**Lesson plan**

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| **Unit 2 Living things.** | | | | | **School: Akkol SS №2** | | | |
| **Date: 2.10.2017** | | | | | **Teacher name: Remsha T.E.** | | | |
| **Grade: 5** | | | | | **Number present:** | | **absent:** | |
| **Theme of the lesson:** | | | | | **Plants** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | | **5.L3** understand an increasing range of unsupported basic questions on general and curricular topics;  **5.S6** communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.R2** understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  **5.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 events in the story from the video; * read, understand and reorder most of the events in the story;   **Most learners will be able to:**   * read, understand and reorder most of the events in the story;   **Some learners will be able to:**   * understand most of the language on the story video; * use the Present Simple Tense | | | | | |
| **Language objectives** | | | use the Present Simple Tense, specific phrases and vocabulary “seed, flower, leaf, etc” | | | | | |
| **Previous learning** | | | Learners were introduced the topic of plants on the previous lesson. | | | | | |
| **Success criteria** | | | Learners have met this learning objective if they can:   * complete the tasks (90 %); talk on the topic using learned vocabulary | | | | | |
| **Value links** | | | Value of environment. Teamwork: Ls will work well together in pairs/ groups showing respect and being polite with each other. | | | | | |
| **Cross curricular links** | | | Lesson is connected with Biology, Geography | | | | | |
| **ICT skills** | | | Projector or Smart board for presenting a video | | | | | |
| **Plan** | | | | | | | | |
| **Planned**  **timings** | **Planned activities** | | | | | | | **Resources** |
| Beginning  5 minutes | Warm-up Game  **Pair work.**  Learners are divided into pairs. (Differentiation by support, more able learners with learners who need support, more able learners can help with translation or meaning of the words.)Teachers distributes the handouts. Learners are suggested to work in pairs and match the words with the pictures.(seed, plant, shoot, tree, leaf, rain, roots, sunlight)  Learners guess the topic of the lesson.  The topic and LOs are presented. | | | | | | | Worksheet 1, Task 1  <http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/stories-the-lucky-seed-worksheet-final-2012-11-01.pdf>  PPT slide 1 |
| Middle  30 minutes | **Presentation**  **Listening**  **Pre-listening task**  Teacher asks learners to read the sentences, underline the unfamiliar words in the task 2. They walk around the classroom and ask the group mates about the unfamiliar words. (Peer’s support).  If learners cannot find the meanings of the words teacher provides the meaning of the words. (Teacher’s support).  **While-listening task**  Learners listen and watch the story, put the sentences in correct order. Teacher plays the recording twice.  **Pair work.** Learners are divided into pairs. They compare their answers with the partner. Teacher checks answers as an open-class activity.  **TPR (Total physical response)**  Learners are suggested to make a circle. Teacher prepares the cards with the vocabulary of Task 1. A Learner 1 chooses any card, reads the word, using gestures explains the word to the class. The learner 2 who guesses the words has to spell it.  Learner 2: It is a plant.  Learner 1: Could you spell the word?  Learner 2: P-L-A-N-T. (Plant).  Learner 1: Yes, good job!  ***Reading task.***  ***The activity below can be used as a formative assessment.***  To check the ability of students to use vocabulary in context, learners are asked to read the same story and write the correct word into the missing space. Teacher monitors and supports some students who need help. | | | | | | | Worksheet 1. Task 2  <http://learnenglishkids.britishcouncil.org/en/short-stories/the-lucky-seed>  Worksheet 1. Task 2  Worksheet 1. Task 1 cards with words |
| End  5 mins | Learners reflect on their learning:   * What has been learned? * What remained unclear? * What is necessary to work on * Teacher asks learners what 3 words they learnt today   Hometask: to learn the new vocabulary. | | | | | | |  |
| **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** | | |
| Support for weaker students: working in pairs/groups, phrases  Challenges for moreable students: Encouraged to do more writing; assist weaker students.  Pair work, Whole group work | | | | Monitoring  Feedback on the work | | Health promoting techniques  Breaks and physical activities used.  Safety rules | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?  If not, why?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | |  | | | | | | |
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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 orachievements/difficulties of individuals that will inform my next lesson?** | | | | | | | | |