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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| LESSON: True friends. I’m always here for you. | | | | | | | | School: school-gymnasium №1 named after Abai | | | | | | | | |  |
| Date: | | | | | | | | Teacher’s name: Stepovaya Y | | | | | | | | |  |
| CLASS: 5 | | | | | | | | Number present: | | | absent: | | | | | |  |
| Learning objectives(s) that this lesson is contributing to | | | | | R6 C2 C9 S3 S4 W3 | | | | | | | | | | | |  |
| All learners will be able to:  use some vocabulary from the module | | | | | | | | | | | |  |
| Most learners will be able to:  describe friend’s qualities | | | | | | | | | | | |  |
| Some learners will be able to:  use a wide range of vocabulary from the module to express their view | | | | | | | | | | | |  |
| Previous learning | | | | | vocabulary from the Module | | | | | | | | | | | |  |
| Plan | | | | | | | | | | | | | | | | |  |
| Planned timings | | |  | | | | | | | | | Excel  Resources | Teacher  Notes | | | |  |
| Beginning the lesson  7-10 min | | | * Greetings * Making complement each other   Guess the theme  Task 1 Look at the active board and guess the theme of the lesson.    http://www.playcast.ru/uploads/2017/10/09/23614450.png’’ ‘’https://www.picpng.com/images/large/ink-blue-splash-watery-drop-clipart-83102http://www.designsauthority.com/wp-content/uploads/2016/01/best-mini-fridge.jpg’’’ http://900igr.net/datas/stikhi/Pristavalka.files/0010-010-Ottogo-chto-u-moego-synochka-rot-bez-zamochka.jpg + plural form ending  FA teacher’s assessment   * Telling the aims of the lesson. * Connecting with Mangelic El strategy * Checking home task (Flying plane strategy)   TASK 2 Write 5 words in your language, translate them in English and Kazakh  Your task at home was also to prepare pictures for friendship  FA peer’s assessment | | | | | | | | |  | PPT  Slides1-3  А4http://planetaorigami.ru/wp-content/uploads/2015/10/562a06a7c995a.jpg | | | |  |
|  | Main Activities | | | To practise reading for specific information  Discuss the values of friendship around the class. | | | | | | | | ex 1p 44 |  |  |
|  | To create a poster based on the student’s recipe for friendship   * Explain the task. Allow Ss time to work in groups to create their recipe. Ss collect pictures or make drawings for the poster. * Students present their posters in a display in the classroom or as a presentation.   **FA Descriptor**   * ***Write and draw accurately and clearly*** * ***Be creative*** * ***Pronounce the words correctly*** * ***Participate all members of the command***   **FA Peer’s assessment Each command**  Ss discuss what friendship means to them | | | | | | | | Ex3p44 |  |  |
|  | Ending the lesson | | | To listen and read for specific information   * Allow the students time to discuss the problem. * Play the video to consolidate language.   ***Conclusion***  To write a sentence about values  To me.a ftiendship is --------------------------------   * Explain the task. Allow Ss time to write their sentences. * Monitor the activity around the class. Ask some Ss to share their sentences.   **Reflection Sandwish**  **https://im0-tub-kz.yandex.net/i?id=bc30af58c6212a51cf730a563768bf86-srl&n=13**  Teacher’s assessment of the lesson (Badges for the best) | | | | | | | | Video  Case-stydy | Case-study |  |
|  | 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 Health and safety check ICT links Values links | | | | |
| prompt less able learners to ask a range of questions with different questions | | | | | | monitor question production in group activity  Peer’s assessment  Smiles badges  Cards | | | values links: family | | | | |
|  | To motivate them | | | | | | monitor pronunciation of new vocabulary from Module | | |  | | | |  | |
| **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.**  **Yes,learning objectives were achived.** | | | | | | |
| Yes,I did  **No,I didn’t**  **To give more time for preparation,because the most pupils wrote in reflection that they wanted to complete their craft work.** | | | | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1: Checking home task**  **2: Involving to the theme of the lesson**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1: To tell descriptors to the children before the task.**  **2:Timings**  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?**  **1.Improve work in groups.** | | | | | | | | | | | |