Short term plan

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| **Unit of a long term plan: Unit 5. Creativity** | | **School:** | |
| **Date:** | | **Teacher name: Suleimenova Zaure** | |
| **Grade: 5** | | **Number present:** | **absent:** |
| **Lesson title** | **Mythical creatures** | | |
| **Learning objectives** | **5.3.6.1** communicate meaning clearly at sentence level during, pair, group and whole class exchanges;  **5.4.2.1** understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;  **5.4.3.1** understand the detail of an argument on a limited range of familiar general and curricular topics. | | |
| **Lesson objectives** | **Students will be able to:**   * Present imaginary creatures to the class using appropriate vocabulary and syntax; * Identify details in short texts as a group with little support; * Recognize factual details in a given argument related to the topic. | | |

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| Stages / Time | Teacher’s actions | Students’ actions | Assessment | Resources |
| Starter  3 min | Teacher greets the students, asks about the date, day and weather.  Teacher explains the task of “**Guess the Word**” starter activity.  Teacher asks the students from the class to choose one word from the pile (W). Half of the words are related to the theme of the lesson and on other slips of the paper there are their definitions.  These words are:  Creativity Animal Fairy tale Creature  Fantasy Beast  Myth Writer Magic  Teacher asks the students to stand in a circle, name the words one by one and try to guess their definitions.  Teacher elicits to make students understand the theme and introduces the lesson objectives. | Half of the students of the class choose a word related to the topic of the lesson while others choose the slips with their definitions. They stand in a circle, students with words name them in turns and students who have definitions of these words try to match them. Students who made the right match stand together and in the end they try to correlate them to the theme of the lesson.  Differentiation by support:   * Less able students are supported by scaffolding, teacher uses simple language and helps translate the words or their definitions. | Wait-time technique which allows students time to think.  Thumbs up for a correct match of students’ answers, thumbs down for an incorrect one. | Slips of paper with written words |
| *Division into groups*  2 min | After eliciting and naming the theme of the lesson teacher asks students to count 1,2,3 and split into 3 groups according to the numbers. Then students are told to share responsibilities within the group. Teacher gives secretaries special group assessment tables, asks to write the names of the members of the group and evaluate their participation during the lesson. | Students still standing in a circle count 1,2,3 and split into 3 groups according to their numbers. They share the roles of leaders, secretaries, presenters and timekeepers for a group work.  Secretaries take special group assessment tables to write the names of the members of the group. | Group assessment sheet | Assessment sheet  Appendix 1 |
| *Pre-reading activity*  3 min | Teacher asks students to look at the whiteboard where a set of 8 multiple choice interactive questions is prepared going by the given link. Teacher gives laminated cards to every student with ballpoints to write the answers they choose from the interactive exercise (I).  Teacher introduces the descriptor:   * Students choose the right answer in time. | Students look at the whiteboard. They watch a set of 8 multiple choice interactive questions. They take laminated cards to write the answers they choose from the interactive exercise. Secretaries write down the number of right answers of each member of the group into assessment tables after finishing the activity.(I)  Differentiation by support:   * Students who understand what is being asked explain the task to the whole class. | Student-marking technique for peer evaluation within the group work | <https://wordwall.net/resource/10357170/mythical-creatures-grade-5>  laminated cards to each student, ballpoints |
| *While reading activity*  10 min | Teacher gives a short text about Mythical creatures to every group:  Group 1 – Centaurs.  Group 2 – The Phoenix.  Group 3 – The Chimera.  Teacher asks students to read the text carefully in their groups and discuss it with each other. After that teacher tells them to make up a set of tasks on their own choice in a limited time according to the information they learned from their texts. It can be true/false, answer the questions, complete the chart or any other tasks. Teacher asks secretaries to evaluate group members’ participation in group work.(G)  Teacher introduces descriptors:   * Students read and understand the text; * Students take active part in group discussion; * Students make up a set of tasks according to the learned information in a given time. | Students read short texts about mythical creatures in their groups and discuss them. After that they try to make up a set of tasks according to their text. The choice of tasks is in charge of a leader of the group. He or she chooses either true-false, answer the questions or complete the chart exercises and as a group students try to create their questions according to the chosen task. Secretaries not only take part in making up questions, they also evaluate other group members’ participation.  Timekeepers watch the time to fulfill the tasks in time.  *Differentiation by ability:*   * Group members are reminded to act according to their roles as it involves everyone into active learning; * Verbal explanation accompanied by modelling. | Assessment sheet  Wait-time technique which allows students time to think. | Excel, Grade 5, Students’ Book, Unit 5, ex.2, page 58  A4 paper for each group |
| *After reading activity*  10 min | Teacher asks students to give their set of tasks to the next groups, i.e. each group has two texts to read and two tasks or more to complete. The group that created the exercises is in charge of checking and announcing the results. Teacher tells secretaries to evaluate their group members after hearing the results.  Teacher introduces descriptors:   * Students answer the questions of their opponents correctly and understand the other parts of the text; * Students take active part in group discussions to finish tasks in time. | In a given time students in their groups read the text and do the tasks. Secretaries write the answers into the worksheet created by another group and give them to check to other secretaries who present the results. After that secretaries write scores of group members into the assessment table. Timekeepers keep the time as 3 minutes are given to read the text and do the tasks and a minute is given to check the answers.  Differentiation by support:   * Teacher uses scaffolding while walking from one group to the other. | Assessment sheet;  Thumbs up, thumbs down;  Regulating learning. | A4 paper with students own tasks for each group |
| *Presentation*  7 min | Teacher wants each group to create a story with two special creatures. In groups students should think of what creatures they want to use and make up a short story.  Students can draw pictures of their creature if they like.  Teacher introduces descriptors:   * Students take active part in creation of a story and a creature; * Share their responsibilities in group work accurately; * Present their stories to the class. | In their groups students discuss their creatures and try to create them using their imagination. They also decide on their short story and presenters from each group present the creatures and the story to the class. Other groups listen carefully for the presentations and evaluate their presentations for creativity using 1-5 scale.  Differentiation by students’ readiness:   * Those students who are ready to speak present their group’s work. | Assessment sheet;  Group evaluation;  Regulating learning. | Posters, ballpoints |
| Plenary  3 min | Teacher tells students to write all the words, collocations, questions, ideas that they remember and understand during the lesson in 60 seconds to focus their attention to the lesson outcomes one more time. Then after some discussion teacher asks the group secretaries to count ‘+’ and ‘-‘ and scores to evaluate the progress of students during the lesson. Teacher collects evaluation tables from secretaries.  Teacher introduces descriptors:   * Students write collocations, questions, or ideas that they remember and understand in a minute. | Students try to remember everything like collocations, questions, ideas they learned during the lesson and write them down into their copybooks in a minute. Secretaries count all the results of participation during the lesson and present total for each group member.  Differentiation by task support:   * Teacher uses simple language to explain the challenge. | 60 seconds challenge;  Student review;  Student marking. | Blank paper for each student, PPT |
| Feedback  2 min | Teacher asks students to provide feedback commenting on two things they liked during the lesson and suggesting a wish for something new or else for the next lesson. | Students take special handouts to write about two things they liked during the lesson and present their wishes for the next lesson.  Then they give their handouts to the teacher. | 2 Stars and A Wish. | Special posted cards for each student. |

Appendix 1

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| Name | Multiple choice  8 questions | Task creating +/- | Results of text exercises | Story presentation 1-5 | Total |
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