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| **Unit 1 Homes and away**  **Unit of a long term plan unit1** | | | | | **School:** | | | |
| **Date:** | | | | | **Teacher name:** | | | |
| **CLASS: 5** | | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | | Homes 1 | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | L1. Understanding sequence of supported classroom instructions  S7. Use appropriate subject- specific vocabulary and syntax to talk about a limited range of general topics  R2. Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topic | | | | | |
| **Lesson objectives** | | | **All learners** will be able to:  Name parts of house, understand vocabulary, describe houses  **Most of learners** will be able to:  Use vocabulary related to the text during the speaking with some support  **Some learners:** Practice their speaking skills by using vocabulary related to the topic with no support | | | | | |
| **Assessment criteria** | | | Know new vocabulary  Use vocabulary , understand the text  Say topic words with clear pronunciation. | | | | | |
| **Language objective** | | | Revise and practise related to the topics learnt | | | | | |
| **Values links** | | | To keep ,to increase and to hand down traditions and friendship between people  Common of history, culture and language | | | | | |
| **Cross-curricular links** | | | Art, ICT | | | | | |
| **Previous learning** | | | ***Students know some room things in primary classes*** | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your 9planned activities)** | | | | | | **Resources** | |
| Start | Greetings,  Good morning pupils! Who is on duty today? Who is absent?  Teacher divides pupils in 2 groups with cards: Pictures of kitchen and bed room | | | | | | pictures | |
| Middle | *Teacher show the video about room things*  S7 Task 1 Match the pictures with the words  Descriptor: Learners match words with picture  Make a sentences by using there is/are  F/A: Smiles  Task 2 Cinema metaphor  L1 Watch video and full the missing words  Descriptor: Learners watch and listen video  Learners put the missing words  F/A: Great! You are cool! Well done!  **R2** Task 3 Read one by one (individual work)  “Help your friend”  Descriptor: Learners answer the question  Use the active vocabulary and syntax to tell  Task 4 Group work  Make a poster “Dream house”  Descriptor: Learners draw their dream house  Protect by using active vocabulary  Hometask: Exercise 5 Page 6. | | | | | | Active board  Video  Book  Worksheet  Poster | |
| End | Reflection “Paper Fan”  Картинки по запросу қағаздан веер | | | | | |  | |
| **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** | | |
| *Differentiation can be achieved through the selection of activities, identification olearning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of leaners (Theory of Multiple Intelligences by Gardner).* | | | | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. | | |
| **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? | | | | | | | | |