Lesson plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **LESSON:** Unit 7: Fantasy World  Home and Garden 2 | | | | | **Gimnasia#5** | | |
| **Date:** | | | | | **Teacher name: Kudina Y.A.** | | |
| **CLASS: 5 “A/B/V”** | | | | | **Number present:** | | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | | | | **5.L6** deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  **5.S7**  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **5.UE14** use prepositions to talk about time and location  use prepositions *like* to describe things and *about* to denote topic  use prepositions of direction *to, into, out of, from, towards*  on a limited range of familiar general and curricular topics  **5. C10 use** talk or writing as a means of reflecting on and exploring a range of perspectives on the world  **5.W8**  spell most high-frequency words accurately for a limited range of general topics | | | |
| **Lesson objectives** | | | | **All learners will be able to:** | | | |
| * name at least objects in the garden * contribute some language in order to talk about the garden * understand and draw most of the objects in the garden | | | |
| **Most learners will be able to:** | | | |
| * communicate the main points in the description activity * write the descriptive sentences without support | | | |
| **Some learners will be able to:** | | | |
| * understand most of the language used by the teacher at the lesson * communicate a range of language from the lesson expressively during the presentation | | | |
| **Language objectives** | | | | Use prepositions of place | | | |
| **Value links** | | | | Respect, Cooperation | | | |
| **Cross curricular links link** | | | | Art, Biology | | | |
| **ICT skills** | | | | Projector and screen for presenting a PPT | | | |
| **Previous learning** | | | | Learners learned the objects in the house (rooms, furniture etc.); grammar structure “there is/are”; | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Lesson I** | | | | | | | |
| 3 min  5 min  2 min  3 min | Pre-learning (G)  SS stand at the blackboard and descried the picture “Fantasy city”. They u Use the phrases below:  1. I can see \_\_\_\_\_\_\_\_\_\_\_ at the front/ back/ sides/ centre of the painting.  2. The painter used bright(pale) colours.  3. This painting gives me a exciting (good, happy, sad, angry, hot, cold, quiet, loud, sunny, surprised) feeling.  4. I like / don’t like that / this painting because it \_\_\_\_\_\_\_\_\_.  5.The houses/buildings look like \_\_\_\_\_\_\_\_\_.  6. The best theme of this picture is \_\_\_\_\_\_\_.  Then T checks pupils’ homework where they had to draw and describe unusual houses.  T stick pupils’ projects on the board and stay free place in the middle. SS try to guess that place might be. Then they sit at their places and watch the video and find out the theme of the lesson. (It’s a large area of land with grass and trees surrounded by fences or walls, which is specially arranged so that people can walk in it for pleasure or children can play in it.)  T gives some pictures describing the park or garden to SS who work in pairs matching the pictures with their names. Then check themselves using the answer keys on the screen (gate, bridge, fountain, flower, bush, tree, flowerbed, lawn, bench, pond, garden, path)  SS revise grammar structure “there is/are” describing the park. They do this task orally.  Divide the students in groups of 3-4 where they have to finish the sentences and check each other using the strategy “Marry-go-round”    . | | | | | | PPT Slide 1  Slide 2  Video “Muzzy in Golden land”  Slide 4  Slide 5  Slide 6 |
| Middle  5+5 min  10 min  2 min | SS get the picture of the garden and make up sentences describing it in order to assessment criteria    SS prepare a dictation called ’take your pencil for a walk’  *Draw a garden path across the centre of the page. Draw a large apple tree on the left of the picture. Draw a small pear tree on the right of the picture. Take your pencil and draw grass below the path. Put three flowers in the grass. Now take your pencil and draw a garden seat between the two trees. Draw a pond at the back of the picture. Put a fountain in it. Now draw a bird sitting on the seat.*   * (I) Learners use a large piece of paper – landscape. They listen to instructions and take their pencil for a walk. * (P) When finished, they compare picture with a partner. Do they look the same? What’s different? * (I) Learners imagine a fantasy garden and write five things in it. * (P) With a partner, they take turns to dictate five sentences for partner to draw their fantasy garden. Swap and check.   Monitor how clearly learners pronounce words and sentences.   * (F) Formative assessment (P) (Peer assessment)   ***Assessment criteria***   * *Students can understand and use preposition of place correctly.* * *Students clearly pronounce the sentences*   *(Students check and correct if necessary)*  **Differentiation**   * More support can be given at the start and in middle of lesson by providing less-able learners with some vocabulary in a word list so they can read examples of words seen or heard. * Ask more able students to ask at least 5 questions about the picture e.g. Do you have 1 or 2 apple trees in your picture? Is your pear tree small or big? Etc. | | | | | | PPT slide 7-14  Slide 15 |
| End  1 min | Ask the students who keeps the garden perfectly. They revise the job “gardener” (someone who works in a garden, growing and taking care of plants). On the screen SS see three gardeners and choose their feeling at the end of the lesson:  1. interesting and easy;  2. satisfactory  3. boring and difficult | | | | | | PPT slide 17 |
| **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** | |
| * Differentiation by dividing students with different abilities in groups * More support can be given at the start and in middle of lesson by providing less-able learners with some vocabulary in a word list so they can read examples of words seen or heard. * Ask more able students to ask at least 5 questions about the picture e.g. Do you have 1 or 2 apple trees in your picture? Is your pear tree small or big? etc. * Learners who are less confident at describing, can be given copies of description as an example. * More-able learners can be encouraged to use the full range of language they studied at the previous lessons when they prepare the description. | | | * Monitor how clearly learners pronounce words and sentences. * Monitor how students write the sentences and questions Notice any sentences which are difficult for learners to understand and adapt for a future lesson. * Monitor pair work as they agree on and prepare the description of the garden. Do they take turns to speak? Do they contribute appropriate language for the description? | | | * Links to the L1: Do learners know the objects in the garden in their native language L1? * Make sure learners have all necessary things to draw the garden. * PPT * Respect and cooperation | |
| **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.** | | | | | |
|  | | | | | |
| **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? | | | | | | | |