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| **Lesson plan** | | | | | | |
| **Subject: English**  **Long-term unit: Values** | | | **School: School-gymnasium#10** | | | |
| **Date: 10.10.2020** | | | **Teacher name: Aitenova S. S.** | | | |
| **Form: 5 A** | | | **Number: Present:** | | | **Absent:** |
| **Theme of the lesson:** | | **Describing people** | | | | |
| **Learning objectives that this lesson contributing to** | | *5.W1 plan, write, edit and proofread work at text level with support 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*  *5.L1understand a sequence of supported classroom instructions*  *5.L2 understand an increasing range of unsupported basic questions which ask for personal information*  *5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics*  *5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics* | | | | |
| **Lesson objectives** | | *All learners will be able:*  *-to describe people in written form*  *Most learners will be able to:*  *-to read their description from the sheet*  *Some learners will be able:*  *-to describe independently without support* | | | | |
| **Assessment criteria** | | *Learners describe their avatars using the example and finally they will describe their own relatives, friends and classmates* | | | | |
| **Language skills** | | *Introduce new adjectives*  *Develop listening skills*  *Use the verb” have got” in speech* | | | | |
| **Value links** | | *Inoculate such skills as love to the members of the family, respect people around, appreciate friendship* | | | | |
| **Cross curricular links** | | *Use connection with Russian, especially the descriptive function of the adjectives*  *ICT links*  *Art* | | | | |
| **ICT skills** | | *Processing audio for understanding and developing guessing skills* | | | | |
| **Previous learning** | | *Know vocabulary connecting with Family*  *Know affirmative, negative and interrogative forms of the verb “to have got”* | | | | |
| **PLAN** | | | | | | |
| **Planned stages**  **And timing** | **Planned activities** | | | | **Recourses** | |
| **Beginning:**  **2 minutes** | ***Organization stage: Technique «Associative row”***  *Good morning, children. Sit down please. How are you today?*  *I tell you some words and guess the theme of our lesson.*  *Height, Hair. Color. Eyes*  *Today we are going*   * *to fly by plane* * *to eat apples* * *to clean the room* * *to describe people* | | | | Pictures | |
| **Self-assessment:**  **2 minutes**  **Express diagnostic method: “Cartesian coordinates”** | *Now take scales of Cartesian coordinates and draw your skills according to 10 points using red color:*  *- I can describe the he height of my avatar*  *- I can describe its hair*  *- I can describe its color*  *-I can describe its eyes* | | | | Scales of Cartesian coordinates | |
| **Middle:**  **10 minutes**  **Developing of listening skills** | ***Task 1****:*  *Look at the pictures and answer the question:*  *-What objects has the avatar got?*  *Do Ex. 1 P.30*  ***Task 2:*** *Find Konnor’s avatar.*  *Ex.2 P.30*  ***Task 3:*** *Mark the sentences True or False and correct statements.*  *Ex.3 P. 30* | | | | Audio | |
| **Introducing new adjectives:**  **4 minutes** | ***Task 4:***  *Now listen to the audio and fill the missing words and guess the meaning of the words.*  ***Ex.4 P. 30*** | | | | ICT | |
| **Physical minutes:**  **5 minutes** | *Let’s have a rest. Stand up and make movements while listening the song “If you are happy”.* | | | | Video | |
| **Practical stage:**  **10 minutes**  ***The technique “I take you with me.”*** | ***Task 5:***  *Find the main feature.*  *The result will be the plan of the description:*   1. *Tall, small (Height)* 2. *Fair, dark, spiky, brown (Hair)* 3. *Green, brown, blue (Eyes)* 4. *Pretty, funny (Face)* 5. *Young, old (Age)*   ***Task 6:***  ***Ex. 5 P.30***  *-Using the example, describe your own avatars.*  *- Draw your own avatars.*  *-Hang them on the blackboard and make the gallery.*  *-Who wants to read the avatar. The others will guess and find the avatar?*  *-Who wants to describe the avatar and others will guess and find the avatar?*  *-Who wants describe somebody’s avatars without support and others will guess.* | | | | Pictures | |
| Textbooks | |
| **End:**  **Self-assessment:**  **2 minutes**  **Express diagnostic method: “Cartesian coordinates”** | ***Task 7:***  *Now take your scales of Cartesian coordinates and mark your skills with according to 10 points using green color:*  *- I can describe the he height of my avatar*  *- I can describe its hair*  *- I can describe its color*  *-I can describe its eyes* | | | | Scales of Cartesian coordinates | |
| **Update knowledge:**  **3 minutes**  **The technique “Step by Step”** | ***Task 8:***  ***Next task will be to find who knows more words on the theme “Family”.***  *Stand in 4 rows and name the words connecting with the theme “Family”. The learner, who repeats the word twice, will leave the row. The winner is the learner who stays alone.* | | | |  | |
| **Reflection:**  **5 minutes** | **Task 9:**  **I think it is the most interesting task to do and we will create** “Cinquain” about your dear persоn.  Let’s recite your cinquains.  Now answer the questions:  If you like the lesson, clap your hands.  -What have you learnt today? | | | | Шаблон:  1 линия- 1 существительное или местоимение, которое называет близкого человека 2 линия- 2 слова прилагательное, дающие характеристику человеку  3 линия- 3 глагола, связанные с действиями данного человека  4 линия - фраза из 4 слов, которая передаёт своё отношение к близкому человеку  5 линия -1 слов, которая включает главное отношение к дорогому человеку. | |
| **Additional information:** | | | | | | |
| **Differentiation-how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment -how are planning to check students’ learning?** | | **Health and safety check** | | |
| *The learners participate according their level:*  *-some learners read their own avatar sand others guess*  *-some learners describe their own avatars and others guess*  *-more able learners describe somebody’s avatars without support and others guess.* | | *I am going to use the s*cales of Cartesian coordinates *for self-assessment.* | | *Carry out physical minutes, which helps to relax.*  *Making the friendly learning atmosphere* | | |
| ***Reflexion:***  Making “Cinquains” about your dear persоn.  Now answer the questions:  -Do you like the lesson?  -What have you learnt today? | | *Most of learners wrote their cinquains about their mothers, but 2 of them about their father and 1of them about grandfather. (It is necessary to get to know the learners’ inner state!!!Why?*  *Of course, all of them clapped their hands.*  *They answered with pleasure, because everything was connected with their loved people.* | | | | |
| ***Summary evaluation:***  *Were the lesson*  *objectives/learning objectives*  *realistic?*  *What have the learners learnt today?*  *What was the*  *learning atmosphere like?*  *Did*  *my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | | *-The lesson objectives/learning objectives were realistic.*  *-They learnt describing people.*  *-The atmosphere was friendly, because the learners do the activities, which they really like, that is drawing and describing dear people. Especially, they like reciting their own cinquains.*  *-Finally, some student read the description, while others describe their own description and most able students describe without any support somebody’s description.*  *-Everything was done in time.*  *-I am going to add work in groups.* | | | | |

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