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| **Unit 1: All about me**  **Lesson №3** Colors | | | **School: Secondary school of Gastello** | | |
| **Date:** | | | **Teacher’s name: Sultanova A.A.** | | |
| **Grade:1** | | | **Number of present:** | **Absent:** | |
| **Learning objective(s) that this lesson is contributing to:** | | 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.UE3 use basic adjectives to describe people and things | | | |
| **Lesson objectives:** | | **By the end of the lesson all learners will be able to:**  pronounce key words: red, blue, green, yellow, purple, orange and expressions intelligibly. Paint the balloons according to the teacher’s instructions | | | |
| **Most learners will be able to:**  sing a song *Traffic lights* to music with some support  Paint and name colors of balloons correctly .  Answer the question “What color is it?” | | | |
| **Some learners will be able to:**  Make up a micro-dialogue using new vocabulary.  Ask and answer question “What color is it?” | | | |
| **Target language :** | | **Learners can:**  - use basic adjectives to describe people and things  - learn and sing the song *Colors;*  **-** pronounce familiar words and expressions intelligibly | | | |
| **Key words and phrases:** colors: red, blue, green, yellow, purple, orange, white, brown.  What color is it? | | | |
| ***Perspective discussion points:*** | | | |
| Can you say why there are red, yellow and green colors in the traffic lights? | | | |
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| **Cross curricular links** | | Lesson is connected with Art | | | |
| **Value links** | | |  | | --- | | respect , cooperation | | | | |
| **Assessment for Learning** | | Criteria based assessment  **Assessment criteria**:  Answer the question *What color is it?* clearly  **Descriptor**: A learner  names the colors of the traffic lights and other objects appropriately;  sings the *Colors* | | | |
| **How to overcome barriers in learning English** | | -Scaffold learners if necessary  -Ask more questions  -Smile, create a favorable atmosphere in class  -Use gestures, mimics, objects, pictures to achieve understanding | | | |
| **Previous learning** | | **Vocabulary of the topic “**Greeting and names”. | | | |
| **Plan** | | | | | |
| **Planned timing** | **Planned activities (replace the notes below with your planned activities)**  **What will the pupils learn? How will they learn it?**  **Suggested Teaching Activities**  **Active Learning activities** | | | | **Resources** |
| **Start (Beginning of the lesson)**  **5 min** | **Greeting:** Teacher greets learners; learners respond to greeting and take their places. **W) Warming up**.  Revising the previous lesson: The game “snowball”  Students make a circle. The first student begin with phrase:  -Hello! My name is…Go on next student -Hello! This is… My name is…etc. | | | |  |
| **Middle (of the lesson)**  **3 min**    **5 min**  **4 min**  **8 min**  **5min**  **7 min**  **5 min**  **3 min**  **End (of the lesson)** | **D)**  **Prediction activities.** Teacher demonstrate to students the picture and ask:  What topic do we have today?  C:\Users\Пользователь\Desktop\92c8fe48b4d8db703ce7b7caf0ffd5b8.jpg  **Topic of the lesson is COLORS**  **D)** Teacher presents names of colors showing colorful cards  **W\I ) 3X3 Drilling strategy.** Learners listen and repeat them after the teacher. (whole class-3 times, individually-3 times)  **W) TPR (Total physical response ) The game “Show me…”**  Teacher names one color, learners touch the mentioned color object in classroom or clothes of their classmates, then say the colors in feedback.  **Modeling**: Teacher shows yellow card and says yellow and repeats the word (teacher observe)  **Сhecking comprehension**  (Teacher asks then students say “Yes or No”)  Will you dance? (no)  Will you write? (no) Will you show the colors? (yes )  **W)** Learners listen to the Color song (about traffic light).  **(I\W) Activity 2**  **Pre-listening activity.**  1.Individually : look at the picture and say what it is. (traffic light)  **While-listening activity.**  Answer the question: What color names did you hear?  Listen and sing a song  **Post-listening activity.**  Individually: listen to teacher and color the circles of the traffic light.    Learners are given a worksheet with a picture of traffic lights. Learners listen to teachers instructions and color the circles of the traffic lights.  Teacher give instructions:  The first circle is red  The second circle is yellow  The third circle is green  **Criteria-based assessment**   |  |  | | --- | --- | | **criteria** | **descriptors** | | Answer the question *What color is it?* clearly | names the colors of the traffic lights and other objects appropriately;  sings the *Colors* |   **Self-assessment**: a teacher presents the correct answer, Ss do self-assessment. Those Ss, who have 6-8 correct answer, raise a green card…  Those who have 3-5 correct answers, raise a yellow card.  A teacher records the result.  **Activity 3**  **W\ P Differentiation by task.**  Teacher shows the colorful cards and asks:  -What color is it?  Most students name the color .Teacher repeats this action several times. Teacher nominates high-level students to make up dialogue.  Modeling:  -What color is it?  **-**It’s green  (Teacher observes)  **Activity 4**  **Differentiation by support:** high achieving students independently paint the balls and low-achieving students will paint with the teacher’s support  **“Paint the balloons”**  Learners listen to the teacher then color balloons correctly. Teacher makes modeling : I say blue, you color the balloon(teacher does action of coloring or a colored balloon on the whiteboard )      **Criteria-based assessment**  A teacher presents the criteria  Criteria:  6-8 correct answer two stars  3-5 correct answer one star  **The task**  Listen and write the correct numbers in the boxes under the pencils.  Orange is 1, green is 2, white is 3, brown is 4, purple is 5, red is 6, yellow is 7, blue is 8.    **1**  **Feedback. (***T. give statements to Ss and they give back, if Ss will be agree they raise right hands, if not left hands)*   * I can say the names of colors * I can describe thing * I can ask and answer the question: What color is it?   **Conclusion.** Teacher gives learners smiles for their good job. | | | | **http://www.dreamenglish. com/englishkidsvideo**  Song: *Colors,*picture , CD, flashcards and colorful cards  Colorful cards  Colorful cards  **http://www.dreamenglish. com/ english kids video**  **Worksheet 1**  **Worksheet 2**  **Worksheet 3** |