Lesson plan

|  |  |
| --- | --- |
| **Unit of a long term plan: Values** | **School: School-Lyceum “Daryn”(Petropavlovsk)** |
| **Date:**  | **Teacher name: Yuliya Vassilchenko** |
| **CLASS: 5** |  |  |
| **Lesson title** | **Family relationships1**  |
| **Learning objectives** |  **5.L2** understand an increasing range of unsupported basic questions which ask for personal information **5.S4** respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics **5.W8** spell most high-frequency words accurately for a limited range of general topics  |
| **Lesson objectives** | **All learners will be able to**answer 2-3 close, previewing questions on the story.use correct form of the words to complete the sentences with 2-3 mistakes.**Most learners will be able** answer 4-5 divergent questions on the story.complete the sentences using correct form of the words with little support.**Some learners will be able** respond to 1-2 5Ws questions on the story.complete all the sentences with correct form of the words. |
| **Assessment criteria** | By the end of the lesson learners will be able to complete sentences with the right form of new words from the story and spell them correctly |
| **Values links**  | Health, family values, caring |
| **ICT skills** | Using pictures, watching video on the interactive board |
| **Cross-curricular links** | Self-knowledge |
| **Previous learning** | Students have a certain vocabulary based on the topic “Family” |
| **Intercultural awareness** | Through listening and discussion |
| **Kazakh culture** | Respect for members of a family |
| **Plan** |
| **Planned timings** | **Planned activities**  | **Resources** |
| StartW3 min | **Warm-up** Look at the mind map and find one word that unites all these words **(Activating schemata)** | Handouts with the mind map |
| MiddleW 5 minW5 minG3 minG5 minP5 minP4 minI, F7 minEndI5 min |  The teacher tells that learners will listen to the story about the family and will discuss if it is good or bad to have a big family.**Pre- listening** Learners look at the picture of the boy Keith and by answering the questions predict the story they are going to hear.*Questions for eliciting:*Who is this boy? Who does he live with? Has he got a big family?What members of the family has he got?Is he happy? What would happen with the boy?(**Scaffolding: learners answer previewing questions**)**New words before listening**The teacher conveys the meaning of new words from the story by illustrating them (Flashcards), defining them if necessary (*angry* means a frustrated person; *to enjoy* means to like something; *accident* is a tragedy where somebody was hurt; fractured is broken; *unfortunate* is an unhappy person; *to attend* means to visit somebody).Then learners are provided with a clear oral model of the words, after it they drill the words both chorally and individually (**Drilling**). After it they write them down.**Activity 1.** Learners work in groups of four matching new words (angry, to enjoy, accident, fractured, unfortunately, to attend) with their antonyms (**Collaborative learning - group work**).Find antonyms to the words *in italics**1. Angry* a.luckily*2. To enjoy* b. to leave*3. Accident* c. repaired *4. Fractured* d. good luck*5. Unfortunately* e. kind*6. To attend* f. to dislikeThe groups exchange their sheets of paper. The teacher gives answers. The groups check each other’s work (**Peer-assessment**). **First listening** **Activity 2.** Learners work in small groups consisting of learners of different learning abilities (**Differentiation by grouping**). Each groupis giventhe set of pictures illustrating the story. They listen to the story “Love Your Family” for the first time, look at pictures and put them in the correct order. (**Collaborative learning**).After ordering the pictures the teacher gives **oral feedback** andthen the right order of the pictures. **Second listening**Learners are divided into pairs. Each pair gets a card with questions. They listen to the story for the second time, paying attention to details. After listening they should provide unprepared speech to answer the questions about the story. (**Listening for specific information**)(**Differentiation by the task:** more able students answer divergent, 5Ws questions; less able students answer close questions)**Activity 3***Card 1. Answer the questions on the story “Love Your Family”.*Has the boy got a family? Is his family big? Has Keith got brothers? Does he like to live in a big family?*Card 2 Answer the questions on the story “Love Your Family”.*Do you like a story? Explain why. Is it good or bad to live in a big family? Is your family big or small? Why is it important to have a family?*Card 3 Answer the questions on the story “Love Your Family”.*What do you think about Keith? What members of the family did he have? What happened to the boy? Why is it important to have parents? Learners discuss their answers in pairs helping and correcting each other (**Peer correction**). After it they present their answers. While presenting the speech the teacher gives **oral feedback: recasting.****Post-listening**Learners work in pairs answering the questions *What is the moral of the story? Imagine you are Keith. Would you act like him?*After finishing they present their ideas to the whole class.(**Development of higher order thinking skills)****Formative assessment task**Learners do activity 4 in written form. The teacher explains the task and does the first sentence together with learners (**Scaffolding: modelling**).**Activity 4.** Complete the sentences using the correct form (if it is necessary) of the given words from the story.

|  |
| --- |
| **To attend to enjoy accident angry fractured fortunately** |

1. Yesterday I … the day with my friends.2. His parents needed… a wedding in the town.3. Dad was … at him for lying.4. There were many car … last year.5. … I passed my exam.6. Keith was in the hospital because his leg was…**Level of thinking skills: Application**The teacher observes how learners work, helps less able learners (**Monitoring**).DescriptorA learner• spells the given words accurately• completes the sentences with the necessary words• uses the correct form of the wordsAfter finishing learners exchange their works. The teacher gives the right answers. Learners check each other’s works. (**Peer-assessment**) **Reflection.** KWL chartLearners complete the chart to assess themselves | Flashcard  Worksheet 1Audio, video[www.youtube.com/watch?v=rjnxA2QvWbI](http://www.youtube.com/watch?v=rjnxA2QvWbI)   Worksheet 2Cards with the questionsWorksheet 3Worksheet 4 |
| **Additional information** |
| **Differentiation**  | **Assessment**  | **Health and safety check** |
| **Differentiation by task:** **More able** learners answer divergent, hypothetical, 5Ws questions about the story. **Less able** learners answer closed questions about the story**Differentiation by grouping:**Learners are divided into groups of more able with less able for support.**Differentiation by support:** **Scaffolding** **at word level** during the lesson with the help of visual aids and for activating schemataScaffolding at sentence level **- modelling** | **Monitoring** how learners work during the individual work, group work, and work in pairs(checking if everyone completes the sentences, if everyone participates in answering the questions about the story);**Peer-assessment** during pair and group work;**Asking different types of questions:** close, divergent, previewing, 5Ws;**Giving oral feedback:** in order to assess learners’ achievements.**Error correction:**The teacher uses such techniques of error correction as recasting, peer-correction.**Reflection** for self-assessmentat the end ofthe lesson  | For health and safety check a variety of tasks is planned, learners move during a lesson working in transferable groups |