**Lesson Plan**

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| **Date** | **1.02.2018** |
| **School-gymnasium** | **№ 3** |
| **Grade** | **5** |
| **Teacher** | **Valeriya Viktorovna Mashinets** |
| **Unit 6** | **Reading for Pleasure** |
| **Number of students** | **Present: 12** |
| **Absent:** |
| **Lesson title** | **The Legend of Steppe** |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject**  **programme)** | **5.R5.** deduce meaning from context in short texts on a limited range of familiar general and curricular topics  **5.L8.** understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  **5.S8.** recount basic stories and events on a range of general and curricular topics |
| **Lesson objectives** | **By the end of the lesson all students will be able to**   * recognize the meaning of the part of the story |
| **Most students will be able to**   * retell the part of the legend |
| **Some students will be able to**   * retell the whole legend and give a constructive feedback |
| **Assessment criteria** | * Figure out the content of a short text with some support * Recognize the meaning of a story with some support * Retell short stories or episodes on a given topic |
| **Values links** | Ruhani Zhangyru program: saving of national identity |
| **Cross-curricular links** | History, Literature |
| **Previous learning** | Unit 5. Creativity |
| **Health and safety check** | *Make sure learners have been advised about good practice when using computers and similar equipment. Everyday classroom precautions* |

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| **Stage** | **Time** | **Planned activities** | **Formative assessment** | **Differentiation** | **Resources** | **For notes** |
| **Start** | **2 min**  **7 min** | *Greeting.*  *Explaining lesson objectives*  *Warming-up*  Activity 1:  Group game “Baiga” | Descriptor:  \*Students make a circle around the desk with the “word box”. Holding hands they pass around the box while music is playing, when the music stops, the child takes the word from the box and mimes it. Other sts guess the word and repeat the actions. | By outcome:  Sts do the activity according to their own creativity (the result can be different) | Projector/ computer  PPt Slide 1, 2  Any Kazakh music (Kuj: “Adaj” by Kurmangazy in modern adaptation)  Box with the words/phrases related to the topic of the lesson | **TPR**  [**..\Kuj\_adaj.mp3**](../Kuj_adaj.mp3)  [**..\Activity 1 Baiga game.docx**](../Activity%201%20Baiga%20game.docx) |
| **Middle** | **3 min** | **5.R5.** deduce meaning from context in short texts on a limited range of familiar general and curricular topics   * **AC:** Figure out the content of a short text with some support   Activity 2:  “Match the picture”  (Pair work + peer assessment) | Descriptor:  \*Students get the worksheets with the matching task according to the legend and do the task individually by writing correct letters to the numbers in the chart;  \* Sts exchange their worksheets with each other and peer assess the answers by looking at the whiteboard with correct answers  \*Sts peer assess by putting “+”/ “-” in the chart  \*Sts glue  “Mission completed” (0-2 mistakes)/ “Mission incomplete” (3-7 mistakes)/ “Game over” (8-10 mistakes) cards | By interests: most of the students are fond of computer games | Worksheets with the task  Projector/ computer  PPt  Slide 3  Cards: “Mission completed”/ “Mission incomplete”/ “Game over”  Glue | [**..\ЦВЕТНОЕ\Activity 2 Name the picture.docx**](../ЦВЕТНОЕ/Activity%202%20Name%20the%20picture.docx)  [**..\assessment cards.docx**](../assessment%20cards.docx) |
| **2 min** | **5.R5.** deduce meaning from context in short texts on a limited range of familiar general and curricular topics   * **AC:** Figure out the content of a short text with some support   Activity 3: “What’s missing?” (Group work+ self-assessment) | Descriptor:  \*Sts are divided into 3 groups of 4 (Teacher says the word for each student: “Samruk”, “Bayterek”, “Aidakhar”, repeats them till all the sts get the word. Then the teacher asks sts to sit at the desks with those words that were given them before. Now there are 3 groups of 4),  \*Sts get the worksheets with the gap-filling task, discuss the task and fill in the gaps in groups  \* Sts check the answers themselves while doing the next activity 4 |  | Tables with the names of groups: “Samruk”, “Bayterek”, “Aidakhar”  Worksheets with the task  “Mission completed”/ “Mission incomplete”/ “Game over” cards  Glue  A3 paper Group posters | [**..\ЦВЕТНОЕ\Group tables.docx**](../ЦВЕТНОЕ/Group%20tables.docx)  [**activity 3, 4.docx**](activity%203,%204.docx) |
| **5 min** | **5.R5.** deduce meaning from context in short texts on a limited range of familiar general and curricular topics   * **AC:** Figure out the content of a short text with some support   Activity 4:  “Sentences order”  (Group work+ self-assessment) | Descriptor:  \*Sts get the part of the legend, but sentences and the pictures are on the different pieces of paper.  \*Sts read the sentences, discuss their order in the part of the legend and glue them in the correct order onto the A3 paper poster;  \*Sts glue the pictures that describe their part of the legend;  \*Sts check Activity 3 by looking at the whiteboard  and glue “Mission completed” (0-2 mistakes)/ “Mission incomplete” (3-5 mistakes)/ “Game over” (6-8 mistakes) cards to the A3 poster | By learning styles:  Students will be allowed to look at the whiteboard to check their answers easier if they are visual learners rather than audial learners; kinesthetic learners will like the task because of the actions they should do  By interests: most of the students are fond of computer games | Worksheets with the task    Glue  A3 paper  Group checklists  Projector/ computer  PPt  Slide 4  “Mission completed”/ “Mission incomplete”/ “Game over” cards | **Craft** |
| **End** | **15 min** | **5.S8.** recount basic stories and events on a range of general and curricular topics   * **AC:** Retell short stories and episodes on a given topic   **5.L8.** understand supported narratives, including some extended talk, on an increasing range of general and curricular topics   * **AC:** Recognize the meaning of a story with some support   Activity 5:  “The legend of steppe” (Group work + peer’s assessment) | Descriptor:  \* Sts come to the center of the class and retell in groups their part of the legend  \*Other groups listen to the speakers and assess them by gluing the cards onto their A3 paper checklists  \*Sts assess the peers by giving cards:  1. Speed (if the speed is appropriate without many stoppings, sts give “Mission completed card”; if sts talk slowly, they can give the “Mission incomplete” card; if someone doesn’t take part, sts give "Game over” card  3. Mistakes (if there are not more than 2 mistakes, sts give “Mission completed card”; if more than 2 mistakes-“Mission incomplete” card) | By outcome:  Sts do the activity according to their own creativity (the result can be different)  By interests: most of the students are fond of computer games | Projector/ computer  PPt  Slide 5  Useful phrases, slides supported with sample sentences |  |
| **6 min** | Self – Assessment:  Students assess their work done at the lesson  H/W: write a description of 1 of the characters of the legend (at least 5 sentences) | \*Students assess themselves on the notes by writing numbers and correct answers.  \*Sts stick it to “Ruhani Zangyru” poster and then share their opinion with the whole class | By outcome:  Some of the sts are welcome to express their opinion and give the recommendations for the future successful work | Useful phrases  Ppt Slide 6  Notes for feedback  Ruhani Zhangyru poster |  |