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| **Long-term plan:**Unit 5: Hot and Cold | | **School:** | | |
| **Date:** | | **Teacher name:** | | |
| **Grade:** | | **Number present:** | **Absent:** | |
| **Lesson title:** | | **Weather 2** | | |
| **Learning objectives** | | 4. S4 respond to questions on an increasing range of general and some curricular topics.  4.S7. contribute a growing range of suitable words, phrases and sentences during short pair, group and whole class exchanges  4. R6 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics | | |
| **Lesson objectives** | | **All lеаrnеrs wіll bе аblе tо:**  - Understand specific information from a simple text and match the picturesusing specific vocabulary according to the theme “Weather”  **Most learners will be able to:**  **-**respond to questions, make a dialogue according to the theme  **Some learners will be able to:**  Understand detailed information and generalise all the texts, explain their thoughts without support. | | |
| **Assessment criteria** | | -Understand specific information from a simple text and generalize all the texts  -Ask and answer the questions and interact meaning clearly according to the topic  -make a dialogue using sentences in Present Continuous Tense | | |
| **Language objectives** | | Describe the weather | | |
| **Level of thinking skills** | | Knowledge, Understanding, Application, | | |
| **Values links:** | | To train the learners to love, appreciate our Motherland and to be positive in any kind of weather  **Lesson is aimed to bring up pupils of such qualities as patriotism, consciousness, national spirit, social activity, who will protect our country and nature.** | | |
| **Cross-curricular links:** | | Geography | | |
| **Previous learning:** | | Learners know words about the weather **and season**  The learners already know present continuous tense  The learners apply a good grammatical accuracy and express own ideas, describe picturesThe learners apply a good grammatical accuracy and express own ideas, describe pictures | | |
| **ICT skills** | | PPT | | |
| Planned timings | Planned activities | | | Resources |
| start | **Organizational moment**  Good afternoon, pupils  -Good afternoon, good afternoon  Oh  How do you do?  I’m very well  I’m very well  I hope you too!  -Thank you, sit down.  Who is on duty today?  Who is absent?  What date is it today?  What day of the week today?  What’s the weather like today?  Teacher presents the lesson objectives, explains students what they would be able to do by the end of this lesson.  **Warm up: Weather conditions**  Ask learners to go to the blackboard and stand in the circle. The teacher involves all learners in the game. All learners put their hands on the shoulders of previous learner. They go round in the circle.  Teacher says: Rain- learners wiggle their fingers downwards like rain on the back of front learner. Teacher says: Snow- learners wiggle their fingers downwards like snow and shiver on the back of front learner.  Teacher says: Hot- learner fan front learner with their hands.  Teacher says: Cold-learners hug front learner. Teacher says: Hail- learners use fist and punch front learner’s back.  Teacher says: Foggy: learners close front learner’s eyes with hands  It is a very funny game. It helps learners to memorize new vocabulary  Teacher divides learners into 2 groups   1. group- winter: they chose snowflakes   2group- summer: they chose flowers  Learners work in groups of 2(mixed abilities) | | |  |
|  | Pupils, today we are going to visit 4 seasons of the year. Let’s remember them: spring, summer, autumn, winter. In spring the nature wakes up, in this season we will learn new words.  In summer it is very hot, and in this season we will work individually. In autumn all fruit and vegetables are grown up, and we work together to gather them, in this season we work in pair. In winter it is very cold, therefore we will work with whole group | | |  |
|  | **Spring season**  **New words**  Flood  Storm  Thunder  Lightning  Avalanche  Tornado  Hail  Raincoat  Task 1  Match the words with pictures  **Descriptor:**  Learner matches words with pictures correctly- 1 point  Task 2  Match the short dialogues to some of the words.   |  |  | | --- | --- | | A: What was that light and noise?  B: Don’t worry, dear! Go back to sleep |  | | A: We couldn’t get out of the house.  B: Why not?  A: There was water everywhere! |  | | A: What did you see?  B: I saw a big ball of snow rolling down the mountain! |  | | A: And then? What happened?  B: Small balls of ice fell from the sky! |  |   Descriptor:  Learner finds the correct word-1point | | |  |
|  | **Summer time**  **Individual work**  Teacher writes Weather conditions on the board.(sunny, cloudy, foggy, rainy, snowy, windy, cold, hot, warm) Learners build 1 affirmative and 1 negative sentences about weather in different countries or cities. Weather condition and the country’s name must be started with the same letter(I)  It is snowing in Sydney.  It isn’t cloudy in Canada.  **Descriptor :**  Learner makes up 2 sentences correctly in affirmative and negative forms, pronunciation is good-2 points,  Learner makes up 1 sentence correctly -1 point | | |  |
|  | **Autumn season**  **Pair work**  Read the dialogue and answer the questions.  Aibek: Look! I have got a new photo here.  Bibi: It’s nice. Where are you here?  A: We are travelling in France.  B: What are you doing here?  A: We are sightseeing in Paris and visiting the Eiffel Tower.  B: It’s great! Is it raining?  A: Yes, it is. And we are wearing raincoats.  B: was it cold or hot?  A: It was warm. There was a thunder and lightning.  B: I’m afraid of thunder.  A: I’m too  Questions:  **Who are the names of these two friends?**  Where is Aibek travelling on photo?  Was it cold in Paris?  What is Aibek doing in Paris?  Why is he wearing a raincoat?  **Task: to make a dialogue about the weather using Present Continuous tense**  **Descriptor:**  Learners:  Read in pair with correct pronunciation -1  Answer the questions -1  Make a dialogue using Present Continuous tense-1 | | |  |
|  | **Warm-up**  **Video** | | |  |
|  | **Winter season**  **Whole group**  Teacher gives text each group. Learners must illustrate pictures according to the text. Next group will interpret the picture and construct sentences  ***Summer***  *Long summer days are the favourite period for all birds and animals. It may be rainy and hot. The sun shines brightly. Pupils have got a long holiday. In summer, we like swimming, having sunbathed and going to the countryside or to the seaside. We travel a lot in summer.*  ***Winter***  *The coldest season of the year is winter. It is snowy and icy in winter. But some people like winter, because they can go skiing, skating and sledging. We have the most important holiday in December- it is a New Year.*  **Descriptor:**  paints picture according to the text-1  predicts the content of a text using the pictures, produces 3 error-free simple sentences- 3  predicts the content of a text using the pictures,  produces 2 error-free simple sentences – 2  makes up 1 correct sentences according to the picture- 1point | | |  |
|  | Look at the back part of your flowers and snowflakes. There are questions on flowers and answers on snowflakes. Learners must find question-answer peer and stick flower-questions on bouquet, stick snowflake-answers to the window’s picture on the board  ***Questions:***  *What season is the coldest?*  *What season is the hottest?*  *In what season people go to swimming pool?*  *Why people go to the Sea only in summer?*  *Is it rainy or snowy in autumn?*  *How can we say if there are clouds in the sky?*  *What is the weather like today?*  ***Answers:***  *Winter is the coldest season*  *Summer is the hottest season*  *People go to swimming pool in all seasons*  *Because in summer the sea will be warm*  *It is rainy in autumn*  *We say “Cloudy”*  *It is warm and sunny today*  **descriptor:**  gives appropriate answer-1 point | | |  |
|  | **Planning, crafting and speaking on the “ Hand Print Sun” and write about:**  **-what they learned about weather and climate**  **-what remained unclear for them**  **-what they need to continue working on** | | | C:\Users\Бунед\Desktop\download.jpg |
|  | Home task: to write a composition about favourite season | | |  |

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| **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** |
| **I have used following tasks as -**  **Working with a dialogue, in this task learners will work with 4 skills individually such as- listening, reading, writing and speaking.**  **All lеаrnеrs wіll u**nderstand specific information from a simple text and match the picturesusing specific vocabulary according to the theme “Weather”  **Most learners will** respond to questions, make a dialogue according to the theme  **Some learners will u**nderstand detailed information and generalise all the texts, explain their thoughts without support. | | **I will assess the learners’ works by praise orally and will give little sunshine- for active pupils**  **Little clouds - for good participators**  **Rainy clouds- for satisfied pupils** | **To pay attentions to learners safety during the doing activates, be careful in using scissors’ in moving to places, in dividing to groups.** |
| **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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| **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 achievements/ difficulties of individual that will inform my next lesson.  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 achievements/ difficulties of individual that will inform my next lesson.  **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 orindividuals that will inform my next lesson?** | | | |

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| Additional information | | |
| Differentiation- how do you plan to give more support? How do you plan to challenge? | Assessment- how are you planning to check learners’ learning? | Health and safety check |
| **All lеаrnеrs wіll u**nderstand specific information from a simple text and match the picturesusing specific vocabulary according to the theme “Weather”  **Most learners will** respond to questions, make a dialogue according to the theme  **Some learners will u**nderstand detailed information and generalise all the texts, explain their thoughts without support.  **I have used following tasks as -**  **Working with a dialogue, in this task learners will work with 4 skills individually such as- listening, reading, writing and speaking.** |  |  |
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| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | |  |
| **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?** | **Cross-curricular links**  **Physics, History Critical thinking**  **Values links** | |
| **More support:**   * Pair work   **More able learners:**   * To make sentences; * To correct False sentences during the comprehension task | | Monitor the activities and taking notes about individual need of the learners;  Self-assessment | Learners work in groups, apply skills and knowledge to a practical and cooperative task, and produce their own sentences. | |
| **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? | | | | |