**«Жамбыл атындағы орта мектеп мектепке дейінгі шағын орталықпен» коммуналдық мемлекеттік мекемесінің**

**ағылшын тілі пәнінің мұғалімі Балекеева Айнамкөз Аяпбергеновна**

***Lesson plan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Date:*** | | ***Teacher name:*** A. Balekeeva | | |
| ***Theme:*** | | Which animal? | | |
| ***Class:* 5** | | ***Number present:*** | ***Absent:*** | |
| ***Learning objectives that this lesson is contributing to*** | | 5.4.8.1 - use with some support familiar paper and digital reference resources to check meaning and extend understanding;  5.4.9.1 - recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.5.3.1- write with support factual descriptions at text level which describe animals, places and caracters | | |
| ***Lesson objectives*** | | ***All learners will be able to:***  • read descriptions about animals in Kazakhstan. | | |
| ***Most learners will be able to:***  • match descriptions of animals to pictures of them. | | |
| ***Some learners will be able to:***  • write a short description of an animal. | | |
| **Language objective** | | **Learners can:**   * Read the text * Call and describe the characters * Imagine and recite the story | | |
| **Key words and phrases**: animals names, parts of body of animals, | | |
| **Useful classroom language for dialogue/writing:** | | |
| *Discussion points: Which animal do you see?* | | |
| *Writing prompts:* Learners find and describe animals. | | |
| ***Previous learning*** | | In the previous lesson: learners developed listening and speaking on the theme ‘The animals’ | | |
| ***Plan*** | | | | |
| ***Planned timings*** | ***Planned activities (replace the notes below with your planned activities )*** | | | ***Resources*** |
| ***Start***  7m | ***Greeting***  ***T:*** Greats with learners. The duty of class makes a report about absent/present learners. Talk about the weather. Then teacher asks the day, the date.  **A1.** **T-G**. **Dividing into groups.** Teacher divides learners into three groups by taken pictures with animals:   1. “Lion” 2. “Bear” 3. “Elephant”   **A2.** **T-G**. **“Magic microphone”.** After taking the cards the learners talk about their team`s animal. They give some information about this animal as that they give an interview.  Example: ‘*Bear’ is a dangerous animal. It is brown. It likes honey. etc*  **Feedback**. Teacher assess by giving the stickers. 25 | | | ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð¼Ð¸ÐºÑÐ¾ÑÐ¾Ð½ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ° |
| ***Middle***  6m  (30 m)    4m  3m  3m  5m  3m | **T-WC. A.:** **Text work.**  P23. Before reading the teacher writes new words on the blackboard:  *flat feet, curly horn, dry, desert*  Then the teacher reads the 1st text and gives some question about this animal. Then she divides the other 3 texts to each team. Learner should read the text, understand and guess which animal is it.  flat feet, curly horn, dry, sleep, carry  **Writing : “Missing words”**     1. Camel has got …. . It can … people and things. 2. Argali has got … on their heads. 3. Antelopes live in … flat areas. 4. Jerboas … in the day.   **Feedback:** Students assess themselves formatively by giving assessment paper.   |  |  |  |  | | --- | --- | --- | --- | | Assessment criteria | Descriptor | Mark | Student`s mark | | He/she should understand the text | read the text | 5 |  | | guess the animal | 10 |  | | find missing words | 10 |  | |  | 25 |  |   **Phis minute**: Listen to music, sing and dance.  **Strategy 2.: “Time friendship”**.**GW** The teams describe these animals. Each team get different cards and work on them.    **Feedback**. Teams assess each other with clapping hands. 25  **Strategy 1.: “Hot chair”. C-S,S,S.**  One student of the group is asked question by other group’s learners. Student should answers quickly.  Example: *This animal gives milk- a cow*  *This animal is funny – a monkey This animal is canny – a fox*  **Feedback**. Teacher assess by giving the stickers. 25 | | | ba491b7b2e61d29fd96510795cf8ac18  Assessment paper  Анимации для презентаций. Ставит галочку-выполнено смайлик гифка анимация    Pictures  Картинки по запросу game Hot chair |
| ***End*** 7m | Reflection: **“My microphone”** At the end of the lesson students share their getting knowledge, emotions and feelings.  I can / I can`t/ I should learn:   * use new words * make up phrases * understand the sentences * read the text | | | ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð¼Ð¸ÐºÑÐ¾ÑÐ¾Ð½ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ° |