**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 topics5.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 topics5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.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.
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| **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** |
|  Beginning2 minutes**Main activities**5 minutes3 minutes5 minutes5 minutes5 minutes5 minutes5 minutesEnd5 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.1Allow 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 дерева2. string - струна3. be famous - быть знаменитым4. decide - решать5. enormous - огромный6. stone - камень7. bridge - мост8. across - через9. dangerous - опасный10. No one could cross it. - Никто не мог пересечь её.11. hardwork - тяжёлая работа12. carry - нести13. heavy - тяжёлый (по весу)14. snatch - вырывать15. smash - разбивать16. against a rock - о скалу17. hit - ударять18. surface - поверхность19. break - ломать20. 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 5Power Point Presentation Slide 1Slide 2Slide 3Slide 4Slide 5Slide 6Slide 7Slide 8Sheet 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.  |