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| **Unit 5.Physical education** | | | | **School: F. Ongarsynova** | | |
| **Date:** | | | | **Teacher’s name: Abiltayeva Gulkhat Imukhanovna** | | |
| **Class: 6b** | | | | **Number present:11** | **absent:** | |
| **Theme of the Lesson:** | |  | | | | |
| **Learning objective(s) that this lesson is contributing to** | | **6.R5** deduce meaning from context in short texts on a limited range of familiar general and curricular topics  **6.W1** plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  **6.S2** ask simple questions to get information about a limited range of general topics  **6.S3** give an opinion at sentence level on a limited range of general and curricular topics | | | | |
| **Lesson objectives** | | * To speak about the game and explain its rule. * To use topic-related vocabulary to make sentences. * To practice speaking skill through writing information for a sport game. | | | | |
| **Assessment criteria** | | * A learner makes some sentences about PE lesson. * A learner can use the new words to make sentences. * A Learner can speak about PE lesson and explain the rule of the game. | | | | |
| **Value links** | | Civil responsibility, academic honesty, compassion | | | | |
| **Cross curricular links** | | PE , Naturally | | | | |
| **Previous learning** | | Healthy body, healthy mind | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned timings** | | | | | **Resources** |
| **Beginning**  0-2  3min  3 min | **Organizational moment**  Teacher greets learners.  **Warm –up.**  Teacher shows the video about PE lesson and gives questions about this video.  What about is the video?  What have you seen from this video?  What are children doing?  **Introducing new words**  Catch- ұстап алу, қағып алу  Pass- жалғап жіберу  Bounce- соғу, лақтыру  Kick- тебу  Shoot- ату  Score- ұпай салу  Throw- лақтыру  Substitute- алмастырушы  Winner- жеңімпаз  Break- үзіліс | | | | | PPT slides 1  PPT Slide 2  <http://iteslj.org/questions/healthylifestyle.html> |
| **Middle**  **2-3 min**  **7-8 min**  3min  5 min  2-3 min  5 min  10 min  3 min  3 min | **Focus on speaking**  Teacher shows the pictures to the learners one by one on the slides. Learners must describe or call the pictures with sentences using the new words.  **Practice reading**  **Activity 1 Group work. Strategy “Cut out paragraphs”. Reading the text about a basketball game. Teacher divides the students in two groups.**  Teacher divides students into two groups and gives them part of the text. . Each group reads the part of the text and retell it to the second group.  Learners look at the example of a text about basketball game and read it. They orally translate the text and answer the questions and find the new words from the text.  **Descriptors:**   * Read the text * Explain the gist of the text to the other group. * Share opinions with groups.   **Differentiation by support**: Stronger students can give information about the text to the second group. Teacher gives more instructions weaker students. Strong student give more complex questions.  **Formative Assessment “ Five fingers”**  **2 Strategy. “Funny questions”.** Teacher hangs sport thing to the rope with questions. Students choose one of thing and answer the questions.  **Questions:**  1 Where is basketball from?  2 What do the substitutes do?  3 How long is the basketball game?  4 How many hands can you use to bounce the ball?  5 Can you kick the ball?  6 What happens when a player breaks a rule?  3 **Writing. Exercise2 Pair work. Put the new words into correct place.**  **1 pair**  1. He is a (substitute) of our command.  2. Let’s (bounce!)  **2 Pair**  3. The (winner) of the match was our team.  4. There are 15 minutes (break) in the middle of the game.  **3 pair**  5 Islambek (kicked) the ball and (scored) a goal.  6. (Catch) the ball quickly!  **4 pair**  7. Don’t (throw) the rubbish here!  8 (Pass) me the ball.  **5 pair**  9 (Pass) me the salt’ please!  10 I have ( break) at 12 o’clock.  ***Assessment criteria:***  *Put the new words in right place.*  *Read the sentence correctly.*  *Translate the sentences.*  **Formative Assessment “ Five fingers”**  **Strategy. “Graphic organizer”** *Student make graphic organizer to the word PE. For ex: do exercise, play the game, run, jump, going for sport, good health. Write down words related to physical training.*  ***Assessment criteria:***   * Fill the graphics * Make sentences about PE * Give the definition to the word “PE” * Speak about PE   **5 Make a poster. Group work.**  *Teacher divides the students in two groups. Each group should write the rule of the game. The second group should guess the name of the game.*  **Assessment criteria**  - write a short rule at a coherent text level connecting all ideas together  - use the new words in the text  -speak about the rule of the game using the poster  **Formative Assessment “ Traffic light”**  **6 Physical minutes**  **7 Feedback. Teacher summarizes the lesson and puts questions to students**  *1 What is your favourite game?*  *2 What subjects do you like?*  *3 What do you wear in PE lesson?.*  *4 Kick the ball 10 times*  *5 Stand up and sit down 10 times*  *6what exercise do you do in PE lesson*  *7Who is you PE teacher?*  *8 How many times do you have PE lesson in a week?*  *9 What games do you play in PE?*  *10 Why do you like PE lesson?* | | | | | PPT Slide 3-4  Handout 1,  Task 1  PPT Slide 5  Handout 1  Task 2  Handout 1  PPT Slide 6 |
| End  35-40 | At the end of the lesson, learners reflect on their learning:   * Name 1 tasks which were really difficult * Name1 tasks which were interesting and easy   **Home task**. Make a dialogue using the new words about PE lesson. | | | | |  |
| **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 rules** |
| Teacher’s support should take place occasionally.  As it is a revision lesson teacher’s support should not be thorough – just some hints/clues are given. | | | Monitoring learners’ while doing different activities during the lesson and providing different types of feedback (on the sport or delayed). | | | Make sure power cords are not a tripping hazard  Everyday classroom precautions |

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