

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Secondary school #60 "Living things and non- living things"

ЖАРИЯЛАНДЫ
13.05.2022

СІЛТЕМЕ
<https://bilimger.kz/120884/>

Short –term plan	Secondary school #60		
	Unit 2: Living things		
	Theme of the lesson: Living things and non- living things		
Teacher's name	Koblanova A.A.		
Date			
Grade	5	Number present:	Absent:
Learning objectives(s)	5.L9recognise short basic words that are spelt out 5.R2 Understand with little support specific information in curricular topics 5.W3 write with considerable support short sentences 5.C6organise and present information clearly to others 5.UE1 use appropriate countable and uncountable nouns		
Lesson objectives	<p>All learners will be able to: use topic vocabulary</p> <p>Most learners will be able to: understand with the support the main points of extended talk on a range of general and curricular topics; evaluate how well they can listen to, say and read a text; identify and apply countable and uncountable nouns</p> <p>Some learners will be able to making their own opinions and be able to express them; organise and present information clearly to others</p>		
Success criteria	By the end of the lesson (5.L9, 5.W3, 5.C6, 5.UE) students will be use topic vocabulary, write short sentences and use countable and uncountable nouns in the sentences correctly		
Language objectives	Speaking I have a dog, He has a comic book Listening - watching video Writing -platform Reading - project work		
Value links	Knowledge ,Comprehension - with watching video Application to make up short sentences using the new words Analysis - questions Which are <i>living things</i> ? Which are <i>non-living things</i> ? What do you think this means? Synthesis — project work Evaluation — Self- assessment , groups evaluate each other with points, "Success Stairs"		
Cross curricular links	Biology- They eat. All living things need food to eat. Natural science		
ICT skills	https://go.mail.ru/search_video?fr=atompult&frm=main&q=living+and+non+living+things&gp=500821		
Previous learning	Home and away		
Additional information			

<p>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners? Support for weaker students: working in pairs/groups, phrases Challenges for more able students: Encouraged to do more writing; assist weaker students. Pair work, group work</p>	<p>Assessment - how are you planning to check learners' learning <i>Checking the task</i> <i>Feedback on the work</i> <i>Monitoring</i> Which are <i>living things</i>? Which are <i>non-living things</i>? What do you think this means? VAK – Visual, auditory, kinaesthetic.</p>	<p>Health and safety check ICT links Breaks and physical activities used</p> <p>Platform for conclusion exercises. Create your own project work</p>		
<p>Summary evaluation What two things went really well (consider both teaching and learning)? What two things would have improved the lesson (consider both teaching and learning)? What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?</p>				
<p>Plan</p>				
<p>Planned timings</p>	<p>Teacher' s activity</p>	<p>Students' activity</p>	<p>Assessment</p>	<p>Resources</p>
<p>5 min</p>	<p>Look, these are pictures that are related to our past theme!!! And now you should read the text and write the words. Look at the picture and guess "What is the name of our topic?" "Living things"</p>	<p>Success criteria Students will be read the text Descriptor A learner • revise the previous lesson</p>	<p>The students assess each other</p>	<p>cards</p>
<p>10 min</p>	<p>This activity is called 'What's missing?' At first I want to give some key words. First of all children close eyes and cover the eyes with the hands, demonstrate this. I remove one of the flashcard and hide it behind the back. Now children open your eyes 'What's missing?'</p>	<p>Success criteria Students will be say topic vocabulary and make up short sentences a dog,a goldfish, a cap,gloves a snake , a watch,a comic book , a digital camera,a tortoise,trainers ,flowers a basketball,a scarf, a cat Descriptor A learner • makes up sentences; • say new words • remember new words</p>		<p>pictures</p>
<p>10 min</p>	<p>Look at the pictures. Which are <i>living things</i>? Which are <i>non-living things</i>? What do you think this means?</p>	<p>Success criteria Students will be watch video about <i>living things and non-living things</i>. Descriptor A learner • understand differences between living things, non-living things.; • know that living things need food, air, water, inhabitants ; non-living things needn't them</p>		

15 min	Project work	Success criteria <ul style="list-style-type: none"> Students will be create forest and city life Make up questions to each other Time Descriptor A learner <ul style="list-style-type: none"> create your own forest and city model .; Analysis about living things and non-living things 	Groups evaluate each other with thoughts	
Conclusion	Feedback Work with platform 'Quizzes '	Success criteria Students will be Descriptor A learner <ul style="list-style-type: none"> answer the questions 		
Reflection	Come back to the lesson objectives and summarize with students if they met the lesson objectives. Ask them to give the VAK feedback. VAK- Visual, auditory, kinaesthetic. What have you learnt with your eyes this lesson? What have you learnt with your ears? What have you learnt with your body?		FA - "Success Stairs" Students write their names on indexes and glue it on the stair (1,2,3) according to their results.	

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

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