Lesson plan

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| **Unit of a long term plan:** Unit 2 Living things | | | | | **School: 25** | | |
| **Date: 07.10.2020** | | | | | **Teacher name: Repp N.S.** | | |
| **CLASS: grade 5** | | | | | **Number present:** | | **absent:** |
| **Lesson title** | | Wild animals | | | | | |
| **Learning objectives that this lesson is contributing to** | | C6 organize and present information clearly to others  L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | **All students will be able to:**   * name the animals they know * learn at least 3 new words from animal related vocabulary * read and understand main facts about animals   **Most students will be able to:**   * tell about the animal they read about   **Some students will be able to:**   * understand most of the language in text about animals * use comparative and superlative adjectives accurately in speaking | | | | | |
| **Correction and development objectives:** | | • to develop the ability to work with new information, to analyze and synthesize the resulting material;  • to develop memory, thinking, motivation for the study of the topic.  • to intensify the work of aural, visual and speech analyzers. | | | | | |
| **Assessment criteria** | | **-** can make up sentences with comparative and superlative forms  - can describe the picture  - can answer the question | | | | | |
| **Language objective** | | to learn - to describe the animals and to tell about their life | | | | | |
| **Values links** | | The value of the environment | | | | | |
| **Cross-curricular links** | | Biology | | | | | |
| **Previous learning** | | Plants and flowers | | | | | |
| **Plan** | | | | | | | |  |
| **Planned timings** | **Planned activities** | | | | | **Individual work** | | **Resources** |
| Start  1-2 min  1 min  2 min | *Dividing into 2 groups*  *Greeting*  - Good morning, children! I am glad to see you.  - Good morning!  -Let`s say “Good morning!” to our guests.  -Take your sits, please.  - How are you today?  Students answer: I`m fine! I`m great! I`m so-so etc.  *Setting theme and objective of the lesson*  Look at the board. Can you tell me what we are going to speak about?  About wild animals.  Today we have an unusual lesson. We will learn to describe animals, have a competition between two teams. We will see who knows the names of animals, their character and about their life better and who can speak English well. I`ll give you a star for each right answer.  *Phonetic training*  Let`s start our lesson and at first to practice our pronunciation. Here you can see a tongue-twister and now we will practice it:  *Pat`s black hat is in Pat`s black hat*  What sound is repeated in this tongue – twister?  A sound [æ]. The same sound we can meet in Kazakh language in the word «әдемі».  Now let`s read it together. | | | | | Learner answer the question in oral form  The learner repeats the tongue-twister word by word with teacher`s support | | The poster with tongue – twister |
| Middle  2 min  1 min  2 min  10 min  1 min  6 min  4 min  5 min | 1. What animal does the black cat looks like? It looks like a panther. Let`s title our animals.  Learners go to the blackboard and stick names of animals under the pictures and read words all together.  The best team gets the star.  2. Animals can be dangerous and wild. And what else the animals can be? (funny, clever, amazing, noisy, sad, happy etc.). The next task is to find the antonyms for the following adjectives:  ugly – beautiful  long – short  big – small  thin – thick  fast – slow  black – white  Great! Two teams have a star for this task.  What forms of adjectives do you know? A comparative and superlative forms.  What difference between these forms? **A comparative adjective** **compares two things**. They are used in sentences where two nouns are compared. A superlative form compares more than two things. They are used in sentences where a subject is compared to a group of objects.  The form depends on the number of syllables in the original adjective. In short adjectives we add -er for the comparative and -est for the superlative. Long adjectives form the comparative by putting *more* in front of the adjective, and the superlative by putting *most* in front.  Ex. are on the blackboard.  3.And now we will go to India. We`ll know about wildlife of this country. Open your books on the page 25. Now listen please and find sentences with comparative form.  Learners listen to the text about India`s wildlife, find and read sentences with comparative form of adjective and make up their own sentences. The team which makes up more sentences wins and gets the star.  *Dynamic pause* : Double (2), this (2), double (2), that (2) Double this, double that  Double (2), this, that.  4.These adjectives will help you to do the following task. I`ll give you the parts of body of different animals. You should say what animal has this part of body and describe it. For example, I`ve got a fox`s tail. It`s long, red, furry etc. (every student gets a part of body and name it using the different adjectives) The team in which all students do the task gets the star.  5. The next task will be to describe the animal but you should do it with mistakes. And another team will correct your mistakes. For example: A monkey is green animal and they can fly etc. Who name all mistakes will receive a star. (learners work in pairs)  6.Animals can be different. And also they can do a lot of different things. Let`s revise what animals can do. The following task: you should write down animals according what they can do. There are five columns in this table. Each pupil should choose animals and complete only one column.  The team that will be the first will gets a star. (big sheet of paper)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Rhino, deer, red panda, hippo, panther, snow leopard, crocodiles, buffalo, eagle, baboon, flamingo | | | | | | Can jump | Can swim | Can run fast | Can fly | Can climb | |  |  |  |  |  | | | | | | Open class activity  Open class activity  Learner does individual task on the card: make comparative adjectives  Learner does this task in written form  Learner does this task with the help of other classmates  Work in group with teacher`s support | | Pictures of animals, inscriptions  Posters with comparative and superlative forms of adjectives  Laptop, audio materials,  Student`s book  Pictures of animals` parts of bodies, poster with |
| End | *Reflection*  The team which has more stars becomes a winner and all learners gets medals. A teacher assesses the work of all learners and gives recommendations to some of them. Learners answer the question:  What was more interesting for you during the lesson? What new have you learnt at the lesson?  *The melody of Shopen accompanies*  Today we spoke about animals in India but in our country in Kazakhstan there are also some of them. The snow leopard is a unique animal in Asian mountains and the symbol of Kazakhstan. You can meet pink flamingos near the lake Tengiz. In ancient time eagles helped to Kazakh people in hunting and today its image is on the flag of our country. It is a symbol of freedom, pride and wisdom. All these animals are in the Red book and we should take care of them.  Thank you for your work and thanks to our guests for visiting our lesson. | | | | |  | |  |
| **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** | |  |
| * More support can be given at the start and in middle of lesson by providing less-able learners with additional teacher`s support * Learners who are less confident at making up sentences, can be given examples. * More-able learners can be encouraged to use the full range of language from the text when they practise descriptions. | | | *Each right answer - one star (star - assessment)*  They should evaluate each other and description. | | | Health saving technologies.  Using physical exercises and active activities. | |  |
| **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?* | | | | The lesson objectives were realistic.  All learners achieve the learning objective.  My planned differentiation worked well.  Timing was right. | | | |  |
| There are no changes I would like to make from my lesson. | | | |  |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Answers of learners  2: Patience  What two things would have improved the lesson (consider both teaching and learning)?  1: To take more written task connecting with grammar  2: To make my students more confident  What have I learned from this lesson about the class or individuals that will inform my next lesson?  Some students need additional explaining of grammar theme. | | | | | | | |  |