«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 exchanges  5.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** | | | | | | | | | |  | | |
| Start  10 min  Middle  20 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 wonderful  I’m fine, I’m grade, I’m wonderful  Checking- 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 house  there 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 work  Draw, 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 friend  C:\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?   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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 board  Slide 1  Video 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 1  Handou 2 | | | |
| End  5 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 links Health and safety check ICT links Values 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.** | | | | |  | | | |
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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 or individuals that will inform my next lesson? | | | | | | | | |  | | | |