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Предмет: Английский язык

Класс: 5 класс

Раздел: Living things

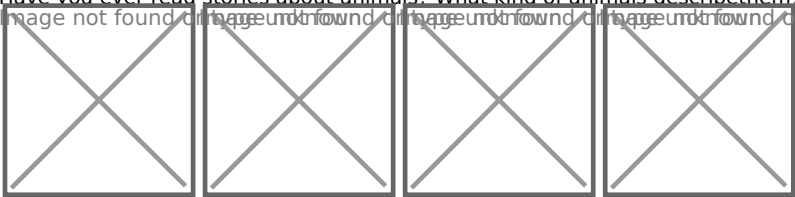
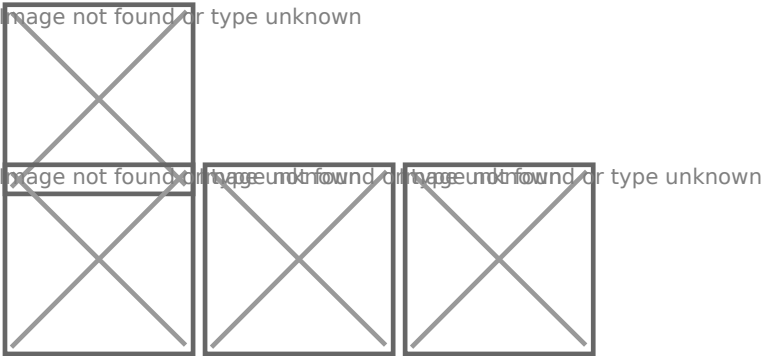
Тема: Animals

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| Цели обучения (ссылка на учебную программу): | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.R4 read with some support a limited range of short fiction and non-fiction texts 5.W3 write with support factual descriptions at text level which describe people, places and objects 5.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C4 evaluate and respond constructively to feedback from others |
| Цели урока: | By the end of the lesson all learners will be able to: <ul style="list-style-type: none">• use specific information and detail in short, simple texts on a limited range of general topic describe the illustration with support• write 2-3 sentences with support factual descriptions at text level which describe people, places and objects• use simple past to describe routines, habits and states on a limited range of familiar general and curricular topics• give feedback with support of teacher Most learners will be able to: <ul style="list-style-type: none">• use specific information and detail in short, simple texts on a limited range of general and curricular topics describe the illustration• write 5-6 sentences factual descriptions at text level which describe people, places and objects• use simple past regular and irregular forms to describe routines, habits and states of familiar general and curricular topics,• give feedback to others use technique “2 stars 1 wish” Some learners will be able to: <ul style="list-style-type: none">• make a comics use specific information and detail in short, simple texts on a limited range of general and curricular topics• write 7-8 sentences which describe people, places and objects• use simple past regular and irregular forms to make comic describe routines, habits and states of familiar general and curricular topics,• give constructively feedback to others and evaluate it |
| Языковые цели: | use simple past regular and irregular forms |
| Ожидаемый результат: | By the end of the lesson all learners will be able to: <ul style="list-style-type: none">• use specific information and detail in short, simple texts on a limited range of general topic describe the illustration with support• write 2-3 sentences with support factual descriptions at text level which describe people, places and objects• use simple past to describe routines, habits and states on a limited range of familiar general and curricular topics• give feedback with support of teacher Most learners will be able to: <ul style="list-style-type: none">• use specific information and detail in short, simple texts on a limited range of general and curricular topics describe the illustration• write 5-6 sentences factual descriptions at text level which describe people, places and objects• use simple past regular and irregular forms to describe routines, habits and states of familiar general and curricular topics,• give feedback to others use technique “2 stars 1 wish” Some learners will be able to: <ul style="list-style-type: none">• make a comics use specific information and detail in short, simple texts on a limited range of general and curricular topics• write 7-8 sentences which describe people, places and objects• use simple past regular and irregular forms to make comic describe routines, habits and states of familiar general and curricular topics,• give constructively feedback to others and evaluate it |
| Критерии успеха: | Identify specific information and detail in short, simple texts on a limited range of general and curricular topics |
| Привитие ценностей: | Patriotism, values |
| Навыки использования ИКТ: | |

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| Межпредметная связь: | Geography, literature, biology |
| Предыдущие знания: | Students know animals, simple present and past |

Ход урока

| Этапы урока | Запланированная деятельность на уроке | Ресурсы |
|-------------------------|---|--|
| Начало урока (5 min) | <p>Lead-in.</p> <p>W Fact or opinion?</p> <ol style="list-style-type: none"> 1. Jennifer saw a zebra at the zoo. F 2. Elephant eat grass and leaves. F 3. Snakes do not make good pets. O 4. Koalas usually sleep during the day. F 5. Parrots are prettier than blue birds. O 6. A bear is the most fun animal to watch. O <p>G Discussion What types of wild animals live in your country?</p> <p>Feedback: what theme of the lesson today?</p> <p>Learners answers that the topic of the lesson is Animals</p> | <p>https://www.superteacherworksheets.com</p> |

| Этапы урока | Запланированная деятельность на уроке | Ресурсы |
|----------------------------|---|---|
| Середина урока (30 min) | <p>Reading</p> <p>Pre-reading</p> <p>1. Arouse interest and help prediction.</p> <p>W learners are shown covers books about animals.</p> <p>They should read name and explain how they are connect with topic of the lesson.</p> <p>Have you ever read stories about animals? What kind of animals describethem?</p>   <p>Formative assessment</p> <p>5.R2 understand with little support specific information and detail in short,simple texts on a limited range of general and curricular topics</p> <p>5.W3 write with support factual descriptions at text level which describe people, places and objects</p> <p>Assessment criteria Identify specific information and detail in short, simple texts on a limited range of general and curricular topics</p> <p>Level of thinking skills: knowledge and understanding</p> <p>Task Write words under appropriate pictures Find describing of the animals</p> <p>Descriptor</p> <p>A learner</p> <p>Match animals' pictures with words</p> <p>Match words with describing</p> <p>2. Teach any key words</p> <p>What's the word?</p> <p>monkey island apple tree crocodile hungry wife heart house have lunch climb laugh</p> <p>Drilling</p> <p>First reading.</p> <p>Story</p> <p>Once upon a time, there was a clever monkey. He lived on a beautiful island, in an apple tree. One day, a crocodile swam to the island. 'I'm hungry,' he said. So the monkey threw a red apple to the crocodile. The crocodile munched and munched. The next day, the crocodile came back. 'Please, may I have two apples?' he asked. He ate one and gave one to his wife. The crocodile went to see the monkey every day, to listen to his tales and eat his apples. He wanted to be clever, just like the monkey. The crocodile's wife had an idea. 'Why don't you eat his heart? Then you'll be clever, just like him!' The next day, he said to the monkey, 'Come to my house! We'll have lunch together, to thank you for the apples.' But when he arrived, the crocodile snapped and said, 'Monkey! I want to eat your heart, so I can be as clever as you!' The clever monkey thought quickly and said, 'But... I haven't got my heart here. It's on the island, in the apple tree.' They all went back to the island. 'Wait here, and I will get my heart,' said the monkey. The monkey quickly climbed the tree and sat at the top. 'Oh, Crocodile. You are greedy. Of course you can't have my heart. And now, you can't have my apples!' And the clever monkey laughed and laughed!</p> <p>1. Set a task to assist overall understanding</p> <p>Don't try to read everything.</p> <p>Just read the first sentence in each paragraphs and try to get general idea of what it's about so that you can choose appropriate headline. You have 2 minutes</p> | <p>https://a-z-animals.com/animals/</p> <p>https://learnenglishkids.britishcouncil.org/en/short-stories/the-clever-monkey</p> |

| Этапы урока | Запланированная деятельность на уроке | Ресурсы |
|------------------------|---|---------|
| Конец урока (1 min) | H/t differentiation Read one story about animals/from the list of books/ and write short annotation Compose your own story | |
| Рефлексия (4 min) | Reflection Diagram of Vienn. Compare monkey and crocodile /descriptors for weak students/support by resources 1. Habitat 2. Appearance 3. Character 4. Family | |