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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 groups  5S7 contribute a growing range of suitable words, phrases, and sentences during pair, group and whole class exchanges  5R6 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 | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Interaction patterns** | **Planned activities** | | | | | | **Resources** |
| Start  5 min | W  I  W | **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 -pie  emat -meat  tyrpsa -pastry  heatw -wheat  dtie -diet  lfuor -flour  ilmk -milk  evaluation charts for  self-assessment  Sets of cards |
| Middle  10 min  10min  12 min | T-S1,S2,S3…  pairs-TPS  W  pairs  groups  I, S1-S2  groups | *T-* ***Respond to my statements****, please.*( teacher  repeats 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 fat  T*- 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 discussion  T- *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 correction  T- *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 sentences  Video “The Greedy  Hippo”  britishcouncil.org/learnenglishkids |
| End  3 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 links Values 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 | | |