Lesson plan

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| **Unit of a long term plan:** LIVING THINGS | | | | | **School**: Rudny secondary school № 17 | | | |
| **Date:** | | | | | **Teacher name:** Velichko Olessya Alekseevna | | | |
| **CLASS:** 5 | | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | | | “Zoo animals” | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics | | | | |
| **Lesson objectives** | | | | **All learners will be able to**   * give specific information from the short simple texts using appropriate subject-specific vocabulary on the topic “Zoo animals” in 3-4 sentences with support   **Most learners will be able to**   * speak about the topic “Zoo animals” using appropriate subject-specific vocabulary in 5-7 sentences by creating an unusual animal with little support   **Some learners will be able to**   * make a presentation of the Zoo and describe animals in it using active vocabulary on the topic “Zoo animals” without support | | | | |
| **Assessment criteria** | | | | By the end of the lesson the learners can speak about any animals using active vocabulary on the topic “Zoo animals” with support | | | | |
| **Values links** | | | | support, cooperation, respect, polite, help, protection of the animals, love to the Nature | | | | |
| **Cross-curricular links** | | | | Art, Biology | | | | |
| **Previous learning** | | | | vocabulary on the topic “Wild and domestic animals”, verbs in Present Simple | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Start  3 min  3 min | **Greeting:** Active method***“Voices”***    Learners listen to the different voices of animals and determine the animals and greet each other like the favourite animals.  **Definition of the theme of the lesson:** Active method ***“Crossword”***    Learners work in pairs, guess the riddles about animals and elicit the theme of the lesson.  **Identifying lesson objectives**:  By the end of the lesson you will be able to speak about any animals using active vocabulary on the topic “Zoo animals” with support | | | | | | |  |
| Middle  2 min  1 min  5 min  7 min  2 min  13 min | **Group division**. Strategy “*Birds, Wild animals or Farm animals*”  Learners choose sheets with the names of animals and are divided into three groups *Birds, Farm animals and Wild animals*.   |  |  |  | | --- | --- | --- | | **Birds** | **Farm animals** | **Wild animals** | | a goose | a horse | a tiger | | a chicken | a sheep | a zebra | | a parrot | a pig | an elephant | | a duck | a cow | a giraffe |   Active method ***“Just a minute”***    Leaners read individually the texts about a monkey, a horse and a fox, underline main information and find the translation of the unfamiliar words.  Active method ***“Talking Heads”***  Learners retell the texts they have read in groups.  Active method ***“Hot Seating”***  Learners take 3 chairs – one for each team- and put them in front of the class, facing the team members. They are explained that these chairs are the **hot seatings**. Then one member from each team come up and sit in that chair, so they are facing their teammates, learners should ask questions about animals the learners who sit on the chairs. The learner who answers the question the first wins a “***smile***” for their team.  **Teacher based assessment:“***Smiles*” are given to active learners.  http://www.777icons.com/libs/smile/indifference-icon.gifhttp://img0.liveinternet.ru/images/attach/b/4/105/184/105184324_smaylik.jpghttp://yt3.ggpht.com/-FZYM1XNAv0A/AAAAAAAAAAI/AAAAAAAAAAA/9yzVIMh3WiM/s900-c-k-no-rj-c0xffffff/photo.jpg**Well done! Have some mistakes! Try again!**  The learners are provided a list of questions on the board as an example    **Dynamic pause:** *“Let’s go to the Zoo”.*Listen and do.    **Differentiation by tasks, abilities and interests:**   |  |  |  |  | | --- | --- | --- | --- | | Level | Tasks | Descriptors | Objectives | | A | Active method “***Mind map”***  Speak about an elephant or a fox using a memory map in 3-4 sentences | Learners speak about elephant or fox in 3-4 sentences using a memory map. | give specific information from the short simple texts using appropriate subject-specific vocabulary on the topic “Zoo animals” in 3-4 sentences with support | | B | 1. Active method***“Project work”*** 2. Create unusual Zoo animal and speak about it in 5-7 sentencesas in anexample. | Learners create unusual Zoo animal (e.g. elephabra) and speak about it in 5-7 sentences | speak about the topic “Zoo animals” using appropriate subject-specific vocabulary in 5-7 sentences by creating an unusual animal with little support | | C | 1. Active method***“Project work”***   Make a presentation of the Zoo and speak about animals in it using active vocabulary on the topic “Zoo animals” | Learnersmake a presentation of the Zoo and speak about animals in it using active vocabulary on the topic “Zoo animals”. Learners may use Internet resources. | make a presentation of the Zoo and describe animals in it using active vocabulary on the topic “Zoo animals” without support |   **Group division.** Learners choose the task they want to do and are divided into three groups according to the task level they have chosen.  **Peer assessment:** *Two Stars and a Wish* | | | | | | | Appendix 2  Appendix 3  <https://www.youtube.com/watch?v=OwRmivbNgQk>  Appendix 4  Appendix 5  Appendix 6 |
| End  4 min | **Reflection:** “*Success Ladder*”    Song ***“Good-bye, Friends!”*** | | | | | | | Appendix 7  <https://www.youtube.com/watch?v=2O975ewRT7Q> |
| **Additional information** | | | | | | | | |
| **Differentiation** | | | **Assessment** | | | **Health and safety check** | | |
| **Differentiation by the abilities, interest and tasks of leaners (Theory of Multiple Intelligences by Gardner)**  High-motivated learnersmake a presentation of the Zoo and speak about animals in it using active vocabulary on the topic “Zoo animals”  Middle-motivated learnerscreate unusual Zoo animal and speak about it in 5-7 sentences.  Low-motivated learners  speak about an elephant or a foxusing a memory map  Differentiation by support.  Low-motivated learners speak aboutanimal in the Zoo using a memory map  The learners are given support by the teacher | | | - through observation  - praising words  - formative assessment “Two Stars and a wish”, “Smiles” | | | * work with smart-board no more than 15 minutes (using ICT technology) * physical exercise (dynamic pause) * Health saving instructions. * Moving for changing groups (division into groups) | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? 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.** | | | | | | |
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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 orindividuals that will inform my next lesson? | | | | | | | | |