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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 familiar  general 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 33/1  Grammar card  SB 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 links Health and safety check ICT links Values 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. | | |
| **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 |