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| Unit: Home and awayLESSON: Home and garden  | School: 87 – school  |
| Date: 26.02.2021 | Teacher name: Gulnar Lakadyl  |
| Grade 5 “V” online group | Number present: 14 | absent: 14 |
| **Learning objectives(s) that this lesson is contributing to** | **5.S3** give an opinion at sentence level on a limited range of general and curricular topics**5.W4** write with support a sequence of extended sentences in a paragraph to give basic personal information**5.C2**  use speaking and listening skills to provide sensitive feedback to peers |
| **Lesson objectives** | **All students will be able to*** Discuss the rooms and furniture,
* Learn topical vocabulary
* Write the description of my room.
* Make a card
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| **Most students will be able to*** Discuss the rooms and create their own list of new words
* Learn topical vocabulary with picture dictionary
* Write the description of rooms using at least 3 new words
* Make a card and give feedback to his partner
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| **Some students will be able to*** Discuss the garden and create their own list of about garden.
* Learn topical vocabulary and use them in their speech
* Write the description rooms and gardens using at least 5 new words
* Make a card, express his/her feelings and give feedback to his partner
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| **Success criteria** | **Writing task:****Learners achieve if they will write:*** 50 words
* with grammar accuracy (allowed to make 2 mistakes)
* with spelling accuracy (allowed to make 2 mistakes)
* using at least 5 new words
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| **Cross curricular** **links** | *furniture, Art, Technology, Society and Environment* |
| **Previous learning** | *“East or west home is the best “* |
| **Intercultural awareness** | *Students will understand that family is very important for us.*  |
| **Pastoral care** | *Assure you met all learners’ needs**Give learners choice and voice**Create a learner-centered classroom with learner friendly atmosphere**Make sure that you contribute to learners’ social, emotional, physical and moral wellbeing* |
| **Health and safety** | *Make sure learners have been advised about good practice when using computers and similar equipment**Everyday classroom precautions* |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Lesson 1****10 min****20 min****10 min** | **Warm-up:** Pass around a box filled with questions connected to the topic of the lesson. Play music, when the music stops, the child with the box must pick out a question, read it and answer. Suggested questions: *Do you love your family? Do you have a best friend? What is money? What is health? What is happiness? How often do you help your mother?* etc. **Vocabulary**

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| --- | --- | --- |
| Bedroom  |  Furniture  | Some (+) |
| bathroom | Other  | Any (-) |
| Living room  | There is (singular) | Preposition of pace  |
| Kitchen  | There are (plural ) | Unusual  |
| Hall  | A  | buildings |
| Rooms things  | An  | Grammar review |

**Activity 1:** dialogue* Complete the dialogue with the correct form of there is/ there are and , if necessary , a , some or any.
* A hello, I am interested in the flat or rent.
* B oh, ok let me tell you about it. There is a large livingroom and \_\_\_\_\_\_\_\_\_\_\_Small kitchen.

 A \_\_\_\_\_\_\_\_\_\_\_\_\_table in the kitchen? B No, \_\_\_\_\_\_\_\_\_\_\_\_\_  A \_\_\_\_\_\_\_\_\_\_\_\_\_ shower in the bathroom?  B yes, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ A That’s Ok. How much is it? B 3000$ for a month. 2. After students have verbalized as many " things of the room" as they can think of, explain that many of these "things" can be called "furniture" Hand out and read the beginning sentences of "What are parts of the house?"3. From the list of words on the chalkboard and on their handout, ask the students to consider which are things parts of the house. Let them explain which four they have chosen and why.**Activity 2: Discussion*** *A friend in need is a friend indeed*
* *East or West home is best*

Ask if there are any similar sayings in Kazakh or Russian. **Let’s play memory game**How to play? Look at the picture on the screen. Remember where everything is? Then answer the question. * Where are the trees?
* Where is the car?
* Where is the swimmingpool?
* Where is the dog?
* Where are the flowers?
* Where is the table?
* Where is the laptop?
 | Handout 1PPTPPT |
| **Lesson 2****20 min** | **Activity 1: grammar**Use grammar describing the rooms. For example:We use singular thing: there is a / there is an There is a table There is a doorThere is a bed There is an armchair We use plural things there are some  There are some widows.There are some chairs There are some books There are some pillows. * Singular- Жекеше
* There is ….. + there is a big tree in the garden.
* Is there ……. ? Is there a table?
* There is not …..- no, there is not.
* Plural - көпше
* There are ….. + there are some books on the shelf.
* Are there……? Are there any chairs in the kitchen?
* There are not …. – there aren’t many people here.

**Activity 2: Writing**Write an essay topic "my room" , write about your room. Include the "grammar singular and plural " discribing your room.  | PPTHandout 2 |
| **5 min** | **Feedback**Learners give feedback about what they have learned 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 students’ learning?** | **Health and safety checkICT links** |
| * Differentiation by support for all the activities
* Learners express their own opinion
 | * Giving the feedback
* By observing
 | * Health promoting techniques
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| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? 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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