**Lesson plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Long-term plan Unit 2 Living things.** | | | | | **School: M.Mametova secondary school** | | | |
| **Date:Term 1, Lesson** | | | | | **Teacher name: Shakirzhanova G** | | | |
| **Grade: 5** | | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson:** | | | | | **Parts of the body** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | **5.L3** understand an increasing range of unsupported basic questions on general and curricular topics;  **5.S7**  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | | |
| * complete worksheets and make some sentences using active vocabulary;   **Most learners will be able to:**   * name some parts of the body; * use have got/ has got correctly;   **Some learners will be able to:**   * name all parts of the body; * complete worksheets and make some sentences and give details to support their answers using active vocabulary; | | | | | |
| **Language objectives** | | | use specific phrases and vocabulary according to the topic body parts | | | | | |
| **Previous learning** | | | Learners were introduced the adjectives on the previous lesson. | | | | | |
| **Success criteria** | | | Learners have met this learning objective if they can:   * complete the tasks (90 %);talk on the topic using learned vocabulary | | | | | |
| **Value links** | | | Value of environment. Teamwork: Ls will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | | Lesson is connected with Biology | | | | | |
| **ICT skills** | | | Projector or Smart board for presenting a video | | | | | |
| **Intercultural awareness** | | | Accept diversity of other cultures | | | | | |
| **Kazakh culture** | | | National unity, peace and harmony in our society | | | | | |
| **Pastoral Care** | | | Assure you met all learners’ needs | | | | | |
| **Health and Safety** | | | Everyday classroom precautions. Use of Classroom rules | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** | |
| Beginning  5 minutes | Warm-up  Learners guess the topic of the lesson.  The topic and LOs are presented. | | | | | | Sheet of paper  http://youtu.be/A9Vex9CAJVo | |
| Middle  25 minutes  3 minutes  7 minutes | **Presentation**  (L) New words *body, arm, leg, hand, foot, back, neck, shoulder, head, eyes, ears, nose, mouth, hair, back*  Learners classify words into three groups: head, body, for our senses e.g.  Our eyes, ears, mouths and noses are parts of our heads.  picture  Presentation of the Rule  Have got/ has got is used to show possession. Have got forms are common in the present tense.  **Positive form**  I have got a book.  You have got a book.  **He/she/ it has got** a book.  We have got a book.  You have got a book.  They have got a book.  **Negative form**  I haven’t got a book.  You haven’t got a book.  **He/she/ it hasn’t got** a book.  We haven’t got a book.  You haven’t got a book.  They haven’t got a book.  **Question form**  Have I got a book?  Have You got a book?  **Has He/she/ it got** a book?  Have we got a book?  Have you got a book?  Have they got a book?  Doing the exercises with have got/ has got  Fill in: have/ has/ haven’t/ hasn’t got  Luke hasn’t got a beard. He has got fair hair.  Use these phrases to make true sentences about the characters in Ex 2  Big/small eyes, thin/full lips, small body/nose/eyes, long/ short hair  Pair work Students ask each other questions to find out what their partner has and answer  Have you got a digital camera? No, I haven’t  Have you got a dog? Yes, I have  (Self-assessment)  **Ph. Training**  Learners listen to the song about parts of the body and dance a little. Song Head and shoulders  Learners stand in circle and say a body word. Next learner points to the body part then says another body part. How many body parts can learners remember? Learners should know:  *body, arm, leg, hand, foot, back, neck, shoulder, head, eyes, ears, nose, mouth, hair, back*  **Feedback:**  Teacher monitors, checks also makes notes how well learners can remember body words and how carefully then can spell the vocabulary on the worksheet. (Teacher based assessment)  Excellent 6 points (14-15 correct answers)  Very good 5 points (12-13 correct answers)  Good 4 points (10-11 correct answers)  Teacher divides leaners into pair and gives them a worksheet  They should joints move the arms, hands, legs and feet. Students should read the sentences and write T/F (Peer assessment )  After the task teacher demonstrates picture with the correct answers, students evaluate each others.  Pre-teach joints by demonstrating and moving: *knee, ankle, elbow, wrist*  **Practice**  Learners in pairs take turns on computer to do spelling task in website. How many words can they spell correctly? (10 words?) (Peer based assessment)  They change round and spell the other five words. How many can they spell correctly a second time? | | | | | | CD 1 Ex 5 p 23  <http://learnenglishkids.britishcouncil.org/en/word-games/hangman/parts-the-body>  **PPT**  P 24 SB  Ex 2 p 24  Ex 2 p 24  Ex 3 p 24  Ex 5 p 24  <https://www.youtube.com/watch?v=h4eueDYPTIg>  Set of body parts 1,2,3,4 | |
| End  5 minutes | Learners reflect on their learning:   * What has been learned? * What remained unclear? * What is necessary to work on   Teacher asks learners what 5 words they revise today  Learners complete an evaluation of what they did during the lesson by circling one word in each statement:  I can complete: all / most of / some of the worksheets.  I can understand: all / most of / some of the words when I heard them.  I can say all/ most of/some of body parts  Home task: to revise body parts | | | | | | PPT | |
| **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** | | |
| Support for weaker students: working in pairs/groups, phrases  Challenges for moreable students: Encouraged to do more writing; assist weaker students.  Pair work, Whole group work | | | | Monitoring  Feedback on the work | | Health promoting techniques  Breaks and physical activities used.  Safety rules | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | | | | |
|  | | | | | | |
| **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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | |