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| Unit of a long term plan:  **Unit 6 World of work.**  **Lesson plan** | | | | | **School: Kazhymukan general education school** | | | | | |
| **Date: 09.12.2022** | | | | | **Teacher's name:**  **Mentor teacher: Uzakhbaeva G.M** | | | | | |
| **CLASS: 5** | | | | | **Number present: 14** | **absent: 0** | | | | |
| **Lesson title** | | **Magic grammar. Present Simple.** | | | | | | | | |
| **Learning objectives(s)** | | 5.UE14 use Present Simple ( question form) to ask and answer questions on a limited range of familiar general and curricular topics  5.UE7 use Present simple to express the activities on special days  5.R7 recognize typical features at word, sentence and text level in a limited range of written genres  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.S3 give an opinion at sentence level on a limited range of general and curricular topics | | | | | | | | |
| **Lesson objectives** | | **By the end of the lesson the students will be able to:**  • learn the affirmative and negative forms of the present simple.  • learn the question form of the present simple, using *Do, Does, Don’t, Doesn’t.*  • learn the *Wh-* question form of the present simple.  • write about what I do and don’t do on schooldays and at the weekend.  • learn the difference between the /s/, /z/ and /ɪz/ sounds .  Demonstrate basic knowledge for usage of the Present Simple. | | | | | | | | |
| **Lesson procedure:** | | | | | | | | | | |
| **Planned timings** | **Teacher’s activity** | | | **Student’s activity** | | | **Assessment** | | | **Resources** |
| **Greeting**  **Organization moment**  **Warm up**  7 min | **Pre-learning (W)**  Teacher greets the class and suggests playing the warm-up game with the learners. Teacher explains the rules for this game.   * **Warm up activity with “My name is Chicky”:**   Teacher shows the video about “My name is Chicky” and students to watch a video and repeat the dance.  The teacher introduces the objectives of the lesson.  Teacher divides students into 2 groups with the help of  **Strawberries in a basket**. | | | Students respond to greeting  Students must repeat these movements  Students are divided into 2 groups with the help of **Strawberries in a basket:**  1st group “DO”  2nd group “DOES” | | | Individual | | | Slide (useful phrases)  https://www.youtube.com/watch?v=pifBpLAun6U |
|  | | |
| **Main activities**  3min  7min  5min  5 min  7 min  3min | **The main part of the lesson.**  Students look at the Whiteboards. The owner of the dominoes gives instructions. And do the **DOMINOs** game with your groups.  **Task 2.**  I will give learners instructions to find more present simple words in the puzzle. If required, I may check their understanding by using concept-checking questions.  **Task 3**  **Bamboozle method.**  Teacher given tasks to students using the bamboozle method. Choose the numbers and answer the questions.  **Task 4.**  **"Magic BOX" method**  Each student comes out, takes one paper, and answers the question that is before him. Questions about present simple. They should make a correct sentence.  **Task 5: Order the words to make questions.**  Find right sentences  **Plickers method.** Checking with this methods, how students have learned today’s lesson. | | | Students do the DOMINOs game with your groups.  Work in groups. Students play puzzle game  They are compos a text.  Learners explain the meaning of the text.  After that, they will work with text. Students find the present simple words from the text.  Students work in groups.  They are choose the numbers and answered the questions  Students answer the questions about present simple. They make correct type of sentences: affirmative, negative and question.  Students work individually.  Individually work.  Students ordered the words. | | | Dollar  Formative assessment  Dollar | | | Whiteboard  **Posters**  Student Book p.73    Whiteboard |
| End  3min | Home task.  **Ex.8 p.73**  Students express their attitude to the lesson and give self-assessment using the method: “***Classroom screen”***  Students are assessed using the dollar method. Each student counts his earned dollar, and writes on the board where there is a photo of “wallet”. | | | Students give feedback for the lesson. If they like today’s lesson, they come and click green smile, if they want to leave a comment, they come and click yellow smile and if they don’t like today’s lesson , they come and click red smile | | | Dollar | Slide (Homework)    Method “***Classroom screen”***  for feedback | | |
| **Additional information** | | | | | | | | | | |
| **Differentiation** | | | **Assessment – how are you planning to check learners’ learning?** | | | | | | **Health and safety check** | |
| Differentiation can be achieved through **content** (Based on the theory of **Multiple Intelligences** different tasks are used with the same text).  **By support**:  *Less able learners* will be supported through step-be-step instructions, glossaries, thinking time.  **By task:**  For *more able learners* additional leveled tasks are offered. | | | Assessment criteria:   * Read the given passage and identify the general information. * Demonstrate skills of organizing and expressing ideas accurately. * Illustrate a viewpoint in a discussion.   Descriptors:  A learner   * reads the text for global understanding; * selects meaningful information. * presents information in the group discussion. * evaluates the peers’ answers.   **Summary evaluation**  What two things went really well (consider both teaching and learning)?  What two things would have improved the lesson (consider both teaching and learning)?  What have I learned from the lesson about this class or individuals that will inform my next lesson? | | | | | | Health saving technologies. | |