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| **Unit 1 Homes and away** | | | | **School: Zhanazhol secondary school** | | | | |
| **Date:** | | | | **Teacher name:Kurmanova G** | | | | |
| **Class: 5** | | | | **Number present:** | | **absent:** | | |
| **Lesson title** | | **Homes 1** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | L1. Understanding sequence of supported classroom instructions S7. Use appropriate subject- specific vocabulary and syntax to talk about a limited range of general topics  UE3. Use a growing variety of adjectives and regular and irregular comparative and superlative adjectives an a limited range of familiar general and curricular topics  W3 write with support factual descriptions at text level which describe people,places and objects | | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  Name parts of yurt, understand vocabulary, describe places  **Most of learners will be able to:**  Understand specific vocabulary | | | | | | |
| **Assessment criteria** | | Say topic words with clear pronunciation. Say expressions clearly  describe places and objects use adjectives in degrees | | | | | | |
| **Language objective** | | Yurt , shanyrak uwyk a carcass | | | | | | |
| **Values links** | | To keep ,to increase and to hand down traditions and friendship between people | | | | | | |
| **Cross-curricular links** | | art | | | | | | |
| **Previous learning** | | ***Review*** | | | | | | |
| **Plan** | | | | | | | | |
| **Time** | **Planned activities** | | | | | | | **Resources** |
| **Start** | **Greetings** Good morning pupils! Who is on duty today? Who is absent? Teacher divides pupils in 2 groups with cards: “ Yurts’, “ Homes” | | | | | | |  |
| **Middle** | **L1 Task 1 Listen to and repeat** attentively after teacher : a bedroom, a dining room, bathroom, a living room, a toilet, a study, a round-shaped , a shanyrak , a kerege ,a uwyk    **L 1 Task 2 Match the pictures** with the words Yurt is a round-shaped, it consists of three main parts and many other smaller parts. Three main  parts include Shanyrak – top of the Yurt, Kerege – walls carcass and Uwyk – a carcass  part from Kerege to the Shanyrak.  Yurt usually does not have rooms in it, and it was a common practice to have a separate  Yurt as a bedroom, separate one as a kitchen, guesthouse, etc as long as people could  afford that. **Task 2 Find out which** of these adjectives inpositive degree, in comparative degree, in superlative degree 1 A building is bigger than yurt. 2. Yurt is smaller than a building. 3. A house is modern. 4. A living room is the most comfortable room in the house. 5.Yurt is the oldest house. **Descriptor**: Learners find degrees of adjectives **W3 Task 4 Write** things you remember from the texts Yurt, kerege ,house ,shanurak .small ,beautiful ,modern Bedroom, living-room comfortable  **Descriptor**: Pupils write names of rooms ,describe of house | | | | | | |  |
| **End** | Answer the question “ How can be a modern house?”  C:\Users\lenovo\Desktop\Screenshot_20170609-115536.png | | | | | | |  |
| **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?** | | | | **Health and safety check** | |
| Differentiation can be achieved through the selection of activities, identification o learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of leaners (Theory of Multiple Intelligences by Gardner). | | | Use this section to record the techniques that you will use to assess what the learners have learned during the lesson. | | | | Health saving technologies.  Using physical exercises and active activities.  Rules from the **Safety Rules book** which can be applied in this lesson. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all the learners achieve the lesson objectives/ learning objectives? If not, why? 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? | | | | | | | | |