**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 instructionsW3 write with support factual descriptions at text level which describe people, places and objects5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.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 placesMost of learners will be able to:Understand specific vocabularySome 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
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| **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 | S1Activity 1Draw a house on boardBrainstorm words learners know about houses. How many words do learnersknow? Project about 10 pictures of differenthomes in Kazakhstan on board andhouses. How many words do learnersknow?Project about 10 pictures of differenthomes in Kazakhstan on board andnumber them 1- 10. Learners make linksbetween any two homes orally e.g. 3 and6 have got big doors. 4 and 7 have gotthree floors. 2 and 9 have got smallgardens. 1 is a very big house but 8 is avery small house. Learners write 3 - 6sentences making links between differenthomes. How many different words abouthomes can they use?a round-shaped , a shanyrak , a kerege ,a uwykActivity 3Skills: Use of English(I, P, f)Write a word bank on board forlearners to label then write about theirhomes. (e.g. apartment, house; bedroom,bathroom, kitchen, dining room, livingroom, roof wall, window, door; small,big, beautiful)Learners use blank A4 paper to draw andlabel their home. They use the word bankto check if they can use all words.Compare with a partner. Is their spellingcorrect? Ask learners to underline anyword they think is difficult to say on theirdrawing e.g. window. Checkpronunciation of all words.* Descriptor: Learners find degrees of adjectives
 | PP1Workbook |
| End | FeedbackAnswer 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 vocabularySome 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? |