|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Long-term plan unit: 2 Living things** | | | | **School: № 24** | | |
| **Date**: 14.10.2019 | | | | **Teacher’s name**: Rakhimzhanova A.K. | | |
| **CLASS**: 5Z | | | | **Number present**: | | **absent:** |
| **Theme of the lesson: Huskies. The Inuit’s helper** | | | | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics  5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * read a text about husky dogs and the Inuit people of the Arctic. | | | |
| **Most learners will be able to:**  • learn how to form nouns with the suffix *-er*. | | | |
| **Some learners will be able to:**  • speak about what work animals do in my country. | | | |
| **Success criteria** | | | * Organize information logically. Express ideas clearly * Recognize detailed information in a short conversation with some support * Provide unprepared speech to answer a variety of questions at sentence level with limited flexibility | | | |
| **Value links** | | | Respect, cooperation and transparency | | | |
| **ICT skills** | | | Use an interactive board to show the pictures and to do some exercises | | | |
| **Previous learning** | | | Discover culture | | | |
| **Plan** | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | **Teacher’s notes** | |
| Beginning  5 min | • Ask students: What kind of dogs do you know?  Show the pictures of the famous types of dogs   * Ask students: What do you know about huskies? * Tell the students that they’re going to talk about huskies | | | | **Suggested answers**  Poodle, Boxer, Retriever, Pitbull, Huskie, Hotdog | |
| Middle  30 min | Reading practice  • Put students into two groups   * Ask them to open their books at page 19.ex 1   • Read out the title and refer students to the map and the photo.  Where do the dogs live?  What is the weather like?  • Elicit answers to the questions.   * Introduce to the students the new vocabulary before the reading and try to say these words in a group and a mini-group * Check students’ understanding of the following: *seal*, *reindeer* and *sledge.* | | | | **Suggested answers**  They live in the Arctic (e.g. Alaska and Greenland). It’s very cold there. | |
| * Give students the text for reading (for the 1st group - 1st part, for the 2nd group - the 2nd part) * Ask each student of the both group to tell the main information from their texts * Ask each group to answer the questions:   Why do Inuit people use huskies?  How do Inuit people use huskies?  Where do the dogs live?  What is the weather like?  • Check answers  1.Are the native people of the Arctic called the Inuit? **Yes|**\No  2. Do they live in Asia or New Zealand?Yes\No  3. Can huskies live in very cold climates?Yes\No  4. Do the huskies help them to hunt? **Yes\**No  5. Do the Inuit eat many vegetables or fruit? Yes\**No**  6. Can these dogs pull heavy sledges and go very fast? **Yes**\No | | | | **Suggested answers**  The huskies pull the sledges. The Inuit eat meat and fish. They hunt seals, polar bears and reindeer. They make sledges with animal bones and skin. | |
| • Read out the four sentences from the interactive board.   * Tell students that these sentences are false and they need to correct the mistakes   • Check answers.  • Give students a couple of minutes to find and underline the words in the text that end in *-er.*  • Put the three categories on the board and ask students to say which categories the words they underlined belong in. | | | | **Answers**  **1** The Inuit use huskies to pull their sledges.  **2** They make sledges with animal bones and skin.  **3** They eat meat and fish.  **4** They hunt seals, polar bears and reindeer. | |
| • Rub out the -*er* at the end of each of the words on the board and ask students to say what type of word is left (verbs).   * Ask students to make –er words from the following words: dance, drive, sing, teach   • Ask students to work alone to write the noun forms of the words.  • Check answers. | | | | **Answers**  workers, hunters, helper  They are nouns. | |
| End  5 min | **Homework**  Tell students to write about animals that people use in our country. What work do they do?  e.g. The police sometimes use dogs to help them. | | | | | |
| REFLECTION  5 min | | Answer the most relevant questions to reflect on your lesson.  What did the pupils learn? What did/didn’t you like? What was difficult? | | | | |