«Сасан би атындағы орта мектеп» КММ

**Ашық сабақ**

**«Having fun»**

Пән мұғалімі: Амирова Балжан

Сынып: 5

 2019- 2020 оқу жылы

Lesson plan

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| **LESSON:** Module 4.Step 1. | **School: “Secondary school named after Sasan bi”** |
| **Date:21/02/2020** | **Teacher name: Amirova B** |
| **Theme of the lesson** | **Having fun** |
| **CLASS: 5** | **Number present:**  | **absent:** |
| **Learning objectives(s)**  | 5. S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.L5 to understand by ear a short text based on a familiar language material or based on an image. |
| **Lesson objectives** | **All learners will be able to:** |
| * can tell about the activities they are interested in
 |
| **Most learners will be able to:** |
| * Make a sentences
 |
| **Some learners will be able to:** |
| * understand most of the language used by the teacher at the lesson
 |
| **Language** **objectives** | Imperatives and sequences , environment vocabulary |
| **Value links** | Respect, Cooperation |
| **Cross curricular** **links link** | Biology Environment |
| **ICT skills** | Projector or Smart board for presenting a PPT |
| **Previous learning** | Learners learned about the environment problems at the previous lesson so they should be familiar with some vocabulary on this topic. |
| **Plan** |  |
| **Planned timings** | **Planned activities**  | **Resources** |
| **Lesson I** |  |
| Start10 minMiddle20 min.5 min | Good afternoon my dear pupils! Answer to my questions.1. Good morning! How are you? What is the date today? Who is absent?

Warm-up:Before we`ll begin our lesson answer my question, please.-How are you today?Hello, hello, hello!How are you?Hello, hello, hello!How are you?I’m fine, I’m grade, I’m wonderfulI’m fine, I’m grade, I’m wonderfulChecking- up the home task. There is/There are construction and prepositions. There is a bird on the house.There is a door next to window There is a door in front of house.C:\Users\777\Desktop\having fun\domik_iz_kartona_svoimi_rukami_12_06061743.jpgthere are flowers on the left the housethere is a window above the flowers. There is a ball in the house. There are two windows behind the house There is a spider on the right the house There are trees near the house There are 5 rooms There is garden in front of house ***Describter: Make right sentences;*** ***Clue the sentences*** **Verbal assessment**: You’re active and don’t make mistake; You’re active but have some mistake; You weren’t so active and lots of mistakes. **Grouping.** I want divide you into two groups. Dividing with sweets.The main part of the lesson.Today we`ll speak about modal verb “can”, make up dialogues and do some exercises. First of all let`s introduce our new vocabulary. Look at the blackboard and repeat after me. **Speaking.** Task.2. Students look at the pictures on the slide and make a sentence. Individually workDraw, play basketball, play computer games, ect… For ex: I can play football. I can dance….***Describter: maka a sentences:*** **Listening**. Task 3. **Activity “BeeNest**”. The group goes outside the door. The second group watch the video. Then the group members explain a couple of the following members of the group about video. Pair work*Text of the video.* Hi, I'm Alex. I am nine.I like sports. I can play football and I can play basketball.I can jump and I can run very fast. I can swim very well.But I can't draw and I can't sing.2.Hello! My name is Ann. I am nine.I like music. I can sing and I can dance very well.I can draw pictures of cats. I like cats!I can ride a bike and I can run but I can't jump very well.Assessment “What taste”**Differentiation**. “Who can...?” teacher gives tasks for “C” learners: Talk about your friendC:\Users\777\Desktop\having fun\1db30c2c87d979df7eaac33db4666f5d.jpg “B” learners: Talk about yourself “A” learners: What can you do? **C:\Users\777\Desktop\having fun\1db30c2c87d979df7eaac33db4666f5d.jpgC:\Users\777\Desktop\having fun\1db30c2c87d979df7eaac33db4666f5d.jpgSpeaking.** Students fill out the table on their hands using each other's questions. It turns out who has good abilities and what can they do?

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| --- | --- | --- | --- | --- |
| **Can you…?** | ----- | ----- | **-----** | **-------** |
| **Sing?** |   |   |  |  |
| **Dance** |   |   |  |  |
| **Fly** |   |   |  |  |
| **Ride a bike** |   |   |  |  |
| **Play football** |   |   |  |  |
| **Swim** |  |  |  |  |
| **Run** |  |  |  |  |
| **Jump** |  |  |  |  |

C:\Users\777\Desktop\having fun\img14.jpgassess by learners emotion.**Poetry break.** During the poetry break, students throw a ball and recite passages from Abay's poems by heart. **Task for formative assessment.** | <https://yandex.kz/video/preview/?filmId=10506228008248125272&text=hello%20s>Pictures on the boardSlide 1Video 1<http://learnenglishkids.britishcouncil.org/en/songs/its-up-me-and-you>Video 2<http://learnenglishkids.britishcouncil.org/en/songs/its-up-me-and-you>Handout 1Handou 2 |
| End5 min | C:\Users\777\Desktop\having fun\img_user_file_593107d8c73bc_24.jpgAssessment – students assess themselves using technique **“Semantic card” and dtaw on the paper your emotion about lesson.** The teacher will give feedbach for lesson, and give them emotions.**Homework.** To write an essay about your friends.  | Handout 3 |
| **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?** | **Cross-curricular linksHealth and safety checkICT linksValues links** |  |
| * More support can be given at the start and in middle of lesson by providing less-able learners with some vocabulary on the board so they can read examples of words seen or heard.
* Divide students so that in each group were less able and more able students.
* More able students can support less able students
 | * Monitor how clearly learners pronounce words and sentences.
* Notice any sentences which are difficult for learners to understand and adapt for a future lesson.
* Monitor pair and group work as they agree on and prepare the recipes. Do they take turns to speak? Do they contribute appropriate language during discussion?
* Assessment – students assess each group using technique “semantic card”
 | * Links to the L1: Do learners use the same form of imperatives in their native language L1?
* Make sure all learners have a copy of lyrics to read and learn.
* PPT
* Respect and cooperation
 |  |
| **Reflection**Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? 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.**  |  |
|  |  |
| **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 or individuals that will inform my next lesson? |  |