Lesson plan

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| **Lesson plan:** Unit - Fantasy World  Home and Garden 2 | | | | | **School: 1** | | | | |
| **Date:** | | | | | **Teacher name: Aliferkina E.B.** | | | | |
| **CLASS: 5** | | | | | **Number present:** | | | **absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | **5.L6** deduce meaning from context in short, supported talk on an increasing range of general and curricular topics **5.S7**  use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **5.UE14** use prepositions to talk about time and location  use prepositions *like* to describe things and *about* to denote topic  use prepositions of direction *to, into, out of, from, towards*  on a limited range of familiar general and curricular topics  **5. C10 use** talk or writing as a means of reflecting on and exploring a range of perspectives on the world **5.W8**  spell most high-frequency words accurately for a limited range of general topics | | | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | | | |
| * name at least 5 objects in the garden * contribute some language in order to talk about the garden * understand and draw most of the objects in the garden | | | | | | | |
| **Most learners will be able to:** | | | | | | | |
| * communicate the main points in the description activity * write the descriptive sentences without support | | | | | | | |
| **Some learners will be able to:** | | | | | | | |
| * understand most of the language used by the teacher at the lesson * communicate a range of language from the lesson expressively during the presentation | | | | | | | |
| **Language objectives** | | Use prepositions of place | | | | | | | |
| **Value links** | | Respect, Cooperation | | | | | | | |
| **Cross curricular links link** | | Art, Biology | | | | | | | |
| **ICT skills** | | Projector or Smart board for presenting a PPT | | | | | | | |
| **Previous learning** | | Learners learned the objects in the house (rooms, furniture etc.) | | | | | | | |
| **Plan** | | | | | | | | | |
| **Planned timings** | | | **Planned activities** | | | | | **Resources** | |
| **Lesson I** | | | | | | | | | |
| 8 min  3 min | Pre-learning (G)   * Divide the students in groups of 3-4 so that there were at least 1 more able learner. Ask students to look at images of gardens from around the world and from Kazakhstan on IWB and name what’s in them e.g. Group 1 has to name only nouns e.g.: trees, plants, flowers, grass, seat, wall, gate, water, bird house, fountain, stones, stairs, bridge, bush, path.   Group 2 has to name only adjectives e.g.: nice, beautiful, tall, low, big, green, airy etc.  Group 3 has to name only verbs e.g.: to walk, to plant, to have a rest, to pick, to hear, to paint, to smell etc.   * Pre-teach or elicit: gate, grass, fountain, stones, stairs, bridge, bush,path. (Students can write the words on the board with pictures, so all the words you need for the lesson will be in front of the students or you can show them on PPT with pictures)   **Differentiation.** In the group less able students can name the words while more able learners can categorized them in groups  Explain a sycamore is the most common tree in Britain. What’s the most common tree/trees in Kazakhstan? (e.g.: elm, populous, privet) | | | | | | | | An image of gardens projected on IWB  PPT slides 3-10  PPT slide 11 |
| Middle  5 min  5 min  10 min  2 min | * Teacher pre-teaches then prepositions of place. Show students the picture with prepositions and drill the pronunciation. (W) Ask some students about the objects in the class to clarify that they understand them. * Prepare a dictation called ’take your pencil for a walk’   *Draw a garden path across the centre of the page. Draw a large apple tree on the left of the picture. Draw a small pear tree on the right of the picture. Take your pencil and draw grass below the path. Put three flowers in the grass. Now take your pencil and draw a garden seat between the two trees. Draw a pond at the back of the picture. Put a fountain in it. Now draw a bird sitting on the seat.*   * (I) Learners use a large piece of paper – landscape. They listen to instructions and take their pencil for a walk. * (P) When finished, they compare picture with a partner. Do they look the same? What’s different? * (I) Learners imagine a fantasy garden and write five things in it. * (P) With a partner, they take turns to dictate five sentences for partner to draw their fantasy garden. Swap and check.   Monitor how clearly learners pronounce words and sentences.   * (F) Formative assessment(P) (Peer assessment)   ***Assessment criteria***   * *Students can understand and use preposition of place correctly.* * *Students clearly pronounce the sentences (Students check and correct if necessary)* **Differentiation** * More support can be given at the start and in middle of lesson by providing less-able learners with some vocabulary in a word list so they can read examples of words seen or heard. * Ask more able students to ask at least 5 questions about the picture e.g. Do you have 1 or 2 apple trees in your picture? Is your pear tree small or big? Etc. | | | | | | | | PPT slide 12  Posters |
| End  2 min | * Teacher asks learners 1) what prepositions of place did we learned today? e.g. *in front of, behind, in the middle etc.* 2) do you have any questions about the lesson? *3) can you talk about your garden?* * *Students can answer by demonstration the prepositions of places ask questions or show thumbs up or down.* | | | | | | | |  |
|  | Lesson II | | | | | | | |  |
| 5 min | **Warm up**  Show students the video about the garden to activate their ideas. | | | | | | | | <https://www.youtube.com/watch?v=8wh5fytrBx0> |
| Middle  10 min  5 min  15 min | (P) Learners in pairs draw a plan for a fantasy school garden and label it. They include: *trees, plants, flowers, grass, seat, wall, gate, water, bird house, fountain, stones, stairs, bridge, bush, path. (show them slide with the words)*  Learners prepare a short description of their school garden and finish it with a question. They use a range of nouns, prepositions and connectors.  For example  *There are paths round the outside of the garden. There are two apple trees and many flowers next to the paths. There’s grass and you can smell beautiful flowers. You can taste some vegetables but you can’t eat them. Can you hear birds singing?*  While students working play the music so it is going to be more positive.  **(f) Robin round**  Students go around and present their gardens. Tell the students that even if they work in pairs both students talk during the presentation.  **Assessment criteria (Peer assessment)**   * Students write at least 4 sentences and 1 question. * Students label all objects in the picture of a garden and spell them correctly * Students describe their garden and pronounce the words clearly * Students use prepositions of place and construction There is/there are correctly   Monitor how students write the sentences and questions. You can use assessment rubrics as well.  **Differentiation--** Learners, who are less confident at describing, can be given copies of description as an example.   * More-able learners can be encouraged to use the full range of language they studied at the previous lessons when they prepare the description. | | | | | | | | Posters/ markers or crayons  PPT slide 13 and the words on the board students wrote at lesson 1(nouns, adjectives and verbs)  <https://www.youtube.com/watch?v=wuLKvcn-c7A>  PPT slide 14  PPT slide 15  Assessment sheet |
| End  5 min | Ask the students  What do they usually do in the garden?  Why do people have gardens? | | | | | | | | PPT slide 16 |
| **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** | | |
| * Differentiation by dividing students with different abilities in groups * More support can be given at the start and in middle of lesson by providing less-able learners with some vocabulary in a word list so they can read examples of words seen or heard. * Ask more able students to ask at least 5 questions about the picture e.g. Do you have 1 or 2 apple trees in your picture? Is your pear tree small or big? etc. * Learners who are less confident at describing, can be given copies of description as an example. * More-able learners can be encouraged to use the full range of language they studied at the previous lessons when they prepare the description. | | | | * Monitor how clearly learners pronounce words and sentences. * Monitor how students write the sentences and questionsNotice any sentences which are difficult for learners to understand and adapt for a future lesson. * Monitor pair work as they agree on and prepare the description of the garden. Do they take turns to speak? Do they contribute appropriate language for the description? | | | * Links to the L1: Do learners know the objects in the garden in their native language L1? * Make sure learners have all necessary things to draw the garden. * 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? | | | | | | | | | |