

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Holidays

ЖАРИЯЛАНДЫ
17.02.2018

СІЛТЕМЕ
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АННОТАЦИЯ / АҢДАТПА

Long-term plan unit 9: *Holidays*

**Town Zhanausen School №8 named after
Kashagan Kurshumanuly**

Date: **Teachers name: Essenamanova Gulsin
Berdievna**

Grade: 5 **Number present:** **absent:**

Theme of the lesson: Destination 1

**Learning objectives(s)
that this lesson is
contributing to**

R4- read with some support a limited range of short fiction and non-fiction texts

S6- communicate meaning clearly at sentence level during, pair,
group and whole class exchanges

W3—write with support factual descriptions at text level which
describe people, places and objects

Lesson objectives

All learners will be able to:
understand the details in a text with a little support.

Most learners will be able to:
use topic related vocabulary in their class survey with little support

Some learners will be able to:
apply topic vocabulary in the class survey without support

Language objectives use Present Continuous forms with Present and Future meaning
correctly and appropriately.

Value links Respect for self and others. Cooperation.. Academic honesty.

Cross curricular links Geography

Level of thinking High level thinking

- Assessment criteria**
1. *Identify details in a text with in little support*
 2. *Communicate meaning clearly at sentence level during pair, group and whole class exchange*
 3. *Write answers for personal questions connecting extended sentences into a paragraph*

Previous learning

Write an essay about sports in Kazakhstan

Plan

Plan Plan

Plan

| Planned timings | Planned activities (replace the notes below with your planned activities) | Resources |
|------------------------|--|------------------|
|------------------------|--|------------------|

| | | |
|--------------|---|--------------------------------|
| Start | <i>Before the lesson Teacher sticks different pictures on the board, learners should tell the words</i> | PPT slides with pictures |
| 0-3 | <i>For example:</i> mountain fox forest lake deer wild boar | |
| | <i>Teacher asks:</i> “Where in Kazakhstan they can see all these things?” | |
| | <i>Introducing learning and lesson objectives</i> | |
| | Vocabulary: <i>Learners are given new vocabulary on the topic with definition and translation(w)</i> | PPT slides with pictures |
| | Activity: <i>Ten words related to topic.</i> <i>Ask learners to generate ten words that link to a particular topic.</i> | |
| 3-10 | 1.in the north 6.share 2.roch climbing 7.take a dip 3.lake 8.scenery 4.camp 9.wildlife 5.sit up 10.treasure | |
| | Ss match the words with the pictures. Tell Ss to write down new words in their vocabulary. | |
| | Feedback | Smiles |

| | | |
|---------------|---|---|
| Middle | Read Serik's blog. Each group researches their part of the topic. Each of the learner has a sentence only. | Exel 5 modul 9,p.11 Serik is blog |
| 10-20 | <p>Activity1: Jumble up letter Learners divided into 2 groups. Each group read their fragment and try to find its place in the letter. Together put the sentences of the letter in the correct order</p> <p>Descriptor: A learner 1.clarifies the meaning of some words: asking peers, the teacher; using dictionary</p> <p>2.reads sentences to get the whole meaning 3.express meaningful sentences</p> <p>4.identifies the correct order of the sentences 5.discusses the problem with others</p> | all |
| 20-25 | <p>Activity2: To interview Ss read the letter again and exchange questions on the text. One learner from 1st group come to the 2nd group and ask questions:</p> <p>Where is Burabai National Parks? How many large lakes are there? What is the name of highest mountain?</p> <p>One learner from 2nd group come to the 1st group and asks question: Where is Berik setting up his ten? What animal can you find in Burabai National Park?</p> <p>Descriptor: find the correct answers to the questions on the text.</p> | most |
| 25-35 | <p>Activity3: Options Set learners with a range options:</p> <p>1st group :to make a poster:"Burabai is the Pearl of Kazakhstan "</p> <p>2nd group: to write an advertisement for the "Burabai National Park"</p> <p>Descriptor: Clearly in form the content One by one groups come out to the board and present their work. The following are useful stages: Peer assessment Peer review (They look at each other's work and state two things they like about it and one area of improvement)</p> | some |

- Homework:**
- 35-40 Write a comment in reply to Serik's blog post (50 words) Ex.9,p.115
- *describe the place
 - *write about the activities people can do there
 - *tell Serik why you like it

Come back to the lesson objectives and summaries with learners if they met the lesson objectives.

End Encourage them to give VAK feedback.

- 40-45** **Feedback VAK** visual ,auditory, kina esthetic
- What have you learnt with your eyes this lesson?
 - What have you learnt with your ears?
 - What have you learn with your body?

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
ICT links**

Learners will do tasks according to their abilities strengths and preferences. The planned activities appeal to all learning styles that provides the active participation of learners. The support will be given by asking different types of questions according to abilities and knowledge back ground of the learners. Working in group will support each other and learn from each other.

Descriptor

a learner

- 1.clarifies the meaning of some words: asking peers, the teacher; using dictionary (all)
- 2.reads sentences to get the whole meaning
- 3.express meaningful sentences (most)
- 4.identifies the correct order of the sentences
- 5.discusses the problem with others(some)

*Monitor learners as they can match new words with the pictures.
Can they read and understand each event?
Notice any sentences which are difficult for learners to understand and put them in the correct order. Monitor groups of learners as they answer the question.
Do they take turns to answer? Do they contribute appropriate language for creating advertisement and poster?*

*Make sure learners have sufficient space to conduct a class survey.
Points from Safety rules were used at this lesson.*

Reflection

Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.

Were the lesson objectives/learning objectives realistic?

*The lesson objectives were realistic learners learnt.
The learning atmosphere was good.*

What did the learners learn today?

What was the learning atmosphere like?

Did my planned differentiation work well?

In my opinion differentiation work was good.

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 achievements/difficulties of individuals that will inform my next lesson?

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