**Short term plan**

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| **Term 1** **Unit 2 Living things** | **School: №31** |
| **Date: 07.03.2019** | **Teacher’s name: Bekbauova Zhanat Abduzhanatkyzy** |
| **Grade: 5** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Plants**  |
| **Learning objectives(s) that this lesson is contributing to** | 5C4 Evaluate and respond constructively to feedback from others.5L3 Understand an increasing range of unsupported basic questions on general and curricular topics.5S7 Use appropriate subject- specific vocabulary and syntax to talk about a limited range of general topics.5W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics. |
| **Lesson objectives**  | **All learners will be able to:*** Identify basic questions asked and apply the topical vocabulary to talk about types of plants making short paragraphs with lots of support.

**Most learners will be able to:*** Identify basic questions asked and apply the topical vocabulary to talk about types of plants making short paragraphs with some support.

**Some learners will be able to:** * Identify basic questions asked and apply the topical vocabulary to talk about types of plants making short paragraphs with lots of support without support.
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| **Assessment criteria**  | Give constructive feedback to each other.Identify an increasing range of unsupported basic questions on general and curricular topics.Apply appropriate subject- specific vocabulary and syntax to talk about a limited range of general topics.Make up with support a sequence of short sentences in a paragraph on a limited range of familiar general topics. |
| **Value links** | The patriotic act 'Mangilik Yel' 5th value: Universal labor society  |
| **Cross curricular links** | Biology |
| **Previous learning** | - |
| **Use of ICT** | Smart board for showing a presentation, playing the video files. |
|  **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| **3 min****5 min****5 min****6 min****5 min****7 min****5 min** | **Organization moment. Teacher grades with a students**-Good afternoon children!-Good afternoon, good afternoon, good afternoon to you, Good afternoon, good afternoon we glad to see youTogether, together, together every day, Together, together we work and playT: How are you learners?S: We are fine, and you?T: I am good thank you!T: Who is absent today?S: All are present T: What date is it today?S: Today is 7th of MarchT: What day of the week today?S:Today is Thursday**Eliciting:****Conscripts and volunteers!** (Whole class activity)The teacher asks the following questions by involving active and passive students. T: Excellent! So, children, let’s answer my questions.1) Do you like flowers?P: Yes, I do.T: 2) Do you plant trees?P: Yes, I plant trees.T: 3) Do you water them?P: Yes, I water them.T: What is your favorite flower?P1: My favorite flower is rose.P2: My favorite flower is poppy.T: Very good! And now, look at the white board.How do you think students what we are going to talk about today?-About plants***Differentiation by support***: the teacher shows pictures prompts to help less able learners. ***Formative assessment:*** Theteacher assess students in oral form « excellent, very good, fine, good job »**Dividing into groups**: The teacher divides students into two groups. By giving them each one leaflets**1st group will be** «Terrestrial plants» **2nd group will be** «Aquatic plants» **Watching video** (whole class activity)**Pre-teaching the topical vocabulary:** **Terrestrial plants-** This is the types of plants which grows on land**Aquatic plants**- This the types of plants which grows on water**Various parts** - different parts **Transfer of the water**- movement of water **Seeds**- What gives the birth to other plants?**Root**- The part of a plant that grows under the ground?**Stem**- What helps the plant to stand upright?**Differentiation by content** –Teacher shows pictures of vocabulary.C:\Users\User\Desktop\Қмж\Без названия (10).jpg C:\Users\User\Desktop\Қмж\Без названия (9).jpgC:\Users\User\Desktop\Қмж\Без названия (8).jpg C:\Users\User\Desktop\Қмж\Без названия (11).jpg**Formative asesssment** Theteacher assess students in oral form  (good,excellent,fine,brilliant,super)**Discover the plants**! (Whole class activity)C:\Users\User\Desktop\Қмж\9801b97a-001a-40c2-9169-7aaf7d4799a0.jpg**Differentiation** :Teacher shows picture from white board and asks questions to explain the task**Concept checking questions** 1.How do we call the process by which plants begin growing?-(**Germination)** 2.From what lifecycles of plants start with? **–(Seed)** 3.How is the plant held in the soil?-(**Seed with root)** 4. What may remain in the ground when the seed germinates?-(**Seed with leaves**) **Formative assessment:** Theteacher assess students with thumbs C:\Users\User\Desktop\Қмж\Без названия (7).jpg(Excellent,good,not bad.)**Differentiation by content!** (Group work)**Group A****Matching:** Task for the 1st group1 Aquatic types of plant **a**  food 2 Terrestrial types of plant **b** root3 To grow plants need **c** flowers4 They give us fresh air **d** fishweed 5It sometimes turn into fruit seeds  **e** grass6 What absorbs the water **f** plants **Group B****Complete the sentences Task for the 2nd group. Put the words in the box to the right place**

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| --- |
| Germination terrestral plants photosynthesis fruit seeds leaves |

**1.\_\_\_\_\_\_\_\_\_\_**give us flowers, fruits and vegetables.**2.** We know two types of plants,they are \_\_\_\_\_\_\_\_\_\_and aquatic.**3.** Plants has **\_\_\_\_\_\_\_\_\_\_** which makes food for the plant flowers.**4.** Flowers sometimes turn into \_\_\_\_\_\_\_\_\_\_.**5.\_\_\_\_\_\_\_\_\_\_** is the process by which plants begin growing.**6.\_\_\_\_\_\_\_\_\_\_** is the process by which plants make their food.***Differentiation by content*:** The teacher prepares two tasks to two different groups first group will match, the second group will complete the sentences.***Formative assessment:*** Theleaders of groups assess another group with using traffic light **C:\Users\User\Desktop\Қмж\images (8).jpg****Interview your partner! (Pair work)** Learners ask and answers the questionsAsk and answer the questions about plants:- What plants do you know? -Do you like plants and trees?-Do you plant flowers trees?-Do you have any plants at room?**Descriptor :** A learner-asks a questions;-answers the questions; | **White board** **Video**<https://www.youtube.com/watch?v=uzIDuKVUlYk> **Flash cards**<https://www.google.ru/imgres?imgurl=https%3A%2F%2Fcff2.earth.com%2Fuploads%2F2017%2F09%2F18170455%2FPlant-roots-go-to-extreme-lengths-to-find-water.jpg&imgrefurl=https%3A%2F%2Fwww.earth.com%2Fnews%2Fplant-roots-find-water%2F&docid=xeE1Y6vnsmToAM&tbnid=SfCeP-lh3zzgkM%3A&vet=10ahUKEwixx5CF5OfgAhVwqIsKHcV6DeMQMwg9KAAwAA..i&w=800&h=800&hl=ru-KZ&authuser=0&bih=608&biw=1366&q=root%20of%20plant&ved=0ahUKEwixx5CF5OfgAhVwqIsKHcV6DeMQMwg9KAAwAA&iact=mrc&uact=8><https://www.google.ru/imgres?imgurl=https%3A%2F%2Fwww.motherjones.com%2Fwp-content%2Fuploads%2F2017%2F08%2F082117seeds.jpg%3Fw%3D990&imgrefurl=https%3A%2F%2Fwww.motherjones.com%2Ffood%2F2017%2F08%2F29-states-just-banned-laws-about-seeds%2F&docid=4vjWQb8bJymtiM&tbnid=nqHeUmXQNxMTMM%3A&vet=10ahUKEwjrgfy95OfgAhUopIsKHfDxCKEQMwhKKA0wDQ..i&w=989&h=556&hl=ru-KZ&authuser=0&bih=608&biw=1366&q=seeds&ved=0ahUKEwjrgfy95OfgAhUopIsKHfDxCKEQMwhKKA0wDQ&iact=mrc&uact=8><https://www.google.ru/imgres?imgurl=https%3A%2F%2Fwww.ediblewildfood.com%2Fimages%2Fstrawberry-blite-pictures%2Fstrawberry-blite-stem.jpg&imgrefurl=https%3A%2F%2Fwww.ediblewildfood.com%2Fstrawberry-blite.aspx&docid=kqJNy_rei4mvPM&tbnid=quRalqL5X70MNM%3A&vet=10ahUKEwjEnbPy4-fgAhWL6KYKHa2QAz0QMwhEKAswCw..i&w=380&h=285&hl=ru-KZ&authuser=0&bih=608&biw=1366&q=stem%20of%20plant&ved=0ahUKEwjEnbPy4-fgAhWL6KYKHa2QAz0QMwhEKAswCw&iact=mrc&uact=8><https://www.google.ru/imgres?imgurl=https%3A%2F%2Fwww.first-learn.com%2Fimages%2Fparts-of-plant.png&imgrefurl=https%3A%2F%2Fwww.first-learn.com%2Fhow-plants-grow.html&docid=dyMldKSVuOtPKM&tbnid=6PHpKE7h8KC-mM%3A&vet=10ahUKEwieydG-5efgAhXNzaYKHWmJDewQMwhBKAQwBA..i&w=291&h=395&hl=ru-KZ&authuser=0&bih=608&biw=1366&q=various%20parts%20of%20plants&ved=0ahUKEwieydG-5efgAhXNzaYKHWmJDewQMwhBKAQwBA&iact=mrc&uact=8><https://www.google.ru/url?sa=i&source=imgres&cd=&cad=rja&uact=8&ved=2ahUKEwiy_pW15ufgAhXFwcQBHa0rB_cQjRx6BAgBEAU&url=https%3A%2F%2Fwww.plymouth.k12.in.us%2Fformative%2Fsignals&psig=AOvVaw3jJna-o0TK9153Q9q6C3t5&ust=1551765307246846><https://www.google.ru/imgres?imgurl=https%3A%2F%2Fi.pinimg.com%2Foriginals%2Fbb%2F75%2F04%2Fbb75044ef5040b53111d4703047f1f38.jpg&imgrefurl=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F187110559492285015%2F&docid=h9GFu-2T_bMTSM&tbnid=F3Ryg0qGJVQLJM%3A&vet=10ahUKEwiTkNPi5ufgAhXt_CoKHUfUC9cQMwh2KCwwLA..i&w=450&h=636&hl=ru-KZ&authuser=0&bih=608&biw=1366&q=traffic%20light%20formative%20assessment&ved=0ahUKEwiTkNPi5ufgAhXt_CoKHUfUC9cQMwh2KCwwLA&iact=mrc&uact=8> |
| **4 min** | Feedback: TreeAt the end of the lesson students reflect on their learning: Learners have to write their answers on the stickers and stick it on a tree: *-* What have we learnt from these lesson?* What would you like to work on**?**
* What would you like to learn?

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|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **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**  |
| **Eliciting:****Conscripts and volunteers!*****Differentiation by support***: the teacher shows pictures prompts to help less able learners. **Concept checking questions****Differentiation by content** –Teacher shows pictures of vocabulary**Discover the plants**! **Differentiation** :Teacher shows picture from white board and asks questions to explain the task**Matching:*****Differentiation by content*:** The teacher prepares two tasks to two different groups first group will match, the second group will complete the sentences. | **Eliciting:****Conscripts and volunteers!*****Formative assessment:*** Theteacher assess students in oral form « excellent, very good, fine, good job »**Concept checking questions****Formative asesssment** Theteacher assess students in oral form (good,excellent,fine,brilliant,super)**Discover the plants****Formative assessment:** Theteacher assess students with thumbs C:\Users\User\Desktop\Қмж\Без названия (7).jpg(Excellent,good,not bad.)**Matching:*****Formative assessment:*** Theleaders of groups assess another group with using traffic light **C:\Users\User\Desktop\Қмж\images (8).jpg** **Interview your partner! (Pair work)****Descriptor :** A learner-asks a questions;-answers the questions;  | The teacher will say that some plants are poisonous and they should not touch them. |
| **Reflection** * Were the lesson objectives/learning objectives realistic?
* Did all 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?
 |  |
| **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 the lesson about this class or individuals that will inform my next lesson? |