**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. | | | | |
| **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 you  Together, together, together every day, Together, together we work and play  T: 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 March  T: 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).jpg  C:\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 group  1 Aquatic types of plant **a**  food  2 Terrestrial types of plant **b** root  3 To grow plants need **c** flowers  4 They give us fresh air **d** fishweed  5It sometimes turn into fruit seeds  **e** grass  6 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**   |  | | --- | | 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 questions  Ask 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: Tree  At 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?   C:\Users\User\Desktop\Қмж\Без названия (6).jpg | | | | <https://www.google.ru/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjrsbCeqODgAhUQT98KHZMPCQAQjRx6BAgBEAU&url=%2Furl%3Fsa%3Di%26source%3Dimages%26cd%3D%26ved%3D%26url%3Dhttps%253A%252F%252Fwww.business2community.com%252Fcustomer-experience%252Fcustomer-feedback-is-the-oxygen-of-social-enterprise-0559540%26psig%3DAOvVaw0gezeOgqUWw4PzVa-uLoFu%26ust%3D1551508091450835&psig=AOvVaw0gezeOgqUWw4PzVa-uLoFu&ust=1551508091450835> |
| End  1min | 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? | | | | | |