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| **Unit of a long term plan** | | | **School: School-Kindergarden #26** | | | | |
| **Date: 2 term** | | | **Teacher’s name: Dina Alibekova** | | | | |
| **CLASS: 5** | | | **Number present: 12** | | | **absent: 12** | |
| **Lesson title**  **Unit “Values”** | | | | | **Describing appearance** | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | | | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | | |
| **Lesson objobjectives** | | | | | By the end of the lesson:  All LWAT  - describe a person with 7-8 sentences using specific vocabulary with the help of stronger Ls, some mistakes are allowed  -write description of a person creatively in groups using specific vocabulary with 80% accuracy  Most of LWAT  - tell 7-8 sentences correctly using specific vocabulary with the help of teacher  - create a poster of “Missing child” using specific vocabulary with the help of teacher and stronger learners with 80% accuracy  Some of LWAT correct other LL’s sentences orally and written independently or with the help of the teacher | | |
| **Assessment criteria** | | | | | to write description of a person using new vocabulary | | |
| **Values links** | | | | | respect and tolerance to other people’s appearances | | |
| **Cross-curricular links** | | | | | social-studies | | |
| **Previous learning** | | | | | words on topic Colours, Parts of the body, Clothes | | |
| **Plan** | | | | | | | |
| **Planned timings** | | | | **Planned activities** | | | **Resources** |
| Start  4min | Lead-in – Vocabulary game to activate their prior knowledge on topics Colours, Clothes, Parts of body  Ask the learners to sit in a circle, with a T sitting in the middle.  Say the sentences “Someone who is wearing shirt...”  -Smn who has blonde hair…  -smn who is wearing skirt …  While all the shirts wearer swap places, take a seat in the circle, meaning one learner is left in the middle.  This learner gives the instruction for who swaps places next, and the game continues.  Questioning  Did we talk about clothes?  Did we talk about parts of body?  Did we talk about height?  Ls should guess the name of the topic. | | | | | | https://esol.britishcouncil.org/content/learners/grammar-and-vocabulary |
| Middle  5 min  4 min  3 min  5 min  8 min  5min  5 min | **Pre-writing**  **Introducing new vocabulary**  Group work (3 groups of 4) differentiation by support  1.Complete the mind map Think-pair-share (individually, in pairs, in groups)    Add your own examples of vocabulary to these categories  **Introducing new vocabulary, prediction, matching**  Look at new words and try to guess in groups meaning of these words in L1  **Картинки по запросу describe people's appearance**  **Questions for HOTS (Bloom’s Taxonomy)**  Which of these adjectives are negative? Which ones are positive?  Give an example of situation you were brave, rude, nervous…  **4. Jumbled up sentences**  Make up sentences from the cut words and name the categories   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Mary | is | 7 | years | old | | she | has | got | blonde | hair | | she | is |  | young |  | | she |  | kind | looks |  | | she | likes |  | reading |  | | she | isn’t | tall |  |  | | she | has | got | blue | eyes |   Drilling new vocabulary and Practicing speaking  with peer-assessment  Wagon Wheel (differentiation by support)  Make inner (strong ss) and out circle (weaker ss), give the strong ss pictures with different people’s appearance, ss move clockwise and describe people, strong ss can correct or prompt weaker ss sentences  Teacher monitors the process (scaffolding by support)  Feedback: peer correction  Картинки по запросу describe people's appearance  **Drafting**  **Formative assessment task**  **While writing (still in groups of 4) scaffolding**  **Step 1 Write a description of the thief**  Task. Write a description of  a lost child to the police  to make a “Missing child” poster  Похожее изображение  **Descriptors**  1.Write no less than 6 sentences about child’s appearance  2. Use grammar chunks “has got…” correctly  3. Use no less than 3 words of the new vocabulary  Editing Rotate your writing work and check drafts  Publishing  -Create and decorate “Missing child” poster  -stick to the wall  Criteria-based assessment:  Evaluate posters   1. by content (if the description is full or not) 2. by creativity 3. by accuracy   -Ss should walk around and assess other Ss’ posters | | | | | | https://www.google.ru/search |
| End  3 min | Reflection  2 roses 1 thorn technique  -write 2 points you achieve on the lesson  -1 point you haven’t understood | | | | | |  |
| **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?**  **peer-assessment**  **self-assessment**  **criteria-based assessment** | | | | | **Health and safety check** |
| think-pair-share, support by visuals, graphic organizer (scaffolding learning tool ) | | peer-assessment  self-assessment  criteria-based assessment  formative assessment task  Feedback: peer error correction, ignoring, finger correction | | | | | Lead-in,  Wagon wheel |
| **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? | | | | | | | |