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| **Short-term plan 9**  Term 1. Unit 2. Values in Myths and Legends | | | **School:** Secondary school № 23 named after A. Bokeikhanov | | |
| **Date:** 29.09.2020 | | **Teacher’s name:** Kerimbayeva M. | | | |
| **Grade:** 4 | | **Number present:** | | **Absent:** | |
| **Theme of the Lesson:** | | **Traditional stories 1** | | | |
| **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  4W7 spell most familiar high-frequency words accurately when writing independently.  4UE15 use verbs go, enjoy, like + verb + ing. | | | |
| **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;  - present their character with support. | | | |
| **Some learners will be able to:**   * complete the tasks without mistakes; * describe their pictures. | | | |
| **Assessment criteria** | | Learners will have met the learning objectives if they can:  Identify the most familiar words, the main points of the story and complete the tasks. | | | |
| **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** | | Literature | | | |
| **ICT skills** | | Using video/pictures/PPT | | | |
| **Previous learning** | | Animals. Plural ‘s’ forms.  Personal pronouns:  he, you, I.  Present simple forms.  Adjectives. | | | |
| **Health and safety** | | Short physical exercises between the activities | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Beginning**  **1 min.**  **3 min.** | **Greeting**  -Good morning, students!  -Good morning, teacher!  -How are you today?  -We are fine, thank you!  -What date is it today?  **Warm up**  Show Pictures of the books “Cinderella” & “Little Red Riding hood” on the board and elicit what it is. Ask learners if they know the fairy-tales on the pictures.  **T:** *Do you know the fairy-tales on the pictures? Do you enjoy reading fairy-tales? What’s your favourite fairy-tale?*  **L/o presented** | | | | PPT 1  PPT 2 |
| **Middle**  **3 min.**  **3 min.**  **3 min.**  **7 min.**  **5 min.**  **10 min.** | **Presentation**  **Pre watching activities**  Story prediction.   1. Complete the sentence choosing one or more opinions in Ex. 2 Read the activity and elicit unknown words. Pupils read, complete the activity and answer one by one. 2. - Refer the pupils to the two covers of the 2 books and read the titles aloud. Ask the pupils if they have read these fairy-tales and initiate a discussion about what happens in each story. At this stage it is OK to use L1. - Then encourage the pupils to read aloud the 2 sentences in Ex. 3 and choose which fairy-tale these sentences are taken from. 3. Learners are divided into Groups of 4 (at the beginning of the lesson). Tchr shows learners some pictures. Ls complete “What is the word?” task. They choose and write the word under the pictures.   **While watching activities**   1. Read the activity and elicit unknown words.   Play the story. Learners complete the activity sheet: put the sentences in right order.  Then in pairs, they swap papers and check each other’s.  **After watching activity**   1. Consider the task of activity and example to it.   Match what Little Red Riding Hood and the wolf say.    **Checking:**  Then a pupil from the first group read Little Red Riding Hood’s words and name the pupil from the other group to read the wolf’s words, then a pupil from the second group read Little Red Riding Hood’s words and name the pupil from the other group to read the wolf’s words and so on.  Pupils choose a picture of a favourite fairy-tale  And present their pictures to the class, using clichés:   1. I like watching / reading fairy-tales. 2. My favourite fairy-tale is… . | | | | Ex. 2 p. 19 (Smiles 4, PB)  Ex. 3 p. 19 (Smiles 4, PB)  Worksheet  (Task 1)  PPT 3  (answers)  <https://learnenglishkids.britishcouncil.org/short-stories/little-red-riding-hood>  Worksheet  (Task 2)  PPT 4  PPT 5  Worksheet  (Task 3)  PPT 5    PPT 6  Cards with fairy-tales |
| **End**  **2 min.**  **3 min.** | **Homework**  To learn the words. Do exercise in writing.  **Reflection**  **«Для меня сегодняшний урок…»** | | | | Ex. 1 p. 14 (Smiles 4, AB)  PPT 7, cards |
| **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?** | | | | | |