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| **Unit 7** | **Treasure and herritage** |
| **Teacher name:** | Nurzhanova Sh.A |
| **Date:**  | 8 – 11.10 |
| **Grade:** | 4 A, B. G, L, M |
| **Theme of the lesson:** | **Treasure maps 2** |
| **Learning objectives (s) that this lesson is contributing to** | 4.UE2 use cardinal numbers 1 -1000 and ordinal numbers 1 - 1004.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics4.UE14 use prepositions of location, position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient |
| **Lesson objectives** | **Learners will be able to:** |
| * begin to use cardinal and ordinal numbers
* give short instructions using prepositions of location, position and direction
 |
| **Plan** |
| **Time** | **Teacher actions** | **Pupil actions** | **Assessment** | **Resources** |
| 5 min | Greeting of the learners and introduces the Lesson Objectives in a simplified manner | Greets teacher |  |  |
| 35 min | **1. Warm up:** Where is \_\_\_\_\_ situated? (says different places as Sherkala, Singing sand and so on)**Differentiation:** teacher's supportChecking homework**2. Numbers and prepositions of location, position and direction****AB ex. 3, 4** Remembers the cardinal and ordinal numbers and asks to write the numbers correctly**Differentiation:** more able Pps can work individually, more support to less able Pps**Inclusive learners:** can work orally***PB Study spot***Teacher describes the prepositions of location, position and direction. Then asks to do **ex.5****Differentiation:** more able Pps can work individually, more support to less able Pps**Inclusive learners:** more teacher’s support**AB ex.5** Suggests to choose the prepositions**Differentiation:** more able Pps can work individually, more support to less able Pps**Inclusive learners:** more teacher’s support | Answers the questionsListens to the teacherand writes the numbersListens to the teacher, then reads the sentences choosing right prepositionsChooses the answers | *Oral feedback***Descriptors:**1. answers the question**Assessment criteria:**-names the places correctly*Mutual assessment***Descriptors:**1. listens to the teacher2. writes the numbers**Assessment criteria:**-writes the numbers correctly*Oral feedback***Descriptors:**1. listens to the teacher2. reads the sentences3. chooses the prepositions**Assessment criteria:**-gives right answers*Mutual assessment***Descriptors:**1. reads the sentences2. looks at the picture3. chooses the prepositions**Assessment criteria:**-gives right answers | pictures of placesAB p.27PB p.39AB p.27 |
| 5 min | Asks learners what was easy or difficult, what they learnt**Homework:**PB p.40 read the story |  |  | PB p.40 |
| **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** |
| - More able learners will complete the tasks more independently.- Encourage students to use more complex vocabulary.- Less able learners will get teacher’s support and guidance more. | With the self assessment, mutual assessment using descriptors; individual assessment with different kinds of Formative assessment (with words: Good work! How clever of you! Excellent! etc.) | Pupils have the opportunity to move around the classroom.**ICT links**Using the video/audio |
| **Reflection**Were the lesson objectives/learning objectivesrealistic? Did the learners achieve the LO? If not, why?Did my planned differentiation work well?  |  |