|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit: Healthy world** | | **School: Ulykbek** | | | |
| **Date:** | | **Teacher name: Khasanova U.** | | | |
| **CLASS: 4** | | **Number present:** | | **absent:** | |
| **Lesson title** | | **Healthy bodies** | | | |
| **Learning objectives** | | 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.R1 read and spell out words for others | | | |
| **Lesson objectives** | | **All learners will be able to:**    pronounce words and use words in short exchanges, to talk about ability with some support  **Most learners will be able to:**    pronounce words and use words in short exchanges, to talk about ability with some support    read words and expressions, spell words correctly and use them in both oral and written speech  **Some learners will be able to:**    pronounce words and use words in short exchanges, to talk about ability with some support    read words and expressions, spell words correctly and use them in both oral and written speech | | | |
| **Assessment criteria** | | Revise the previous vocabulary with the help of the method “Walnut”.  Write at the table healthy or unhealthy names of foods  Make up short sentences. | | | |
| **Level of thinking**  **skills** | | Knowledge, Understanding, Application | | | |
| **Values links** | | Language | | | |
| **Cross-curricular links** | | Uzbekh, Russian, Biology | | | |
| **Previous learning** | | Learners have previor knowledge of some of the vocabulary related to the topic “**Healthy bodies**” | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned** **activities)** | | | | **Resources** |
| Start    2 min  5 min | 1. **Organization moment**   One, two, three, four,  Mmm… young me chocolate giving more  Five, six, seven, eight  Very tasty my chocolate.  **II. Check up their** **homework**  Method “Walnut”  In the walnut have words. Open the walnut, read the words and translate  Marking: “Well done”, “Very good”, “Very well”  **Divide into two groups by using <<ice cream spoons>>.**:  I – group “ice cream”  II – group “pizza” | | | | Ice cream spoons |
| Middle    7  min          5  min                                              2  min            5  min              8 min  5 min | **III. The presentation of the new lesson**  **Work with new words**  Salt [sɔːlt] туз  Pepper [ ˈpepə(r) ] мурч  Cabbage [ˈkæb.ɪdʒ] карам  Pizza [ˈpiːt.sə] пицца  Sausage [ˈsɒs.ɪdʒ] колбаса  Olive oil [ˈɒl.ɪv ɔɪl] усимлик ёғи  Mayonnaise [ ˈmeɪ.ə.neɪz] майонез  Lettuce [ ˈlet.ɪs] салат  Cucumber [ˈkjuː.kʌm.bər]бодринг  Mushroom [ˈmʌʃ.ruːm] қузиқорин  Teacher will read new vocabulary.    **Task 1. Writing.** In pairs, write in the table names of the foods healthy or unhealthy:  sausages, apple, fries, tomato, cucumber, yogurt,  banana, pizza, cabbage, grape.  20190125_161851.png20180428_234309.png20190125_161904.png  20180428_234456.png20190125_161722.png20180428_234636.png 20180428_234438.pngC:\Users\Start\AppData\Local\Microsoft\Windows\INetCache\Content.Word\20200108_212643.jpg 20180428_234419.png 20180428_234213.png   |  |  | | --- | --- | | **Healthy** | **Unhealthy** | |  |  |   **Assessment criteria**: learners are asked to compare the results of their task.  **Descriptor**: A learner can:    follow teacher’s instruction    work in group.    Marking: “Stars”  **V. Relaxation moment. “Video”**    **Task 2. Speaking. Learners will make a salad. In group, decide what to include.**  **Descriptor:** A learner can:    work in group;.    make up short sentences.  Marking: “Stickers”  **Differentiation**   |  |  |  |  | | --- | --- | --- | --- | | Task1 |  |  |  | | Task2 |  |  |  |   **Game : “My thinking cap”**  Answer the questions  Teacher:   * What do you always eat? * What do you sometimes eat?   Learner:  I always eat……  I sometimes eat…... | | | | PPT                                                pictures            table      Video  Fruits and vegetables |
| End  2  min | **Feedback:**  method   “Insert”.  Homework: learn by heart new words | | | | pictures |
| **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** | |

|  |  |
| --- | --- |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** |