Открытый урок

английского языка

в 5 классе

на тему: **«What we value 2»**

Учитель: Распаева А.Ж.

**Lesson plan**

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| Unit: Values  LESSON: *What we value 2 (*Talking and writing about actions they value in friends and learning a song about friends) | | | | | School: Zarechnaya school-lyceum | | | |
| Date: | | | | | Teacher name: Raspayeva Ainur Zhumashevna | | | |
| Grade 5 | | | | | Number present: | | absent: | |
| **Learning objectives(s) that this lesson is contributing to** | | **5.L6** understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics  **5.R6** understand the main points of short simple texts on a growing range of general and some curricular topics by using contextual clues  **5.W3** write with support short sentences which describe people, places and objects  **5.S4** respond to questions on an increasing range of general and some curricular topics | | | | | | |
| **Lesson objectives** | | **All students will be able to**   * Make a plan of the text * Learn topical vocabulary * Tell a monologue according to the plan about their best friend at least 3 sentences | | | | | | |
| **Most students will be able to**   * Make a plan of the text and supplement it with their ideas. * Learn topical vocabulary with opposites * Tell a monologue according to the plan about their best friend at least 4 sentences | | | | | | |
| **Some students will be able to**   * Analyze the text and make a plan of it and supplement it with their ideas. * Learn topical vocabulary and use it in their speech * Tell a monologue according to the plan about their best friend at least 5 sentences, expressing their feelings and attitude | | | | | | |
| **Cross curricular**  **links** | | Psychology, Art, Technology, Society and Environment | | | | | | |
| **Previous learning** | | Friendship | | | | | | |
| **Intercultural awareness** | | Students will understand that values are common for people all around the world | | | | | | |
| **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** |
| **Beginning**  **7min**  **Middle**  26 min  **End**  7 min | **Org moment**  Good afternoon dear children!  How are you today? – Fine thank you, and you?  We have the guests today, greet them! – Good afternoon!  Who is on duty today?  What day is it today?  What date is it today?  What is the weather like today?  So let’s say hello to each other first of all!  (Психологический настрой, отбивание ритма)  **Bread and Butter Hello Song**  Bread and butter,  Marmalade and jam,  Let’s say hello  As quietly as we can.  Hello! *(Тихо)*  Bread and butter,  Marmalade and jam,  Let’s say hello  As loud as we can.  Hello! *(Громко)*  Bread and butter,  Marmalade and jam,  Let’s say hello  As quickly as we can.  Hello! *(Быстро)*  Bread and butter,  Marmalade and jam,  Let’s say hello  As slowly as we can.  Hello! *(Медленно)*  Bread and butter,  Marmalade and jam,  Let’s say hello  As high as we can.  Hello! *(Громко)*  **!!! Now let’s guess what we are going to speak about?**   * Do you have a friend? * How many friends do you have? * Do you study with your friend in the same class? * Is it important for us to have friends?   **!!! The procedure of the lesson:**  **!!!! The aims of the lesson are: (пишут на яблоках или на цветочках)**   * Revise 10 adjectives and use them in speech; * Make a plan of the text from 5 points; * Tell a monologue about your best friend from 5 sentences.  1. **Warm-up:**   *Reading poems about friendship. Did you like it?*  *Do you agree with it?*  *Revising of words. Making sentences: “My friend is … ”*   1. **Checking of h/t**   *Group work*  Now I’ll give you the card and you should find your group.  Revision of words:  1 Group (weak): You should find the opposites of the words.  2 Group (middle) : Put the words into the sentences.    3 Group (strong): Make 4 sentences using these words.     1. **Main part (work with the text)** 2. Listening and reading   Put the words into the text on p. 43   1. Answer the questions:   *Ex. 2, p. 43 (5 questons)*   1. Make a plan of the text from 5 points (You should do it in pairs):      1. Analyze this scheme and add some more points. 2. *On the basis of this scheme you should tell about your best friend. (3 pupils) Svetlana, Kristina, Alan.*   *While you tell about your friend, the rest should listen and evaluate him or her according to our criteria.*   1. Relaxation   *H/t to write an email about your best friend.*  **Reflection and self-evaluation**  Looking at the aims, can you say what did we do?   * Can you describe your best friend using 10 adjectives; * Can you make a plan of the text from 5 points; * Can you tell a monologue about your best friend from 5 sentences.   If you think you did it, stick it to the basket.  If you don’t, let it be on the blackboard.  **In this way, evaluate your work at the lesson.**  Questions to each other: What did you do best of all?    So, the lesson is over! Good bye! See you on Monday! | | | | | | | Worksheet 1  PPT  PPT  Handouts  Handouts  PPT  Books  PPT |
| **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 check ICT links** | | |
| * Differentiation by support for all the activities * Learners express their own opinion | | | | * Giving the feedback * By observing | | * Health promoting techniques | | |
| **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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| **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 or individuals that will inform my next lesson?** | | | | | | | | |