

Long-term plan: Unit 5. Travel		School: Minkeserskaya secondary shool	
Where is it? (prepositions)			
Date:		Teacher name: Sarbassova F. I.	
Grade: 1		Number present:	absent:
Theme of the lesson		Where is it? It is under the table	
Learning objectives(s) that this lesson is contributing to	1.UE11 use there is/are to make short statements 1.S1 make basic personal statements and simple statements about objects 1.L2 recognise with considerable support a few basic personal questions spoken slowly and distinctly		
Lesson objectives	All learners will be able to: Make sentences using there is/are and house vocabulary with support from the teacher Ask and answer questions about pictures Most learners will be able to: Make sentences using there is/are and house vocabulary with some errors Ask and answer questions about pictures Some learners will be able to: Make sentences using there is/are and house vocabulary with no support Ask and answer questions about pictures		
Success criteria	<i>Learners have met this learning objective if they can</i> -understand & recognise 6-8 objects and name them correctly; - understand & recognise <i>is there / are there</i> questions; - pronounce all the words correctly.		
Value links	Family values		
Cross curricular links	All the subjects they have because they study the same topics there		
ICT skills	PPT – by the teacher		
Previous learning	<i>There is/are +furniture and prepositions</i>		
Plan			
Planned timings	Planned activities (replace the notes below with your planned activities)		Resources
3 minutes	Warm up. Do "Exercise Routine" activity. Teacher says the following and have her students follow her lead: "Stand up (T stands and so does everyone else), "Hands up / hands down" (x 3-5), "Jump" (x3-5), "Run! / Stop!" (x3-5), "Turn		

	around! / Stop!" (x3-5), finally "Sit down". Throughout the course you can introduce other commands, such as "Hop", "Star Jump", "Wiggle", "Crouch" and so on. (3min)	
Middle 5 mins	Teacher demonstrates and drills basic prepositions of place: <i>in, on, under, next to, in front of, behind</i> using visuals at board. IN, ON, UNDER REVISION Learners take toy car and follow the teacher's instructions: Car is in the box Car is on the box.	PPT
5 mins	Task 1. Teacher asks pupils to make up one sentence using preposition (the pen is ON the table)	
5 mins	Task 2. Students watch the video and sing a song: "Where is it?" https://www.youtube.com/watch?v=8F0NYBBKczM	Video
15 mins	Task 3. Teacher will draw a simple house on the board -- a square house with a triangle roof, windows, a door, and a chimney. Then she requests students to copy her drawing <i>exactly</i> on their own paper. Next, teacher writes a preposition on the board. She starts with a simple preposition such as on and has her students draw something on their picture of the house. For example, students might draw a knocker on the door, an antenna on the roof, a bird on the chimney. Students should work independently so their pictures will look very different from the pictures drawn by their peers. Continue the activity by providing 5 to 7 more prepositions, one at a time. [See the sidebar for a list of prepositions you might use.] After providing each preposition, give students time to illustrate it in relation to the house. Next, have students compare their drawings and note how different they became with the use of prepositional phrases. Instruct students to write a sentence for each preposition; the sentence should describe their drawing of a house.	Whiteboard, markers
5 min	Task 4 Teacher gives students worksheet to complete.	worksheet

End 2 min	Go back to what your objectives were and ask students if they achieved them. Teacher praises stickers to the students who was able to make correct sentences. Home task: learn the words (in my house)	
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 ICT links
<ul style="list-style-type: none">▪ Weaker Ss work with T’s support▪ Stronger Ss work on their own	<ul style="list-style-type: none">▪ When T asks questions and act out prepositions	Learners will be safely arranged and seated in front of the monitor away from electrical outlets and cables.
Reflection Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO? If not, why? 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.	
Summary evaluation		
What two things went really well (consider both teaching and learning)? 1:		
What two things would have improved the lesson (consider both teaching and learning)? 1:		
What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?		
Next time we will plan less activities but the process of them will be more sufficient		