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| **Unit of a long term plan: Home and away** | **School: №5 M.Gorky** |
| **Date:** | **Teacher name: Usmanova Z.Z** |
| **CLASS: 5** | **Number present: 15** | **absent:** |
| **Lesson title** | Countries and cities |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | 5C6. Organise and present information clearly to others.5R1. Understand the main points in a limited range of short simple texts on general and curricular topics. |
| **Lesson objectives** | **All learners will be able to**Understand new material about cities and countries and answer simple questions with support**Most learners will be able to**Understand the text and answer the questions with some support**Some learners will be able to**Make questions to the text and answer without support |
| **Assessment criteria** | Define main idea of simple textsOrganize information logicallyExpress ideas clearlyAsk questions to get information about topic |
| **Values links**  | Respect, openness and civil responsibility |
| **Cross-curricular links** | Geography  |
| **Previous learning** | Countries and cities |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Start 10 min | 1. Greeting

Organizational moment.Teacher greets students; students respond to greeting and take places.1. Warm up:

London- Shymkent- New YorkAll students stand in a circle.When teacher will say London, students have to jump in front.When teacher will say Shymkent, students have to jump back.When teacher will say New York, students have to turn around.1. Divide into 3 groups

Teacher writes the name of countries. A group will be countries which started with the letter M, B group will be countries which started with the letter K, C group will be countries which started with the letter N. |  |
| Middle23 min  |  New theme: Countries and cities.Teacher presents some new words from the list and repeat words with students.New words: …..**Activity 1. Strategy** “**Popcorn”.** Teacher throws the ball to the student and asks question. Student answers and throws the ball to other group. One by one each learner answers the questions. Teacher selects three texts and uses “before reading” questioning strategy. This improves comprehension, or understanding of the text. Students will learn about asking questions before reading and will make predictions based on the discussion of the questions.How many continents in the world?How many countries in the world?Which country is the biggest?Which country is the least?In which country population is the most?In which country do we live?Do you like KZ?Do you know about population of KZ?Say about area of KZ?……. **Descriptor: A learner** * Answers the questions

**Differentiation:** high performing students answer without support. Teacher rephrases the questions for low performing learners.**AFL:** Learner gets a chip for right answer. **Self assessment:** Learnerscounttheir chips, which they got during the activity.

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| https://arhivurokov.ru/kopilka/up/html/2018/01/29/k_5a6ef7159aa34/453359_7.jpeg**excellent** | https://arhivurokov.ru/kopilka/up/html/2018/01/29/k_5a6ef7159aa34/453359_8.png**Good** | https://arhivurokov.ru/kopilka/up/html/2018/01/29/k_5a6ef7159aa34/453359_9.png**Not very well** |
| **4-5 chips** | **3-2 chips** | **1-0 chip** |

**Activity “Silent reading”**, where students read silently in a designated time period. Teacher gives 5 minutes for reading the text. Understanding material deeply. Teacher gives different reading materials to each group. Students read and translate the text.**Descriptor: A learner** * reads the text
* translates with teachers support

**Differentiation:** group discussion: each student expresses what he understood from the text, to share opinions more clearly. **AFL: self assessment -** color cards – students rate their knowledge:* **red –** I am completely lost
* **yellow –** slow down, I am struggling a bit
* **green –** I’ve got it, it is all good.

**Activity “Research fair”** in which 1-group creates their dream city and presents for other groups.2- group works with tests which gives teacher.3- group answers questions according to their text.**Descriptor: A learner*** creates dream city and demonstrates
* works with tests
* answers the questions

**Differentiation:** High-performingstudents have to create and demonstrate their dream city. Middle students have to write tests and they can use dictionaries. Low-performing students answer questions from the text with teacher’s support. **AFL:** Teacherassesses learners looking at their answers by chips and stars. **Activity: “Who is quicker?”** **Complete the chart.** Teacher gives worksheets where some words are missed. Students have to read the words and fill in the gap suitable words.

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| **Country**  | **Nationality**  | **Capital**  | **Famous person** |
| **Kazakhstan**  | **Kazakh** | **Nursultan**  |  |
| **England**  |  | **London**  | **Daniel Radcliffe** **(Potter)**  |
| **USA** | **American**  |  |  |
|  | **Russian**  | **Moscow**  | **Khabib**  |
| **Turkey**  |  |  | **Recep** **Erdogan**  |
|  | **Uzbek**  |  | **Yulduz** **Usmanova**  |
| **Portugal**  |  | **Lisbon**  |  |

**Descriptor: A learner*** Reads the words in the chart
* Completes the chart

**Differentiation:**  Teacher’s monitoring the class and helping less able learners with understanding and managing the task.**AFL: peer assessment –** studentsswap their papers, check and compare the answers.  | Slide 3Handout AHandout BHandout CWorksheet 1Slide 6Writing worksheet |
| End7 min | **Game “the second letter”.** Teacher says one country. Student has to find the second letter of country and says next country which started with second letter.**Descriptor: A learner** * Finds the second letter of the word
* Says the country to this letter

**Differentiation:** High – performing studentsare expected to find the country without support. Low performing students should get more support the teacher as well.**AFL:** observing, feedback and chips**Plenary.** **Assessment for the lesson****3-2-1 countdown*** 3 things you didn’t know before
* 2 things that surprised you about this lesson
* 1 thing you want to start doing with what you’ve learned

Teacher gives comments to each student. |  |
| **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** |
| Task 1. High performing students answer without support. Teacher rephrases the questions for low performing learners or gives prompts.Task 2. Group discussion: each student expresses what he understood from the text, to share opinions more clearly.Task 3. High-performingstudents have to create and demonstrate their dream city. Middle students have to write tests and they can use dictionaries. Low-performing students answer questions from the text with teacher’s support. Task 3. Teacher’s monitoring the class and helping less able learners with understanding and managing the tasks. | * Monitor how many questions can leaner answers by chips
* Monitor learners as they follow the instructions by teacher observing
* Monitor groups of students as they use the new words in the sentences by observing teacher and feedback.
 |  Breaks and physical activities 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? |

**Handout A**

**London**

 London is the capital of Great Britain. More than six million people live in London. London lies on both banks of the river Thames. It is the largest city in Europe and one of the largest cities in the world.
London is not only the capital of the country, it is also a very big port, one of the greatest commercial centres in the world, a university city, and the seat of the government of Great Britain.
 The most important parts of London are: the City, the West End, the East End and Westminster.
 The City is the busiest part of London. People do business there. Only about ten thousand people live there.
 The West End is the richest part of London. You can find the best shops, theatres, cinemas, museums, fine parks and squares there. Its houses and streets are the finest in the capital. The rich people live in the West End.
 The East End is the part of London where working people live. It is not so rich as other parts of London and there are fewer parks there.
 Westminster Abbey is one of the most beautiful buildings in London. There are many monuments of great men there. Many great English scientists lie buried there;-among them Newton, Darwin and Watt. In the Poets' Corner some of the English poets and writers are buried.

Handout B

**New York**

New York is frequently called as the New York City to differentiate it from the state of New York. It is the most well-known city in the United States. The city is located on the world’s biggest natural harbors. It is comprised of five regions named Brooklyn, Queens, Manhattan, the Bronx, and Staten Island. All these forms separate country of New York City. There are numerous researches which clearly tell its beautifulness by illustrating that it is the most photographed city in the world.

 The most famous sculpture statue of liberty lies here. In the late 19th and 20th centuries, this statue welcomed millions of refugees who came to America by ship. It is a symbol of social equality of the United States.

Tourism in New York City is at its peak. Many visitors come there for the sake of witnessing the beautiful scenes and sights. There are interesting places in New York City, the places which visitors visited include the Empire State Building, Ellis Island, Times Square, Statue of Liberty, etc. There is also the museum named the Metropolitan Museum of Art.

Handout C

**Dubai**

 In just few years Dubai has been one of the most important cities in the world. It changed from an ordinary city to an amazing city that everyone want to visit and enjoy the beautiful places in it. Let's see what is so special about Dubai to be one of the most important cities in the world?
             Many people visits Dubai every year not just ordinary people but celebrities and important people too. They come from different countries and places Arab countries and others like England, USA, Australia, South Africa...etc.
             The visitors stay in the hotels in Dubai such as Burj Al-Arab, Hyatt hotels, Hilton hotels Sheraton hotels, Rotana hotels, Emirates Towers, and many more. Most of these hotels are adjacent to the sea for the visitors to swim and watch the beautiful view of the sea in Dubai.
             Beside the sea visitors visits a lot more magnificent places in Dubai. They visit the heritage places like the Heritage village, Sheikh Saeed House, Sheikh Juma House, and the museums; to know the heritance and the history of Dubai.. They visits the Souqs, the Old Gold Souq, Spice Souq, Old Bur Dubai Souq, Fruit and Vegetable markets, and Fish market, because these souqs are unique and special. They like to shop and get something special from Dubai. They also visit the malls, cinemas, and parks such as City Centre, Mercato Mall, Grand Cineplex Cinema, Safa and Alkhoar Parks.... these are ordinary places visitors like to go and visit. Visitors like to see those places and spend time in.

Worksheet

Complete the chart.

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| **COUNTRY**  | **NATIONA-LITY**  | **CAPITAL CITY**  | **FAMOUS PERSON**  |
| KAZAKHSTAN  | KAZAKH  | NURSULTAN  |  |
| ENGLAND  |  | LONDON  | DANIEL RADCLIFFE (POTTER)  |
| USA  | AMERICAN  |  |  |
|  | RUSSIAN  | MOSCOW  | KHABIB  |
| BRAZIL  |  | BRAZILIA  |  |
| TURKEY  |  |  | RECEP ERDOGAN  |
| UZBEKISTAN  | UZBEK  |  | YULDUZ USMANOVA  |
|  | GERMAN  | BERLIN  |  |
| PORTUGAL  |  |  | CRISTIANO RONALDO  |