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| **Lesson: Unit** Weather2 | **School**: Sputnik school |
| **Date**: | **Teacher names**:Zholkebaeva Asem |
| **Class:** 5 | **Number present:6** | **absent**:0 |
| **Learning objectives that this lesson is contributing to** | 5**.R.**6Understand with considerable support, some specific information and detail in short, simple textson a limited range of general and some curricular topics5.**UE**.3 use the adjective on a limited range of general and some curricular topics**5.L.6** understand some specific information and detail of short, supported talk on a limited range of some curricular topics |
| **Lesson objectives**  | **All learners will be able to:**Understand with considerable support, some specific information and detail in short, simple textson a limited range of general and some curricular topics with much supportUse the adjective on a limited range of general and some curricular topicswith much supportUnderstand some specific information and detail of short, supported talk on a limited range of some curricular topicswith much support**Most learners will be able to:**Understand with considerable support, some specific information and detail in short, simple textson a limited range of general and some curricular topics with little supportUse the adjective on a limited range of general and some curricular topicswith little supportUnderstand some specific information and detail of short, supported talk on a limited range of some curricular topicswith little support**Some learners will be able to:**Understand with considerable support, some specific information and detail in short, simple textson a limited range of general and some curricular topics with no supportUse the adjective on a limited range of general and some curricular topicswith no supportUnderstand some specific information and detail of short, supported talk on a limited range of some curricular topicswith no support |
| **Previous learning** | Topic-related nouns |
| **Planned timings** | **Planned activities**  | **Resources** |
|  3-5 minutes | **Active learning**I use activities such as **Warm up activity**How is the weather today?Look! What’s this picture are about?Teacher shows the picture in the presentations.What can you see?What is this picture about? | presentation |
| Middle30Minutes15minutes5minutes10minutes | **\***Teacher brings pictures into class to introduce **new vocabulary*****Grammar Presentation*** * Teacher names the words (sunny,rainy, cloudy, snowy, stormy)
* Teacher repeats target vocabulary.
* Teacher checks meaning asking the *questions*.

*Is it sunny?* *Is it snowy?**How’s the weather today?*(Teacher points at the window)* Teacher shows examples with

natural model (finger count contraction)SnowStorm +yRain* **Drill phase is presented by the**

*song“How’s the weather?”**Students watch the videowithout repeating. Then students make the second watching and sing* along. * *Teacher provides further*

*examples by showing pictures of weather in the interactive whiteboard. Students make comments using the target language.* **Reading**Students receive the task and read the text.Then teacher checks this text understandingwith *Signal cards.* Students use T/F cards simultaneously to answer the questions (W) | Picture<https://www.youtube.com/watch?v=I8GeA3anPdo>Pictures of weather on IWBText for readingT/F signal cards for each student |
| End 10 minutes | Teacher randomly distributes cards with cities and tells students to google current weather forecast of the city on the Internet. Students make a dialogue in pairs (**P**) making a dialogue using names of cities, the Internet and the structure written on the board as support.*“Hi! Where are you?”**“How’s the weather in Madrid?”**“It’s sunny. The temperature is 23 degrees Celsius. Who’s the weather in New York?”**“It is cloudy today. The temperature is 63 degrees Fahrenheit”*  | Cards with cities<http://www.accuweather.com/en>Internet |
| 3 minutes | Students come to the map of the world, find the city from their card and stick the corresponding sticker on it. Simultaneously they tell about the weather (**I**).  | Map of the world on the boardStickers in the form of sun, cloud, rain, etc. |
| **Additional information** |
| **Differentiation-how do you plan to give more support?****How do you plan to challenge more able learners?** | **Assessment –how are you planning to check learners learning?** | **Cross –curricular links****Health and safety check ICT links****Values links** |
| **Support is provided by a variety of input methods including video, cards, written template on the board.** | **Formative assessment is planned during concept checking questions by individual T/F strategy, pair work in making dialogues and individual speaking activity in the end of the lesson.**  | Cross-curricular links with geography in the final speaking activity in pairsICT includes IWB for pictures and using computers on the Internet and takes approximately 15 minutes on the whole.Communication values are developed in the process of pair work |