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| **Unit 1.Helping and Heroes** | **School:59** |
| **Date:**  | **Teacher’s name:Mekzam Aygerim** |
| **Class: 6** | **Number present:**  | **absent:**  |
| **Theme of the Lesson:** | **Heroes of Kazakhstan 2** |
| **Learning objective(s) that this lesson is contributing to**  | **6.5.3** write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics**6.6.3** use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular |
| **Lesson objectives** | * To write about heroes learners admire
* To use Participle adjectives correctly
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| **Success criteria** | * A learner can write at least two areas that you hero showed special acts to admire him/her.
* A learner can use past and present participle adjectives to describe your hero.
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| **Value links**  | Patriotism is introduced the learners through the class discussions |
| **Cross curricular links** | History, Psychology, the lesson is aimed at discussing heroes and their personal traits |
| **Previous learning**  |  **Heroes of Kazakhstan**  |
| **Plan** |
| **Planned timings** | **Planned timings**  | **Resources** |
| **Beginning** 0-5 | **Organizational moment**Teacher presents the lesson objectives, explains students what they would be able to do by the end of this lesson.**1. Warming-up.** Ask your learners whether they know about national heroes of Kazakhstan *(heroes of past and recent time)*Write names of ***MANSHUK MAMETOVA*** *and* ***QAJIMUQAN MUNGAYTPASULI*** on the blackboard***.*** Elicit your students to suggest their personal opinions about these personalities. **NOTE:** students may use their notebooks for creating their sentences. |  |
| **Middle** 5-1515-2020-35 | **2. Focus on reading** Distribute reading passages about the personalities discussed above to build a full overview about them. For this activity students must achieve the following learning objectives:* *6.4.4 read independently a limited range of short simple fiction and non-fiction texts*
* *6.4.2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics*

**NOTE:** Students read the texts independently (individually). All students are supported by vocabulary list.Some students may underline unfamiliar words to ask you. Ask your students to think about a special person who is a **hero** to them **(I),** for example, *a sibling, grandparent, parent, neighbour, someone in their town*, *teacher who has done something that was particularly helpful or brave*.**NOTE:** The person they choose does not have to have done something on a grand scale. Learners choose on the basis of something they admire**3. Focus on writing** Introduce students with learning objectives that they must achieve next lesson by preparing a **project “My personal hero”.**

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| *6.5.3 write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics* | ***Write at least two areas that you hero showed special acts to admire him/her.***  |
| *6.6.3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular* | ***Use past and present participle adjectives to describe your hero. For example:*** ***good bad lovely strange beautiful*** ***nice brilliant excellent******important wonderful*** ***relaxing relaxed***  |

Students plan their presentation.**NOTE:** students may bring visual evidence (photo, personal things that the hero uses or used) to introduce their heroes with the class. Make this activity individually or in pairs depending on your students’ abilities and class size. | Handout 1 or PPT Heroes of Kazakhstan  |
| 35-40 | **Reflection.** At the end of the lesson, learners reflect on their learning:Ask your learners -What was the most important part in this lesson?-What was the most interesting part of the lesson?-What was the most difficult for them?-What was the easiest part of the lesson?  |  |
| **DIFFERENTIATION – how do you plan to give more support? How do you plan to challenge the more able learners?**All students are supported by vocabulary list.Some students may underline unfamiliar words to ask you.  | **ASSESSMENT – how are you planning to check learners’ learning?** Monitoring learners’ writing assignment, focusing on some typical mistakes, giving feedback.  | **Health and safety rules**  Watch the video and sing the song “Let’s go heroes”<https://www.youtube.com/watch?v=K_iert5hSKY> |