

## БӨЛІМ: ЖАЛПЫ РУБРИКА

## Homes 2

ЖАРИЯЛАНДЫ  
30.01.2020

СІЛТЕМЕ  
<https://bilimger.kz/90823/>

<b>Unit 1 Homes and away</b>	<b>School: <i>Specialized Boarding -School 'Oner'</i> by named <i>Batyrbek Otep</i></b>	
<b>Date:</b>	<b>Teacher name: <i>Abdirakhmanova Perizat</i></b>	
<b>Class:</b>	<b>Number present:</b>	<b>absent:</b>
<b>Lesson title:</b>	<b>Homes 2</b>	
<b>Learning objectives</b>	5.S4. Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics. 5.W1. Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics. 5.UE14. Use prepositions to talk about and location: use prepositions like to describe things and about to denote topics: use prepositions of direction <i>to, into, out of, from, towards</i> on a limited range of familiar general and curriculum topics.	
<b>Lesson objectives</b>	All learners will be able to: -pronounce and name some words, according to the topic. -recognize the theme and grammar material; Most learners will be able to: -to write short sentences in a paragraph. -answer the questions. -do exercises with grammar material; Some learners will be able to: -use prepositions to make sentences. -speak about things in a room.	
<b>Assessment criteria</b>	to ask simple questions to get information about rooms to develop the learners' correct pronunciation of active vocabulary to put prepositions of directions in right order. to write and complete the sentences by putting names of the room	
<b>Values links</b>	"Mangilik Yel" 6 <sup>th</sup> value: Common history, culture and language	
<b>Previous learning</b>	Learners have an information about rooms. New vocabulary according to the previous lesson. Define comparative and superlative adjectives. Can compare yurts with modern houses.	
<b>Plan</b>		

Planned timings	Planned activities	Resources
Start 5 min	<p><b>Greetings</b>, Good morning learners! Who is on duty today? Who is absent?            Atmosphere of cooperation “Heart by heart”            Students stand on a circle wish their best wishes to each other</p> <p><b>Task 1 Brainstorming.</b>            Revision the previous lesson. Scrambled letters. You must make up some words and translate them into Kazakh.</p> <p><b>t, l, a, f - r, o, d, o -</b>  <b>e, r, u, t, c, i, p - i, o, r, d, a -</b>  <b>b, e, l, a, t - r, a, i, c, h -</b>  <b>c, r, e, o, o, k - m, p, a, l -</b>  <b>e, g, f, r, i, d - k, s, i, n -</b></p>	Flashcards PPT (slide - 1-2)  Pictures

<p>Middle 10 min</p>	<p><b>Drilling Task 2 Working with new vocabulary.</b>  <b>Curtains - перделер</b>                      <b>Rug — клем</b>  <b>Mirror — айна</b>                              <b>Globe - глобус</b>  <b>Shelves — сөрелер</b>                        <b>Slippers - дом/ие тапочки</b>  <b>Aquarium — аквариум</b>                <b>Chandelier — люстра</b>  <b>chest of drawers - жәшіктер</b> <b>Bedside — кереует</b>  <b>Wardrobe - гардероб</b>                      <b>Parrot - тоты құс</b>  <b>Guitar - гитара</b>                              <b>Shelf — сөре, полка</b>  <b>Prepositions:</b>  <b>UE14. Task 3. Practice</b>  <b>Differentiation by teachers support</b>  <i>More able learners write and complete the sentences using these preposition individually.</i>  <i>Less able learners write and complete the sentences using preposition (in, on, behind, next to, above, between, under, in front of) with teachers support</i>  <b>Use prepositions.</b>  <b>1. Write the correct number next to the words:</b>  <b>2. Complete the following sentences using these prepositions:</b></p>	<p>PPT (slide – 3)</p>
<p>13 min</p>	<p>Descriptor    A learner:  — Works cooperatively in a group;  — Read the clause and put the precedent in the appropriate places.</p> <p><b>Task 4. “Think and find” strategy</b>  <b>Differentiation by type of task</b>  <b>More able learners read the puzzles and guess what rooms they are.</b>  1. We have breakfast, lunch, dinner, supper there.  We eat in it. What room is it?  2. We cook dinner, wash up dishes there. There is cooker a fridge, a dishwasher there. There are plates, cups, cupboards there. What room is it?  3. There is a bed, a picture, a window, a curtain, a toilet table in it. What room is it?  4. There is a towel, a bath, a soap, a mirror, a sink, a shelf in it. What room is it?  5. There is VCR, a sofa, a fire, a carpet, an armchair, a picture, a television in it. What room is it?  6. There is a computer, a desk, a bookshelf, a chair, a lamp, a flower, a plant, a clock in it. What room is it?</p>	<p>Student’s book, Picture, dictionaries</p>
<p>7 min</p>	<p><b>Less able learners complete the sentences:</b>  1. We cook in the ...  2. We sleep in the ...  3. We wash in the ...  4. We watch TV in the ...  5. We eat in the ...  6. We read books in the ...  <b>Descriptor                      A learner:</b>  — Read and translate  — Define rooms and furniture’s  — Answer the questions  — Read and translate</p>	

End 5 min	<p><b>Assessment. Traffic light.</b></p> <p><b>Feedback.</b> The teacher gives comments about learners work and awards learner. Students will choose one and put on the board their stickers.</p> <p><b>Home task:</b> Writing and speaking “My room” Use what you know Draw your room and furniture’s in the paper. Make a dialogue with your partner about your room.</p>	Stickers PPT (slide – 4)
<b>Additional information</b>		
<b>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment - how are you planning to check learners’ learning?</b>	<b>Health and safety check</b>
<p><b>Task. Practice</b></p> <p><b>Differentiation by teachers support</b></p> <p><i>More able learners write and complete the sentences using these preposition individually.</i></p> <p><i>Less able learners write and complete the sentences using preposition (in, on, behind, next to, above, between, under, in front of) with teachers support</i></p> <p><b>Task .“Think and find” strategy</b></p> <p><b>Differentiation by type of task</b></p> <p>“Think and find” strategy</p> <p>More able learners read the puzzles and guess what rooms they are.</p> <p>Less able learners complete the sentences:</p>	<p><b>For assessment I will choose traffic light</b></p>	<p>To pay attentions to learners safety during the doing activates, be careful in moving to places, in dividing to groups</p>
<p><b>Reflection</b></p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all the learners achieve the lesson objectives/ learning objectives? If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p><b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b></p> <p>Use prepositions like to describe things and about to denote topics: use prepositions of direction <i>to, into, out of, from, towards</i> on a limited range of familiar general and curriculum topics.</p> <p>All learners achieve the lesson objectives and learning objectives.</p> <p>The lesson was exciting. The atmosphere was very positive.</p>	

**Summary evaluation**

*What two things went really well (consider both teaching and learning)?*

- 1: Group work.
- 2: The method “Mosaic”

*What two things would have improved the lesson (consider both teaching and learning)?*

- 1: Some interesting facts.
- 2: Be more active students

*What have I learned from this lesson about the class or individuals that will inform my next lesson?*  
Today’s lesson was very interesting for me. The students were very active and very well done work with new material. They well prepared homework and well learnt a new lesson because all my questions, could make short sentences for new words. But I think the listening was difficult for students. I will consider it my next lesson.

**ҚМ АА** Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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