**Lesson Plan**

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| **Unit 9. Holidays.** | | **School: №2** | | | | |
| **Term 4** | | **Teacher name: Redko Natalya Alexandrovna** | | | | |
| **Class: 5** | | **Number of presents:** | | **absent:** | | |
| **Lesson title** | | **Beach holiday activities** | | | | |
| **Learning objectives that this lesson is contributing to (link to the Subject programme)** | | **S4.** Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  **R2.** Understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  **W4.** Write with support a sequence of extended sentences in a paragraph to give basic personal information | | | | |
| **Lesson objectives** | | **By the end of the lesson**  **all learners will be able to:**   * name and use not fewer than 5 words or word combinations on the topic “Summer holidays. i.e. Beach holiday.”; * identify specific information i.e., beach vocabulary in the text with considerable support; * create and design a brochure for a beach holiday with a considerable teacher’s support;   **most learners will be able to:**   * use not fewer than 7 words on the topic “Beach holiday”; * identify specific information and details in simple text which describe beach activities with limited support; * use not fewer than 6 sentences to describe in written and oral form their summer holidays with a limited teacher’s support, create and design a brochure for a beach holiday using an example;   **some learners will be able to:**   * use not fewer than 10 words on the topic “Beach holiday”; * identify specific information and details in simple text which describes positive emotions during vacation with no support; * use not less than 8 sentences to describe in written and oral form their summer holidays with no support, create and design a brochure for a beach holiday using a plan. | | | | |
| **Assessment Criteria** | | * to practise vocabulary skills on the topic “Summer holidays”; * to identify the main idea in short simple texts, to practise reading and speaking skills; * to describe favourite summer holiday activities creating a brochure for a beach holiday using a topic vocabulary. | | | | |
| **Levels of thinking skills** | | Knowledge and comprehension  Application | | | | |
| **PLAN** | | | | | | |
| **Plan timings** | **Teacher actions** | | **Students’ actions** | | **FA** | **Resources** |
| **Start**  **6 min** | The lesson greeting.  **Warm up. (Teacher-class)**  To stimulate interest in the topic, watch a video about a beach holiday. What is the song about?  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  ***Task 1. Listen to the song once more without a screen and complete the sentences with suitable words. Do this task in pairs. (individual work)***  **Using strategies:Word cloud – filling the gaps.**  **Context clues –** find the word according to the context      **Beach holiday song.**  I am going to the 1. … for a holiday  To enjoy the 2. … and sand play  I pack my toys and 3. … too  Swimwear and a 4. … are must too  Making 5. … will be so much fun  Collecting 6. … once you are done  Watching 7. … trails in the sand  Will bring us all a golden tan.  **Differentiation by pace of work.**  More able students are expected to complete the sentences faster than the other learners.  The teacher gives them the task to read the words of the song on their own to recite them afterwards.  **Key:**  **Beach holiday song.**  I am going to the ***beach*** for a holiday  To enjoy the ***waves*** and sand play  I pack my toys and ***sunscreen*** too  Swimwear and ***towel*** are a must too  Making ***sand castles*** will be so much fun  Collecting ***shells*** once you are done  Watching ***crab*** trails in the sand  Will bring us all a golden tan.   |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | * identify the   details and fill in the gaps with the correct words | A learner writes   1. beach; 2. waves; 3. sunscreen; 4. towel; 5. sand castles; 6. shells; 7. crab   (1 point to each word) | | **Total marks** | **\_\_\_\_ (7)** |   Let’s sing the song together. | | Watching the video, the learners are asked to predict the topic of the lesson.  The learners watch the video, then listen to the song and complete the sentences with the words. They work in pairs. More able students are expected to complete the sentences faster than the other learners. They find on the Internet the names of famous world beaches and short information about them (for example: Santa Monica Beach, California; South Beach, Miami, Florida…).  The students sing the song “Beach holiday” | | ***pair assessment:*** the learners change the notebooks and check the answers of the partner using a descriptor.  feedback (oral comments of the teacher) | [**https://youtube.com/watch?v=IDDot8tBa4Q&feature=share**](https://youtube.com/watch?v=IDDot8tBa4Q&feature=share)  **(Task 1. “Beach holiday song”)**    **Handout 1.**  **Text of the song with the gaps.**  **the Internet resources**  **table for assessment** |
| **Middle**  **35 min** | ***Task 2. Vocabulary and speaking activities. (S-S)***  ***Teaching approaches: Clustering – Mind map – grouping words – Questioning – using speaking constructions – visual clues.***  ***Step 1. Look at the picture and try to answer the questions:***   1. ***What do you take when you go to the beach?*** 2. ***What can you see there?*** 3. ***What activities can people do on the beach?***   ***Teacher divides the learners into three groups****. (****G-W)***  *Choose any one question out of three and according to the colour of the question choose your group.*  *Learners name only nouns or phrases to*  *describe a beach e.g Write out the words (as more as you know) as a cluster on chart paper for a period of three minutes.*  *Present the cluster to the class.*  ***Differentiation by content.***  *The teacher gives 3 questions to the picture.*  *The learners of the first group write the names of objects that we can take to the beach.*  *The learners of the second group write the names of the objects that we can see on the beach.*  *The learners of the third group write about the beach holiday activities.*   |  |  | | --- | --- | | ***Assessment criteria*** | ***Descriptor*** | | ***Look at the picture and try to answer the questions:***   1. ***What do you take when you go to the beach?*** 2. ***What can you see there?*** 3. ***What activities can people do on the beach?*** | *learners*  *1) of the first group write the names of objects that we can take to the beach (ex.-s swimsuit, sunscreen lotion, towel, beach umbrella …) and say* ***I take a … when I go to the beach.***  *2) of the second group write the names of the objects that we can see on the beach (ex-s: sea, waves, jellyfish, seashell …) and say* ***I can see … on the beach.***  *3) of the third group write the beach holiday activities (swim in the sea, sunbathe, surf, snorkel …) and say*  ***I can … on the beach.*** | | ***Total marks*** | ***\_\_\_ (max.8 words)*** |     ***Step 2. Choral and individual drilling. (active learning) Circular interaction.***  ***Aim: to practice topic vocabulary.***  *Who doesn’t say a sentence during this time period is out of the circle.*  ***Example: (T – Cl.)***  ***a beach***  *a* ***sunny*** *beach*  *A sunny beach is* ***fun****!*  *A sunny beach is fun for* ***playing beach volleyball****.*  *Set up the drill. Then ask the students to change a teacher* ***(more able student)*** *and an adjective and a beach activity without repeating each other.* ***(S-S)***  ***Differentiation by grouping and by support.***  *Learners choose the group themselves according to their vocabulary skills.*  ***The first group*** *shouldn’t use support.*  *A teacher provides additional support through giving two types of pictures: 1) only a picture with beach activity* ***(for the second group)****; 2) a picture with an image caption and the list of adjectives describing some beaches for less able students* ***(for the third group)****.*  ***Task 3. Reading.***  *Establish* ***a purpose for reading****: to activate learners’ knowledge of the topic.*  ***Pre-reading task. (T-Cl)***  ***(predicting)***  *The teacher prepares students for the reading using questioning:*  ***What do you want to know from this reading?***  ***Dialogue “Let’s go to the beach”.***  ***Mark:*** *It’s a wonderful and hot day today. Let’s go to the beach.*  ***Kira:*** *That sounds great. I enjoy lying in the sun and looking at the big sea waves and white seagulls.*  ***Mark:*** *Okay, I’ll get the beach umbrella and my surfboard. I like to surf and to see who is the fastest.*  ***Ann:*** *Don’t forget sunscreen and sunglasses.*  ***Mark:*** *What do you like to do on the beach, Ann?*  ***Ann:*** *I like to look for sea shells and to make tall sandcastles. The water washes the sandcastles away and I make new ones. It’s fantastic.*  ***Kira:*** *I like summer and sea holidays very much.*  *Let’s go.*  ***While-reading activities.***  ***Teaching approaches: Scanning, reading for details. (S-S)***  ***Differentiation by task.***  *Teacher gives the tasks for three groups.*   1. ***Task for the first group.***   *Find in the dialogue the words and phrases that express positive emotions of children, write your own short story with these phrases.*   1. ***Task for the second group.***   *You see 3 boxes with the children’s names (Mark, Kira, Ann). Your task is to write out beach activities of these children and put the papers in the necessary boxes. Role-play the conversation between Mark, Kira, Ann.*   1. ***Task for the third group.***   *Your task is to write out of the dialogue beach vocabulary. Make 4 sentences with these words.*   |  |  | | --- | --- | | ***Assessment***  ***criteria for the***  ***while-reading*** | ***Descriptor*** | | ***for the 1st group:***  *Find in the dialogue the words and phrases that express positive emotions of children, write your own short story with these phrases.*  ***for the 2nd group:***  *Write out beach activities of the children (Kira, Mark, Ann). Role-play the conversation between Mark, Kira, Ann.*  ***for the 3d group:***  *write out of the dialogue beach vocabulary. Make 4 sentences with these words.* | *learners*  *1) of* ***the first group*** *write:*  ***a wonderful day,*** ***That sounds great. I enjoy it,***  ***I like it. It's fantastic.***  ***+ short story***  ***(max. 5 points)***  *2) of* ***the second group*** *write*  ***Kira*** *enjoys lying in the sun and looking at the big sea waves and white*  *seagulls; likes summer and sea holidays.*  ***Mark*** *likes to surf and to see who is the fastest.*  ***Ann*** *likes to look for sea shells and to make tall sandcastles.*  *+role-play* ***(max. 5 points)***  *3) of* ***the third group*** *write:*  *lying in the sun,*  *sea waves, white seagulls, beach umbrella, surfboard, sunscreen, sunglasses, look for seashells, make tall sandcastles, like summer+4 sentences*  ***(max. 5 points)*** |   ***Post-reading activities. = Summary***  ***Task 4. Collaborative writing and speaking. (S-S)***  *This activity can both train the writing (write a story together) and speaking skills (presentation of a group – made poster).*  *In small groups, create a brochure for a beach holiday using a topical vocabulary.*  *They agree on:*   1. *a heading e.g. Fun beach holiday!* 2. *objects people can see*   *3) activities people can do e.g.*  *swimming, surfing, snorkeling, pony rides*  *4) adjectives*  *5) pictures, drawings or photographs*    ***Assessment criteria for the post reading (making a brochure)***  *1.Using appropriate subject-specific vocabulary while*  *writing and speaking.*  *2. Clarity and coherence of the content.*  *3. Lack of grammatical and spelling errors.*  *4. Colourfulness of brochure and effective using of*  *pictures or drawings*  *A teacher introduces the activity* ***“Gallery walk” and explains that this activity is like a visit to an art gallery.***  ***Differentiation by learning needs.***  *More able learners present their group’s work (beach holiday brochure) to other teams.*  ***Assessment. Marks.***   |  |  | | --- | --- | | ***Task*** | ***Points*** | | ***1.*** ***Fill in the gaps***  ***(max.-7 points)*** |  | | ***2. Vocabulary cluster***  ***(max.-8 points)*** |  | | ***3. While-reading task (max.-5 points)*** |  | | ***4. Post-reading***  ***Presentation of brochure***  ***(max.-10 points)***   |  |  | | --- | --- | | *Colourfulness and effective use of*  *pictures or drawings.*  ***(max.-2 points)*** |  | | *Using appropriate topic vocabulary*  ***(max.-3 points)*** |  | | *Clarity and coherence of the content*  ***(max.-3 points)*** |  | | *literacy* ***(max.-2 points)*** |  | |  | | ***Total*** | *\_\_\_\_\_* ***(max.30 points)*** |   ***26- 30 points:*** *5 (excellent)*  ***18- 25 points****: 4 (good)*  ***6-17 points:*** *3 (satisfactory)* | | *Students are divided into 3 groups and write the answers in word form on the chart paper.*        ***The learners of the first group*** *write the names of objects that we can take to the beach and answer the question using a vocabulary and structure* ***I take a … when I go to the beach.***  ***The learners of the second group*** *write the names of the objects that we can see on the beach and answer the question one after another using the structure* ***I can see … on the beach.***  ***The learners of the third group*** *write the beach holiday activities and answer the question one after another using a structure* ***I can … on the beach.***  *Learners repeat the teacher’s words together as a big group in a circle with different intonations and then repeat individually using a timer for max. 8 seconds’ answer.*  *Learners don’t read the dialogue and name their ideas.*  *Learners read the dialogue and focus on the text features and comprehension.*  *Learners find in the dialogue and write out on the stickers the words and phrases that express positive emotions of children and stick them on the flip chart with a smiley face/emoji.*  *Learners write out on the coloured papers beach activities of these children and put the papers in the necessary boxes.*  *Learners find in the dialogue and write out on the papers vocabulary and stick them on flipchart under the title “****Beach is fun”.***  *In small groups students create a brochure for a beach holiday using a topical vocabulary and present it.*  *Learners display a group-made poster, posters of all groups are placed around the classroom. Students walk around and assess the other groups’ posters giving feedback and encouragement.*  *Learners count the points to see their marks.* | | **Peer assessment in groups:** Learners write the points in the assessment table of the other group counting the points for the words in the cluster and for the question’s answer.  The teacher gives feedback with the method **“The Praise”:** “Super job!”, “Bravo!”, “Great!”, “Nice work!”.  feedback (winners have medals as a gift)  feedback (oral comments of the teacher)  **Peer assessment.**  Learners check other groups’ answers and give them points using an assessment table.  One group gives marks to other groups using the ***strategy*** **“Gallery walk” as a last activity.** | https://avatars.mds.yandex.net/i?id=bbab45b0cd9c1f18189b4f7c6aca991f\_l-4935650-images-thumbs&n=33&w=1000&h=750&q=60  **(Task 2. The picture “On a beach.”)**  ***1. Video vocabulary***  [***https://youtube.com/watch?v=p50V6Vd5kMI&feature=share***](https://youtube.com/watch?v=p50V6Vd5kMI&feature=share)  ***2. A picture***  [***https://cdn5.f-cdn.com/contestentries/1125520/24925113/59b4721ac5dee\_thumb900.jpg***](https://cdn5.f-cdn.com/contestentries/1125520/24925113/59b4721ac5dee_thumb900.jpg)  ***3. A song “What can we do in the summer”***  [***https://www.youtube.com/watch?v=mVhh0oATqBI***](https://www.youtube.com/watch?v=mVhh0oATqBI)    **table for assessment, flipcharts**  **timer**  **pictures with beach activities, paper with the list of adjectives**    **paper medals**        **Handout 2.**  **text of the dialogue “Let’s go to the beach”**    flipchart with a smiley face/emoji, stickers  **table of assessment,**  **coloured boxes**    flipchart with title “**Beach is fun”**    **flipcharts for brochures**  **stickers** |
| End  **4 min** | **Home task:** creating your own brochure for a beach holiday using a plan, example and assessment criteria.  **Reflection**  **Train**    Each carriage is a specific task: four carriages for four tasks. Students put a coloured man in that wagon, the task of which was easy and interesting for them. Then place in the cloud an emoticon / emojis that expresses your attitude to the lesson. | | Learners give their feedback to the lesson using a coloured man and emojis. | |  |  |
| Additional information | | | | | | |
| Differentiation – how do you plan to give more support? How do you plan to challenge more able learners? | During the lesson some tasks are differentiated by outcomes of the students and by their abilities.  **Task 1. Differentiation by pace of work.**  More able students are expected to complete the sentences faster than the other learners.  The teacher gives them the task to read the words of the song on their own to recite them afterwards.  **Task 2. Differentiation by content.**  The teacher gives 3 questions to the picture.  The learners of the first group write the names of objects that we can take to the beach.  The learners of the second group write the names of the objects that we can see on the beach.  The learners of the third group write about the beach holiday activities.  **Differentiation by grouping and by support.**  Learners choose the group themselves according to their vocabulary skills.  **The first group** shouldn’t use support.  A teacher provides additional support through giving two types of pictures: 1) only a picture with beach activity **(for the second group)**; 2) a picture with an image caption and the list of adjectives describing some beaches for less able students **(for the third group)**.  **Task 3. Differentiation by task.**  Teacher gives the tasks for three groups.   1. **Task for the first group.**   Find in the dialogue the words and phrases that express positive emotions of children.   1. **Task for the second group.**   You see 3 boxes with the children’s names (Mark, Kira, Ann). Your task is to write out beach activities of these children and put the papers in the necessary boxes.   1. **Task for third group.**   Your task is to write out of the dialogue beach vocabulary.  **Task 4. Differentiation by learning needs.**  More able learners present their group’s work (beach holiday brochure) to other teams.  During the activities the teacher after each right answer gives feedback with the method: **“The Praise”:** “You are right”, “Well done”, “Great!”, “Good”.  Many gifted students finish their writing activities early. Give them a chance to stretch their skills by offering more opportunities for creative expression in speaking and writing. | | | | | |
| Assessment – how do you plan to check students’ learning? | **Task 1. pair assessment*:*** the learners change the notebooks and check the answers of the partner using a descriptor.  **Task 2. Peer assessment in groups:** Learners write the points in the assessment table of the other group counting the points for the words in the cluster and for the question’s answer.  **Choral and individual drilling:**  teacher’s feedback with the method: **“The Praise”:** “You are right”, “Well done”, “Great!”, “Good”, giving winners medals as a gift.  **Task 3. Peer assessment.**  Learners check up on other groups’ answers and give them points using an assessment table.  **Task 4.** One group gives assessment to other groups using the strategy **“Gallery walk”** and assessment criteria for making a brochure.  The whole lesson is assessed by filling in the assessment table and counting the points. | | | | | |

**Handouts:**

***Task 1.***

**Handout 1.**

**Text of the song with the gaps.**

**Beach holiday song.**

I am going to the 1. … for a holiday

To enjoy the 2. … and sand play

I pack my toys and 3. … too

Swimwear and a 4. … are must too

Making 5. … will be so much fun

Collecting 6. … once you are done

Watching 7. … trails in the sand

Will bring us all a golden tan.

**Key:**

**Beach holiday song.**

I am going to the ***beach*** for a holiday

To enjoy the ***waves*** and sand play

I pack my toys and ***sunscreen*** too

Swimwear and ***towel*** are a must too

Making ***sand castles*** will be so much fun

Collecting ***shells*** once you are done

Watching ***crab*** trails in the sand

Will bring us all a golden tan.

**Task 2.**

**questions on the papers:**

1. **What do you take when you go to the beach? flipcharts**
2. **What can you see there?**
3. **What activities can people do on the beach?**

**Choral and individual drilling.**

1. pictures with beach activities
2. pictures with an image caption and thepaper with the list of adjectives describing some beaches
3. paper medals

**Task 3.**

**Handout 2.**

**text of the dialogue “Let’s go to the beach”**

**Mark:** It’s a wonderful and hot day today. Let’s go to the beach.

**Kira:** That sounds great. I enjoy lying in the sun and looking at the big sea waves and white seagulls.

**Mark:** Okay, I’ll get the beach umbrella and my surfboard. I like to surf and to see who is the fastest.

**Ann:** Don’t forget sunscreen and sunglasses.

**Mark:** What do you like to do on the beach, Ann?

**Ann:** I like to look for sea shells and to make tall sandcastles. The water washes the sandcastles away and I make new ones. It’s fantastic.

**Kira:** I like summer and sea holidays very much. Let’s go.

flipchart with a smiley face/emoji, stickers, coloured boxes,flipchart with title “**Beach is fun”**

**Task 4.**

**Plan. Example of brochure**

1. a heading e.g. Fun beach holiday!
2. objects people can see

3) activities people can do e.g.

***(swimming, surfing, snorkeling, pony rides, …)***

4) adjectives

5) pictures, drawings or photographs

**Assessment criteria for the post reading (making a brochure)**

1.Using appropriate subject-specific vocabulary while

writing and speaking.

2. Clarity and coherence of the content.

3. Lack of grammatical and spelling errors.

4. Colourfulness of brochure and effective using of

pictures or drawings

**Assessment. Marks.**

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| --- | --- |
| **Task** | **Points** |
| **1.**  **Fill in the gaps (max.-7 points)** |  |
| **2. Vocabulary cluster (max.-8 points)** |  |
| **3. While-reading task (max.-5 points)** |  |
| 1. **Post -reading**   **Presentation of brochure (max.- 10 points)**   |  |  | | --- | --- | | Colourfulness and effective using of  pictures or drawings. **(max.-2 points)** |  | | Using appropriate topic vocabulary **(max.-3 points)** |  | | Clarity and coherence of the content  **(max.-3 points)** |  | | literacy **(max.-2 points)** |  | |  |

**Reflection**

**Train**





