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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 instructionsS7. Use appropriate subject- specific vocabulary and syntax to talk about a limited range of general topicsR2. 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 vocabularyUse vocabulary , understand the textSay 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 peopleCommon 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 wordsDescriptor: Learners match words with pictureMake a sentences by using there is/are F/A: SmilesTask 2 Cinema metaphor L1 Watch video and full the missing wordsDescriptor: Learners watch and listen video Learners put the missing wordsF/A: Great! You are cool! Well done!**R2** Task 3 Read one by one (individual work)“Help your friend”Descriptor: Learners answer the questionUse the active vocabulary and syntax to tellTask 4 Group work Make a poster “Dream house”Descriptor: Learners draw their dream houseProtect by using active vocabulary Hometask: Exercise 5 Page 6.  | Active boardVideoBookWorksheetPoster |
| 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? |