**Утетлеуова Гульдана Амирхановна,**

Ш.Смаханұлы атындағы №44 орта мектебінің

ағылшын тілі пәнінің мұғалімі,

Жамбыл облысы, Тараз қаласы

1. **S. Pushkin**

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| **Grade:** 5 | | | | | **Number present:** | | **absent:** |
| **Learning objectives(s) that this lesson is contributing to** | | | | **5.S6**  communicate meaning clearly at sentence level during, pair, group and whole class exchanges  **5.R1**  understand the main points in a limited range of short simple texts on general and curricular topics | | | |
| **Lesson objectives** | | | | **All learners will be able to:** | | | |
| * Use vocabulary on colours describing the objects. | | | |
| **Most learners will be able to:** | | | |
| Use vocabulary on colours in long sentences | | | |
| **Some learners will be able to:** | | | |
| * Use vocabulary on colours in long sentences and support their peers. | | | |
| **Language objectives** | | | | Vocabulary on colours and practice the use of (is\are) | | | |
| **Value links** | | | | Respect | | | |
| **Cross curricular links link** | | | | Art | | | |
| **ICT skills** | | | | Projector or Smart board for power point | | | |
| **Previous learning** | | | |  | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| Beginning | **Org moment:** Greeting students.  **Setting the aim of the lesson:**  The aims of the lesson are:   * develop vocabulary on colors * using vocabulary to speak about colors   **Lead-in**  For this part teacher may bring 2 balls made of paper. Balls should be of the same size but different in colors. Teacher will ask the following questions:  1. What do I have in my hands? (You have 2 balls)  2. Are they the same? (No, they are not.)  3. How are they different? (They are different colors)  4. What color is the first\second ball (The first ball is\the second ball is)  To ensure students understand teacher may have some words translated and put up on the board (different\the same\hold) | | | | | | For this lesson students will need coloured pencils. |
| Middle | Alexander Sergeyevich Pushkin was a Russian poet, playwright, and novelist of the Romantic era who is considered by many to be the greatest Russian poet and the founder of modern Russian literature. Pushkin was born into Russian nobility in Moscow. Нis father, Sergey Lvovich Pushkin, belonged to Pushkin noble families. His matrilineal great-grandfather was [Abram Petrovich Gannibal](https://en.wikipedia.org/wiki/Abram_Petrovich_Gannibal). He published his first poem at the age of fifteen and was widely recognized by the literary establishment by the time of his graduation from the [Tsarskoye Selo Lyceum](https://en.wikipedia.org/wiki/Tsarskoye_Selo_Lyceum). Upon graduation from the Lycee Pushkin recited his controversial poem "[Ode to Liberty](https://en.wikipedia.org/w/index.php?title=Ode_to_Liberty_(poem)&action=edit&redlink=1)" one of several that led to his being exiled by Tsar Alexander the First. Pushkin wrote his most famous play, the drama [*Boris Godunov*](https://en.wikipedia.org/wiki/Boris_Godunov_(play)). His [novel in verse](https://en.wikipedia.org/wiki/Verse_novel), [*Eugene Onegin*](https://en.wikipedia.org/wiki/Eugene_Onegin), was serialized between 1825 and 1832.  **1. Activity:** Star colour matching activity, under every star students write colours.  **2. Activity:** Students draw a line from the colour to a picture.  Students follow the description and draw a picture.  **Peer assessment:**   * Students exchange their drawings. * Teacher asks them to score the pictures in stars * 4 stars is top score   Students peer assess each other comparing how much the picture and sentences given as its description agree with each other.  Teacher must instruct them on this one.  **Differentiation:** Teacher supports students throughout the class. | | | | | | Appendix |
| End | **Feedback**  Students provide feedback on what they have learned at the lesson. | | | | | |  |
| **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** | |
| Teacher supports students throughout the class and walks less able students through tasks on needed basis. | | Teacher may see how well the vocabulary is learnt | | | | Art  Students show respect to each other and the teacher.  Students and teacher stick to safety rules in the classroom. | |
| **Reflection**  What did the learners learn today?  What was the learning atmosphere like? | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | |
|  | | | | |
| **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? | | | | | | | |