Lesson plan

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| **Unit of a long term plan Module 4** | | | | | **School: #6** | | | |
| **Date:** | | | | | **Teacher’s name: Tatyana Sukhanova** | | | |
| **CLASS: 5** | | | | | **Number present:** | | | **Absent:** |
| **Lesson title** | | | ***The world of Work. Amazing ants.*** | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 5.2.7 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topic;  5.3.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topic;  5.4.6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;  5.1.4 evaluate and respond constructively to feedback from others;  5.5.3 write with support factual descriptions at text level which describe people, places and objects | | | | | |
| **Lesson objectives** | | | ***All learners will be able to:***  - identify some main ideas and detailed information in the text with support  - use some target vocabulary in writing with support  ***Most learners will be able to:***  - identify most main ideas and detailed information in the text with little support  - use a range of target vocabulary and respond correctly to questions with little support  ***Some learners will be able to:***  - identify all main ideas and detailed information in the text without support  - use a range of target vocabulary and structure correctly in questions writing task without support  - use subject-specific vocabulary to talk about the given topic without support | | | | | |
| **Assessment criteria** | | | * Realize specific information * Talk about insects using new vocabulary * Make simple sentences using the Present Simple and time markers, adjectives/degrees | | | | | |
| **Language objective** | | | * pronounce the words and simple statements from the text * written and orally describe the insect   Subject specific vocabulary: nest lay eggs species wing fly away mate weight  ***Useful classroom language for writing (writing prompts):***  Where does it live?  What does it eat?  How long does it live?  Does it live in colony or alone? | | | | | |
| **Values links** | | | Student should listen and respect each other; respect the nature.  Develop ability to work in groups and select information | | | | | |
| **Cross-curricular links** | | | Science/Biology | | | | | |
| **Previous learning** | | | All learners have already known:  - basic internet research skills: words for targeted search  - Pr. Simple and time markers;  - adjectives /degrees of adjectives | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Start  3 min | Good morning, pupils! How are you?  Brainstorming  To introduce a topic through words and a table  ***(W) Task 1. Direct Ss’ attention to the words and predict what the lesson is about everywhere colony tunnels queens soldier (***Before students look at the text they are going to read, the teacher writes 5 or 6 words from the text on the board and asks the students to guess the topic.) ***about ants***  ***(P) Task 2. Complete the table. What do you know about ants?***  C:\Users\Татьяна\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\Screenshot_2019-11-06-12-02-49-456_com.android.chrome.pngPossible answers: Ants can attack/gather food Ants have large head/ wings Ants are brave/ hardworking Presentation of the theme: Amazing ants. | | | | | | Handouts from the Internet | |
| Middle  2 min  2 min  2 min  5 min  3 min  3 min  3 min  3 min  10 min  6 min | *Pre-reading*  ***(W) Look at the pictures and read the title. Why do you think ants are amazing?***    ***(I) Read the text and check if you are right***  Elicit answers to why they think ants are amazing.(accept all answers)     1. ***Listen and read for specific information***   Play the recording, and Ss listen and read the text.  Check answers. – Ants are amazing because they are very organized and have different jobs.  To present vocabulary:  **(P)** Draw Ss’ attention to the ***Check these words*** box look up the meanings of any words they don’t know.    Check the answers  *While-reading*  *To read for specific information.*  **Task 1.** Explain the task.   1. ***Ss go through the text again and replace the words.***     Check Ss’ answers (soldier ant, drones, worker ant, queen ant)  Differentiation by support: more-able learners help less-able learners.  **Task 2.** Explain the task.  ***(P) Ss go through the text again and decide if the statements are true/false doesn’t say***  1. The queen ant lives outside the nest. \_\_\_\_\_\_\_\_\_\_ (*F inside)*  2. The queen ants dig tunnels. \_\_\_\_\_\_\_\_ (*F* *the worker ants/ it lays eggs*)  3. Some ants’ colonies also have soldier ants. \_\_\_\_\_\_\_\_ (*T*)  4. Ants can be found all over Earth. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*DS*)  5. Soldier ants are also female. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*T*)  Check Ss’ answers.  Differentiation: by outcome (less able students may have 3 correct answers)  *Post reading*  To consolidate information from the text  **Task 1.** ***(I)*** Draw Ss attention to the ***Did you Know*** box on the page. Read it aloud.    **Task 2.** **(I)** Ask Ss to write down three facts about ants.  Monitor the activity and help Ss with vocabulary and sentence structure.  Ask several Ss to present their answers to the class.  Differentiation. Challenge task for more able learners. Write 3 main facts about ants that they find interesting and explain why.  Differentiation by support: more - able learners help less-able learners.  Task 3. (G) (f) To prepare a poster about an insect  Project work. Ss to look up information about insects on the internet. Ss will prepare a poster and present it to the class.  Write facts about any insect including a drawing and answer the questions:  *(butterfly, moth, bee, horsefly, mosquito, beetle, cicada, cricket, fly, cockroach, termite, grasshopper … etc)*  Where does it live?  What does it eat?  How long does it live?  Does it live in colony or alone?  Peer-assessment: group assess each other by criteria  *Total 20 points*   |  |  |  |  | | --- | --- | --- | --- | | *THEME*  *5 points* | *VOCABULARY*  *5 points* | *GRAMMAR*  *5 points* | *PRESENTATION*  *5 points* | |  |  |  |  |   *Which presentation is the best? Why?*  **Task 4. (G) Poster presentation.** | | | | | | St B Excel Grade 5  Ex. 1 p. 54  St B Excel Grade 5  CD  Dictionaries  St B Excel Grade 5  Check these wordsbox p. 54  St B Excel Grade 5  Ex. 2 p. 54  Teacher’s made Cards  Task according to the student’s book.  The internet  [simple.wikipedia.org › wiki › Insect](https://simple.wikipedia.org/wiki/Insect)  Markers  Laminated paper  Appendix | |
| End  5 min  2 min | Reflection and feedback.   1. Ticket to exit the class   Teacher gives learners a piece of paper with a question about their learning which they should answer and hand over to the teacher before they are allowed to leave the classroom.  Where do ants live? What do they eat?  How long does an ant live? Do ants live in colonies or alone?  What do they dig? What do soldier ants do? *Etc.*  C:\Users\Татьяна\Desktop\Screenshot_1.jpg  Home task: draw ants’ city and answer the question  C:\Users\Татьяна\Desktop\курсы\Lesson plans\c55aa71ff4ab3ce8c2b264759b10ce02.jpg | | | | | | Cards with teacher’s questions  Handouts from the internet  www.depositphotos.com  Handouts from the internet (Teacher created Material, Inc, #2971 Practice and learn p.275) | |
| **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?** | | **Health and safety check** | | |
| By support – teacher forms mixed-ability groups  By outcome - teacher gives the same tasks for everybody but the result might be different. According to the result teacher gives up feedback  By task – teacher sets separate exercises to different students based on their abilities. | | | | (f)  By monitoring notes – individual attention, teacher makes notes in monitoring list during the lesson explaining tasks and common mistakes  By peer presentation feedback – give feedback to each other according to the given criteria  By technique “Ticket to exit the class” - gives learners a piece of paper with a question about their learning which they should answer and hand over to the teacher before they are allowed to leave the classroom | |  | | |
| **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 or individuals that will inform my next lesson? | | | | | | | | |

**Appendix**

**Formative assessment activity**

**English \_\_5th \_\_grade**

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| **Unit**  **Topic** | 4  **The world of Work. Amazing ants.** |
| **Learning objectives** | 5.3.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  5.3.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topic;  5.4.6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;  5.1.4 evaluate and respond constructively to feedback from others;  5.5.3 write with support factual descriptions at text level which describe people, places and objects |
| **Level of thinking skills** | Application  Higher level skills (Analysis, Synthesis, Evaluation) |
| **Assessment criteria** | Talk about insects using new vocabulary  Make simple sentences using the Present Simple Tense and time markers; adjectives/degrees |
| **Task** | |
| * Work in groups * Collect information about any insect. * Describe it in simple sentences using new vocabulary and the Present Simple Tense and time markers; adjectives/degrees * Make a poster and present it to the class. | |
| **Descriptor** | |
| Learners  - work in groups  - collect information, answer the questions and write sentences correctly  - draw project work  - present their work to the class  - speak on the giving theme | |