Home cooking

Бескидевич Вероника Робертовна
учитель английского языка
КГУ "Начальная школа №9
отдела образования города Рудного"
Управления образования акимата Костанайской области

Learning objectives(s) that this lesson is contributing to	2.2.4 respond to basic supported questions giving personal and factual information 2.4.7 spell some familiar high-frequency words accurately during guided writing activities 2.1.9 recognise the spoken form of familiar words and expressions
Lesson objectives	All learners will be able to: identify at least 4 words from the list of vocabulary; respond to basic supported questions. Most learners will be able to: identify at least 6 and words from the list vocabulary; put the missing letters in the words. Some learners will be able to: identify 8 words from the list of vocabulary; unscramble the new words and write down it without mistakes; respond to basic supported questions with minimum support.
Assessment criteria	Learners have met the learning objective if they can: identify and name words and expressions correctly; put the missing letters in the words and unscramble words and write them accurately; respond and answer simple questions
Value links	Respect, Cooperation
Cross curricular links	Russian language
ICT skills	Using PPT, smart board
Previous learning	Learners learned the words for holidays and presents
Plan	

Time	Planned activities	Resources
Beginning 7 m	(W) Greetings. Warm Up Teacher greets students and asks the questions. (W,I) Activity 1. Learners train pronunciation, listen and read the tongue-twister after teacher. Introduction Active method "Rebus" (P) Activity 2. Learners guess the rebus in pairs and suggest the theme of the lesson. Teacher gives feedback orally and names the theme and objectives of the lesson.	PPT Tongue-twister Rebus
Middle 25 m	Teacher make a problem situation, answer the learners (What do we need for making a salad? fruits and vegetables) (W,I) Teacher says that they go to the 'shop' and learners need to revise and learn the words. (P,I) Listen and repeat after teacher (an apple, a banana, an orange, a kiwi, a tomato, a carrot, a cucumber, a cabbage,) (W) Activity 3. Game "Missing words"	PPT

	Learners look at the screen and name the missing fruit and vegetables. Writing (I) Activity 4. Learners put the missing letters in the words and using the pictures of fruit and vegetable complete the 'bucket' appl…, on…on, b…n…n…, c…bb…g…,or…ng…, t...m…t, cuc..mb…r, . (FA, I) Learners check yourself using the check list If a learner: hasn't got or has got 2 mistakes shows green apple; has got 3 and more mistakes shows red apple. All learners are divided into 3 level according the previous task. Differentiation Active method "Moving letters" (G) Activity 5. Learners find out and circle the words using the cards. Low-level students (Level C) Find 5 words the first and the last letters are highlighted Mid-level students (Level B) Find 5 words only the first letters are highlighted High-level students (Level A) Find 5 words without helping letters (FA, I) Self-assessment Learners check task individually. Level C has got checking list. If a learner: hasn't got mistakes shows green apple; has got 2-3 mistakes shows yellow apple; has got 4 and more mistakes shows red apple. Teacher gives verbal feedback. Speaking (P) Activity 6. Teacher gives to leaners picture of fridge. Learners glue the pictures of fruit and vegetables and make the sentences using words from your cards. Tell about your 'fridges' using the example: (There is a banana in the fridge. There are 3 apples in the fridge.) (FA, P) Peer assessment Learners assess each other using the giving assessment criteria Description	
		Worksheet for level C
		Worksheet for level B
		Worksheet for level A
		Scheme for answer

1.pronounce all the word correctly	1 point
2. using There is\ There are correctly	1 point

| | If a learner:
has got 3 points shows green apple;
has got 2 points shows yellow apple;
has got 1 point shows red apple.
Dynamic pause
Teacher shows the actions for preparing 'salad' (cut, mix, peel, take, add)
Speaking
Active method "Deformed text"
(G) Activity 7.
Teachers gives the cards for each group | |

Сетевое издание SEVIBA: Образование | SEVIBA.KZ
Свидетельство о постановке на учет периодического печатного издания, информационного агентства и сетевого издания
№KZ93VPY00020180 выдано Комитетом информации Министерства информации и общественного развития РК 11.02.2020 г.

	Different tasks 1st group (Level C) Card for 1st group, learners need to look at the text and glue the missing words. 2nd group (Level B) Card for 2nd group, learners need to write down the names of vegetables in the text. 3rd (Level A) Card for 3rd group, learners need to unscramble the words and write down in the text. (FA, G) Leaners assess other groups using the assessment criteria and colour cards. • Description for task • 1 pronounce all the word correctly 1 point • 2 suit the missing words 1 point For the all words • If a learner: • has got 5-4 points shows green apple; • has got 3-1 points shows red apple.	Worksheet for the 1st group Worksheet for the 2nd group Worksheet for the 3rd group
End 5 m	Self-Assessment & Goodbye (W) Learners choose and tick the red or green apples. Green: I can name and write all fruit and vegetables without mistakes. Red: I can name some fruits and vegetables. I need to revise all material once again.	

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
1) At task students should identify 5 words from the list of letters: • low-level students find and circle the words with support scheme; • mid-level students find and circle the words with little support; • high-level students find and circle 5 words without support. 2) At second task students should read the text and fill in the sentences: • group A glue the missing words with support; • group B write down the missing words according the pictures; • group C unscramble and write down the missing words.	Self- assessment Peer assessment Verbal feedback Reflection "Apples" (W) Learners choose and tick the red or green apples.	Using the dynamic pause