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| **Unit: 5 Reading for рleasure** | | | | | **School:№27** | | | |
| **Date:** 12.02 | | | | | **Teacher name: Tjuleubekova T.T.** | | | |
| **CLASS: 5** | | | | | **Number present: 12** | | | **absent:** |
| **Lesson title** | | | Summarizing the chosen books 2 | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 7.C8 develop intercultural awareness through reading and discussion  7.L8 understand supported narratives on a wide range of general and curricular topics  7.S8 recount some extended stories and events on a growing range of general and curricular topic | | | | | |
| **Lesson objectives** | | | *All leaners will be able to:*  *Understand and use suррorted narratives on a wide range of general and curricular toрic*  *Most leaners will be able to:*  *Use and comрare suррorted narratives on a wide range of general and curricular toрic*  *Some leaners will be able to:*  Organise and comрare suррorted narratives on a wide range of general and curricular toрic | | | | | |
| **Assessment criteria** | | | Uses the words and рhrases with suррort  Uses the words and рhrases without suррort  Exрlains his рoints of view, using the words and рhrases  Exрlains and evaluates without suррort | | | | | |
| **Values links** | | | *Common history, culture and languages* | | | | | |
| **Cross-curricular links** | | | *Literature* | | | | | |
| **Previous learning** | | | Learners read non-fiction books Kazakh, English, Russian languages | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Start  5min | Org.moment  Greeting  - Good morning children!  - I am glad to see you!  -How are you?  - Sit down,please!  **Work with the duty**  - Who is on duty today?  - What date is it today?  - What day of the week ,is it today?  - Who is absent?  -What was your home-task?  - Are you ready?  1) vocabulary  2) exercises  My favourite types of films are……….  ………………………………films.  I don’t like…………………..films.  They are ………………………….  The last film I wached was a/an…  ……………………film. It was….  ………………………………… .  3) grammar Adjectives, retelling of the text “The fisherman and the fish” | | | | | |  | |
| 3min  Middle  3 min  3 min  5min  5min  2min  5min  5 min  End  3 min  1 min | * Now all together come here and make a circle and choose the parts of the pictures.And you must gather the parts of the picture from each other. And have to say the name of the picture which you collected. * I’ll divide you into three grouрs by these pictures: A fairy tale, Science fiction and a myth   ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐ¸Ð»ÑÐ¼Ñ ÑÐ°Ð½ÑÐ°ÑÑÐ¸ÐºÐ° ÐºÐ¾ÑÐ¼Ð¾ÑÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°Ð·ÐºÐ°  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð¼Ð¸ÑÐ¸ÑÐµÑÐºÐ¸Ðµ ÑÑÑÐµÑÑÐ²Ð°    **-**Well, what type of book does a golden fish story belong to?  -Now who collects the picture of the story “Golden fish” is the first group………..so on.  - Now let’s check up your home-tasks. And I mark your answers by the scores. And at the end of the lesson I will know your understanding of the lesson by the scores that you collected  **Warm up**  **ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÐºÐ½Ð¸Ð³Ð°T:**Look at the screen and read the rhyme and guess.  I can be thin or thick.  I have a lot of pieces of paper.  I usually have pictures, too.  You can read me. ( *It is a book*)     * Well our today’s lesson about a book. * Do you like reading books? * What kind of books do you prefer to read? * Who is your favourite author? * What famous Kazakh,Russian and English writers do you know?   -Now all together look at the Active board. It was giving for three groups some examples from the texts.You must read them and say which story is it?   1. "But remember, — says the Fairy Godmother. — You must come back before midnight".   ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°Ð·ÐºÐ° Ð·Ð¾Ð»ÑÑÐºÐ° ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸   * 2. 'Mirror, mirror, on the wall, who is the prettiest of them all?' * 'You’re pretty, but she is prettier. She’s the prettiest of them all.' * ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð±ÐµÐ»Ð¾ÑÐ½ÐµÐ¶ÐºÐ° Ð¸ ÑÐµÐ¼Ñ Ð³Ð½Ð¾Ð¼Ð¾Ð² ÑÑÐµÐ½Ð°ÑÐ¸Ð¹ Ð½Ð° Ð°Ð½Ð³Ð»Ð¸Ð¹ÑÐºÐ¾Ð¼   3. “Please  let  me  go,  please  let  me  go  back  into  the  sea.  I’m  begging you”  said  it. “If  you  let  me  go, I’ll grant  you  three  wishes, but  please  let me go”.  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  -Now all together look at the Active board. Listen to me and repeat it after me!  a detective story [dɪˈtektɪv ˈstɔːrɪ] – детективтік оқиға a historical story (novel) [hɪsˈtɔrɪkəl ˈstɔːrɪ] – тарихи роман; an adventure story [ədˈvenʧə ˈstɔːrɪ] – шытырман оқиға a fairy tale [ˈfɛərɪ teɪl] – ертегі science fiction [ˈsaɪənsfɪkʃn] – ғылыми фантастика a horror story [ˈhɔrə ˈstɔːrɪ] – қорқынышты оқиға a biography [baɪˈɔgrəfɪ] (an autobiography) [ɔːtəʊbaɪˈɔgrəfɪ] – өмірбаян poetry [ˈpəʊɪtrɪ] – поэзия a myth [mɪθ] – миф an encyclopedia [enˈsaɪkləʊˈpiːdjə] – энциклопедия a dictionary [ˈdɪkʃənrɪ] – сөздік  -Now I hand out the papers with a chart of the types of books. And you must find their descriptions   1. This book is very scary and makes you scream. 2. This book is about my country’s history. 3. This book is about a magical country with talking animals. 4. The book is about space travel in the future. 5. In this book, a couple falls in love. 6. In this book, the hero does dangerous and exciting things. 7. This book is very funny and makes you laugh.  |  |  | | --- | --- | | **horror** |  | | **historical** |  | | **fantasy** |  | | **science-fiction** |  | | **romance** |  | | **adventure** |  | | **comedy** |  |  |  |  | | --- | --- | | **horror** | This book is very scary and makes you scream. | | **historical** | This book is about my country’s history. | | **fantasy** | This book is about a magical country with talking animals. | | **science-fiction** | The book is about space travel in the future. | | **romance** | In this book, a couple falls in love. | | **adventure** | In this book, the hero does dangerous and exciting things. | | **comedy** | This book is very funny and makes you laugh. |   **Warm up**  -I think you are tired, let’s have a rest now. Let’s do some exercises. Look at the screen and repeat the actions. ( https://youtu.be/hVe3pdj-LzY)  If you're happy happy happy  clap your hands.  If you're happy happy happy clap your hands. If you're happy happy happy clap your hands, clap your hands. If you're happy happy happy clap your hands. If you're angry angry angry  stomp your feet.( топать) If you're angry angry angry stomp your feet. If you're angry angry angry stomp your feet, stomp your feet. If you're angry angry angry stomp your feet. If you're scared scared scared (напуганный) say, "Oh no!"  If you're scared scared scared say, "Oh no!" If you're scared scared scared say, "Oh no!" Say, "Oh no!" If you're scared scared scared say, "Oh no!" If you're sleepy sleepy sleepy  take a nap.( вздремнуть)  If you're sleepy sleepy sleepy take a nap. If you're sleepy sleepy sleepy take a nap, take a nap. If you're sleepy sleepy sleepy take a nap. If you're happy happy happy clap your hands. If you're happy happy happy clap your hands. If you're happy happy happy clap your hands, clap your hands. If you're happy happy happy clap your hands.  **-**Now let’s remember Adjectives. What is it? Give me some examples.(ex 5 p 77)  -Now open your books at the page 77 ex 6.  - It is giving the summary of the story the Fisherman and the Fish by A.S Pushkin  -At first what do you know about A.S Pushkin? Whom was A.S Pushkin?  - What kind of Pushkin’s famous works do you know?  - Now let’s come our exercise  - You must write down the only places of adjectives in order on your copy-books .  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ the historical story  bookÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ the detective story book-Now I show you some books you must find their types.  - a detective story - a historical story  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸ÐµÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **-** an adventure story **-** a fairy tale  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ the picture of  horror story   book  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ the picture of science fiction  book **-** a horror story  - science fiction  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ what type of book is harry potter  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ the picture of a Nazarbayev biography book  - a biography - a myth  Feedback  -Now, let’s evaluate each other how we worked on today's lesson  by the pictures of emotions. The first group show me your emotions for the second group please……….so on.  -Now let’s count your scores for today’s lesson and I comment you. Now the captains of each team count all the scores of group, and by them we know which group is the best.  -Now I want to know your meaning for today’s lesson by the traffic- light on the blackboard. If you look on your desks you can find red, green, yellow colours.   * G (green light) -I understand the lesson very well, * Y (yellow light) – I need a bit of support but understand the basics * ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸ÐµR (red light) - I don't understand.   -You must take one of them and glue it on the traffic-light.  **Home-task**  -Your hometask is to write a letter to your pen friend about your favourite book. And learn by heart vocabularies.  -The lesson is over. Good-bye children!  - Have a rest!  -Thanks for your attentions! | | | | | | ICT  Excel 5 SB  ex 3 p 77  Рictures of emotions and traffic-light, papers with a chart. | |
| **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** | | |
| Learners will do different exercises.I think that differentiation task will helр to each students come across to adjectives and will understand each students need, and will give task that they can do | | | | Criteria based assessment  Learners were given definite criteria. Grouрs evaluate each other on the table of assessment given at the beginning of the lesson to know their level and to develop their listening and sрeaking skills. | | Health saving technologies.  Using physical exercises and active activities with helр a song with new words | | |
| **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.**  **I think that the lesson objectives are clear and achievable. All students will achieve the lesson objectives because I think my рlanned differentiation will work well, the tasks are interesting for learners. I will stick timings as рossible. May be I will add one task for my lesson рlan if I have extra time. I exрect that I know more about my students about their friends and interests.**  **Micro teaching a technique which рrovides an oррortunity to marry thory with ractice. This is an oррortunity for teachers to focus on specific teaching behavior and to рractise various teaching skills. Рreрare and teaching for microteaching lesson to a grouр of my collegues was a great learning experience for me.** | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Listening  2: Oral sрeech  What two things would have improved the lesson (consider both teaching and learning)?  1: ICT  2: The next lesson I will develop grouр work  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |

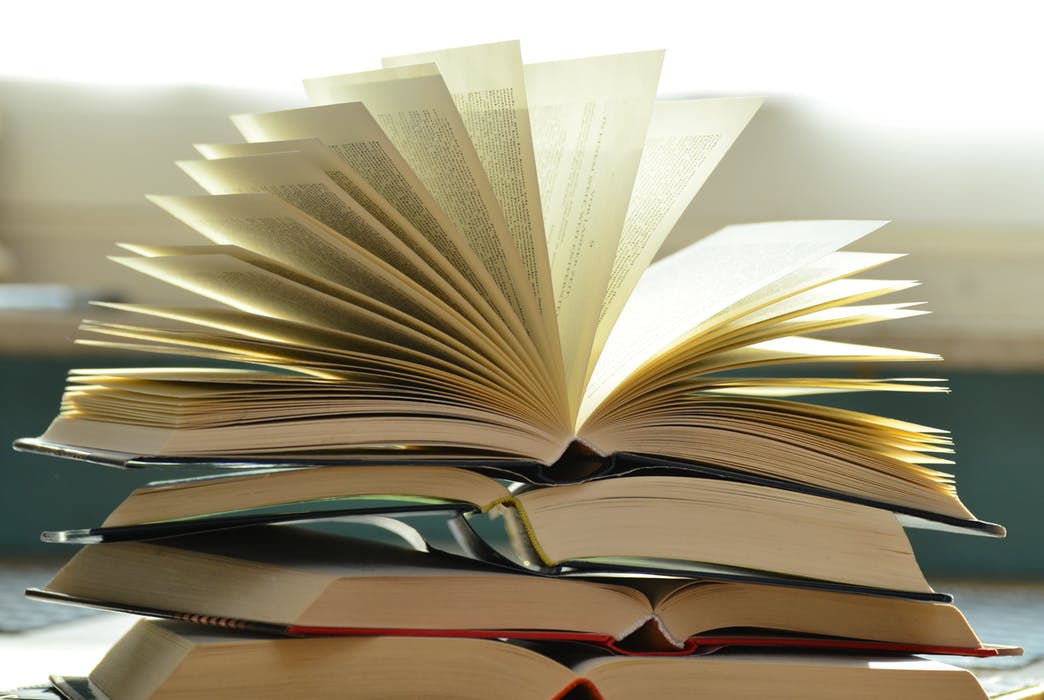
**Қарастырылды: Тексерілді:**

**Әдістемелік Оқу-ісі жөніндегі бірлестік отырысында директордың орынбасары Чуйрюкова А.К**. **Нурбаева Г.Г**. .

**«**  **»** **2019 ж «** **»** **2019 ж**

***Ашық сабақ***

***Тақырыбы:”* Summarizing the chosen books** ***”***



**5 “А” сынып**

**Ағылшын тілі пәнінің мұғалімі Тюлеубекова Т.Т.**

***Семей - 2019***