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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 topics  4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics  4.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 | | | |
| 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;;; | | | |
| **Assessment criteria** | | Learners have met the learning objective if they can:  Understand the main points of the text  Identify the most familiar words and complete the tasks  Complete 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 the  wrong sentences. | | | | Worksheet 2  <https://youtu.be/rKB1_wBueFM>  Worksheet 3  Worksheet 4 |
| **End** | Plenary  Ask the children questions about the story, such as,   * "Who are the main characters?" * "What do you like about the story?" | | | |  |
| **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?** | | | | | |