Lesson plan

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| **LESSON:** Unit 3: Fantasy World  Describe a town I know  There is/are, some and any: affirmative and negative | | | | **School:** | |
| **Date:** | | | | **Teacher name: Kabdrakhieva A.K.** | |
| **CLASS: 5** | | | | **Number present:** | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | | | **5. C10** use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  **5.L6** deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  **5.S7**  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **5. R3** understand the detail of an argument in short, simple texts on an increasing range of general range of general and some curricular topics  **5.W8**  spell most high-frequency words accurately for a limited range of general topics  **5.UE1** use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics | | |
| **Lesson objectives** | | | **All learners will be able to:** | | |
| * contribute some language in order to talk about towns * understand and use construction there is/are, some, any | | |
| **Most learners will be able to:** | | |
| * communicate the main points in the description activity * write the descriptive sentences without support | | |
| **Some learners will be able to:** | | |
| * understand most of the language used by the teacher at the lesson * communicate a range of language from the lesson expressively during the presentation | | |
| **Language objectives** | | | Use construction there is/are, some and any | | |
| **Value links** | | | Respect, Cooperation | | |
| **Cross curricular links** | | | Geography | | |
| **ICT skills** | | | Projector or Smart board for presenting a PPT | | |
| **Previous learning** | | | Two different place | | |
| **Plan** | | | | | |
| **Planned timings** | | **Planned activities** | | | **Resources** |
| **Lesson I** | | | | | |
| 5 min | T-S.Greetings  Warm up   * Ask ss to take picture of places that they like from the table. Tell ss you are going to say the name of a city and they should say the first thing – a building, a place, a person, anything they like – they can think of in relation to that city. * Say *London*. Ss say the first thing they think of. * Get feedback from a few ss in the class and put their ideas on the board. * Divide the students into 2 groups with helping of pictures. 1 group Astana, 2nd London.   **Differentiation**  In the group less able students can name the place while more able learners can give extra information about these places.  Teacher introduces pupils with the theme Describe a town I know (There is/are, some and any: positive and negative)), learning objectives and assessment criteria. | | | | An image of cities projected on IWB  Divide into groups with the London and Astana  PPT slide 4 |
| Middle  5 min  5 min  3 min  4 min  5 min  5 min  5 min | Presentation   * Teacher pre-teaches then construction there is there are, some and any: positive and negative forms. Show students the positive and negative forms with construction and yes, no questions for using ‘some and any’. * Meaning * Using * Examples   **Task I**   * Tell the class to try to remember the information in the text about Hollywood in Ireland on p.24 of the book. Refer them to the sentences and explain the task. * Monitor how clearly learners pronounce words and sentences.   (F) Formative assessment (P) (Peer assessment)  ***Descriptor*** *Learners can*   * *find mistakes in the sentence and make up sentence correctly* * *clearly pronounce the sentences*   *(Students check and correct if necessary)*  **Wake up** with energizing song to involve and to practice physically  **https://wallpapershome.ru/images/wallpapers/put-k-slave-3600x1946-poy-svinka-gaga-luchshie-multfilmi-2016-9027.jpg**  **Watching Video**  Let’s watch a video and be ready to answer the questions.  **Comprehension questions:**   1. What is it? Where is this island situated? 2. Is it island? What landmarks you’ve seen?   **Task III Writing**  Refer ss to the information about the two places and allow them a few minutes to look through it.  Ask ss to complete the task individually and then to compare their answers in pairs. Check the answers all together as a class.  ***Descriptor*** *Learners can*  *1 write sentences with new grammar correctly*  *2 clearly pronounce the sentences*  **Task IV working in groups**   * **(W)Make a poster “Good for my town”** **“Bad for my town”** using new grammar and vocabulary in the box. Write and draw what good and bad for your town   **Descriptor: Learners can**  - gives main information  - use more grammar and vocabulary  - makes good presentation.  Criteria of poster (description):   * Use new grammar * Task achievement * Whole group participation * Feedback for poster   **Game Kahoot!**  **Quiz**  There five question with four answers. Ss have to choose the right answer for each question correctly. Ss will work in pairs. | | | | PPT slide 5-8  PPT slide9  https://youtu.be/AW6eVZbdpbM  <https://youtu.be/AW6eVZbdpbM>  PPT slide 12-14  PPT slide15-17  Posters |
| End  2 min | * Teacher asks learners 1) what have you learnt today? 2) Can you describe a town you know?   **Feedback**  **The Moon assessment**  The full moon – I learned a lot today  The half moon – I learned but I have some questions  The new born apple – I don’t understand  **Homework** Open your diaries and write down your home task. **WB p. 19, ex.1**  The lesson is over. You may be free! Good – bye | | | |  |