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| **LESSON 59****Unit 5: Creativity** | **School: Baribaev Secondary School** |
| **Date:27.01.2021** | **Teacher name: Baimukambetova A.O** |
| **Grade: 5** | **Number present:**  | **Number absent:** |
| **Theme of the lesson:** | ***Asking and giving permission*** |
| **Learning objectives** | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects  |
| **Lesson objectives** | **All learners will be able to:**Understand the difference between poems and storiesDo gap-filling task with few mistakes only (1-2 mistakes)**Most learners will be able to:**Memorise words / phrases and able to dictate them to their peersWrite poems which are dictated by their peers without any mistakes**Some learners will be able to:** Do gap-filling task without any mistakes |
|  **Criteria** | peer/group assessment |
| **Previous learning** | Modal verbs |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Learners’ activities** | **Evaluation** | **Resources** |
| Beginning5 min | GREETING **Warm up** To revise the haiku teacher shows example of it with the odd words inserted. |  | *Verbal evaluation*  |  |
| Middle15 min | **Running dictations** (Skills: listening, writing ) **Preparation**Teacher sticks worksheets with some poems outside the classroom beforehand. (there are three examples of the haiku of Basho Matsuo, the first great poet of haiku in the 1600s, teacher prints out two copies of each poem, in total there will be six worksheets, one for each pair). |  | *Mutual avaluatio* | PPT |
|  | LISTENINGArtI’m a great art lover. I look at beautiful paintings and (1)\_\_\_\_\_\_\_\_\_and wish I could be artistic. I can’t draw or paint to save my life. I wonder why some people are so talented and can create (2)\_\_\_\_\_\_\_\_pictures, when other people, like me, can’t even draw good (3)\_\_\_\_\_\_\_\_\_ figures. I would like to fill my house with art from all over the world. It’s interesting to see how different (4)\_\_\_\_\_\_\_\_\_\_have different kinds of art. There’s nothing better than visiting art galleries when you go to another country. I prefer more (5)\_\_\_\_\_\_\_\_\_\_art. I don’t really understand a lot of modern art. I look at an (6)\_\_\_\_\_\_\_\_of a pile of bricks in a museum but can’t see how it’s art. I always laugh when my children say, “Daddy, I can do better than that!” I often think they can.SPEAKINGLook at the pictures bellow, choose one and answer the following questions. What do you know about cartoons below? Speak about one of the cartoons.The following questions will help you to organize the speech:Why do you like this cartoon?Who are the main heroes?What is this cartoon about?Which part do you like most and why? | Learners listen to the story and fill in the gaps with the wordsLearners look at the pictures bellow, choose one and answer the following questions. | *Individual avaluation* | Worksheets |
| End5 min | FEEDBACKStudents reflect on the level of difficulty of the lesson.Thumbs up – normalThumbs down – very difficultHome task: to repeat vocabulary and grammar**Saying goodbye** |  | *Self-assessment* |  |