar words in simple sentences To talk about healthy bodies.	
	Most learners will be able to:	
	recognise and use most target language correctly and show comprehension of most written and spoken familiar words in simple sentences To talk about healthy bodies.	
Previous learning	Some learners will be able to:	
	recognise and use target language correctly with clear pronunciation and good comprehension of written and spoken familiar words in simple sentences To talk about healthy bodies.	
Previous learning	Language focus Structures: Consolidation. Language in use: At the carnival there are a lot of fun activities for everyone. At the Quebec Carnival you can also enjoy snow sculptures, shows and skating! You must visit Astana in December. Target vocabulary rock formation, popular, attraction, deep, underwater, spear, dive, brave, pine needles	
ICT skills	Using videos & pictures, working with URLs	
Plan		
Planned timings	Planned activities	Teacher Notes
Beginning the lesson 4.1.4.1	Class organization Revising previous learning	Flashcards
Presentation and practice 4.2.5.1 4.4.7.1	Step 1 (Activities to present and activate the new language.) Look at the picture. Answer the questions. Say and write on the board: healthy eating. Elicit/explain what healthy eating means. Refer the pupils to the picture and have a picture discussion. Use the questions in the activity to elicit from the pupils orally where the children are, what they are doing, what they are eating and if the food is healthy. Then ask the pupils what they usually eat at school and elicit answers from individual pupils. Refer the pupils to the activity. Allow the pupil's some time to answer the questions. Check their answers.	Answer key at the school cafeteria salad, sandwich, juice (suggested answers) yes fruit (suggested answer)

	Step 2 Read and choose Explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.		Answer key – 1 2 4
4.3.4.1 4.4.7.1 4.5.9.1 4.5.12.1	Step 3 Make sentences to complete the poster. Refer the pupils to the pictures. Explain that these are all ways to a healthy body. Read the example and explain the activity. Go through the prompts and elicit/explain any unknown words. Allow the pupils some time to complete the activity. Check their answers.		Answer key Get active every day! Sleep 10 hours! Drink a lot of water!
4.2.5.1	Step 4 In pairs, write two more ways to a healthy body. Draw pictures. Present them to the class. Ask the pupils, in pairs to write two more ways to a healthy body and draw pictures. Explain that they can use the sentences in Ex.3 as models. Allow the pupils some time to complete the activity. Ask each pair to present their projects to the class.		Suggested answers Eat fish! Don't eat sweets and sugar!
Ending the lesson 4.5.9.1 4.5.12.1	Ask individual pupils what they do every day to a healthy body. Tell the pupils that they can use ing from Exs. 3 & 4. Then ask the pupils which of tt ways to a healthy body they don't do every day.	Activity Book (Optional)	
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
<ul style="list-style-type: none"> support weaker learners with further modelling and drilling in their pairs stronger learners who complete activities quickly should spell new words aloud for others to copy in their notebooks 	<ul style="list-style-type: none"> check pronunciation of new language through group and individual drilling check comprehension of listening and reading text through follow-up questions 		<ul style="list-style-type: none"> cross curricular links: Art