Short term plan

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| **Unit 2 Living things**  **Unit of a long term planunit1** | | | | | **School: Shardara** | | | |
| **Date:** | | | | | **Teacher name: Alimbaeva M** | | | |
| **CLASS: 5А** | | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | | Flags of the world | | | | | |
| **Learning objectives(s)** | | | **5.L3**understand an increasing range of unsupported basic questions on general and curricular topics  **5.S6**communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.S7**useappropriate subject – specific vocabulary and syntax to talk about a limited range of general topics | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** Read and understand main facts about flags  **Most learners will be able to:** Can use common verbs followed by infinitive  **Some learners will be able to:** Produce the language of greetings, introductions and asking personal questions | | | | | |
| **Previous learning** | | | This-these,that-those | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your 9planned activities)** | | | | | | **Resources** | |
| Start  3min | Greetings,  Good morning pupils! Who is on duty today? Who is absent?    T. introduces the greetings and introductions | | | | | |  | |
| Middle  10min  15min  5min  5min | Main:  T. Shows the sentences and ask the learners to use them in your own conversations (p.28 ex.1 SB)      T. Gives them the dialogue to read and mark statements 1-6 T or F (p.28 ex.2 SB)  Descriptor a learner:     * Make up dialogue * Say flags some countries and complete nationalities * Play game * Can read the text   T: Now pupils let’s have a rest. Let’s sing a song together.  T: Let’s imagine that you are in the International Holiday Camp, OK? A lot of boys and girls came from different countries. They are from Russia , the USA, France, Japan, China, England, Australia. Could you repeat, please?  T: Who wants come to the blackboard?  Now let’s imagine that you are from Japan, your name is Jun. Take this flag, please. Who wants to be from England? OK, take this please. Now come to the blackboard and tell us where are you come from? Your name and how old are you?  T: There are many flags. Which of them do you know? Match them with the countries, please.  Activity: Game Bingo  T: And now could you match countries and their nationalities? T: Look at your new friends and tell me, where do they come from and what nationalities are they?  T: Where does Rosa come from?  What nationality is Rosa?  T: gives them presentation of the theme “Flags of the world”  **KAZAKHSTAN**  This is flag of KAZAKHSTAN. In the centre of the is a golden sun with 32 beams and a golden steppe eagle underneath. It also has got a golden ornamental pattern down one side. It has got a sky-blue background.    **UnitedKingdom**  The Union Jack is a flag of the United Kingdom. It is the flags of three patron saints: the red cross of Saint George of England, the white cross on a blue background for Saint Andrew of Scotland, and the red cross of Saint Patrick of Ireland.  **Wales**  The flag of Wales has a red dragon on it. The background is green and white. You can see this flag on government buildings in Wales  Design, golden, beam, Patron saint, steppe eagle, ornamental pattern, background, government. | | | | | | Picture of flags  Cards  Student’s Book  P 29 | |
| End  2min | ÐÐ°ÑÐ¿Ð¾ÑÑ Ð²ÑÐ´Ð°ÑÑÑÑ ÑÑÐµÐ½Ð¸ÐºÐ°Ð¼ Ð¿ÑÐ¸  Ð¸Ð·ÑÑÐµÐ½Ð¸Ð¸ ÑÐ°Ð·Ð½ÑÑ ÑÑÑÐ°Ð½Feedback: Teacher asks learners what task was difficult to them and which pair worked well.  **Give passport to pupils**     * What have I learnt? * What have I found easy? * What have I found difficult? * What do I want to know?   So, the lesson is over. Goodbye | | | | | |  | |
| **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** | | |
| Differentiationcan be achievedthroughtheselectionofactivities, identification olearning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of leaners (Theory of Multiple Intelligences by Gardner). | | | | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. | | |
| **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.** | | | | | | |
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