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| **LESSON: Module 4 Lesson 9** | | **The Theme: Story time 2 - The lazy Girl** | |
| **Date:** | | **Teacher's name: *Omarova Venera*** | |
| **CLASS:** | | | |
| **Learning objective(s) that this lesson is contributing to** | To practise reading for pleasure; to listen to and read a story about a lazy girl. | | |
| **Lesson objectives** | **All learners will be able to:**  3.W1 write with support short responses at phrase level to questions and other prompts  3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities  3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts | | |
| **Assessment criteria** | Learners have met the learning objectives if they can: practise reading for pleasure; listen to and read a story about a lazy girl. | | |
| **Language focus** | **Structures**: Consolidation.  **Language in use:** Welcome to your new home. I’m going to work now. I don’t like housework. It’s boring! Your wife is very lazy! Can I bring water from the well? | | |
| **Target vocabulary** | housework, lazy, hungry, water, well | | |
| **ICT skills** | Using audios | | |
| **Extra materials** | Photocopies of the story cards from the *Teacher’s Resource Pack CD-ROM*, one set per pupil. | | |
| **Previous learning** | All the material from Module 4. | | |
| **Plan** | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | **Smiles Resources** |
| **BEGINNING THE LESSON** | Write the title of the story, *The Lazy Girl,* on the board.  Explain to the pupils that today’s story is about a lazy girl who refused to do any housework. Have a brief class discussion, in L1 if necessary, about why being lazy is a bad thing. | |  |
| **PRACTICE**  3.R3 | **Listen, point and repeat.**  Pupils’ books closed. Put up the picture flashcards on the board. Point to them, one at a time, and name them. The pupils repeat, chorally and/or individually.  Repeat the procedure with the remaining picture flashcards. Then point to each flashcard in random order. Ask individual pupils to name them.  ***Extension activity (Optional)***  Invite guesses, in L1 if necessary, as to what they think is going to happen to the lazy girl. Do not dismiss any ideas. | | **Picture flashcards (36-40);**  **Interactive Whiteboard Software or Track 48 CD1** |

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|  | Pupils’ books open. Play the CD. The pupils listen, point to the pictures and repeat the words. Play the CD again pausing after each word. The pupils repeat, chorally and/or individually. |  |
| 3.W1 | **Listen and read. The girl brings water from the well. True or False?**  Go through the pictures of the story and set the scene by asking the pupils questions about what they can see in the pictures.  *e.g. Teacher: (pointing to the girl in picture one) Welcome to your new home!*  *Teacher: (pointing to the old woman and the man in picture 2) The old woman and the man are ready to go to work. What about the girl? Is she ready to go to work?*  *Class: No! etc*  Play the CD. The pupils listen and follow the story in their books. Refer the pupils to the sentence and elicit the correct answer.  ***Answer key:*** True | **Interactive Whiteboard Software or Track 49 CD1** |
| 3.UE9 | **Read the story and complete.**  The pupils read the story and complete the missing words. Allow the pupils some time to complete the activity. Check their answers.  ***Answer key:*** 1 home 2 housework 3 lazy 4 hungry 5 well  Play the CD again with pauses for the pupils to repeat, chorally and/or individually. Then ask individual pupils to read out the story. |  |
|  | ***Smiles Values!***  Refer the pupils to the *Smiles Values!* section and read it aloud.  Have a discussion, in L1 if necessary, about the moral of the story. Tell the pupils that we shouldn’t be lazy and let others do the work for us. We should all work. Work is fun and is rewarded. |  |
|  | ***Extension activity (Optional)***  Hand out the story cards. Ask the pupils to colour them. Explain to the pupils that they can use the story cards to make their own story books. If you wish, you can do some activities as a class. For instance, you can have the pupils spread out the cards in random order. Play the story with pauses. The pupils listen and raise the corresponding cards. |  |

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| **ENDING THE LESSON** | **Project: My favourite housework**  Ask pupils to tell you what housework they do at home or what they can do. Then ask them to draw a picture of it. Display their work around the classroom.  ***ACTIVITY BOOK (Optional)***  If you wish, you can assign some or all of the corresponding exercises from the *Activity Book* for homework. If this is the case, make sure you explain them in class first. | | |  |
| **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** | |
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| **Reflection**  Were the lesson objectives/learning objectives realistic?  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** | | |