**Lesson plan**

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| **Unit 1: Home and away** | **School:** |
| **Date:** | **Teacher name: Akhmetov A.B** |
| **Grade: 5** | **Number present:** | **absent:** |
| **Theme of the lesson:** | **Cities and countries** |
| **Learning objectives(s) that this lesson is contributing to** | **5.S6**communicate meaning clearly at sentence level during, pair, group and whole class exchanges**5.S7**use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics**5.W3**write with support factual descriptions at text level which describe people, places and objects |
| **Lesson objectives** | **All learners will be able to:*** Describe the pictures of the city

**Most learners will be able to:*** To speak about three buildings Baiterek, Eiffel Tower and Buckingham Palace

**Some learners will be able to:*** To write the definitions of the places
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| **Success criteria** | To talk about places in cities; |
| **Pastoral care** | Learners are taught to be tolerant and respect each other |
| **Value links** | Learners will discuss and express their thoughts about the differences of city |
| **Kazakh culture** | This lesson focuses on:* Comparing buildings of Astana now and before.
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| **Cross curricular links** | The Arts, Kazakh |
| **ICT skills** | -laptop |
| **Previous learning** | -talking about rooms |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| Starter5 min | **Warm –up**Learners identify the city and the country according to the suggested landmarks (W, P)https://fsd.kopilkaurokov.ru/up/html/2017/11/02/k_59faee543aaae/436252_1.pnghttps://fsd.kopilkaurokov.ru/up/html/2017/11/02/k_59faee543aaae/436252_2.pnge.g: Baiterek Astana KazakhstanIntroduce lesson objectives. | Worksheet 1PPT (slide 1) |
| Middle10 min10 min10 min | **Speaking.**Teacher shows pictures of different cities. Elicit what photographs show – city in Kazakhstan. Learners report what they see e.g. *sometall flats, white buildings, some gardens with different shapes, fountains, a palace, glass, a shopping centre*etc. (Listening and readingReading of landmarks: The Eiffel Tower, Baiterek, Buckingham Palace.SpeakingWhat do you know about these landmarks?What else would you like to learn?1. Listening CD-rom
2. Answering the questions ex 2. P 17
3. To consolidate information from a text

WritingFill the missing words:The --- Tower is in ParisThe Baiterek Tower is in----Buckingham Palace has got --- rooms.Ask learners to work in pairs:* What do you know about Baiterek?
* Which landmarks and cities do you like most? Why? (not)

e.g. *Baiterek is in Astana. It’s 105 meters tall*Group workTo create a poster1st group :Eiffel Tower2nd group: Baiterek3rd group: Buckingham Palace*Descriptors for assessment. (Peer assessment)*If a learner could compare:* Buildings;
* Size;
* Location;
* Mentions at least one extra information.

They compare diagrams with another pair.Teacher writes the word ‘city’ on the board. Suggest learners to write 6-8 places in a city they know around ‘city’.e.g. *shop, street, bank, bus station, café, cinema, hospital, library, market, park, sports centre, square, supermarket*Teacher supports less able-learners with word bank. (differentiation by teacher support)Teacher monitors to identify those learners who know many places and those who know a few.Learners compare the words.Teacher offers learners to write definitions or what they can do in these places. (P, f)e.g. *Bank – is a place where people can change money.**Street – can be wide or narrow, there are people and cars.*Pairs check each other’s answers, compare if they have the same or different answers. | PPT 2Worksheet 1Worksheet 2(word bank) |
| Plenary\Reflection5 min | Ask learners what the most interesting/ difficult part of the lesson was.Name two words you practiced today. |  |
| **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 checkICT links** |
| *Differentiation by peer support and task**Differentiation by teacher support by giving word bank* | *Monitoring* | *Safety regulations are taken into account when planning and conducting the lesson.**There are types of activities that meet the needs of learners with different learning styles and level.* |
| **Reflection**Were the lesson objectives/learning objectives realistic? Did all learners achieve the LO?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 orachievements/difficulties of individuals that will inform my next lesson?** |