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| **Module 3 Treasure and heritage**Theme: **Treasure maps 1** | **School: Alga school №2 named after V.l.Patsaev**  |
| **Date: 08.11.2021** | **Teacher’s name: Atagulla G.M**  |
| **CLASS: 4 «V»**  | **Number present:** | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.R4 find with support books, worksheets and other print materials in a class or school library according to classification |
| **Lesson objectives** | **All learners will be able to:** give short, basic description of people and objects, using possessive and determiners; begin to describe past experiences; |
| **Most learners will be able to:** give short, basic description of people and objects, using possessive and determines; begin to describe past experiences; use the map of treasure |
| **Some learners will be able to:** give short, basic description of people and objects, using possessive and determines; begin to describe past experiences; use the map of treasure; read fluently |
| **Assessment criteria** | To talk about Kazakhstan’s natural treasures and cultural heritage; to read about a treasure hunt. |
| **Language focus** | * **Structures:** plurals; determiners; imperative’ the verb ‘have got’; there is/there are; prepositions of place and direction
* **Language in use:** The house hasn’t got windows. What is it? In this lake, trees come out of the water. What’s the name of the take?
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| **Target vocabulary** |  Treasure maps: treasure, heritage, monument, eagle, dombra, yurt, flag |
| **Cross – curricular links** |  Geography |
|  **Planned activities (replace the notes below with your planned activities)** |
| **Planned timings** | **Teacher action:** | **Pupil`s action:** | **Marks:** | **Resources:** |
| **Beginning****10 minutes** | **ORGANIZATION MOMENT:**- Good morning, pupils! - How are you? - Glad to meet you too. - Sit down, please. - Who is on duty today? - Who is absent? Thank you. -What was your home task? - Who is ready for the lesson?Hand out the completed Progress Report Cards for the previous module and ask the pupils to fail them in their *Language Portfolios* | Good morning, teacher! - Fine, thank you.  - Glad to meet you. - I am on duty today. All are present. - Our home task: - Unit revision **PRESENTATION AND PRACTICE**(Activities to present and activate the new language.) | **\*Five fingers \*Questions on feedback activists**Картинки по запросу смайлики Картинки по запросу смайлики пальцы Картинки по запросу смайлики  Картинки по запросу смайлики Картинки по запросу смайлики пальцы |  |
| **Middle:****15-20 min**  | Treasure Maps 1**1. Look at the map. Answer the question**Pupils’ books open. Ask the pupils to look at the pictures on p.34 and have a picture discussion. Elicit anything the pupils nay know about them. (e.g.) Do you know what a dombra is? Can you play a dombra?). Explain the activity. Go through the sentences and elicit/ explain any unknown words. ThePupils answer the question orally first, then in writing. Allow the pupils some time to complete the activity. Check their answers**2 Read and answer. Write in your notebook.**Pupils’ books closed. Put your pen it the book, write and say: There’s a pen in the book. Underline the word in bold. The pupils repeat after you. Follow the same procedure and present the rest of the prepositions (out of, in front, up, down, behind, opposite, on, under). | ***Answer key***2. Kaindy Lake 3. Apples 4.The Bayterek Monument 5. Sherkala6. Singing Sand 7. A dombra 8. An eagle **Answer key**1. Nurlan’s2. On 29th September 3. 114. In the park 5. 66 .Behind the tree. 7. In a box opposite the table.8. His birthday cake. Pupils’ books open. Refer the pupils to the pictures and have a pictures discussion. Ask the pupils if they know what a treasure hunt is and elicit answers. Read aloud the text while the pupils follow it their books. Alternatively, you can ask the pupils to read it aloud. Explain the activity. Go through the questions and elicit/explain any unknown word. Allow the pupils some time to read the text silently and complete the activity. Check their answers |  |  |
|  **End:****5-10 min** | **ACTIVITY BOOK (Optional)**If you wish, you can assign some or all of the corresponding activities from the Activity Book for homework. If this is the case, make sure you explain them first in class. | (An activity to consolidate the language of the lesson)Draw a lake and a mountain on the board. Ask a pupil to come to the board. Say one of the suggested prompts below and ask the pupil to draw an object according to the prompt. If you wish, you can use your own prompts. Repeat the activity with other pupils.Suggested prompts: a fish in the lake, a fish coming out of the lake, an eagle on the tree, an apple in front of the tree, a pirate behind the tree, etc. |  |

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| **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** |
| **Reflection**Were the lesson objectives/learning objectives realistic?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** |
| Summary evaluationWhat 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 or individuals that will inform my next lesson? |