Lesson plan

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| **Unit of a long term plan:** Holidays | | | | | **School: School – Lyceum “Daryn”** | | | |
| **Date:** | | | | | **Teacher name:** Aidana Mendekeyeva | | | |
| **CLASS: 5** | | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | | Holiday activities | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 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.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | | **ALL LWBAT:**  - answer the true or false sentence  - discuss their answers in the whole class  - identify the difference between present simple and present continuous  - describe the picture with support  **MOST LWBAT:**  **-** answer the questions according to the text with little support  - make up sentences using present continuous form with few errors  **SOME LWBAT:**  - describe his / her holiday using present continuous form according to the example with no errors | | | | | |
| **Assessment criteria** | | | Identify details in a text with little support  Apply present continuous form  Provide a description of people, places and objects | | | | | |
| **Values links** | | | Travelling, family. | | | | | |
| **Cross-curricular links** | | | Nature science | | | | | |
| **Previous learning** | | | Grammar: Present Continuous Tense  Vocabulary: travel, swim, eat, drink, sunbathe, sunglasses | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** | |
| Start  3 minutes | **Lead – in. Mind-map**  **C:\Users\PC\Desktop\mind map.png**  The learners say the associations with “Holiday activities” and they do a mind-map on the whiteboard.  Formative Assessment technique: graphic organizer | | | | | | Whiteboard | |
| Middle  5 min    5 min  7 min  15 min | **Guided discovery task**  Two sentences are written on the whiteboard:  “I swim” and “I’m swimming now”. The learners identify the difference between them and try to translate. They notice the word “now” and that it is the action that happens at the time of speaking. Then the learners write the rule with examples. The teacher guides the learners demonstrating time-line as scaffolding.  **C:\Users\PC\Desktop\present-continuous.png**  **Presenting a vocabulary using visual aids**  The learners look at the pictures (swim, eat, drink, sunbathe, sunglasses) and repeat the words after the teacher.  Drilling: choral repetition  **C:\Users\PC\Desktop\630d50e0af2f4e89d1487a06f1f3a1a5.jpgC:\Users\PC\Desktop\dieta.jpgC:\Users\PC\Desktop\imgpreview (1).jpg**  **C:\Users\PC\Desktop\imgpreview (4).jpgC:\Users\PC\Desktop\imgpreview (3).jpgC:\Users\PC\Desktop\imgpreview (2).jpg**  The new words are written on the whiteboard, the learners should write them down to their vocabularies.  *Pre-reading:*  **“Keep talking” activity**  The learners make a circle, look at the picture and say one sentence to make a story using present continuous tense.  C:\Users\PC\Desktop\vacation_in_miami_11.jpg  FA technique: time-lines, observations, delayed correction  **“Think – pair – share” activity**  The learners are given the text with the task and divided into 3 groups. Firstly, they read individually and underline new words and verbs in present continuous tense. All learners do the *True / False* task*.* Most learners answer the questions after the text. Some learners make up their own examples on the topic “Holiday activities”.  Then they answer the questions after the text and then they discuss their answers with their classmates.  FA technique: think-pair-share  **Differentiation by task and support**  **Differentiation by task.** The text with the task is given according to their abilities.  *Less able learners* do the true and false task.  *More able learners* answer the questions according to the text and bring their own example.  **Differentiation by support.**  *Less able learners* are provided with the translation of some new vocabulary.  *More able learners* will be challenged by assessing their peers.  *While – reading:*  *Holiday activities*  Hi! We’re on holiday and **we’re travelling** on planet Earth. At the moment we are staying in Britain. **I’m practicing** my English a lot. The temperature is -5 C, so **we’re not sunbathing** on the beach! **I’m not wearing** my **sunglasses.** At the moment **we are having lunch.** In this café, **people are having animals** and plants. They say this is “meat” and “salad”. It’s horrible! Some **people are playing** a game with an egg. Very strange! **We are having** a good time.  *Post – reading:*  *True / False:*  1. They’re not travelling on planet Jupiter.  2. They’re staying in Brazil.  3. They’re sunbathing.  4. People are having animals.  5. They enjoyed their time.  *Questions:*  1. Where are they travelling?  2. Are they sunbathing?  3. What are people having for lunch?  4. What are others doing?  5. Are they having a good time?  *Story:*  The learners’ own answers.  FA technique: peer and self-correction  *Descriptor:*  A learner:   * reads the text * answers the questions using the information from the text * describes his / her holidays in 5 sentences using present continuous   FA technique: questioning | | | | | | Whiteboard  Pictures  “Activities for the language classroom” (ex. 9.4, p. 28)  “Active Teaching and Learning” (NIS), p. 46  Text: “Holiday activities”  (English Plus, SB: ex. 5, p. 85) | |
| End  5 min | **One Minute Paper**  An easy way to build learner reflection into the teacher’s daily classroom routine. The traditional version of the “one minute paper” asks students two questions.  -What is the most important thing you learned during class today?  -What question (s) do you have? | | | | | | “20 Feedback hacks for English Teachers” by Ann Lindsay, p. 4. | |
| **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 by task.** The text with the task is given according to their abilities.  *Less able learners* do the true and false task.  *More able learners* answer the questions according to the text and bring their own example.  **Differentiation by support.**  *Less able learners* are provided with the translation of some new vocabulary.  *More able learners* will be challenged by assessing their peers.  **Multiple Intelligence by H. Gardner:**  *Interpersonal*  - when the learners do post-reading tasks and discuss their answers in the whole class.  *Visual / Spatial* – when the learners do “Keep talking” activity and describe the picture and when the teacher presents a new vocabulary. | | | | Time lines (error correction)  Observations (error correction)  Think – pair - share  Peer and self – correction (error correction)  Delayed correction (error correction)  Questioning ( convergent, probing) | | Circle time activity | | |
| **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?* | |  | | | | | | |
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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? | | | | | | | | |