**Lesson plan**

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| **Unit 1: Home and away** | | | **School:** | | | |
| **Date:** | | | **Teacher name: Akhmetov A.B** | | | |
| **Grade: 5** | | | **Number present:** | | **absent:** | |
| **Theme of the lesson:** | | | **Cities and countries** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **5.S6**communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.S7**use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **5.W3**write with support factual descriptions at text level which describe people, places and objects | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Describe the pictures of the city   **Most learners will be able to:**   * To speak about three buildings Baiterek, Eiffel Tower and Buckingham Palace   **Some learners will be able to:**   * To write the definitions of the places | | | | |
| **Success criteria** | | To talk about places in cities; | | | | |
| **Pastoral care** | | Learners are taught to be tolerant and respect each other | | | | |
| **Value links** | | Learners will discuss and express their thoughts about the differences of city | | | | |
| **Kazakh culture** | | This lesson focuses on:   * Comparing buildings of Astana now and before. | | | | |
| **Cross curricular links** | | The Arts, Kazakh | | | | |
| **ICT skills** | | -laptop | | | | |
| **Previous learning** | | -talking about rooms | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Resources** |
| Starter    5 min | **Warm –up**  Learners identify the city and the country according to the suggested landmarks (W, P)  https://fsd.kopilkaurokov.ru/up/html/2017/11/02/k_59faee543aaae/436252_1.pnghttps://fsd.kopilkaurokov.ru/up/html/2017/11/02/k_59faee543aaae/436252_2.pnge.g: Baiterek Astana Kazakhstan  Introduce lesson objectives. | | | | | Worksheet 1    PPT (slide 1) |
| Middle    10 min                          10 min                        10 min | **Speaking.**  Teacher shows pictures of different cities. Elicit what photographs show – city in Kazakhstan. Learners report what they see e.g. *sometall flats, white buildings, some gardens with different shapes, fountains, a palace, glass, a shopping centre*etc. (  Listening and reading  Reading of landmarks: The Eiffel Tower, Baiterek, Buckingham Palace.  Speaking  What do you know about these landmarks?  What else would you like to learn?   1. Listening CD-rom 2. Answering the questions ex 2. P 17 3. To consolidate information from a text   Writing  Fill the missing words:  The --- Tower is in Paris  The Baiterek Tower is in----  Buckingham Palace has got --- rooms.    Ask learners to work in pairs:   * What do you know about Baiterek? * Which landmarks and cities do you like most? Why? (not)   e.g. *Baiterek is in Astana. It’s 105 meters tall*    Group work  To create a poster  1st group :Eiffel Tower  2nd group: Baiterek  3rd group: Buckingham Palace  *Descriptors for assessment. (Peer assessment)*  If a learner could compare:   * Buildings; * Size; * Location; * Mentions at least one extra information.   They compare diagrams with another pair.  Teacher writes the word ‘city’ on the board. Suggest learners to write 6-8 places in a city they know around ‘city’.  e.g. *shop, street, bank, bus station, café, cinema, hospital, library, market, park, sports centre, square, supermarket*    Teacher supports less able-learners with word bank. (differentiation by teacher support)  Teacher monitors to identify those learners who know many places and those who know a few.  Learners compare the words.  Teacher offers learners to write definitions or what they can do in these places. (P, f)  e.g. *Bank – is a place where people can change money.*  *Street – can be wide or narrow, there are people and cars.*  Pairs check each other’s answers, compare if they have the same or different answers. | | | | | PPT 2                            Worksheet 1                    Worksheet 2                          (word bank) |
| Plenary\Reflection  5 min | Ask learners what the most interesting/ difficult part of the lesson was.  Name two words you practiced today. | | | | |  |
| **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 ICT links** | | |
| *Differentiation by peer support and task*  *Differentiation by teacher support by giving word bank* | | *Monitoring* | | *Safety regulations are taken into account when planning and conducting the lesson.*  *There are types of activities that meet the needs of learners with different learning styles and level.* | | |
| **Reflection**    Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | |