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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 topics4W7 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.
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| **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.
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| **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 1PPT 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 4PPT 5Worksheet(Task 3)PPT 5 PPT 6Cards 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?** |