Алматы облысы, Сарқан ауданы,

 Мектепке дейінгі шағын орталығы бар Алмалы орта мектебі

 Ағылшын тілі пәні мұғалімі Радюк Оксана Петровна

Short term plan

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| **Unit of a long term plan:** *Module 7. Fantasy world.*  | **School: Almaly secondary school** |
| **Date:** | **Teacher name: Radyuk Oxana** |
| **CLASS:** 5grade | **Number present: 11** | **Absent:-** |
| **Lesson title:**  | **Animals. The Ghost of the Mountains.** |
| **Learning objectives(s) that this lesson is contributing to** **(link to the Subject programme)** | **5.L6** deduce meaning from context in short, supported talk on an increasing range of general and curricular topics**5.S7**use appropriate subject – specific vocabulary and syntax to talk about a limited range of general topic **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 animals |
| **Lesson objectives** | **All learners will be able to:** Understand and use the meaning of key words **Most learners will be able to**:  Respond to the questions correctly **Some learners will be able to:** Read, understand and tell main facts about animals  |
| **Assessment criteria** | \*should know key words \*should answers the questions \*should remember main facts from the text\*should classify specific information in simple texts \* should use variety of adjectives with nouns |
| **Language objectives** | **Key words:** Snow leopard, the bald eagle, Bear, giraffe, seagull, goat, snake, monkey, tiger, wolf ,cat, camel, cow, dog etc**Discussion point: \*** Have you got a pet? \* What animal do you like?\*What do you know about snow leopard?**Writing prompts:** writing a short fact file about an animal you like |
| **Values links**  | The strategy “Mangilik Yel”: love to Motherland and animals. Respect, creativity and cooperation. |
| **Cross-curricular links**  |  Art  |
| **Previous learning** | Vocabulary: animals. |
| **Plan** |
| **Planned timings** | **Planned activities** **(replace the notes below with your planned activities)** | **Resources** |
| *Start* 5min | * Greeting.
* Psychological ready the group for the English lesson.

**Activity:** “Word race”**.****Action:** students revise the words they had learned at home in a circle.**FA:** T-SS Well! Great! * Divide the class into three groups.

**Activity:** “Zoo –cage” as *“Animals”* (bear, wolf, monkey, elephant), “Cats” (lion, tiger, leopard, panther) and *“birds”* (parrot, seagull, eagle, sparrow) with helping of pictures**Action:** Students take one picture and choose the groups.**FA:** SS-SS, T-SS. Applauding. * Introduce the students with the aim of new theme
 | Pictures |
| *Middle*  5min 5 min 5 min5 min5 min  | **Task 1. Read the text and answer the questions.****PW/GW****Activity: Microphone.****Action:** Every group has 1 journalist who asks questions. Other students read the text and find out answers to the questions.FA – SS-SS. Students assess themselves by answering sheet**Task 2. Complete the sentences.** **GW****Activity: Who is quicker?****Action:** Students complete sentences in their groups.**FA-** SS-SS, T-SS**.** Students assess themselves byanswer sheet, Teacher gives them stickers.**Task 3. Differentiation work** **Individual work** **Activity: Who can do more…..?.** **Action:** Students do given tasks. All and more students do only the 1st part of a task. Some students do all exercise in 5 minutes**FA-** T-SS, Stickers**Task 4 Describing animals: Parrot, Bear and Giraffe****Group work****Activity: Matching****Action:** There are 3 pictures of parrot, bear and giraffe. Teacher gives adjectives to students. Students use adjectives to complete the description. **FA** SS-SS, T-SS Smiles. (Teacher gives key answers to groups. And each group checks up their neighbor and gives FA.) Applauding.**Task 5. Listen and complete the fact file about the bald eagle.****Group work****Activity: What is missing?****Action:** Students listen audio and complete the fact file about the bald eagle in groups.**FA** SS-SS; T-SS Thumbs up and thumbs down by students. Teacher gives stickers. | Picture http://getwallpapers.com/wallpaper/full/3/2/a/959632-free-download-mac-wallpaper-snow-leopard-2560x1440.jpgtext, video, question-cardanswer sheetStudent-bookStudent-bookanswer sheetstickers Cards Adjectives-cards and pictures of parrot, bear and giraffe.Student -book http://qimplink.com/wp-content/uploads/2017/12/picture-of-an-eagle-full-hd-pics-photos-bald-pc.jpgAudio disc stickers  |
| *Descriptors*  | A learner:* Reads and translates key words
* reads the text accurately;
* understands the main idea of the text
* finds the necessary information and answers the questions using main points of the text;
* answers the questions using the details of the text.
* writes the missing words while reading;
* use adjectives with nouns correctly

 - works cooperatively in a group;* evaluates partner’s answer;
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| *End*10 min | **Activity: Game: “The best Zoo – Keeper”****WC** **Action:** Three groups create their own zoo-park. On the blackboard there are 12 animal-pictures. Groups are racing for the picture. Who collects more pictures? Teacher names animal-whose group is quicker?**FA: SS-SS; T-SS. Applauding.** **Giving homework:** WB 2, 3, 4 exercises on p.50 **Reflection of the lesson:** The method of “Sandwich”- two interesting and one difficult moment.OK, students. The lesson is over!Good bye! | Market of Zoo (3). 12 animals. Stickers |