**Lesson plan**

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| **Unit 3** Values  **Term 2** | | | **School:** Petrovka secondary school | | |
| **Date:** | | | **Teacher name:** Mayevskaya I.F. | | |
| **Grade:** 5 | | | **Number present:** | **absent:** | |
| **Theme of the lesson:** Family relationships | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | **5.R2** understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  **5.S4**  respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  **5.UE3** use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | | | | |
| **Lesson**  **objectives** | **All learners will be able to** | | | | |
| * read and find specific information in the short simple texts according to the topics * say information about the members of own family * identify the forms of comparative and superlative adjectives   **Most learners will be able to**   * read and find specific information and details in the text * discuss the information about the members of own family or friend’s family. * use the forms of comparative and superlative adjectives while describing his/her family.   **Some students will be able to**   * solve the tasks after reading the simple text * say an opinion at sentence level about the members of own family or friend’s family * apply the forms of comparative and superlative adjectives while doing tasks after reading the text | | | | |
| **Language objectives** | Use simple present tenses, comparative and superlative adjectives (tall, taller, the tallest: My father is the tallest in my family) | | | | |
| **Value links** | Learners will work well together and show each other respect, responsibility, honesty, trust, creativity. | | | | |
| **Cross curricular links** | Self-knowledge, Psychology and Art | | | | |
| **ICT skills** | Projector or Smart board | | | | |
| **Previous learning** | Human beings, comparison of adjectives | | | | |
| **Plan** | | | | | |
| **Planned timings** | | **Planned activities (replace the notes below with your planned activities)** | | | **Resources** |
| **Beginning**  **5mins** | | **Greetings.**  **Warm-up**  **Game “Grass skirt”. Guess a word (Whole class)**  1. The class is divided into groups of three to five people.  2. Teams sit together.  3. In each group is chosen a "Secretary" and a "runner".  4.T. explains the rule of the game. Runner runs to his exercise, which hangs on the wall as far as possible from the team. Run tears one strip (one sentence) and returns to the team. When he got to the team, together they decide the mission, the Secretary writes down the answer on a strip of paper. The runner is running to the teacher. The teacher checks the job. If it is correct, then the runner is running for the next strip. If not, he returns to the team where the students correct the error.  5. After explaining the rules start the game.  7. While playing the game teacher may to change he runner.  8. The winner is the team that is faster than all coped with all tasks.  T. guesses a word and writes the number of the letters on the board using dashes to show how many letters there are. Then asks the learners to listen to the task. The learners say the word, the teacher writes the first letter of the word in the dash. **Game “Grass skirt”.**  ***Modelling.***  ***Example - T. says: tomato, potato, carrot*** *– in one word it is* ***vegetable****, so we take only the first letter of the word*  v  ***Checking comprehension (T. uses intonation)***   1. Will you **say** the word or **write** the word? (Say) 2. Will I write **the word** in the dash? (no) 3. Will I write **the first letter** of the word? (yes)   1.Say in one word “orange, pear, banana” – (**f**ruit)  2. This fruit has three colours – red, green, yellow – (**a**pple)  3. Saturday, Sunday,… – (**M**onday)  4. It is very sweet and cold. **(i**ce-cream)  5. This fruit is yellow but not sweet.(lemon)  6. Say the next word: day, week, month,….(**y**ear) /: red, …, green (yellow).   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | f | a | m | i | l | y |   The word I’ve guessed is   * T. shows the picture of a family and learners call out any names of people in a family.  T. asks learners about the topic of the lesson and introduces the lesson objectives T: The topic of our lesson is ***Family relationships*** | | | WB, markers  PPT or picture of a family (slide3) |
| **Middle**  **4mins**  **3mins**  **6mins**  **1min**  **8min**    **5min**  **5 min**  **5min** | | **Main part**     * **T**. shows the presentation or flashcards with the members of family to introduce and learners repeat after the teacher new words **3 by 3 drilling. (T-P1,P2P3...etc.: T – Class)** * then the pupils write the words in their vocabulary: *dad, son, uncle, grandson, grandfather, mum, daughter, granddaughter, grandmother, aunt, brother, sister, niece, nephew*   **Activity 1. (Whole class)** Vocabulary work. Teacher asks the learners to find the pair. T. gives the pupils some cards with words. Task is to find the pair of the word. Then “adults” stand to the left, “children” stand to the right.  ***Modelling.***  ***Example - T. says:***  **father – mother;**  **grandpa- grandma;**  **boy – girl;**  Sister –  Aunt –  Grandmother-  Dad –  Son-  Niece –  **Feedback** At the end of the activity we have two groups: “adults” and “children”  T. gives *smiles* to the group, who formed the group earlier.  **5.UE3** **Activity 2: (Group work)** T. shows the picture of a tree. T:You see a tree, but this tree is unusual. There are no fruit on it, but photos. This is a family tree.  T: explains that learners can also draw a family tree.  T. asks learners to draw what they think a family tree looks like.  Learners draw their family tree with the names of his/her family members and should say 5 or 6 sentences about their family members, e.g.  It’s my dad. His name is \_\_\_\_\_\_\_. He is \_\_\_\_\_ years old. He is \_\_\_\_\_\_\_\_ (profession). He is \_\_\_\_\_\_\_\_ (adjective to describe her appearance or character)  **Differentiation by outcome**   1. *The task for low achieving s-s: complete the sentences with the words and read the text.* 2. *The task for mid achieving s-s: say 5 or 6 sentences about their family member.* 3. *The task for high achieving**s-s: listen to the other group’s story and ask the questions.*   T. can choose 2 learners to present their family tree but learners should choose only one member of their family to speak about  **Feedback**  T asks:  - Do you likeAnn’s Family tree?  - How old is her mother?  - Is she kind?  - What is she?  -What is her mother’s name?  (T. gives *stars* for the quickest group and *smiles* )  for the right answer**)**  **Physical activity (Whole class)**  **Baby shark**  **Baby shark**,  Doo, doo, doo, doo, doo, doo (3 times)  **Baby shark**!  **5.UE3** **Activity 3. Whole class) Grammar:** comparative and superlative adjectives .  ***Modelling.***   * T. shows the picture of three members of the family and says the sentences: * *Ann is tall.* * *Jane is taller than Ann.* * *Nick is the tallest of all.*   *(then T asks two pupils to go to the black board* and *gives examples of comparative adjectives*).  ***Modelling*** T. says:   * Is Ann tall? Yes, she is. * Is Olga tall? Yes, she is.   ***Checking comprehension*** T. (using gesture )says:   * Now, look at them and say who **is taller** Ann or Olga? * Ann is. Yes, Ann is **taller** than Olga   *(T. asks one more pupil to go to the black board* and gives examples of superlative adjective)   * Pete, come here. * Is Pete tall? Yes, he is. * Now, look at them and say who is **the tallest** Ann, Olga or Pete? * Pete is. Yes, Pete is **the tallest** of all.   T. explains the forms of comparative and superlative adjectives; points to the suffixes and to the definite article in the superlative form  **Modelling**  *So, the word –* ***taller*** *is a comparative adjective and has the suffix - er^, the word – the* ***tallest***  *is superlative adjective and has the suffix - est^ and the definite*  *article – the*  **5.S4**  **Activity 4. Pair work Peer assessment**  T. asks learners to choose four of the following categories and write a name for each one on a piece of paper.   * The oldest person in my family is my … . * The youngest person in my family is my … . * The tallest person in my family is my … . * The kindest person in my family is my …. etc.   ***Modelling*** T. says:   * P1.The oldest person in my family is my grandfather . * P2. The oldest person in my family is my grandmother .   T. puts students in pairs and tells each student to ask questions about the other’s list of names and find out more information.  ***Modelling.***  Is Ann the oldest person in your family?  No, she isn’t. She’s the youngest!  How old is she?  She’s only two years old.  **Differentiation:**   1. *The task for weaker s-s: complete the sentences with the words and read the text. e.g Task:*   The oldest person in my family is my … .  S-s: The oldest person in my family is my *grandfather .*   1. *The task for mid level s-s: say the sentences with addition .e.g*   S-s: The oldest person in my family is my *grandfather . He is 89.*   1. *The task for stronger**s-s: make the extended sentences (age, appearance or character) .e.g :*   S-s: The oldest person in my family is my *grandfather . He is 89. And he is very kind. or He is tall.*  **Feedback** (T asks: – Which form of adjectives did you use in this task? Superlative.  T. gives *coloured* *shapes* for the right answers.  No mistakes – red circle; 1 mistake – green triangle, 2 mistakes yellow triangle)  **5.UE3** T. demonstrates the slide and shows the table of adjectives and asks learners to complete the table writing appropriate degree of adjective. T. invites learners to the board to write an appropriate adjective  ***Modelling.***  Write on the board the example and point to the suffixes. Then T. explains the why she used the words ***more*** and ***most*** in the second example.  Small- smaller –the smallest (one syllable)  Comfortable – more comfortable – the most comfortable. (many syllables)  ***Checking comprehension*** T. asks:   * Name the suffix of the comparative adjectives (- er) * Name the suffix of the superlative adjectives (- est) * When do we use the words *more* and *most*?   (if the adjective has more than two syllables)  **Feedback**  T. gives *smiles* for the right answers)  **5.R2 Formative Assessment.** Learners are given the handout **“Read & find”** Learners should find the comparatives and superlative forms of adjectives and write them in the boxes   |  |  | | --- | --- | | **Assessment criteria:** | **Descriptor** | | **A learner** | | Demonstrate the ability to recognize the comparative and superlative forms of adjectives in the text while selecting the words | 1Reads the text and selects adjectives. | | 2Writes the words correctly. | | 3Completes the table. |   **Feedback**  - How many comparative adjectives did you write out?  - Name the adjectives in superlative forms.  -Name the adjectives, which have many syllables.  T. gives *smiles* for the right answers)  (key for FA: tallest, more difficult, the most interesting, easier, easiest, more dangerous) | | | PPT or picture of a family (slide3)  PPT or flashcards with the members of family  (slide 4,5)  flashcards with the members of family  Smiles  PPT or picture of ‘Family tree’  (slide 6,7)  PPT /slide8  Video  PPT / Slide 9  PPT /  Slide 10,11,12  PPT /slide 13  PPT/slide 14  Handout FA  PPT/15 |
| **End**  **3 minutes** | | Teacher asks s-s:   * What was the topic of today’s lesson? * Did you learn new words on today’s lesson? * Can you pronounce them? * What was interesting for you? * What was difficult for you? * Can you now describe people using adjectives?   **Name 3 things:**  I have learnt…  I still want to know…  I didn’t understand … | | |  |
| **Hometask** | | Ex. 2 p. 31 writing, learn new words, rule of comparative and superlative adjectives. | | |  |