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| **Unit Sport**  **Theme: Healthy lifestyle** | | | | | **School: #5 named by M Gorkiy** | | | |
| **Date:** | | | | | **Teacher name: Musaeva Kamila** | | | |
| **CLASS: 5** | | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | | Human body and exercise | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.L1 understand a sequence of supported classroom instructions  5.R7 recognize typical features at word, sentence and text level in a limited range of written genres | | | | | |
| **Lesson objectives** | | | **All learners will be able to**  Understand and follow teacher’s instructions  Identify 4-5 body movements  Present ideas clearly in a pair and whole class conversation  **Most learners will be able to**  Identify 5-6 body movements  Use topic related vocabulary in their speech  Read, understand and complete the tasks with little support.  **Some learners will be able to**  Identify 8 and more body movements  Plan and write sentences related to the topic without support | | | | | |
| **Assessment criteria** | | | Identify different body movements  Follow the given instructions | | | | | |
| **Values links** | | | Healthy lifestyle, Respect, Support, Trust | | | | | |
| **Cross-curricular links** | | | PE, Psychology | | | | | |
| **Previous learning** | | | Learners are expected to know various sports exercise and the parts of the body from previous grades. | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Start  0-2 minutes  2-10 | **Class organisation**  **Learning and lesson objectives are introduced.**  **Lead-in: (I-P-W)**  **Strategy “Think**-**pair**-**share”** (TPS) is a collaborative learning **strategy** where students work together to solve a problem or answer a question. This **strategy** requires students to (1) **think** individually about a topic or answer to a question; and (2) **share** ideas with classmates.  ***Strategy “Cluster”***  Teacher demonstrates a diagram “Healthy body” and asks the students to complete it. Students discuss the question “What do we need to have a healthy body?” and complete the diagram. (water, food, exercise, rest )  water food    exercise rest  **(I)**Then teacher asks to write a short paragraph with examples of how much water they drink daily; which types of healthy food they eat; how much exercise and sport they do; how many hours they sleep to explain ‘Why I have a healthy body’. Learners exchange paragraphs with a partner and compare. What’s similar and what’s different?  **Descriptor:** A learner   * Discusses the questions and complete the diagram * Writes a short paragraph   **Differentiation:** *High-performing students have to write a short paragraph themselves. Middle students have to write answers with little support and they can use dictionaries. Low-performing students have to write 2 -3 words only with more support.*  **Peer-assessment:** students swap their papers, check and compare the answers. | | | | | | | PPT  Slides 1-2  Handout 1 |
| Middle  10-20  20-30 | **Topic-related vocabulary introduction.** Teacher introduces students with the words related to the topic. Learners copy them, repeat after the teacher several times.  *Stretch – растягиваться*  *Bend – сгибать*  *Twist – поворачивать*  *Turn – повернуть*  *Bounce – подпрыгивать (bounce a ball – ударять мячом(о землю) )*  *Throw – бросать*  *Catch – ловить*  *Kick – пинать*  *Swing – размахивать*  **Miming Strategy (W)**  The learners look at words on board and make movements as teacher points to each one.  Hold up flashcards for learners to copy as they make body movements: slowly, quickly, loudly, quietly, carefully. Learners read adverb on flash card: slowly, quickly, loudly, quietly, carefully and then make body movement teacher says and as adverb shows.  **Descriptor:** A learner   * Copy the new words and repeat them after the teacher * Follow the teacher’s instructions and make body movement   **Differentiation:** *High-performing students follow the instructions without support. Middle students* *make body movement with little support creating a friendly atmosphere. Low-performing follow the instructions with more support.*  **Individual assessment:** Praise  **Activity “ Guess the body movement ” (P)**  Teacher shows images of children as they play sport. Learners look at images of body movements made in sport . With a partner they decide what movement it is and which parts of body are moving: arms, legs, neck, body, hands, feet, head.  **Descriptor:** A learner   * Identifies body movement and parts of body moving   **Differentiation:** *Provide support to Low-performing students by different types of resources (with vocabulary list, their definitions with pictures and examples), let them refer to the words related to the topic, by*  *creating a friendly atmosphere.*  **Assessment**: Peer assessment  **Activity “ Simon says” (W)**  Teacher gets their learners to stand facing her. Then tells them that they should copy her orders only if she first say the words “Simon Says”. Tells them that they are out of the game if they follow an order that doesn't begin with "Simon says," or if they fail to do what Simon says they should do. Begins by saying something like "Simon says, S*tretch your arms*.” Then checks to see if everyone has stretched their arms. Teacher continues giving orders. Mixes it up and say something like "Raise your right hand," without saying "Simon says" first. If someone puts up their right hand, then they are out of the game. Play until one person is left. That is the winner. **Descriptor:** A learner   * Identifies body movement and parts of body moving * Follows the teacher’s instructions and makes body movement   **Differentiation:** *Provide support to Low-performing students by different types of resources (with vocabulary list, their definitions with pictures and examples), let them refer to the words related to the topic, by*  *creating a friendly atmosphere.*  **Assessment**: Individual assessment. Praise. | | | | | | | Slide 3  Flashcards  PPT  Slides 4-5      PPT  Slides 6 – 7 |
| End  30-35  35-40 | **Activity “Who is quicker?”(W)**  Teacher demonstrates a slide with sentences where some words are missed. Students have to read the sentences and fill in the gap with the given words.  **(bounce, throw, stretched, kicked, bend, catch )**  She woke up and \_\_\_\_\_\_\_\_\_\_her arms above her head.  Every part of his body ached and he could only \_\_\_\_\_\_\_\_\_ his elbow halfway.  Don’t \_\_\_\_\_\_\_\_\_\_\_a ball over the fence.  \_\_\_\_\_\_\_\_\_\_the ball and throw it to first base.  The forward \_\_\_\_\_\_\_\_\_\_a goal.  My spyker doesn't \_\_\_\_\_\_\_\_\_\_.  **Descriptor:** A learner   * Reads the sentences and fill in the gap   **Differentiation:** *High-performing students are expected to complete the sentences without support. Students with lower level of the language abilities need little support. Low-performing students should get more support from the teacher as well.*  **Assessment:** Observing, feedback.  **Plenary pyramid of the lesson :**  Students are provided with the WS where they write:   1. One question they still have 2. Two things they have enjoyed or found interesting   3. Three things they have learned today | | | | | | | PPT  Slide 8  WS for plenary pyramid |
| **Additional information** | | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | **Assessment – how are you planning to check learners’ learning?** | | **Health and safety check** | | |
| *- More support can be given at the start and in middle of lesson by providing less-able learners with vocabulary list, their definitions with pictures and examples, so they can read examples and see the pictures for comparing.*  *- Learners, who are less confident at making body movement, can be given little support and creating a friendly atmosphere.*  *- More-able learners can be encouraged to use the full range of language from the given tasks.* | | | | *- Monitor how much vocabulary learners can recall from images on the picture by peer-assessment.*  *- Monitor learners as they follow the instructions by individual assessment. Can they understand each body movement and can they make them? Notice any words which are difficult for learners to understand and adapt for a future lesson.*  *- Monitor groups of learners as they use the new words in the sentences by observing and feedback. Do they use them right?* | | *Breaks and physical activities are used.* | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned*  *differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | | |
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| **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 individuals that will inform my next lesson? | | | | | | | | |