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| Unit «Living things»  The theme of the lesson: «Animals» | | Kigach general secondary school | | | | |
| Date: 11.10.2021 | | Teacher name: Serikova A.A | | | | |
| CLASS: 5 B | | Number present: 10 | | | absent: | |
| Learning objectives(s) that this lesson is contributing to | R5.2 understand with some support short simple fiction and non-fiction texts  S5.7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. | | | | | |
| Lesson objectives | All learners will be able to: | | | | | |
| - make up 1-2 sentences using subject-specific vocabulary  **-** read and understand a short fiction and non-fiction texts with support | | | | | |
| Most learners will be able to: | | | | | |
| -talk about the animals using topic vocabulary with minimal support  -read and understand a short fiction and non-fiction texts with some support | | | | | |
| Some learners will be able to: | | | | | |
| **-**talk about animals independently  **-** read and understand the main points of short fiction and non-fiction texts | | | | | |
| Plan | | | | | | |
| Planned timings | Teacher’s activities | | Pupil’s activities | Marks | | Resources |
| Beginning  15 min | **Organization moment:**  Learners are divided into 2 groups  1.Greeting. Teacher recommendation: Good morning pupils! How are you today?  **Predicting**  Learners watch the video about domestic and wild animals and answer the questions  **«Solve the puzzle» method**  Find the names of animals from the video in the puzzle  Differentiation by task  For less level  - find the names of animals from the video  For mid level  - find also 4 animals that were not in the video  For high level  - find all the hidden animals  **«3 Facts» method**  Teacher shows pictures of animals and learners have to say three facts about each animal  Differentiation by support  Teacher helps less level learners to say facts about animals by asking leading questions | | Learners respond  to greeting  Learners guess the theme of the lesson.  Learners find the names of animals in the puzzle  Learners tell facts about animals | At the organization moment T tries to award active Ss. T evaluate Ss with phrases like:  “Good job!  Well done!”  Self-assessment  Verbal evaluation  Self-assessment | | [**https://youtu.be/mQA4vOqV9M8**](https://youtu.be/mQA4vOqV9M8)  Slide 1  Appendix 1  Flashcards |
| Main Activities  25 min | **Group work**  **«Cluster»**  Make a cluster. The first group writes the names of domestic animals, the second group writes the names of wild animals  **Reading task**  **«True/False» method**  Read the text then identify true (T) or false (F) statements from the text  Warm-up «I can…»  «Don’t break the chain» method  Toss the Rubik's cube and make a sentence using the grammatical construction *have got* | | Learners work in a group and write the names of animals  Learners read the text. Learners are given a figure of clowns. If the statement is true learners raise the red clown, if the statement is false they raise the blue clown and correct the statement  Ss repeat the movements of animals  Learners in the chain toss the Rubik's cube and make up a sentence with the animal that fell out to them using the grammatical construction have got. Each student says what he has and what his neighbor has | Oral stimulation  Self-assessment    Verbal evaluation  Self-assessment  Oral stimulation  Self-assessment | | Cluster  Slides 2-6  Rubik’s cube |
| Ending the lesson | **Feedback «Emoticon»**  Stick emoticons on the board | | Ss use their emoticon- stickers to show their impression according to the lesson  Cheerful - all the tasks were interesting and easy  Smiling - some tasks were difficult  Sad - all the tasks were difficult | Feedback | | Emoticon-stickers |
| Home task | Take a story on instagram and tell there about your favorite animal or pet and tag the teacher | |  |  | |  |