

Short term plan Unit 2: My school		School: №6	
Date:		Teacher's name: Zhubatova A	
Grade 2		Number present:	absent:
Learning objectives(s) that this lesson is contributing to		2.R4 begin to use with support a simple picture dictionary 2.L1 understand a range of short basic supported classroom instructions 2.S4 respond to basic supported questions giving personal and factual information 2.UE2 use cardinal numbers 1 -50 to count	
Lesson objectives		All learners will be able to:	
		<ul style="list-style-type: none"> • Use there is / are to say what is in the classroom with considerable support • Identify numbers 11-20 	
		Most learners will be able to:	
		<ul style="list-style-type: none"> • Use there is / are to say what is in the classroom with limited support • Identify numbers 11-20 	
		Some learners will be able to:	
		<ul style="list-style-type: none"> • Use there is / are to say what is in the classroom • Identify numbers 11-20 	
Language objective		Learn new numbers and use there is / there are correctly	
Value links:		Respect, Cooperation	
Previous learning		Students learned the words for professions and clothing	
Cross-Curricular Link		Math	
Use of ICT		PPT	
Health and Safety		Make sure power cords/outlets are not a tripping hazard Everyday classroom precautions	
Planned timings	Planned activities		Resources
8 min (W)	Greeting, Warm Up and Number Review Greet the students. <ul style="list-style-type: none"> ▪ "Hello!"/"Good morning!"/"Good afternoon!" ▪ "What's your name? How are you?" Warm-up Number Writing Practice (W) The teacher reviews pronunciation for numbers 11-20 with the ppt slides 2-12		Paddles, White Board Markers PPT How many_School items– slides 2-12

	<p>(I) The teacher calls out a number. The students write the number with the paddles.</p>	
5 min (I)	<p>Number Notes</p> <p>1.) The teacher passes out the slips with the overwriting number notes 2.) The students trace the numbers and number words 3.) The teacher checks the notes then the student puts them into their vocabulary books</p>	Number 11-20 Notes
7 min (I)	<p>School Object Vocabulary</p> <p>(W). 1. Show slides 14-22. Most of this should be words that students know, but quickly go over pronunciation and answering what is this? With a complete sentence.</p> <p>(I) 2. Pass out the notes. Have students cut these and glue them neatly into their vocabulary books.</p>	<p>School Item Notes – 1 for each kid to cut up and glue into vocab books</p> <p>PPT Slides 14-22</p>
8 min (W)	<p>Review How Many</p> <p>1.) Review How Many with students, remind them of the structure on slides 23 & 24 2.) Read and answer the questions using the new vocabulary words on slides 25-28. 3.) Let students ask each other in partner's how many of the items in the slides 29-37 are in the classroom. Encourage them to answer each other in complete sentences.</p>	<p>Slides 23-28</p> <p>Slides 29-37</p>
10 min (I)	<p>Vocabulary Practice</p> <p>1.) Pass out the crossword school words 2.) Help students understand the directions about where to put the words. 3.) Check students work and offer feedback</p>	Crossword School Items Worksheet
2 min	<p>Closing Reflection/Self-Assessment & Goodbye</p> <p>(W) Check students understanding by asking the following.... 1) How many desks are in the class? 2) How many pencils are in the class? Etc.</p> <p>(W) Students stand up and sing the goodbye song.</p>	<p>Goodbye Song Video https://www.youtube.com/watch?v=Xcws7UWWDEs</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?
<p>More support:</p> <ul style="list-style-type: none"> • These students may work with a stronger student to support them during the speaking and word search activities. <p>More-able learners:</p> <ul style="list-style-type: none"> • Encourage very strong students to model answers during the pair activity practice of how many and not use notes during the crossword 	<ul style="list-style-type: none"> • Students will be assessed through the cross word and speaking exercises
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>	