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| **Long-term plan unit:** Values  | **School:** Karabalyk secondary school after Mukhamedzhan Seralin |
| **Date: 06.11.2017** | **Teacher name:** Aigul Kulzhabekova |
|  **Grade:** 5 | **Number present:** | **absent:** |
| **Theme of the lesson**Family relationships 1 |  |
| **Learning objectives(s) that this lesson is contributing to** | **5.S5**  keep interaction going in basic exchanges on a growing range of general and curricular topics**5.UE1** use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiargeneral and curricular topics**5.S6** communicate meaning clearly at sentence level during, pair, group and whole class exchanges |
| **Lesson objectives** | **All learners will be able to*** Listen and repeat new words
* Use the words to complete the sentences

**Most learners will be able to*** Ask and answer the questions

**Some students will be able to** |
| **Language objectives** | Use possessive case, use the questions “who’s? / whose?”  |
| **Value links** | Family relationships  |
| **Cross curricular links** | Self-knowledge, Psychology and Art |
| **ICT skills**  | Projector or Smart board  |
| **Intercultural awareness** | Students will be able to understand that every person, family and country has their own values. |
| **Kazakh culture** | Students will be able to differentiate family values in Kazakh culture |
| **Pastoral Care** | Students will be able to understand the importance of family and relationships  |
| **Health and Safety** | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords |
| **Previous learning** | Human beings  |
| **Plan** |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | **Resources** |
| **Beginning****5min** | **Warm-up*** Greeting the class
* Duty’s report about the month, day of the week, weather, absent students
* Students look at the pictures of the family and family members and try to guess the theme of the lesson
 | Pictures of the family |
| **Middle** **30 min** | **Task 1** * Listen and repeat the words
* What are the words in your language?
* Presentation of new words

**Task 2** * Presentation of the Possessive Case

**Noun singular + ‘s – Sue’s brother****Plural noun + -s’ – girls’ uncle****Irregular noun + ‘s – men’s house*** Practice the exercise

**Task 3*** Look at Sue’s family tree. Use the words above to complete the sentences

***Example*** ***Mark is Sue’s dad. He’s her dad.*** | SB 33/1Grammar cardSB 33/2  |
| **End****5 minutes** | **Name 3 things:** I have learnt…I still want to know…I didn’t understand …  |  |
| **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 in Activity 2 when they write about their family members by providing less-able learners with examples or words to make up the sentence and in Activity 3 while asking questions also less-able learners can be given the model of a question so that they can just put appropriate name and adjective
* Learners who are less confident at drawing the family tree, can be given a picture of a tree
* More-able learners can be encouraged to write more sentences and ask more Wh questions.
 | * Monitor when you show the flashcards of family members in Activity 1
* Monitor when learners write their sentences about family members in Activity 2
* Assessment criteria of R2
* Monitor when they ask questions in Activity 3
 | * Self-knowledge, Psychology and Art: when learners draw their family tree and make a presentation in Activity 2 and Activity 3 they develop their creativity, love and respect to their family
* Make sure learners have sufficient space to do physical activity.
* Use of Smart board or projector while presenting the words and tasks
* Develop learners’ love, respect to their family, a sense of responsibility and concern for the family.
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| **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? |

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| **grandad** | [грэндэд] | ата |
| **grandma** | [грэнма] | әже |
| **dad** | [дэд] | әке |
| **mum** | [мам] | ана |
| **brother** | [браза] | брат |
| **sister** | [систа] | сестра |
| **uncle** | [анкл] | дядя |
| **aunt** | [ант] | тетя |
| **niece** | [нис] | племянница |
| **nephew** | [нэвью] | племянник |
| **son** | [сан] | сын |
| **daughter** | [дота] | дочка |
| **father-in-law** | [фазаинло] | отец мужа/жены |
| **mother-in-law** | [мазаинло] | мать мужа/жены |
| **husband** | [хазбэнд] | муж |
| **wife** | [уайф] | жена |
| **cousin** | [казн] | двоюродный брат/сестра |