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**Сағадат Нұрмағамбетов атындағы №72 жалпы орта білім беретін мектебінің ағылшын тілі пәні мұғалімі.**

**Шымкент қаласы**

**READING. AN ARTICLE**

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| **Learning objectives:** | 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;  6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics. |
| **Lesson objectives**  **(AC)** | - scan and identify independently specific information and detail in short, simple texts;  -understand the opinion of the speakers of given task. |
| **Level of thinking skills** | Low order thinking skills |

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| Stages/Time | Teacher actions | Students actions | Assessment | Resources |
| Beginning of the lesson  5 min. | **Organization moment.**  **Greeting. (wh)**  Teacher greets with students  Hello, boys and girls!  How are you?  Teacher asks students previous lesson by method “Spider`s web”.  Teacher hides under each table Spider cards with phrases from the homework assignment. Homework is given to make sentences for the same phrases.  **Warm up.**  Activity **“Pencil”.**  the teacher puts the children in a circle and gives them pens in their hands, the children hold the same pen without dropping it with their fingertips and make the movements that the teacher tells them  After them teacher divides the students into two groups using the platform “Qazmath”. | Students greet teacher and find hidden cards and read aloud the sentence they have made up for the phrase given to home task.  **Descriptor**: a learner:  - read the sentences.  Total (2 point)  Students hold the pen with their fingertips without dropping it, they perform the action that the teacher tells them to do. The student who dropped the pen sits down in a circle. | Teacher’s observation: Teacher observes the students to the schedule. | Cards with questions      White board |
| 5 min.  Middle of the lesson  20 min | **Task 1.Pre reading task.**  **Activity “Bottle”.** **(wh,g)** )(task for undestanding)  Teacher writes new words on the blackboard. after the children repeat the new words twice, the teacher erases the new words on the blackboard and gives the two groups two bottles filled with water. children shake the pieces of paper in which they write new words, putting them inside the bottle. And says the translation of the seen words.  **Task 2. While reading task. (wh,I) (**task for location**)**  This week, eighteen year old Laura Byrne tells us about her year out. Four per cent of the children in India are orphans. And for the next twelve weeks, I'm helping in an orphanage, in Goa, India. When I arrived two weeks ago, the project manager was waiting for me at the airport. For the first week, we had Hindi classes and learned about Indian culture and our project. I'm working with the younger children. A lot of them had difficult lives before they came here so we have to make sure that they feel safe and happy with us. In the morning, I help with English classes, reading and Maths. We also play games and sing songs. Then I help them with their lunch which is usually chicken or vegetable curry with rice and chapatti, a flatbread from India. It's very hot here so people wear loose clothes. Women often wear colourful saris made of silk or cotton and men wear dhotis, a kind of long white skirt. This afternoon the older girls are going to show me how to put on a sari.  D: Less able students would be supported by a teacher and more able students scaffolding they can do this task. | Students write down new words in their notebooks and repeat them twice, then put a sheet with new words in the bottle given by the teacher, shake it and say the translation of the words seen.  **Descriptor:** a learner:  -repeat after teacher;  - translate the words given in the bottle.  Total (2 point)  Students take the Handout with the text and start reading. While reading they highlighted specific informaton  **Descriptor**: a learner  -identify the meaning of reading text  - highlight specific information  Total (2 point) | Teacher’s observation: Teacher observes the students to the schedule.  Teacher asks them to assess and check their answers  Teacher’s observation: Teacher observes the students to the schedule. | Bottle of water, paper    Link for reading tasks which was adopted by Orazbai Madina |
| 7 min. | **Task 3. After reading strategy. Questionery with platform “Word Wall”( Wh, I)** (task for evaluation and reflection according to the reading literacy )  Teacher asks students answer the following questions:   1. Where is Laura working in Goa? 2. When did Laura arrive in India? 3. What did Laura learn when she first got there? 4. What does Laura do in the morning? 5. What do the children have for lunch? 6. What are Laura`s plans for the afternoon?   **D:**Less able students would be supported by a teacher and more able students scaffolding they can do this task.  **Task 4. Writing Task.(Pair work) (task is for understanding)**  Tеacher hangs socks with a task written on a sock clip. Students go to the blackboard with a raised hand and take the phrases stuck in the clip, make a sentence. | Students from each group go to the board and find the answers to the questions on the board.  **Descriptor**: a learner  -expresses his\her opinion clearly  -applies specific information in speech  Total (2 point)  Students go to the blackboard with a raised hand and take the phrases stuck in the clip, make a sentence.  **Descriptor:** a learner:  -make the sentences;  -read aloud the sentences.  Total (2 point) | Teacher’s observation: Teacher observes the students to the schedule.  Teacher’s observation: Teacher observes the students to the schedule. | Link for activity  <https://wordwall.net/embed/82274ba34bdc4aeabbef49ad90462b29?themeId=21&templateId=8&fontStackId=0> |
| 4 min.  Conclusion | The teacher brings beshbarmak to the center in order to consolidate the lesson. Children gradually go to the teacher, pick up pieces of beshbarmak, open the questions inside and read and answer. | Students answer to teachers questions | Students check list and assess to each other |  |
| End of the lesson  “3-2-1” method  5 min. | **“Dosbol-like” method. Feedback**   * Teacher hangs a picture of a big tree on the board. Student express their feelings of the lesson by applying gouache colors on their fingers and marking them on “Tree”. | . Student express their feelings of the lesson by applying gouache colors on their fingers and marking them on “Tree”. | Teacher evaluate all students by schedule. |  |
| Homework | Exercise 7 p75. |  |  |  |