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| **Unit of a long term plan: Living things** **Unit 2** | | | | **School:Taskala region, secondary school named after Y. Altynsarin** | | |
| **Date: 17.10.17** | | | | **Teacher name: Suyungalieva Akshtap Zheksembievna** | | |
| **Class: 5А, Б** | | | | **Number present:** | | **Absent:** |
| **Lesson title:** | | **Animals** | | | | |
| **Learning objectives:** | | **5.S7** Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.  **5.S6**  communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.R4** Read with some support a limited range of short fiction and non-fiction texts. | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * name the animals they know * learn at least 3 new words from animal related vocabulary * read and understand main facts about animals * find 1-2 names of animals in the table   **Most learners will be able to:**   * tell about the animal they read about , * find 4-5 name of animals and spell them correctly;   **Some learners will be able to:**   * understand most of the language in text about animals * find all name of animals and pronounce them without mistakes | | | | |
| **Assessment criteria** | | use appropriate limited range of general topics;  * read with some support a limited range of short texts; | | | | |
| **Values links** | | to bring up pupils to protect animals; to save it to our future generation | | | | |
| **ICT skills:** | | slides and videos | | | | |
| **Cross-curricular links** | | Biology | | | | |
| **Previous learning** | | Names of animals | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** | |
| **Start** **5 min** | **Greeting. Warm up**   * Good morning, children ! * How are you? * I am fine, thank you. * What is your mood? Show me traffic lights.   **(W)** Students stand in a circle. Teacher distributes the pictures of domestic and wild animals.  Teacher asks students to begin their speech with:  In the zoo I can see a bear, a fox, a horse, etc.  Say me please, what are domestic animals and wild animals.  Teacher divides students into 2 groups  So, Today we are going to talk about animals.  Teacher presents the lesson objectives and students pronounce them in chorus. | | | | Cards of traffic lights  Cards of animals | |
| **Middle**  **30 min** | **Whole class**. Revision the names of animals: dog, cat, monkey, bear, tiger, crocodile, cow, horse.  **Whole class.** **Differentiation by support**. Teacher helps more able students to spell the words correctly.  Students, let’s look at the board and let’s find the names of animals in the table. Students should find the names of animals and spell them.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **m** | **o** | **n** | **k** | **e** | **y** | **h** | **l** | | **o** | **h** | **c** | **a** | **m** | **e** | **l** | **i** | | **u** | **v** | **a** | **f** | **o** | **x** | **g** | **o** | | **s** | **z** | **t** | **i** | **g** | **e** | **r** | **n** | | **e** | **l** | **e** | **p** | **h** | **a** | **n** | **t** |   **Pair work.**  Teacher distributes the handout with animal flashcards and asks learners to match words to the pictures in pairs. **(Differentiation by support, more able learners with learners who need support).** Learners should swap their works with other groups and check each other’s matching worksheets with a teacher’s support. Teacher checks answers as an open-class activity. Teacher focuses on pronunciation and spelling the words correctly. **(Peer based assessment)**  Then students write out the new words of animals in their vocabularies. After that in a group students change with their cards with other pairs.  **Whole class**. Physical culture minute. Singing the song with movements “Let’s go to the zoo”.  **Individual work.** Write as many names of animals as you remember. Peer assessment.  **Group work**  **Formative assessment**  Teacher distributes the cards with text about animals, 1 group text about Tiger, and 2 group text about Lions. Leaners will read their card individually, try to understand and in groups tell about information what they read about animals.  Descriptor:   * Learners read and understand the short fiction text about animals * Tell about animals to their groupmates | | | | Flashcards of animalsPPT Cards with names of animals and pictures  Short video from You tube  https://www.youtube.com/watch?v=OwRmivbNgQk  Total physical response  Worksheet 1,2,3 | |
| **End**  **36-40 min** | Learners return to lesson objectives and assess themselves how they reach the lesson objectives. Teacher gives them feedback and recommendations what to do next to improve their skills. | | | | PPT  Cards of traffic lights | |
| **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** |
| Differentiation was provided by teacher, when teacher help more able students to fell more confidently themselves. Positive atmosphere will give supporting for all students. | | | Teacher evaluated the learners works by praise orally, peer assessment and self assessment were organized. | | | To pay attentions to learners during the lesson. Total physical response through singing the song |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? 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. | | | |
| I think that lesson objectives were smart. Students were in a task, each student achieved the lesson objectives according their own abilities. Differentiation was organized not bad, but at the next time I should prepare individual tasks for each student according their level of knowledge  Time was distributed correctly.  Next time I’ll divide the students into 3 group during the reading the text about animals and make an opportunity to change information with rest groups which provides to get more information and speaking about various animals | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  1: Pair work. When students matched the names with pictures.  2: TPR. Through movements and song students remember names of animals better.  **What two things would have improved the lesson (consider both teaching and learning)?**  1: Group work. Some students had difficulties in reading. Pay attention of the degree of difficulties of the given resources  2: may be to add the task for speaking, where students will speak about their own favourite animals.  **What have I learned from this lesson about the class or individuals that will inform my next lesson?**  Students should revise English alphabet and work further for improving students’ pronunciation. | | | | | | |