**Short term plan**

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| **Unit 1 Homes and away**  **Unit of a long term plan unit1** | | | | | **School: Tole bi with mini-centre** | | | |
| **Date: 3.09.2020** | | | | | **Teacher name: Kasenova G.** | | | |
| **CLASS: 5 “A”** | | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | Homes 1 | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | L1. Understanding sequence of supported classroom instructions  W3 write with support factual descriptions at text level which describe people, places and objects  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.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 learners will be able to:  Name parts of yurt, understand vocabulary, describe places  Most of learners will be able to:  Understand specific vocabulary  Some learners will be able to:  Compose sentences using adjectives | | | | | | |
| **Assessment criteria** | | * Give basic information about themselves and others at   sentence level   * Compose sentences using adjectives | | | | | | |
| **Language objective** | | Yurt , shanyrak uwyk a carcass | | | | | | |
| **Values links** | | To keep ,to increase and to hand down traditions and friendship between people | | | | | | |
| **Cross-curricular links** | | art | | | | | | |
| **Previous learning** | | ***Review*** | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your 9planned activities)** | | | | | | | **Resources** |
| Start | Greetings,  Good morning pupils! Who is on duty today? Who is absent?  Teacher divides pupils in 2 groups with cards: “ Yurts’, “ Homes” | | | | | | |  |
| Middle | S1  Activity 1  Draw a house on board  Brainstorm words learners know about houses. How many words do learners  know? Project about 10 pictures of different  homes in Kazakhstan on board and  houses. How many words do learners  know?Project about 10 pictures of different  homes in Kazakhstan on board and  number them 1- 10. Learners make links  between any two homes orally e.g. 3 and  6 have got big doors. 4 and 7 have got  three floors. 2 and 9 have got small  gardens. 1 is a very big house but 8 is a  very small house. Learners write 3 - 6  sentences making links between different  homes. How many different words about  homes can they use?  a round-shaped , a shanyrak , a kerege ,a uwyk    Activity 3  Skills: Use of English  (I, P, f)Write a word bank on board for  learners to label then write about their  homes. (e.g. apartment, house; bedroom,  bathroom, kitchen, dining room, living  room, roof wall, window, door; small,  big, beautiful)  Learners use blank A4 paper to draw and  label their home. They use the word bank  to check if they can use all words.  Compare with a partner. Is their spelling  correct? Ask learners to underline any  word they think is difficult to say on their  drawing e.g. window. Check  pronunciation of all words.   * Descriptor: Learners find degrees of adjectives | | | | | | | PP1                                        Workbook |
| End | Feedback  Answer the question “ How can be a modern house?”  Reflection Smiles | | | | | | |  |
| **Additional informatio** | | | | | | | | |
| **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** | | |
| Most of learners will be able to:  Understand specific vocabulary  Some learners will be able to:  Compose sentences using adjectives | | | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book**which can be applied in this lesson. | | |
| **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? | | | | | | | | |