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| **Unit: Fantasy world** | | **/65 school-gymnasium** | | | | | |
| **Date: 3.12.2021** | | **Teacher’s name: Adilkhan Sandugash** | | | | | |
| **CLASS: Grade 5** | | **Number present:** | | | | **Absent:** | |
| **Lesson title** | | | Home and garden | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 5.C4 evaluate and respond constructively to feedback from others  5.L1understand a sequence of supported classroom instructions  5.S6 communicate meaning clearly at sentence level during pair, group and whole class exchanges  5.UE.14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction  *to, into, out of, from, towards* on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | | ***All learners will be able to:*** follow supported instruction and interact the topical vocabulary concerning Home and garden during group, pair, and individual works using prepositions of location with lots of support;  ***Most learners will be able to:*** follow supported instruction and interact the topical vocabulary concerning Home and garden during group, pair, and individual works using prepositions of location with some support;  ***Some learners will be able to:*** follow supported instruction and interact the topical vocabulary concerning Home and garden during group, pair, and individual works using prepositions of location without support | | | | |
| **Assessment criteria** | | | Provide constructive feedback to each other;  Identify a sequence of supported classroom instructions;  Interact meaning clearly at sentence level during pair, group and whole class exchanges;  Apply prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction  *to, into, out of, from, towards* on a limited range of familiar general and curricular topics; | | | | |
| **Values links** | | | Mangilik Yel Patriotic Act: 3rd value: A secular society with high spirituality | | | | |
| **Cross-curricular links** | | | Art, Ecology | | | | |
| **ICT skills** | | | Power point presentation | | | | |
| **Previous learning** | | | Grade 5: Home and away | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
|  | **Greeting:**  **-**Good morning students!  - Good morning teacher!  - How are you?  - I am glad to see you  -What is the weather like today?  -What season is it now?  -What date is it today?  -Who is absent today?  Grouping: teacher divides into three groups as “ *Rooms”, “Homes”, “Furniture”*  **Lead-in:**  **Main map (Whole class activity)**  Teacher elicits by asking following questions to each student by doing different actions to get true answers from learners.  *-Where in the house do you brush your teeth?(bathroom)*  *- Where in the house do you cook food?(kitchen)*  *- Where in the house do you sleep at night?( bedroom)*  *- Where in the house do you eat dinner?(dining room)*  *- Where in the house do you sit with your family and watch TV?(living room)*  *- Where do you see grass?(garden)*  *- Where are the dishes washed?( kitchen)*  *- Where can you sunbathe? (garden)*  **Pre-teaching new vocabulary (Whole class activity)**  Sofa, table, chair, wardrobe, carpet, lamp, fridge, rug, shower, bed, wall,  C:\Users\пк\Desktop\ШЫМКЕНТ-2019-АНГЛ\vibrant-rooms-8-1548883440 (1).jpg C:\Users\пк\Desktop\ШЫМКЕНТ-2019-АНГЛ\Без названия.jpg  *C:\Users\пк\Desktop\ШЫМКЕНТ-2019-АНГЛ\Без названия (1).jpg*  **Differentiation by task:** All learners can describing and designing rooms and furniture with support. If some learners give false answer , teacher uses effective correction technique, to drill where necessary and to optimise leaner talking time.  Most learners can describing and designing rooms and furniture, talking about them without support  **Formative assessment:** Teacher says motivation words to students ‘Well done!’ ,Right you are!, Very good!, Perfect!,Good job!. | | | | | | **Power point**  **presentation**  <https://www.roomstogo.com/product/Living-Room-Sets/Bonita-Springs-Gray-5-Pc-Living-Room/1064172P/>  <https://www.google.com/search?biw=1016&bih=595&tbm=isch&sa=1&ei=clV_XK62LoGJrwS9x4uIDA&q=bedroom&oq=bedroom&gs_l=img.3..0i67j0j0i67j0l2j0i67l2j0l3.54168.55253..55511...0.0..0.171.1123.0j7......0....1..gws-wiz-img.1CBGgwlkUxw#imgrc=4EGcU7-1KETq4M>:  <https://www.google.com/search?biw=1016&bih=595&tbm=isch&sa=1&ei=rFV_XIfVAaummwWT5qOYAw&q=kitchen&oq=kitchen&gs_l=img.3..0i67l2j0j0i67j0l3j0i67j0l2.25253.26271..26580...0.0..1.451.1380.0j6j4-1......0....1..gws-wiz-img.d3mqvxGL8Ng#imgrc=mB_o-eFOFcKFaM>: |
|  | **Grammar:**  Teacher elicits target language and checking meaning, then provides further examples and provides written form of prepositions of location:  *at, on, next to, behind, against, outside, in, inside*  After presentation grammar, teacher asks concept checking questions, what leaners have understood and uses interaction ‘students to students’.  **Cohesion (Pair work)**  Teacher gives different tasks to get students engaged in class and comprehensions leaner’s knowledge.  **Complete the sentences using the prepositions:**  **Task 1** This is my house. My house is big. There are seven rooms. I want to describe my bedroom. There is a wardrobe … the corner of the room. There is a bed … the middle of the room. There are 2 windows. There is a lamp … the table. There is sofa…Clothes are … the wardrobe. There are carpets … the floor. I always sleep …my…room every night.  **Task 2.**This is my house. My house is big. There are seven rooms. I want to describe my kitchen. There is a fridge … the corner of the room. There is a table … the middle of the room. There are 7 chairs. There are forks … the table. Bananas are … the fridge. My mother always cooks food …the kitchen. Our family have dinner…the …room every evening.  **Differentiation by task:**  Teacher explains the rule of the activity. Mixed ability students work in pairs. If it is incorrect ,they have to try again. By giving this task the teacher is planning to give differentiation by task, i.e. different tasks for different pairs.  **Formative assessment:** Teacher assesses with smiles to active students during the lesson  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **What is there in your room? (Whole class activity)**  Teacher asks following questions to check leaner’s knowledge. | | | | | | Picture  <https://previews.123rf.com/images/yayayoy/yayayoy1211/yayayoy121100036/16537110-emoticon-showing-thumb-up.jpg> |
|  | * **Concept checking questions:** * How many rooms are there in your flat? * Where is a big TV? * Where is your mum’s cooking? * Where are table and chairs? * What is there in the middle of the room? * What is there in the corner of your room? * Do you have a sofa in your room?   **Differentiation by support:** Teacher asks no hands questions from students about what they have and don’t have in their homes and makes correction and optimise leaner talking time with passive students.  **Formative assessment:** Teacher says motivation words to students which finds true answer ‘Well done! , Right you are!, Very good!, Perfect!,Good job!  **Make a project “My room”(Group work)**  Each group will make poster of room and tell everyone to look through their magazines and cut out pictures to stick on their poster for their room.  After finishing each group, teacher tells everyone that they have to write the words they have stick on their posters. By the end, after completing posters, get each group to present their posters.  **Differentiation by support;** Support for weaker students working in group and assist weaker students during the project work activity.  **Formative assessment:** Teacher assesses with smiles to active group which making best posters during the lesson. The first group by finishing all the tasks are the winners.  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  Descriptor:  A learner:  - Uses 10 new vocabulary  - draws their rooms  - draws the equipment shown in the room;  **Feedback**  The picture of a house will be shown on the board. Students write about their comments to the sticker and stick them.  1.I learned today  2.I found interesting  3.I still have | | | | | | Flitch paper,  Flitch markers  poster  Stickers |
| **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** | | |
| **Pre-teaching new vocabulary (Whole class activity): Differentiation by task:** All learners can describing and designing rooms and furniture with support. If some learners give false answer , teacher uses effective correction technique, to drill where necessary and to optimise leaner talking time.  Most learners can describing and designing rooms and furniture, talking about them without support  **Cohesion** (Pair work): **Differentiation by task:**  Teacher explains the rule of the activity. Mixed ability students work in pairs. If it is incorrect ,they have to try again. By giving this task the teacher is planning to give differentiation by task, i.e. different tasks for different pairs.  **Concept-checking questions:** **Differentiation by support:** Teacher asks no hands questions from students about what they have and don’t have in their homes and makes correction and optimise leaner talking time with passive students.  ***Make a project:*** **Differentiation by support;** Support for weaker students working in group and assist weaker students during the project work activity. | | | | **Pre-teaching new vocabulary (Whole class activity): Formative assessment:** Teacher says motivation words to students ‘Well done!’ ,Right you are!, Very good!, Perfect!,Good job!.  **Cohesion** (Pair work):  **Formative assessment:** Teacher assesses with smiles to active students during the lesson  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  Make a project “My room”:  **Formative assessment:** Teacher assesses with smiles to active group which making best posters during the lesson. The first group by finishing all the tasks are the winners.  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  Descriptor:  A learner:  - Uses 10 new vocabulary  - draws their rooms  - draws the equipment shown in the room;  **Feedback**  The picture of a house will be shown on the board. Students write about their comments to the sticker and stick them.  1.I learned today  2.I found interesting  3.I still have |  | | |
| **Reflection**  *Where 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? | | | | | | | |