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| **Short-term plan Term 1** **Unit 2. Values in Myths and Legends** | **School:№7 school-lyceum** |
| **Date:04.11.2020** | **Teacher’s name: Khamidullaev Nurbek** |
| **Grade: 4Е,4Ж,4А,4Е** | **Number present:** | **Absent:** |
| **Theme of the Lesson:****People and Places** | **People and places** |
| **Learning objective(s) that this lesson is contributing to and assessment criteria** | 4.L8 understand short narratives on a limited range of general and some curricular topics4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics4.UE3 use adjectives, including possessive adjectives on a limited range of general and some curricular topics to describe things  |
| **Lesson objectives** | All learners will be able to:* Watch the video and understand the main points of the Story
* Identify the most familiar words and complete comprehension activities
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| Most learners will be able to:- complete the tasks almost without mistakes;- make their own story with support;; |
| Some learners will be able to:* Using prediction cards retell the main pain parts of the story with little support
* make their own story with little support;;;
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| **Assessment criteria** | Learners have met the learning objective if they can:Understand the main points of the textIdentify the most familiar words and complete the tasksComplete tasks without mistakes |
| **School’s mission, vision and Global Citizenship** | Skills for life-long learning. Understanding cultural diversity, being ready for intercultural communication and changes |
| **Value links** | Through the activities about the family and friends, learners will be taught how to be respectful and tolerant |
| **Cross curricular links** | Kazakh |
| **ICT skills** | Using video/pictures |
| **Previous learning** | Values in Myths and Legends |
| **Health and safety** | Short physical exercises in between the activities |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| **Beginning**  | **Greeting**-Good morning, students!-Good morning, teacher!-How are you today?-We are fine, thank you!-What date is it today?-What’s the weather like today?-It is sunny/cold/rainy today.**Warm up**Learners are given worksheets where they need to write right words under the picture.**L/o presented**Elicit boys’ names in English.Explain they’re going to watch a story. First, learners listen to the introduction. Read: *Once upon a time there was a boy called Jack. He lived with his mother in the country. They had no money but they had a cow.* | Worksheet 1 |
| **Middle**  | **Pre watching***Story prediction**Teacher distributes worksheet, and then Ls complete the first line of the table.* Teacher ask these questions and it will help keep young children engaged in the story. The questions also encourage children to form their own opinions**While watching*****Speaking practice******C:\Users\Жанар\Desktop\4 а.png******Read,translate and repeat******C:\Users\Жанар\Desktop\Безымянны64й.png***Hot seat activity. One learner is Jack and sits at front of class. Learners ask Jack questions. e.g.*How old are you? Where do you live? Have you got a brother/sister? Do you like school? What’s your favourite game? Do you like going to the market? Are you clever? Do you like giants?*Choose a different learner to ‘hot seat’ the mother then the giant. *Extra time***Formative assessment**Tick the correct sentences and put a cross next to thewrong sentences. | Worksheet 2<https://youtu.be/rKB1_wBueFM>Worksheet 3Worksheet 4 |
| **End** | PlenaryAsk the children questions about the story, such as,* "Who are the main characters?"
* "What do you like about the story?"
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| **REFLECTION** |
| Were the lesson objectives/learning objectives realistic? |  |
| What did the learners learn today? |  |
| What was the learning atmosphere like? |  |
| Did my planned differentiation work well? |  |
| Did I stick to timings? |  |
| What changes did I make from my plan and why? |  |
| **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 achievements/difficulties of individuals that will inform my next lesson?** |