**Lesson plan**.

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| **Long-term plan unit:** Sports | | | | | | **School: Lycee “BEST”** | | | |
| **Date:** | | | | | | **Teacher name: Yuliya Starchekova** | | | |
| **Grade: 5** | | | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson** | | | | | | Sport for all | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | | 5.L4 understand the main points of supported extended talk on a range of general and curricular topics  5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics | | | | | |
| **Lesson objectives** | | | | **By the end of the lesson** | | | | | |
| ***All learners will be able to:***  name all sports and games, sports equipment in discussions correctly  answer the simple questions using new vocabulary with confidence.  ***Most learners will be able to:***  recognize the main points of a text  present a poster according to the text in groups  use vocabulary on the given topic correctly  ***Some learners will be able to:***  state an opinion about the text with confidence  answer complex questions to the given text with no errors | | | | | |
| **Success criteria** | | | | **Learners have met this learning objective if they can:**  use vocabulary of the theme in speech, ask and answer questions | | | | | |
| **Value links** | | | | encouragement to lead a healthy way of life  communicative and cooperative skills | | | | | |
| **Cross curricular links** Physical education (PE) | | | | | | | | | | * PE Art |
| **Planned timings** | **Planned activities** | | | | | | | **Resources** | |
| Beginning  3 minutes  Middle  4 minutes | **Greeting**  Teacher checks students knowledge of the words on the topic “Sport” with the help of pictures in a presentation. Students are to name all the words. Then teacher asks to name only indoor sports, after that to name only outdoor sports.  Students are given the list of words to glue them under the headings written on the list (*do, play and go*) in pairs  Then make sentences like these:  EX. I am fond of playing…  I like doing…  I am fond of going… | | | | | | | PPT  Worksheets with printed words *do, play and go*, and cards with the names of the games and sports, glue | |
| 4 minutes  2 minutes  3 minutes  1 minute  2 minutes + 3 minutes listening  3 minutes  4 minutes  10 minutes | Presentation of new words. Look at the pictures and repeat after me.  Say for what game we need this equipment.  Ex. We need a ball to play … We throw it…   |  | | --- | | **Boxing gloves helmet tennis racket net yellow card a ball** |   images (8)imagesdevushki-lyudi-sport-tennis-14857images (4)    images (1) images (7)images (5)images (6)  **Listening**  **Lead in**  Today we’ll watch the video about Glasgow School of Sports and listen to what children tell us about their school.  **Pre-teaching vocabulary**  Teacher should be sure that students understand the meaning of these words and their correct pronunciation.  Glasgow  athlete  Maths  Commonwealth  **Pre-listening task:**  **After watching video students are to answer two gist questions**  Who are the main characters?  What is this video about?  **First listening**  **Text: “Glasgow School of Sports”**  **Teacher checks answers to gist questions.**  **Before the second listening**  Students are given worksheets to work in pairs  **Activity 1**  True or false?  1) At a sport school there are school subjects like Maths, English, Science and Geography.  2) Every weekend the students also do sports.  3) At the Glasgow School there is swimming, athletics or  gymnastics to choose from  4) There are 1,700 students at the school  5) A lot of them are very good athletes.  6) Students take part in important competitions like the Commonwealth Games and the Youth Olympics.  7) Student Michael Jamieson got a silver medal for  swimming the 200 meters at the London 2016 Olympic  **Activity 2. Speaking**  Teacher asks questions after the listening.  1 Where is the Glasgow School of Sport?  2 What subjects are there at the school?  3 What sports can students do?  4 How many students are there in the school?  5 What happens every year?  6 What do many students do when they finish school?  7 Which competitions do students take part in?  8 Who has got a silver medal for swimming?  Suggested complex questions  What do you think…?  What is your opinion about..?  What changes would you recommend…?  Why is … of value?  **Activity 3**  **Group work. Speaking**  Teacher divides the class into 4 groups to prepare a project work. Students are asked to draw a poster about Glasgow School of Sport and prepare a group description of their work.  **Homework**  **Pair work. Dialoque speech**  Imagine that you are a student of Glasgow School of sport and you met a student from Kazakhstan. Make up and act a short dialogue between two students. | | | | | | | PPT  **Video**  **Text: “Glasgow School of sports”**  Worksheets with printed sentences for each pair with the True/False  PPT  Poster  coloured crayons | |
| End  3 minutes | | **Reflection**  Teacher gives students paper balls and ask them to colour it very quickly.  I understood the lesson and I like … (colour it bright)  I need to work more (colout it black and white)  I need to work harder (don’t colour it)  They express their thoughts about the lesson (1-2 sentences), say what they have learned today and what they can do now or why they like it. | | | | | | a paper ball | |
| **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** | | |
| Less able students are given greater support by the teacher, providing them with patterns for speaking task, shortened instructions, asking simple questions to check their understanding of the text.  More able students can also provide less able students helping them in a group work with a poster and in pair work doing true/false task.  More able students are given independent work in speaking and listening tasks, are encouraged to develop own ideas. They are also given complex questions to discuss. | | | | | observations by the teacher during the lesson to determine what children do and don’t know  questioning to promote a full answer  peers assessment checking for quality work of a poster. | | use video no more than 10 minutes  health promoting techniques | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic?  Did all learners achieve the lesson 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.** | | | | | | |
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| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:**  **2:**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:**  **2:**  **What have I learned from this lesson about the class or** **achievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | | |