**Short term plan**

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| **School** | | **№ 22, Nur-Sultan** | |
|  | | **Teacher’ s name: Omarova G.B.** | |
| **Grade 5** | | **Present: Absent:** | |
| **Module 4. Reading for pleasure.** | | **The Two Giants** | |
| **Learning objectives(s) that this lesson is contributing to** | | 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.C9 use imagination to express thoughts, ideas, experiences and feelings | |
| **Lesson objectives** | | By the end of the lesson:  **All learners** will be able to identify some specific information and details in the text and use some target vocabulary and structure accurately in tasks with some support.  **Most learners** will be able to summarize a text and write a new ending for the story.  **Some learners** will beable toexpressa point of view in connected sentences. | |
| **Assessment criteria** | | * Read and understand the main points in the text. * Recognize factual details in a given argument related to the topic. * Figure out the content of a short text with some support. * Use the information to make sentences which describe people, places and objects. | |
| **ICT skills** | | Knowledge, comprehension and application. | |
| **Value links** | | Cultural Values | |
| **Cross urricular links** | | Literature and music | |
| **Previous learning** | | The myths of Kazakh people | |
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| **Time** | **Planned activities** | | **Resources** |
| Beginning  2 minutes  **Main activities**  5 minutes  3 minutes  5 minutes  5 minutes  5 minutes  5 minutes  5 minutes  End  5 minutes | Greeting and learners should define the theme.  Learning ang lesson objectives will be introduced together with students.  Division in groups ‘A’and ‘B’  **Warm up.** SB p.82, ex.1  Allow Ss one minute to listen to the music extract and ask to guess the musical instrument. Some Ss share their answers with the rest of the class.   * - It’s a dombra, a national symbol of Kazakhstan. It has got a wooden body, a long neck and two strings.   **Pre-reading activity**  **New vocabulary:**  1. out of wood - из дерева  2. string - струна  3. be famous - быть знаменитым  4. decide - решать  5. enormous - огромный  6. stone - камень  7. bridge - мост  8. across - через  9. dangerous - опасный  10. No one could cross it. - Никто не мог пересечь её.  11. hardwork - тяжёлая работа  12. carry - нести  13. heavy - тяжёлый (по весу)  14. snatch - вырывать  15. smash - разбивать  16. against a rock - о скалу  17. hit - ударять  18. surface - поверхность  19. break - ломать  20. use - использовать  **While -reading activity. Task 1 – ex.2**  **Read the title of the story and the first sentence in each paragraph. How is the story related to dombra? Listen and read to find out.**  **Descriptor:**  Learners read the text for general and specific information, respond to the questions.  Formative Assessment/ Self Assessment:  Teacher displays the answers on the board, students check and correct.  Key: The story tells us how some people found the shape on the rock and used it to make a musical instrument. They called it a ‘dombra’.  **Post – reading activity. Task 2. Ex. 3, Read the text. Who, the younger brother (Y) or the older one (O)...**  **Descriptor: (For tasks 2,3,4)**  Learners read the text for general and specific information, complete sentences with right words.  Formative Assessment/ Self Assessment:  Teacher displays the answers on the board, students check and correct.  Key: 1Y 2O 3O 4Y 5Y 6O  **Task 3. Ex.4. Complete the sentences.**  Answer key: 1. brothers 2. the Altai Mountains 3. happy 4. an enormous stone bridge 5. the mountain to the river 6. didn’t help him / played his instrument all day 7. smashed it against a rock 8. found the shape in the rock and used it to make a musical instrument  **Task 4. Ex 5 p 83 Complete the sentences. Use:** played, made, gave, carried, got, smashed  **Key**: 1. smashed 2. played 3. carried 4. made 5. got (snatched) 6. gave    **Task 5. Ex. 6. Read the text again. Which words does the writer use to describe:** the bridge? The river? The stones? The instrument? The music of the steppe?  **Descriptor:**  Learners read the text and find words which describe objects.  **Key:** The bridge – enormous, stone.  The river – big, fast, dangerous.  The stones –heavy.  The instrument – wooden, a long neck, two strings, new, beautiful.  Formative Assessment/ Self Assessment:  Teacher displays the answers on the board, students check and correct.  **Feedback**  Students underline Yes/No in “Evaluation Card”  At the end of the lesson I can /can’t:   * understand the main points of the text. - Yes/No * choose information to make sentences which describe people and objects.- Yes/No * use topic vocabulary to talk about main characters and objects. - Yes/No   Then Students show one of the traffic light colours which mean:  MSOfficePNG(4)  **- Green** The lesson is clear for me.  **-Yellow** I have got some questions.  **-Red** I don’t understand anything.  **Home Task:**  **SB p.49, ex. 10** - Imagine the story didn’t end like this. Change the ending. | | Interactive board  eBook Excel Grade 5  Power Point Presentation  Slide 1  Slide 2  Slide 3  Slide 4  Slide 5  Slide 6  Slide 7  Slide 8  Sheet of “Evaluation Card” |

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| **Additional information** | | |
| Differentiation – how do you plan to give more support? | Assessment – how are you planning to check learners’ learning? | Health and safety check |
| Differentiation will be done by task in asking questions; by support from the teacher and peers.   * More support can be given at the beginning and in the middle of the lesson by providing less-able learners with topic vocabulary in a word list so they can read examples of words seen or heard. * Learners who are less confident at answering questions, can be given copies of parts of the answers from the story to read aloud. | The teacher will be able to assess learners using different kinds of formative assessment and techniques: peer and group assessment, feedback.   * Doing exercises consolidates practice in vocabulary and grammar use. It helps improve language skills. * Learners read and understand events and can sort them into chronological order. Practice supports learners to understand any difficult sentences and adapt for a future lesson. | The lesson will be delivered in accordance with health and safety standards. |
| **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.**  **Reflection**  Were the lesson objectives/learning objectives realistic? Yes, they were.  What did the learners learn today? - Learners understood the text in details and did reading, writing and speaking tasks.  What was the learning atmosphere like? – It was trusting for study with some support.  Did my planned differentiation work well? – Yes, it did. The learners were given different activities on the text with some support.  Did I stick to timings? What changes did I make from my plan and why? – I stuck to timing. No changes I did. | | |