**Lesson plan**

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| **Long-term plan Unit 2 Living things.** | | | | | **School:**  Secondary multidisciplinary school №37 | | | |
| **Date:** | | | | | **Teacher name: Golovchenko N.I.** | | | |
| **Grade: 5** | | | | | **Number present:** | | | **absent:** |
| **Theme of the lesson:** | | | | | **Plants** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | **5.L3** understand an increasing range of unsupported basic questions 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.W3**  write with support factual descriptions at text level which describe people, places and objects | | | | | |
| **Lesson objectives** | | | **All learners will be able to:** | | | | | |
| * understand the events in the story from the video; * read, understand and reorder most of the events in the story; * name things that are required for a growing plant with support   **Most learners will be able to:**   * read, understand and reorder most of the events in the story; * write, about a plant that grows in Kazakhstan with minimum support.   **Some learners will be able to:**   * understand most of the language on the story video; * use the Present Simple Tense accurately in writing without support | | | | | |
| **Language objectives** | | | use the Present Simple Tense, specific phrases and vocabulary “seed, flower, leaf, etc” | | | | | |
| **Previous learning** | | | Learners were introduced the topic of plants on the previous lesson. This lesson is focused on teaching plant parts and plant growing. | | | | | |
| **Success criteria** | | | Learners have met this learning objective if they can:   * complete the tasks (90 %); talk on the topic using learned vocabulary | | | | | |
| **Value links** | | | Value of environment. Teamwork: Ls will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | | Lesson is connected with Biology, Geography | | | | | |
| **ICT skills** | | | Projector or Smart board for presenting a video | | | | | |
| **Intercultural awareness** | | | Accept diversity of other cultures | | | | | |
| **Kazakh culture** | | | Asking questions about different plants in Kazakhstan | | | | | |
| **Pastoral Care** | | | Assure you met all learners’ needs | | | | | |
| **Health and Safety** | | | Make sure power cords are not a tripping hazard  Everyday classroom precautions. Use of Classroom rules | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** | |
| Beginning  5 minutes | Warm-up Game  **Pair work.**  Learners are divided into pairs. (Differentiation by support, more able learners with learners who need support, more able learners can help with translation or meaning of the words.)Teachers distributes the handouts. Learners are suggested to work in pairs and match the words with the pictures.(seed, plant, shoot, tree, leaf, rain, roots, sunlight)  Learners guess the topic of the lesson.  The topic and LOs are presented. | | | | | | Worksheet 1, Task 1  <http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-the-lucky-seed-worksheet-final-2012-11-01.pdf>  PPT slide 1 | |
| Middle  28 minutes | **Presentation**  **Listening**  **Pre-listening task**  Teacher asks learners to read the sentences, underline the unfamiliar words in the task 2. They walk around the classroom and ask the group mates about the unfamiliar words. (Peer’s support).  If learners cannot find the meanings/translations of the words teacher provides the meaning of the words. (Teacher’s support).  **While-listening task**  Learners listen and watch the story, put the sentences in correct order. Teacher plays the recording twice.  **Pair work.** Learners are divided into pairs. They compare their answers with the partner. Teacher checks answers as an open-class activity.  **TPR (Total physical response)**  Learners are suggested to make a circle. Teacher prepares the cards with the vocabulary of Task 1. A Learner 1 chooses any card, reads the word, using gestures explains the word to the class. The learner 2 who guesses the words has to spell it.  Learner 2: It is a plant.  Learner 1: Could you spell the word?  Learner 2: P-L-A-N-T. (Plant).  Learner 1: Yes, good job!  ***Reading task.***  ***The activity below can be used as a formative assessment.***  To check the ability of students to use vocabulary in context, learners are asked to read the same story and write the correct word into the missing space. Teacher monitors and supports some students who need help.  **Production**  Ask learners in their L1 language what they know about plants and what they need to grow. Then suggest learners work in pairs by forming pairs according to teacher’s decision and to tick things that plants need to grow. (Peer’s support). Open - class activity checking.  **Practice**  Task 1  **Group work.**  Learners have to choose one card and are divided into 3 groups with the help of these cards: tree, sunlight, leaf.   * What kinds of plants do you know? * What plants grow in Kazakhstan?   Teacher demonstrates some plants which grow in Kazakhstan. (Roses, tulips, poppies).  Task 2  Learners draw the plants that grow in Kazakhstan.  Teacher shows the clue that learners should use in the next task-writing.  *e.g. This is a camomile. It grows in fields, mountains and gardens. It has a white flower, thin leaves. It is very useful. If you are ill you can drink camomile tea.*  **Group work.** In their groups learners write 3-4 sentences about this plant using the Present Simple forms.  Think-group-share  Ls discuss the ideas on the presentation, with the Teacher’s support they create the criteria for the presentation.  Learners share their ideas about the exact plant in groups, choose the best sentences and present them.  Teacher nominates a group of learners to present the plant. Learners give peer feedback such as: *Your English / / pronunciation is good. We can understand all of / most of the presentation. We like the \_\_\_\_. Te*acher praises learners’ and suggests an improvement.  Learners peer assess each other following the suggested criteria. | | | | | | Worksheet 1. Task 2  <http://learnenglishkids.britishcouncil.org/en/short-stories/the-lucky-seed>  Worksheet 1. Task 2  Worksheet 1. Task 1 cards with words  Worksheet 3 FA  Worksheet 1 task 3  Worksheet 2 (cards)  PPT slide 2  Worksheet 1. Task 4  Posters, markers, pencils  PPT text about chamomile slide 3 | |
| End  2 mins | Learners reflect on their learning:   * What has been learned? * What remained unclear? * What is necessary to work on * Teacher asks learners what 3 words they learnt today * Learners complete an evaluation of what they did during the lesson by circling one word in each statement:   I can understand: all / most of / some of the story in the video.  I can understand: all / most of / some of the story when I read it.  I can say all/most of/some plant parts  Hometask: to learn the new vocabulary. | | | | | | Evaluation worksheet | |
| **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 ICT links** | | |
| Support for weaker students: working in pairs/groups, phrases  Challenges for moreable students: Encouraged to do more writing; assist weaker students.  Pair work, Whole group work | | | | Monitoring  Feedback on the work | | Health promoting techniques  Breaks and physical activities used.  Safety rules | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | | | | |
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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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | |