**Short term plan**

**Lesson plan**

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| **Unit of a long term plan** | **School: Raisovka secondary school** | |
| **Date:** | **Teacher name: Dzhangashkarova G. T.** | |
| **CLASS:  5** | **Number present:** | **absent:** |
| **Lesson title** | ***Homes.*** | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | S1. Provide basic information about themselves and others at sentence level on an increasing range of general topics.  S4. Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics.  W1. Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.  UE14. Use prepositions to talk about and location: use prepositions like to describe things and about to denote topics: use prepositions of direction *to, into, out of, from, towards* on a limited range of familiar general and curriculum topics. | |
| **Lesson objectives** | Pronounce and name some words, according to the topic.  Recognize the theme and grammar material;  To write short sentences in a paragraph.  Answer the questions.  Do exercises with grammar material;  Use prepositions to make sentences. | |
| **Values links** | Respect, responsibility, honesty, trust, creativity. | |
| **Cross-curricular links** | Self-knowledge, Psychology and Art | |
| **Previous learning** | Learners have an information about homes. | |
| **Plan** | | |
| **Planned timings** |  | **Resources** |
| Start | **Greeting.**  **S1 Brainstorming.**  Revision the previous lesson. Scrambled letters. asw and translate them into Russian and into Kazakh. t, l, a, f – e, r, u, t, c, i, p – b, e, l, a, t – c, r, e, o, o, k – e, g, f, r, i, d – k, s, i, n – m, p, a, l – r, a, i, c, h – i, o, r, d, a – r, o, d, o – | Cards  Scrambled letters |
| Middle | **Working with new vocabulary.**  **Watch the video and write prepositions.**  **Task 1. Practice**  ***Use prepositions****. Complete the description of Sadie’s room*.  The bed’s on the left and there’s small wardrobe on the right. There are some posters …… the wall …… the bed. There is a table …… the bed, and there is a lamp and clock …… the table. There is a chest of drawers …… the table, and there are some shelves …… the chest of drawers. There is a desk …… the door, …… the window. There is a chair in the corner and another chair ….. the desk. You can see Sadie’s tennis racket …… the desk.  **Task 2. Group work**  *Read the puzzles and guess what rooms they are.*  I - group 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?  II - group 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?  **Task 3. Complete the sentences:** 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 … | https://youtu.be/xERTESWbqhU ***Prepositions:*** In,  On,  Next to,  Above,  Under,  Opposite,  In front of,  Behind,  Between. |
| End | Assessment. Traffic light.  **Feedback**. The teacher gives comments about learners work and awards learner. Students will choose one and put on the board their stickers.  Home task: Writing and speaking “My room”.Use what you know.  **Saying good-bye** | traffic-lights  Stickers |
| **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** |
| *Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of leaners (Theory of Multiple Intelligences by Gardner).* | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | |
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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 or individuals that will inform my next lesson? | | |