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|  LESSON: Unit 8 “Healthy food” | **School: School-lyceum #8 for gifted children** **Pavlodar** |
| **Date:**  | **Teacher name: Yulia Sergeevna Yakutovich** |
| **CLASS: 5** | **Number present: 12** | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | 5C1 use speaking and listening skills to solve problems creatively and cooperatively in groups5S7 contribute a growing range of suitable words, phrases, and sentences during pair, group and whole class exchanges5R6 understand with some support some specific information and detail in short texts on a growing range of general and some curricular topics |
| **Lesson objective** |  |
| Elicit the information from a short text and use it for solving problems in a cooperative way. |
| **Prior knowledge**  | Lexis on the topic ”Food’’, conversational formulas on expressing opinion, agreement and disagreement |
| **Criteria** | * students work together discussing and comparing ideas, planning and checking their work
* students interact with each other in dialogues and group discussions
* students understand the details of the short text
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| **Plan** |
| **Planned timings** | **Interaction patterns** | **Planned activities**  | **Resources** |
| Start5 min | WIW | **Lead-in**Greetings**“Scrambled words’’**T*- I’ve got two secret words here* (students unscramble the words and find the topic of the lesson –EAT WELL)T- *By the end of the class you’ll learn something about our main hero, you’ll role-play and do other interesting things*.Teacher gives out **cards “Time line**”*T- When speaking about eating well, where are you now? Will you put a tick and put the card aside for a while?**T- We’re going to work in pairs and groups .* *Let’s* ***find a partner***( each student takes a card with his/her part of a mini-dialogue cut into two parts; they move round the class talking ; when they have found the partner, they sit together)T- Thank you. We’re ready for our lesson journey. | Whiteboard:epi -pieemat -meattyrpsa -pastryheatw -wheatdtie -dietlfuor -flour ilmk -milkevaluation charts for self-assessmentSets of cards |
| Middle10 min10min12 min |  T-S1,S2,S3… pairs-TPS WpairsgroupsI, S1-S2groups | *T-* ***Respond to my statements****, please.*( teacherrepeats the statement several times, students respond as quickly as possible, giving different answers) -It’s nearly time for lunch -I like ice-cream -There are five important things in food -There are a lot of cuisines in the world -If you eat a lot, you get fatT*- Look! This is our Hippo. He likes to eat. We’re going to watch a video about him but* *first do this*( teacher hands out worksheets) T***- In pairs******- match*** *the picture and the word (ex 1)****- discuss*** *what our hippo can eat* *-let’s* ***discuss togeth*er** (less able students do wordsearch in ex3)**Descriptor:** students use the language acquired to respond to the statements in a natural way; they explain their choice and take part in the short discussionT- *Before watching a video let’s try* ***to predict*** *what will happen to Hippo.In pairs try to put* ***paragraphs and sentences in the right order* to** ***make a story****. Your time is three minutes*. ( differentiated task- paragraphs are given to the strongest, sentences- to all the rest)T*- Compare with a neighbouring group* (teacher monitors the class)T- *Watch the video and check your answers*  **Feedback**-( two types of key are put on the desks- for the strongest and for the less able;students do self- and peer correction,explaining if necessary, in the target language)T- *Who was right? Super! Excellent job!***Descriptor:** students read and understand the detailed information in the text and do self- and peer correctionT- *The Greedy Hippo eats everything other animals have and they cook a horrible pie for him. What pie would you make for Hippo*? T*- In groups* ***- Draw a picture*** *-* ***Role- play*** *Try to be kind to Hippo. Your time is five*  *minutes*. ( teacher goes round the class, monitors , notes down common errors and gives support if necessary; students present their pictures and role-plays) **Descriptor**: students do a creative task connected with the context, they plan their actions and interact in the target language in a cooperative way  | britishcouncil.org/learningenglishkids (worksheet)Sets of paragraphs and sentencesVideo “The GreedyHippo”britishcouncil.org/learnenglishkids |
| End3 min | T-CL | **Error correction time** (teacher goes through a few typical errors) T*- Do you feel pity for Hippo?*  *Does he learn his lesson?*  ***What can we say to him***? (teacher points to **the topic of the lesson** EAT WELL) T- *Take your* ***“Time Lines****”. Where are you now?* (students evaluate their progress on the time lines and hand them in to the teacher)  *Thank you . It was nice to work with you*. | Evaluation charts  |
| **Additional information** |
| **Differentiation**  | **Assessment**  | **ICT linksValues links** |
| * Stronger/weaker students are given tasks on the same topic at varying levels of difficulty
* Students are involved in open-ended tasks which allow them to respond at their level of ability
* More able students support less confident students during pair and group work
 | * Providing oral and handout feedback on learners’ work as well as feedback on language –error corretion
* Peer assessment using criteria-based assessment and self- evaluation chart in the end of the lesson
 | * Enriching and developing such educational values as autonomy, problem-solving abilities, as well as personal values such as respect for others, generosity and kindness
* IWB is used for five minutes
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