

Lesson plan

LESSON: Module 5 Lesson 2		School: 4	
Date:21.01.19		Teacher name:	
CLASS: 3A		Number present:	absent:
Learning objectives(s) that this lesson is contributing to	S1 S6 L1 L2 L9 R3		
Lesson objectives	All learners will be able to: Recognise and say musical instruments, type of the music, to learn how to distinguish between the different spellings of the /k /sound.		
	Most learners will be able to: recognise and say words make dialog ,to talk about their favourite type of the music		
	Some learners will be able to: Retell the text according to the scheme.		
Previous learning	<i>Musical instruments, the use of the verbs I like ,I don't like .</i>		
Plan			
Planned timings	Planned activities	Smiles Resources	Teacher Notes
Beginning the lesson S1	Listen to music and tell what they feel. Open the books ex 26 p 76, listen and number. Revise musical instruments. To learn how to distinguish between the different spellings of the /k/ sound.	Track 59 CD1 Track 60 CD1	

Presentation and practice L9	Step 1 Family Members Pupils' books closed. Put up the <i>type of the music</i> pictures on the board. Read one at a time, and present them. The pupils repeat, chorally and/or individually. Ask individual pupils to say the word.		
S1	Step 2 My body song!	Video	
	Step 3 Listen and read	Bilimland.	

L1	Play the CD. The pupils listen and guess what type of the music. The pupils repeat, chorally and/or individually.		
	<p>Step 4 Read and make a word.</p> <p>Work in pairs; make a word out of letters. Read and translate.</p> <p>Make a dialogue using new words.</p> <p>Work with the text. Children should read, translate and retell the text according to the scheme.</p>		
Ending the lesson S6	<p>Tell the pupils that they are going to play a game called <i>Magic box</i>. Choose a word from the box and translate.</p> <p>If the children remember all the lesson show the blue star, if it was a little difficult they show the red star.</p>		
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"> have stronger pupils model final activity in step 1 before asking weaker learners to attempt. 		<p>monitor learner output in</p> <ul style="list-style-type: none"> choral drilling eliciting task speaking production tasks 	

Reflection

Were the lesson objectives/learning objectives realistic?

Did I stick to timings?

What changes did I make from my plan and why?

Answer the most relevant questions from the box on the left about your lesson.

