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| **Unit of a long term plan** | | | | | **School:** | | |
| **Date:** | | | | | **Teacher name:** Tursynbai Aiganym | | |
| **CLASS: 6** | | | | | **Number present:** | | **absent:** |
| **Lesson title** | | | **Our class** | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | **6.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups.  **6. UE13** use modal forms including mustn’t (prohibition),should (for advice) on a range of familiar general and curricular topics  **6.R1** understand the main points in a growing range of short, simple texts on general and curricular topics | | | | |
| **Lesson objectives** | | | * **All learners will be able to**   **-** talk about special rules of classroom routines   * **Most learners will be able to**   - recognize the meaning of the  text and discussing   * **Some learners will be able to**   - understand most specific information and detail of short, supported talk on topic our class without support | | | | |
| **Assessment criteria** | | | * understand and uses new vocabulary and make up sentences -- using “must” and “should”; * understand sequence of supported classroom instruction; * use modal verb “ must and should”. | | | | |
| **Values links** | | | National unit, peace and harmony in our society | | | | |
| **Cross-curricular links** | | | Education, the lesson is aimed at discussing classmates | | | | |
| **Previous learning** | | | Our classrooom | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** | |
| Start  5 min | **Organization moment**  **Teacher greets learners and asks on duty to prepare a report**  **Learners greet a teacher and the duty makes a report**  Today is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_.  Today is absent \_\_\_\_\_\_\_\_\_\_\_ or All are present.  Teacher divides students into three groups by puzzle. Each students go to the board and take one of the picture and take sits in group *“blackboard”, “desk” and “chair”.* When they take classroom routines, the teacher gives puzzles to three groups, so the learners will be working in three groups.  https://go4.imgsmail.ru/imgpreview?key=18226c696a4c7bad&mb=imgdb_preview_1201 http://images.easyfreeclipart.com/15/office-clipart-1-best-clip-art-blog-15349.gif http://images.clipartpanda.com/sat-in-a-chair-clipart-Nice-Chair-clip-art.gif  Now learners, look at the pictures of the puzzles.  What kind of pictures can you see?  Where can you see those places?  So what is our topic for today? | | | | | https://go.mail.ru/search\_images?fr=amigontp&gp=amigo&q=chamomile%20bloom#urlhash=9109175287814312413 | |
| Middle  10 min  10 min  5 min  5 min  5 min  5 min | **Lesson** **procedure!**  The teacher asks the learners what they think about classroom things firstly teacher writes vocabulary on the blackboard and shows them picture. Then they repeat chorally all vocabulary with teacher. For example: *clock, book, window, pen, pencil, notebook, desk, whiteboard, pencil case, book case.* Then teacher asks various learners to say which is shown in each picture.  https://www.purposegames.com/images/games/background/250/250011.png  **Reading. Group work.**  **Strategy : Round table**  **http://images.clipartpanda.com/round-table-clipart-multicolored-people-sitting-round-table-isolated-render-white-background-34303556.jpg**  **Read the text and answer the question.**   1. What is Kate’s friend’s name? 2. Where does Kate study? 3. What was Kate’s teacher?   Teacher gives a text about “ My class” after that the teacher asks the learners to work in groups and discuss the short text about “My class”. The learners have to read, understand and find things. After doing task they give an appropriate answer for each question.  **My class**  My name is Kate. I am 10 years old. I study in a secondary school at the 6th grade. I have 5 friends in my class. We have 26 pupils in our class and I am in good relations with almost all of them. My best friend’s name is Alice. She is my classmate and we share the same desk at lessons. Alice attends arts and they sometimes organize school exhibitions. In my opinion, this positive atmosphere in our class is the result of our class teacher’s hard work. I’m proud of my teacher answer the question.  After reading the text each group ask questions for each other.  **Descriptor**  *A learner:*   * finds out about classroom things * finds necessary information in the text and complete the task.   *Differentiation by support:* more support will be given for ability of learners.  *Formative assessment*: the teacher assesses active participants by saying Well Done!, Good for you! Good job!  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **The spider`s net.** Play the game (group work)Tell the names of classroom things.  http://balalaralemi.kz/upd/2016/0608/14653781015757e53599e747.85732923.jpg  The teacher asks the learners to go to the blackboard and gives them a thread. Then the students throw the thread to each other and tell them the classroom things.  *For example:* **Window Desk Computer Book**  http://arhivurokov.ru/kopilka/uploads/user_file_569628c47e06d/sudynmanyzy_14.jpeg  *Descriptor:* To memorize names of classroom things.  To call the classroom things.  *Differentiation by support:* the teacher repeat the names of classroom things.  *Formative assessment:* the teacher assess active participants giving leaves.  https://i.pinimg.com/736x/1a/58/40/1a5840aeffdb42a53e35c3e5df5b860f--fall-leaves-sugar.jpg  **Brilliant Good job Try again**  **Grammar practice**  To present and practice **mustn’t, should.**  Learners listen conversation from CD. After listening teacher read out the theory box and explains how we can express obligation, prohibition, necessity and advice and provides farther examples where necessary.  Teacher asks learners to read the sentences (1-4) and replace the phrases in bold with the word in the list. Then teacher check learner’s answer around the class.  **1.** Children ***must/ should*** come to school on time.  **2.** Students ***should/ must*** wear uniform.  **3.** Children ***must/ should*** be polite.  **4.** Students ***should/must*** stand up when a teacher comes into the class.  *Descriptor*  A learner:   * listens to the conversation * distinguish form of modal verb.   *Differentiation by support:* all learners are given cards correct written frames of modal verb.  *Formative assessment*: the teacher assess active participants by giving stars, squares, circles.  **C:\Users\Админ\Downloads\фигуры.jpg**  **Find the modal verbs! (Whole class activity).**Choose the right forms ***should/shouldn’t, must/mustn’t***  to complete the following sentences in English. .  **1.**You **\_\_\_\_\_** shout at the children.If rights them.  2. You\_\_\_\_\_\_\_ be at the airport by five o ‘clock.  3. I think you \_\_\_\_\_\_\_\_\_ think carefully before you sell the house.  4. I think you \_\_\_\_\_\_\_ wear that dress.It doesn’t suit you.  5. All children \_\_\_\_\_\_ fasten their seatbelts when travel.  6. You \_\_\_\_\_ drink that, it’s poison.  7. We \_\_\_\_\_\_ be home by 9 o’clock. The film starts at 9:15.  8. You \_\_\_\_\_ make so much noise.  9. We \_\_\_\_\_\_ do more exercise to stay fit.  10. This was a nice evening, we \_\_\_\_\_\_ must again.  **Connect the detail with:** must / mustn’t, should / shouldn’t.  http://unconfirmedbreakingnews.com/wp-content/uploads/2012/11/Ask-Blake-Picture8.png  Descriptor  *Learner*   * puts the words in the right form of modal verb. * works cooperatively in a group.   *Differentiation by support:* more supported will be given in the form of grammar reference (modal verb)  *Formative assessment:* the teacher assess active participiants by showing big thumb.  http://minoamarketing.com/wp-content/uploads/2013/03/bigstock-Customer-Satisfaction-Feedback-90727424.jpg  Excellent Good Try  **Grammar consolidation.**  *1. Which modal verb can we use for obligation?*  *2. Which modal verb can we use for advice?*  https://eliademy.com/extimg/1145589_students_group_work-2400px%20(2).png  Learners analyze and discuss all together. Then the teacher shows a slide from whiteboard to check with their answers.  **Think together! For example:**   |  |  | | --- | --- | | **Should** | **Must** | | -I have tooth age.  -You ***should*** go to the dentist! | - I don’t ready for the lesson.  - You ***must*** do yours homework! | | | | | | https://www.purposegames.com/images/games/background/250/250011.png  PPT vocabulary  https://www.youtube.com/watch?v=F5ZEreVR21U  <http://learnenglishkids.britishcouncil.org/en/grammar-videos/grans-fishing-trip>  Listening  <https://www.youtube.com/watch?v=oAUEh_svk-0>  PPT slide  12-13 | |
| End | **The students get a Progress portfolio and tick the things they can do now in English.**   * I can understand a short, simple texts about classroom things. * I can use appropriate subject- specific vocabulary while speaking about the classroom thing. * I can use modal form to speak about our class. | | | | |  | |
| **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** | |
| *Differentiation by support:* more support will be given for ability of learners.  *Differentiation by support:* the teacher repeat the names of classroom things.  *Differentiation by support:* all learners a given cards correct written frames of modal verb.  *Differentiation by support:* more supported will be given in the form of grammar reference (modal verb) | | | | *Formative assessment*: the teacher assesses active participants by saying Well Done!, Good for you! Good job!  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  *Formative assessment:* the teacher assess active participants giving leaves.  https://i.pinimg.com/736x/1a/58/40/1a5840aeffdb42a53e35c3e5df5b860f--fall-leaves-sugar.jpg  **Brilliant Good job Try again**  *Formative assessment*: the teacher assess active participants by giving stars, squares, circles.  C:\Users\Админ\Downloads\фигуры.jpg  *Formative assessment:* the teacher assess active participiants by showing big thumb.  http://minoamarketing.com/wp-content/uploads/2013/03/bigstock-Customer-Satisfaction-Feedback-90727424.jpg  Excellent Good Try | |  | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning 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.** | | | | | |
|  | | | | | |
| **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 individuals that will inform my next lesson? | | | | | | | |